

Between Chalk and Home: Work - Life Balance of Master Teachers I in Bayugan City, Philippines

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Abstract

This study examined the work-life balance of elementary Master Teacher I in Bayugan City, Philippines, focusing on their personal and professional life balance, determining differences across demographic profiles, and proposing a training program to enhance their well-being. Utilizing a descriptive correlational research design, the study explored key dimensions of work-life balance, including flexibility, self-care, support systems, instructional responsibilities, and administrative workload. The research involved 51 Master Teachers selected through stratified random sampling and used a validated questionnaire based on the Teacher Work-Life Balance Scale (TWLBS). The study revealed that Master Teachers generally experience satisfactory work-life balance. They benefit from flexible work arrangements; however, challenges in managing workload persist. While self-care practices are present, they are not consistently prioritized. Institutional support plays a crucial role in enhancing their overall well-being. The analysis showed no significant differences in work-life balance across various factors such as generational groups, educational attainment, training participation, research productivity, and involvement in demonstration teaching. However, tenure emerged as a significant factor influencing perceived flexibility, with more experienced educators demonstrating greater adaptability in managing professional responsibilities. The study highlighted the importance of institutional interventions, professional development, and workload management strategies in fostering a sustainable work-life balance among educators.

Index Terms: Work-life balance, Master Teachers, descriptive-comparative research design, instructional workload, administrative tasks, flexibility, stress management, Philippines

I.INTRODUCTION

A healthy work-life balance is characterized by a sense of harmony and satisfaction in work and in the personal and family life of the teacher, enabling the teachers to fulfill their professional responsibilities without compromising their well-being. It implies having sufficient time and energy to dedicate to personal interests, maintain healthy relationships, and engage in activities that promote physical and mental health. Conversely, an imbalance between work and personal life can lead to stress, burnout, decreased job satisfaction, and negatively impact overall quality of life (McBayer et al., 2022). The Philippine Constitution recognizes the importance of work-life balance by mandating that the State promote social justice and human dignity. Article II, Section 10 states, "The State shall promote social justice in all phases of national development." This provision underlines the government's responsibility to create an environment where individuals, including Master Teachers, can attain a fulfilling work life without sacrificing their well-being. Furthermore, the Department of Education Memorandum Order No. 2, s. 2015, also known as the "Guidelines on the Implementation of the Results-Based Performance Management System (RPMS) in the Department of Education," emphasizes the need for a supportive work environment that enables teachers to achieve work-life balance. It explicitly states, "The RPMS shall be implemented in a manner that supports the attainment of work-life balance."

The importance of work-life balance has been widely recognized globally, research specifically focusing on the experiences of elementary Master Teacher I in the Philippines remains limited. International studies have identified various factors affecting work-life balance among teachers, such as workload, role ambiguity, and lack of support. However, the cultural and contextual differences between countries necessitate localized investigations to fully understand the unique challenges faced by Filipino Master Teachers (Wahab & Arazo, 2024).

Moreover, work-life balance continuously evolves amid rapid technological advancements and changing societal expectations. The rise of remote work and the blurring of boundaries between professional and personal life necessitate further exploration into strategies to help teachers effectively navigate these new realities. There is a need to bridge the knowledge gap by conducting studies that delve deeper into the specific experiences of Filipino Master Teachers in achieving work-life balance in the 21st century.

The basic deliverables of a Master Teacher significantly differentiate them from Teachers I to III, primarily in terms of leadership, curriculum development, and mentorship responsibilities. Master Teachers are expected to take on advanced instructional roles, which include designing and implementing innovative teaching strategies and curricular enhancements that align with educational standards (Darling-Hammond et al., 2020). Additionally, they are tasked with mentoring less experienced teachers, leading professional development initiatives, and contributing to scholarly discussions related to pedagogical practices (Rosenberg et al., 2021). This elevated position necessitates a deeper engagement with educational research, assessment methodologies, and a commitment to fostering a collaborative learning environment, thus positioning Master Teachers as pivotal figures in promoting educational excellence within their institutions (Kraft et al., 2020). In the Philippines, Master Teachers set annual targets to enhance educational quality and leadership within schools. Their primary responsibilities include aligning and implementing the K-12 curriculum to meet national standards, leading faculty professional development, and mentoring less experienced teachers to improve instructional practices (DepEd, 2022; Chua, 2021). Additionally, Master Teachers engage in research activities that contribute to educational policies and practices, thereby playing a crucial role in driving reform and promoting academic excellence (Llego & Payongayong, 2020).

The demands of mentoring and coaching Master Teachers to other teachers and their own teaching duties and administrative tasks create challenges in maintaining a healthy work-life balance. Furthermore, the division's limited resources and support systems may exacerbate these challenges.

The study on the work-life balance of elementary Master Teacher I in Bayugan City has significant implications for individual well-being and educational quality. Master Teachers play a crucial role in shaping the next generation, and their ability to effectively juggle professional demands and personal life significantly impacts their job satisfaction, teaching effectiveness, and overall mental health. A harmonious work-life balance fosters a positive and productive work environment, reducing burnout rates, increasing teacher retention, and ultimately improving student outcomes.

This study aimed to shed light on the challenges faced by Master Teachers in achieving this balance and offer insights to create supportive policies and practices that enhance their quality of life and professional effectiveness.

II. RESEARCH ELABORATIONS

This study utilized the Boundary Theory (Marks, 1977). This theory centers on individuals' boundaries between their work and personal lives. This posits that these boundaries can be physical, temporal, or psychological and regulate the permeability between these two domains. The theory emphasizes that maintaining clear and flexible boundaries is essential for achieving work-life balance. When rigid or blurred boundaries, this can lead to role conflict and interference, where demands from one domain encroach upon the other, resulting in stress and decreased well-being.

The theory also recognized that individuals have different boundary management preferences and strategies, which may vary depending on personal values, cultural norms, and situational factors. Effective boundary management involves negotiating and adjusting boundaries as needed to ensure a healthy balance between work and personal life. This also highlights the importance of individual agency and control in setting and maintaining boundaries to achieve desired outcomes. Another recent theory related to work-life balance is the Border Theory. This theory, which has gained attention in recent years, posits that individuals navigate between different domains of their lives, such as work and family, by crossing borders that separate them. These borders can be physical, temporal, or psychological, and their permeability and flexibility can significantly impact an individual's ability to balance work and personal life (Clark, 2000). Border Theory emphasizes that successful navigation between work and personal domains depends on the individual's level of influence and domain identification. People with high autonomy and strong identification with both domains can better manage these borders effectively. The theory also highlights the importance of organizational support and personal strategies in managing these borders to prevent role conflict and ensure well-being.

This theory provided a valuable framework for understanding the work-life balance challenges professionals, including teachers, face as they manage the demands of their work and personal lives. It underscores the need for flexible work arrangements and supportive organizational policies to help individuals achieve a healthy balance.

These theories provided a valuable lens for understanding the work-life balance challenges faced by an elementary Master Teacher I in Bayugan City. As these teachers navigate the demands of their leadership roles and teaching responsibilities, they may encounter blurred boundaries and role conflict, leading to an imbalance between their work and personal lives. This study explored how these teachers manage boundaries between their professional and personal domains and their strategies to achieve a healthy balance.

III. RESEARCH METHODOLOGY

This study used a descriptive correlational design to examine the work-life balance of Master Teacher I in Bayugan City. It described their professional responsibilities and compared work-life balance levels across demographic groups. The study was conducted in Bayugan City Division, Agusan del Sur, Philippines, and focused on selected public elementary schools. The city's diverse educational setting provided a relevant context for exploring teachers' work-life challenges. The study involved 51 Master Teachers I (80% of the total), selected through stratified random sampling to ensure representation across various schools and workloads. A cluster sampling method was used, grouping schools by size (small, medium, large). A proportional number of respondents were randomly selected from each cluster using a sampling frame from DepEd Bayugan. An adapted questionnaire based on the Teacher Work-Life Balance Scale (TWLBS) by Klassen et al. (2019) was used. It consisted of demographic data and work-life balance indicators measured using a Likert scale. The instrument underwent expert validation and pilot testing to ensure clarity, accuracy, and reliability. Permission was obtained from DepEd authorities. The validated questionnaire was distributed during SY 2024–2025 with voluntary and confidential participation. Data were analyzed quantitatively, and results were shared with stakeholders. Descriptive statistics (frequency, percentage, mean, standard deviation) described the sample and responses. Inferential statistics assessed relationships and differences among variables, including Pearson correlation and ANOVA.

III. RESULTS AND DISCUSSION

This section presents the level of work life balance of the Master Teachers I in term personal life balance and professional life balance.

Level of Work-Life Balance of the Master Teachers I

Table 1.1 presents the Level of Work-Life Balance of the Master Teachers I in terms of Flexibility.

Table 1.1 *Level of work-life balance in terms of Flexibility*

	Flexibility	Wtd Mean	Verbal Description	Interpretation
1.	I find my work schedule allows flexibility to balance personal commitments.	4.12	Agree	Satisfactory
2.	I can adjust my workload when needed for personal or family matters.	4.08	Agree	Satisfactory
3.	I feel in control of how I allocate time between work and personal life.	4.04	Agree	Satisfactory
4.	I believe my school administration supports flexible work arrangements when necessary.	4.06	Agree	Satisfactory
5.	I can balance multiple responsibilities without feeling overwhelmed.	3.76	Agree	Satisfactory
6.	Overall Weighted Mean	4.02	Agree	Satisfactory

Legend: 1.00-1.49-Strongly Disagree/Very Poor; 1.50-2.49-Disagree/Poor; 2.50-3.49-Uncertain/Fair; 3.50-4.49-Agree/Satisfactory; 4.50-5.00-Strongly agree/Very Satisfactory

The highest weighted mean is 4.12 for the statement *"I find my work schedule allows flexibility to balance personal commitments,"* which implies that the majority of Master Teachers I feel their work schedule is flexible enough to accommodate personal needs. This indicates that institutional policies or personal time management approaches enable educators to maintain a balance between their work responsibilities and personal obligations.

On the other hand, the lowest weighted mean is 3.76 for the statement *"I can balance multiple responsibilities without feeling overwhelmed,"* which implies that while Master Teachers I generally agree they can manage multiple responsibilities, there is a slightly lower level of confidence in this aspect compared to other statements. This lower rating indicates that while flexibility exists, the accumulation of tasks may still pose challenges for some educators, potentially affecting their efficiency or overall well-being. The overall weighted mean is 4.02, which implies that Master Teachers I generally perceive satisfactory flexibility in their work-life balance.

This figure reflects a favorable sentiment toward their ability to navigate professional obligations alongside personal responsibilities, demonstrating that institutional structures, workload distribution, or personal coping strategies contribute to the maintenance of a balanced professional life. This emphasizes the importance of flexibility in work arrangements, particularly for younger generations like Millennials and Generation Z, who tend to prioritize it (Dixon, 2022). The ability to adjust workload and control time allocation is crucial for balancing personal and professional spheres.

Table 1.2 illustrates the level of work-life balance in terms of self-care and well-being. The data present various aspects of how Master Teachers engage in self-care and maintain their well-being amidst their professional responsibilities

Table 1.2 *Level of work-life balance in terms of Self-Care and Well-being*

Self-Care and Well-being	Wtd Mean	Verbal Description	Interpretation
1. I prioritize self-care activities (e.g., exercise, relaxation, hobbies) to maintain my well-being.	3.75	Agree	Satisfactory
2. My work schedule allows me sufficient time for personal needs and self-care.	3.88	Agree	Satisfactory
3. I have the energy and motivation to engage in self-care practices regularly.	4.00	Agree	Satisfactory
4. I feel that my work environment supports my efforts to maintain a healthy lifestyle.	3.96	Agree	Satisfactory
5. I actively practice stress-management techniques to enhance my overall well-being.	4.18	Agree	Satisfactory
Overall Weighted Mean	3.95	Agree	Satisfactory

Legend: 1.00-1.49-Strongly Disagree/Very Poor; 1.50-2.49-Disagree/Poor; 2.50-3.49-Uncertain/Fair; 3.50-4.49-Agree/Satisfactory; 4.50-5.00-Strongly agree/Very Satisfactory

The highest weighted mean is 4.18 for the statement *"I actively practice stress-management techniques to enhance my overall well-being."* This implies that a significant number of educators make deliberate efforts to manage stress, recognizing its impact on their effectiveness and overall health. The prevalence of stress-management practices reflects an awareness of the importance of mental well-being, likely influenced by institutional support or personal coping strategies. The lowest weighted mean is 3.75 for the statement *"I prioritize self-care activities (e.g., exercise, relaxation, hobbies) to maintain my well-being."* This indicates that while educators acknowledge the importance of self-care, it is the least emphasized aspect among the identified measures. The slightly lower rating implies that time constraints, workload, or competing priorities may limit their ability to fully engage in leisure activities that contribute to holistic well-being.

The overall weighted mean is 3.95, which implies that the respondents generally experience a satisfactory level of self-care and well-being. This collective result reflects that while educators actively manage stress, their engagement in broader self-care activities may vary depending on personal circumstances and professional commitments. The balance between work and personal care remains a relevant aspect of their overall work-life experience.

This highlights that physical health is vital for teachers to manage their demanding profession and maintain work-life balance (Henrietta, 2023). Self-care activities and stress-management techniques are essential for overall well-being and can influence job satisfaction and effectiveness (Capone & Petrillo, 2020; Martin, 2023).

Table 1.3 presents the level of work-life balance in terms of Support System.

Table 1.3 *Level of work-life balance in terms of Support System*

Support System	Wtd Mean	Verbal Description	Interpretation
6. My colleagues are a reliable source of support, helping me effectively handle my workload.	4.24	Agree	Satisfactory
7. I receive valuable support from the school administration in navigating work.	4.25	Agree	Satisfactory
8. I have no hesitation in reaching out to my supervisors or school leaders when I need.	4.35	Agree	Satisfactory

9. I have my family's full support in fulfilling my responsibilities as a Master Teacher I	4.78	Agree	Satisfactory
10. My workplace encourages and promotes a collaborative and supportive atmosphere	4.49	Agree	Satisfactory
11. The school offers professional development opportunities focused on stress management.	4.04	Agree	Satisfactory
12. My school prioritizes teacher well-being by providing access to mental health support.	4.00	Agree	Satisfactory
13. I receive recognition from the school administration for my contributions.	4.10	Agree	Satisfactory
14. We distribute responsibilities fairly among co-teachers, which helps minimize stress.	4.10	Agree	Satisfactory
15. A strong personal support network of family, friends, and colleagues contributes to my overall well-being.	4.61	Strongly Agree	Very Satisfactory
Overall Weighted Mean	4.29	Agree	Satisfactory

Legend: 1.00-1.49-Strongly Disagree/Very Poor; 1.50-2.49-Disagree/Poor; 2.50-3.49-Uncertain/Fair; 3.50-4.49-Agree/Satisfactory; 4.50-5.00-Strongly agree/Very Satisfactory

The highest weighted mean is 4.78 for the statement *"I have my family's full support in fulfilling my responsibilities as a Master Teacher I."* This implies that family support plays a crucial role in helping educators balance their personal and professional commitments. The strong backing from family members contributes to emotional stability, reducing stress and allowing teachers to focus on their responsibilities effectively.

In contrast, the lowest weighted mean is 4.00 for the statement *"My school prioritizes teacher well-being by providing access to mental health support."* This implies that while teacher well-being is acknowledged, access to mental health resources may not be as readily available or prioritized as other forms of support. The lower rating reflects potential gaps in institutional initiatives aimed at directly addressing educators' mental health needs, which could impact their overall work-life balance.

The overall weighted mean is 4.29, indicating that Master Teachers generally perceive their support system as satisfactory. This figure reflects the significance of external support, such as family encouragement, while highlighting areas where institutional reinforcement, particularly in mental health resources, could be strengthened to further enhance educators' work-life balance.

This underscores the importance of both colleague and family support in helping teachers balance their responsibilities. A strong support network can provide emotional, practical, and social resources, which can reduce stress and improve resilience (Milkie et al., 2020; Ortan et al., 2021).

Table 3.4 outlines the Level of Work-Life Balance along with Instructional Tasks.

Table 1.4 *Level of Work-Life Balance along with Instructional Tasks*

Instructional Tasks	Wtd Mean	Std. Deviation	Verbal Description	Interpretation
1. I find my teaching workload doable during working hours.	4.63	0.56	Strongly Agree	Very Satisfactory
2. I have sufficient time to plan and deliver high-quality classes.	4.24	0.68	Agree	Satisfactory
3. I receive adequate assistance in instructional planning and implementation.	4.12	0.68	Agree	Satisfactory
4. I can manage my teaching commitments without jeopardizing my personal life.	4.55	0.67	Strongly Agree	Very Satisfactory
5. I am satisfied with my ability to engage pupils while preserving a work-life fit.	4.37	0.63	Agree	Satisfactory
Overall Weighted Mean	4.38	0.46	Agree	Satisfactory

Legend: 1.00-1.49-Strongly Disagree/Very Poor; 1.50-2.49-Disagree/Poor; 2.50-3.49-Uncertain/Fair; 3.50-4.49-Agree/Satisfactory; 4.50-5.00-Strongly agree/Very Satisfactory

The highest weighted mean is 4.63 for the statement *"I find my teaching workload doable during working hours,"* with a standard deviation of 0.56, a verbal description of "Strongly Agree," and an interpretation of "Very Satisfactory." This implies that the majority of Master Teachers feel highly satisfied with their ability to manage instructional tasks within designated working hours. The efficiency of their workload management indicates a structured approach to lesson preparation, classroom engagement, and instructional delivery, allowing them to fulfill their teaching responsibilities without significant disruptions to personal time.

On the other hand, the lowest weighted mean is 4.12 for the statement *"I receive adequate assistance in instructional planning and implementation,"* with a standard deviation of 0.68, a verbal description of "Agree," and an interpretation of "Satisfactory." This implies that while respondents generally find institutional support in instructional planning useful, it remains an area with slightly lower satisfaction compared to other aspects. The data indicate that educators may experience variations in the level of assistance provided, potentially affecting the ease of curriculum execution, lesson structuring, and pedagogical effectiveness.

The overall weighted mean is 4.38 with a standard deviation of 0.46, a verbal description of "Agree," and an interpretation of "Satisfactory." This implies that Master Teachers generally maintain a stable balance between instructional tasks and personal commitments. The ability to manage teaching workload efficiently contributes to their overall well-being, ensuring that professional responsibilities do not overwhelmingly interfere with their personal time. However, the level of institutional support in instructional planning remains an area that could be examined further to optimize work-life balance.

This indicates that heavy instructional workloads can lead to work-life conflict (Yin et al., 2020). Managing teaching commitments, planning classes, and engaging pupils are all tasks that require significant time and energy, and if not managed well, can negatively impact work-life balance.

Table 1.5 presents the Level of Work-Life Balance along with Administrative and Ancillary Tasks

Table 1.5 *Level of Work-Life Balance along with Administrative and Ancillary Tasks*

Administrative and Ancillary Tasks	Wtd Mean	Std. Deviation	Verbal Description	Interpretation
1. I find my administrative workload does not interfere with my personal responsibilities.	4.18	0.77	Agree	Satisfactory
2. I believe ancillary tasks (committees, school events) are fairly distributed among teachers.	3.96	1.04	Agree	Satisfactory
3. I can complete administrative reports without excessive stress.	3.90	0.78	Agree	Satisfactory
4. I have access to tools that help streamline administrative tasks.	3.96	0.87	Agree	Satisfactory
5. I feel my school administration considers my workload before assigning additional responsibilities.	4.02	1.10	Agree	Satisfactory
Overall Weighted Mean	4.00	0.68	Agree	Satisfactory

Legend: 1.00-1.49-Strongly Disagree/Very Poor; 1.50-2.49-Disagree/Poor; 2.50-3.49-Uncertain/Fair; 3.50-4.49-Agree/Satisfactory; 4.50-5.00-Strongly agree/Very Satisfactory

. The highest weighted mean is 4.18 for the statement *"I find my administrative workload does not interfere with my personal responsibilities,"* with a standard deviation of 0.77. This implies that most respondents agree that their administrative workload does not significantly impact their personal responsibilities, demonstrating a satisfactory work-life balance in this aspect. The high rating indicates that administrative tasks are either well-managed within the system or that educators have developed effective strategies to ensure their personal commitments are not compromised.

Conversely, the lowest weighted mean is 3.90 for the statement *"I can complete administrative reports without excessive stress,"* with a standard deviation of 0.78. This implies that while educators generally manage their administrative reporting, it is still a relatively more demanding task compared to other aspects. The lower rating highlights that paperwork and reporting requirements remain areas where stress can accumulate, potentially due to time constraints or procedural expectations within the school setting.

The overall weighted mean is 4.00, with a standard deviation of 0.68, indicating that respondents generally experience a favorable balance between administrative responsibilities and personal life. This collective result implies that while administrative and

ancillary tasks are present, they do not overwhelmingly disrupt educators' ability to maintain personal well-being. The existing systems and workflow processes appear effective in maintaining a manageable work-life balance despite the presence of paperwork and other administrative duties.

This discusses how administrative tasks can burden teachers, consuming time and energy and contributing to work-life conflict (Joshi, 2024). Similarly, ancillary tasks, such as supervising extracurricular activities, can encroach on personal time and decrease well-being (Richards, 2020; Gökçe et al., 2023).

Table 1.6 presents the Level of Work-Life Balance along with Work-Life Balance.

Table 1.6 *Level of Work-Life Balance along with Work-Life Balance*

Work-Life Balance	Wtd Mean	Std. Deviation	Verbal Description	Interpretation
1. I can leave work-related stress at school and enjoy my personal time.	3.88	0.99	Agree	Satisfactory
2. I avoid bringing work tasks into my personal or family time.	3.78	1.01	Agree	Satisfactory
3. I feel comfortable setting boundaries to maintain a healthy balance.	3.92	1.11	Agree	Satisfactory
4. I believe my school respects my personal time and does not require me to work outside of official hours.	4.04	0.82	Agree	Satisfactory
5. I can take breaks and use my leave credits when necessary.	4.25	0.96	Agree	Satisfactory
Overall Weighted Mean	3.98	0.77	Agree	Satisfactory

Legend: 1.00-1.49-Strongly Disagree/Very Poor; 1.50-2.49-Disagree/Poor; 2.50-3.49-Uncertain/Fair; 3.50-4.49-Agree/Satisfactory; 4.50-5.00-Strongly agree/Very Satisfactory

The highest weighted mean is 4.25 for the statement "*I can take breaks and use my leave credits when necessary,*" with a standard deviation of 0.96. This implies that respondents generally find it favorable that they can utilize breaks and leave credits when needed, reflecting institutional policies that allow educators to manage their time efficiently without disrupting their responsibilities. The strong agreement with this statement indicates that flexibility in taking leave supports teachers' ability to maintain a balance between work demands and personal well-being.

On the other hand, the lowest weighted mean is 3.78 for the statement "*I avoid bringing work tasks into my personal or family time,*" with a standard deviation of 1.01. This implies that while educators attempt to separate work from personal or family time, this aspect presents a challenge. The lower rating highlights that work-related responsibilities often extend beyond official hours, encroaching on personal time, potentially due to workload intensity, reporting requirements, or institutional expectations.

The overall weighted mean is 3.98, with a standard deviation of 0.77, which implies that educators generally maintain a satisfactory level of work-life balance. This collective rating reflects a relatively positive sentiment toward their ability to manage work commitments while sustaining personal life stability. However, while taking breaks and leave credits is highly valued, the challenge of keeping work separate from personal time remains an area that could influence long-term work-life satisfaction.

This emphasizes that establishing clear boundaries between work and personal life is crucial for maintaining work-life balance (Marques & Berry, 2021). The ability to segment work and personal time and manage communication flow is essential, as blurred boundaries can lead to work-home interference and role overload (Richards & Ko, 2021).

Test of Significant Difference in the Level of work-life balance of the Master Teachers I in Bayugan City across Profile Variables Groupings

This section presents the level of work-life balance among Master Teachers I in Bayugan City, analyzed across different profile variable groupings

Table 2.1 shows the result of the Kruskal Wallis test on the level of work-life balance of the Master Teachers when they are grouped according to generation type.

Table 2.1 *Kruskal Wallis Test on Level of Work-Life balance across Generation Groupings*

Test Statistics^{a,b}

	Flexibility	Self-care and Wellness	Support System	Instructional Tasks	Admin and ancillary Tasks	Work-life balance
Chi-Square	.544	1.435	.649	1.342	1.323	3.007
df	2	2	2	2	2	2
p-value	.762	.488	.723	.511	.516	.222
Decision on H ₀	Do not reject H ₀	Do not reject H ₀	Do not reject H ₀	Do not reject H ₀	Do not reject H ₀	Do not reject H ₀
Interpretation	Not significant	Not significant	Not significant	Not significant	Not significant	Not significant

a. Kruskal Wallis Test

b. Grouping Variable: Gengroup

The analysis yielded a degree of difference but the data failed to warrant the significance of these differences. This is evidenced by the p-values that are beyond the .05 level of significance se for the

study. Thus, the null hypothesis is not rejected. This finding implies that the level of work-life balance of the younger generation does not differ significantly as compared to their counterparts who are older in age. The data shows that across various dimensions of work-life balance—including flexibility, self-care and wellness, support systems, instructional tasks, and administrative responsibilities—the differences among generation groupings are not statistically significant. This implies that younger Master Teachers experience a work-life balance similar to their older counterparts. Based on field observations and experiences in the division, several factors contribute to this phenomenon.

One key reason is the nature of the Master Teacher role, which requires educators—regardless of age—to juggle instructional duties, mentorship responsibilities, administrative tasks, and personal commitments. Unlike entry-level teachers who may experience variations in work-life balance due to adjustments in workload or career growth, Master Teachers generally operate within institutional structures that distribute responsibilities evenly across all age groups. Whether young or senior, they face similar expectations in terms of teaching performance, paperwork, curriculum implementation, and professional development. As a result, generational differences in work-life balance become minimal since all educators in this position experience similar challenges and institutional support systems.

The availability of coping mechanisms and work-life balance strategies across different generations contributes to this outcome. Younger Master Teachers are increasingly familiar with modern efficiency tools, digital resources, and time management strategies that help streamline work processes, reducing stress despite heavy workloads. Meanwhile, older Master Teachers rely on established experience, professional networks, and structured routines to maintain balance. Since both groups apply adaptive strategies to handle their responsibilities, their work-life balance remains comparable. Furthermore, institutional policies, professional development programs, and family support systems serve as stabilizing factors, ensuring that regardless of age, Master Teachers have access to mechanisms that help them navigate their professional and personal lives effectively. The statistical test results comparing work-life balance across generational groups. The literature review discusses generational differences in work-life balance values (Dixon, 2022; Lester et al., 2021), but this table's findings suggest that, in this context, those differences may not significantly affect overall work-life balance.

Table 2.2 reveals the Kruskal Wallis Test on Level of Work-Life balance across Groupings of Educational Attainment. From the Table, it can be gleaned tha when grouped according to educational attainment, the Kruskal Sallis test showed that there is no significant difference in the level of work-life balance of the master Teachers.

Table 2.2 *Kruskal Wallis Test on Level of Work-Life balance across Groupings of Educational Attainment*

Test Statistics^{a,b}

	Flexibility	Self-care and Wellness	Support System	Instructional Tasks	Admin and ancillary Tasks	Work-life balance
Chi-Square	4.204	2.937	1.836	2.319	2.549	3.252
df	3	3	3	3	3	3
p-value	.240	.402	.607	.509	.466	.354
Decision on H ₀	Do not reject H ₀	Do not reject H ₀	Do not reject H ₀	Do not reject H ₀	Do not reject H ₀	Do not reject H ₀
Interpretation	Not significant	Not significant	Not significant	Not significant	Not significant	Not significant

a. Kruskal Wallis Test

b. Grouping Variable: Education

This is indicated by the p-values that are beyond the .05 level of significance set for analysis. Thus, the null hypothesis is not rejected. This finding shows that educational attainment is not a varying factor among the Master Teachers in their work-life balance. It can be recalled that the level of work-life balance of these teachers is generally in the Satisfactory level. Hence, even those who have gone to graduate studies are not able to attain a very satisfactory level of work-life balance.

The data reveals that educational attainment does not significantly impact the work-life balance of Master Teachers. This finding indicates that whether educators have completed graduate studies or hold only a bachelor's degree, their ability to maintain work-life equilibrium remains within the satisfactory level, rather than reaching a very satisfactory level. Based on field observations, this outcome can be attributed to the demanding nature of teaching responsibilities, which affect all educators equally, regardless of their highest academic qualification.

In practice, Master Teachers—whether holding a graduate degree or not—face similar workloads, institutional expectations, and administrative responsibilities. Master Teachers who have pursued postgraduate studies may have acquired additional expertise, but this does not necessarily translate to better work-life balance. The reality is that higher education often leads to more responsibilities, such as research requirements, supervisory roles, and participation in professional development activities. These additional tasks, coupled with standard teaching duties, do not reduce stress or workload but rather add to it, limiting any significant advantage in work-life balance for those with graduate degrees.

Furthermore, work-life balance among educators is influenced more by institutional policies, workload distribution, and support systems rather than personal academic achievements. In schools where administrative tasks and instructional expectations are equally distributed, teachers—whether highly educated or not—experience similar levels of stress and time constraints. Additionally, external factors such as family responsibilities, school culture, and personal coping strategies play a more decisive role in work-life balance than educational attainment alone. Therefore, regardless of postgraduate education, teachers continue to experience only a satisfactory level of work-life balance due to the overall structure of their professional environment.

This shows the test results for work-life balance across educational attainment levels. While the literature review indicates that higher education can be associated with better work-life balance due to improved skills (Sakız, 2020; Bandura, 2023), this table's data suggests that educational attainment may not be a significant differentiating factor in this study.

Table 2.3 shows that the level of work-life balance of the Master Teachers along flexibility have a significant difference when they are grouped according to years as Master

Table 2.3 *Kruskal Wallis Test on Level of Work-Life balance across Groupings of years as master Teachers*

*significant @ p< .0

Test Statistics^{a,b}

	Flexibility	Self-care and Wellness	Support System	Instructional Tasks	Admin and ancillary Tasks	Work-life balance
Chi-Square	9.557*	2.769	6.782	2.105	3.170	6.812
df	3	3	3	3	3	3
p-value	.023	.429	.079	.551	.366	.078
Decision on H ₀	Reject H ₀	Do not reject H ₀	Do not reject H ₀	Do not reject H ₀	Do not reject H ₀	Do not reject H ₀
Interpretation	Significant	Not significant	Not significant	Not significant	Not significant	Not significant

a. Kruskal Wallis Test

b. Grouping Variable: Years as Master Teachers

Teachers ($\chi^2=9.557$; $p=.023$). Thus, the null hypothesis is rejected with respect to years as master teachers and flexibility. This indicates that the master Teacher who had been holding this position for more years have higher levels of work-balance than those who newly accorded the mater Teacher position. It can be induced that the years of experience of the master teachers have gained for them better work-life decisions than those who are novice Master Teachers.

The analysis shows that the number of years a teacher has served as a Master Teacher does not significantly affect their level of work-life balance across various personal and professional aspects. This is evidenced by the p-values exceeding the .05 level of significance, leading to the decision not to reject the null hypothesis regarding these variables. Based on experiences in the field, this outcome can be attributed to the consistency of workload distribution, institutional expectations, and coping mechanisms that remain constant regardless of tenure.

Master Teachers, regardless of their years of experience, face similar administrative duties, instructional responsibilities, and professional development requirements imposed by educational institutions. Whether newly promoted or seasoned in the role, Master Teachers are expected to perform at a high level with standardized workloads, meaning variations in tenure do not necessarily lead to differences in work-life balance. The nature of the position demands continuous engagement with curriculum implementation, leadership roles, and teacher mentoring, ensuring that responsibilities remain steady over time. Therefore, the duration of service does not directly affect how well a Master Teacher maintains balance in their professional and personal life.

Experienced Master Teachers and those with fewer years in the role develop their own coping mechanisms and work-life strategies that help them navigate their professional demands. Long-serving educators often rely on established routines, institutional support, and experience-driven efficiency, while newer Master Teachers adapt quickly by leveraging technology, collaboration, and productivity techniques. These factors lead to comparable levels of work-life balance across all tenure groups, reinforcing the statistical findings that years as a Master Teacher do not significantly affect an individual's ability to maintain equilibrium between work and personal commitments. This consistency reflects the structured nature of the profession, where tenure does not drastically alter the challenges and expectations of the role.

This discusses the importance of professional development and experience, which could indirectly relate to work-life balance, but this table examines if years of experience directly correlate with differences in work-life balance (Aruldoss et al., 2022).

Further analysis shows that the years as master teachers do not spell the significant difference in the level of work-life balance in terms of the rest of the personal and professional aspects of work-life balance. This is evidenced by the p-values that are beyond the .05 level of significance set for analysis. Thus, the null hypothesis is not rejected with respect to these variables.

Table 2.4 shows that there is no significant difference in the level of work-balance of the Master Teachers when they are grouped according to relevant trainings attended

Table 2.4 Kruskal Wallis Test on Level of Work-Life balance across Groupings of Relevant Trainings attended

Test Statistics^{a,b}

	Flexibility	Self-care and Wellness	Support System	Instructional Tasks	Admin and ancillary Tasks	Work-life balance
Chi-Square	.779	3.068	3.107	2.606	1.943	.986
df	3	3	3	3	3	3
p-value	.855	.381	.375	.456	.584	.805
Decision on H ₀	Do not reject H ₀	Do not reject H ₀	Do not reject H ₀	Do not reject H ₀	Do not reject H ₀	Do not reject H ₀
Interpretation	Not significant	Not significant	Not significant	Not significant	Not significant	Not significant

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- a. Kruskal Wallis Test
- b. Grouping Variable: Relevant Trainings Attended

The data show that the p-values are greater than .05 level set for analysis. Thus, the null hypothesis is not rejected. The analysis reveals that relevant trainings attended do not affect the level of work-life balance among Master Teachers, as evidenced by p-values exceeding the .05 level of significance. This result indicates that variations in training attendance do not lead to significant differences in how educators manage their work and personal lives. Based on experiences in the field, this finding can be attributed to the nature of these trainings, which are primarily designed for skill enhancement, instructional improvement, or administrative efficiency, rather than direct interventions targeting work-life balance. In real-world school settings, Master Teachers attend professional development sessions based on institutional requirements, career growth opportunities, or self-initiated learning. However, these trainings often focus on technical competencies, such as curriculum implementation, assessment methodologies, or leadership strategies, rather than stress management or work-life integration. Consequently, attending more training does not necessarily affect an educator's ability to maintain equilibrium between work demands and personal well-being. Instead, factors like workload distribution, administrative policies, and family support systems play a more significant role in shaping their overall work-life balance.

Furthermore, individual coping mechanisms and institutional frameworks heavily influence how Master Teachers manage work-life demands, regardless of the number of trainings attended. Teachers develop their own strategies to handle responsibilities, whether through structured time management, collaboration with colleagues, or leveraging school support systems. Since these elements remain independent of training participation, the level of work-life balance among educators is not significantly affected by the frequency of training attendance. This consistency across training groups explains why the null hypothesis is not rejected, reinforcing that work-life balance is shaped more by workplace conditions and personal strategies than the quantity of professional development sessions attended. This shows the test results for work-life balance across groupings of relevant training attended. The literature review emphasizes the positive impact of training on work-life balance (Olivo, 2021), but this table investigates whether the *number* of training sessions attended leads to statistically significant differences in work-life balance

Table 2.5 posits the Kruskal Wallis Test on Level of Work-Life balance across Groupings of Researches Conducted.

Table 2.5 *Kruskal Wallis Test on Level of Work-Life balance across Groupings of Researches*

Test Statistics^{a,b}

	Flexibility	Self-care and Wellness	Support System	Instructional Tasks	Admin and ancillary Tasks	Work-life balance
Chi-Square	1.235	2.792	1.791	1.814	2.602	1.037
df	4	4	4	4	4	4
p-value	.872	.593	.774	.770	.627	.904
Decision on H ₀	Do not reject H ₀	Do not reject H ₀	Do not reject H ₀	Do not reject H ₀	Do not reject H ₀	Do not reject H ₀
Interpretation	Not significant	Not significant	Not significant	Not significant	Not significant	Not significant

a. Kruskal Wallis Test

greater than .05 level set for analysis. Thus, the null hypothesis is not rejected. This could be due to the fact that most of the researches don by the teachers are focused more on classroom situations and may have no bearing on work-life balance.

The analysis presented reveals that there is no significant difference in the level of work-life balance across different groupings of research conducted. The p-values obtained for flexibility, self-care and wellness, support system, instructional tasks, administrative tasks, and overall work-life balance are greater than the .05 level of significance, leading to the decision not to reject the null hypothesis. This finding indicates that the extent to which Master Teachers engage in research does not affect their ability to maintain work-life balance. Based on field observations, this outcome can be attributed to the nature of the research topics typically pursued by educators, which often center on classroom situations rather than personal well-being or workload management.

Data indicate that despite the variations in the number of researches done b the Master Teachers, analysis shows that there is no significant difference in thir level of work-balance. Table 4.5 reveals tha the p-values obtained are

In many educational settings, Master Teachers are required to conduct action research or studies focusing on instructional effectiveness, student engagement, and curriculum development. While these research activities contribute to academic improvements and pedagogical advancements, they do not directly affect a teacher's personal work-life balance. Instead, research efforts are aligned with institutional goals, aiming to refine teaching strategies rather than address factors such as workload reduction, stress management, or flexible work arrangements. As a result, even if a Master Teacher actively engages in research, their professional demands remain unchanged, leading to similar levels of work-life balance across different research involvement categories. Furthermore, the research process itself adds to Master Teacher's workload rather than alleviating it, which could explain why engagement in research does not lead to significant variations in work-life balance. Teachers conducting research must allocate time for data collection, analysis, and reporting—tasks that demand extra effort beyond their regular teaching responsibilities. Since research is often an additional requirement rather than a mechanism to ease professional responsibilities, it does not affect the overall balance between work obligations and personal well-being. This reality reinforces the statistical findings, demonstrating that research involvement is independent of an educator's ability to maintain equilibrium between professional demands and personal life stability. This discusses the dual role of research in potentially enhancing professional growth but also adding to workload and stress (Richards & Farrell, 2021; Peters et al., 2020). This table examines whether engagement in research significantly affects work-life balance.

Table 2. 6 deals with the Kruskal Wallis Test on Level of Work-Life balance across Groupings of Demonstration Teaching Conducted.

Table 2.6 *Kruskal Wallis Test on Level of Work-Life balance across Groupings of Demonstration Teaching Conducted*

Test Statistics^{a,b}

	Flexibility	Self-care and Wellness	Support System	Instructional Tasks	Admin and ancillary Tasks	Work-life balance
Chi-Square	2.202	2.352	3.233	1.655	4.116	3.862
df	3	3	3	3	3	3
p-value	.532	.503	.357	.647	.249	.277
Decision on H_0	Do not reject H_0	Do not reject H_0	Do not reject H_0	Do not reject H_0	Do not reject H_0	Do not reject H_0
Interpretation	Not significant	Not significant	Not significant	Not significant	Not significant	Not significant

a. Kruskal Wallis Test

b. Grouping Variable: Demonstration Teaching

From here, it can be seen that, the data on the number of demonstration teaching conducted did not warrant the existence of a significant difference in the level of work-life balance of the Master Teachers. This is shown in Table 1.6. The null hypothesis is not rejected as indicated by the p-values that are beyond the .05 level set for analysis. The analysis indicates that the number of demonstration teaching sessions conducted does not affect the level of work-life balance of Master Teachers. The p-values for all work-life balance indicators—including flexibility, self-care and wellness, support systems, instructional tasks, and administrative responsibilities—exceed the .05 level of significance, leading to the decision not to reject the null hypothesis. This finding suggests that regardless of the frequency of demonstration teaching, the overall work-life balance of educators remains relatively stable. Based on observations in the field, this outcome can be attributed to the structured nature of demonstration teaching, workload distribution, and institutional support mechanisms.

Demonstration teaching is often conducted as part of instructional training, mentoring sessions, or professional development initiatives, meaning its integration into a teacher's routine is already expected within their role. Since Master Teachers are accustomed to conducting demonstration lessons as part of their leadership responsibilities, the number of sessions performed does not drastically affect their ability to maintain work-life balance. The standardized approach to demo teaching ensures that educators have preparation frameworks, curriculum guides, and institutional resources that streamline the process, reducing additional stress or disruptions to their professional and personal schedules. The institutional structure and support systems in place help ensure that the demands of demonstration teaching do not significantly affect educators differently based on frequency. Schools provide scheduling flexibility, peer collaboration opportunities, and administrative assistance that enable Master Teachers to fulfill demo teaching requirements without compromising their work-life equilibrium. Since these professional responsibilities are embedded within their regular workload—rather than being unexpected or disproportionately assigned—their impact on work-life balance remains consistent across all teaching groups, reinforcing the statistical finding that the number of demonstration teaching sessions does not affect overall well-being and professional

stability. This review notes that demonstration teaching can contribute to professional fulfillment but also increase demands on time. This table explores whether the frequency of conducting such teaching significantly impacts work-life balance (Boamah et al., 2022)

IV. CONCLUSIONS and RECOMMENDATIONS

Master Teachers continue to face challenges related to workload management. This underscores the interplay between workplace flexibility, stress management, and self-care. External demands, particularly those shaped by institutional policies, significantly influence the equilibrium between professional and personal life, often outweighing individual efforts. The study also confirms that generational differences, academic qualifications, training, and research output do not significantly impact work-life balance. However, tenure is a key determinant in adaptability, with seasoned educators leveraging their familiarity with institutional structures and accumulated experience to navigate workloads more efficiently. Elementary Master Teachers might consider emphasizing self-care more by integrating regular wellness routines and stress management activities into their daily lives. Engaging in mindfulness, physical activity, and setting clear boundaries between work and personal time can contribute significantly to overall well-being and sustained professional effectiveness. School Administrators could explore the implementation of supportive policies that promote work-life balance among teaching staff. This might include adjusting workloads to manageable levels, offering flexible scheduling options, accommodating teachers' diverse needs, and enhancing job satisfaction. Teacher Training Institutions are encouraged to incorporate work-life balance strategies into their professional development programs. By equipping educators with practical tools for managing responsibilities—such as time management techniques, stress reduction methods, and resilience-building exercises—these institutions can prepare teachers to navigate the demands of their profession more effectively. Researchers may delve deeper into the various factors influencing work-life balance in the educational sector. Particular attention could be given to the impact of technology use, institutional structures, and the evolving demands of education, providing insights that could inform policies and practices to support educators' well-being.

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