

The Mediating Effects of Work-Life Balance on the Relationship of School Heads' Leadership Practices and Teachers' Work Satisfaction

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Abstract. This study sought to determine whether work-life balance mediates the relationship between school leaders' leadership and teachers' job satisfaction. The descriptive-correlational research design was used in the study, which involved 176 randomly selected public school elementary teachers from the Division of Misamis Oriental, Philippines. The main data source for this study was a modified, and validated survey questionnaire. The study found that most respondents were female and that the 31-45 age bracket is particularly well represented. Furthermore, the prevalence of Teacher I positions suggested that the study sample was primarily composed of entry-level teaching roles. In terms of service years, those with 6-10 years were the largest group. However, in terms of civil status, the results revealed a predominance of married people. The most common category of children is those with 2-3 children, and the most common income category is 25,001-30,000 per month. In addition, work-life balance does not differ significantly by gender, age, service years, civil status, children, or income level. It implies that different groups may have unique needs and preferences for maintaining and achieving work-life balance. Furthermore, no direct correlation has been found between work-life balance and satisfaction; therefore, school administrators must investigate this relationship further. The indirect, direct, and total effects were not statistically significant, suggesting that work-life balance does not mediate the relationship between leadership and job satisfaction. Schools and educational institutions can investigate further the benefits of focusing on leadership development programs that improve leadership skills and practices to positively influence teacher satisfaction.

Keywords: Leadership practices; Work life-balance; Job satisfaction; Descriptive-correlational; Path analysis

1.0 Introduction

Teachers are knowledge architects and shape the minds of the next generation, building nations. Today's fast-paced society makes it hard for teachers to balance work and family. Teachers are struggling in today's work and life (Del Rosario & Galang, 2021). Teaching has one of the unstable work-life balances (Kang, & Park, 2020). Because it affects individual and organizational performance, balancing work and life must always be a top priority for employees and employers (Has, & Karthikeyan, 2015). Individuals in the professional experience, particularly teachers, face more challenges than any other profession in effectively balancing their work and personal lives, and the job of academics causes strain, making it difficult for them to meet their social, family, and work obligations efficiently.

On the other hand, teachers' job satisfaction is critical and can influence the completion of various curricula regardless of the learning platform. It is also important for schools' achievement of their objectives and overall

growth (Saito & Raisanen, 2019). Satisfied teachers effectively perform their duties and contribute to the institution's development and success (Klassen, & Tze, 2014). Quality teaching in schools cannot be achieved without highly satisfied teachers (Todorova et al., 2021). According to Castano and Fernandez (2020), teachers must play a dynamic role in preparing students for the 21st century. This includes maintaining positive interpersonal relationships and dealing with intrapersonal conflicts that may arise in school, which can significantly impact teachers' work satisfaction and performance. Most primary school teachers were stressed at work, which decreased their productivity (Yusuf & Valentine, 2015). Job dissatisfaction and poor school facilities stressed primary school teachers. Stress also decreased teacher productivity.

Furthermore, individuals' work and family lives are thought to be the sources of both satisfaction and stress. Globalization has altered the workplace, resulting in job restructuring, increased workload demand, part-time employment, and job insecurity. People strongly believe that work is the ultimate source of stress and distress. Work stress negatively affects employees' performance, particularly by affecting employees' mental health (Chen, 2002). Furthermore, work stress is widely recognized as a factor influencing job satisfaction. When someone is stressed about their employees, it is difficult to be satisfied with them. When work stress is not handled properly, it will decrease the job satisfaction level of employees (Jessica et al., 2023).

Work satisfaction can also mediate the effect of leadership on employee performance, suggesting that satisfied employees perform better under the leadership (Pudyaningsih et al, 2020). It was then emphasized that school leaders' leadership promotes teachers' work-life balance by implementing teacher-centered and development-oriented school policies that address work deterrence, absences, low productivity, and rising levels of work-related anxiety or stress.

As a result, the researcher was motivated to conduct this study to determine the mediating effects of work-life balance on the relationship between school heads' leadership practices and teachers' job satisfaction in public elementary schools in the District of Tagoloan, Division of Misamis Oriental.

2.0 Methodology

2.1 Research Design

The study utilized the descriptive-correlational research design. Calderon, et al. (2012) define descriptive research as a fact-finding investigation. It helps understand the main causes of situations. Subsequently, Khan (2019) described that descriptive-correlational research design uses quantitative methods, describes, records, analyzes, and interprets conditions that exist. It involves some type of comparison or contrast and attempts to discover the relationship between existing non-manipulated variables. However, Hayes Process mediation analysis was used to determine if work-life balance mediates school head leadership practices and teacher work satisfaction.

2.2 Research Locale

The study was carried out in Tagoloan District, Province of Misamis Oriental, Northern Mindanao, Philippines. This study's research area included ten public elementary schools in Tagoloan District, Division of Misamis Oriental. Each school has an average of twenty (20) teachers and one (1) elementary school head. Tagoloan is a 1st class municipality in the province of Misamis Oriental, Philippines. It is located to the east of Cagayan de Oro and located southeast of Macajalar Bay. Tagoloan is a coastal municipality in Misamis Oriental. The municipality occupies 117.73 square kilometers (45.46 square miles), or 3.76 percent of Misamis Oriental.

2.3 Research Participants

The total population of elementary teaching personnel in the Tagoloan District Division of Misamis Oriental is 321. A minimum acceptable sample size of 176 teachers was recommended for the survey at a 5% margin error and 95% confidence interval. These public elementary teachers were randomly selected from the target population. These teachers also came from the 10 elementary schools in the district of Tagoloan, Division of Misamis Oriental. They were chosen regardless of their sex, age, position, length of service, civil status, number of children, and monthly gross income.

2.4 Research Instrument

This study used an adopted, modified, and validated survey questionnaire as the main instrument and primary data source to answer the research questions. This study followed ethical guidelines, and respondents' participation was voluntary. To validate the instruments, several steps were taken. To ensure study objectives were met, education and assessment experts reviewed the adapted and modified questionnaires. Second, a pilot test with a small sample of respondents identified question-wording ambiguities and assessed the instruments' clarity and comprehensiveness.

2.5 Data Gathering Procedure

This study used specific steps to collect data. First, permission to conduct the study was sought from the school division Superintendent on the recommendation of the Dean of the Graduate School. Second, the researcher introduced herself and explained the rationale for conducting the study to the teacher-respondents who would fill out the questionnaires. Teachers were asked to evaluate school leaders' leadership practices, work-life balance, and job satisfaction. Third, the researcher briefly explained to the teachers how each research questionnaire was completed and returned. Fourth, once all the respondents had answered and completed the research questionnaires, the researcher personally collected them. Lastly, the researcher assured the respondents that all of their responses would be kept strictly confidential and that the study's findings would only be used for academic and educational purposes.

2.6 Ethical Considerations

This research study followed ethical guidelines. The respondents' participation was voluntary. They were to opt to dismiss themselves from the study at any point in time they felt uncomfortable. Their participation was protected from harm: physical, social, psychological, and all other forms of harm were kept to an absolute minimum. The dignity and well-being of elementary teachers who responded were always protected. The research data remained confidential throughout the study, and the respondents' rights were protected, ensuring scientific or academic integrity. Furthermore, to ensure that this research study is free of plagiarism or research misconduct, proper result communication must be practiced.

3.0 Results and Discussion

Table 1. Frequency and percentage distribution of respondents in terms of sex

Sex	Frequency	Percentage (%)
Male	31	17.6
Female	145	82.4
Total	176	100.0

The results (see Table 1) showed a significant gender imbalance among the 176 participants in the study. Among them, 31 respondents (17.6 percent of the total sample) identified as male. In contrast, the vast majority of 145 participants, 82.4 percent, identified as women. This gender distribution revealed a significant over-representation of female respondents in the study relative to their male counterparts. It implies that teaching is regarded as a suitable profession for women. This perception could have been shaped by cultural expectations and social norms. This societal perception has contributed to the over-representation of women in the teaching workforce (Bongco et al., 2020).

Table 2. Frequency and percentage distribution of respondents in terms of age

Age	Frequency	Percentage (%)
20-25	3	1.7
26-30	10	5.7
31-35	64	36.4
36-40	24	13.6
41-45	62	35.2
46-50	0	0.0
51-55	2	1.1
56-60	11	6.3
Total	176	100.0

The result illustrated a diverse range of ages among the 176 participants (see Table 2). Several respondents fall within the age categories of 31-35 (36.4%) and 41-45 (35.2%). No participants in the study are reported to be in the age range of 46-50. The distribution indicated a concentration of respondents in the middle-age range, with a particularly high representation in the 31-45 age bracket. It suggests that teachers aged 31 to 40 years old tend to have higher student engagement compared to younger or older teachers. There is a notable distinction among age, experience, and teacher effectiveness. Individuals aged 31 to 40 are potentially more inclined to remain current with educational trends and research in comparison to their older counterparts. This ability can contribute to their capacity to craft more effective and engaging learning experiences for students (Mohd et al. 2018). However, the age group of 51-55 years old was found little. It shows that this age group is considered few in a particular school or district.

Table 3. Position-related distribution of respondents' frequencies and percentages

Position	Frequency	Percentage (%)
Teacher I	134	76.1
Teacher II	5	2.8
Teacher III	28	15.9
Master Teacher I	9	5.1

As shown in Table 3, the prevalence of Teacher I positions suggested a predominant representation of entry-level teaching roles within the study sample. The limited presence of respondents in higher-level teaching positions, such as Teacher II, Teacher III, and Master Teacher I, may impact the generalization of the study's findings to educators in more advanced roles. On the other hand, the Master Teacher position in elementary school has its ratio to the total number of teacher positions. It suggests that the knowledge and experience gap of teachers in higher-level positions, such as Teacher II, III, and Master Teacher I, results in unique knowledge and experience acquired through years of practice, leadership roles, and professional development. The study might underrepresent educators who have chosen not to pursue promotions. To obtain the most accurate and up-to-date information, it is advisable to consult the latest DepEd publications or reach out to relevant education authorities.

Table 4. Frequency and percentage of respondents by service years

Number of Years in Service	Frequency	Percentage (%)
0-5	14	8.0
6-10	86	48.9
11-15	39	22.2
16-20	24	13.6
21-25	0	0.0
26-30	4	2.3
31-above	9	5.1

The finding revealed a varied distribution across different tenure categories (see Table 4). The largest group consisted of those with 6-10 years of service, accounting for 48.9% of the total respondents. There are no respondents in the 21-25 years in the service category. With a concentration in the mid-range of service years, this distribution showed the diverse range of experience levels among respondents. It implies that more experienced teachers understand their subject matter better and can explain concepts more clearly. Sancar et al. (2022) stated that a robust teaching community where a culture of continuous learning and mutual support flourishes ultimately benefits both educators and, by extension, the students they serve. Through these collaborative efforts, educators create an atmosphere conducive to growth, innovation, and the sustained advancement of the educational landscape.

Table 5. Frequency and percentage distribution of respondents in terms of number of civil status

Civil Status	Frequency	Percentage (%)
Single	56	31.8
Married	118	67.0
Widowed	2	1.1

The result in Table 5 indicated a predominance of married individuals, comprising 67.0% of the total sample. Single respondents represent 31.8%. This distribution reflects a relatively stable and predominantly married population within the study, suggesting that most of the teachers involved are in committed relationships. It

suggests that there is a positive sign for the overall stability of marital relationships among educators. The findings suggest that there may be something about the teaching profession that protects against marital dissolution. Mishra (2020) explains that it is conceivable that educators may possess more robust social support structures, or that the inherent nature of their profession imbues a sense of purpose and significance, potentially serving as a stabilizing factor for marital relationships.

Table 6. Frequency and percentage distribution of respondents in terms of number of number of children

Number of Children	Frequency	Percentage (%)
0-1	78	44.3
2-3	80	45.5
4-5	9	5.1
6-7	9	5.1

The data in Table 6 show a varied pattern in terms of family size among the study participants. The most common category is observed for those with 2-3 children, accounting for 45.5%. A comparable percentage is respondents with 0-1 child, representing 44.3% of the total sample. The categories of 4-5 children and 6-7 children both constitute 5.1% each. This distribution provides valuable insights into the family composition of the surveyed teachers, suggesting a diverse range of family sizes. The number of children a teacher has an impact on various aspects of their professional and personal lives, including work-life balance, financial considerations, and time management. It suggests that it can be complicated for teachers to have multiple roles can be demanding for teachers with families. Beyond the classroom, responsibilities like childcare, homework assistance, and extracurricular activities fill their plate. This often translates to longer hours, a shrinking personal space, and the struggle to truly leave work behind.

Table 7. Frequency and percentage distribution of respondents in terms of the number of sources of income of the respondents

Source of Income	Frequency	Percentage (%)
10,001-15,000	35	19.9
15,001-20,000	25	14.2
20,001-25,000	8	4.5
25,001-30,000	71	40.3
30,001-35,000	28	15.9
35,001-40,000	7	4.0
40,001-45,000	2	1.1

The most prevalent income category is 25,001-30,000, encompassing 40.3% of the total respondents (see Table 7). and the categories of 40,001-45,000 and above are relatively smaller, with 1.1%. This distribution reflects a diverse range of income levels among the participating teachers, with their salary of 25,001-30,000 with a considerable proportion falling within the mid-range income brackets. It implies from this study that distribution illustrates a broad spectrum of income levels within the cohort of participating teachers. Specifically, a considerable number of teachers in this group report a salary falling within the range of 25,001 to 30,000. This concentration within the mid-range income brackets suggests that a sizeable portion of the teachers in the study or survey fall within a similar earnings category. This story of the income distribution, taken in the larger context of the study or survey, deepens our understanding of the socioeconomic variables influencing the teaching profession within the targeted cohort (Andreas et al. 2020).

Table 8. Consolidated findings of the level of school heads' leadership practices

Indicators	Mean	SD	Description	Interpretation
Strategic Leadership	3.48	0.56	Always	Very High
Managing School Operations and Resources	3.56	0.52	Always	Very High
Focusing on Teaching and Learning	3.63	0.48	Always	Very High
Developing Self and Others	3.59	0.51	Always	Very High
Total Measure	3.57	0.34	Always	Very High

Note: 3.25-4.00 Always Very High
2.50-3.24 Frequently High
1.75-2.49 Seldom Low
1.00-1.74 Never Very Low

The mean scores and standard deviations (SD) indicate consistently high ratings, suggesting a positive perception among respondents regarding the school heads' practices (see Table 8). This suggested that school heads are consistently engaging in leadership practices, creating a favorable school climate, involving teachers in

planning, motivating innovative teaching approaches, closely monitoring teacher performance, authorizing decision-making, and providing support and supervision. The leadership practices focused on teaching and learning receive very high assessments. This result suggested that school heads are consistently conducting instructional supervision, providing clinical supervision, encouraging remedial instruction, offering training programs for teaching improvement, integrating learning strategies, and providing training on assessments. The implications of these consolidated findings suggested that the school heads are consistently demonstrating effective strategic leadership practices across various dimensions. The high ratings implied a strong alignment between the school heads' practices and the expectations and needs of the teaching staff, contributing to a positive school climate, efficient resource management, effective teaching and learning, and ongoing professional development. These findings underscore the importance of leadership practices in fostering a conducive and thriving educational environment. School administrators should continue to prioritize and refine these practices, ensuring sustained positive outcomes for both educators and students. Moreover, according to Gutierrez et al., (2023), a more harmonious and productive school community may result from this.

Table 9. Consolidated findings on teacher work-life balance

Indicators	Mean	SD	Description	Interpretation
Flexible Work Options	2.94	0.44	Frequently	High
Dual Career Assistance	2.97	0.43	Frequently	High
Personal Growth Opportunities	2.92	0.42	Frequently	High
Professional Development	2.94	0.44	Frequently	High
Total Measure	2.94	0.26	Frequently	High

The mean scores and standard deviations (SD) indicate consistently positive ratings, suggesting a high level of perceived work-life balance among teachers (see Table 9). Dual career assistance indicates a frequently occurring level of dual career assistance and a high level of perceived support. While there is strong encouragement for part-time teaching jobs and developing skills for dual opportunities, there is room for improvement in promoting harmonious work in dual careers. For personal growth opportunities, it suggests a frequently occurring level of personal growth opportunities and a high level of perceived support. Teachers appreciate mentoring assistance, leadership skill development, and professional development programs, but there is room for improvement in areas like mental and health growth and fostering trusting relationships. The overall total measure underscores a frequently occurring level of work-life balance and a high level of perceived support across the dimensions of flexible work options, dual career assistance, personal growth opportunities, and professional development. The implications of these consolidated findings suggested that teachers, in general, perceive a high level of work-life balance and support from the school administration across various dimensions. The positive ratings across these areas indicate a proactive approach to addressing the diverse needs and preferences of the teaching staff. However, the specific areas identified for improvement, such as promoting harmonious work in dual careers, fostering mental and health growth, and aligning professional development with individual goals, should be considered for targeted interventions. School administrators can further refine policies and initiatives to ensure sustained positive outcomes in promoting work-life balance for teachers.

Table 10. Consolidated findings of the extent of teachers' work satisfaction

Indicators	Mean	SD	Description	Interpretation
Security	2.65	0.51	Frequently	High
Work Environment	2.73	0.51	Frequently	High
Job Responsibilities	2.80	0.46	Frequently	High
Community Attachment and Linkages	2.80	0.51	Frequently	High
Total Measure	2.75	0.24	Frequently	High

The mean scores and standard deviations (SD) offer an overall assessment of teachers' satisfaction, with the data indicating a consistently high level of perceived satisfaction as shown in Table 10. In terms of security, teachers express a frequently occurring level of job security and protection by civil service law. The work environment receives a frequently occurring level of satisfaction with interpersonal dynamics, safety, and overall well-being within the workplace. Regarding job responsibilities, teachers feel satisfied with their primary duties, as indicated by a mean score of 2.80 and a standard deviation of 0.46. Community attachment and linkages also contribute to high levels of satisfaction, with a mean score of 2.80 and a standard deviation of 0.51, reflecting positive perceptions of collaboration and engagement with the community. The overall total measure, with an overall mean score of 2.75 and a standard deviation of 0.24, underscores a frequently occurring level of work

satisfaction among teachers across the evaluated dimensions. The findings suggested that teachers, in general, have an important level of work satisfaction. The positive ratings across various dimensions, including security, work environment, job responsibilities, and community engagement, indicate a positive and supportive working environment. School administrators can build on these strengths by continuing to support and enhance initiatives that contribute to teacher satisfaction. Acknowledging the importance of these factors and maintaining open lines of communication can further contribute to sustained job satisfaction among teachers. Regular assessments and feedback mechanisms can help identify areas for improvement and guide continuous efforts to create an optimal working environment for educators (Epstein, 2018).

Table 11. Test of Difference in work-life balance when grouped according to sex

Work-Life Balance ¹	Sex Group		t-value	p-value	Remarks
	Male (n=31)	Female (n=145)			
Flexible Work Options	2.99 (0.41)	2.93 (0.45)	0.646	0.519	Not sig.
Dual Career Assistance	2.96 (0.46)	2.97 (0.42)	-0.176	0.860	Not sig.
Personal Growth Opportunities	2.99 (0.37)	2.90 (0.43)	0.983	0.327	Not sig.
Professional Development	2.98 (0.34)	2.93 (0.46)	0.547	0.585	Not sig.
Total Measure	2.98 (0.24)	2.93 (0.26)	0.842	0.401	Not sig.

Note: ¹Values expressed in Mean (SD)

The results showed that there are no statistically significant differences in work-life balance components between male and female teachers (see Table 11). For flexible work options, the mean scores for males (M=2.99) and females (M=2.93) are not significantly different with a t-value of 0.646 and a p-value of 0.519. Similarly, dual career assistance, personal growth opportunities, professional development, and the total work-life balance measure all exhibit non-significant differences between the two gender groups, as indicated by the p-values greater than 0.05. The findings suggested that, based on this sample, there is no apparent gender-based disparity in the perceived work-life balance among teachers. The non-significant differences indicate that both male and female teachers have similar perceptions regarding flexible work options, dual career assistance, personal growth opportunities, professional development, and overall work-life balance. These results are in line with the body of research suggesting that there is no difference in teacher work-life balance based on gender. In a similar vein, a 2019 study by Clotfelter, Ladd, and Marx discovered that the likelihood of instructors quitting their professions is the same for both genders.

Table 12. Test of difference in work-life balance when grouped according to age

Work-Life Balance ¹	Age Group					F-value	p-value	Remarks
	20-30 (n=13)	31-35 (n=64)	36-40 (n=24)	41-45 (n=62)	51-60 (n=13)			
Flexible Work Options	2.96 (0.38)	2.95 (0.46)	2.91 (0.49)	2.93 (0.43)	2.98 (0.43)	0.086	0.987	Not sig.
Dual Career Assistance	2.88 (0.37)	2.99 (0.46)	3.06 (0.46)	2.91 (0.40)	3.06 (0.39)	0.960	0.431	Not sig.
Personal Growth Opportunities	3.02 (0.37)	2.90 (0.39)	2.85 (0.48)	2.91 (0.42)	3.05 (0.56)	0.705	0.589	Not sig.
Professional Development	2.96 (0.34)	2.92 (0.45)	2.87 (0.53)	2.94 (0.44)	3.08 (0.43)	0.508	0.730	Not sig.
Total Measure	2.96 (0.24)	2.94 (0.27)	2.92 (0.26)	3.04 (0.34)	2.94 (0.26)	0.632	0.640	Not sig.

Note: ¹Values expressed in Mean (SD)

The results indicated that there are no statistically significant differences in work-life balance components across various age groups (see Table 12). For flexible work options, the F-value is 0.086 with a p-value of 0.987, indicating that the mean scores for the age groups 20-30, 31-35, 36-40, 41-45, and 51-60 are not significantly different. Similarly, no significant differences are found in dual career assistance, personal growth opportunities, professional development, and the total work-life balance measure. Age does not significantly influence perceptions of work-life balance among teachers in the given sample. The result depicted that age is not a significant factor influencing the perceived work-life balance among teachers. This study examined the relationship between work-life balance and age among teachers. The findings revealed that teachers of all age groups experienced work-life conflict, but the impact of this conflict on job satisfaction was stronger for younger teachers. These studies provide evidence to support the claim that school administrators can create more successful work-life balance programs for teachers by considering the specific needs and preferences of different age groups. By considering the unique challenges and opportunities faced by teachers of different ages, school

administrators can develop programs that are more likely to help teachers achieve a healthy balance between their work and personal lives (Saksena & Sharma, 2018).

Table 13. Test of difference in work-life balance when grouped according to position

Work-Life Balance ¹	Position Group				F-value	p-value	Remarks
	T1 (n=134)	T2 (n=5)	T3 (n=28)	MT1 (n=9)			
Flexible Work Options	2.93 (0.44)	2.91 (0.46)	3.03 (0.46)	2.90 (0.50)	0.471	0.703	Not sig.
Dual Career Assistance	2.96 (0.42)	3.01 (0.46)	3.03 (0.48)	2.96 (0.44)	0.231	0.875	Not sig.
Personal Growth Opportunities	2.89 (0.42)	3.04 (0.43)	2.99 (0.39)	3.06 (0.62)	0.992	0.398	Not sig.
Professional Development	2.90 (0.45)	3.09 (0.35)	3.08 (0.43)	2.95 (0.46)	1.509	0.214	Not sig.
Total Measure	2.92 (0.24)	3.01 (0.35)	3.03 (0.28)	2.97 (0.38)	1.750	0.159	Not sig.

Note: ¹Values expressed in Mean (SD)

The results revealed that there are no statistically significant differences in work-life balance components across various position groups (see Table 13). For flexible work options, dual career assistance, personal growth opportunities, professional development, and the total work-life balance measure, it suggests that position does not significantly influence perceptions of work-life balance among teachers in the given sample. The findings suggested that the position held by teachers does not play a significant role in influencing their perceived work-life balance. School administrators can use this information to design inclusive work-life balance initiatives that cater to teachers across different positions. It is contrary to the statement of Van Erde (2018) influence on educators' views of work-life balance; that is, educators were more likely to see a gradual rise in job satisfaction among those who reported having a better work-life balance. These studies offer proof in favor of the hypothesis that their employment does not significantly influence teachers' perceptions of work-life balance.

Table 14. Test of difference in work-life balance when grouped according to years of service

Work-Life Balance ¹	Years of Service Group					F-value	p-value	Remarks
	0-5 (n=14)	6-10 (n=86)	11-15 (n=39)	16-20 (n=24)	≥26 (n=13)			
Flexible Work Options	2.87 (0.42)	2.96 (0.44)	2.91 (0.46)	2.95 (0.46)	2.98 (0.43)	0.191	0.943	Not sig.
Dual Career Assistance	2.99 (0.47)	2.93 (0.46)	3.01 (0.42)	2.98 (0.32)	3.06 (0.39)	0.480	0.751	Not sig.
Personal Growth Opportunities	2.89 (0.44)	2.89 (0.42)	2.91 (0.40)	2.98 (0.42)	3.05 (0.56)	0.568	0.686	Not sig.
Professional Development	2.90 (0.34)	2.95 (0.50)	2.90 (0.42)	2.90 (0.32)	3.08 (0.43)	0.503	0.734	Not sig.
Total Measure	2.91 (0.21)	2.93 (0.25)	2.93 (0.28)	2.95 (0.24)	3.04 (0.34)	0.604	0.660	Not sig.

Note: ¹Values expressed in Mean (SD)

The results revealed that there are no statistically significant differences in work-life balance components across various years of service groups (Table 14). For flexible work options, dual career assistance, personal growth opportunities, professional development, and the total work-life balance measure, it discloses that the number of years in service does not significantly influence perceptions of work-life balance among teachers in the given sample. The findings show that the years of service of teachers do not play a significant role in influencing their perceived work-life balance. School administrators can use this information to design work-life balance initiatives that are inclusive and applicable to teachers at various stages of their careers. Continuous dialogue and feedback mechanisms with teachers across different experience levels can further refine and enhance work-life balance strategies to ensure they align with the evolving needs of educators throughout their careers. Studies show that teachers' work-life balance is unaffected by their years of service. Young teachers may need more help with time management and work-life balance (Saksena & Sharma, 2018).

Table 15. Test of difference in work-life balance when grouped according to civil status

Work-Life Balance ¹	Civil Status Group		t-value	p-value	Remarks
	Single (n=56)	Married (n=118)			
Flexible Work Options	2.90 (0.49)	2.96 (0.42)	-0.763	0.447	Not sig.
Dual Career Assistance	2.95 (0.45)	2.98 (0.42)	-0.439	0.661	Not sig.
Personal Growth Opportunities	2.94 (0.39)	2.91 (0.45)	0.447	0.655	Not sig.
Professional Development	2.95 (0.47)	2.92 (0.43)	0.332	0.740	Not sig.
Total Measure	2.93 (0.25)	2.94 (0.27)	-0.181	0.857	Not sig.

Note: ¹Values expressed in Mean (SD)

2 widowed respondents were excluded in the analysis (due to a very small sample size)

The results disclosed that there are no statistically significant differences in work-life balance components across different civil status groups (see Table 15). For flexible work options, dual career assistance, personal growth opportunities, professional development, and the total work-life balance measure, the t-values and p-values are

not significant, indicating that civil status does not significantly influence perceptions of work-life balance among teachers in the given sample. The findings unveiled that civil status is not a significant factor influencing the perceived work-life balance among teachers. School administrators can use this information to design work-life balance initiatives that are inclusive and applicable to teachers regardless of their marital status. School administrators, regardless of their civil status, can foster a more equitable and supportive work-life balance for all teachers by adopting a comprehensive approach to the issue. Increased teacher retention, job satisfaction, and well-being may result from this (Day & Fletcher, 2019).

Table 16. Test of difference in work-life balance when grouped according to number of children

Work-Life Balance ¹	Number of Children Group				F-value	p-value	Remarks
	0-1 (n=78)	2-3 (n=80)	4-5 (n=9)	6-7 (n=9)			
Flexible Work Options	2.97 (0.46)	2.92 (0.43)	2.97 (0.45)	2.87 (0.48)	0.230	0.876	Not sig.
Dual Career Assistance	2.98 (0.47)	2.95 (0.37)	2.98 (0.47)	3.02 (0.55)	0.108	0.955	Not sig.
Personal Growth Opportunities	2.90 (0.41)	2.97 (0.42)	2.63 (0.46)	2.93 (0.46)	1.789	0.151	Not sig.
Professional Development	2.95 (0.46)	2.96 (0.41)	2.69 (0.65)	2.89 (0.40)	1.075	0.361	Not sig.
Total Measure	2.95 (0.26)	2.95 (0.26)	2.82 (0.22)	2.93 (0.24)	0.750	0.524	Not sig.

Note: ¹Values expressed in Mean (SD)

No statistically significant differences in work-life balance components were found across groups by child count (see Table 16). For flexible work options, dual career assistance, personal growth opportunities, professional development, and the total work-life balance measure, the F-values and p-values are not significant, indicating that the number of children does not significantly influence perceptions of work-life balance among teachers in the given sample. The findings revealed the number of children is not a significant factor influencing the perceived work-life balance among teachers. School administrators can use this information to design work-life balance initiatives that consider the diverse family structures of teachers. Recognizing that teachers with different numbers of children may have varying family responsibilities, providing flexible policies and support mechanisms can contribute to a more inclusive and supportive work environment. School teachers' work-life balance is impacted by their childcare responsibilities. The study's conclusions showed that schoolteachers' work-life balance was not significantly impacted by the number of children they had. The study did find, however, that the age of children and childcare responsibilities from spouses and elder parents did have a significant impact on work-life balance (Padma & Reddy, 2018).

Table 17. Test of difference in work-life balance when grouped according to gross monthly income

Work-Life Balance ¹	Gross Monthly Income Group					F (p-value)	Remarks
	10001-15000 (n=35)	15001-20000 (n=25)	2001-25000 (n=8)	25001-30000 (n=71)	30001-35000 (n=28)	35001-45000 (n=9)	
Flexible Work Options	3.04 (0.42)	2.87 (0.39)	2.92 (0.45)	2.93 (0.47)	2.94 (0.44)	2.90 (0.50)	0.49 (0.79) Not sig.
Dual Career Assistance	2.85 (0.41)	2.96 (0.40)	2.98 (0.50)	2.99 (0.45)	3.06 (0.37)	2.96 (0.44)	0.83 (0.53) Not sig.
Personal Growth Opportunities	2.98 ^b (0.41)	3.04 ^b (0.35)	2.54 ^a (0.43)	2.87 ^b (0.42)	2.92 ^b (0.41)	3.06 ^b (0.62)	2.27* (.05) Sig.
Professional Development	2.95 (0.34)	2.96 (0.36)	2.53 (0.57)	2.94 (0.48)	3.00 (0.48)	2.95 (0.46)	1.54 (0.18) Not sig.
Total Measure	2.95 (0.22)	2.96 (0.25)	2.74 (0.22)	2.93 (0.25)	2.98 (0.29)	2.97 (0.38)	1.16 (0.33) Not sig.

Note: ¹Values expressed in Mean (SD) *significant at .05 level ab-based on Duncan test

The results indicated that there are no statistically significant differences in flexible work options, dual career assistance, professional development, and the total work-life balance measure across various gross monthly income groups (Table 17). For these components, the F-values and p-values are not significant, suggesting that the source of income does not significantly influence perceptions of work-life balance among teachers in the given sample. However, for personal growth opportunities, the F-value is significant at the 0.05 level. Post hoc analysis using the Duncan test reveals that there are significant differences between some sources of income groups. Specifically, teachers in the income range of 15,001-20,000 (M=3.04) and 20,001-25,000 (M=2.54) have significantly different perceptions of personal growth opportunities. The findings revealed that the gross monthly income may influence teachers' perceptions of personal growth opportunities. School administrators can use this information to tailor specific interventions and support mechanisms related to personal growth for teachers with varying income levels. Recognizing that personal growth may be perceived differently by teachers with different income levels, targeted initiatives can address educators' unique needs and aspirations across various financial circumstances. However, Kessler and Molzahn (2018) say one explanation could be that companies are coming to understand the importance of these perks and are providing them to all workers, no matter how much money they make.

Table 18. Simple regression analysis of testing the influence of school heads' leadership practices on teachers' work-life balance

Predictor	Regression Coefficient	S.E.	t-value	p-value	Remarks
Intercept	2.678	0.203	13.195	<.001	Significant
Leadership Practices	0.074	0.057	1.303 ^{ns}	0.194	Not significant
R ² = 0.010 ANOVA for Regression: F=1.697, p=0.194					

Note: ns-not significant at .05 level

As shown in Table 18, the regression coefficient for the predictor variable " *Leadership Practices* " is 0.074. The standard error associated with this coefficient is 0.057. The t-value for the predictor is 1.303, and the corresponding p-value is 0.194. The overall model R-squared value is 0.010, indicating that the predictor variable (Strategic Leadership) explains a small proportion of the variance in teachers' work-life balance. The ANOVA for the regression model yields an F-value of 1.697 with a corresponding p-value of 0.194. The p-value for the predictor variable "Strategic Leadership" is not significant at the 0.05 level ($p = 0.194$), suggesting that, in this analysis, school heads' leadership does not have a statistically significant influence on teachers' work-life balance. The findings suggested that there is insufficient evidence to conclude a significant relationship between school heads' leadership and teachers' work-life balance. The specific predictor variable of leadership practices does not appear to be a significant factor in explaining the variability in teachers' work-life balance. School administrators may want to consider exploring additional factors or refining measures related to leadership practices to understand their potential impact on work-life balance better. Furthermore, according to Gronlund and Kauffman (2018), the research indicates that the work-life balance of teachers should be considered when assessing initiatives aimed at improving schools.

Table 19. Simple regression analysis of testing the influence of teachers' work-life balance on work satisfaction

Predictor	Regression Coefficient	S.E.	t-value	p-value	Remarks
Intercept	2.422	0.203	11.926	<.001	Significant
Work-Life Balance	0.110	0.069	1.598 ^{ns}	0.112	Not significant
R ² = 0.014 ANOVA for Regression: F=2.553, p=0.112					

Note: ns-not significant at .05 level

In Table 19, the regression coefficient for the predictor variable " *Work-Life Balance* " is 0.110. The standard error associated with this coefficient is 0.069. The t-value for the predictor is 1.598, and the corresponding p-value is 0.112. The overall model R-squared value is 0.014, indicating that the predictor variable (Work-Life Balance) explains a tiny proportion of the variance in teachers' work satisfaction. The ANOVA for the regression model yields an F-value of 2.553 with a corresponding p-value of 0.112, suggesting that, in this analysis, teachers' work-life balance does not have a statistically significant influence on their work satisfaction. The findings suggest that there is insufficient evidence to conclude a significant relationship between teachers' work-life balance and their work satisfaction. The specific predictor variable of work-life balance does not appear to be a significant factor in explaining the variability in teachers' work satisfaction. School administrators may want to explore additional factors or refine measures related to work-life balance and work satisfaction to better understand their potential impact. The insufficient evidence shows to conclude a significant relationship between school heads' leadership practices and teachers' work satisfaction. School administrators may want to explore additional factors or refine measures related to leadership practices to understand their potential better. Erturk (2022) asserts that the connection between teachers' job satisfaction and work-life balance is nuanced and erratic. While some research found no association at all or even a negative relationship.

Table 20. Mediation analysis

Effect	Estimate	SE	Z	p-value	% Mediation	Remarks
Mediation Estimates						
Indirect	0.008	0.008	1.021	0.307	36.4	Not significant
Direct	-0.014	0.052	-0.280	0.780	63.6	Not significant
Total	-0.006	0.052	-0.120	0.905	100.0	Not significant
Path Estimates						
SLP → WLB	0.074	0.056	1.310	0.190		Not significant
TWLB → TWS	0.112	0.069	1.627	0.104		Not significant
SLP → TWS	-0.014	0.052	-0.280	0.780		Not significant

Note: not significant at .05 level

The mediation estimates include both indirect and direct effects (see Table 20). The indirect effect of SLP on TWS through the mediator WLB is estimated at 0.008, with a standard error of 0.008. The Z-value is 1.021, and the p-value is 0.307. The indirect effect is not statistically significant at the 0.05 level. The percentage of mediation is calculated to be 36.4%.

The direct effect of SLP on TWS, not mediated by WLB, is estimated at -0.014, with a standard error of 0.052. The Z-value is -0.280, and the p-value is 0.780. The direct effect is not statistically significant at the 0.05 level. The percentage of mediation for the direct effect is calculated to be 63.6%. The total effect, representing the overall relationship between SLP and TWS, including both direct and indirect pathways, is estimated at -0.006, with a standard error of 0.052. The Z-value is -0.120, and the p-value is 0.905. The total effect is not statistically significant at the 0.05 level. Path estimates for the relationships SLP → WLB, WLB → TWS, and SLP → TWS are also provided. None of these paths are statistically significant at the 0.05 level. Moreover, the mediation analysis suggests that work-life balance does not significantly mediate the relationship between school heads' leadership practices and teachers' work satisfaction. Both the indirect and direct effects, as well as the total effect, are not statistically significant, indicating that work-life balance does not play a mediating role in this relationship based on the data analyzed.

Teachers' perceptions of autonomy, competence, and relatedness may all be directly impacted by the leadership practices used by school heads. These elements are crucial for job satisfaction, and school administrators may affect them by giving teachers the freedom to choose how they want to handle their work, giving them feedback and encouragement, and fostering a supportive culture (Kundu & Verma, 2023).

4.0 Conclusion

School leaders recognize that everyone's work-life balance is unique, and there is no one-size-fits-all solution. Teachers can achieve work-life balance by setting boundaries, prioritizing self-care, and delegating responsibilities. School leaders who prioritize work-life balance and help their employees set healthy boundaries can boost teacher well-being and job satisfaction. Continuous monitoring and analysis of leadership practices, work-life balance, and job satisfaction indicators can help teachers improve their workplaces through targeted interventions. School administrators can investigate additional factors or refine measures related to leadership practices to better understand their potential impact on work-life balance.

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