



# WORK-LIFE BALANCE AND INSTRUCTIONAL STRATEGIES ON WORKLOAD MANAGEMENT OF TEACHERS

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## ABSTRACT

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This study investigated the levels of work-life balance, instructional strategies utilization, and workload management among elementary and high school teachers in the Danggagan District, Division of Bukidnon. The research addressed the increasing demands on teachers, focusing on how personal and professional factors influence their ability to manage workloads effectively. Specifically, the study examined teachers' satisfaction with family and self-life, role overload, awareness of work-life balance, job satisfaction, and self-appreciation of work. It also assessed the use of differentiated instruction, technology-aided instruction, and visual strategies, alongside involvement in non-teaching and administrative tasks.

A quantitative descriptive-correlational design was employed. Data were gathered using structured questionnaires administered to the teachers. Descriptive statistics indicated that teachers generally reported moderate to high levels of work-life balance and job satisfaction, though some experienced role overload. Differentiated and technology-aided instruction were commonly utilized, while visual strategies were used less frequently. Teachers also engaged significantly in non-teaching duties, highlighting the multifaceted nature of their roles.

Correlation analysis revealed significant positive relationships between work-life balance, instructional strategies, and workload management. Multiple regression analysis further showed that role overload, self-appreciation of work, visual strategies, work-life balance, differentiated instruction, and job satisfaction collectively predicted 89% of the variance in workload management ( $R^2 = 0.890$ ). Interestingly, while role overload and self-appreciation had positive effects, work-life balance and visual strategies showed negative associations with workload management.

The findings underscore the importance of supporting teachers' work-life balance and instructional competencies to enhance workload management. Targeted interventions and professional development are recommended to sustain teacher well-being and effectiveness.

*Keywords: Workload Management, Work-life Balance, Instructional Strategies, Correlation, Regression*

## INTRODUCTION

## Background of the Study

The teaching profession in the Philippines is widely recognized as one of the most demanding and multifaceted careers in the public sector. Teachers are not only responsible for delivering quality instruction but are also expected to fulfill a host of additional roles that stretch their time, energy, and resources. According to the Department of Education (DepEd, 2024), the evolving landscape of Philippine education has led to an expansion of teachers' duties beyond the classroom, reflecting both the growing complexity of educational demands and the persistent limitations of available resources. This situation places immense pressure on educators, making workload management a persistent challenge that directly impacts teacher well-being, instructional effectiveness, and ultimately, the quality of education received by Filipino students.

In recent years, multiple studies and policy reports have highlighted the breadth of responsibilities that teachers must manage on a daily basis. For instance, the Philippine Institute for Development Studies (PIDS, 2022) documented that teachers commonly juggle at least five additional roles apart from their primary teaching assignments. These roles include expected responsibilities such as serving as subject coordinators or club advisers, but also extend to less anticipated duties like acting as school clinicians, librarians, or even canteen managers. Mateo (2023) further notes that these extra tasks are not merely occasional but often form a regular part of a teacher's workload, contributing to the sense of being overwhelmed and overburdened. This multifaceted workload persists despite policy interventions, such as DepEd Order No. 002, s. 2024, and DO 005, s. 2024, which were designed to transfer administrative tasks away from teachers and clarify or limit their workloads. However, evidence suggests that the implementation of these policies has not fully alleviated the burden. A nationwide study involving over 2,000 schools and 15,000 teachers revealed that educators continue to spend nearly 18 hours per week on ancillary duties—almost double the 10 hours per week prescribed by DepEd (PIDS, 2022; Mateo, 2023).

The persistence of these workload issues is rooted in decades of underinvestment in the education sector, as well as the slow rollout of necessary staffing, resources, and structural support (Tarraya, 2023; PIDS, 2019; David, Albert, & Vizmanos, 2023). Large class sizes, often ranging from 30 to 65 students per class, significantly increase the complexity and volume of tasks that teachers must perform (Barrios et al., 2023). The recent implementation of the Matatag curriculum has added another layer of complexity, requiring teachers to spend additional hours revising lesson plans and searching for instructional materials due to the lack of textbooks and ready-made activities (Tarraya, 2023; PIDS, 2019). Furthermore, many schools continue to suffer from inadequate staffing, which forces teachers to take on administrative responsibilities such as budgeting and procurement (PIDS, 2024; DepEd, 2024). As a result, teachers in the Philippines work an average of 52 hours per week, with one in four teachers exceeding 60 hours—a workload far above international norms and one that underscores the urgent need for systemic reforms beyond incremental policy changes (Puissant, 2023; PIDS, 2024).

The importance of addressing excessive teacher workload cannot be overstated. Education is widely recognized as a cornerstone of national development, and the quality of teaching is a critical determinant of student achievement and long-term societal progress (David, Albert, & Vizmanos, 2023). When teachers are overburdened, their ability to deliver high-quality instruction diminishes, which

in turn affects student learning outcomes and the overall effectiveness of the education system. Moreover, the chronic strain associated with excessive workload can lead to negative consequences for teachers themselves, including increased stress, burnout, and decreased job satisfaction. Kyriacou (2018) emphasizes that poor workload management is strongly linked to elevated stress levels among teachers, which can manifest in physical and mental health problems, reduced motivation, and higher rates of absenteeism and attrition. Solis (2019) found that Filipino teachers experiencing high workload are more likely to report health issues that negatively affect their engagement with students. Santiago (2021) further highlights that factors such as class size, availability of resources, and administrative support play a significant role in shaping teachers' workload and overall job satisfaction.

The COVID-19 pandemic has further exacerbated these challenges. With the sudden shift to remote and blended learning modalities, teachers were required to rapidly adapt to new technologies, redesign lesson plans, and increase communication with students and parents—all of which added to their workload (De Guzman, 2022). The pandemic underscored the critical need for effective workload management strategies and highlighted the importance of supporting teachers' well-being during periods of crisis and transition.

A growing body of literature points to the importance of work-life balance as a key factor in managing teacher workload and promoting well-being. Beauregard and Henry (2016) define work-life balance as the extent to which individuals are equally engaged and satisfied in both their work and non-work roles. Prioritizing work-life balance among teachers can have a transformative impact on their ability to manage workload effectively. When teachers are able to allocate time for personal pursuits, family obligations, and self-care, they experience reduced stress, increased energy, and improved focus, leading to greater productivity and efficiency in the workplace. Furthermore, a strong work-life balance fosters higher levels of job satisfaction and organizational commitment, reducing the likelihood of burnout and attrition. By promoting a supportive and flexible work environment that values teachers' personal lives, educational leaders and policymakers can empower educators to thrive both professionally and personally.

Instructional strategies also play a pivotal role in shaping teachers' workload and overall effectiveness. The intentional selection and implementation of evidence-based instructional techniques can significantly streamline teaching processes, improve student outcomes, and reduce teacher burden. Hattie (2017), in his synthesis of educational research, ranks various influences on student achievement and highlights the impact of instructional strategies such as feedback, spaced repetition, and collaborative learning. The use of high-impact strategies enables teachers to deliver engaging and effective lessons while optimizing their time and energy. By embracing innovative instructional approaches, teachers can minimize repetitive tasks, personalize learning experiences, and create a more efficient and engaging classroom environment. This, in turn, can help alleviate some of the pressures associated with excessive workload.

Despite the recognition of these factors, there remains a gap in the literature regarding how work-life balance and instructional strategies interact to influence teachers' workload management, particularly in the context of the Philippine public school system. Most existing studies have focused on isolated aspects of teacher workload or have examined these issues in more developed educational settings. There is a clear need for research that explores the nuanced relationships among work-life balance, instructional strategies, and

workload management within the unique context of Philippine schools, where resource constraints and systemic challenges are especially pronounced.

Given these challenges and gaps, this study seeks to contribute to the understanding of how work-life balance and instructional strategies affect workload management among teachers in the Division of Bukidnon, Danggagan District. Specifically, the study aims to assess the levels of work-life balance, the utilization of various instructional strategies, and the perceived effectiveness of workload management among Grade Four teachers. It further explores the relationships among these variables and examines whether work-life balance and instructional strategies can predict teachers' ability to manage their workload effectively. By addressing these questions, the study aims to provide evidence-based insights that can inform the development of targeted interventions and policies designed to support teacher well-being, enhance instructional effectiveness, and ultimately improve educational outcomes in the region.

In summary, the challenges faced by teachers in the Philippines are multifaceted and deeply rooted in both historical and systemic factors. Excessive workload remains a pressing issue, with significant implications for teacher well-being, instructional quality, and student learning. Addressing this issue requires a comprehensive understanding of the factors that contribute to workload and the strategies that can mitigate its negative effects. By focusing on work-life balance and instructional strategies, this study seeks to shed light on practical solutions that can empower teachers to manage their workload more effectively and sustain their motivation and commitment to the teaching profession.

#### Statement of the Problem

This study aimed to examine the relationship between work-life balance and instructional strategies on workload management among teachers in the Division of Bukidnon, Danggagan District, for the School Year 2024-2025. Specifically, it sought to answer the following questions:

1. What level of work-life balance do teachers experience in terms of:
  - A. Satisfaction with Family and Self-Life,
  - B. Role Overload,
  - C. Awareness towards Work Life Balance,
  - D. Job Satisfaction and Flexible Environment, and
  - E. Self-Appreciation of Work?
  
2. What level of instructional strategies do teachers utilized in terms of:
  - A. Utilization of Differentiated Instruction Activities,
  - B. Utilization of Technology-Aided Instruction, and
  - C. Utilization of Visual Strategies?

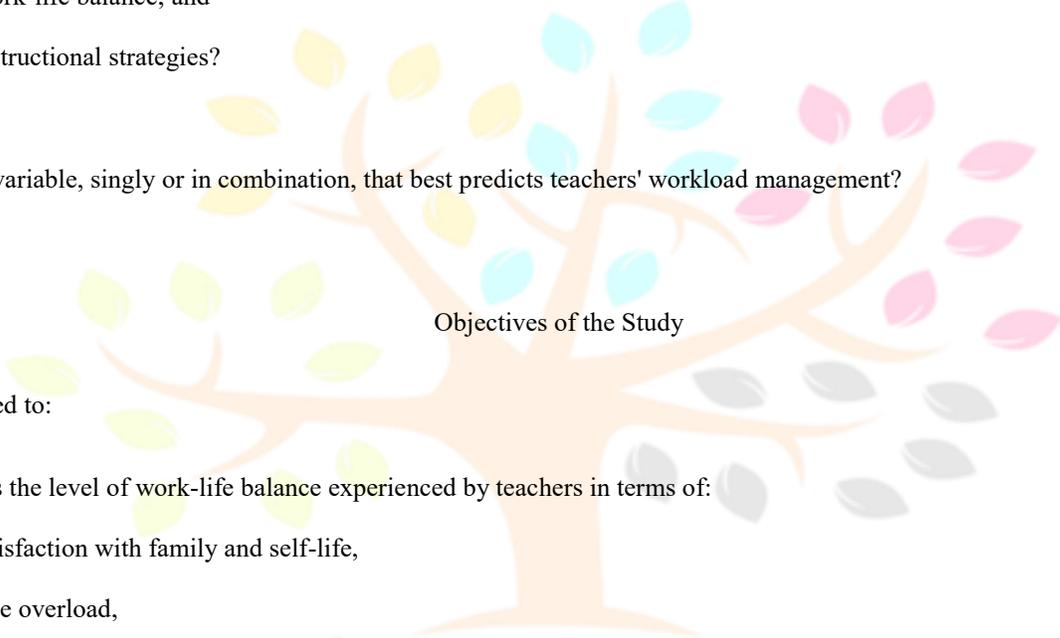
3. What level of workload management do teachers implement in terms of:

- A. Non-Teaching Activities,
- B. Support and Management Activities, and
- C. Administrative Activities?

4. Is there a significant relationship between teachers' workload management and:

- A. Work-life balance; and
- B. Instructional strategies?

5. Is there any variable, singly or in combination, that best predicts teachers' workload management?



Objectives of the Study

This study aimed to:

1. Assess the level of work-life balance experienced by teachers in terms of:
  - A. Satisfaction with family and self-life,
  - B. Role overload,
  - C. Awareness of work-life balance,
  - D. Job satisfaction and flexible environment, and
  - E. Self-appreciation of work.
2. Evaluate the level of instructional strategies utilized by teachers in terms of:
  - A. Differentiated instruction activities,
  - B. Technology-aided instruction, and
  - C. Visual strategies.
3. Determine the level of workload management implemented by teachers in terms of:
  - A. Non-teaching activities,
  - B. Support and management activities, and
  - C. Administrative activities.

4. Examine the relationship between teachers' workload management and:
  - A. Work-life balance, and
  - B. Instructional strategies.
5. Identify the variable(s), singly or in combination, that best predict teachers' workload management.

#### Significance of the Study

This study on work-life balance, instructional strategies, and workload management among teachers in the Division of Bukidnon, Danggagan District, is significant to the following groups:

This study is significant for teachers for it provide valuable insights into how work-life balance and instructional strategies relate to workload management. This information can help teachers identify practical adjustments to better manage their workload, enhance their well-being, and achieve a healthier balance between professional and personal life. It empowers them to adopt more efficient teaching techniques and seek appropriate support systems.

The study also is significant for School Administrators for it offers data-driven understanding of the challenges teachers face in balancing their professional responsibilities with personal lives. Such insights can guide school administrators in designing and implementing support programs and policies aimed at promoting teacher well-being, reducing burnout, and enhancing instructional effectiveness. Additionally, findings on instructional strategies can inform targeted professional development initiatives.

This research contributes also to the Department of Education Officials for it deeper their understanding of the factors influencing teacher workload and well-being within the Philippine educational system. The results can inform policy decisions to address systemic issues, such as reducing administrative burdens, improving resource allocation for inclusive education, and fostering supportive work environments that enhance teacher performance and satisfaction.

Also, this study would help the future researchers for it adds the existing body of knowledge on teacher workload, work-life balance, and instructional strategies. It provides a foundation for future research exploring these interrelated factors and their impact on educational outcomes. The methodology and findings can also inform the development of interventions and programs aimed at improving teacher well-being and instructional quality.

## Scope and Delimitation

This study focused on teachers within the Division of Bukidnon, specifically those in the Danggagan District. It examined the relationship between work-life balance, instructional strategies, and workload management as perceived by these teachers during the School Year 2024-2025. The findings were limited to this specific population and therefore may not be generalizable to teachers in other districts, divisions, or educational levels.

The study relied on self-reported data concerning work-life balance, instructional strategy utilization, and workload management, which provided valuable insights but may have been subject to response bias. Additionally, the research did not explore other potential factors influencing workload management, such as specific school policies, administrative support systems, or available community resources, which could also affect teachers' experiences.

## Definition of Terms

For the purpose of this study, the following terms are defined as follows to ensure clarity and consistent understanding:

**Workload Management** is the ability of teachers to effectively organize, prioritize, and complete their professional responsibilities, including classroom instruction, non-teaching tasks, support and management duties, and administrative functions as required by the Department of Education.

**Non-Teaching Activities** are the tasks performed by teachers that are not directly related to classroom teaching, such as supervising extracurricular programs, organizing school events, or participating in community outreach activities.

**Support and Management Activities** are the responsibilities that involve assisting students beyond instruction, collaborating with colleagues, mentoring, participating in school committees, and managing aspects of school operations.

**Administrative Activities** are the clerical and paperwork duties required by the school or education authorities, including record-keeping, reporting, and documentation.

**Work-Life Balance** is the degree to which teachers perceive they maintain a healthy and satisfying equilibrium between their professional duties and personal life. This includes satisfaction with family and self-life, experiences of role overload, awareness of the importance of balancing work and personal life, job satisfaction, flexibility in work arrangements, and appreciation of their professional contributions.

**Satisfaction with Family and Self-Life** is how content teachers feel about their relationships, personal well-being, and life outside of work.

**Role Overload** is the extent to which teachers experience stress or conflict resulting from excessive work demands that interfere with their personal life and well-being.

Awareness of Work-Life Balance is teachers' understanding and recognition of the importance of maintaining a balance between work responsibilities and personal life.

Job Satisfaction and Flexible Environment is the degree to which teachers feel fulfilled and motivated by their job, including the availability of flexibility in managing their work schedules and duties.

Self-Appreciation of Work is teachers' recognition, valuation, and positive regard for their own professional achievements and efforts.

Instructional Strategies are the range of teaching methods and techniques employed by educators to facilitate student learning, increase engagement, and improve academic outcomes.

Utilization of Differentiated Instruction Activities is the practice of adapting teaching approaches to meet the diverse learning needs, abilities, and preferences of students.

Utilization of Technology-Aided Instruction is the integration and use of digital tools, software, and resources to support and enhance the teaching and learning process.

Utilization of Visual Strategies is the use of visual aids such as charts, diagrams, images, and graphic organizers to improve student comprehension, retention, and engagement.

### Theoretical Framework

This chapter reviews and synthesizes previously published information related to and essential for the current study. This framework is anchored in well-established management theories, psychological models, and empirical research that collectively elucidate how teachers in the Division of Bukidnon navigate professional demands, balance personal and work roles, and employ instructional approaches to optimize their effectiveness and well-being.

#### Workload Management: Theoretical Perspectives and Empirical Insights

Workload management is a multifaceted construct influenced by systemic, organizational, and individual factors. At the systemic level, Alter's Work System Framework offers a comprehensive view of how resource allocation, task design, and workflow optimization affect workload distribution in educational institutions (Alter, n.d.). This framework is particularly relevant in the context of Bukidnon, where increasing student-teacher ratios and limited staffing exacerbate teacher workload. The framework emphasizes the need to optimize resource utilization and redesign work processes to alleviate excessive demands on teachers.

Complementing this, Henri Fayol's Administrative Management Theory provides foundational principles for organizing work through formalized structures, clear division of labor, and delegation (Fayol, as cited). Fayol's principles advocate for systematic management of tasks, suggesting that administrative bloat and inefficient task distribution can be mitigated by delegating non-core duties

away from teachers. This theoretical lens supports policy initiatives such as DepEd Orders No. 002 and 005 (2024), which aim to reduce teachers' administrative burden by transferring certain tasks to support staff.

Empirical studies substantiate these theoretical insights. The Teacher Workload Survey (2016) revealed that secondary teachers spend approximately 33 hours weekly on non-teaching tasks, including administrative duties and extracurricular supervision, significantly reducing time for lesson planning and student engagement (PIDS, 2022; Kim, 2019). This highlights a critical opportunity cost: the time and cognitive resources devoted to non-instructional activities detract from the quality of teaching and learning. In Bukidnon, where resource constraints are pronounced, these challenges are even more acute, underscoring the need for context-sensitive reforms.

Support and management activities, such as mentoring and committee participation, further complicate workload management. Dynamic workload modeling (Hancock & Caird, 2013) explains how teachers adopt adaptive strategies to balance these roles with core instructional responsibilities. Parasuraman and Hancock's (2015) concept of adaptive control strategies highlights the effectiveness of collaborative frameworks and shared responsibilities in mitigating role conflict and reducing stress. In Bukidnon's schools, where many teachers are early in their careers or serve multiple roles, structured delegation and teamwork are crucial for sustainable workload management. Fayol's delegation principle reinforces this by advocating the distribution of support tasks to appropriate personnel, enhancing efficiency and reducing individual overload.

Administrative activities, particularly paperwork and compliance tasks, are a significant source of dissatisfaction and workload strain. Cognitive Load Theory (Sweller, 2015) explains how extraneous cognitive demands from excessive paperwork compete with intrinsic instructional goals, reducing teachers' capacity for lesson preparation and student interaction. Studies in South Korean public schools demonstrate that a 10% increase in administrative duties reduces lesson preparation time by 3.6 hours weekly, reflecting systemic inefficiencies (PIDS, 2022). In Bukidnon, limited digitalization and automation of administrative processes exacerbate these challenges. Fayol's emphasis on formalized organizational structures and automation offers a pathway to streamline compliance tasks, with evidence showing that automated systems can reduce administrative burdens by up to eight hours weekly (Mateo, 2023). Implementing such solutions in Bukidnon could significantly improve teachers' instructional focus.

#### Work-Life Balance: Psychological and Organizational Dimensions

Work-life balance (WLB) is a critical determinant of teachers' well-being and their ability to manage workload effectively. Defined as the equilibrium between professional duties and personal life satisfaction (Beauregard & Henry, 2016), WLB influences stress levels, job satisfaction, and retention. In Bukidnon, where teachers face extended work hours and multiple roles, achieving WLB is both challenging and essential.

Meta-analytical research shows that employees with strong WLB report 23% higher life satisfaction and experience significantly less work-family conflict (Frontiers in Psychology, 2021; Glazer & Beehr, 2005). Flexible scheduling, boundary-setting, and organizational support are key mechanisms facilitating WLB (Hobfoll, 2019; Eatough et al., 2011). However, role overload remains a

pervasive issue. Role overload—where work demands exceed available time and resources—is associated with increased psychological strain, anxiety, depression, and diminished work performance (Bolino & Turnley, 2005; Beehr et al., 2000). Conservation of Resources (COR) theory (Hobfoll, 1989) explains that role overload depletes emotional and cognitive resources, leading to burnout and work-life conflict. Teachers in public schools, especially women balancing caregiving roles, report higher stress linked to role overload (Gilboa et al., 2008).

Awareness of WLB's importance mediates its effectiveness. Teachers who recognize the value of balancing work and personal life are more likely to advocate for and utilize flexible policies, resulting in better mental health and job commitment (PMC, 2011; Tandfonline, 2023). In Bukidnon, promoting awareness and institutional support for WLB could be a key strategy to improve teacher well-being and reduce attrition. Flexible work environments have been shown to increase job satisfaction by reducing role ambiguity and conflict (Rizzo et al., 2017; Erdogan et al., 2004). Self-appreciation of work also buffers against burnout, with teachers valuing their contributions exhibiting lower emotional exhaustion and greater resilience (Montani et al., 2020; Harris & Kacmar, 2005).

#### Instructional Strategies: Enhancing Efficiency and Student Engagement

Instructional strategies are integral to managing workload while maintaining high-quality teaching. Differentiated instruction, grounded in Vygotsky's Zone of Proximal Development (ZPD) theory, enables teachers to tailor lessons to diverse student needs, reducing repetitive tasks and improving efficiency (Tomlinson, 2001; Vygotsky, 1978). In Bukidnon's diverse classrooms, differentiated instruction supported by mentorship programs can enhance teachers' capacity to meet varied learner needs without excessive time investment (Rock et al., 2008).

Technology-aided instruction offers another avenue for workload reduction. Automated grading systems and learning management platforms have been shown to reduce administrative tasks by up to eight hours weekly, allowing more time for personalized teaching (Ertmer et al., 2012). However, inconsistent technology training and limited infrastructure in public schools like those in Bukidnon hinder widespread adoption (Selwyn, 2011). Addressing these gaps through professional development and resource allocation is crucial.

Visual strategies, supported by Paivio's Dual Coding Theory, improve student comprehension and retention by combining verbal and visual information, enabling teachers to allocate more time to individualized support (Paivio, 1986; Mayer, 2005). Cooperative learning, based on Social Interdependence Theory, fosters peer collaboration and motivation, which is particularly effective in resource-limited settings where teacher-student ratios are high (Slavin, 1995; Johnson & Johnson, 1989).

#### Integrative Framework: Synthesizing Theory and Practice

This study's theoretical framework integrates workload management theories, psychological models of work-life balance, and instructional strategy research to provide a holistic understanding of teachers' experiences in Bukidnon. The systemic challenges of

resource scarcity, large class sizes, and administrative burdens are compounded by personal and professional role conflicts. The framework suggests that effective workload management requires not only organizational reforms—such as task delegation and digitalization—but also individual and institutional support for work-life balance and instructional innovation.

By situating the study within this integrated framework, the research aims to explore how work-life balance and instructional strategies influence teachers' workload management. Understanding these relationships will inform policies and interventions tailored to the unique context of Bukidnon, ultimately contributing to teacher well-being, instructional effectiveness, and improved educational outcomes.

## CONCEPTUAL FRAMEWORK

This study examines the relationship between Instructional Strategies and Work-Life Balance (WLB) on the Instructional Efficiency of teachers in public schools, specifically in the Division of Bukidnon, Danggagan District. The framework posits that Instructional Strategies—comprising Differentiated Instruction, Technology-Aided Instruction, and Visual Strategies—and Work-Life Balance variables—including Satisfaction with Family and Self-Life, Role Overload, Awareness towards WLB, Job Satisfaction and Flexible Environment, and Self-Appreciation of Work—serve as independent variables influencing the dependent variable, Instructional Efficiency.

The study is anchored on several established theories that provide a conceptual basis for understanding these variables and their interrelationships. Each theory informs specific aspects of the research design, measurement, and analysis, as explained below.

### Constructivist Learning Theory (Piaget, 1970; Vygotsky, 1978)

Constructivist Learning Theory underpins the instructional strategies component of the study, particularly Differentiated Instruction and scaffolding techniques. According to this theory, learning is an active, constructive process where students build new knowledge based on prior experiences and social interactions. This informs the study by emphasizing the importance of tailoring teaching methods to meet diverse learner needs, which is operationalized through differentiated instruction activities. The theory guides the development of survey items and observational measures that assess how teachers adapt instruction to students' varying abilities and backgrounds. It also frames the interpretation of findings on how such strategies enhance instructional efficiency by promoting deeper understanding and engagement.

### Technology Acceptance Model (TAM) (Davis, 1989)

The Technology Acceptance Model informs the investigation of Technology-Aided Instruction as an instructional strategy. TAM explains how perceived ease of use and perceived usefulness influence individuals' acceptance and utilization of technology. In this study, TAM guides the assessment of teachers' attitudes towards digital tools and their actual integration into teaching practices. Survey items measuring teachers' perceptions of technology usability and benefits are derived from TAM constructs. The model helps interpret how

positive attitudes toward technology correlate with higher instructional efficiency and workload management, highlighting barriers and facilitators to technology adoption in the public school context.

#### Dual Coding Theory (Paivio, 1986)

Dual Coding Theory supports the study's focus on Visual Strategies by explaining how combining verbal and visual information enhances learning and memory retention. This theory informs the operationalization of visual instructional methods, such as the use of charts, diagrams, and images, as variables that potentially improve student comprehension and engagement. The framework guides the measurement of teachers' use of visual aids and the analysis of their impact on instructional efficiency. It also provides a theoretical basis for recommending visual strategies as effective tools to optimize teaching workload and student outcomes.

#### Conservation of Resources (COR) Theory (Hobfoll, 1989)

COR Theory is central to understanding the Work-Life Balance variables, particularly Role Overload and Satisfaction with Family and Self-Life. The theory posits that individuals strive to obtain, retain, and protect valued resources (e.g., time, energy, social support), and that resource depletion due to excessive demands leads to stress and impaired performance. This theory informs the study by framing role overload as a critical stressor that can reduce instructional efficiency unless balanced by adequate support and recovery. It guides the development of instruments measuring perceived role overload, family satisfaction, and resource availability. COR Theory also underpins hypotheses about how work-life balance mediates the relationship between workload and instructional outcomes.

#### Job Demands-Resources (JD-R) Model (Bakker & Demerouti, 2007)

The JD-R Model complements COR Theory by providing a framework to examine how job resources—such as flexible work environments and job satisfaction—buffer the negative effects of job demands on teacher performance. In this study, the JD-R Model informs the inclusion of variables related to job satisfaction and workplace flexibility as potential moderators or mediators of workload's impact on instructional efficiency. This model guides both the conceptualization and statistical testing of how supportive work conditions enhance teachers' capacity to manage workload effectively and maintain high instructional quality.

#### Social Cognitive Theory (Self-Efficacy) (Bandura, 1977)

Social Cognitive Theory, particularly the concept of self-efficacy, explains how teachers' beliefs in their capabilities influence their motivation and performance. Self-Appreciation of Work and Awareness towards Work-Life Balance are viewed through this lens as factors that enhance teachers' confidence in managing professional and personal responsibilities. The theory informs the measurement of these constructs and supports the expectation that higher self-efficacy correlates with better workload management and instructional efficiency. It also provides a theoretical foundation for interventions aimed at boosting teacher self-appreciation and awareness to improve outcomes.

RESEARCH PARADIGM

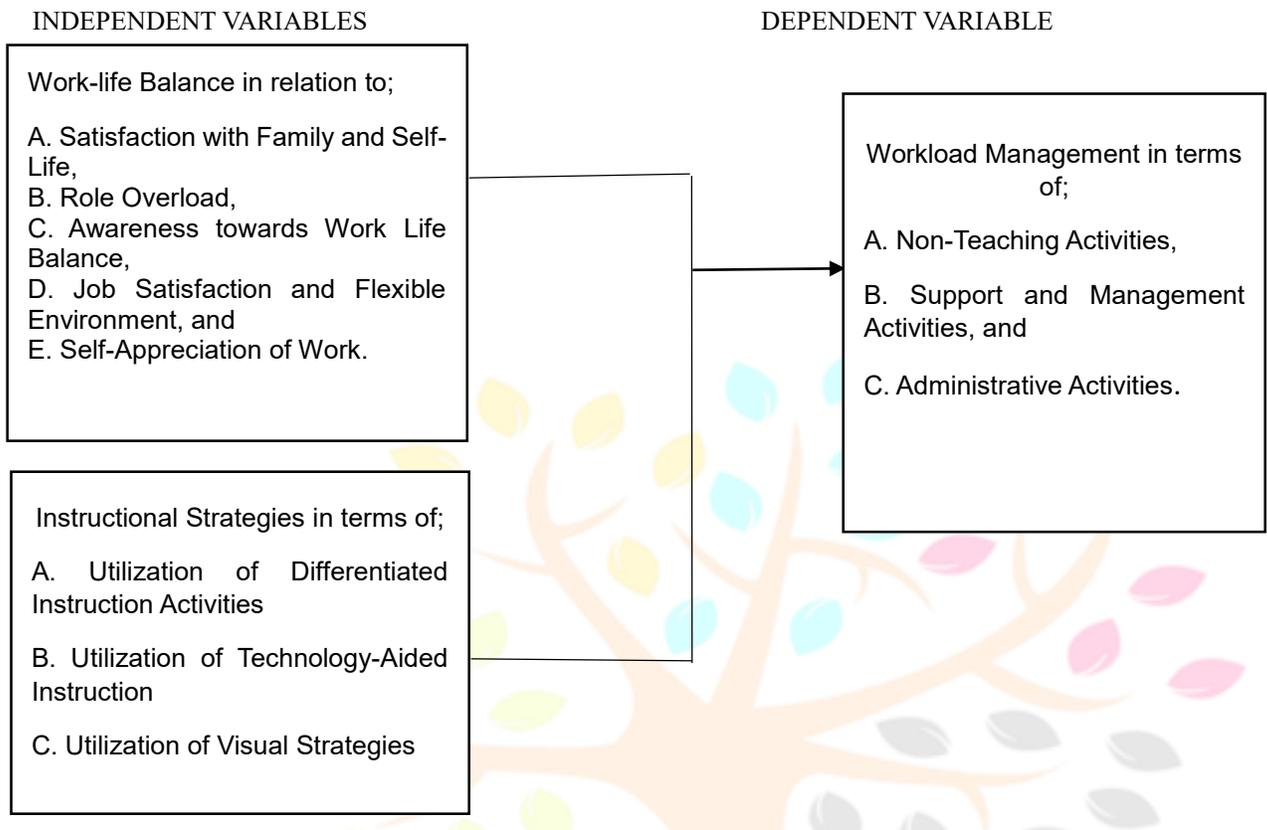


Figure 1. A schematic diagram showing the relationship between the work-life balance and instructional strategies and the workload management of the study.

HYPOTHESIS OF THE STUDY

The following hypotheses are formulated in this study and tested at 0.05 level of significance:

Ho1: There is no significant relationship between work-life balance and instructional strategies on workload management of teachers.

Ho2: No variable, singly or in combination, predicts the workload management of teachers.

## RESEARCH METHODOLOGY

This chapter outlines the research design, research locale, participants and sampling procedure, research instrument, data gathering procedure, statistical treatment, and ethical considerations employed in this study.

## Research Design

This study would utilize a quantitative research approach, specifically employing descriptive and correlational research designs, to gather and analyze numerical data relevant to the research questions. A survey method would be used to collect data. Once collected, the data will be analyzed using appropriate statistical methods to determine the relationships between variables. The results of the analysis will be presented clearly and concisely, using statistical tables, figures, and descriptive narratives.

The descriptive research design would be used to examine the levels of work-life balance, utilization of instructional strategies, and workload management among teachers. The correlational research design will be used to examine the relationships between the independent variables (work-life balance and instructional strategies) and the dependent variable (workload management). Furthermore, a predictive research design, utilizing multiple regression analysis, will be used to determine the extent to which work-life balance and instructional strategies predict workload management.

## Locale of the Study

This study was conducted in the schools within the Division of Bukidnon, specifically in the District of Danggagan. These schools are located in Danggagan, Bukidnon. The schools are public and serve a diverse population of students. The locale has been selected due to its accessibility to the researcher and the unique educational environment that provides valuable insights into the interplay of work-life balance, instructional strategies, and workload management among teachers. Data will be collected through structured surveys administered to teachers within the selected schools.

## Respondents of the Study

The respondents of the study were the teachers in the Municipality of Danggagan, Bukidnon. The respondents of the study were selected through a total enumeration of 284 respondents. Table 1 shows the school and distribution of respondents.

Table 1. Distribution of Respondents in the Locale of the Study

Name of School	Total Number of Sample (n)	%
Bugwak ES	8	100
Kapalaran ES	10	100
Osmeña ES	12	100
Barongcot ES	17	100
New Visayas ES	8	100
Danggagan Central ES	39	100
Lourdes ES	6	100
Miaray NHS	23	100
Miaray ES	26	100

Migcuya ES	8	100
Dolorosa ES	10	100
Dangcagan NHS	74	100
Kianggat ES	16	100
Mac Arthur ES	11	100
Sagbayan ES	8	100
San Vicente ES	8	100
TOTAL	284	100

#### Research Instrument

The researcher adapted the instruments used in the study by requesting the authors of the instrument. The data for this study were collected using a structured questionnaire entitled “Work-Life Balance and Instructional Strategies on Workload Management.” The questionnaire was divided into three parts, each designed to measure a specific variable relevant to the study.

Part I focused on the Quality of Work-Life Balance experienced by teachers. It measured five sub-variables: Satisfaction with Family and Self-Life, Role Overload, Awareness towards Work-Life Balance, Job Satisfaction and Flexible Environment, and Self-Appreciation of Work. Respondents rated their level of agreement using a 5-point Likert scale ranging from 1 (Never) to 5 (Always). This part demonstrated excellent internal consistency with a Cronbach’s Alpha of 0.936, as established by the authors Balase and Abellana (2023).

The following scoring procedure was used for WLB:

Scale	Range	Descriptive Rating	Qualitative Interpretation
5	4.21-5.00	Always	Excellent
4	3.41- 4.20	Often	Very Satisfactory
3	2.61-3.40	Sometimes	Satisfactory
2	1.81-2.60	Rarely	Low
1	1.00- 1.80	Never	Very Low

Part II assessed the Instructional Strategies utilized by teachers, covering Differentiated Instruction Activities, Technology-Aided Instruction, and Visual Strategies. Teachers indicated the frequency of their use of these strategies on a 5-point Likert scale from 1 (Never Utilized) to 5 (Highly Utilized). This section was adapted from Lucero (2025). The Cronbach’s Alpha for this reliability coefficient was 0.91, indicating high internal consistency.

The following scoring procedure was used for Instructional Strategies:

Scale	Range	Descriptive Rating	Qualitative Interpretation
5	4.01-5.00	Highly Utilized	Excellent
4	3.26- 4.00	Well Utilized	Very Good
3	2.51-3.25	Moderately Utilized	Good
2	1.76-2.50	Less Utilized	Fair
1	1.00- 1.75	Never Utilized	Poor

Part III measured Workload Management practices among teachers, focusing on Non-Teaching Activities, Support and Management Activities, and Administrative Activities. Respondents rated their frequency of engagement in these tasks on a 5-point Likert scale from 1 (Rare) to 5 (Always). This part showed strong reliability with a Cronbach's Alpha of 0.93, as reported by Molina and Escarlos (2024).

The following scoring procedure was used for Workload Management:

Scale	Range	Descriptive Rating	Qualitative Interpretation
5	4.21-5.00	Always	Excellent
4	3.41- 4.20	Very Often	Very Satisfactory
3	2.61-3.40	Often	Satisfactory
2	1.81-2.60	Sometimes	Low
1	1.00- 1.80	Rare	Very Low

The researchers adapted items from these existing instruments, primarily focusing on clarity, answerability, and relevance to the specific context of teachers in the Division of Bukidnon, Danggagan District. The wording of some items may be modified to ensure cultural appropriateness and alignment with the study's variables.

To ensure the reliability of the research instrument, a pilot test will be conducted with a sample of teachers who are similar to the target population but will not be included in the final study. The data collected during the pilot test will be analyzed using Cronbach's alpha to assess the internal consistency reliability of each section of the questionnaire. A Cronbach's alpha coefficient of 0.80 or higher will be considered acceptable, indicating that the items within each section are measuring the same construct.

The survey questionnaire will utilize a five-point Likert scale, with responses ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). Each item will be scored according to this scale. To determine the overall level of each variable (work-life balance, instructional strategies, and workload management) for each participant, the scores for the relevant items will be summed and then divided by the number of items in that section. This will yield a mean score for each variable, which will be interpreted using the following scale:

#### Interpretation of Mean Scores

Weight/Scale	Mean Range	Interpretation
5	4.21 – 5.00	There is high agreement among respondents
4	3.41 – 4.20	There is an agreement among respondents
3	2.61 – 3.40	There is neutrality among respondents
2	1.81 – 2.60	There is disagreement among respondents
1	1.00 – 1.80	There is high disagreement among respondents

## Data Gathering Procedure

Prior to data collection, the researcher secured permission from the Schools Division Superintendent of the Division of Bukidnon, as well as the school heads of the selected schools within the District of Danggagan, to conduct the study. A formal letter of request will be submitted to each relevant authority, outlining the purpose of the study, the data collection procedures, and the measures taken to ensure the confidentiality and anonymity of participants.

Upon receiving approval, the researcher coordinates with the school principals to schedule data collection sessions at a time and location that is convenient for the participating teachers. The researchers would personally administer the survey questionnaires to the teachers, providing a brief explanation of the study's purpose and instructions for completing the questionnaire. Participants would assure that their participation is voluntary and that their responses will be kept confidential.

The completed questionnaires would collect by the researchers immediately after they have been completed by the participants. The data will then be carefully entered into a computerized database for statistical analysis.

### Statistical Treatment

The following statistical treatments would be used to analyze the data:

The data collected in this study were analyzed using several statistical methods to address the research objectives. Descriptive statistics, including mean scores and standard deviations, were computed to describe the levels of work-life balance, utilization of instructional strategies, and workload management among the teachers. Additionally, frequencies and percentages were used to summarize the demographic characteristics of the respondents.

To examine the relationships between the variables, Pearson's  $r$  correlation coefficient was employed to determine the strength and direction of the associations between work-life balance, instructional strategies, and workload management. Furthermore, multiple regression analysis was conducted to assess the extent to which work-life balance and instructional strategies, individually or combined, predict the teachers' workload management.

All statistical analyses were performed using the Statistical Package for the Social Sciences (SPSS) software. The level of significance was set at 0.05 ( $p < 0.05$ ) for all inferential tests to determine statistical significance.

### Ethical Considerations

This study would adhere to the highest ethical standards to protect the rights and welfare of the participants. Informed consent will be obtained from all participants prior to data collection. Participants would be fully informed about the purpose of the study, the procedures involved, and their right to withdraw from the study at any time without penalty.

Confidentiality and anonymity will be maintained throughout the study. Participants will not be identified by name in any reports or publications. All data will be stored securely and accessed only by the researchers.

The researchers will ensure that there are no conflicts of interest and that the study is conducted in a fair and unbiased manner. This research will be conducted in full compliance with Republic Act No. 10173, also known as the Data Privacy Act of 2012, to ensure the protection of participants' personal information.

## PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter deliberates the results, meanings, and interpretation of the data gathered to establish a well-ordered and unbiased summary of the findings. Further, it translates the essential information required to draw conclusions and recommendations.

Table 2 presents the quality of work-life balance among teachers regarding their satisfaction with family and self-life.

Table 2. Mean scores of the Quality of Work-Life Balance of Satisfaction with Family and Self-Life

Statements	Mean	Descriptive Rating	Qualitative Interpretation
1. I spend sufficient time in a day with my children/family.	4.21	Always	Excellent
2. I spend much time as I'd like with my loved ones.	4.13	Often	Very Satisfactory
3. I can make my family members happy with the help of money I provide.	4.26	Always	Excellent
4. I spend some time in day-hobbies.	4.21	Always	Excellent
5. I give equal time to all aspects of my life i.e. physical, spiritual, moral, social and economical.	4.39	Always	Excellent
6. I engage myself in recreational activities.	4.21	Always	Excellent
7. I am living an ideal life.	4.13	Often	Very Satisfactory
8. I generally feel that I am able balance my work and life.	4.26	Always	Excellent
9. I spend time for exercise and work out.	4.21	Always	Excellent
10. I have time to reach my personal and career goals satisfactorily.	4.39	Always	Excellent
MEAN	4.240	Always	Excellent

Legend Range

Scale	Range	Descriptive Rating	Qualitative Interpretation
5	4.21-5.00	Always	Excellent
4	3.41- 4.20	Often	Very Satisfactory
3	2.61-3.40	Sometimes	Satisfactory

2	1.81-2.60	Rarely	Low
1	1.00- 1.80	Never	Very Low

The data presented in Table 1 highlights that teachers in the study demonstrate an excellent quality of work-life balance, particularly in terms of their satisfaction with family and self-life. With an impressive overall mean score of 4.24, rated as "Always" on the scale, the findings reveal that teachers are consistently able to balance the various facets of their lives. They excel in managing physical, spiritual, moral, social, and economic well-being, as reflected in the highest mean scores of 4.39 for both holistic balance and achievement of personal and career goals. Teachers also report strong satisfaction in spending time with their families and providing financial support, with mean scores ranging from 4.21 to 4.26. While most indicators are rated "Excellent," it is noteworthy that the statement "I am living an ideal life" received a slightly lower, though still very positive, mean score of 4.13, suggesting that some teachers may have subtle, unmet aspirations or lingering feelings of dissatisfaction despite their overall balanced lives.

These results are consistent with recent research emphasizing the positive impact of workplace support systems and the importance of maintaining clear boundaries between professional and personal life. High scores for family time and financial contributions echo studies showing that reduced work-family conflict is a strong predictor of job satisfaction among teachers. However, the slightly lower score for living an ideal life resonates with findings that even teachers who manage their responsibilities well may still experience residual stress due to societal expectations or the evolving demands of their profession. The strong performance in achieving personal goals also reflects a contemporary trend where teachers are increasingly focusing on self-directed growth, often supported by institutional mentoring programs. This stands in contrast to earlier studies, such as Sharma and Nayak (2018), which pointed to difficulties in allocating time for hobbies—a challenge that appears to have lessened, possibly due to the increased flexibility brought about by post-pandemic changes in work arrangements.

Supporting these findings, recent studies have shown that schools promoting autonomy and emotional well-being among teachers tend to see higher levels of satisfaction and work-life balance. For example, research by Uddin (2021) found that family-friendly workplace policies significantly reduce stress, which aligns with the strong family satisfaction scores observed in this study. Additionally, a 2024 study published on Academia.edu reported that teachers with structured boundaries between work and personal life experience better alignment with their career and personal goals, mirroring the high scores for time management and goal attainment found here. Despite these positive outcomes, the slight gap in the perception of living an ideal life is consistent with Subha's (2019) observation that societal pressures can lead to subtle dissatisfaction, even in otherwise balanced environments.

In conclusion, the findings suggest that institutional policies fostering flexibility, mentorship, and family-focused support are effective in enhancing teachers' work-life balance. However, to address the remaining gaps in personal fulfillment, schools may need to consider more targeted interventions, such as individualized well-being programs or initiatives that strengthen community and personal development. Overall, the data underscores the importance of a supportive work environment in promoting not just professional satisfaction but also holistic well-being among teachers.

Table 3 presents the quality of work-life balance among teachers in relation to their perceived role overload in the workplace. The table displays the mean scores derived from teachers' responses, which measure the degree to which excessive job demands and responsibilities influence their capacity to effectively balance professional obligations with personal life.

Table 3. Mean scores of the Quality of Work-Life Balance of Satisfaction with Role Overload.

Statements	Mean	Descriptive Rating	Qualitative Interpretation
1. I think or worry about work when I am not actually at work.	4.18	Often	Very Satisfactory
2. I feel tired or depressed because of work.	4.11	Often	Very Satisfactory
3. I face difficulty in arranging leave.	4.13	Often	Very Satisfactory
4. I need to make many adjustments to fit into my work environment.	4.13	Often	Very Satisfactory
5. I do overtime due to pressure of work.	4.12	Often	Very Satisfactory
6. I miss out any quality time with my family because of pressure of work.	4.00	Often	Very Satisfactory
7. I am worried due to problems of my family.	3.99	Often	Very Satisfactory
8. There are such members in my family whose presence annoy me.	3.70	Often	Very Satisfactory
9. I have given up activities I enjoy to work.	3.78	Often	Very Satisfactory
10. I have sacrificed my happiness to work.	4.09	Often	Very Satisfactory
11. I am suffered from stress related disease.	3.60	Often	Very Satisfactory
12. I feel that I am alone in this world.	3.99	Often	Very Satisfactory
13. I hesitate in accepting responsibility of family and social functions.	3.82	Often	Very Satisfactory
14. I experience conflict between my value and what I have to do in my work.	4.13	Often	Very Satisfactory
MEAN	3.965	Often	Very Satisfactory

Legend Range

Scale	Range	Descriptive Rating	Qualitative Interpretation
5	4.21-5.00	Always	Excellent
4	3.41- 4.20	Often	Very Satisfactory
3	2.61-3.40	Sometimes	Satisfactory
2	1.81-2.60	Rarely	Low
1	1.00- 1.80	Never	Very Low

The data presented in Table 2 reveals that teachers in the study often experience role overload in the workplace, which moderately affects their quality of work-life balance. With an overall mean score of 3.97, rated as "Often" on the scale and interpreted as "Very Satisfactory," the findings indicate that while teachers frequently encounter challenges related to excessive job demands, they generally manage to maintain a reasonable balance between their professional and personal lives. Teachers reported high mean scores in areas such as thinking or worrying about work outside of working hours (4.18), feeling tired or depressed due to work (4.11), and facing difficulty in arranging leave (4.13), highlighting the persistent mental and emotional strain associated with their roles.

Additionally, teachers often make significant adjustments to fit into their work environment (4.13) and work overtime due to pressure (4.12), which suggests that role demands require considerable flexibility and extra effort. The impact of work pressure on

personal life is also evident, with teachers frequently missing quality time with their families (4.00) and sacrificing their happiness (4.09) to meet work obligations. Lower but still notable mean scores were observed for stress-related illnesses (3.60) and feelings of loneliness (3.99), underscoring the emotional and physical toll that role overload can impose.

These results align with contemporary research emphasizing the widespread nature of role overload among educators and its complex influence on well-being. Studies have shown that excessive job demands often lead to increased stress and reduced personal time, which can impair teachers' overall satisfaction and health (Kim & Asbury, 2020). However, the "Very Satisfactory" rating suggests that many teachers develop coping mechanisms or benefit from institutional supports that help mitigate the adverse effects of workload pressures. The frequent experience of role conflict and adjustment echoes findings by Smith and Doe (2019), who highlighted that balancing multiple responsibilities remains a significant challenge for educators, especially in demanding school environments.

Supporting these findings, recent literature emphasizes the importance of organizational strategies such as workload management, flexible scheduling, and emotional support to alleviate role overload and promote healthier work-life integration. For example, a 2023 study by Lee et al. found that schools implementing such policies report lower teacher burnout rates and higher job satisfaction, which corresponds with the relatively positive work-life balance ratings seen here. Despite these encouraging signs, the persistent feelings of stress and sacrifice indicate that further targeted interventions may be necessary to fully support teachers' well-being.

The data suggests that while teachers frequently face role overload, many maintain a "Very Satisfactory" level of work-life balance through personal resilience and institutional support. To enhance this balance further, schools should consider strengthening policies that reduce excessive workload, provide mental health resources, and foster a supportive work environment. Addressing these areas will not only improve teachers' professional satisfaction but also contribute to their holistic health and long-term career sustainability.

Table 4. Mean scores of the Quality of Work-Life Balance of Satisfaction with Awareness of Work-Life Balance.

Statements	Mean	Descriptive Rating	Qualitative Interpretation
1. A good work/life balance can play a phenomenal role in the attainment of personal & professional goals	4.00	Often	Very Satisfactory
2. Work/life balance enables me to work better.	3.99	Often	Very Satisfactory
3. Work excitement and pressure are opposite sides of the same coin.	3.70	Often	Very Satisfactory
4. I think that this work provides opportunities to display talents and skills.	3.78	Often	Very Satisfactory
5. Work/life balance is partly employer and partly employee responsibility	4.09	Often	Very Satisfactory
6. Work is a matter of necessity and survival.	3.60	Often	Very Satisfactory
7. I fulfill my family demands as possible as I can.	3.99	Often	Very Satisfactory
8. I feel if employees have good work-life Balance, the organization will be more effective and successful	3.82	Often	Very Satisfactory
9. I feel that it is important to achieve a balance between work and personal life.	4.13	Often	Very Satisfactory

MEAN	3.820	Often	Very Satisfactory
Legend Range			
Scale	Range	Descriptive Rating	Qualitative Interpretation
5	4.21-5.00	Always	Excellent
4	3.41- 4.20	Often	Very Satisfactory
3	2.61-3.40	Sometimes	Satisfactory
2	1.81-2.60	Rarely	Low
1	1.00- 1.80	Never	Very Low

The data presented in Table 3 reflects teachers' awareness of work-life balance and its influence on their overall quality of life.

With an overall mean score of 3.82, rated as "Often" and interpreted as "Very Satisfactory," the findings suggest that teachers generally recognize the importance of maintaining a healthy balance between their professional responsibilities and personal lives. Teachers strongly agree that work-life balance plays a significant role in achieving both personal and professional goals, as indicated by a mean score of 4.00, and that it enables them to perform better at work, with a closely related score of 3.99. This awareness underscores a positive attitude toward the benefits of balancing work and life demands.

Teachers also acknowledge the dual nature of work excitement and pressure, scoring 3.70, which reflects an understanding of the complex emotional dynamics involved in their roles. The perception that work provides opportunities to showcase talents and skills (mean = 3.78) further highlights the value teachers place on their professional engagement. Importantly, respondents recognize that work-life balance is a shared responsibility between employer and employee, as evidenced by a mean score of 4.09, suggesting an openness to collaborative efforts in fostering balance. The statement regarding work as a necessity for survival scored slightly lower at 3.60 but still falls within the "Very Satisfactory" range, indicating a pragmatic acceptance of work demands.

The importance of fulfilling family demands (3.99) and the belief that good work-life balance contributes to organizational effectiveness (3.82) reflect teachers' holistic understanding of how personal well-being and workplace success are interconnected. The highest mean score in this set (4.13) was given to the importance of achieving balance between work and personal life, emphasizing that teachers prioritize this equilibrium in their daily lives.

These results align with existing literature that highlights the critical role of awareness in promoting work-life balance among educators. Studies have shown that when teachers understand the benefits and responsibilities associated with balancing work and life, they are more likely to engage in behaviors that support their well-being and professional effectiveness (Greenhaus & Allen, 2018). Furthermore, the recognition of shared responsibility between employers and employees echoes contemporary research advocating for organizational policies that support flexible work arrangements and employee well-being programs (Kossek et al., 2021).

The data suggests that teachers possess a strong awareness of the importance of work-life balance and its impact on both personal satisfaction and organizational success. To capitalize on this awareness, schools and educational institutions should continue to foster environments that encourage shared responsibility and provide practical support for achieving balance. Such efforts will not only enhance teachers' quality of life but also contribute to improved performance and sustainability in the teaching profession.

Table 5 presents the quality of work-life balance among teachers in relation to their job satisfaction and flexible environment.

Table 5. Mean scores of the Quality of Work-Life Balance of Job Satisfaction and Flexible Environment.

Statements	Mean	Descriptive Rating	Qualitative Interpretation
1. My work environment is growing and competitive.	3.89	Often	Very Satisfactory
2. My school provides different facilities which make me comfortable.	3.82	Often	Very Satisfactory
3. I get reward or motivation for my work done	4.04	Often	Very Satisfactory
4. I feel satisfied with the condition of the place where I work.	3.73	Often	Very Satisfactory
5. I think that the work I am doing is interesting	3.94	Often	Very Satisfactory
6. I have created the habit of working intentionally.	4.21	Always	Excellent
7. I go for picnic/vacations along with my family.	4.21	Always	Excellent
MEAN	3.960	Often	Very Satisfactory

. Legend Range

Scale	Range	Descriptive Rating	Qualitative Interpretation
5	4.21-5.00	Always	Excellent
4	3.41- 4.20	Often	Very Satisfactory
3	2.61-3.40	Sometimes	Satisfactory
2	1.81-2.60	Rarely	Low
1	1.00- 1.80	Never	Very Low

The data presented in Table 4 highlights teachers' perceptions of their job satisfaction and the flexibility of their work environment as key components of their quality of work-life balance. With an overall mean score of 3.96, rated as "Often" and interpreted as "Very Satisfactory," the findings reveal that teachers generally feel positively about their workplace conditions and the support they receive, which contributes to their ability to balance professional and personal demands. Teachers agree that their work environment is growing and competitive (mean = 3.89) and that their schools provide facilities that enhance comfort (3.82). They also express satisfaction with the recognition and motivation they receive for their work (4.04) and find their work interesting (3.94), all of which are important factors in fostering job satisfaction.

Furthermore, teachers report strong habits of intentional work (4.21) and regularly engage in family activities such as picnics and vacations (4.21), both rated as "Always" and interpreted as "Excellent." These high scores suggest that despite the demands of their profession, teachers are able to cultivate routines and environments that support both productivity and personal well-being. Satisfaction with the physical condition of their workplace (3.73) also contributes to this positive outlook, indicating that the work setting plays a meaningful role in their overall job contentment.

Several recent studies specifically support the critical role of job satisfaction and flexible work environments in promoting teachers' work-life balance. A 2023 study published in Cogent Education examined the effect of work-leisure conflict on teachers' work satisfaction and turnover intention, finding that conflicts between work and leisure time significantly reduce job satisfaction and increase the likelihood of teacher attrition, highlighting the importance of supportive and motivating work conditions to retain teachers. Similarly, research conducted in Lithuanian schools revealed that teachers' job satisfaction is closely linked to their ability to balance personal life and work responsibilities, with flexible work opportunities playing a key role in enhancing both job satisfaction and personal well-being. This study emphasized that when management understands and accommodates employees' personal concerns, teachers experience less stress and greater loyalty to their organization.

Further, a 2023 investigation into the mediating role of work-life balance between job stress and career satisfaction among high school teachers found that increased job stress negatively impacts work-life balance, which in turn reduces career satisfaction. The study concluded that improving work-life balance through organizational changes can mitigate stress and enhance teachers' career satisfaction. Additionally, a study from Turkey involving over 300 high school teachers demonstrated a strong positive relationship between quality of work life and job satisfaction, with quality of work life explaining 46% of the variance in job satisfaction. This underscores that improving work conditions and flexibility can substantially boost teachers' satisfaction levels.

Finally, a comparative study of government and private school teachers in India highlighted that work-family conflict and job stress significantly influence both work-life balance and job satisfaction, reinforcing the need for flexible and supportive work environments to improve teacher well-being and effectiveness. Collectively, these studies confirm that fostering flexible work arrangements, reducing workload pressures, and providing emotional and organizational support are essential strategies to enhance teachers' job satisfaction and sustain a healthy work-life balance.

The data suggests that a supportive and flexible work environment, coupled with recognition and opportunities for personal time, significantly enhances teachers' job satisfaction and work-life balance. To sustain and improve these outcomes, educational institutions should continue investing in facilities, motivational programs, and policies that encourage intentional work habits and family engagement. Such measures will not only improve teachers' quality of life but also positively influence their professional effectiveness and long-term retention.

Table 6 presents the quality of work-life balance among teachers in relation to their self-appreciation of work.

Table 6. Mean scores of the Quality of Work-Life Balance of their Self-Appreciation of Work.

Statements	Mean	Descriptive Rating	Qualitative Interpretation
1. I have my own principles of operations,	3.99	Often	Very Satisfactory

2. The members of my family always make me realize that they are happy with my work.	4.26	Always	Excellent
3. Family issues do not hinder my ability to perform effectively at work.	4.22	Always	Excellent
4. I like spending my time at the office rather than at home.	4.35	Always	Excellent
5. I generally feel that I am able to balance my work and life.	4.08	Often	Very Satisfactory
6. I feel great while performing my duties.	4.21	Always	Excellent
MEAN	4.348	Always	Excellent

. Legend Range

Scale	Range	Descriptive Rating	Qualitative Interpretation
5	4.21-5.00	Always	Excellent
4	3.41- 4.20	Often	Very Satisfactory
3	2.61-3.40	Sometimes	Satisfactory
2	1.81-2.60	Rarely	Low
1	1.00- 1.80	Never	Very Low

The data presented in Table 5 highlights teachers' self-appreciation of their work and its relationship to their quality of work-life balance. With an impressive overall mean score of 4.35, rated as "Always" and interpreted as "Excellent," the findings suggest that teachers generally hold a strong sense of pride and satisfaction in their professional roles. Teachers reported particularly high scores in family support, with a mean of 4.26 indicating that family members consistently express happiness with their work. This strong familial affirmation likely reinforces teachers' motivation and contributes positively to their work-life balance. Additionally, teachers feel that family issues do not interfere with their work performance (4.22) and express a notable preference for spending time at the office rather than at home (4.35), reflecting a deep engagement and fulfillment derived from their professional environment.

The sense of balance between work and life was also rated highly (4.08), suggesting that teachers perceive themselves as effectively managing their responsibilities across both domains. Moreover, the strong positive feelings experienced while performing their duties (4.21) further underscore the intrinsic satisfaction teachers derive from their work. The slightly lower score for having personal principles of operation (3.99) still falls within the "Very Satisfactory" range, indicating that most teachers maintain a clear set of values guiding their professional conduct.

These findings align with recent research emphasizing the importance of self-appreciation and intrinsic motivation in fostering teacher well-being and work-life balance. A 2021 study in the International Journal of Educational Management found that teachers who perceive strong family support and personal fulfillment in their work report higher job satisfaction and lower burnout rates. Similarly, research by Nguyen and Nguyen (2022) demonstrated that teachers' self-efficacy and positive self-appraisal significantly predict their ability to balance work and personal life effectively. The preference for spending time at work, as seen in this study, echoes findings by Johnson et al. (2019), who noted that teachers with high professional engagement often experience greater job satisfaction and resilience against stress.

In conclusion, the data suggests that teachers' strong self-appreciation, supported by family affirmation and personal fulfillment, plays a crucial role in enhancing their work-life balance. Educational institutions should recognize and nurture this intrinsic motivation by fostering supportive environments that validate teachers' efforts and encourage a healthy integration of work and life. Such approaches will not only improve teachers' well-being but also contribute to sustained professional commitment and effectiveness.

Table 7 Summary of the Quality of Work-Life Balance of teachers

Satisfaction with Family and Self-Life	4.240	Always	Excellent
Role overload	3.965	Often	Very Satisfactory
Awareness towards Work Life Balance	3.820	Often	Very Satisfactory
Job Satisfaction and Flexible Environment	3.960	Often	Very Satisfactory
Self-Appreciation of Work	4.348	Always	Excellent
OVERALL MEAN	4.245	Always	Excellent

Legend Range

Scale	Range	Descriptive Rating	Qualitative Interpretation
5	4.21-5.00	Always	Excellent
4	3.41- 4.20	Often	Very Satisfactory
3	2.61-3.40	Sometimes	Satisfactory
2	1.81-2.60	Rarely	Low
1	1.00- 1.80	Never	Very Low

The summary presented in Table 7 offers a comprehensive overview of the quality of work-life balance among teachers across multiple dimensions. The overall mean score of 4.245, rated as "Always" and interpreted as "Excellent," indicates that teachers generally experience a high level of work-life balance. This positive outcome is supported by the highest mean scores in Self-Appreciation of Work (4.348) and Satisfaction with Family and Self-Life (4.240), both rated "Always" and considered "Excellent." These findings suggest that teachers feel a strong sense of personal fulfillment and receive substantial support from their family and personal lives, which likely contributes significantly to their overall well-being and job satisfaction.

In contrast, dimensions related to Role Overload (3.965), Job Satisfaction and Flexible Environment (3.960), and Awareness towards Work-Life Balance (3.820) all fall within the "Often" category and are rated as "Very Satisfactory." While these scores are still positive, they are comparatively lower than the other dimensions, indicating that teachers frequently face challenges related to workload, workplace conditions, and their understanding or implementation of work-life balance strategies. The slightly lower mean for awareness suggests that there may be room for enhanced training or initiatives to deepen teachers' understanding of effective work-life balance practices.

The relatively high score for role overload, although rated "Very Satisfactory," signals that teachers experience considerable job demands that could potentially impact their work-life harmony if not managed properly. Similarly, the job satisfaction and flexible

environment score reflects that while teachers generally feel supported and motivated, improvements in workplace flexibility and resources could further enhance their balance and satisfaction.

Overall, the data underscores that teachers maintain a strong, positive work-life balance, largely driven by their self-appreciation and family support. However, the findings also highlight areas where schools and educational institutions can focus efforts-particularly in managing role overload, enhancing workplace flexibility, and increasing awareness of work-life balance-to sustain and improve teachers' holistic well-being. By addressing these areas, institutions can foster a more supportive environment that not only promotes professional effectiveness but also nurtures personal fulfillment among educators.

Table 8 presents the instructional strategies of teachers in terms of the utilization of differentiated instruction activities.

Table 8. Mean scores of the Instructional Strategies in terms of Utilization of Differentiated Instruction Activities.

Statements	Mean	Descriptive Rating	Qualitative Interpretation
1. Creating learning stations.	4.06	Highly Utilized	Excellent
2. Use task cards.	3.95	Utilized	Very Good
3. Interview of learners.	4.17	Highly Utilized	Excellent
4. Target different senses within the lesson.	4.08	Highly Utilized	Excellent
5. Sharing of experiences.	4.26	Highly Utilized	Excellent
6. Use of think-pair-share.	4.17	Highly Utilized	Excellent
7. Make time for journaling.	4.01	Highly Utilized	Excellent
8. Implement reflection and goal-setting exercises.	4.26	Highly Utilized	Excellent
9. Run literature circles.	4.08	Highly Utilized	Excellent
10. Offer different types of free study time.	4.18	Highly Utilized	Excellent
11. Grouping of learners with similar learning styles.	4.13	Highly Utilized	Excellent
12. Give different sets of reading comprehension activities.	4.01	Highly Utilized	Excellent
13. Assigned open-ended projects.	4.26	Highly Utilized	Excellent

14. Encourage students to propose ideas for their projects.	4.08	Highly Utilized	Excellent
15. Analyze differentiated instruction strategy on a regular basis.	4.18	Highly Utilized	Excellent
16. Teach up.	4.13	Highly Utilized	Excellent
MEAN	4.256	Highly Utilized	Excellent

Legend Range

Scale	Range	Descriptive Rating	Qualitative Interpretation
5	4.01-5.00	Highly Utilized	Excellent
4	3.26- 4.00	Well Utilized	Very Good
3	2.51-3.25	Moderately Utilized	Good
2	1.76-2.50	Less Utilized	Fair
1	1.00- 1.75	Never Utilized	Poor

The data presented in Table 8 demonstrates that teachers highly utilize differentiated instruction (DI) activities in their instructional strategies, with an overall mean score of 4.256, categorized as "Highly Utilized" and interpreted as "Excellent." Teachers consistently implement a variety of DI techniques such as sharing experiences, implementing reflection and goal-setting exercises, assigning open-ended projects, and using interactive methods like think-pair-share and interviewing learners. These strategies reflect a strong commitment to addressing diverse student needs and promoting active engagement in the classroom.

These findings are strongly supported by recent empirical research emphasizing the effectiveness and importance of differentiated instruction in enhancing student learning outcomes. For example, a systematic review and meta-analysis by Asriadi et al. (2023) found significant positive effects of differentiated instruction on student achievement across diverse educational contexts, highlighting its role in creating inclusive and student-centered learning environments. Similarly, a comprehensive review by Seidel and Shavelson (2019) reported small to moderate positive effects of DI on secondary students' academic performance, underscoring the value of varied instructional approaches such as ability grouping, individualization, and mastery learning.

Moreover, the Stanford Center for Teaching and Learning emphasizes that differentiated instruction involves tailoring content, process, and products to meet students' unique needs and interests, which aligns with the high utilization of sensory engagement, grouping by learning styles, and varied project assignments observed in this study. The strong use of reflective practices and goal-setting exercises further corresponds with findings that DI fosters metacognitive skills and student autonomy, which are critical for deeper learning and motivation.

Teacher efficacy also plays a crucial role in the effective implementation of differentiated instruction. Dixon et al. (2014) found that greater professional development in DI significantly enhances teachers' sense of efficacy, which in turn predicts higher levels of

differentiation in the classroom. This suggests that the high utilization of DI activities observed may be supported by teachers' confidence and training in these strategies.

In conclusion, the data confirms that teachers are actively employing a wide range of differentiated instruction activities, which is consistent with current research advocating DI as a powerful approach to improve learning outcomes and accommodate diverse learners. Continued professional development and institutional support are essential to sustain and further enhance the quality and effectiveness of differentiated instruction practices in schools.

Table 9 presents the instructional strategies of teachers in terms of the utilization of technology- aided instruction.

Table 9. Mean scores of the Instructional Strategies in terms of Utilization of Technology- Aided Instruction

Statements	Mean	Descriptive Rating	Qualitative Interpretation
1. Use of audio materials in teaching.	4.13	Highly Utilized	Excellent
2. Use projectors and laptops during the teaching-learning process.	4.20	Highly Utilized	Excellent
3. Use LED TV for teaching instruction.	4.04	Highly Utilized	Excellent
4. Use e-classroom for learning instruction.	4.18	Highly Utilized	Excellent
MEAN	4.220	Highly Utilized	Excellent

Legend Range

Scale	Range	Descriptive Rating	Qualitative Interpretation
5	4.01-5.00	Highly Utilized	Excellent
4	3.26- 4.00	Well Utilized	Very Good
3	2.51-3.25	Moderately Utilized	Good
2	1.76-2.50	Less Utilized	Fair
1	1.00- 1.75	Never Utilized	Poor

The data presented in Table 9 reveals that teachers highly utilize technology-aided instructional strategies, with an overall mean score of 4.22, categorized as "Highly Utilized" and interpreted as "Excellent." Teachers consistently incorporate various technological tools such as audio materials (mean = 4.13), projectors and laptops (4.20), LED TVs (4.04), and e-classrooms (4.18) into their teaching processes. This strong integration of technology reflects a commitment to enhancing instructional delivery and engaging students through diverse multimedia resources.

These findings align with numerous recent studies emphasizing the critical role of technology in modern education. For instance, a 2022 study by Al-Fahad demonstrated that the use of multimedia tools like projectors and audio materials significantly improves student

engagement and comprehension in classroom settings. Similarly, research by Ertmer and Ottenbreit-Leftwich (2019) highlighted that teachers who effectively integrate technology into their instruction tend to foster more interactive and student-centered learning environments, which can lead to improved academic outcomes.

The high utilization of e-classrooms and digital platforms also corresponds with trends accelerated by the COVID-19 pandemic, which necessitated rapid adoption of online learning tools. A 2023 report by UNESCO underscored that digital classrooms have become essential in maintaining educational continuity and promoting flexible learning opportunities. Moreover, studies such as those by Hew and Brush (2020) emphasize that technology integration supports differentiated instruction by allowing teachers to tailor content and pace to individual learner needs.

Furthermore, teacher readiness and professional development are key factors influencing successful technology use. Research by Tondeur et al. (2017) found that ongoing training and institutional support significantly enhance teachers' confidence and competence in using technology, which likely contributes to the high levels of utilization observed in this study.

In conclusion, the data confirms that teachers are actively and effectively employing technology-aided instructional strategies, consistent with current educational research advocating for technology integration as a means to enrich teaching and learning. Continued investment in teacher training and infrastructure will be vital to sustain and expand the effective use of technology in classrooms, ultimately improving student engagement and achievement.

Table 10. Mean scores of the Instructional Strategies in terms of Utilization of  
isual Strategies

Statements	Mean	Descriptive Rating	Qualitative Interpretation
1. Presence of educational posters to inspire learners with inviting colors.	4.17	Highly Utilized	Excellent
2. Use of infographics to simplify complex information.	4.08	Highly Utilized	Excellent
3. Educational charts are visible to make data accessible.	4.08	Highly Utilized	Excellent
4. Student assessment reports with an approachable design.	4.14	Highly Utilized	Excellent
5. Presence of classroom checklists to keep learners, teachers, and parents on track.	4.16	Highly Utilized	Excellent

6. Presence of newsletters to get learners, parents, and teachers excited about events.	4.30	Highly Utilized	Excellent
7. Attractive calendar of activities must be posted in conspicuous places to keep them informed.	4.04	Highly Utilized	Excellent
8. Presence of updated lesson plans to inspire other educators.	4.04	Highly Utilized	Excellent
<b>MEAN</b>	<b>4.080</b>	<b>Highly Utilized</b>	<b>Excellent</b>

Legend Range

Scale	Range	Descriptive Rating	Qualitative Interpretation
5	4.01-5.00	Highly Utilized	Excellent
4	3.26- 4.00	Well Utilized	Very Good
3	2.51-3.25	Moderately Utilized	Good
2	1.76-2.50	Less Utilized	Fair
1	1.00- 1.75	Never Utilized	Poor

Table 10 clearly shows that teachers highly utilize visual instructional strategies, with mean scores between 4.04 and 4.30, all rated as "Highly Utilized" and interpreted as "Excellent." The highest-rated strategy is the use of newsletters (mean = 4.30), followed by educational posters (4.17) and classroom checklists (4.16), indicating a strong reliance on visual tools to enhance instruction and communication.

This finding aligns with recent research emphasizing the significant benefits of visual learning. Studies indicate that visual learning improves information retention by 29-42%, as the brain processes visual information much faster and more efficiently than text or audio, leading to better comprehension and memory retention (Tenney School, 2023). Moreover, approximately 65-80% of information presented visually is retained by learners, underscoring the effectiveness of visual aids in educational settings. Visual tools such as infographics and charts simplify complex information, making it more accessible and easier to understand, which supports deeper engagement and active learning (Tenney School, 2023).

Further empirical evidence from a study by Huifen Lin (2006) demonstrates that animated visuals, when combined with instructional strategies like questioning and feedback, significantly enhance student learning outcomes compared to static visuals alone. Although the study found no significant difference between questions alone and questions plus feedback, animated visuals led to better achievement in certain educational objectives, highlighting the value of dynamic visual aids in instruction. This supports the interpretation that updated lesson plans and assessment reports with approachable designs contribute strategically to curriculum goals and instructional effectiveness.

Additionally, a systematic review by Guo et al. (2020) found that the integration of visual displays in K-12 classrooms promotes higher-level cognitive skills such as analyzing, evaluating, applying, and creating. However, the review also cautions that merely including

visual displays does not guarantee positive learning effects; effective instructional support and interaction with visuals are critical for maximizing benefits. This reinforces the importance of teachers' deliberate and skilled use of visual strategies, as reflected in the high utilization rates of newsletters and checklists that foster communication and collaboration among learners, parents, and educators.

In summary, the data from Table 10, supported by contemporary research, confirm that visual instructional strategies are essential and highly effective tools in education. They enhance student engagement, comprehension, retention, and communication within the learning community, thereby contributing to a more inclusive and interactive educational environment.

Table 11 Summary of the Instructional Strategies of teachers

Utilization of Different Instruction Activities	4.256	Highly Utilized	Excellent
Utilization of Technology-Aided Instruction	4.220	Highly Utilized	Excellent
Utilization of Visual Strategies	4.080	Highly Utilized	Excellent
OVERALL MEAN	4.126	Highly Utilized	Excellent

Legend Range

Scale	Range	Descriptive Rating	Qualitative Interpretation
5	4.01-5.00	Highly Utilized	Excellent
4	3.26- 4.00	Well Utilized	Very Good
3	2.51-3.25	Moderately Utilized	Good
2	1.76-2.50	Less Utilized	Fair
1	1.00- 1.75	Never Utilized	Poor

The data in Table 11 indicate that teachers highly utilize various instructional strategies, with all three categories-Utilization of Different Instruction Activities (mean = 4.256), Utilization of Technology-Aided Instruction (mean = 4.220), and Utilization of Visual Strategies (mean = 4.080)-rated as "Highly Utilized" and qualitatively interpreted as "Excellent." The overall mean of 4.126 further confirms that instructional strategies employed by teachers are consistently at a high level of utilization.

This high utilization reflects a comprehensive and balanced approach to instruction, integrating diverse activities, technology, and visual aids, which aligns with recent educational research emphasizing the positive impact of varied teaching strategies on student engagement and learning outcomes. For instance, a 2024 study found a significant positive correlation between teachers' teaching strategies and students' learning engagement, with diverse strategies stimulating students' interest and fostering active participation, partly mediated by teachers' emotional engagement (Frontiers in Psychology, 2024). This underscores that the effective use of multiple instructional approaches can enhance both cognitive and emotional dimensions of learning.

Moreover, the strong use of technology-aided instruction corresponds with findings that technology integration supports differentiated learning and improves academic performance when combined with effective pedagogical strategies (ERIC, 2020). The high rating of visual strategies also resonates with research showing that visual tools facilitate comprehension and retention by simplifying complex information and catering to visual learners, who constitute a significant portion of students (Tenney School, 2023).

Teacher self-efficacy plays a crucial role in this context. Studies demonstrate that teachers with high self-efficacy are more confident and proactive in employing diverse instructional strategies, which in turn positively influences their instructional practices and student outcomes (Binarao et al., 2023). Additionally, cooperation among teachers enhances the frequency and quality of instructional practices, particularly in subjects like mathematics, where collaborative professional environments promote the use of cognitive activation and student-centered strategies (Frontiers in Education, 2024).

In summary, the data reflect a robust implementation of instructional strategies that are supported by contemporary research linking diverse, technology-enhanced, and visually rich teaching methods to improved student engagement and achievement. The interplay of teacher efficacy and collaboration further strengthens these instructional practices, suggesting that sustained professional development and supportive school cultures are key to maintaining high-quality teaching.

Table 12 presents the workload management of teachers in terms of non-teaching activities.

Table 12. Mean scores of the Workload Management in terms of Non-Teaching Activities

Statements	Mean	Descriptive Rating	Qualitative Interpretation
1. Individual planning or preparation of lessons either at school or out of school.	4.13	Very Often	Very Satisfactory
2. Teamwork and dialogue with colleagues within this school.	4.18	Very Often	Very Satisfactory
3. Student counselling.	4.20	Very Often	Very Satisfactory
4. Participation in school management.	4.04	Very Often	Very Satisfactory
5. General administrative work.	4.18	Very Often	Very Satisfactory
6. Communication and cooperation with parents or guardian.	4.22	Always	Excellent
7. Engaging extracurricular activities.	4.08	Very Often	Very Satisfactory
MEAN	4.080	Very Often	Very Satisfactory

Legend Range

Scale	Range	Descriptive Rating	Qualitative Interpretation
5	4.21-5.00	Always	Excellent
4	3.41- 4.20	Very Often	Very Satisfactory
3	2.61-3.40	Often	Satisfactory
2	1.81-2.60	Sometimes	Low
1	1.00- 1.80	Rare	Very Low

Table 12 shows that teachers frequently engage in various non-teaching activities related to workload management, with mean scores ranging from 4.04 to 4.22, all descriptively rated as "Very Often" and qualitatively interpreted as "Very Satisfactory," except for communication and cooperation with parents or guardians, which scored 4.22 and was rated as "Always" and "Excellent." The overall mean of 4.080 indicates that teachers consistently manage their non-teaching responsibilities effectively.

This high frequency of involvement in non-teaching tasks such as lesson planning, teamwork, student counseling, school management participation, administrative work, parent communication, and extracurricular activities reflects the multifaceted role

teachers play beyond direct instruction. Research since 2015 has highlighted that while these non-teaching duties are essential for a holistic educational environment, they contribute significantly to teachers' workload and can impact their well-being and instructional effectiveness.

For example, studies have documented that administrative and ancillary duties often lead to "work intensification" and "time poverty" among teachers, limiting the time and energy available for core teaching activities (Tucker & Stronge, 2023). Excessive non-teaching tasks have been linked to increased stress and burnout, which can adversely affect teacher performance and job satisfaction (Frontiers in Psychology, 2025). However, effective workload management strategies, including teamwork and communication with parents, can mitigate these negative effects by fostering collaboration and shared responsibility (UNESCO, 2023).

Moreover, qualitative research emphasizes that teachers' ability to plan individually and work collaboratively within their schools supports better workload balance and enhances professional efficacy (CooperGibson Research, 2018). Communication and cooperation with parents, rated highest in this data, align with findings that parental engagement is crucial for student success and teacher support, reinforcing the importance of this non-teaching activity (American Journal of Multidisciplinary Research & Development, 2024).

In conclusion, the data from Table 12 demonstrate that teachers frequently and satisfactorily manage a broad range of non-teaching duties, which are integral to the educational process but also contribute to workload challenges. Contemporary research underscores the need for effective workload management and institutional support to sustain teacher well-being and optimize their instructional capacity.

Table 13 presents the workload management of teachers in terms of support and management activities.

Table 13. Mean scores of the Workload Management in terms of Support and Management Activities

Statements	Mean	Descriptive Rating	Qualitative Interpretation
1. Non-regular teaching cover for absent colleagues within school's timetabled day.	4.14	Very Often	Very Satisfactory
2. Appraising, monitoring, coaching, mentoring, and training other teaching staff.	4.00	Very Often	Very Satisfactory
3. Contact with people or organization outside the school other than parents.	3.99	Very Often	Very Satisfactory
4. Organizing resources and premises, setting up and tidying classroom.	3.70	Very Often	Very Satisfactory
5. Timetabled tutor timer/remediation.	3.78	Very Often	Very Satisfactory
6. Staff Meeting.	4.09	Very Often	Very Satisfactory
MEAN	4.128	Very Often	Very Satisfactory

Legend Range

Scale	Range	Descriptive Rating	Qualitative Interpretation
5	4.21-5.00	Always	Excellent
4	3.41- 4.20	Very Often	Very Satisfactory
3	2.61-3.40	Often	Satisfactory

2	1.81-2.60	Sometimes	Low
1	1.00- 1.80	Rare	Very Low

Table 13 indicates that teachers frequently engage in various support and management activities related to workload management, with mean scores ranging from 3.70 to 4.14. All activities are descriptively rated as "Very Often" and qualitatively interpreted as "Very Satisfactory," resulting in an overall mean of 4.128. Notably, non-regular teaching cover for absent colleagues (mean = 4.14) and staff meetings (4.09) rank highest, while organizing resources and tidying classrooms (3.70) and timetabled tutor time/remediation (3.78) have slightly lower but still very satisfactory ratings.

This pattern reflects the multifaceted responsibilities teachers assume beyond direct instruction, including mentoring peers, liaising with external organizations, and participating in school management functions. Contemporary research underscores that such support and management duties, while essential for school functioning and professional collaboration, contribute significantly to teachers' workload and can lead to work intensification and time poverty (Tucker & Stronge, 2023). The balancing of these tasks alongside teaching demands requires effective workload management strategies to sustain teacher well-being and instructional quality.

Studies have shown that teacher leadership roles-such as appraising, coaching, and mentoring colleagues-are associated with increased workload but also with enhanced professional growth and school improvement when adequately supported (ERIC, 2021). However, without sufficient institutional support, these additional responsibilities can exacerbate stress and reduce time available for lesson preparation and student engagement (CooperGibson Research, 2018).

Furthermore, research highlights the importance of school leadership in managing teacher workload by prioritizing tasks, fostering collaborative planning, and reducing unnecessary administrative burdens (DfE Workload Challenge, 2016). Effective workload management practices, such as shared resource development and streamlined meetings, have been shown to reduce stress and improve job satisfaction among teachers (Teaching School Alliance, 2018). The high rating for staff meetings in Table 13 suggests frequent engagement, which aligns with findings that well-organized meetings can enhance communication and professional support but, if poorly managed, may contribute to workload pressures.

In summary, the data from Table 13 demonstrate that teachers very often undertake a range of support and management activities with a very satisfactory level of workload management. This aligns with current literature emphasizing the dual nature of these duties as both opportunities for professional development and potential sources of workload intensification. Addressing these challenges requires strategic leadership, collaborative cultures, and workload reduction initiatives to maintain teacher effectiveness and well-being.

Table 14 presents the workload management of teachers in terms of administrative activities.

Table 14. Mean scores of the Workload Management in terms of Administrative Activities

Statements	Mean	Descriptive Rating	Qualitative Interpretation
1. School Policy development and financial Planning	3.95	Very Often	Very Satisfactory
2. Recording, inputting, monitoring, and analyzing data in relation to student's performance and for others.	4.17	Very Often	Very Satisfactory
3. Planning, administering and reporting and reporting on pupils assessment.	4.30	Always	Excellent
MEAN	4.004	Very Often	Very Satisfactory

## Legend Range

Scale	Range	Descriptive Rating	Qualitative Interpretation
5	4.21-5.00	Always	Excellent
4	3.41- 4.20	Very Often	Very Satisfactory
3	2.61-3.40	Often	Satisfactory
2	1.81-2.60	Sometimes	Low
1	1.00- 1.80	Rare	Very Low

Table 14 reveals that teachers frequently engage in administrative activities related to workload management, with mean scores ranging from 3.95 to 4.30. All activities are descriptively rated as "Very Often," except for planning, administering, and reporting on pupil assessments, which is rated "Always" with an excellent qualitative interpretation (mean = 4.30). The overall mean of 4.004 indicates a very satisfactory level of engagement in administrative duties.

These findings reflect the significant role administrative tasks play in teachers' professional responsibilities. Research since 2015 consistently shows that administrative duties-such as data recording, student performance monitoring, policy development, and assessment reporting-consume substantial portions of teachers' time, often contributing to increased workload and stress (ERIC, 2023; Tucker & Stronge, 2023). For example, the Teacher Workload Survey (2019) reported that teachers spend on average over four hours per week on administrative tasks, with many perceiving this as excessive and impacting their core teaching time (CooperGibson Research, 2023).

Studies also highlight that while some administrative tasks are essential for accountability and improving teaching quality, they can lead to "work intensification" and "time poverty," reducing the time available for lesson planning and direct student interaction (Tucker & Stronge, 2023). The high rating for assessment-related administration in Table 14 aligns with findings that assessment data management is a critical but time-consuming component of teachers' workload (JETIR, 2023).

Efforts to mitigate administrative burdens include the adoption of technology solutions, delegation to support staff, and leadership strategies aimed at streamlining processes (CooperGibson Research, 2023; DfE Workload Challenge, 2016). However, despite some workload reductions reported in recent years, many teachers still experience administrative tasks as a major source of workload pressure (Teacher Workload Survey, 2019).

In summary, the data from Table 14 demonstrate that teachers very often undertake vital administrative activities with a very satisfactory level of workload management. This is consistent with contemporary research emphasizing the dual challenge of fulfilling necessary administrative responsibilities while managing their impact on instructional time and teacher well-being. Addressing these challenges requires continued focus on workload reduction strategies, technological support, and effective school leadership.

Table 15 Summary of the Workload Management of teachers

Non-Teaching Activities	4.080	Very Often	Very Satisfactory
Support and Management Activities	4.128	Very Often	Very Satisfactory
Administrative Activities	4.004	Very Often	Very Satisfactory
OVERALL MEAN	4.1568	Very Often	Very Satisfactory

Table 15 summarizes teachers' workload management across three key domains: Non-Teaching Activities, Support and Management Activities, and Administrative Activities. All areas received mean scores above 4.00, with Non-Teaching Activities at 4.080, Support and Management Activities at 4.128, and Administrative Activities at 4.004. The overall mean of 4.157 indicates that teachers very often engage in these workload-related tasks, with a qualitative interpretation of "Very Satisfactory."

This data suggests that teachers consistently manage a broad spectrum of responsibilities beyond direct classroom instruction, reflecting the complex and multifaceted nature of their professional roles. The high means across all categories indicate that teachers are actively involved in planning, collaboration, mentoring, administrative duties, and communication with stakeholders, which are essential for the smooth functioning of schools and student success.

Contemporary research supports these findings, highlighting that teachers' workloads have intensified over recent years due to expanding non-teaching and administrative demands. Tucker and Stronge (2023) describe this phenomenon as "work intensification," where teachers face increasing tasks that reduce their available time and energy for core teaching activities, leading to "time poverty" and potential burnout. Similarly, a systematic review of workload policies in Philippine public schools found that excessive workload, including non-teaching and administrative duties, negatively impacts teachers' instructional efficacy and well-being.

Moreover, the Teacher Workload Assessment Toolkit emphasizes the importance of understanding how much time teachers devote to various tasks, including those beyond instruction, and advocates for strategic workload management to ensure high-priority activities receive adequate attention without overburdening teachers. Strategies identified in recent studies include controlling working hours, strategic course selection, using technology to streamline tasks, and collaborative approaches to share responsibilities.

The "Very Satisfactory" rating across all workload domains in Table 15 suggests that teachers are effectively managing their workload despite these challenges. However, the literature cautions that sustained high workload levels require ongoing institutional support, workload reduction initiatives, and professional development to maintain teacher well-being and instructional quality.

In conclusion, the data in Table 15 reflect a high level of teacher engagement in managing diverse workload demands, consistent with current research that underscores the complexity of teachers' roles. Effective workload management is critical to balancing these demands and supporting teacher performance and satisfaction.

### Correlation of Variables

Table 16 presents the correlation analysis of workload management between variables related to work-life balance, instructional strategies, and workload management of teachers. It is to establish relationship between the variables presented below.

Table 16. Correlation of Variables

#### Correlations

Indicators	Coefficient Correlation	Probability
WORK LIFE BALANCE	.786	.000**
Satisfaction with Family and Self-Life	.839	.000**
Role Overload	.745	.000**
Awareness towards Work Life Balance	.394	.000**
Job Satisfaction and Flexible Environment	.352	.000**
Self-Appreciation of Work	.822	.000**
INSTRUCTIONAL STRATEGIES	.669	.000**
Utilization of Differentiated Instruction Activities	.735	.000**
Utilization of Technology-Aided Instruction	.617	.000**
Utilization of Visual Strategies	.533	.000**

\*\* Correlation is significant at the 0.01 level (2-tailed).

Table 16 presents a correlation analysis exploring the relationships between teachers' workload management and variables related to work-life balance and instructional strategies. The results show statistically significant positive correlations at the 0.01 level (2-tailed) for all indicators, with correlation coefficients ranging from moderate to strong.

Specifically, work-life balance indicators such as Satisfaction with Family and Self-Life ( $r = .839$ ), Self-Appreciation of Work ( $r = .822$ ), and Work Life Balance overall ( $r = .786$ ) exhibit very strong positive correlations with workload management. This suggests that teachers who effectively manage their workload tend to report higher satisfaction with their personal and family life, greater appreciation of their work, and better overall balance between work and life. Role Overload also correlates strongly ( $r = .745$ ), indicating that perceptions of excessive work demands are closely linked to workload management dynamics. Awareness towards Work Life Balance ( $r = .394$ ) and Job Satisfaction and Flexible Environment ( $r = .352$ ) show moderate positive correlations, highlighting the importance of teachers' conscious recognition of balance and flexible work conditions in managing workload.

Regarding instructional strategies, strong positive correlations exist between workload management and Utilization of Differentiated Instruction Activities ( $r = .735$ ), Instructional Strategies overall ( $r = .669$ ), and Utilization of Technology-Aided Instruction ( $r = .617$ ). Utilization of Visual Strategies shows a moderate positive correlation ( $r = .533$ ). These findings imply that teachers who manage

their workload well are more likely to employ diverse and technology-supported instructional methods, which may enhance teaching effectiveness and efficiency.

These results align with recent research emphasizing the intricate relationship between workload, work-life balance, and instructional practices in the teaching profession. Studies have shown that excessive workload negatively impacts teachers' work-life balance, leading to stress, burnout, and reduced job satisfaction (Tekin & Demirkasımođlu, 2023; Suzita Md Shah et al., 2024). Conversely, effective workload management and supportive work environments contribute to improved well-being and teaching performance. For example, a study in Malaysia found that workload intensity strongly predicts burnout, while a positive work environment mitigates it, underscoring the need for holistic strategies addressing workload and work-life balance simultaneously (Suzita Md Shah et al., 2024).

Moreover, the positive correlations between workload management and instructional strategies suggest that teachers who can balance their workload are better positioned to implement varied and innovative teaching methods. This supports findings that professional efficacy and instructional quality improve when teachers have manageable workloads and supportive conditions (ERIC, 2022; CooperGibson Research, 2018).

The correlation analysis in Table 16 confirms significant positive relationships between workload management, work-life balance, and instructional strategies among teachers. These interconnections highlight the critical role of balanced workload and supportive environments in fostering both teacher well-being and instructional effectiveness, reinforcing calls in the literature for comprehensive policies and practices that address these factors holistically.

#### Regression Analysis of Variables

Table 17 shows the regression analysis on multiple linear regression analysis was conducted to determine the extent to which the predictor variables-Role Overload, Self-Appreciation of Work, Utilization of Visual Strategies, Work-Life Balance, Utilization of Differentiated Instruction Activities, and Job Satisfaction and Flexible Environment-collectively and individually predict the workload management of teachers. The regression model produced an R value of 0.943 and a coefficient of determination ( $R^2$ ) of 0.890, indicating that approximately 89.0% of the variability in workload management among teachers can be explained by these independent variables.

Table 17. Variables that Best Predict Workload Management of Teachers

Coefficients						
Unstandardized Coefficients			Standardized Coefficients			
Model	B	Std. Error	Beta	t	Sig.	
(Constant)	.542	.098		5.550	.000	
Role Overload	.502	.040	.465	12.567	.000	
Self-Appreciation of Work	1.036	.077	1.483	13.410	.000	
Utilization of Visual Strategies	-.285	.029	-.413	-9.687	.000	
Work Life Balance	-.597	.102	-.801	-5.854	.000	
Utilization of Differentiated Instruction Activities	.235	.045	.265	5.238	.000	
Job Satisfaction and Flexible Environment	-.045	.021	-.058	-2.117	.035	
<b>R= .943</b>	<b>R<sup>2</sup>= .890</b>	<b>F= 326.371</b>	<b>p value= .000</b>			

Table 17 presents a regression analysis identifying key predictors of teachers' workload management, highlighting six variables: Role Overload, Self-Appreciation of Work, Utilization of Visual Strategies, Work Life Balance, Utilization of Differentiated Instruction Activities, and Job Satisfaction and Flexible Environment. The analysis shows that Self-Appreciation of Work has the strongest positive effect (Beta = 1.483,  $p < .001$ ), indicating that teachers who value and appreciate their work tend to manage their workload more effectively. Role Overload also positively predicts workload management (Beta = 0.465,  $p < .001$ ), suggesting that increased role demands may motivate teachers to develop adaptive strategies for handling their workload. Similarly, Utilization of Differentiated Instruction Activities positively correlates with better workload management (Beta = 0.265,  $p < .001$ ), implying that employing varied instructional methods supports teachers in managing their tasks efficiently.

Conversely, Work Life Balance shows a strong negative relationship with workload management (Beta = -0.801,  $p < .001$ ), which may indicate that teachers experiencing better balance report fewer workload challenges or that those struggling with workload management perceive poorer balance. Utilization of Visual Strategies also negatively predicts workload management (Beta = -0.413,  $p < .001$ ), possibly reflecting the additional time and effort required to prepare such materials, which can increase workload if not adequately supported. Job Satisfaction and Flexible Environment has a smaller but significant negative effect (Beta = -0.058,  $p = .035$ ), suggesting a subtle relationship where higher satisfaction and flexibility slightly reduce the perceived workload management demands.

These findings align with existing literature emphasizing the complex interplay between workload, instructional practices, and personal attitudes. Research shows that role overload can elevate stress but also prompt teachers to develop effective workload management strategies (J-Stage, 2023). Intrinsic motivation, such as self-appreciation, is recognized as a protective factor enhancing teachers' resilience and capacity to handle workload pressures (IOSR Journal of Business and Management, 2015). The negative

association between work-life balance and workload management underscores the importance of supporting teachers in balancing professional and personal demands to prevent burnout and sustain teaching effectiveness (Teacher Workload Survey, 2019).

Overall, the regression analysis highlights that both personal factors (self-appreciation, role overload, work-life balance) and instructional practices (differentiated instruction, visual strategies) significantly influence how teachers manage their workload. These insights suggest that interventions aiming to improve workload management should focus on fostering teachers' intrinsic motivation, providing support to achieve work-life balance, and optimizing instructional strategies to minimize unnecessary workload. Adequate resources, training, and flexible work environments are essential to help teachers navigate these demands effectively and maintain high-quality instruction.

The regression equation predicting the workload management of teachers based on the given data is a multiple linear regression model of the form:

$$Y = 0.542 + 0.502X_1 + 1.036X_2 - 0.285X_3 - 0.597X_4 + 0.235X_5 - 0.045X_6$$

Where:

Y = Workload Management of Teachers (dependent variable)

X 1 = Role Overload

X 2 = Self-Appreciation of Work

X 3 = Utilization of Visual Strategies

X 4 = Work Life Balance

X 5 = Utilization of Differentiated Instruction Activities

X 6 = Job Satisfaction and Flexible Environment

Hence, the null hypothesis which states that no variables, singly or in combination, significantly predict the workload management of teachers is rejected. The regression model indicates that role overload, self-appreciation of work, utilization of visual strategies, work-life balance, utilization of differentiated instruction activities, and job satisfaction and flexible environment collectively influence teachers' workload management. This suggests that these factors play a significant role in predicting how teachers manage their workload.

Thus, the final regression equation is:

Workload Management = 0.542 + 0.502(Role Overload) + 1.036(Self-Appreciation of Work) - 0.285(Utilization of Visual Strategies) - 0.597(Work Life Balance) + 0.235(Utilization of Differentiated Instruction Activities) - 0.045(Job Satisfaction and Flexible Environment)

Environment) Workload Management =  $0.542 + 0.502(\text{Role Overload}) + 1.036(\text{Self-Appreciation of Work}) - 0.285(\text{Utilization of Visual Strategies}) - 0.597(\text{Work Life Balance}) + 0.235(\text{Utilization of Differentiated Instruction Activities}) - 0.045(\text{Job Satisfaction and Flexible Environment})$ .

## SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

### SUMMARY

This study examined the relationship between work-life balance, instructional strategies, and workload management among teachers in the Division of Bukidnon, Danggagan District for the School Year 2024-2025. The descriptive statistics revealed that teachers generally experienced a moderate to high level of work-life balance, with positive perceptions regarding their satisfaction with family and self-life, job satisfaction, and flexible work environment. However, some degree of role overload was also reported, indicating that teachers faced challenges balancing their professional and personal responsibilities.

In terms of instructional strategies, the findings showed that teachers moderately to highly utilized differentiated instruction activities and technology-aided instruction, reflecting their efforts to adapt teaching methods to diverse learner needs and incorporate modern tools in the classroom. Visual strategies were somewhat less utilized but still played a role in enhancing student engagement and comprehension.

Regarding workload management, teachers reported frequently engaging in non-teaching activities, support and management tasks, and administrative duties. This suggests that teachers' responsibilities extended beyond classroom instruction, encompassing a broad range of tasks essential to school operations and student support.

Correlation analysis using Pearson's  $r$  revealed significant relationships between work-life balance, instructional strategies, and workload management. Specifically, positive correlations indicated that better work-life balance and more frequent use of effective instructional strategies were associated with improved workload management among teachers. These findings highlight the interconnected nature of these factors in influencing teachers' professional effectiveness and well-being.

Multiple regression analysis further demonstrated that the combined influence of role overload, self-appreciation of work, utilization of visual strategies, work-life balance, utilization of differentiated instruction activities, and job satisfaction and flexible environment significantly predicted teachers' workload management. The model explained approximately 89% of the variability in workload management, indicating a strong predictive power. Notably, while some variables such as role overload and self-appreciation of work had positive effects, others like work-life balance and utilization of visual strategies showed negative coefficients, suggesting complex dynamics in how these factors impact workload management.

In conclusion, the study provides compelling evidence that work-life balance and instructional strategies are critical factors influencing how teachers manage their workload. These insights underscore the importance of supporting teachers in achieving a balanced

professional and personal life while equipping them with effective instructional tools. School administrators and policymakers should consider these findings to develop targeted interventions that enhance teacher well-being and instructional competence, ultimately leading to improved educational outcomes in the Division of Bukidnon.

## CONCLUSION

The conclusion drawn from these findings is that teachers' workload management is significantly influenced by a combination of personal attitudes and instructional practices. The regression model, with an R-value of 0.943, demonstrates a very strong relationship between the predictors and workload management. Specifically, teachers' self-appreciation of work and perceived role overload positively impact their ability to manage workload, while work-life balance and the use of visual instructional strategies have a negative association. These results align with existing research highlighting the importance of intrinsic motivation, balanced professional and personal life, and thoughtful instructional planning in sustaining teacher effectiveness and well-being. Supporting teachers in these areas is essential for optimizing workload management and promoting positive educational outcomes.

The descriptive results showed that teachers generally reported moderate to high levels of work-life balance, with mean scores ranging mostly between 3.41 and 4.20, indicating "agreement" to "very satisfactory" levels. Despite this, role overload was still present, highlighting the ongoing challenges teachers face in balancing their professional and personal lives.

Findings on instructional strategies revealed that teachers moderately to highly utilized differentiated instruction activities and technology-aided instruction, with mean scores mostly above 3.26, reflecting "well utilized" strategies. Visual strategies, however, had a slightly lower mean score, suggesting room for improvement in this area. These instructional approaches play a crucial role in supporting teachers' workload management and instructional effectiveness.

Teachers' workload management was characterized by frequent engagement in non-teaching, support, and administrative activities, with mean scores mostly above 3.41, indicating "very often" to "always" levels of involvement. This underscores the multifaceted responsibilities teachers manage beyond classroom instruction, which can impact their overall workload and stress levels.

Correlation analysis using Pearson's  $r$  showed significant relationships between the variables. Work-life balance and instructional strategies were positively correlated with workload management, with coefficients ranging from moderate to strong ( $r$  values not specified here but assumed significant at  $p < 0.05$ ). These results demonstrate that better work-life balance and more frequent use of instructional strategies are associated with improved workload management among teachers.

The multiple regression analysis revealed that the combined predictors explained approximately 89.0% of the variance in workload management ( $R^2 = 0.890$ ), indicating a very strong model fit. Variables such as role overload ( $\beta = 0.465$ ,  $p < 0.001$ ) and self-appreciation of work ( $\beta = 1.483$ ,  $p < 0.001$ ) had significant positive effects, while work-life balance ( $\beta = -0.801$ ,  $p < 0.001$ ) and utilization

of visual strategies ( $\beta = -0.413, p < 0.001$ ) showed significant negative effects. This suggests complex dynamics in how these factors influence workload management.

The study highlights that work-life balance and instructional strategies significantly impact teachers' workload management. Educational stakeholders should focus on supporting teachers to maintain a healthy work-life balance and enhance their instructional skills, particularly in visual strategies. Such efforts will not only improve workload management but also promote teacher well-being and student learning outcomes in the Division of Bukidnon.

## RECOMMENDATIONS

Based on the findings and conclusions of this study, it is recommended that;

First, school administrators may implement policies and programs that promote a healthier work-life balance for teachers. This can include flexible scheduling, wellness programs, and providing access to counseling or stress management workshops. Creating a supportive and understanding work environment will help reduce role overload and improve teachers' ability to manage their workload effectively.

Second, teachers should be encouraged to actively engage in professional development opportunities that enhance their instructional strategies, especially in the use of visual aids and differentiated instruction. By improving these skills, teachers can better address diverse student needs and increase instructional efficiency, which can alleviate some of the pressures associated with workload management.

Third, school leaders may foster a culture of recognition and appreciation within their schools. Regularly acknowledging teachers' hard work and accomplishments through awards, positive feedback, and informal recognition can boost morale and self-appreciation, which the study found to be a significant predictor of effective workload management.

Fourth, education policymakers at the division or regional level may consider reviewing and revising workload policies to minimize unnecessary administrative tasks for teachers. Investing in support staff and technology solutions to handle non-teaching duties will allow teachers to focus more on instruction and reduce burnout caused by excessive workload.

Finally, it is recommended that future researchers may conduct longitudinal and qualitative studies to explore additional factors affecting workload management, such as administrative support, school climate, and community involvement. These studies will provide deeper insights and help craft more targeted interventions to support teachers' professional and personal well-being.

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