

Work-Life Balance and Performance Climate among Teachers in Rural Communities

Dawn Mythel C. Alboroto¹, Dr. Gina F. Labitad²

¹Teacher IV, Department of Education, Education Program Supervisor

²Education Program Supervisor, Department Of Education

ABSTRACT

Work-life balance and performance climate are essential to the well-being and effectiveness of teachers, particularly in rural communities where professional and personal responsibilities often overlap. The main objective of the study was to determine the work-life balance and performance climate of public elementary school teachers in Kibawe East District, Division of Bukidnon for the School Year 2025–2026. Specifically, this study aimed to describe the respondents' profile; assess respondents' level of work-life balance; examine their behavior; evaluate their job satisfaction and productivity; determine the relationship between work-life balance and performance climate; and test the significant differences in the respondents' performance climate when grouped according to their profile. Using a descriptive correlational design, the study involved one hundred sixty-seven (167) teachers selected through universal sampling. Data were gathered through a validated researcher-made questionnaire and analyzed using weighted mean, standard deviation, Pearson r, t-test, and ANOVA.

Findings revealed that teachers exhibited a high level of work-life balance, particularly in time management, while workload emerged as the most challenging aspect. The overall performance climate was described as positive, with teacher behavior regarded as very positive, while job satisfaction and productivity were interpreted as positive. Results showed significant correlations between work-life balance and performance climate, with notable differences across profiles. The study concluded that work-life balance plays a crucial role in sustaining teachers' professional behavior, job satisfaction, and productivity. It is recommended that the Department of Education reinforce support systems by ensuring fair compensation, reducing administrative burdens, offering wellness and capacity-building programs, and enhancing recognition mechanisms to foster a sustainable, high-performing school climate.

Keywords: work-life balance, performance climate

INTRODUCTION

Background of the Study

Teachers handle many responsibilities, including teaching, paperwork, school activities, community projects, and assisting students with personal concerns. These duties often extend beyond school hours, leaving little time for rest and family life. Prolonged workloads may cause stress, exhaustion, and reduced job performance, which can affect students' learning, especially in rural and remote areas.

Work-life balance means managing work responsibilities while maintaining enough time and energy for personal and family life (Putri & Siahaan, 2022). Teachers with good work-life balance are more likely to perform effectively, manage their classes well, and support students. However, excessive workloads and

responsibilities may lead to stress and dissatisfaction (Manalo & Velasco, 2023). Duran et al. (2024) also found that better work-life balance is associated with improved teacher well-being.

The Philippine education system recognizes the importance of teacher welfare. DepEd Order No. 42, s. 2017 emphasizes professional growth and teacher well-being, while DepEd Order No. 11, s. 2020 promotes flexible work arrangements to protect teachers' health and safety.

Despite these policies, teachers in rural areas may continue to experience work-life challenges. Thus, this study examines the work-life balance of public elementary teachers in Kibawe East District and its relationship with their performance and professional behavior. It also considers factors such as age, sex, position, years of service, educational attainment, marital status, and tribal affiliation.

The findings may guide schools in improving workload management, teacher support, mental health programs, compensation, and time-management practices. Supporting teachers can improve their well-being, performance, and ultimately, students' learning.

Literature and Related Studies

Respondents' Profile

Demir and Budur (2020) noted that demographic characteristics such as age, sex, and educational background can influence work stress, job satisfaction, and organizational commitment. These factors are therefore important in understanding teachers' work-life balance and performance.

Age

Fernández Castillo (2021) found that younger teachers experience more stress than older teachers. Tuazon and Basallo (2022) reported that experienced Filipino teachers are generally better at managing heavy workloads, while Skaalvik and Skaalvik (2021) found that experienced teachers tend to remain calmer and more satisfied with their work. These findings suggest that age and experience influence teachers' ability to manage work demands.

Sex

David and Torralba (2022) found that Filipino female teachers often face greater difficulty balancing work and family responsibilities due to traditional household expectations. Ozdemir and Sonmez (2020) similarly found that female teachers experience greater exhaustion despite their commitment to teaching. These findings show that teachers may experience different work-life challenges based on sex, highlighting the need for fair and supportive workplace practices.

Position

Francisco and Geronimo (2023) found that teachers in higher positions experience greater stress due to added responsibilities but also gain recognition and professional growth. Shah et al. (2021) noted that higher positions provide greater decision-making authority and motivation.

Teaching Experience

Hall and Gordon (2020) and Cruz and Limpin (2022) found that experienced teachers manage workloads and stress better and generally have greater job satisfaction.

Highest Educational Attainment

Mendoza and Tupas (2021) and Salas Vallina et al. (2020) found that higher education improves teachers' commitment, confidence, teaching quality, and professional growth.

Family Monthly Income

Medina and Castillo (2021) and Reyes and De Guzman (2021) found that financial difficulties increase stress and may push teachers to seek additional work, affecting their rest, performance, and job

satisfaction.

Civil Status

Bernardo et al. (2022) found that married teachers often face greater family and work demands, while Kim and Asbury (2020) noted that single teachers may experience loneliness that can affect job satisfaction.

Tribal Affiliation

Montiel and Panganiban (2022) found that indigenous teachers may experience cultural and community challenges but remain committed to their students and communities.

Work-Life Balance

Briones et al. (2021), Hall and Gordon (2020), and Nart and Batur (2020) found that good work-life balance reduces stress, improves well-being, and strengthens teaching performance. Balabag and Tuazon (2023) noted that rural teachers face additional challenges due to limited resources and community demands.

Financial Stability

Medina and Castillo (2021), Salas Vallina et al. (2020), and Reyes and De Guzman (2021) found that financial security reduces stress, improves job satisfaction, and strengthens teachers' commitment and work-life balance.

Management

Gutierrez (2021) and Claessens et al. (2020) found that effective time management reduces stress and improves teaching performance. Balabag and Tuazon (2023) emphasized reducing unnecessary tasks in rural schools.

Workload

Cruz and Limpin (2022) and Skaalvik and Skaalvik (2021) found that excessive workload increases stress, exhaustion, and dissatisfaction. Hall and Gordon (2020) recommended reducing unnecessary paperwork and providing administrative support.

Family Responsibilities

David and Torralba (2022) and Ozdemir and Sonmez (2020) found that heavy family responsibilities increase teacher exhaustion and make work-life balance difficult. Mendoza and Tupas (2021) emphasized balancing family and work to support teacher retention.

Personal Habits

Reyes and De Guzman (2021), Mache et al. (2020), and Briones et al. (2021) found that rest, exercise, hobbies, and self-care improve teacher well-being and reduce work-related exhaustion.

Performance Climate

Wang and Hall (2020) and Francisco and Geronimo (2023) found that supportive and appreciative school environments improve teacher performance, motivation, well-being, and commitment.

Behavior

Bernardo et al. (2022) and Collie (2020) found that ethical, fair, and supportive teacher behavior improves classroom management, student behavior, and learning outcomes.

Teaching Approach

Gutierrez (2021), Collie (2020), and Francisco and Geronimo (2023) found that flexible, innovative, and student-centered teaching approaches improve engagement and learning, even in rural schools with limited resources.

Classroom Management

Bernardo et al. (2022) and Simbula et al. (2021) found that clear rules, preparation, fairness, and positive reinforcement reduce classroom problems and teacher stress. Cruz and Limpin (2022) highlighted their importance in rural schools.

Professionalism and Ethics

Tuazon and Basallo (2022) and Ozdemir and Sonmez (2020) found that honesty, fairness, and ethical conduct strengthen student trust and school relationships. Mendoza and Tupas (2021) emphasized continuous professional development.

Motivation and Support

Briones et al. (2021), Kim and Asbury (2020), and Francisco and Geronimo (2023) found that motivation, recognition, professional development, and support improve teacher commitment and student engagement.

Job Satisfaction

Mendoza and Tupas (2021), Borman and Chu (2021), and Hall and Gordon (2020) found that fair compensation, recognition, supportive leadership, and positive working conditions increase job satisfaction and teacher retention.

Work Environment

Balabag and Tuazon (2023), Skaalvik and Skaalvik (2021), and Reyes and De Guzman (2021) found that adequate resources, supportive leadership, collaboration, and manageable class sizes improve teacher well-being and morale.

Compensation and Benefits

Medina and Castillo (2021), Salas Vallina et al. (2020), and Briones et al. (2021) found that fair salaries, benefits, incentives, and healthcare reduce financial stress and improve teacher satisfaction and retention.

Recognition and Appreciation

Francisco and Geronimo (2023) and Collie (2020) found that recognition and appreciation improve teacher motivation, satisfaction, and retention. David and Torralba (2022) noted that even simple expressions of appreciation can make teachers feel valued.

Productivity

Alvior (2020), Kim and Asbury (2020), and Cruz and Limpin (2022) found that effective teaching, continuous development, creativity, and community support improve teacher productivity, even in resource-limited schools.

Student Learning Outcome

Francisco and Geronimo (2023), Collie (2020), and Mendoza and Tupas (2021) found that student-centered teaching and meaningful learning approaches improve student engagement, achievement, and long-term learning.

Instructional Quality

Gutierrez (2021), Skaalvik and Skaalvik (2021), and Cruz and Limpin (2022) found that effective, inclusive, and engaging instruction improves student achievement and teacher satisfaction, even with limited rural resources.

Feedback and Evaluation

Alvior (2020), Kim and Asbury (2020), and Balabag and Tuazon (2023) found that regular, timely, constructive, and culturally appropriate feedback improves student learning, teaching quality, and teacher-student relationships.

Objectives

The main objective of the study was to determine the work-life balance and performance climate of public elementary school teachers in Kibawe East District, Division of Bukidnon for the School Year 2025–2026. Specifically, this study aimed to describe the respondents' profile; assess respondents' level of work-life balance; examine their behavior; evaluate their job satisfaction and productivity; determine the relationship between work-life balance and performance climate and test the significant differences in the respondents' performance climate when grouped according to their profile.

Theoretical Framework

This study uses the Work-Life Balance Theory by Greenhaus and Allen (2011). This theory says that people do their best when they keep a good balance between work and their own life. For teachers, this means handling class work, papers to do, duties at home, and their own needs all at once. When teachers get this balance right, they feel happier at work and do not get worn out easily. This study looks at important parts of this balance like having enough money, using time well, handling too much work, caring for family, and taking care of oneself to see how they change how teachers act and how the whole school feels.

The Work-Life Balance Theory helps us clearly see what affects how teachers feel and how well they work. It also shows us how to help by making schools kind places, keeping teachers interested in their work, and helping students learn better especially in rural areas.

Conceptual Framework

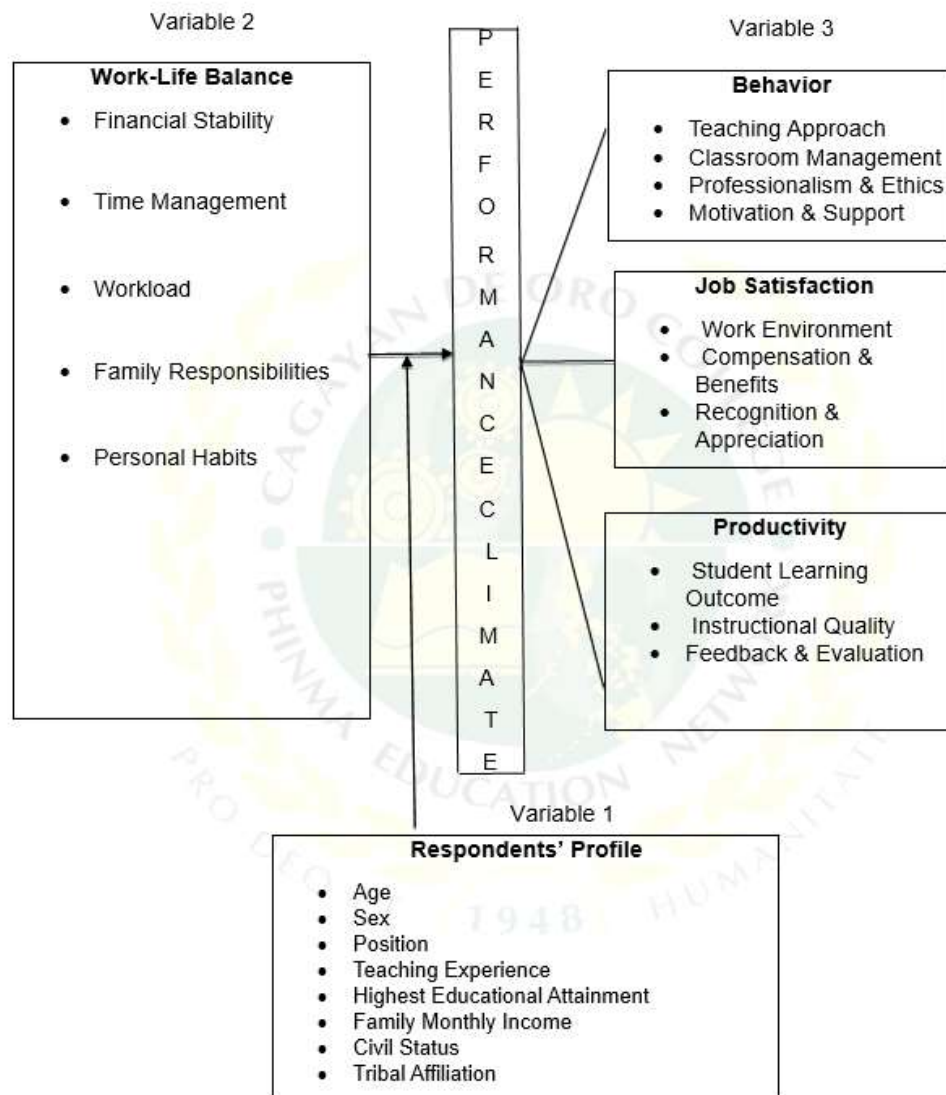
This study is anchored on DepEd Order No. 42, s. 2017, which institutionalizes the Philippine Professional Standards for Teachers (PPST), and DepEd Order No. 11, s. 2020, which promotes flexible work arrangements. These policies emphasize teacher welfare, professional development, and performance, particularly in public elementary schools.

The study examines the relationship between work-life balance and performance climate. Work-life balance is measured through five dimensions: financial stability, time management, workload, family responsibilities, and personal habits. Effective management of these areas may help teachers maintain well-being, resilience, and teaching effectiveness.

Performance climate refers to the professional environment reflected in teachers' behavior, job satisfaction, and productivity. Behavior includes teaching approach, classroom management, professionalism and ethics, and motivation and support. Job satisfaction covers work environment, compensation and benefits, and recognition and appreciation. Productivity includes student learning outcomes, instructional quality, and feedback and evaluation.

The framework also considers age, sex, position, teaching experience, educational attainment, family income, civil status, and tribal affiliation as profile variables that may influence teachers' experiences and performance.

The study assumes that work-life balance is significantly related to performance climate and that significant differences in performance climate may exist when teachers are grouped according to their profile variables. Ultimately, improving teachers' work-life balance is expected to strengthen their behavior, satisfaction, and productivity, contributing to a positive and supportive performance climate in rural schools.



Statement of the Problem

This study attempted to determine the work-life balance and performance climate among public elementary school teachers in Kibawe East District, Division of Bukidnon, School Year 2025-2026. Specifically, the study sought to answer the following questions:

1. What is the profile of the respondents in terms of age, sex, position, teaching experience, highest educational attainment, family monthly income, civil status, and tribal affiliation?
2. What is the respondent's level of work-life balance based on financial stability, time management, workload, family responsibilities, and personal habits?
3. How do the respondents assess the performance climate on behavior as to teaching approach, classroom management, professionalism and ethics, and motivation and support?
4. How do the respondents assess the performance climate on job satisfaction as to work environment, compensation and benefits, recognition and appreciation?
5. How do the respondents assess the performance climate on productivity as to student learning outcomes, instructional quality, and feedback and evaluation?

6. Is there a significant relationship between the respondents' work-life balance and their performance climate?
7. Is there a significant difference in the respondents' performance climate when grouped according to their profile?

Hypothesis

Problems 1 to 5 were hypothesis-free. Based on Problems 6 and 7, the following null hypotheses were tested at a 0.05 level of significance:

H₀₁: There is no significant relationship between the respondents' work-life balance and their performance climate.

H₀₂: There are no significant differences in the respondents' performance climate when grouped according to their profile.

Significance of the Study

This study examines how public elementary teachers balance their work and personal lives and how this relates to the school's performance climate, particularly in rural areas. It helps identify factors that influence teachers' well-being, job satisfaction, and performance.

The findings may guide school leaders and policymakers in developing programs that address workload, fair compensation, time management, teacher well-being, and self-care. These efforts may reduce stress, improve job satisfaction, and strengthen teachers' performance and commitment.

The study may also benefit teachers by promoting better work-life balance, professional growth, and healthier relationships with their families and communities. Parents, community members, and government agencies may use the findings to support programs that improve the school environment and quality of education in rural areas.

Finally, the study may serve as a reference for future researchers who wish to explore teacher well-being, work-life balance, performance climate, and related factors over time or in other educational settings.

Scope and Limitations

This study focused on determining the level of work-life balance and performance climate among public elementary teachers in the Kibawe East District, Division of Bukidnon for the School Year 2025–2026. The respondents are the one hundred sixty-seven (167) public elementary school teachers from Kibawe East District. Variable 2 is limited only to teachers' work-life balance as to financial stability, time management, workload, family responsibilities, and personal habits.

Further, the variable 3 is also limited to performance climate as to behavior, job satisfaction, and productivity. Professional behavior includes teaching approach, classroom management, professionalism, and ethics, and motivation and support; job satisfaction on work environment, compensation and benefits, and recognition and appreciation; and productivity on student learning outcome, instructional quality, and feedback and evaluation.

Indeed, variable 1 on the respondents' profile in terms of age, sex, position, teaching experience, highest educational attainment, family monthly income, civil status, and tribal affiliation were also considered.

METHODOLOGY

This section discusses the methods and procedures used in this study: research design, setting, research

respondents, sampling technique, the research instrument, validity and reliability of the instrument, data collection procedure, categorization of variables and scoring system, as well as the statistical tools used in data analysis gathered within the study.

Research Design

This study employed a descriptive-correlational research design to examine the work-life balance and performance climate of public elementary teachers in Kibawe East District, Division of Bukidnon. It described teachers' ability to balance work and personal responsibilities, as well as their behavior, job satisfaction, and productivity.

The study also examined the relationship between work-life balance and performance climate. While it identified significant associations between the variables, it did not establish a direct cause-and-effect relationship. This design provided a clearer understanding of teachers' experiences and the factors associated with their performance, particularly in a rural setting.

Study Setting

The study was conducted in Kibawe East District, Division of Bukidnon, a rural area in Northern Mindanao where farming is a major livelihood. The district includes public elementary schools serving diverse learners, including members of indigenous communities such as the Manobo, Talaandig, and Higaonon.

Teachers in the area face challenges such as long travel distances, limited access to training and resources, difficult roads, and additional school and community responsibilities. These conditions may make it difficult to balance work and family life.

Despite these challenges, teachers play important roles in their communities as educators, mentors, and community participants. Kibawe East District therefore provides an appropriate setting for examining teachers' work-life balance and performance climate and for identifying ways to strengthen teacher support in rural schools.

Research Respondents

The respondents of the study were the one hundred sixty-seven (167) public elementary school teachers from the Kibawe East District, Division of Bukidnon, School Year 2025-2026. They were drawn from various schools within the district, ensuring broad representation across different demographic groups. All elementary schools in the district were considered to ensure inclusivity and to capture the diverse conditions and experiences across different school environments. The distribution of responses is shown in Table A.

Table A
Distribution of Respondents

School Code	Respondents
A	3
B	7
C	7
D	35
E	13
F	6
G	3
H	5
I	6
J	24
K	23
L	9
M	8
N	5
O	13
TOTAL	167

Sampling Technique

The study used universal sampling (total enumeration), including all 167 public elementary teachers in Kibawe East District, Division of Bukidnon, for School Year 2025–2026. Since the population was manageable, all teachers were included to ensure complete representation, minimize sampling bias, and accurately reflect their experiences with work-life balance and performance climate.

Researcher-Made Instrument

The study used a researcher-made questionnaire aligned with its objectives. It consisted of three parts: Part I covered the respondents' profile: age, sex, position, teaching experience, educational attainment, family monthly income, civil status, and tribal affiliation.

Part II measured work-life balance in terms of financial stability, time management, workload, family responsibilities, and personal habits, using a four-point frequency scale: 4 – At All Times, 3 – Oftentimes, 2 – Sometimes, and 1 – Never. The items were patterned and modified from DepEd welfare and well-being policies and DepEd Order No. 42, s. 2017.

Part III assessed performance climate in terms of behavior, job satisfaction, and productivity, using a four-point agreement scale: 4 – Strongly Agree, 3 – Agree, 2 – Disagree, and 1 – Strongly Disagree. The items were patterned and modified from the Employee Engagement & Wellbeing Survey of Shuck and Reio (2014).

Validity and Reliability of the Instrument

The questionnaire was validated by three experts in education and psychology who assessed its relevance, clarity, and alignment with the study objectives. Their recommendations were incorporated before administration.

A pilot test involving 30 public elementary teachers outside Kibawe East District was conducted to check the clarity and usability of the instrument. No major concerns were reported.

The instrument obtained a Cronbach's Alpha of 0.89, exceeding the acceptable 0.70 threshold. This indicated strong internal consistency and reliability, confirming that the questionnaire was suitable for measuring work-life balance and performance climate.

Data Gathering Procedure

The researcher first secured approval from the Dean of the School of Graduate and Professional Studies at PHINMA Cagayan de Oro College, followed by permission from the Division of Bukidnon and concerned school heads.

Participants were informed about the study's purpose, voluntary participation, confidentiality, benefits, and minimal risks through an informed consent form. The questionnaire was pilot-tested with teachers outside Kibawe East District and revised based on their feedback.

The final questionnaire was administered through Google Forms or printed copies, depending on participants' accessibility. Completed responses were collected, checked, organized, and securely prepared for statistical analysis.

Statistical Treatment

The respondents' demographic profiles were analyzed using frequency and percentage. Weighted mean and standard deviation were used to determine the levels of work-life balance, behavior, job satisfaction, and productivity.

Pearson Product-Moment Correlation (Pearson r) was used to determine the relationship between work-life balance and performance climate. The independent-samples t -test was used for profile variables with two categories, while One-Way ANOVA was used for variables with three or more categories.

All hypotheses were tested at the 0.05 level of significance using appropriate statistical software.

Ethical Considerations

The researcher obtained informed consent and ensured that participation was voluntary, with participants free to withdraw at any time. Confidentiality and privacy were protected by keeping responses anonymous and using the data solely for academic purposes.

The researcher also ensured fairness, respect, and protection from harm or coercion. Academic integrity was maintained through accurate reporting of findings, proper citation of sources, and avoidance of fabrication, falsification, or manipulation of data. The study followed institutional and ethical research guidelines.

RESULTS AND DISCUSSION

This section presents the results and discussion on work-life balance and performance climate among teachers in rural communities. The results are analyzed using the appropriate statistical tools and are discussed to highlight their implications. The data are presented in tabular form following the problem stated earlier.

Problem 1. What is the profile of the respondents in terms of age, sex, position, teaching experience, highest educational attainment, family monthly income, civil status, and tribal affiliation?

Table 1
Distribution of Respondents' Profile in terms of Age

Category	Frequency	Percentage
61 years old and above	5	3.0
51- 60 years old	18	10.8
41-50 years old	30	18.0
31-40 years old	60	35.9
30 years old and below	54	32.3
Total	167	100.0

Table 1 shows that most respondents are 31–40 years old, with 60 (35.9%). This indicates that many teachers are in their mid-career stage, with enough experience to handle responsibilities, mentor younger teachers, and support school programs. This is consistent with Tuazon and Basallo (2022) and Budiongan and Corpuz (2024).

The smallest group is 61 years old and above, with 5 (3.0%). Although fewer in number, senior teachers remain important in providing guidance, sharing experience, and maintaining school practices, as noted by Skaalvik and Skaalvik (2021) and Falecki (2023).

Overall, the respondents are predominantly mid-career teachers, with fewer senior teachers.

Table 2
Distribution of Respondents' Profile in terms of Sex

Category	Frequency	Percentage
Male	47	28.1
Female	120	71.9

Total	167	100.0
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The data show that female teachers are the majority, while male teachers account for 47 (28.1%). This reflects the continued dominance of women in elementary teaching, partly influenced by traditional gender expectations.

David and Torralba (2022) found that female teachers often experience greater stress because they balance school and family responsibilities. Buray and Pontillas (2023) likewise emphasized the need for stronger support for women teachers.

The smaller number of male teachers may reflect continuing perceptions of teaching as a female-dominated profession. Buray and Pontillas (2023) and Kim and Cho (2021) noted that this gender gap is also observed in other settings.

Overall, the findings highlight the need for fair support and opportunities for both male and female teachers.

Table 3
Distribution of Respondents' Profile in terms of Position

Category	Frequency	Percentage
Master Teacher II	6	3.6
Master Teacher I	11	6.6
Teacher III	15	9.0
Teacher II	35	21.0
Teacher I	100	59.9
Total	167	100.0

Table 3 shows that Teacher I has the highest frequency, with 100 (59.9%). This indicates that most respondents are in the entry-level teaching position, suggesting limited opportunities for promotion and career advancement. Francisco and Geronimo (2023) and Lopez and Martinez (2021) noted that teachers in lower positions often face heavy workloads, stress, and fewer opportunities for decision-making and professional growth.

The lowest frequency is Master Teacher II, with 6 (3.6%), indicating that only a few teachers have reached higher teaching ranks. This may limit opportunities for mentoring, leadership, and professional development, particularly in rural schools. Cabrera and Delos Reyes (2022) and Villanueva and Cruz (2023) emphasized the importance of experienced Master Teachers in improving instruction, mentoring teachers, and supporting school development.

Overall, the findings suggest a need for stronger career advancement, mentoring, and professional development opportunities for teachers

Table 4
Distribution of Respondents' Profile in terms of Teaching Experience

Category	Frequency	Percentage
31 years and above	8	4.8
21 – 30 years	25	15.0

10 – 20 years	40	24.0
6 – 10 years	50	29.9
5 years and below	44	26.3
Total	167	100.0

Table 4 shows that teachers with 6–10 years of service have the highest frequency, with 50 (29.9%), indicating that most respondents are in the mid-career stage. They have gained sufficient experience to manage classes, support colleagues, and contribute to school improvement. Yuan et al. (2021) and Chan and Yeung (2022) emphasized the importance of support and professional development for mid-career teachers.

The lowest group is those with more than 31 years of service, with 8 (4.8%). Although few, these teachers possess valuable knowledge and experience that can guide younger teachers. Kim et al. (2020) and Medina and Santos (2021) emphasized the importance of mentoring and knowledge transfer.

Overall, the findings highlight the need to support mid-career teachers and preserve the expertise of veteran teachers.

Table 5
Distribution of Respondents' Profile in terms of Highest Educational Attainment

Category	Frequency	Percentage
PhD / EdD Holder	1	0.6
With Units in PhD / EdD	6	3.6
Master's Degree Holder	28	16.8
With Units in Master's Degree	60	35.9
Bachelor's Degree	72	43.1
Total	167	100.0

Table 5 shows that most respondents have a bachelor's degree, with 72 (43.1%). This suggests that many teachers have limited access to advanced education, particularly in rural areas. De Guzman et al. (2021), Bautista and Bernardo (2022), and Santos and Tarrayo (2023) found that higher education improves teaching skills, technology use, research, problem-solving, and leadership.

The lowest group consists of teachers with a doctorate degree, with 1 (0.6%). This indicates that very few teachers have reached the highest level of education, possibly due to financial, geographical, and accessibility barriers. Fabito et al. (2022) and Abulon and De Guzman (2020) emphasized the importance of providing teachers with greater opportunities for advanced studies.

Overall, the findings highlight the need for accessible and affordable continuing education, especially in rural schools.

Table 6
Distribution of Respondents' Profile in terms of Family Monthly Income

Category	Frequency	Percentage
P50,001 and above	12	7.2
P40,001 – P50,000	15	9.0
P30,001 – P40,000	28	16.8

P20,001 – P30,000	62	37.1
P10,001 – P20,000	50	29.9
Below P10,000	0	0.0
Total	167	100.0

Table 6 shows that the highest frequency of 62 (37.1%) belongs to teachers earning ₱20,001–₱30,000. This suggests that most teachers can meet basic needs but may struggle with extra expenses, training, and family responsibilities. Financial difficulties may increase stress and affect job satisfaction and work-life balance (Abdullah et al., 2023; Ramirez & Lopez, 2021).

The lowest frequency of 12 (7.2%) belongs to those earning ₱50,001 and above, indicating that only a few teachers have higher household incomes, possibly due to promotion or longer service. Although teachers have stable salaries, limited opportunities for income growth may still affect their well-being and job satisfaction (Bantang et al., 2021; Castillo & Fajardo, 2022).

Table 7
Distribution of Respondents' Profile in terms of Civil Status

Category	Frequency	Percentage
Single	55	32.9
Married	95	56.9
Widowed	7	4.2
Solo Parent	8	4.8
Others: separated, divorce, etc.	2	1.2
Total	167	100.0

Table 7 shows that the highest frequency of 95 (56.9%) belongs to married teachers. This indicates that most teachers balance teaching responsibilities with family and household duties, which may affect their stress, time management, and work-life balance. Ahmed et al. (2021) and Fernandez and Villanueva (2022) similarly found that family responsibilities can influence teachers' well-being and job performance.

The lowest frequency of 2 (1.2%) belongs to those with other civil status. This suggests that non-traditional arrangements are uncommon in the rural setting, possibly due to strong cultural and religious influences. Espina et al. (2022) and Cabral and Santos (2023) noted that such norms may limit the visibility and acceptance of alternative civil status arrangements.

Table 8
Distribution of Respondents' Characteristics in terms of Tribal Affiliation

Category	Frequency	Percentage
Bukidnon	20	11.9
Manobo	50	29.9
Talaandigs	0	0.0
Higaonons	0	0.0
Matigsalug	0	0.0
Tigwahanun	0	0.0
Umayamnon	0	0.0

Others: Sinigbuanong Bisaya,
B'laan, Mamanwa, etc.

97

58.0

Total	167	100.0
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Table 8 shows that the highest frequency of 97 (58.0%) belongs to Other tribal groups. This indicates that teachers in the district have diverse cultural backgrounds that may not be fully represented by the survey categories. This highlights the need for more inclusive recognition of cultural identities in schools (Balabag & Tuazon, 2023; Datu & Mendoza, 2021).

The lowest frequency of 20 (11.9%) belongs to the Bukidnon group, indicating limited representation. This may affect cultural representation in teaching and students' sense of belonging. Silva and Caday (2022) and Reyes and Almonte (2023) emphasized that having Indigenous teachers is important for culturally responsive teaching and effective implementation of Indigenous Peoples Education.

Problem 2. What is the respondent's level of work-life balance based on financial stability, time management, workload, family responsibilities, and personal habits?

Table 9
Summary Distribution of Respondents' Level of Work-Life Balance

Variable	Mean	SD	Interpretation
Financial Stability	2.94	0.75	High
Time Management	3.18	0.86	High
Workload	2.70	0.65	High
Family Responsibilities	2.90	0.73	High
Personal Habits	2.98	0.77	High
Overall	2.94	0.75	High

Legend: 3.26 – 4.00 At All Times / Very High 1.76 – 2.50 Sometimes / Low
2.51 – 3.25 Most of the Time / High 1.00 – 1.75 Never / Very Low

Table 9 shows that teachers had an overall high work-life balance with a mean of 2.94 (SD=0.75). This indicates that most teachers can manage their work, family, and personal needs, although challenges such as heavy workloads, paperwork, family responsibilities, and limited support remain.

Among the dimensions, time management had the highest mean of 3.18 (SD=0.86), interpreted as High. This shows that teachers generally manage their time well by prioritizing tasks and adjusting to different demands. This is consistent with David and Lazo (2021) and Bermudez and Reyes (2020), who found that effective time management reduces stress and improves work-life balance.

Meanwhile, workload had the lowest mean of 2.70, indicating that it remains a major concern. Excessive paperwork, reports, community activities, and additional duties can limit teachers' time for family and personal needs. Delos Reyes and Amante (2020), Manlapig and Robles (2021), and Torres and Salazar (2023) similarly emphasized that heavy workloads contribute to teacher stress and reduced well-being. Thus, reducing unnecessary tasks and simplifying administrative work may help improve teachers' work-life balance.

Problem 3. How do the respondents assess the performance climate on behavior as to teaching approach, classroom management, professionalism and ethics, and motivation and support?

Table 10
Summary Distribution of Respondents' Assessment on Behavior

Variable	Mean	SD	Interpretation
Teaching Approach	3.37	0.92	Very Positive
Classroom Management	3.31	0.91	Very Positive
Professionalism and Ethics	3.46	0.93	Very Positive
Motivation and Support	3.34	0.89	Very Positive
Overall	3.37	0.91	Very Positive

Table 10 shows an overall mean of 3.37 (SD=0.91), interpreted as Very Positive. This indicates that teachers in Kibawe East District demonstrate positive behavior through effective teaching, proper classroom management, professionalism, and support for learners.

Among the four domains, Professionalism and Ethics had the highest mean of 3.46, showing that teachers strongly practice honesty, fairness, responsibility, and respect. Tan and Lim (2022) and Rosales and Jimenez (2021) similarly emphasized the importance of ethical behavior in building trust and positive learning environments.

Meanwhile, Classroom Management had the lowest mean of 3.31, although still Very Positive. This suggests that teachers manage their classes well but may face challenges such as large classes, multiple grade levels, and diverse learner needs. Davis and Smith (2020) and Estrada and Miguel (2022) highlighted the importance of clear rules, leadership support, and teamwork in effective classroom management.

Problem 4. How do the respondents assess the performance climate on job satisfaction as to work environment, compensation and benefits, recognition and appreciation?

Table 11
Summary Distribution of Respondents' Assessment on Job Satisfaction

Variable	Mean	SD	Interpretation
Work Environment	3.37	0.90	Very Positive
Compensation and Benefits	2.77	0.68	Positive
Recognition and Appreciation	2.94	0.79	Positive
Overall	3.03	0.79	Positive

Legend: 3.26 – 4.00 Strongly Agree / Very Positive 1.76 – 2.50 Disagree / Negative
2.51 – 3.25 Agree / Positive 1.00 – 1.75 Strongly Disagree / Very Negative

Table 11 shows an overall mean of 3.03 (SD=0.79), interpreted as Positive. This indicates that teachers are generally satisfied with their jobs, although improvements are still needed, particularly in compensate-

ion and recognition.

Among the three domains, Work Environment had the highest mean of 3.37 (SD=0.90), interpreted as Very Positive. This shows that teachers value supportive relationships, respectful students, and helpful school leaders. Reyes and Tumibay (2021) and Vargas and Lim (2020) similarly found that a positive and supportive work environment improves teacher commitment and well-being.

Meanwhile, Compensation and Benefits had the lowest mean of 2.77 (SD=0.68), interpreted as Positive. This suggests that teachers are less satisfied with their pay and benefits, particularly when these do not match their workload and responsibilities. Garcia and Weiss (2020) and Villanueva and Pangilinan (2021) noted that inadequate compensation may increase stress, encourage additional employment, and contribute to teachers leaving the profession.

Problem 5. How do the respondents assess the performance climate on productivity as to student learning outcomes, instructional quality, and feedback and evaluation?

Table 12

Summary Distribution of Respondents' Assessment on Performance Climate as to Productivity

Variable	Mean	SD	Interpretation
Student Learning Outcomes	3.07	0.81	Positive
Instructional Quality	3.30	0.88	Very Positive
Feedback and Evaluation	3.18	0.85	Positive
Overall	3.18	0.85	Positive

Legend: 3.26 – 4.00 Strongly Agree / Very Positive 1.76 – 2.50 Disagree / Negative
 2.51 – 3.25 Agree / Positive 1.00 – 1.75 Strongly Disagree / Very Negative

Table 12 shows an overall mean of 3.18 (SD=0.85), interpreted as Positive. This indicates that teachers generally perform their duties well, particularly in teaching, guiding learners, and monitoring progress. However, workload, limited resources, and lack of training may still affect their productivity (Tolentino & Marasigan, 2021; Reyes & Dela Peña, 2020).

Among the three domains, Instructional Quality had the highest mean of 3.30 (SD=0.88), interpreted as Very Positive. This shows that teachers prepare lessons carefully, use appropriate teaching strategies, and adjust to learners' needs despite limited resources (Garcia & Soriano, 2021; Del Mundo & Francisco, 2020).

Meanwhile, Student Learning Outcomes had the lowest mean of 3.07 (SD=0.81), interpreted as Positive. This suggests that while teachers perform well, student achievement is also influenced by factors such as family support, poverty, and limited learning resources. Lazo and Villanueva (2021) and Cabrera and Del Rosario (2020) emphasized the importance of family, community, and additional learner support in improving student outcomes.

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Table 13
Summary Distribution of Respondents' Assessment on Performance Climate

Variable	Mean	SD	Interpretation
Behavior	3.37	0.91	Very Positive
Job Satisfaction	3.03	0.79	Positive
Productivity	3.18	0.85	Positive
Overall	3.20	0.85	Positive

Legend: 3.26 – 4.00 Strongly Agree / Very Positive 1.76 – 2.50 Disagree / Negative
2.51 – 3.25 Agree / Positive 1.00 – 1.75 Strongly Disagree / Very Negative

Table 13 shows an overall mean of **3.20 (SD=0.85)**, interpreted as **Positive**. This indicates that teachers generally view their workplace as supportive and encouraging despite challenges such as heavy workloads, limited resources, and fewer professional development opportunities. Fang and Qi (2023) similarly found that a positive school climate improves teacher motivation, productivity, and commitment. Among the domains, **Behavior** had the highest mean of **3.37**, interpreted as **Very Positive**. This shows that teachers demonstrate professionalism, teamwork, and commitment to their learners. Nalipay (2023), Rodriguez et al. (2024), and Sun et al. (2024) emphasized that supportive relationships, good communication, and positive teacher behavior contribute to better school performance.

Meanwhile, **Job Satisfaction** had the lowest mean of **3.03 (SD=0.79)**, interpreted as **Positive**. Although teachers generally find meaning in their work, concerns about compensation, workload, and career opportunities remain. These findings highlight the need for continued support and improvements that can strengthen teacher satisfaction, motivation, and retention.

Problem 6. Is there a significant relationship between the respondents' work-life balance and their performance climate?

Table 14
Results of the Test on Relationship between Respondents' Level of Work-Life Balance and their Performance Climate on Behavior

Work – Life Balance	Performance Climate on Behavior				Overall
	Teaching Approach	Classroom Management	Professionalism and Ethics	Motivation and Support	
	r-value p-value interpretation	r-value p-value interpretation	r-value p-value interpretation	r-value p-value interpretation	
Financial Stability	0.53 0.00 S	0.48 0.00 S	0.44 0.01 S	0.39 0.01 S	0.46 0.01 S
Time Management	0.37 0.01 S	-0.34 0.02 S	0.29 0.03 S	0.27 0.04 S	0.15 0.03 S
Workload	-0.36 0.02 S	-0.32 0.03 S	-0.28 0.04 S	-0.25 0.06 NS	-0.30 0.04 S
Family Responsibilities	0.22 0.07 NS	0.18 0.10 S	0.20 0.09 NS	0.15 0.14 NS	0.19 0.10 NS
Personal Habits	0.41 0.01 S	0.38 0.01 S	0.35 0.02 S	0.33 0.02 S	0.37 0.02 S
Legend: S – Significant NS – Not Significant					

Table 14 presents the relationship between work-life balance and performance climate in terms of behavior. The results show that financial stability, time management, workload, and personal habits are significantly related to teachers' behavior, while family responsibilities show no significant relationship. Thus, the null hypothesis is rejected, confirming a significant relationship between work-life balance and performance climate on behavior.

Financial stability helps teachers focus on their duties, maintain professionalism, and manage their classes effectively. Time management supports lesson preparation and professionalism, although competing tasks may make classroom management more difficult.

Family responsibilities do not significantly affect teachers' behavior, suggesting that teachers are generally able to manage family duties without greatly affecting their professional performance. However, continued imbalance may still contribute to stress over time.

Meanwhile, personal habits show a strong relationship with all behavioral areas. Teachers who maintain healthy routines, prepare well, get enough rest, and continue learning tend to demonstrate better classroom management, professionalism, and motivation.

Overall, the findings show that financial stability, effective time management, manageable workload, and healthy personal habits contribute to better teacher behavior and performance.

Table 15

Results of the Test on Relationship between Respondents' Level of Work-Life Balance and their Performance Climate on Job Satisfaction

Work – Life Balance	Performance Climate on Job Satisfaction			
	Work Environment	Compensation and Benefits	Recognition and Appreciation	Overall
	r-value p-value interpretation	r-value p-value interpretation	r-value p-value interpretation	
Financial Stability	0.55 0.00 S	0.50 0.00 S	0.46 0.01 S	0.50 0.00 S
Time Management	0.39 0.01 S	0.35 0.02 S	0.31 0.03 S	0.35 0.02 S
Workload	-0.41 0.01 S	-0.37 0.02 S	-0.33 0.03 S	-0.37 0.02 S
Family Responsibilities	0.23 0.06 NS	0.20 0.09 NS	0.18 0.12 NS	0.20 0.09 NS
Personal Habits	0.44 0.01 S	0.41 0.01 S	0.39 0.01 S	0.41 0.01 S
Legend: S – Significant NS – Not Significant				

Table 15 shows the relationship between work-life balance and performance climate in terms of job satisfaction. The findings reveal that financial stability, time management, workload, and personal habits are significantly related to job satisfaction. Thus, the null hypothesis is rejected, confirming that work-life balance significantly affects teachers' job satisfaction.

Financial stability helps reduce stress and increases teachers' satisfaction with their pay and benefits. Effective time management allows teachers to handle their duties efficiently while maintaining personal and family time, leading to greater satisfaction.

In contrast, heavy workloads reduce job satisfaction by increasing stress and limiting teachers' time for themselves and their families. Healthy personal habits also contribute positively by helping teachers maintain energy, focus, and motivation.

Overall, the findings show that stable finances, effective time management, manageable workloads, and healthy personal habits are important in promoting teacher satisfaction, motivation, and commitment.

Table 16

Results of the Test on Relationship between Respondents' Level of Work-Life Balance and their Performance Climate on Productivity

Work – Life Balance	Performance Climate on Productivity			Overall
	Student Learning Outcome	Instructional Quality	Feedback and Evaluation	
	r-value	r-value	r-value	
	p-value	p-value	p-value	
	interpretation	interpretation	interpretation	
Financial Stability	0.52	0.48	0.45	0.49
	0.00	0.00	0.01	0.00
	S	S	S	S
Time Management	0.36	0.33	0.29	0.33
	0.02	0.02	0.04	0.03
	S	S	S	S
Workload	-0.38	-0.36	-0.30	-0.35
	0.01	0.02	0.03	0.02
	S	S	S	S
Family Responsibilities	0.23	0.20	0.18	0.20
	0.06	0.09	0.12	0.09
	NS	NS	NS	NS
Personal Habits	0.44	0.41	0.39	0.41
	0.01	0.01	0.01	0.01
	S	S	S	S

Legend: S – Significant NS – Not Significant

Table 16 shows the relationship between work-life balance and performance climate in terms of productivity. The findings reveal that financial stability, time management, workload, and personal habits are significantly related to productivity, while family responsibilities show little or no significant effect. Thus, the null hypothesis is rejected.

Financial stability reduces stress and helps teachers focus on teaching and other responsibilities. Good time management supports lesson preparation, instruction, and assessment. In contrast, heavy workloads can cause stress, fatigue, and reduced productivity.

Healthy personal habits also improve teachers' energy, motivation, and effectiveness. Overall, the findings show that financial security, effective time management, manageable workloads, and healthy habits contribute to better teacher productivity and performance.

Problem 7. Is there a significant difference in the respondents' performance climate when grouped according to their profiles?

Table 17

Comparison of the Respondents' Performance Climate on Behavior When Grouped According to their Profiles				
Respondents' Profiles	Performance Climate on Behavior			
	Teaching Approach	Classroom Management	Professionalism and Ethics	Motivation and Support
	T-value p-value interpretation	T-value p-value interpretation	T-value p-value interpretation	T-value p-value interpretation
Age	2.35 0.02 S	2.58 0.01 S	2.12 0.04 S	2.46 0.02 S
Sex	1.88 0.06 NS	2.02 0.05 NS	1.95 0.03 S	2.11 0.04 S
Position	2.64 0.01 S	2.75 0.01 S	2.48 0.02 S	2.89 0.00 S
Teaching Experience	2.42 0.02 S	2.15 0.03 S	2.67 0.01 S	2.55 0.01 S
Highest Educational Attainment	2.18 0.03 S	2.44 0.02 S	2.11 0.04 S	2.30 0.02 S
Family Monthly Income	2.05 0.04 S	1.88 0.06 NS	2.20 0.03 S	2.13 0.04 S
Civil Status	2.51 0.01 S	2.36 0.02 S	2.77 0.01 S	2.90 0.00 S
Tribal Affiliation	1.95 0.05 S	2.10 0.04 S	1.86 0.02 S	2.14 0.03 S
Overall	2.25 0.03 S	2.29 0.03 S	2.27 0.03 S	2.44 0.02 S
Legend: S – Significant NS – Not Significant				

Table 17 shows the comparison of performance climate on behavior according to respondents' profiles. The results indicate significant differences based on age, position, teaching experience, educational attainment, civil status, and tribal affiliation, while sex and family income showed partial significance. Thus, the null hypothesis is rejected.

These findings suggest that teachers' personal and professional backgrounds influence their teaching approach, classroom management, professionalism, and motivation. Older and more experienced teachers tend to demonstrate stronger classroom management and professional behavior. Higher educational attainment and position are also associated with greater confidence, leadership, and professionalism.

Family income and civil status may provide stability and support that help teachers manage their responsibilities, while tribal affiliation highlights the importance of cultural identity and inclusion. Meanwhile, sex does not consistently determine teacher behavior.

Overall, the findings show that teacher behavior is shaped by a combination of experience, education, position, personal circumstances, and cultural background, emphasizing the need for professional development and inclusive support programs.

Table 18

Comparison of the Respondents' Performance Climate on Behavior When Grouped According to their Profiles				
Respondents' Profiles	Performance Climate on Behavior			
	Teaching Approach	Classroom Management	Professionalism and Ethics	Motivation and Support
	T-value p-value Interpretation	T-value p-value Interpretation	T-value p-value Interpretation	T-value p-value Interpretation
Age	2.35 0.02 S	2.58 0.01 S	2.12 0.04 S	2.46 0.02 S
Sex	1.88 0.06 NS	2.02 0.05 NS	1.95 0.03 S	2.11 0.04 S
Position	2.64 0.01 S	2.75 0.01 S	2.48 0.02 S	2.89 0.00 S
Teaching Experience	2.42 0.02 S	2.15 0.03 S	2.67 0.01 S	2.55 0.01 S
Highest Educational Attainment	2.18 0.03 S	2.44 0.02 S	2.11 0.04 S	2.30 0.02 S
Family Monthly Income	2.05 0.04 S	1.88 0.06 NS	2.20 0.03 S	2.13 0.04 S
Civil Status	2.51 0.01 S	2.36 0.02 S	2.77 0.01 S	2.90 0.00 S
Tribal Affiliation	1.95 0.05 S	2.10 0.04 S	1.86 0.02 S	2.14 0.03 S
Overall	2.25 0.03 S	2.29 0.03 S	2.27 0.03 S	2.44 0.02 S
Legend: S – Significant NS – Not Significant				
Overall	2.28 0.03 S	2.34 0.02 S	2.42 0.02 S	
Legend: S – Significant NS – Not Significant				

Table 18 shows the comparison of job satisfaction according to respondents' profiles. The results reveal significant differences based on age, position, teaching experience, educational attainment, civil status, and family income, while sex and tribal affiliation showed differences in some areas. Thus, the null hypothesis is rejected.

These findings indicate that teachers' satisfaction with their work environment, compensation, benefits, and recognition is influenced by both personal and professional factors. Older and more experienced teachers tend to be more satisfied because of greater stability and confidence. Higher positions and educational attainment may also provide better opportunities, recognition, and career growth.

Family income affects satisfaction by reducing financial stress, while civil status may provide emotional and family support. Sex and tribal affiliation may influence perceptions of fairness, recognition, and inclusion.

Overall, the findings show that job satisfaction is shaped by teachers' career status, financial condition, personal circumstances, and sense of recognition and inclusion.

Table 19

Comparison of the Respondents' Performance Climate on Productivity When Grouped According to their Profiles

Respondents' Profiles	Performance Climate on Productivity		
	Student Learning Outcome	Instructional Quality	Feedback and Evaluation
	T-value p-value interpretation	T-value p-value interpretation	T-value p-value interpretation
Age	2.32 0.02 S	2.41 0.02 S	2.25 0.03 S
Sex	1.86 0.06 NS	2.10 0.04 S	2.00 0.04 S
Position	2.62 0.01 S	2.75 0.01 S	2.88 0.00 S
Teaching Experience	2.44 0.02 S	2.50 0.01 S	2.68 0.01 S
Highest Educational Attainment	2.18 0.03 S	2.32 0.02 S	2.46 0.02 S
Family Monthly Income	2.05 0.04 S	1.96 0.05 NS	2.14 0.03 S
Civil Status	2.72 0.01 S	2.60 0.01 S	2.83 0.00 S
Tribal Affiliation	2.11 0.04 S	2.09 0.04 S	2.17 0.03 S
Overall	2.29 0.03 S	2.34 0.03 S	2.43 0.02 S
Legend: S – Significant NS – Not Significant			

Table 19 shows the comparison of productivity according to respondents' profiles. The results reveal significant differences based on age, position, teaching experience, educational attainment, civil status, and tribal affiliation, while sex and family income showed differences only in some areas. Thus, the null hypothesis is rejected.

These findings indicate that teachers' productivity in student learning outcomes, instructional quality, and feedback and evaluation is influenced by both personal and professional factors. Older and more experienced teachers tend to perform better because of their knowledge and skills gained through years of service. Higher positions and educational attainment also contribute to confidence, effective teaching, and better performance.

Family income may reduce financial stress and help teachers focus on their duties, while civil status and family support may contribute to stability and motivation. Sex and tribal affiliation have more limited effects but may influence how teachers experience their work and feel supported.

Overall, the findings show that teacher productivity is shaped by experience, career position, education, personal circumstances, and cultural background.

Discussion

This study shows that public elementary teachers in Kibawe East District work hard to balance their professional and personal responsibilities despite limited resources, heavy workloads, and rural challenges. Most teachers are 31–40 years old, Teacher I, and female, with many also managing family responsibilities.

Overall, teachers demonstrate a high level of work-life balance, particularly in time management and personal habits. However, workload and financial concerns remain major challenges. Despite these difficulties, teachers continue to show strong commitment, professionalism, and adaptability.

The performance climate is generally positive. Teachers demonstrate good behavior, professionalism, and instructional practices. They also maintain supportive relationships with colleagues and students. However, job satisfaction is lower, particularly regarding compensation, benefits, and recognition. This suggests a gap between teachers' dedication and the support they receive.

The findings further show that work-life balance is significantly related to behavior, job satisfaction, and productivity. Teachers who manage their finances, time, workload, and personal well-being effectively tend to perform better and feel more satisfied with their work.

Differences in performance were also found according to age, position, teaching experience, educational attainment, civil status, and tribal affiliation, showing that teachers' personal and professional backgrounds influence their experiences and performance.

Overall, teachers in Kibawe East District remain dedicated and resilient, but their long-term well-being requires stronger institutional support. Fair compensation, manageable workloads, wellness programs, professional growth opportunities, and meaningful recognition are essential to help teachers remain motivated, productive, and committed to quality education.

Conclusion

Using time well is the most important part of balancing work and personal life for teachers in rural areas. It helps them do their duties at school and at home properly. The best part of how they work is being professional and doing what is right. They show honesty and take their job seriously. Teachers are also happiest with the kind of place they work in. This shows how much it helps to have kind friends at school and a good feeling in the whole school. When it comes to teaching well, giving clear and useful lessons is what they do best. This proves they can help students learn well even when they do not have many things to use.

This study also found clear connections. Teachers who use their time wisely, follow good values, and work in kind and caring schools do their duties better. They also feel happier too. At the same time, their age, their position, and how long they have been teaching affect how well they can keep doing this. This shows that a teacher's own life situation and how far they have come in their job really matter. These help them balance their work well and give their very best.

All in all, learning to use time wisely, doing what is right, keeping schools kind and helpful, and making lessons strong are all very important. These build a group of teachers who love their work and stay strong even in country places. This way, teachers can always do their very best. They can give every child the good education they should have, no matter what hard things may come.

Recommendation

Based on what we found in this study, here are the things we suggest:

1. Teachers should do their work well by doing important tasks first. They should work nicely with other teachers and use lessons that suit their students. They must also keep learning new ways to teach better. They should be kind and fair when making rules. They also need to check often how well their students are learning. Doing all these things will help students learn more.

2. School Heads should make sure work is shared fairly. They should give teachers less work that is not about teaching. They can also help teachers manage their classes well by letting experienced teachers guide others and holding group learning sessions. Schools should also give enough help and things that will make students do better in class.
3. The Division of Bukidnon should give teachers training on how to guide their classes well. This is especially important for classes with students from different cultures and backgrounds.
4. The Department of Education, working with the Division of Bukidnon and other groups, should check how pay, extra help, and benefits affect how long teachers stay, how much they love their work, and how happy they are.
5. Local Government Units, private groups, and other partners can help by giving tools, learning things for the classroom, and rewards for teachers. They can also start programs to help students who need extra practice after class. This will help every child learn better.
6. School leaders and Local Government Units should make plans that take care of teachers in every way. This can include letting teachers adjust their schedule, sharing work fairly, holding activities for good health, and teaching how to use money wisely.
7. Teachers who have worked for many years should be given chances to lead and help newer teachers. When we see and meet the different needs of all teachers, schools will become kinder and fairer places for everyone.

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