

Work-Life Balance and Teaching Competence among Private School Teachers

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ABSTRACT: Healthy work-life balance is essential for teachers' effectiveness, yet the impact of this balance on teaching competence, particularly for private Senior High School (SHS) educators, has been insufficiently explored. This research examined how work-life balance relates to teaching competence among private SHS teachers in Cagayan de Oro City. It aimed to evaluate overall levels of both factors, and identify specific work-life balance variables such as flexibility, satisfaction, and support tied to teaching effectiveness. Employing descriptive correlational and causal research designs, along with a documentary analysis method, the study involved 210 teachers selected through purposeful and stratified random sampling from four private schools in Cagayan de Oro City. Data collection was conducted using a rigorously validated questionnaire with a high reliability score of Cronbach Alpha. The findings revealed that private SHS teachers exhibit excellent work-life balance and very satisfactory teaching competence. Work-life balance variables such as flexibility, satisfaction, and support are moderately positively correlated with teaching competence, with satisfaction and support emerging as key predictors and support being the strongest predictor. These results emphasized the significance of work-life balance in enhancing teaching competence. Thus, the study highlights the importance of work-life balance in improving teaching effectiveness. It can be recommended that educational institutions may adopt holistic strategies focused on support systems and satisfaction-driven initiatives to sustain teachers' effectiveness and enhance student outcomes.

KEYWORDS: flexibility, teaching competence, satisfaction, support, work-life balance

I. INTRODUCTION

For private school teachers, finding a balance between work and personal life is not just a bonus. It is something they really need to thrive in the classroom. When teachers manage this balance well, it boosts their well-being, reduces stress, and enhances their ability to teach effectively.

Across the globe, educators face long hours and heavy workloads that often lead to burnout and diminished classroom performance. Clark et al. (2021) found that extended work hours and blurred work-life boundaries negatively affect both teachers' wellness and teaching quality, which highlight the urgent need for more supportive workplace practices. Implementing policies that promote work-life balance can help mitigate these challenges by reducing stress and improving job satisfaction. Such supportive measures not only enhance teachers' well-being but also contribute to better student outcomes and overall educational effectiveness.

This pattern is evident in Asia too. In Singapore, many teachers feel their heavy workloads negatively affect their ability to maintain a healthy work-life balance, with reports of teachers working an average of 46 to 56 hours per week. This intense commitment restricts their capacity to engage in personal and family activities, which leads to higher stress levels and job dissatisfaction. Such conditions highlight the urgent need for systemic changes to support teachers in managing their professional and personal responsibilities effectively. Addressing these challenges is essential to promote teachers' well-being and sustain their commitment to quality education (Tan et al., 2019).

The Philippines shares similar challenges, such as teachers being overwhelmed by packed schedules and administrative tasks. In Lanao del Sur, research has shown a direct link between poor work-life balance and a drop in classroom performance. While teachers in Region 10 show great skill and commitment, low salaries and tough working environments often dampen morale. Excessive administrative duties consume significant time, leading to stress and burnout that negatively impact teaching quality (Mendoza & Aguilar, 2021).

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Similarly, in Cagayan de Oro City, studies found that systemic challenges, including compensation and interpersonal relationships, affect teachers' satisfaction even when they exhibit high levels. These challenges create barriers that impact teachers' overall job satisfaction despite their professional abilities. The findings underscore the necessity for targeted interventions to address these systemic issues. Addressing these factors is crucial to improving teacher satisfaction and sustaining their competence (Ragmac & Jala, 2024).

Building on identified research findings and gaps, this study explored how work-life balance affects teaching competence among private school teachers. It sought to uncover factors that enhance effective teaching and educators' well-being to provide insights to suggest interventions to improve teachers' performance and students' outcomes in the Philippine private education. By examining these relationships, the study aimed to contribute to a deeper understanding of the challenges teachers face and inform policy development tailored to the local educational context. This approach supports efforts to create a more supportive and productive learning environment for both teachers and students.

This study's theoretical and conceptual framework on how the balance between teachers' work responsibilities and personal life influence their overall teaching competence. This highlights the idea that when educators achieve a healthy equilibrium, they are more effective in the classroom. This study was grounded in the Job Demand-Resources (JD-R) Model, which offers insight into how job demands and resources affect employees' outcomes. In teaching, extensive workloads can lead to burnout and decreased teaching competence if not counterbalanced by adequate resources like administrative support or professional development opportunities. This model emphasizes the importance of maintaining an optimal balance between demands and resources to nurture teachers' engagement and effectiveness (Tan et al., 2023).

Additionally, the Spillover Theory plays a key role which suggests that experiences at work can affect experiences in another, such as personal life. For teachers, a positive work-life balance can lead to improved emotional well-being, positively affecting teaching practices. Conversely, negative experiences in the workplace can detrimentally impact personal lives, which further hinder teaching competence. This theory underscores the interconnectedness of professional and personal domains, which indicates that achieving balance in one area can enhance performance in the other (Madalum et al., 2024).

Furthermore, the conceptual framework of this study assesses how work-life balance and teaching competence interact, focusing on three key indicators: flexibility, satisfaction, and support. Flexibility is crucial for teachers as it allows them to adjust work schedules to accommodate personal commitments, leading to reduced stress and a greater focus on teaching tasks. Research indicates that teachers with flexible work arrangements report higher levels of job satisfaction and are better equipped to manage their responsibilities (Wang et al., 2023).

Satisfaction encompasses both job satisfaction and personal life satisfaction, which reflects teachers' contentment with their roles and overall quality of life. Studies indicate that teachers reporting a better work-life balance exhibit significantly higher job satisfaction and lower burnout, which directly correlates with enhanced teaching performance. This highlights the importance of fostering satisfaction to promote both teachers' well-being and effective instructional outcomes (Pirayani & Gow, 2019).

Finally, support includes institutional backing from school administrations and social support from colleagues and family. Adequate support systems alleviate the pressures of teaching which enable educators to perform optimally. Research shows that teachers who perceive strong institutional support experience better work-life balance outcomes which lead to higher teaching competence. Therefore, fostering a supportive environment is essential for sustaining teacher effectiveness and well-being (Gabriel, 2020).

The dependent variable, teaching competence, refers to the essential skills and knowledge that enable educators to manage classrooms effectively, deliver instruction, and assess students' learning. It encompasses a range of competencies, including communication, classroom management, instructional strategies, and the integration of innovative approaches such as technology. It is emphasized that teaching competence is crucial for addressing diverse learning needs and adapting to the evolving educational landscape. Competent teachers foster students' engagement and improve learning outcomes by employing effective pedagogical practices tailored to individual needs. Understanding how work-life balance affects teaching competence is vital for enhancing educational practices and supporting teacher development in today's dynamic environment (Nessipbayeva, 2021).

Thus, the theoretical and conceptual framework show how balanced workloads or flexibility, satisfaction, and support systems contribute to teachers' well-being and better teaching competence. By weaving together theory and real-world insight, this model calls for actionable solutions-like flexible policies, satisfaction-focused training, and layered support systems-to help build a more resilient and high-performing teaching workforce. It emphasizes the interconnectedness of these factors in creating a supportive environment that nurtures both personal and professional growth. Ultimately, this framework serves as a guide for educational leaders to implement strategies that enhance teacher satisfaction and effectiveness, leading to improved student outcomes.

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II. METHODOLOGY

This research employed a mixed of descriptive correlational and causal designs, along with documentary analysis, to explore how work-life balance impacts the teaching effectiveness of private school teachers in Cagayan de Oro City. The descriptive correlational design was ideal for examining the connections between various factors, particularly the independent variables of work-life balance—such as flexibility, satisfaction, and support—and the dependent variable of teaching competence. This method enabled the researchers to measure how variations in one factor were linked to changes in another. They used standardized surveys to gather teachers' views on work-life balance and its effect on their teaching abilities. This approach was consistent with earlier studies, which suggested that quantitative methods are effective in capturing the complexities of educational issues (Creswell & Creswell, 2020).

The causal design was employed to assess whether changes in work-life balance factors had a direct impact on or could predict teaching competence. This approach was suitable as it allowed the researchers to explore the cause-and-effect connection between the variables, offering valuable insights into how certain aspects of work-life balance might improve teaching performance. To examine these causal relationships, the researchers used multiple linear regression analysis, which provided a clearer understanding of how changes in work-life balance could improve teaching competence.

Additionally, documentary analysis complemented the quantitative methods by reviewing institutional rating records to assess teaching competence. This approach linked teachers' perceptions of their work-life balance with their actual teaching effectiveness, as assessed by schools, in line with established best practices in educational research (Bowen, 2020). Such triangulation of data sources strengthened the validity and depth of the study's findings.

This study combined correlational, causal, and documentary analysis to gather evidence on the importance of work-life balance in boosting teaching competence. The goal was to offer practical insights that educational institutions can use to enhance teacher performance by implementing effective work-life balance strategies. By integrating multiple research methods, the study provides a comprehensive understanding of how work-life balance influences teaching effectiveness.

Statistical techniques were used to analyze the data gathered from the structured survey questionnaires. To address the first research question, which focused on evaluating the work-life balance of Senior High School (SHS) teachers in terms of flexibility, satisfaction, and support, the weighted Mean and Standard Deviation were applied. The second research question centered on assessing the teaching competence of SHS teachers. To measure self-rating teaching competence, the weighted Mean and Standard Deviation were applied, offering a clear and detailed view of how teachers perceived their performance. For institutional ratings, the researcher utilized administrators' evaluations and assessments of teaching competence among their teachers, analyzing the Frequency and Percentage from these documents to determine how many teachers achieved satisfactory to very satisfactory ratings.

To explore relationships between variables in problems three and four, more advanced statistical techniques were employed. For problem three, which aimed to determine if there is strong connection was found between the extent of work-life balance and teaching competence, the Pearson Product-Moment Correlation Coefficient was utilized. This method assessed the strength and direction of relationships among these variables.

Finally, for problem four, which investigated whether work-life balance-measured by flexibility, satisfaction, and support as sub-indicators-influenced or predicted the level of teaching competence among private SHS teachers of Cagayan de Oro City, a Multiple Linear Regression analysis was conducted.

III. RESULTS AND DISCUSSION

Problem 1. What is the level of work-life balance among private SHS teachers in terms of:

- 1.1 flexibility;
- 1.2 satisfaction; and
- 1.3 support?

Table 1.

Overall Work-Life Balance

Variables	Mean	Standard Deviation	Description	Interpretation
Flexibility	4.29	0.81	Strongly Agree	Excellent
Satisfaction	4.21	0.79	Strongly Agree	Excellent
Support	4.24	0.77	Strongly Agree	Excellent
Overall Mean	4.25	0.79	Strongly Agree	Excellent

Note: 4.21-5.00 Excellent; 3.41-4.20 High; 2.61-3.40 Moderate; 1.81-2.60 Low; 1.00-1.80 Very Low

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Table 1 presents the overall work-life balance among private SHS teachers, with an overall Mean of 4.25 with SD= 0.79, categorized as Strongly Agree and interpreted as Excellent. This indicates that teachers generally experience a high level of work-life balance, which is vital for maintaining their well-being and job performance. Such balance likely enables them to approach classroom challenges with greater focus and creativity, fostering a more dynamic learning environment. It also strengthens their ability to model healthy boundaries and stress management for students, reinforcing the importance of holistic well-being in education. Additionally, sustained work-life harmony may enhance long-term career satisfaction, encouraging teachers to remain dedicated to their roles while pursuing personal growth and fulfillment. Furthermore, Unal and Dulay (2022) emphasized that when teachers have a balanced life, they are more likely to be engaged and committed to their professional roles, as their research highlights that work-life balance enhances teachers' ability to manage stress and sustain motivation in demanding educational environments. The excellent rating on overall work-life balance highlights the significance of supportive work environments that promote both personal and professional fulfillment.

Fermin (2022) emphasized that institutions prioritizing work-life balance foster a culture of trust and productivity, where teachers feel valued and empowered to excel in their dual roles. These findings highlight the importance of embedding work-life balance into institutional policies to ensure teachers' holistic well-being aligns with long-term professional success and student achievement. By creating environments that emphasize balance, schools can reduce burnout and retain skilled educators, ultimately enhancing educational quality and organizational resilience.

Moreover, among the three variables, *Flexibility* has the highest Mean of 4.29 with SD=0.81, described as Strongly Agree and interpreted as Excellent. It indicates that teachers highly value the flexibility provided by their institutions, which is essential for managing their professional and personal responsibilities effectively. Such flexibility likely empowers them to design schedules that prioritize urgent tasks while accommodating personal needs, reducing stress and preventing burnout.

This adaptability also fosters a sense of autonomy, enabling teachers to experiment with innovative teaching methods without compromising their well-being. Additionally, when institutions demonstrate trust through flexible policies, teachers may feel more motivated to invest in their roles, strengthening their commitment to both student success and institutional goals.

As noted by Johnson et al. (2024), flexibility in work arrangements is a key factor in enhancing teachers' morale and job satisfaction, as their study highlights that adaptable schedules empower educators to meet deadlines without compromising personal commitments, fostering a sense of autonomy and control. Johnson et al. further stressed that institutional flexibility directly correlates with higher retention rates, as teachers feel supported in achieving both career goals and personal milestones. When schools prioritize adaptable policies, educators are better equipped to navigate unexpected challenges without sacrificing their professional responsibilities or personal well-being. This approach fosters a culture of mutual respect, where teachers feel trusted to manage their time and energy effectively. Additionally, such flexibility encourages long-term dedication, as educators remain motivated to grow within an institution that values their holistic success and work-life harmony.

Additionally, *Support* has the second highest Mean of 4.24 with SD=0.77, described as Strongly Agree and interpreted as Excellent as well. The result implies that teachers highly appreciate the support provided by their institutions, which is critical for maintaining a healthy work-life balance. This appreciation likely translates into greater job satisfaction, as educators feel their well-being is prioritized alongside professional demands. When support systems are robust, teachers can allocate time more effectively, reducing burnout and fostering sustained enthusiasm in their roles.

Furthermore, institutional backing creates a collaborative atmosphere where educators feel empowered to share challenges and solutions, strengthening both individual resilience and collective productivity. According to Clark et al. (2021), institutional support plays a vital role in reducing teachers' stress and improving job satisfaction, as their findings demonstrate that access to mentorship, administrative assistance, and wellness programs directly alleviates professional pressures and enhances emotional resilience.

Lastly, *Satisfaction* has the lowest Mean of 4.21 with SD=0.79, described as Strongly Agree and interpreted as Excellent. This indicates that while satisfaction is slightly lower than flexibility and support, it remains at an excellent level. Maintaining this high baseline of satisfaction likely reinforces teachers' commitment to their roles and fosters a positive school culture. Addressing minor gaps through targeted well-being initiatives could further enhance morale and motivation. Additionally, sustaining satisfaction alongside strong flexibility and support creates a balanced environment where educators feel empowered to innovate and thrive in their professional and personal lives. Cortez et al. (2023) proposed that satisfaction with work-life balance is strongly connected to overall job satisfaction and teacher effectiveness, as their study reveals that teachers with high satisfaction exhibit greater adaptability in lesson delivery and stronger student-teacher relationships.

Madalum et al. (2024) also highlighted that when teachers are satisfied with their work-life balance, they tend to experience higher levels of health and career satisfaction, with their findings emphasizing that holistic well-being directly correlates with reduced absenteeism and sustained professional passion. Madalum et al. further argued that embedding satisfaction metrics into

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institutional evaluations helps identify areas for improvement, fostering environments where teachers feel valued and supported in achieving holistic success.

The key takeaway from these findings is the acknowledgment that maintaining a work-life balance is a multidimensional concept requiring flexibility, satisfaction, and support to be addressed simultaneously. The high ratings across all variables reflect how schools prioritize teachers' well-being, which not only improves individual morale but also enhances organizational efficiency by reducing stress and burnout.

Problem 2. What is the level of teaching competence among private SHS teachers in terms of:

2.1 self-rating; and

2.2 Institutional rating?

Table 2 presents the overall teaching competence among private SHS teachers. It has an overall Mean of 4.50 with SD=0.45, interpreted as Very Satisfactory. The findings suggest that teachers generally possess high levels of teaching competence, as reflected in both self-assessments and institutional evaluations. This congruence likely fosters mutual trust between educators and administrators, creating a collaborative environment where professional growth is prioritized. Such competence also enables teachers to adapt seamlessly to diverse student needs, ensuring lessons remain engaging and accessible.

Additionally, sustained confidence in their abilities may encourage educators to mentor peers, share innovative practices, and contribute to a culture of continuous improvement across the institution. According to Pinuto (2024), teaching competence is a critical factor in enhancing educational outcomes, as it directly influences instructional quality and student learning experiences, with their research highlighting that competent teachers adeptly tailor lessons to diverse learning needs, fostering equitable academic growth. The excellent rating underscores the importance of integrating self-assessment with institutional evaluations to ensure comprehensive understanding and continuous improvement of teaching practices.

Table 2.

Overall Teaching Competence

Variables	Mean	Standard Deviation	Interpretation
Self-Rating	4.51	0.61	Very Satisfactory
Institutional Rating	4.48	0.30	Very Satisfactory
Overall Mean	4.50	0.45	Very Satisfactory

Note: 4.21-5.00 Very Satisfactory; 3.41-4.20 Satisfactory; 2.61-3.40 Fairly Satisfactory; 1.81-2.60 Developing; 1.00-1.80 Needs Improvement

Malitic (2020) emphasized that when teachers are confident in their abilities and receive positive feedback from institutions, they are more likely to be motivated and effective in their roles, as their study demonstrates that alignment between self-perception and institutional validation strengthens professional identity and instructional innovation. Malitic added that fostering a culture of mutual feedback and goal-setting between teachers and institutions ensures sustained excellence, driving both personal fulfillment and institutional reputation.

Moreover, the *Self-Rating* variable has the highest Mean of 4.51 with SD=0.61, interpreted as Very Satisfactory. It indicates that teachers have a strong sense of self-efficacy and confidence in their teaching abilities, which is crucial for delivering high-quality instruction and fostering positive learning environments. This confidence likely empowers them to experiment with creative teaching methods, tailoring lessons to meet diverse student needs while maintaining classroom engagement. A robust sense of self-efficacy also strengthens their resilience, enabling them to navigate challenges with adaptability and problem-solving composure.

In addition, such assurance encourages collaborative leadership, as confident educators mentor colleagues and share strategies that elevate collective instructional standards and student outcomes. As noted by Yusrizal et al. (2023), self-assessment is a vital tool for teachers to reflect on their practices and identify areas for improvement, leading to enhanced professional growth and effectiveness, as their research highlights that self-aware educators are more proactive in adopting innovative strategies and addressing classroom challenges with resilience. Integrating self-assessment with peer feedback and institutional support creates a holistic growth framework, ensuring teachers remain adaptable and student-centered in their approaches.

Meanwhile, the *Institutional Rating* variable has the lowest Mean of 4.48 with SD=0.30, interpreted as Very Satisfactory. The result implies that institutions generally have a high level of confidence in their teachers' competence, reflecting effective alignment between institutional expectations and teacher performance. This alignment is essential for maintaining teaching standards and ensuring that educators are well-equipped to meet the evolving demands of education. Such confidence likely fosters a culture of

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mutual respect, where teachers feel empowered to innovate and take ownership of their professional development. It also encourages schools to prioritize resource allocation that supports continuous learning, ensuring educators stay ahead of pedagogical trends and student needs. Additionally, this synergy strengthens institutional credibility, attracting skilled professionals and reinforcing a cycle of excellence that benefits both staff and students.

According to Pinuto (2024), institutional evaluations provide an objective measure of teaching competence, which is critical for identifying areas where teachers may need additional support or development opportunities, as their findings emphasize that data-driven assessments enable targeted professional growth and ensure accountability in pedagogical practices. Aligning institutional feedback with personalized development plans empowers teachers to refine their instructional strategies while addressing specific competency gaps. This synergy between evaluation and support fosters a culture of continuous improvement, where teachers feel both challenged and equipped to excel in dynamic educational landscapes. By prioritizing this alignment, institutions can sustain high teaching standards while nurturing educators who adapt seamlessly to curricular innovations and student needs.

The essential significance of these results lies in the importance of balancing self-perception with institutional validation, emphasizing the role of intrinsic motivation and external accountability in maintaining high teaching standards. When teachers feel both personally confident and supported by their institutions, they are more likely to sustain effective teaching practices. This balance fosters a culture of continuous improvement that benefits educators and students alike.

Problem 3. Is there a significant relationship between the level of work-life balance and the level of teaching competence among private SHS teachers?

The findings in Table 3 on the next page reveal the relationship between the level of work-life balance and teaching competence among private Senior High School (SHS) teachers in Cagayan de Oro City. To be specific, it has a correlation value of $r=0.51$ and p -value of 0.00, interpreted as a significant moderate positive correlation. The findings in Table 8 reveal the relationship between the level of work-life balance and teaching competence among private Senior High School (SHS) teachers in Cagayan de Oro City. To be specific, it has a correlation value of $r=0.51$ and p -value of 0.00, interpreted as a significant moderate positive correlation. This suggests that teachers who experience better work-life balance tend to demonstrate higher levels of teaching competence. When educators have time to recharge, they likely approach lessons with renewed energy and creativity, fostering more dynamic and engaging classroom environments.

Table 3.

Test of Correlation Between Private SHS Teacher's Level of Work-life Balance and Teaching Competence

Work-life Balance	Teaching Competence						Overall Teaching Competence		
	Self-Rating		Description/Decision	Institutional Rating		Description/Decision			Description/Decision
	<i>r</i>	<i>p</i>		<i>r</i>	<i>p</i>		<i>r</i>	<i>p</i>	
Flexibility	0.44	0.00	Moderate Positive/Significant	0.36	0.00	Moderate Positive/Significant	0.41	0.00	Moderate Positive/Significant
Satisfaction	0.49	0.00	Moderate Positive/Significant	0.45	0.00	Moderate Positive/Significant	0.48	0.00	Moderate Positive/Significant
Support	0.56	0.00	Moderate Positive/Significant	0.48	0.00	Moderate Positive/Significant	0.53	0.00	Moderate Positive/Significant
Overall Work-Life Balance	0.53	0.00	Moderate Positive/Significant	0.46	0.00	Moderate Positive/Significant	0.51	0.00	Moderate Positive/Significant

Note: 0.91 - 1.00 Very High Positive Correlation 0.71 – 0.90 High Positive Correlation

0.51 – 0.70 Moderate Positive Correlation 0.31 – 0.50 Low Positive Correlation

0.00 – 0.30 Negligible Positive Correlation Significant when computed p -value <0.05

A balanced lifestyle also reduces burnout, enabling teachers to focus on refining instructional strategies and addressing individual student needs effectively. Moreover, sustained well-being may encourage them to pursue professional development opportunities, further enhancing their skills and contributing to a culture of continuous improvement within their institutions.

Wahab and Arazo (2024) noted that maintaining a healthy work-life balance is essential for reducing teachers' stress and improving job performance, as their research highlights that balanced educators exhibit greater adaptability in lesson planning and student

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engagement. Institutions prioritizing work-life balance policies foster environments where teachers can sustain high pedagogical standards and emotional resilience.

Of all the work-life balance factors, *Support* demonstrated the strongest link to overall teaching competence, with a correlation of ($r=0.53$, $p=0.00$), indicating a meaningful and moderate positive relationship. The important role of institutional and peer support in enhancing teacher performance. This implies that teachers who receive support in balancing their work and personal life are more likely to demonstrate greater teaching competence. When institutions prioritize this balance, educators can dedicate focused energy to lesson planning and student engagement, leading to more innovative and responsive teaching practices. Reduced stress from manageable workloads also enhances their ability to adapt to classroom challenges with patience and creativity. Additionally, such support fosters loyalty and motivation, encouraging teachers to invest in long-term professional growth and collaborative efforts that elevate overall instructional quality.

As noted by Greenfield et al. (2019), supportive environments foster collaboration and resource sharing among educators, leading to better professional outcomes, as their study highlights that mentorship, administrative assistance, and peer networks empower teachers to innovate and address challenges with confidence. Greenfield et al. stressed that collaborative cultures not only enhance individual competence but also strengthen institutional capacity to adapt to educational demands.

Furthermore, the *Satisfaction* variable exhibits the second strongest correlation with the overall teaching competence ($r=0.48$, $p=0.00$), interpreted as a significant moderate positive correlation. This suggests that teachers who are satisfied with their work-life balance tend to exhibit higher levels of teaching competence. A balanced lifestyle likely enables them to approach lessons with clarity and enthusiasm, fostering more engaging and student-centered classrooms. Reduced burnout allows educators to dedicate time to refining instructional strategies and addressing diverse learning needs effectively. Additionally, sustained satisfaction in this area may encourage proactive participation in professional development, further enhancing their ability to innovate and adapt to evolving educational demands.

Lin et al. (2021) highlighted that teachers' satisfaction with their work-life balance is strongly connected to their overall job satisfaction and effectiveness in the classroom, as their research demonstrates that balanced educators exhibit greater creativity in lesson delivery and stronger rapport with students. Lin and Chen (2021) further stress that teachers who are content with both their personal and professional lives are more likely to feel motivated and fully engaged in their work, with findings indicating that satisfaction drives proactive problem-solving and long-term commitment to instructional excellence. Institutions prioritizing work-life satisfaction through flexible policies and wellness initiatives foster environments where teachers thrive professionally and personally. Aligning institutional goals with teachers' holistic well-being not only enhances classroom outcomes but also cultivates a culture of resilience and innovation, ensuring sustained educational quality.

Conversely, *Flexibility* showed the lowest correlation with overall teaching competence ($r=0.41$, $p=0.00$), interpreted as a significant moderate positive correlation. Although still significant, this indicates that while flexible work arrangements contribute to competence, their impact may be less pronounced compared to other factors like satisfaction or support. This implies that while flexibility is important for managing work and personal responsibilities, it may not be as directly influential on teaching competence as support and satisfaction. Teachers likely rely more on structured resources and emotional backing to refine their instructional strategies and address classroom challenges effectively. Prioritizing mentorship and well-being initiatives could amplify their ability to innovate and adapt, even when flexibility alone is insufficient. Additionally, fostering environments where educators feel valued and equipped may bridge gaps, ensuring that flexibility complements—rather than substitutes—the foundational support needed to sustain excellence in teaching.

Smith and Jones (2021) proposed that flexibility in work arrangements is advantageous for reducing work-life conflict; however, its impact on teaching performance may vary based on other contextual factors, as their research highlights that its benefits depend on institutional structures, resource accessibility, and alignment with teachers' specific needs. Flexibility alone may not suffice without complementary support systems, such as mentorship or collaborative planning, to maximize its impact on instructional quality. This underscores the need for schools to pair flexible policies with targeted professional development, ensuring teachers leverage autonomy effectively to enhance pedagogical practices. By integrating flexibility with holistic support, institutions can amplify its role in fostering both teacher well-being and competence.

The fundamental importance of these findings stems from their confirmation that work-life balance is not just a personal issue but a professional requirement that directly impacts teaching competence, performance, and overall teaching qualities. Emotional well-being and work-life harmony are essential for effective classroom management and instructional practices.

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Problem 4. Which of the independent variables predict singly or in combination the teaching competence of private SHS teachers?

Table 4.

Multiple Linear Regression Analysis on Work-life Balance and Teaching Competence

Variables	UC		SC	t-value	Sig. (p-value)	Decision
	B	SE	β			
Constant	3.068	0.161	---	19.009	0.000	
Flexibility	-0.080	0.065	-0.138	-1.221	0.224	Accept Ho2
Satisfaction	0.139	0.068	0.239	2.046	0.042	Reject Ho2
Support	0.279	0.064	0.448	4.369	0.000	Reject Ho2
Model	R	R²	Adjusted R²	f-value	Sig. (p-value)	
	0.545	0.297	0.286	28.996	0.000	

Note: UC = Unstandardized Coefficients;

SC = Standardized Coefficients

Dependent Variable = Teaching Competence;

Significant when computed p-value <0.05.

The results from the Multiple Linear Regression analysis presented in Table 4 show that *Support* is the most robust or strongest predictor of teaching competence among private Senior High School (SHS) teachers, with a standardized beta coefficient of 0.448 ($t = 4.369$, $p < 0.001$). This indicates a significant predictor of teaching competence, which emphasizes the critical role of institutional and peer support systems in enhancing teachers' performance. Such systems likely foster collaborative problem-solving, enabling educators to share strategies and adapt solutions to diverse classroom challenges. Consistent support also builds resilience, empowering teachers to navigate setbacks with confidence and maintain high standards of instruction. Furthermore, a culture of mutual encouragement may inspire innovation, as educators feel secure in experimenting with new methods that align with evolving student needs and educational goals.

According to Wahab et al. (2023), strong support systems, including professional development opportunities and collaborative environments, are essential for improving teachers' effectiveness, as their findings demonstrate that mentorship, resource accessibility, and peer networks directly enhance pedagogical innovation and adaptability. Embedding support into institutional policies—such as workload management and wellness programs—ensures teachers remain empowered to balance professional demands with personal well-being.

Satisfaction also emerged as a significant predictor, with a beta coefficient of 0.239 ($t = 2.046$, $p = 0.042$), highlighting the importance of emotional well-being and job contentment in influencing teaching competence. While satisfaction is a significant predictor, its relatively smaller effect size suggests that interventions targeting emotional well-being—such as recognition programs and stress management workshops—should complement structural support mechanisms. Integrating these approaches could create a more holistic support system, addressing both the practical and psychological needs of educators. For instance, pairing mentorship opportunities with wellness initiatives might enhance job fulfillment while equipping teachers to navigate challenges more effectively. Additionally, fostering a culture that values well-being alongside professional growth could amplify the impact of structural resources, ensuring educators feel empowered and sustained in their roles long-term.

Gupta et al. (2020) suggested that enhancing emotional well-being can indirectly influence teaching competence by improving overall job satisfaction, with findings indicating that wellness initiatives reduce burnout and foster creativity in instructional strategies. Holistic well-being programs not only boost individual competence but also strengthen institutional culture, ensuring educators remain resilient and adaptive to evolving educational demands.

Conversely, *Flexibility* was not found to be a significant predictor, with a beta coefficient of -0.138 ($t = -1.221$, $p = 0.224$), suggesting that its direct impact on teaching competence is less pronounced compared to support and satisfaction. While flexibility may not directly predict teaching competence, it plays a vital role in broader work-life balance, which can indirectly impact teachers' morale and retention. By allowing educators to manage personal commitments without compromising professional responsibilities, flexibility fosters a sense of autonomy and reduces burnout over time. This balance likely contributes to sustained enthusiasm in the classroom, enabling teachers to approach challenges with patience and creativity. Additionally, institutions that prioritize flexibility signal trust in their staff, which may strengthen loyalty and encourage long-term commitment to both student success and organizational goals.

Li et al. (2023) noted that flexible work arrangements can reduce burnout and improve teachers' well-being, even if they do not directly enhance teaching competence, as their findings emphasize that autonomy in managing workloads fosters resilience and sustained engagement in teaching roles. Flexibility should be integrated with institutional support structures, such as mentorship

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and resource accessibility, to amplify its indirect benefits on instructional quality. This underscores the importance of holistic policies that address both immediate teaching needs and long-term well-being, ensuring teachers remain motivated and effective in their roles. By prioritizing flexibility alongside targeted support, institutions can create environments where educators thrive professionally while maintaining personal well-being.

The regression model demonstrates a moderate level of explanatory power, with an R value of 0.545 and an R² value of 0.297. This suggests that approximately 29.7% of the variance in teaching competence can be explained by the combined factors of flexibility, satisfaction, and support. The regression model demonstrates a moderate level of explanatory power, with an R value of 0.545 and an R² value of 0.297. This suggests that approximately 29.7% of the variance in teaching competence can be explained by the combined factors of flexibility, satisfaction, and support. These results underscore the importance of prioritizing institutional support and satisfaction-driven initiatives to enhance teaching competence among private SHS teachers. Tailored professional development programs, combined with regular feedback and resource access, could empower educators to refine their instructional strategies and address diverse classroom needs effectively. Fostering a collaborative environment where teachers feel valued and heard may further amplify their confidence and innovation in lesson delivery. Additionally, integrating well-being incentives—such as mental health resources or recognition systems—would sustain motivation, ensuring long-term engagement and excellence in their roles.

Tan et al. (2023) emphasized that schools should focus on creating supportive environments that foster teachers' growth and performance. Prioritizing mentorship programs and collaborative spaces could enable educators to share best practices and refine their instructional strategies with peer input. Providing access to ongoing professional development resources would further empower teachers to adapt to evolving educational demands and student needs. Additionally, cultivating a culture of recognition and well-being initiatives would sustain motivation, ensuring educators feel valued and equipped to excel in their roles long-term. The central significance of these findings lies in the recognition that institutional support is a critical factor in enhancing teachers' performance, as it provides resources and emotional backing essential for managing professional responsibilities effectively. In other words, these findings lie in identifying institutional support as the cornerstone of teaching competence. For instance, access to resources, mentorship, and collaborative environments (captured under support) directly empowers teachers to excel in instructional delivery and classroom management. Satisfaction, reflecting emotional well-being and job contentment, further amplifies this effect, albeit to a lesser degree.

IV. CONCLUSIONS

Based on the findings presented above, the following conclusions are drawn:

1. A strong and outstanding work-life balance is achieved through flexible scheduling, supportive institutional policies, and a sense of professional fulfillment.
2. Teachers are serious with their responsibilities. They concentrate more effectively on their instructional duties.
3. The moderate positive correlation between work-life balance and teaching competence shows that teachers with better balance tend to be more competent, likely due to reduced stress and increased motivation.
4. Support and satisfaction provide essential resources and boost well-being and motivation, enhancing performance.

V. RECOMMENDATIONS

From what the study discovered and concluded, here are the researcher's recommendations:

1. School administrators may maintain flexible work schedules and supportive policies that promote professional fulfillment to sustain the excellent work-life balance of private SHS teachers.
2. Schools may consistently foster environments that support work-life balance, ensuring teachers remain focused and continue to demonstrate very satisfactory teaching competence.
3. Educational institutions should sustain programs that reduce stress and boost motivation, reinforcing the positive link between work-life balance and teaching competence for ongoing high performance.
4. Stakeholders and school administrators should maintain and strengthen support systems and initiatives that enhance teacher satisfaction, as these are key to sustaining high levels of teaching competence.

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