

Teachers' Work- Life Balance and Professional Commitment

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ABSTRACT: This study examined the relationship between work-life balance and professional commitment among public elementary school teachers in the West II District of the Division of Cagayan de Oro City. It assessed work-life balance in terms of time and workload management, personal and family life, and teachers' level of professional commitment. The study also identified the significant relationship between the variables and the best predictor of professional commitment. A descriptive-correlational research design was used. The respondents were 132 public elementary school teachers selected through total enumeration sampling. A modified survey questionnaire was utilized that passed validation and pilot testing. Data were analyzed using Mean, Standard Deviation, Pearson Product-Moment Correlation, and Multiple Linear Regression Analysis. Findings revealed that teachers had a high level of work-life balance and professional commitment. Results further showed a significant weak positive relationship between work-life balance and professional commitment. Among the dimensions of work-life balance, personal and family life emerged as the strongest predictor of professional commitment, while time management and workload management were not significant predictors. The study concludes that personal and family life play an important role in strengthening teachers' professional commitment. It is recommended that school administrators provide teachers with support so they can have better personal and family lives.

KEYWORDS: personal and family life, professional commitment, work-life balance

I. INTRODUCTION

Teachers' professional commitment refers to their dedication to their learners, their school, and the teaching profession. It is the psychological bond that drives educators to invest extra time, pursue continuous learning, and uphold the ethical standards of their profession. Commitment is a complete dedication to the teaching profession. Professional commitment is an important part of teaching because it shows how dedicated teachers are to their work and responsibilities. It is further explained that teachers' commitment is strongly influenced by job satisfaction and collective effectiveness in school. This means that when teachers feel satisfied with their jobs, they work well with others and become more committed to teaching. In addition, they develop a stronger emotional connection to their profession. As a result, they are more willing to give effort and remain dedicated to their work. Therefore, satisfaction and teamwork help strengthen teachers' professional commitment (Zhang, 2022).

Teaching is widely recognized as one of the most demanding professions because of the many responsibilities both inside and outside the classroom (OECD, 2025). Aside from giving classroom instruction, they are also expected to complete administrative work, attend meetings and training sessions, prepare reports, and participate in extracurricular activities. These duties often require additional time and effort beyond regular working hours, making it difficult for teachers to maintain a healthy work-life balance. And, when teachers experience an imbalance between their work and personal lives, they may experience stress, fatigue, and reduced well-being. All these can affect their teaching performance and relationships with others. However, with all these challenges, teachers still manage their responsibilities effectively and demonstrate stronger professional commitment, dedication, and a willingness to continue providing quality education to learners.

Teachers continue to show resilience and dedication in their profession, but maintaining well-being has become increasingly challenging due to growing demands in education. Their work involves many responsibilities, including lesson preparation, classroom management, administrative tasks, extracurricular activities, and continuous professional development, which often extend beyond school hours. These demands can affect their ability to maintain a healthy balance between work and personal life. As Lopez (2022) emphasized, prolonged exposure to heavy workload and limited personal recovery time may lead

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to chronic stress among teachers. When this happens, it can affect their performance, health, and overall effectiveness in teaching. This situation highlights the need for schools to create supportive conditions that help teachers manage their responsibilities more sustainably.

Work-life balance plays an important role in helping teachers manage stress and remain committed to their profession. It refers to the ability of teachers to balance their work responsibilities with their personal and family life. Teachers who are able to organize their time properly, take enough rest, and maintain boundaries between work and home responsibilities are more likely to experience satisfaction, motivation, and positive well-being. These conditions help teachers stay focused on their duties and strengthen their professional commitment in providing quality instruction to learners. In contrast, poor work-life balance may lead to stress, burnout, absenteeism, and loss of motivation, which can affect teaching performance and dedication to the profession. The continuous demands of lesson preparation, student monitoring, classroom management, and addressing learners' needs often contribute to emotional and physical exhaustion. When teachers become overwhelmed by these responsibilities, their commitment to teaching may decline, and some may even consider leaving the profession. Therefore, promoting work-life balance is essential in sustaining teachers' professional commitment, effectiveness, and long-term service in the education sector.

As educational demands continue to increase, maintaining work-life balance has become more important for teachers in sustaining their professional commitment. Teachers are expected to meet curriculum standards, address the diverse needs of learners, complete administrative requirements, and participate in different school activities. These responsibilities often extend beyond school hours, reducing the time teachers can devote to their families, rest, and personal well-being. Teachers who struggle to balance professional and personal responsibilities are more likely to experience burnout, emotional exhaustion, and low job satisfaction. These challenges may weaken teachers' motivation, performance, and commitment to the teaching profession (Chen, 2023).

Studies also emphasized the importance of supportive work environments in helping teachers maintain balance and dedication to their work. Schools that provide fair workload distribution, teamwork among colleagues, and strong administrative support create a healthier environment for teachers. When teachers feel valued and supported, they become more motivated, emotionally stable, and committed to fulfilling their responsibilities effectively. Ramirez (2024) highlighted that supportive leadership plays a significant role in improving teachers' work-life balance and reducing stress levels. Therefore, promoting work-life balance and providing institutional support are essential in strengthening teachers' professional commitment and improving the quality of education.

Recent studies highlight that strengthening work-life balance is an important approach in reducing stress among teachers and enhancing their professional commitment. Teachers who manage their time effectively, receive adequate institutional support, and use healthy coping strategies are more likely to maintain emotional stability and motivation in their work. This balance allows them to handle academic responsibilities without sacrificing their personal well-being, which is essential in sustaining long-term dedication to the profession. When stress levels are reduced, teachers become more focused, productive, and effective at delivering instruction, which in turn contributes to improved student learning outcomes.

Hence, this study was conducted to determine if work-life balance greatly affects teachers' professional commitment.

Theoretical/ Conceptual Framework

The study is anchored in Hobfoll's Conservation of Resources (COR) Theory, as reinforced by Chen et al. (2026), which posits that individuals continually strive to acquire, protect, and preserve valuable resources such as time, energy, and financial stability. In the teaching profession, these resources are often strained due to multiple responsibilities, including lesson preparation, classroom management, administrative tasks, and student support. When teachers experience a loss of time and energy due to excessive workloads, it leads to stress and emotional exhaustion, which may weaken their professional commitment and overall effectiveness in the workplace.

From a work-life balance perspective, teachers' ability to manage their time efficiently plays a crucial role in protecting these limited resources. Effective time management allows teachers to allocate sufficient time for both professional duties and personal recovery, helping them maintain physical and emotional well-being. When teachers are able to preserve their resources, they are more likely to remain motivated, committed, and productive in their teaching practice. On the other hand, poor resource management can lead to burnout, reduced job satisfaction, and decreased dedication to the profession. Therefore, time management, as part of maintaining work-life balance, is essential in strengthening teachers' professional commitment and ensuring sustainable performance in the education sector.

This study is also grounded in the Job Demands–Resources (JD–R) Model, developed by Evangelia Demerouti and further expanded by Bakker and de Vries (2022), which posits that every profession involves job demands and job resources that influence employee outcomes. In the teaching profession, heavy workload, extended working hours, and numerous administrative tasks

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represent job demands that can affect how teachers manage their professional and personal responsibilities. However, when these demands are balanced by adequate resources, such as administrative support, collaboration among colleagues, and effective workload distribution, teachers are better able to maintain stability in both their work and personal lives. This balance is essential in promoting a healthy work-life balance, which allows teachers to remain focused, organized, and effective in fulfilling their duties.

From a professional commitment perspective, maintaining a balanced workload helps teachers sustain their motivation and dedication to the teaching profession. When job demands are effectively managed through supportive school systems and fair task distribution, teachers are more likely to experience greater satisfaction and a stronger sense of responsibility in their roles. As emphasized in the JD–R model, adequate job resources strengthen positive work outcomes, encouraging teachers to remain engaged and committed despite the demands of their profession. Therefore, effective workload management and strong institutional support are key factors in promoting both work-life balance and long-term professional commitment among teachers.

The Role Conflict and Spillover Theory, as strengthened by Scott and Badawy (2022), explains that challenges arise when the demands of professional roles begin to interfere with personal and family responsibilities. In the context of teaching, this occurs when work-related tasks such as lesson planning, checking outputs, preparing reports, and attending to school requirements extend beyond school hours and are carried over into the home environment. This overlap reduces the time available for family interaction, rest, and personal activities, which are essential components of a healthy work-life balance.

From the perspective of teachers' work-life balance and professional commitment, maintaining clear boundaries between work and personal life is essential in sustaining long-term dedication to the profession. When teachers are able to manage their responsibilities effectively and minimize the spillover of work into personal time, they are more likely to remain focused, organized, and motivated in their teaching roles. A balanced arrangement allows them to fulfill their professional duties without sacrificing personal well-being and relationships, which, in turn, strengthens their commitment to teaching. Therefore, promoting healthy boundaries and supportive school practices is important in ensuring that teachers remain both personally balanced and professionally committed.

Integrating these theoretical perspectives, the current study proposes that time management, workload management, personal or family life, and financial capacity are essential determinants of teachers' stress levels. Guided by the COR Theory, JD–R Model, and Role Conflict Theory, the conceptual framework posits that effective time and workload management, healthy family relationships, and sufficient financial stability reduce stress levels among teachers. This integrated approach emphasizes that maintaining balance across work, personal, and financial domains is essential for teachers' mental well-being and overall job performance.

Grounded in the theories above, this study proposes a conceptual framework that examines Work-Life Balance across three dimensions: Time Management, Workload Management, and Personal/Family Life Balance. These independent variables directly influence the dependent variable, Professional Commitment. When teachers effectively manage their time, regulate workloads, and harmonize personal and family responsibilities, their professional commitment is expected to decrease. Conversely, failure in any of these aspects may increase professional commitment and positively affect well-being and job performance.

II. METHODOLOGY

This study used a correlational and causal research design to examine the relationship between teachers' work-life balance and their professional commitment. The design is appropriate, as it allows the researcher to describe current levels of work-life balance and professional commitment among teachers and to determine the strength and direction of the relationship between these variables

A causal research design is used to determine whether one variable directly affects or causes a change in another variable. In this type of design, the researcher actively changes or controls the independent variable while keeping other factors constant, then observes the effect on the dependent variable. Because of this control and comparison, it is considered the most effective design for identifying cause-and-effect relationships (Creswell & Creswell, 2022).

III. RESULTS AND DISCUSSION

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

- 1.1. time management;
- 1.2. workload management; and
- 1.3. personal and family life?

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Table 1. Summary of Teachers' Work-life Balance

Variable	Mean	SD	Qualitative Description
Time management	4.14	0.81	Good
Workload management	4.10	0.82	Good
Personal and family	4.24	0.83	Excellent
Overall	4.16	0.82	Good

Note: 4.21 – 5.00 Excellent 3.41 – 4.20 Good 2.61 – 3.40 Fair 1.81 – 2.60 Poor 1.00 – 1.80 Very Poor

Table 1 presents a summary of teachers' work-life balance, including variables such as time and workload management, as well as personal and family life. As shown, the overall Mean is 4.16, with SD=0.82, and is qualitatively described as *Good*. The data show that teachers perceive work-life balance as important. It has a positive effect on teachers in work-related areas. This indicates that when teachers maintain a balanced lifestyle, they are better able to handle their responsibilities effectively. It also suggests that effective management of time, workload, and personal life reduces workplace stress. Furthermore, maintaining work-life balance helps teachers remain more focused, motivated, and productive in their teaching.

Work-life balance is an important part of teachers' well-being and professional commitment. Greenhaus and Allen (2023) explained that when teachers are able to balance their work duties and personal life, they feel more satisfied with their job.

This balance helps them manage school responsibilities while also taking care of family and personal needs. As a result, teachers become more stable and focused in their profession. This balance helps increase their motivation and commitment to teaching.

In the same table, personal and family life has the highest Mean of 4.24 (SD = 0.83) and is qualitatively described as *Excellent*. The data show that teachers place emphasis on personal and family life amid the demands of work. This result suggests that teachers place strong value on maintaining close relationships with their families despite their professional responsibilities. It also implies that personal and family support play a key role in helping them cope with work-related demands. Moreover, prioritizing family life may contribute to their emotional stability and overall satisfaction in both personal and professional aspects.

Eden (2025) explained that teachers' personal and family responsibilities directly affect their work-life balance. The study highlighted that managing both personal and professional roles requires proper adjustment and organization. With the support of family and workplace systems, teachers are better able to handle their responsibilities. This support contributes to smoother daily routines and improved functioning at work. It also allows teachers to maintain their teaching performance. Maintaining balance between personal life and work supports teachers' professional commitment.

Meanwhile, workload management was rated the lowest, with a Mean of 4.10, an SD of 0.82, and a qualitative description of *Good*. The data show that teachers still face challenges in managing tasks and responsibilities, but they are doing their best to manage their workload effectively. This suggests that although teachers can cope with their duties, there are still moments when the volume of tasks becomes demanding. It also implies that improving support systems and workload distribution could further enhance their efficiency. Nevertheless, the result reflects their continuous effort to maintain productivity despite existing challenges.

Gamalo et al. (2025) stated that teachers' workload management is closely linked to classroom responsibilities, administrative tasks, and burnout levels. They emphasized that poor workload management may lead to stress and emotional exhaustion. However, when teachers manage their workload properly, they experience less pressure in their daily work. This allows them to focus better on teaching and school responsibilities. Consequently, their teaching effectiveness improves. Thus, workload management plays an important role in sustaining both well-being and professional commitment.

Problem 2. How do teachers assess their professional commitment?

Table 2. Teachers' Professional Commitment

Indicators	Mean	SD	Qualitative Description
<i>As a teacher, I</i>			
1. am committed to my profession as a teacher.	4.24	0.79	Very High
2. perform my teaching duties with dedication.	4.23	0.81	Very High
3. complete my work responsibilities on time.	4.02	0.94	High
4. consistently give my best effort in teaching.	4.13	0.84	High

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5.	prioritize my students' learning and development.	4.05	0.92	High
6.	provide extra support to help my students succeed.	4.13	0.85	High
7.	maintain quality and professionalism in my work.	3.99	0.89	High
8.	actively participate in school programs and activities.	4.12	0.87	High
9.	support the vision, mission, and goals of the school.	4.31	0.73	Very High
10.	follow school policies and professional standards.	4.36	0.68	Very High
11.	treat students, colleagues, and supervisors with respect.	4.32	0.71	Very High
12.	apply new knowledge and skills to improve my teaching practice.	4.27	0.75	Very High
Overall		4.18	0.82	High

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

Table 2 showcases the level of Teachers' Professional Commitment. As shown, the overall Mean is 4.18 with SD=0.82, and qualitatively described as *High*. The data show how committed the teachers are to their profession. They believed that being committed can help them become more effective and productive as teachers. This indicates that teachers show strong dedication in carrying out their duties every day. It also suggests they are willing to put in their best effort to support learning and development. In addition, their commitment helps create a positive and effective learning environment in school.

Turk and Korkmaz (2022) found that teachers with strong professional commitment show positive attitudes toward teaching. They explained that committed teachers are more motivated to perform their duties well. This motivation helps them stay focused on their classroom responsibilities. They are more consistent in delivering their lessons and supporting learners. As a result, their teaching performance improves. Thus, strong professional commitment leads to better teaching practice.

In the same table, indicator 10, *As a teacher, I follow school policies and professional standards*, obtained the highest Mean of 4.36 with an SD=0.68 and a qualitative description of *Very High*. The data show that teachers follow school policies and professional standards set by higher-level authorities. This indicates that teachers respect the rules and guidelines set by the school authorities. It also shows that they understand the importance of following standards to maintain order and quality in education. In addition, their compliance helps ensure a smooth and organized school environment.

Ibrahim and Aljneibi (2022) explained that professional commitment is influenced by both personal and work-related factors. They found that teachers become more committed when they experience positive working conditions and develop a strong sense of professional identity, which encourages them to follow established rules and standards. In addition, personal motivation helps teachers stay focused on their goals and comply with school expectations. This suggests that adherence to school policies and professional standards reflects both internal motivation and external support, which together strengthen teachers' professional commitment.

Meanwhile, indicator 7, *As a teacher, I maintain quality and professionalism in my work*, obtained the lowest Mean of 3.99 with SD=0.89, with a qualitative description of *High*. Although it is rated as the lowest rating among the indicators, the result still indicates that teachers maintain professionalism in their work. This implies that they continue to demonstrate responsibility, adaptability, and commitment despite challenges in the educational environment. In addition, they remain dedicated to giving quality service to their students and school.

Zhang (2022) explained that teachers' commitment is strongly influenced by job satisfaction and teamwork in school. When teachers feel happy and satisfied with their work and work well with their colleagues, they are more likely to perform their tasks in a quality and professional way. In addition, a positive working environment helps teachers build a stronger connection to their profession. This makes them more careful and responsible in doing their duties. As a result, job satisfaction and teamwork help improve the quality of work and strengthen teachers' professional commitment.

Problem 3. Is there a significant relationship between teachers' work-life balance and their professional commitment?

Table 3 presents the results of the correlation test between teachers' work-life balance and their professional commitment. It is hypothesized that work-life balance is not correlated with teachers' professional commitment. Overall correlation yielded an r-value of 0.4639 and a p-value of 0.001. The computed p-value is less than the alpha level at the 0.05 significance level. The data indicate a significant, weakly positive correlation between teachers' work-life balance and their professional commitment. Thus, the null hypothesis was rejected. This means that as teachers' work-life balance improves, their professional commitment also tends to increase.

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Work-life balance is connected to teachers' professional commitment. Balancing schedules and setting priorities allows teachers to fulfill their duties and responsibilities while also making time for their personal activities. This helps the teacher make time for their families and, most importantly, for themselves, despite a busy work schedule. The study by Aguasdelon and Ching (2025) revealed that balancing activities over a day and a week helps teachers see and look forward to their activities. It also allows them to check whether they need to make adjustments so that no activities are compromised or rescheduled.

Table 3. Test of Correlation on Teachers' Work-life Balance and Professional Commitment

Work-life Balance	Professional Commitment				
	r-value	p-value	Level of Correlation	Decision	Interpretation
Time Management	0.4675	0.001	Weak Positive Correlation	Reject Ho1	Significant
Workload Mgmt.	0.4566	0.001	Weak Positive Correlation	Reject Ho1	Significant
Personal and Family	0.5144	0.001	Moderate Positive Correlation	Reject Ho1	Significant
Overall Correlation	0.4639	0.001	Weak Positive Correlation	Reject Ho1	Significant

Note: 1.00 Perfect Positive Correlation
 0.50 – 0.69 Moderate Positive Correlation
 0.00 – 0.09 No Positive Correlation
 0.70 – 0.99 Strong Positive Correlation
 0.10 – 0.49 Weak Positive Correlation
Significant when computed p-value <0.05.

Time management showed a computed r-value of 0.4675 and a computed p-value of 0.001. The computed p-value is less than the critical p-value at the 0.05 level of significance. The data imply that a significant weak positive correlation between teachers' work-life balance and professional commitment was registered when time management is put into consideration. Thus, the null hypothesis is rejected.

Time management is important for the teachers' professional commitment. It helps teachers be prompt with their commitments, making them trustworthy among their peers. When teachers are able to balance their priorities and set of activities, they can complete them on time or even earlier. They were also able to do it well, as they did not panic during the activities and set aside ample time for it. This aligns with the study by Venus A. Lopez et al. (2025), in which teachers apply effective time-management strategies and become better able to manage both professional and personal responsibilities. This leads to higher job satisfaction and better emotional well-being among teachers. Effective time management promotes a healthier work-life balance and strengthens professional commitment. Considering they have a lot to do, it is best to master time management so they are not always in catch-up mode. This helps them have less pressure and stress.

Workload management showed a computed r-value of 0.4566 and a computed p-value of 0.001. The computed p-value is less than the critical p-value at the 0.05 significance level. The data indicate a significant, weakly positive correlation between teachers' work-life balance and professional commitment when workload management is accounted for. Thus, the null hypothesis is rejected. This suggests that teachers who manage their workload effectively are more likely to remain committed to their professional responsibilities. Effective workload management enables teachers to organize tasks, meet deadlines, and reduce unnecessary stuff, supporting productivity and professional engagement.

Workload management is essential for professional commitment. Teachers are given a workload as part of their main responsibility. They are also given extra tasks, especially if school heads see their potential for a particular task and entrust it to them. Thus, teachers need to manage their workloads efficiently. According to Gamalo et al. (2025) teachers' workload management is closely linked to classroom responsibilities, administrative tasks, and burnout levels. They emphasized that poor workload management may lead to stress and emotional exhaustion. However, when teachers manage their workload properly, they experience less pressure in their daily work. They perform their duties and responsibilities well. They can also help others who are struggling.

Personal and family registered a computed r-value of 0.5144 with the computed p-value of 0.001. The computed p-value is less than the critical p-value at the 0.05 significance level. The data indicate a significant, moderate positive correlation between teachers' work-life balance and professional commitment when personal and family factors are taken into consideration. Thus, the null hypothesis is rejected.

Among the variables, personal and family life showed the highest relationship with professional commitment. This suggests that teachers who experience support and balance in their personal lives are more motivated and committed to their profession. The support and encouragement they receive from their family and trusted individuals fuel their strength to continue facing their challenges. It makes them stronger knowing that there are people that believed in them and their capacities.

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This finding is consistent with Medina-Garrido et al. (2023) that work–family balance plays an important role in overall well-being and job performance. They explained that individuals who manage both family and work responsibilities effectively tend to demonstrate greater dedication. In addition, they demonstrate greater productivity in their professional roles. A stable family life supports better organization of daily tasks and responsibilities. This balance allows teachers to maintain consistency in their work performance. Thus, maintaining work–family balance helps strengthen teachers' commitment to their profession

Problem 4. Which of the dimensions of the independent variable best predicts the teachers' professional commitment?

Table 4. Simple Regression Analysis on Work-life Balance and Professional Commitment

	UC		SC	t-value	Sig. (P-value)	Decision	Interpretation
	B	SE	B				
Work-life balance	0.3491	0.0795	0.3359	4.392	0.001	Reject Ho2	Significant
	R	R ²	Adjusted R ²	f-value	Sig. (P-value)	Decision	Interpretation
Model	0.361	0.330	0.323	19.302	0.001	Reject Ho2	Significant

Note: Significant when computed *p*-value <0.05.

Table 4, presented on the next page, presents the simple regression analysis of whether work-life balance predicts teachers' professional commitment. It is hypothesized that the predictor will not be positively associated with professional commitment. Results show that 32% of the variance is explained by the predictor ($F = 19.302$, $p < .001$). The model was stated to be significant, $F = 19.302$, $p = 0.001$, indicating that work-life balance significantly predicts professional commitment. The regression coefficient was positive: $B = 0.3491$, $SE = 0.0795$, $t\text{-value} = 4.392$. This means that for an early one-unit increase in work-life balance, teachers' professional commitment increases by 0.3491 units. Thus, the null hypothesis is rejected.

Teachers' dedication to their careers is linked to work-life balance. Teachers can fulfill their obligations and responsibilities while still making time for personal hobbies by balancing their schedules and priorities. Despite their hectic work schedules, this enables teachers to find time for their loved ones and, most importantly, for themselves.

Brough et al. (2022) stated that work-life balance has a strong effect on teachers' well-being and commitment. They explained that teachers who manage their time well between work and personal life are more loyal to their profession. They are also more productive in completing their tasks. This indicates that balance helps teachers maintain focus and consistency in their work. Thus, they perform their duties and responsibilities effectively and efficiently.

Table 5. Multiple Regression Analysis on Work-life Balance Dimensions and Professional Commitment

Variables	UC		SC	t-value	Sig. (P-value)	Decision	Interpretation
	B	SE	B				
Constant	0.8591	0.7586	0.8607				
Time Management	0.0745	0.0479	0.0479	0.678	0.061	Accept Ho2	Not Significant
Workload Management	0.0458	0.0464	0.0456	0.355	0.091	Accept Ho2	Not Significant
Personal and Family	0.7418	0.7427	0.7935	8.348	0.001	Reject Ho2	Significant
	R	R ²	Adjusted R ²	f-value	Sig. (P-value)	Decision	Interpretation
Model	0.341	0.335	0.322	17.065	0.001	Reject Ho2	Significant

Note: Significant when computed *p*-value <0.05.

Table 5 presents the multiple regression analysis examining whether work-life balance predicts teachers' professional commitment. It is hypothesized that the predictor will not be positively associated with professional commitment. Results show that 32% of the variance is explained by the predictor ($F = 17.065$, $p < .001$). It can be inferred that if the teacher improves their work-life balance by 1%, their professional commitment will increase by 32%. Thus, the null hypothesis is rejected.

The results indicate that, among the three variables, only personal and family life significantly predict professional commitment, whereas time and workload management are not significant predictors. This means that teachers' commitment is more influenced by their personal well-being and family support than by their ability to manage time and workload alone. The teachers believe that the core of strength to carry on with their work and life is themselves and their family, and that they are making sacrifices and trying their best to make their dreams come true because of them.

The findings can be summarized with the following regression equation:

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$$Y = 0.742X_1 + 0.859$$

Where: 0.859 = Constant

Y = Professional Commitment

X₁ = Personal and Family

This finding supports Medina-Garrido et al. (2023) which found that work–family balance plays an important role in overall well-being and job performance. They explained that individuals who manage both family and work responsibilities effectively tend to demonstrate greater dedication. In addition, they demonstrate greater productivity in their professional roles. A stable family life supports better organization of daily tasks and responsibilities. Personal and Family Life are among the strengths of teachers. When teachers experience a stable personal life and supportive family relationships, they can manage challenges and sustain their commitment to their profession. On the other hand, the non-significant results for time management and workload management suggest that these factors may contribute indirectly rather than directly to professional commitment.

IV. CONCLUSIONS

Based on the findings of the study, the following conclusions are drawn:

1. Teachers are able to preserve meaningful relationships and personal well-being despite work demands.
2. Teachers may sustain their high level of professional commitment.
3. Work-life balance is an important factor associated with teachers' professional commitment.
4. Teachers' commitment is based on the quality of support and stability they experience in their personal and family lives.

V. RECOMMENDATIONS

In light of the findings and conclusions of the study, the following recommendations are offered:

1. Teachers may maintain or even improve their work-life balance.
2. Teachers may eventually sustain and increase their professional commitment to a much higher level.
3. Teachers may continue to enhance their time management and workload management skills.
4. Teachers shall be given more support by the school administrators to have better personal and family lives, as this is the best predictor of commitment.

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