
The Mediating Effect of Work-Life Balance On the Relationship Between Teacher Stress and Performance

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ABSTRACT: The relationship between teacher stress and performance was investigated in this study to determine the mediating effect of work-life balance. The research employed a non-experimental quantitative design, including mediation analysis and descriptive-correlational techniques. Stratified sampling was employed to select 300 public school teachers from the Island Garden City of Samal. Three sets of modified and standardized survey questionnaires were used to collect data from the intended respondents. The mean, Pearson r, Sobel Z test, and regression analysis were utilized to analyze the data. The findings indicated that teacher stress was low, teacher performance was very high, and work-life balance was high. Performance was significantly negatively correlated with teacher stress. In addition, there was a substantial correlation between teacher stress and work-life balance and between work-life balance and teacher performance among teachers. Additionally, the findings indicate that the relationship between teacher stress and performance is partially mediated by work-life balance. This suggests that the inclusion of work-life balance mitigated the prior direct impact of teacher stress on teacher performance. Improving work-life balance can directly impact teachers' efficacy in the classroom. Teachers capable of effectively managing tension and maintaining a healthy work-life balance report feeling content with their positions.

KEYWORDS: educational management, teachers, stress, performance, work-life balance, mediation, Philippines

1. INTRODUCTION

A common challenge for educators is ensuring they are productive and efficient in their work. Low-performing instructors' output is one of the primary causes of students' poor performance, which is concerning. Low-performing teachers tend to produce low-performing learners. Though everyone desires to be a top performer, it is undeniable that only some have been successful (Haramain, 2019). Many teachers need help to be productive and efficient due to various challenges that impact their classroom performance. Key factors include heavy workloads, administrative duties, and time management difficulties. Teachers often spend much time on non-instructional tasks such as grading, lesson preparation, and administrative work, detracting from their focus on student engagement and personalized teaching (Jerrim & Sims, 2019). During the pandemic, teachers reported difficulties balancing their personal and professional lives, further affecting their efficiency (Grissom, Kalogrides & Loeb, 2020).

Teacher performance plays a crucial role in shaping student outcomes. Leigh and Ryan's (2021) study demonstrated a strong correlation between high-quality teaching and improved student performance. Effective teachers significantly contribute to student learning gains, emphasizing the importance of teacher effectiveness as a key determinant of educational success. Similarly, Simonsen et al. (2021) revealed that effective management practices lead to better student behavior and increased academic engagement. This creates a positive learning environment where students are more likely to succeed. Moreover, Darling-Hammond (2021) addressed the critical issue of educational equity, arguing that teacher quality is essential for closing achievement gaps. She pointed out that schools serving marginalized communities often struggle to attract and retain effective teachers, exacerbating existing inequities. Together, these studies illustrate that teacher performance is vital in fostering student success and addressing educational disparities.

Research has demonstrated that teacher stress is significantly correlated with performance. It can harm a teacher's capacity to manage classrooms effectively, deliver instruction, and engage students. Teachers experiencing stress often have reduced job satisfaction, which can lead to burnout and lower overall teaching quality (Greenberg et al., 2021). Moreover, teacher stress and performance are strongly linked to work-life balance, as the demands of teaching often extend beyond school hours, impacting personal time and well-being. When teachers struggle to maintain a healthy work-life balance, their stress levels increase, negatively affecting their job performance. Teachers who cannot disconnect from work during personal time experience higher

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levels of burnout, which diminishes their ability to engage with students and deliver effective instruction. This imbalance can also lead to emotional exhaustion, reduced classroom management skills, and less effective teaching practices (Kim et al., 2021).

2. METHOD

2.1 Research Respondents

This investigation focused on a minimum of 300 educators from the public elementary and secondary institutions in the Island Garden City of Samal. The secondary and elementary public schools of the Island Garden City of Samal have one thousand three hundred sixty-three (1,363) teachers, as per the analysis. These teachers have ordinary teaching posts and already have a teaching service of 5 years and above.

Defining the respondents was based on a stratified random sampling design. Stratified random sampling is a type in which the population is classed into categories or strata with some characteristic similarity. They then randomly choose participants from each stratum in proportion to the other cases in the population. It means that each subgroup under study will be well represented, which may help increase the credibility of results obtained in a specific study. It can also be used when comparing different parts of a population or sampling across important categories (Thompson, 2023).

The inclusion criterion shall be only teachers in public schools and those with five or more years of service. Also, these teachers should possess permanent products in DepEd. Other administrative considerations that shall be considered while adhering to the exclusion criterion shall be as follows: any teacher who has served for four years and below and does not hold a permanent position, nor does he or she hold any items, shall not be allowed to participate in the study. When some of the included respondents withdraw, they shall not be compelled to participate, and they will be free to withdraw without any consequence as their rights to choose will be respected.

2.2 Materials and Instrument

Three sets of instruments were used as materials for data gathering. For the independent variable, the teacher stress instrument borrowed from Rosenberg (2010), which contains the student behavior, employee/administrator relations, teacher/teacher relations, parent/teacher relation, time management; intrapersonal conflicts, physical symptoms of stress; psychological/emotional symptoms of stress; and stress management techniques as the indicators. For the dependent variable, the teacher performance instrument was taken by Catolos and Catolos (2017) with the following indicators: instructional skills, guidance skills, management skills, interpersonal skills, and leadership skills. Lastly, for the mediating variable, the instrument work-life balance questionnaire is lifted by Herlin (2010), with the following indicators: supervisor behavior, feeling about the job, organization values, feelings about your organization, family situation, feelings about your family life, and personal well-being.

The responses on teacher stress, teacher performance, and work-life balance were analyzed using the scale based on the range of means with its descriptive level and interpretation. The very high descriptive level, with a mean of 4.20-5.00, measures teacher stress, teacher performance, and work-life balance, which are always manifested or always evident. A high descriptive level with a mean of 3.40 – 4.19 means teacher stress, teacher performance, and work-life balance measures are often manifested/evident. Moderate descriptive level with a mean range of 2.60-3.39 means measures of teacher stress, teacher performance, and work-life balance are sometimes manifested/evident. The low descriptive level with a range of mean 1.80 – 2.59 means measures of teacher stress, teacher performance, and work-life balance are seldom manifested/evident. Very low descriptive level with a mean of 1.00 – 1.79 means measures of teacher stress, teacher performance, and work-life balance are almost never manifested/evident.

The survey questionnaires were pretested in a pilot test to obtain the Cronbach Alpha coefficient of .874 for the survey. Another group of experts was also involved in validating the face and content of the developed instruments on a draft basis. This evaluation gave a mean score of 4.09, which is very good.

2.3 Design and Procedure

The study used the non-experimental quantitative research design, particularly the descriptive-correlation approach. Supporting such an argument, Swart et al. (2019) have established that an alternate mode exists for data gathering, analysis, and ethical issues different from experimental methods, and they have illustrated this through the usage of advanced regression models. This design involves the analysis of variables as they occur in intervals or, in some cases, concurrently, whereby the researcher can compare variables and test for existing trends or patterns within them. Descriptive, correlational, and observational research are non-experimental research designs. These designs are appropriate for association and establishing hypotheses, although not the evidence of cause-and-effect relationships (Creswell, 2022).

This research also included a mediation technique. Mediation analysis is one of the statistical techniques that help the researcher establish the path by which an independent variable impacts a dependent variable using a mediating variable. In the context of social sciences, specifically, in a non-experimental study, mediation analysis evaluates the importance of the mediating factor when explaining the relation between the independent and dependent variables. This approach enables a researcher to establish the extent of various curvilinear relationships at once and understand how and why effects occur in a precise way (Hayes, 2023).

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Specifically, in the present study, the researcher also explored the mediating role of work-life balance between teacher stress and performance.

Data was gathered throughout the study, and analysis was conducted, which took approximately nine months, including the time dedicated to the manuscript. When gathering data, the researcher adhered to the following steps and protocols: The researcher first received permission to perform the study from the Dean of Professional Schools, who formally confirmed that the University of Mindanao had approved it. The letter was composed to seek approval for a study into the mediating effect of work-life balance between teacher stress and performance. The superintendent of the Island Garden City of Samal's Schools Division, Dr. Nelson C. Lopez, was then informed of the letter and gave his approval for the study to be carried out. The researcher sent a separate letter to the principal of each school asking for permission to carry out the study. The study involved distributing and collecting 300 survey questionnaires from September to October 2023, following the acquisition of necessary approvals. After completing all survey questions, the data was tallied and sent to the statistician for analysis.

This section presents the statistical tools employed to achieve the study's objectives. The teacher stress, teacher performance, and work-life balance were characterized using mean and standard deviation. The Pearson Product Moment Correlation will be utilized to assess whether a significant relationship exists between teacher stress and teacher performance, teacher stress and work-life balance, and teacher performance. Lastly, the Sobel Z-test and Path Analysis will determine if work-life balance significantly mediates the relationship between teacher stress and performance.

Furthermore, the researcher complied with the protocol assessments and standard criteria established by the University of Mindanao Ethics Review Committee (UMERC) under protocol number UMERC-2023-394. Throughout the investigation, respondents were permitted to contribute without the expectation of obligation. Additionally, the researcher ensured the confidentiality of the respondents' private information in compliance with the Data Privacy Act of 2012. Five validators evaluated the survey instruments. The researcher complied with all UMERC ethical regulations before, during, and after the study. The confidentiality of the data obtained files will be maintained to protect the anonymity of the respondents. The researcher instructed the principal to specify the sample population. A teacher who teaches students from elementary to senior high school may be considered a respondent. In order to reduce plagiarism, Grammarly and Turnitin reviewed this manuscript.

3. RESULTS AND DISCUSSION

3.1 Teacher Stress

As illustrated in Table 1, the level of teacher stress is low, with an overall standard deviation of 0.36 and an overall mean of 2.29. This means that teacher stress is seldom manifested or evident. The data indicates that the indicator with the highest mean score is parent/teacher relations, with a mean of 3.19 or low and a standard deviation of 1.09. Conversely, the data indicates that the employee/administrator relations had the lowest mean of 1.73 or a very low standard deviation of 0.49.

Table 1: Level of Teacher Stress

Indicators	SD	Mean	Descriptive Level
Student Behavior	0.49	2.54	Low
Employee/Administrator Relations	0.49	1.73	Very Low
Teacher/Teacher Relations	0.51	1.78	Very Low
Parent/Teacher Relation	1.09	3.19	Moderate
Time Management	0.65	2.52	Low
Intrapersonal Conflicts	0.52	2.64	Moderate
Physical Symptoms of Stress	0.66	2.19	Low
Psychological/Emotional Symptoms of Stress	0.79	2.06	Low
Stress Management Techniques	0.60	1.99	Low
Overall	0.36	2.29	Low

The implications that can be discussed based on the findings of this study are as follows: First, the extremely low mean score for employee/administrator relations points to a significant school-level shortage in inter-teacher-manager communication and cooperation. The study of Smith & Johnson (2023) supported the findings and stated that maintained relations in school could be reached further in helping facilitate teacher job satisfaction and improving students' performance. An equally closely connected problem is related to the 'Parent/Teacher Relations,' which is moderate satisfaction, which hints at the response that there can be more contact between parents and teachers. It is further supported by the study of Williams (2023), which stated that these relationships with the institutions can be enhanced to enhance support for students and their success. Thus, schools should devote

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their efforts to finding efficient prevention methods of interpersonal conflicts among the personnel and enhancing cooperation with parents to create a better learning system.

Moreover, this result means teacher stress is seldom manifested. This is contrary to the findings made by Carroll et al. (2022) where they found that more than half of the sample felt very or extremely stressed and even considered quitting the profession of teaching; this was particularly true for early career teachers, primary teachers, teachers practicing in rural and remote areas. Wettstien et al. (2021) concurred that stress and the incidence of psychosomatic diseases among teachers are higher than in other professions. The implication of teacher stress on the teachers themselves and students, motivation, and economic repercussions cannot be over-emphasized.

3.2 Teacher Performance

The level of teacher performance is shown in Table 2, with an overall standard deviation of 0.54 and an overall mean of 4.54, which is considered very high. This means that teacher performance is always manifested. The indicator guidance abilities have the highest mean score of 4.61, or very high, and a standard deviation of 0.55, as indicated by the data. Conversely, instructional skills received the lowest mean score of 4.46, which is considered very high, and a standard deviation of 0.54.

This implies that while teachers excel in guidance, there is room for improvement in instructional skills. Enhancing these skills through targeted professional development could significantly benefit teacher effectiveness and student learning outcomes. Addressing this gap will help create a more balanced teaching approach, integrating strong guidance with effective instructional strategies (Smith & Johnson, 2023).

Table 2: Level of Teacher Performance

Indicators	SD	Mean	Descriptive Level
Instructional Skills	0.54	4.46	Very High
Guidance Skills	0.55	4.61	Very High
Management Skills	0.58	4.54	Very High
Interpersonal Skills	0.59	4.48	Very High
Leadership Skills	0.52	4.60	Very High
Overall	0.54	4.54	Very High

This finding is supported by Özgenel and Mert's (2019) study, which stated that teachers' performance positively impacts school effectiveness. To attain excellent student achievement, teacher performance must be achieved first. Giving teachers feedback on their work, making sure they keep up the current level of performance, and enhancing this level of performance directly boosts student accomplishment and indirectly enhances the efficacy of the school. Thus, enhancing teacher effectiveness equates to investing in school effectiveness. It is further supported by Fitriah et al. (2022). The key to the success of schools in educating students and increasing student accomplishment is the ability of teachers to deliver learning material content that is easily understood by students as the item being taught.

3.3 Work-Life Balance

The data regarding the degree of work-life balance is presented in Table 3. The grand mean was 3.48, interpreted as high, with a standard deviation of 0.31. This indicates that the work-life balance of teachers is often manifested. The data suggests that the indicator with the greatest mean rating of 4.32 or very high and a standard deviation of 0.74 pertains to your family life. Conversely, the family situation is the indicator with the lowest mean rating of 3.07 or moderate and a standard deviation of 0.65. These findings imply that while teachers generally maintain a good work-life balance, there are significant disparities within specific aspects, particularly regarding family situations. Addressing the challenges highlighted by the lower rating could enhance educators' overall well-being and job satisfaction. The study of Brewer (2023) supported the result by stating that targeted interventions and support systems focusing on family-related issues may contribute to a more comprehensive approach to work-life balance, ultimately benefiting both teachers and their students.

Table 3: Level of Work-Life Balance

Indicators	SD	Mean	Descriptive Level
Supervisor Behavior	0.46	4.03	High
Feeling About Job	0.44	3.15	Moderate
Organization Values	0.41	3.22	Moderate

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Feelings about your Organization	0.62	3.09	Moderate
Family Situation	0.65	3.07	Moderate
Feeling about your Family Life	0.74	4.32	Very High
Personal Well-Being	0.49	3.46	High
Overall	0.31	3.48	High

In accordance with Wood et al. (2020), work-life balance is achieved by adeptly managing personal and professional responsibilities, which corroborates the findings of the investigation. It is corroborated by the research conducted by Brough et al. (2020), which asserted that work-life balance is achieved by balancing the responsibilities and obligations of the workplace with the requirements and demands of daily life. It suggests that it is important to maintain a balance between personal and professional responsibilities to enhance the overall satisfaction and enjoyment of life. It is consistent with the research conducted by Chung and Van (2020), which posited that to accomplish this equilibrium, it is necessary to maintain a positive work-life balance and assign equal importance to one's physical, mental, and emotional well-being in both personal and professional contexts. Personal aspects include employee beliefs and priorities, coping strategies, and perspectives on work and family life.

3.4 Significance on the Relationship between Teacher Stress and Teacher Performance

The outcome of the examination regarding the relationship between teacher stress and teacher performance is illustrated in Table 4.1. The relationship was tested at a 0.05 level of significance, as indicated by the hypothesis. The null hypothesis was rejected, as evidenced by the aggregate r-value of -.500 and a p-value of <0.05. This means a significant negative relationship exists between teacher stress and teacher performance.

Table 4.1: Significance of the Relationship between Teacher Stress and Teacher Performance

Teacher Stress	Teacher Performance					
	Instructional skills	Guidance skills	Management skills	Interpersonal skills	Leadership Skills	Overall
Student behavior	-.636** .000	-.585** .000	-.658** .000	-.636** .000	-.526** .000	-.628** .000
Employee/administrator relations	-.655** .000	-.714** .000	-.605** .000	-.530** .000	-.570** .000	-.633** .000
Teacher/teacher relations	-.249** .000	-.360** .000	-.255** .000	-.210** .000	-.264** .000	-.275** .000
Parent/teacher relation	.462** .000	.357** .000	.413** .000	.513** .000	.450** .000	.453** .000
Time management	-.541** .000	-.293** .000	-.388** .000	-.407** .000	-.194** .001	-.378** .000
Intrapersonal conflicts	-.377** .000	-.252** .000	-.207** .000	-.168** .003	-.198** .000	-.248** .000
Physical symptoms of stress	-.652** .000	-.461** .000	-.555** .000	-.577** .000	-.445** .000	-.556** .000
Psychological/emotional symptoms of stress	-.361** .000	-.410** .000	-.413** .000	-.366** .000	-.476** .000	-.417** .000
Stress Management Techniques	-.518** .000	-.492** .000	-.433** .000	-.363** .000	-.409** .000	-.456** .000
Overall	-.568** .000	-.520** .000	-.501** .000	-.423** .000	-.411** .000	-.500** .000

These findings highlight the detrimental impact of stress on teachers' ability to perform effectively in their roles. Elevated stress levels may hinder teachers' focus, decision-making, and effectiveness, ultimately affecting student outcomes. Recognizing this negative relationship emphasizes the need for interventions and support systems to reduce educators' stress and enhance their performance and well-being.

The result is in accordance with the findings of Asaloei et al. (2020), who discovered a substantial negative correlation between primary school teacher performance and work-related stress. Compared to their counterparts who are under less stress, teachers experiencing significant stress have more negative sentiments toward their students, are less tolerant of their students, and have

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poorer relationships with pupils they perceive as tough. Students' academic progress is more likely to be observed by exceptional, successful teachers, and the reverse is also true.

3.5 Significance on the Relationship between Teacher Stress and Work-Life Balance

The test results examining the relationship between teacher stress and work-life balance are presented in Table 4.2. As indicated in the hypothesis, the relationship was evaluated at a significance level of 0.05. A p-value of less than 0.05 and an aggregate r-value of 0.353 indicated the rejection of the null hypothesis. Thus, there is a significant correlation between teacher stress and work-life balance among educators. This indicates a correlation between teacher stress and work-life balance.

Table 4.2: Significance of the Relationship between Teacher Stress and Work-Life Balance

Teacher Stress	Work Life Balance							Overall
	Supervisor Behavior	Feeling About Job	Organization Values	Feelings about your Organization	Family Situation	Feeling about your Family Life	Personal Well-Being	
Student Behavior	-.423** .000	.377** .000	.249** .000	.335** .000	.114* .042	- .221** .000	-.280** .000	.022 .702
Employee/Administrator Relations	-.347** .000	.215** .000	-.120* .033	.162** .004	.200** .000	-.064 .254	.147** .009	.068 .228
Teacher/Teacher Relations	-.223** .000	.256** .000	-.399** .000	.045 .420	.125* .026	.117* .038	.346** .000	.103 .066
Parent/Teacher Relation	.527** .000	.367** .000	.150** .007	.351** .000	- .149** .008	.498** .000	.771** .000	.625** .000
Time Management	-.277** .000	.200** .000	.345** .000	.606** .000	.476** .000	-.113* .045	-.193** .001	.282** .000
Intrapersonal Conflicts	-.234** .000	-.054 .334	.149** .008	.353** .000	.315** .000	.089 .114	.055 .327	.209** .000
Physical Symptoms of Stress	-.499** .000	.055 .330	.366** .000	.525** .000	.207** .000	- .248** .000	-.391** .000	.009 .872
Psychological/Emotional Symptoms of Stress	-.255** .000	.322** .000	-.167** .003	.056 .321	-.035 .530	.046 .414	.226** .000	.052 .360
Stress Management Techniques	-.186** .001	-.009 .870	.420** .000	.467** .000	.071 .207	- .340** .000	-.222** .000	.025 .654
Overall	-.267** .000	.379** .000	.215** .000	.591** .000	.211** .000	.033 .560	.198** .000	.353** .000

This is consistent with research by Sumathi and Velmurugan (2020), which found a positive correlation between work-life balance and stress. Teachers who can effectively manage stress and maintain a healthy work-life balance may report feeling satisfied with their jobs. Reducing teacher stress positively impacts their work-life balance, providing numerous benefits for educators and the broader educational environment. Teachers experience improved mental and physical well-being, allowing them to better manage personal and professional responsibilities, leading to increased job satisfaction and fulfillment. It is further supported by the study of Jakubowski and Sitko-Dominik (2021), which stated that teachers with social support at work promote a better work-life balance, which raises job happiness, and outside of the office, which promotes life satisfaction.

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3.6 Significance on the Relationship between Work-Life Balance and Teacher Performance

The test of the relationship between teacher performance and work-life balance among teachers is illustrated in Table 4.3. The findings indicate that the aggregate values indicate a substantial correlation between teacher performance and work-life balance. The null hypothesis is rejected, as the aggregate r-value is .402 and the p-value is less than 0.05; the study results indicate that work-life balance is correlated with teacher performance.

Table 4.3: Significance of the Relationship between Work-Life Balance and Teacher Performance

Work Life Balance	Teacher Performance					
	Instructional Skills	Guidance Skills	Management Skills	Interpersonal Skills	Leadership Skills	Overall
Supervisor Behavior	.707** .000	.632** .000	.616** .000	.644** .000	.624** .000	.664** .000
Feeling About Job	.003 .956	-.074 .189	-.226** .000	-.206** .000	-.002 .968	-.108 .055
Organization Values	-.040 .479	-.017 .765	-.094 .095	-.027 .626	.000 1.000	-.038 .505
Feelings about your Organization	-.159** .005	-.004 .950	-.172** .002	-.148** .008	.050 .377	-.093 .099
Family Situation	-.158** .005	.052 .360	-.008 .891	-.113* .044	.117* .038	-.026 .648
Feeling about your Family Life	.554** .000	.564** .000	.596** .000	.574** .000	.596** .000	.594** .000
Personal Well-Being	.509** .000	.427** .000	.478** .000	.519** .000	.501** .000	.501** .000
Overall	.361** .000	.426** .000	.335** .000	.334** .000	.507** .000	.402** .000

This implies that work-life balance and teacher performance suggest that improving work-life balance can directly enhance teachers' effectiveness in the classroom. Schools should consider implementing policies and practices that promote a healthier balance, such as flexible work hours, reduced administrative burdens, and opportunities for professional development focused on time management and self-care. By prioritizing teachers' well-being and ensuring they have the resources and support needed to manage their personal and professional lives, educational institutions can boost overall teacher performance, leading to improved student outcomes and a more positive school environment. Investing in work-life balance not only supports teachers but also contributes to the educational system's success as a whole.

The finding is consistent with the research conducted by Ademola et al. (2021), which showed a significant direct impact of work-life balance on teachers' job performance, indicating a positive relationship between the two. It implies that teachers' performance would increase with a better work-life balance. Consequently, work-life balance can cover every facet of an employee's personal and professional life, including their relationships with their families, jobs, community, and society. The ability of employees to appropriately prioritize their jobs and other responsibilities, such as their daily lives, social lives, health, and families, is the core focus of work-life balance (Nwagbara, 2020). This is further supported by Onaolapo et al. (2019), who stated that this could be facilitated by effective education, lesson planning, effective job schemes, appropriate supervision, work tracking, and the ability to enforce rules.

3.7 Moderating Analysis of the Three Variables

For the third variable to be perceived as a mediator, mediation analysis necessitates the completion of four steps. The stages that were classified as stages 1 to 4 are listed in Table 5. As demonstrated in Step 1, the direct negative impact of teacher performance on teacher stress is significant. Teacher stress substantially affects work-life balance in step 2, as evidenced by the mediator (M). In the interim, Step 3 presents the analysis results, indicating that work-life balance substantially predicts teacher performance. The influence of teacher stress on teacher performance was diminished after being mediated by work-life balance, as seen in Step 4 (denoted as c'). The effect was significant at a p-value of less than 0.05, which resulted in partial mediation.

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Table 5: Regression analysis showing the influence of stress on performance as mediated by work life balance

Step	Path	B	S.E.	β
1	c	-.753	.073	-.500***
2	a	.301	.045	.353***
3	b	1.163	.064	.660***
4	c'	-1.103	.055	-.733***

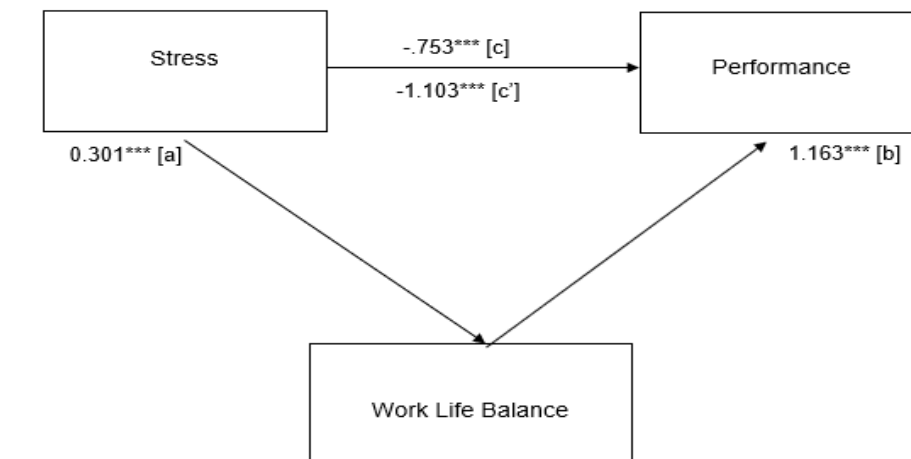
* $p < 0.05$

Additionally, Figure 2 illustrates the outcome of the mediating effects computation. A z-value of 6.27, $p < 0.05$, was obtained from the Sobel test in Table 8. This implies that the mediating effect is partial, as the addition of work-life balance diminished the original direct impact of teacher stress on teacher performance. The positive value of Sobel z suggests that the inclusion of work-life balance mitigates the effects of teacher stress on teacher performance.

Table 6: Results of statistical analysis on presence (or absence) of mediating effect

Combination of Variables	Sobel z	p-value	Mediation
stress → work life balance → performance	6.271746	<0.05	Partial mediation

* $p < 0.05$



Mediation Analysis

Sobel z 6.271746, $p < 0.05^*$
 Percentage of the total effect that is mediated -46.547392%
 Ratio of the indirect to direct effect -0.317637

Effect Size Measures

Unstandardized Coefficients
 Total: -0.753
 Direct: -1.103
 Indirect: 0.301
 Ratio Index: 0.3997

Figure 2. Medgraph showing the Mediation Analysis

Furthermore, Figure 2 illustrates the computed effect size for the mediation test, which appears to be between three variables. The indirect path can be associated with the effect size, which determines the extent of the influence of teacher stress on teacher performance. The beta of teacher tension in relation to teacher performance is -0.75. The beta of teacher stress toward teacher performance with work-life balance included in the regression is -1.10. The indirect effect value of 0.301 is the value that was derived from the original beta between teacher stress and teacher performance, which now passes through work-life balance ($a \cdot b$, where "a" referred to the path from TS to WLB and "b" to the path from WLB to TP). The ratio index is calculated by dividing the indirect effect by the overall impact. In this instance, the ratio index is 0.3997, equivalent to 0.301 divided by -0.753. It appears that the work-life balance is responsible for 39.97% of the total impact of teacher stress on teacher performance.

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4. CONCLUSION

The study discovered that the teachers in the Island Garden City of Samal exhibited low levels of stress, very high levels of performance, and high levels of work-life balance. The study's findings further confirm a significant negative relationship between teacher stress and teachers' performance. There is a significant relationship between teacher stress and work-life balance and between work-life balance and teacher performance.

This study is anchored in Reflective Teaching Theory, as developed by Donald Schön (1983), and is supported by Albert Bandura's Teacher Self-Efficacy Theory, which stems from Social Cognitive Theory. Schön emphasizes the importance of reflection in enhancing teaching practices, while Bandura asserts that an individual's belief in self-efficacy significantly influences their behavior and performance. As stress levels rise, teachers may experience a decline in self-efficacy, adversely affecting their productivity and job satisfaction. Schools can improve teachers' self-organizational performance by fostering positive relationships with colleagues and allowing flexible work schedules. Additionally, stress and time management training empowers teachers to handle their responsibilities more effectively. Promoting a work-life balance within an organization's culture positively impacts teachers' stress levels and self-efficacy, ultimately enhancing teaching quality and overall quality of life.

Reduced stress enables precise focus, fosters creativity, and promotes a positive classroom environment, leading to better student engagement and learning outcomes. Moreover, Lower stress levels facilitate improved teacher-learner interactions, higher job satisfaction, and greater resilience, ensuring a stable and effective teaching workforce. Low stress levels among teachers contribute positively to their work-life balance by enabling them to manage their professional responsibilities more efficiently, leading to greater personal well-being and fulfillment. This balance helps prevent burnout, promotes mental and physical health, and allows teachers to engage more fully in their personal lives outside of work, ultimately leading to a more sustainable and fulfilling career in education. The outcome further demonstrates that among teachers in Island Garden City of Samal, work-life balance partially mediates, to some extent, the association between teacher stress and performance. As a result, it is advised that schools provide stress management training, expand wellness programs, and foster peer support networks. Regular workload evaluations, administrative support, and appropriate professional development opportunities are also essential. By addressing both stressors and performance determinants, schools can foster a supportive climate that promotes teacher well-being and improved performance.

It is recommended that the researchers evaluate the limits of the independent and dependent variables in this study for future research and that the survey be completed by implementing some intervention. Finally, it is recommended that the research community and the literature field emphasize upcoming studies that investigate variables that were not included in the study but may be crucial in moderating the association between them.

ACKNOWLEDGMENT

This challenging work would not have been completed without the wisdom from our God Almighty. My profound gratefulness to the members of my thesis committee. Their time, expertise, and valuable contributions have greatly enhanced the quality of this research through their constructive comments and suggestions. My sincere appreciation goes to the participants who generously volunteered their time and shared their insights for this study. Their contributions have played a vital role in providing meaningful data and enriching the findings of this research. I would like to express my heartfelt gratitude to my family and friends for their unwavering support and encouragement throughout this journey. Their belief in me and constant motivation have been a source of strength, helping me overcome challenges and persevere. Lastly, I extend my gratitude to all the individuals and sources whose work and research have influenced and shaped the direction of this study. Their contributions have laid the foundation for this thesis and have been pivotal in developing my understanding of the subject matter. I am truly grateful for being a part of this journey and for the invaluable support in bringing this thesis to fruition.

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