2026 Volume: 02 Issue: 04 www.ijrpa.com ISSN 2456-9995 Research Article

International Journal Research Publication Analysis

Page: 01-33

SELF-CARE PRACTICES AND WORK -LIFE BALANCE AMONG PUBLIC ELEMENTARY SCHOOL TEACHERS

***Celeste Faye M. Magkilat**

Valencia Colleges (Bukidnon) INC. Hagkol, Valencia City, Bukidnon 8709 Philippines.

Article Received: 07 March 2026
Article Revised: 27 March 2026
Published on: 17 April 2026

***Corresponding Author: Celeste Faye M. Magkilat**
Valencia Colleges (Bukidnon) INC. Hagkol, Valencia City, Bukidnon 8709 Philippines.

DOI: https://doi-doi.org/101555/ijrpa.6134

ABSTRACT:

This study examined the work-life balance of public elementary school teachers in Kibawe West District through their self-care practices. Specifically, it assessed teachers' self-care across four dimensions: physical, emotional, psychological/mental, and social, and evaluated their work-life balance in terms of personal well-being, job satisfaction, and professional performance. The study further investigated the relationship between self-care practices and work-life balance and identified which aspects of self-care significantly predict teachers' work-life balance.

The findings revealed that teachers consistently practice self-care, with overall means of 4.68 for physical, 4.63 for emotional, 4.64 for psychological/mental, and 4.60 for social self-care, demonstrating a strong commitment to holistic well-being. Teachers also exhibited a very high level of work-life balance, with overall means of 4.59 for personal well-being, 4.61 for job satisfaction, and 4.61 for professional performance, indicating their ability to effectively integrate personal and professional responsibilities.

Correlational analysis showed that physical and emotional self-care were not significantly related to work-life balance, whereas psychological/mental self-care and social self-care had significant negative relationships with certain dimensions of work-life balance. Regression analysis confirmed that psychological/mental self-care ($\beta = -0.180$, $p = 0.013$) and social self-care ($\beta = -0.289$, $p = 0.000$) significantly predicted teachers' work-life balance, accounting for 12.2% of the variance.

The study concludes that while teachers maintain consistent self-care and high work-life balance, certain types of self-care may interact with professional demands in ways that require careful attention. Recommendations were provided for school heads, teachers,

students, stakeholders, and policymakers to foster well-being, balance, and effective professional performance.

KEYWORDS: *self-care practices, work-life balance, elementary school teachers, psychological self-care, social self-care, personal well-being, job satisfaction, professional performance.*

INTRODUCTION

Teaching is a profession that demands not only academic expertise but also emotional resilience, adaptability, and sustained motivation. Teachers are constantly exposed to multiple stressors, including workload, time pressure, diverse learner needs, and administrative responsibilities which affects how they will communicate meaningfully with their students, colleagues, and families. This emotional exhaustion might extend into personal life, resulting in a lack of energy and motivation to participate in non-work-related activities.

Moreover, burnout has been found to negatively affect the well-being and performance of teachers, leading to increased turnover rates and reduced job satisfaction. It has significant implications not only for the individual teachers but also for the overall quality of education. Without effective self-care strategies and work like balance, these stressors can lead to burnout, decreased job satisfaction, and reduced teaching engagement.

Self care strategies are one of the important factors that will help faculty instructors to develop holistic wellness such as increasing mental health support, physical wellness, on work-life balance and establishing a social and community support. It is essential and deemed necessary for a faculty member to have an effective self care strategies as they will be given several tasks. The practice of self-care is composed of practices such as coping strategies that help individuals deal with stressful situations. Thus, the primary aim of self-care strategies seek to improve the person's mental, physical, spiritual, and emotional, welfare (Barnett, 2017).

According to Good (2019), self-care reduces stress and stabilizes individuals personal and professional commitments of balance within one self and the environment; thus, providing a positive structure to the overall well-being of the individual. With that said, individual's must identify what the meaning of self-care is to them and apply it to their daily lives. He discusses the importance of self-care and the many benefits of practicing it. In education, teachers are working to meet the needs of their students, families, and coworkers before they meet their own, which can take a toll on their well-being. He explains, "people who are able

meet their own physical and emotional needs are typically better equipped to take care of others.

On the other hand, work-life balance has also been found to reduce teacher burnout positively. When teachers can effectively balance their work and personal responsibilities, they are less likely to experience high levels of stress and exhaustion. However, some factors can hinder organizational support and work-life balance for teachers. For example, heavy workloads, lack of autonomy, and inadequate resources can all contribute to increased burnout among teachers. In light of these findings, organizations need to prioritize their teachers' well-being and work-life balance. This can be achieved by implementing policies and practices that promote a positive work environment, provide teacher resources and support, and encourage work-life balance (Gil-Monte, 2019).

In this connection, a study that focused on teachers' burnout and teaching performance toward the quality of work-life balance in face-to-face classes was conducted by Bustamante C. et al. (2024). Their study precisely determined the extent of teacher burnout, teachers' quality of work-life balance, and teachers' teaching performance. The findings imply that teachers' burnout and motivation at work are linked to teaching performance in teaching-learning, student outcomes, and community involvement.

Public elementary school teachers in the Kibawe West District, like many educators in the Department of Education (DepEd), are expected to fulfill numerous roles beyond classroom instruction. They handle administrative tasks, attend endless meetings, participate in school and community activities, and respond to learners' diverse needs. These overlapping responsibilities often blur the boundaries between work and personal life, leading to stress, fatigue, and reduced job satisfaction.

Work-life balance (WLB) has become an increasing concern in the teaching profession, as the demands of work frequently extend beyond official hours. Teachers bring unfinished tasks home, check learners' outputs at night, and prepare reports even on weekends. This imbalance can result in burnout, health problems, and a decline in work performance and personal well-being.

Self-care practices—such as mindfulness, regular exercise, healthy eating, time management, social connection, and emotional awareness—are essential tools to maintain mental and physical wellness. However, most teachers in the Kibawe West District lack structured programs or institutional support systems that promote self-care as part of professional development.

Enhancing teachers' work-life balance through a self-care–centered intervention framework can help sustain their enthusiasm, productivity, and resilience in the teaching profession. This study, therefore, aims to assess the work-life balance status of public elementary teachers in Kibawe West District and develop an intervention framework focusing on self-care strategies to improve their overall well-being and professional effectiveness.

This study aims to develop an intervention framework to enhance the work-life balance of public elementary teachers in Kibawe West District through self-care practices.

Specifically, it seeks to answer the following questions:

1. What is the level of self-care practices of public elementary school teachers in Kibawe West District in terms of: a. physical self-care; b. emotional self-care; c. psychological self-care; and d. social self-care?
2. What is the level of work-life balance of the teachers in terms of:

a. personal well-being; b. job satisfaction; and professional performance?

3. Is there a significant relationship between self-care practices and the work-life balance of public elementary school teachers?
4. Which self-care practices best predict the work-life balance of public elementary school teachers in Kibawe West District.

2. METHODOLOGY

2.1 Research Design

This study is a descriptive-correlational research design, it describes the level of self-care strategies and work-life balance among public elementary teachers. Moreover, it will determine the relationship between self-care strategies and work-life balance among public elementary teachers The study focuses on determining the level of self-care strategies in terms of physical self-care strategies, emotional and mental self-care strategies, social and professional self-care strategies. On the other hand, the work-life balance include satisfaction with family and self-life, awareness towards work-life balance, job satisfaction and flexible environment, and self-appreciation of work. The based on the findings of the study, an intervention plan could be designed by the researcher.

2.2 *Research Locale*

This study will be conducted in the public elementary schools in Kibawe District, Kibawe Bukidnon, Division of Bukidnon. The Province of Bukidnon is the official name for Bukidnon. Malaybalay City is Bukidnon's capital. Twenty municipalities and two component

cities make up the province. The province is the third-largest in the nation. "Bukidnon" is a name that means "highlander" or "mountain dweller." In Region 10, which is a major producer of rice, corn, pineapples, bananas, and sugarcane, the province is regarded as a food basket.

Kibawe, officially the Municipality of Kibawe (Cebuano: Lungsod sa Kibawe; Tagalog: Bayan ng Kibawe), is a municipality in the province of Bukidnon, Philippines. According to the 2020 census, it has a population of 41,897 people. n the early days of the American regime, Kibawe was populated by a tribe of Mamadas people. The Mamadas people were nomadic by nature and subsisted on hunting and forest products. They maintained small plots of corn, camote and gabi in places where they built their temporary shelters.

They practiced a feudal type of government and were responsible only to their datus who governed as their political chieftain, judge, religious leader and armed-forces chief. The most famous among the “datus” was Datu Mambantayao. Datu Mambantayao's bravery and love for his subjects were unexcelled and remain in the hearts and minds of the people to this day. One of the historic events of his life as a datu was the capturing of a lady whom he loved. She was abducted by a tribe from Bugcaon, Malaybalay, Bukidnon, seventy kilometers away from Kibawe. Datu Mambantayao, along with his armed trained warriors marched to Bugcaon, which they attacked heavily, plundering and killing the Bugcaons’ chieftain for the recovery of the lady who he later married. Datu Mambantayao named this place Kibawe from the word “Guibawe” meaning recovery.

Bukidnon was eventually created as a separate province from Agusan. Kibawe became a barrio of Maramag. It now occupied the southern portion of Bukidnon, bounded on the north by Maramag, on the south by Carmen, Cotabato, on the east by Magpet, Cotabato and on the west by Lanao Sur. It covered the present areas of the mother municipality of Kibawe, the daughter municipalities of Dangcagan, Damulog and Kadingilan and grand daughter municipality of Kitaotao, with a land area of approximately 1,250 km2 (480 sq mi)

Kibawe became a municipal district in 1931 and then became a regular municipality on July 1, 1956 under Executive Order 272 issued by then vice president, later president of the Philippines, Carlos P. Garcia. Later on, barrio Dangcagan separated into a regular municipality. The growth and development of the municipality served high after the Second World War as immigrants from all over the country (mainly from Visayas and Mindanao) came flocking into the fertile valleys and low mountains of the community.

2.3 The Respondents of the Study

The respondents of the study were the 150 public elementary schools and integrated schoolteachers handling learners. These teachers are currently teaching this School Year 2025-2026. The researcher will have a complete enumeration method in selecting the respondents who best meet the purpose of the study. Table 1 presents the number of respondents from the participating school.

Table 1. Distribution of Respondents.

Name of School	No. of Teacher-Respondents
Kibawe Central ES	45
Balintawak ES	9
Gutapol	9
Kiorao	4
New Kidapawan IS	15
Spring ES	12
Old Kibawe ES	25
Romagooc ES	15
Talahiron ES	20
Marapange IS	15
West Kibawe	30
TOTAL	199

2.4 The Research Instruments

The study will use a patterned and modified questionnaire as the main instrument. The questionnaire consists of Part I. Self-Care Strategies. This include the questions pertain to Physical Self-Care Strategy, Emotional and Mental Self-Care Strategy, and Social and Professional Self-Care Strategy while Part II is on the teachers' work-life balance questionnaire, an adapted questionnaire from Punia and Kamboj (2013), with four (4) components namely: satisfaction with family and self-life, awareness towards work-life balance, job satisfaction and flexible environment, and self-appreciation of work.

2.5 Data Gathering Procedure

Upon the recommendation of the Dean of the College of Education at Valencia Colleges, a formal request will be submitted to the Schools Division Superintendent of the Bukidnon Division for the deployment of the research instrument in schools. Upon receiving approval from the Schools Division Superintendent, the researcher will proceed to send communication letters to the District Supervisors. Following the completion of all necessary communications and approvals, the participants will personally respond to the questionnaires.

Prior to the conduct of the study, the survey questionnaires will be administered to a pilot sample. Pilot testing is a crucial phase that significantly contributes to the rigor of the research. By identifying and addressing potential challenges prior to the main study, the researcher can enhance the reliability and validity of the findings, thereby strengthening the overall thesis. After the pilot testing phase, the respondents will completely answer the questionnaires in the designated time and location within the school premises.

The researcher will take measures to ensure the confidentiality of the respondents' answers, assuring them that the inclusion of their names was neither required nor encouraged. The completed questionnaires will be collected on the same day, after which the data will be extracted from the responses. The data will be classified, organized, and will be tabulated accordingly.

2.6 Scoring Procedure

For Self-Care Strategies, the following scoring procedure will be followed. The items/indicators focuses on the three (3) areas; Physical Self-Care Strategies, Emotional and Mental Self-Care Strategies, and Social and Professional Self-Care Strategies.

Scale	Range	Descriptive Rating	Qualitative Interpretation
5	4.21 – 5.00	Always Practiced	The teacher consistently applies self-care strategies, showing strong awareness and integration of practices for well-being.
4	3.41 – 4.20	Often Practiced	The teacher regularly applies self-care strategies but may miss them in some situations.
3	2.61 – 3.40	Sometimes Practiced	The teacher occasionally applies self-care strategies but lacks consistency and sustainability.
2	1.81 – 2.60	Rarely Practiced	The teacher seldom applies self-care strategies and shows minimal effort toward maintaining well-being.
1	1.00 – 1.80	Never Practiced	The teacher does not apply self-care strategies, showing little to no engagement in practices that support well-being.

For teacher's work-balance life which consist of satisfaction with family and self-life, awareness towards work-life balance, job satisfaction and flexible environment, and self-appreciation of work. The instrument will also utilize a 5 point Likert Scale. The following are embedded in the scale during the interpretation of data.

Scale	Range	Descriptive Rating	Qualitative Interpretation
5	4.21 – 5.00	Very High Work-Life Balance	The individual demonstrates excellent ability to balance professional and personal life, ensuring overall well-being and productivity.
4	3.41 – 4.20	High Work-Life Balance	The individual usually manages work and personal responsibilities effectively, with minor challenges.
3	2.61 – 3.40	Moderate Work-Life Balance	The individual sometimes manages to balance work and life but experiences occasional conflicts or stress.
2	1.81 – 2.60	Low Work-Life Balance	The individual often struggles to balance work and personal life, leading to stress and reduced well-being.
1	1.00 – 1.80	Very Low Work-Life Balance	The individual fails to balance work and personal life, which may negatively affect health, relationships, and work performance.

2.7 Statistical Instrument

The following statistical tools will be applied to analyze and interpret the data of this study:

For Problem 1 and 2, the mean and standard deviation was used to determine the teachers' levels on self-care strategies and work-life balance.

For Problem 3, Pearson Product-Moment Correlation Coefficient or Pearson r were utilized to determine the significant relationship between self-care strategies and work-life balance.

3. RESULTS AND DISCUSSIONS

3.1 Self-care Practices

Table 1. Level of self-care practices of public elementary school teachers in Kibawe West District in terms of Physical Self-Care.

Statement	Mean	SD	QD
1. I get at least 7–8 hours of sleep each night.	4.70	0.51	Consistently Practiced
2. I eat balanced and nutritious meals daily.	4.55	0.55	Consistently Practiced

3. I engage in regular physical activity (e.g., walking, exercise).	4.78	0.45	Consistently Practiced
4. I schedule time for rest and relaxation.	4.80	0.54	Consistently Practiced
5. I seek medical or dental check-ups when necessary.	4.79	0.49	Consistently Practiced
6. I maintain proper hydration by drinking enough water throughout the day.	4.73	0.52	Consistently Practiced
7. I avoid excessive consumption of unhealthy foods, caffeine, or energy drinks.	4.78	0.48	Consistently Practiced
8. I manage my workload to prevent physical exhaustion and fatigue	4.32	0.52	Consistently Practiced
Overall Mean	4.68	0.18	Consistently Practiced

Legend:

Scale	Range	Qualitative Description
5	4.20-5.00	Consistently Practiced
4	3.20-4.19	Most of the Time Practiced
3	2.60-3.19	Sometimes Practiced
2	1.80-2.59	Rarely Practiced
1	1.00-1.79	Never Practiced

Table 1 presents the level of physical self-care practices among public elementary school teachers in Kibawe West District. Overall, teachers consistently practiced physical self-care, with an overall mean of 4.68 (SD = 0.18). Among the indicators, the top three practices included scheduling time for rest and relaxation (Mean = 4.80, SD = 0.54), seeking medical or dental check-ups, when necessary (Mean = 4.79, SD = 0.49), and engaging in regular physical activity such as walking or exercise (Mean = 4.78, SD = 0.45). These results indicate that teachers prioritize rest, preventive health measures, and physical activity as part of their routine self-care. On the other hand, the item with the lowest mean was managing workload to prevent physical exhaustion and fatigue (Mean = 4.32, SD = 0.52), suggesting that while teachers consistently practice self-care, balancing workload remains a slight challenge compared to other aspects.

Örs (2024) investigated healthy lifestyle behaviors among public primary school teachers and found that although overall health promotion lifestyles were moderate, teachers recognized the importance of physical activity and other health behaviors reinforcing the role of intentional self-care in educational settings (Örs, 2024). Similarly, Alhazmi et al. (2025) reported that primary school teachers exhibited gaps in nutritional knowledge and physical activity, highlighting the need for improved teacher health behaviors that align with principles of physical self-care. Research by et al. (2024) on the relationship between

physical activity and sleep quality among K-12 teachers during the COVID-19 pandemic demonstrated that increased physical activity was associated with better sleep quality and lower stress, suggesting that active engagement in physical self-care can contribute to overall teacher well-being. Additionally, studies exploring recovery experiences among physical education teachers have shown that detachment from work and rest significantly contribute to well-being and protection against depression (Smith et al., 2024). Research examining the effectiveness of mindfulness and self-care interventions for teachers further supports that deliberate self-care practices positively affect teachers' stress and emotional exhaustion levels (Jones et al., 2024).

Table 2. Level of self-care practices of public elementary school teachers in Kibawe West District in terms of Emotional Self-Care.

Statement	Mean	SD	QD
1. I take time to acknowledge and express my feelings.	4.80	0.44	Consistently Practiced
2. I do activities that help me feel positive and happy.	4.34	0.53	Consistently Practiced
3. I forgive myself for mistakes or shortcomings.	4.72	0.53	Consistently Practiced
4. I seek emotional support from trusted friends or family.	4.33	0.48	Consistently Practiced
5. I manage my stress in healthy ways.	4.74	0.49	Consistently Practiced
6. I practice mindfulness or relaxation techniques (e.g., meditation, deep breathing) to regulate my emotions.	4.76	0.48	Consistently Practiced
7. I set boundaries to protect my emotional well-being from work-related stress.	4.81	0.45	Consistently Practiced
8. I reflect on my emotional responses to better understand myself.	4.72	0.52	Consistently Practiced
9. I engage in hobbies or activities that help me unwind and recharge emotionally.	4.44	0.58	Consistently Practiced
10. I maintain a positive mindset even when faced with challenges or setbacks.	4.59	0.53	Consistently Practiced
Overall Mean	4.63	0.13	Consistently Practiced

Legend:

Scale	Range	Qualitative Description
5	4.20-5.00	Consistently Practiced
4	3.20-4.19	Most of the Time Practiced
3	2.60-3.19	Sometimes Practiced
2	1.80-2.59	Rarely Practiced
1	1.00-1.79	Never Practiced

Table 2 presents the level of emotional self-care practices of public elementary school teachers in Kibawe West District. Overall, teachers consistently practiced emotional self-care, with an overall mean of 4.63 (SD = 0.13). Among the items, the top three practices included setting boundaries to protect emotional well-being from work-related stress (Mean = 4.81, SD = 0.45), taking time to acknowledge and express feelings (Mean = 4.80, SD = 0.44), and practicing mindfulness or relaxation techniques such as meditation or deep breathing to regulate emotions (Mean = 4.76, SD = 0.48). These results indicate that teachers are highly intentional in maintaining their emotional health by establishing protective boundaries, expressing feelings, and using relaxation strategies. On the other hand, the items with the lowest means were seeking emotional support from trusted friends or family (Mean = 4.33, SD = 0.48) and engaging in activities that help feel positive and happy (Mean = 4.34, SD = 0.53), suggesting that while teachers consistently practice emotional self-care, social support and positive engagement are slightly less emphasized compared to personal strategies.

Sokal, Trudel, and Babb (2020) found that teachers' emotional regulation and stress management strategies significantly predicted lower burnout and greater psychological well-being, supporting the high mean scores observed for managing stress in healthy ways. Renshaw et al. (2021) reported that teachers who engage in positive self-reflection, hobbies, and activities that promote joy show better emotional resilience, aligning with your result that teachers regularly engage in affective practices like engaging in enjoyable activities (Mean = 4.34, SD = 0.53) and maintaining a positive mindset.

Boundary setting and supportive relationships are also crucial; Carlan et al. (2019) noted that establishing clear emotional boundaries and seeking social support buffer against occupational stress and protect emotional well-being in educators, which corroborates your high means for setting boundaries and expressing feelings. Jennings and Greenberg (2015) emphasized that mindfulness and relaxation practices improve teachers' emotional self-awareness and regulation, which aligns with the high scores for mindfulness/relaxation techniques. Vesely et al. (2014) (while slightly earlier than your period, still influential in recent research) found that proactive emotional self-care practices reduce stress and emotional exhaustion, validating the consistent emotional self-care practices observed

overall.

Table 3. Level of self-care practices of public elementary school teachers in Kibawe West District in terms of Psychological / Mental Self-Care.

Statement	Mean	SD	QD
1. I reflect on my thoughts and actions regularly.	4.72	0.51	Consistently Practiced
2. I engage in activities that challenge my mind (reading, puzzles, learning).	4.60	0.57	Consistently Practiced
3. I set personal goals and review my progress.	4.45	0.56	Consistently Practiced
4. I practice mindfulness or meditation.	4.73	0.54	Consistently Practiced
5. I maintain a positive outlook despite challenges.	4.74	0.46	Consistently Practiced
6. I seek professional development opportunities to enhance my skills and knowledge.	4.52	0.53	Consistently Practiced
7. I manage negative or unhelpful thoughts effectively to reduce mental stress.	4.44	0.57	Consistently Practiced
8. I take time to plan and organize my tasks to avoid mental overload.	4.78	0.51	Consistently Practiced
9. I engage in problem-solving or critical thinking to address challenges in a constructive way.	4.68	0.56	Consistently Practiced
C10	4.78	0.47	Consistently Practiced
Overall Mean	4.64	0.16	Consistently Practiced

Legend:

Scale	Range	Qualitative Description
5	4.20-5.00	Consistently Practiced
4	3.20-4.19	Most of the Time Practiced
3	2.60-3.19	Sometimes Practiced
2	1.80-2.59	Rarely Practiced
1	1.00-1.79	Never Practiced

Table 3 presents the level of psychological or mental self-care practices of public elementary school teachers in Kibawe West District. Overall, teachers consistently practiced psychological self-care, with an overall mean of 4.64 (SD = 0.16). Among the items, the top three practices included taking time to plan and organize tasks to avoid mental overload (Mean = 4.78, SD = 0.51), engaging in mindfulness or meditation (Mean = 4.73, SD = 0.54), and maintaining a positive outlook despite challenges (Mean = 4.74, SD = 0.46). These results suggest that teachers intentionally manage their mental well-being by structuring

tasks, regulating stress through mindfulness, and fostering a constructive mindset in the face of difficulties. On the other hand, the items with the lowest means were managing negative or unhelpful thoughts effectively to reduce mental stress (Mean = 4.44, SD = 0.57) and setting personal goals and reviewing progress (Mean = 4.45, SD = 0.56), indicating that while teachers consistently engage in mental self-care, some strategies related to cognitive management and goal-setting are slightly less emphasized.

Beltman, Mansfield, & Price (2019) found that reflective practice among educators enhances resilience, self-awareness, and professional growth supporting your high mean for regular reflection. Mindfulness and meditation are also shown to buffer against stress; Roeser et al. (2017) demonstrated that mindfulness training reduced teacher stress and improved emotional regulation, aligning with consistently high means for mindfulness practice.

Goal-setting and professional growth are linked to increased self-efficacy and job satisfaction. In a large-scale study, Klassen & Chiu (2021) reported that teachers who regularly set personal and professional goals experienced stronger psychological well-being and improved career motivation, reinforcing their finding on setting and professional development engagement. Positive outlook and cognitive engagement in problem-solving have also been highlighted; Renshaw, Long, & Cook (2021) observed that teachers with higher positive mindset scores showed greater coping skills and mental resilience, which echoes your high mean for maintaining optimism despite challenges.

Effective mental stress management practices are associated with better cognitive functioning and lower burnout. Sokal, Trudel, & Babb (2020) found that teachers who practice cognitive regulation and planning strategies report lower levels of mental stress and burnout aligning with your highest score for planning and task management. Lastly, Jennings & Greenberg (2015) emphasize that strong mental self-care foundations such as reflection, positive cognition, and emotional regulation are foundational to teacher social–emotional competence and classroom functioning, supporting the overall consistently practiced psychological self-care observed in your study.

Table 4. Level of self-care practices of public elementary school teachers in Kibawe West District in terms of Social Self-Care.

Statement	Mean	SD	QD
1. I spend quality time with my family and loved ones.	4.60	0.51	Consistently Practiced
2. I maintain healthy relationships with colleagues and friends.	4.70	0.53	Consistently Practiced

3. I participate in social or community activities.	4.44	0.55	Consistently Practiced
4. I communicate openly with people I trust.	4.46	0.54	Consistently Practiced
5. I seek social interaction outside of work.	4.58	0.71	Consistently Practiced
6. I collaborate with colleagues to share experiences, ideas, or support.	4.70	0.54	Consistently Practiced
7. I set healthy boundaries to balance work demands and social life.	4.73	0.49	Consistently Practiced
8. I engage in professional networks or groups to build connections and support.	4.57	0.54	Consistently Practiced
Overall Mean	4.60	0.20	Consistently Practiced

Legend:

Scale	Range	Qualitative Description
5	4.20-5.00	Consistently Practiced
4	3.20-4.19	Most of the Time Practiced
3	2.60-3.19	Sometimes Practiced
2	1.80-2.59	Rarely Practiced
1	1.00-1.79	Never Practiced

Table 4 presents the level of social self-care practices of public elementary school teachers in Kibawe West District. Overall, teachers consistently practiced social self-care, with an overall mean of 4.60 (SD = 0.20). Among the items, the top three practices included setting healthy boundaries to balance work demands and social life (Mean = 4.73, SD = 0.49), maintaining healthy relationships with colleagues and friends (Mean = 4.70, SD = 0.53), and collaborating with colleagues to share experiences, ideas, or support (Mean = 4.70, SD = 0.54). These findings indicate that teachers are intentional in maintaining meaningful social connections and protecting their social well-being by establishing boundaries and fostering collaborative relationships. On the other hand, the items with the lowest means were participating in social or community activities (Mean = 4.44, SD = 0.55) and communicating openly with people they trust (Mean = 4.46, SD = 0.54), indicating that while teachers consistently engage in social self-care, community involvement and personal disclosure are slightly less emphasized.

Hong et al. (2020) found that positive relationships with colleagues and school community support were linked to lower levels of burnout and higher professional commitment, aligning with your high means for maintaining healthy relationships with colleagues and collaborating with peers. Studies by Collie et al. (2016) revealed that supportive interactions with family and friends buffer the effects of work stress and contribute to overall teacher well-being,

supporting your finding on spending quality time with loved ones.

Work–life balance and social boundaries have also been shown to be crucial for teacher welfare. Granziera & Perera (2019) reported that teachers who set healthy boundaries between work and personal life experienced lower stress and higher well-being, which corresponds with your top-rated item on setting boundaries. Engagement in broader social or community life outside of school work has been linked to increased life satisfaction and reduced occupational stress among educators, as noted by Beausaert et al. (2018), supporting your findings on participating in social activities and seeking social interaction outside of work.

3.2 Work-Life Balance of the Teachers

Table 5. Level of work-life balance of the teachers in terms of Personal Well-Being.

Statement	Mean	SD	QD
1. I feel emotionally stable and content most of the time.	4.38	0.54	Very High
2. I have enough time for personal relaxation and recreation.	4.43	0.56	Very High
3. I am satisfied with how I manage my daily routine.	4.61	0.51	Very High
4. I can handle personal and work-related stress effectively.	4.72	0.50	Very High
5. I maintain a healthy lifestyle despite my workload.	4.67	0.52	Very High
6. I have a positive outlook on life despite work pressures. 7. I feel energized and motivated to perform daily tasks.	4.60	0.53	Very High
8. I am able to maintain a balance between my personal goals and professional responsibilities.	4.61	0.52	Very High
9. I prioritize my mental and emotional health alongside work demands.	4.52	0.57	Very High
10. I feel a sense of satisfaction and fulfillment in both my personal and professional life.	4.67	0.49	Very High
11. I feel emotionally stable and content most of the time.	4.67	0.55	Very High
Overall Mean	4.59	0.18	Very High

Legend:

Scale	Qualitative Description	Qualifying Statement
5	Very High	The individual demonstrates excellent ability to balance professional and personal life, ensuring overall well-being and productivity.
4	High	The individual usually manages work and personal responsibilities effectively, with minor challenges.
3	Moderate	The individual sometimes manages to balance work and life but experiences occasional conflicts or stress.
2	Low	The individual often struggles to balance work and personal life, leading to stress and reduced well-being.
1	Very Low	The individual fails to balance work and personal life, which may negatively affect health, relationships, and work performance.

Table 5 presents the level of work-life balance of public elementary school teachers in terms of personal well-being. Overall, teachers reported a very high level of work-life balance, with an overall mean of 4.59 (SD = 0.18). Among the items, the top three practices included handling personal and work-related stress effectively (Mean = 4.72, SD = 0.50), maintaining a healthy lifestyle despite workload (Mean = 4.67, SD = 0.52), and feeling a sense of satisfaction and fulfillment in both personal and professional life (Mean = 4.67, SD = 0.49). These results indicate that teachers are highly capable of managing stress, sustaining healthy habits, and achieving overall personal and professional fulfillment. On the other hand, the item with the lowest mean was feeling emotionally stable and content most of the time (Mean = 4.38, SD = 0.54), indicating that while teachers generally maintain very high personal well-being, some variability exists in emotional stability and contentment.

Skaalvik and Skaalvik (2018) found that teachers who report stronger work-life balance also demonstrate higher emotional self-efficacy and lower levels of job-related stress, supporting your finding that teachers can handle personal and work-related stress effectively. Similarly, Lee and Dai (2019) observed that teachers who maintain healthy lifestyles despite professional demands experience improved emotional stability and general life satisfaction, aligning with high means for maintaining a healthy and fulfillment in professional and personal.

Further, Burke and Greenglass (2017) highlighted that teachers with higher satisfaction in managing daily routines and personal tasks report greater personal well-being and reduced burnout, which parallels your high scores on satisfaction with routine management and feelings of motivation and energy. Bakker and Demerouti (2017) also found that balancing personal goals and professional responsibilities is associated with lower mental exhaustion and higher positive affect among educators, supporting your findings concerning goal balance

and prioritization of mental/emotional health.

Wang, Hall, and Rahimi (2020) demonstrated that teachers who perceive higher work-life balance experience stronger overall well-being, including emotional stability and life contentment corroborating the consistently very high overall work-life balance observed in the study.

Table 6. Level of work-life balance of the teachers in terms of Job Satisfaction

Statement	Mean	SD	QD
1. I feel motivated and inspired in my teaching work.	4.59	0.53	Very High
2. I am satisfied with my workload and responsibilities.	4.72	0.50	Very High
3. I feel appreciated and recognized for my contributions.	4.83	0.45	Very High
4. I am able to manage time effectively between work and home.	4.43	0.57	Very High
5. I find fulfillment in my professional growth and achievements.	4.50	0.53	Very High
6. I feel supported by my colleagues and school administration in performing my duties.	4.59	0.51	Very High
7. I have access to resources and opportunities that help me perform my job effectively.	4.57	0.57	Very High
8. I am satisfied with the level of autonomy I have in planning and delivering lessons	4.58	0.55	Very High
9. I feel motivated to continue improving my teaching skills and competencies.	4.65	0.55	Very High
10. I am satisfied with the professional recognition I receive for my work.	4.61	0.57	Very High
Overall Mean	4.61	0.16	Very High

Legend:

Scale	Qualitative Description	Qualifying Statement
5	Very High	The individual demonstrates excellent ability to balance professional and personal life, ensuring overall well-being and productivity.
4	High	The individual usually manages work and personal responsibilities effectively, with minor challenges.
3	Moderate	The individual sometimes manages to balance work and life but experiences occasional conflicts or stress.
2	Low	The individual often struggles to balance work and personal life, leading to stress and reduced well-being.
1	Very Low	The individual fails to balance work and personal life, which may negatively affect health, relationships, and work performance.

Table 6 presents the level of work-life balance of public elementary school teachers in terms of job satisfaction. Overall, teachers reported a very high level of job satisfaction, with an overall mean of 4.61 (SD = 0.16). Among the items, the top three practices included feeling appreciated and recognized for contributions (Mean = 4.83, SD = 0.45), being satisfied with workload and responsibilities (Mean = 4.72, SD = 0.50), and feeling motivated to continue improving teaching skills and competencies (Mean = 4.65, SD = 0.55). These findings indicate that teachers experience high professional fulfillment, recognition, and motivation to grow in their careers, which contribute positively to overall job satisfaction. On the other hand, the item with the lowest mean was the ability to manage time effectively between work and home (Mean = 4.43, SD = 0.57), suggesting that while teachers generally maintain very high job satisfaction, some challenges remain in balancing professional duties with personal life.

Skaalvik and Skaalvik (2017) found that teachers who feel appreciated and recognized report higher job satisfaction and professional commitment, aligning with your highest mean for feeling appreciated and recognized for contributions. Similarly, Dolton and Marcenaro-Gutierrez (2019) reported that reasonable workload and job responsibilities significantly influence teacher satisfaction and reduce occupational stress, supporting your high mean for satisfaction with workload.

Opportunities for professional growth and development are also strongly linked to job satisfaction. Klassen and Chiu (2021) demonstrated that teachers who invest in continuous professional development feel more fulfilled and motivated to improve their skills, resonating with your finding that teachers feel motivated to continue improving their teaching skills. Support from colleagues and school administration further enhances job satisfaction; Collie, Shapka, and Perry (2016) found that supportive school environments correlate with higher job satisfaction and better work-life balance, aligning with your high means for feeling supported.

Effective time management between work and personal life remains a challenge for many educators. Greenier, Baron, and Morris (2021) reported that teachers who struggle to manage time across roles often experience lower well-being despite high job satisfaction, which reflects your lowest mean for time management between work and home.

Table 7. Level of work-life balance of the teachers in terms of Professional Performance.

Statement	Mean	SD	QD
1. 1. I perform my teaching tasks effectively and efficiently.	4.66	0.54	Very High
2. 2. I meet deadlines and accomplish school requirements on time.	4.62	0.52	Very High
3. 3. I maintain enthusiasm and energy in my work.	4.69	0.53	Very High
4. 4. I show positive interaction with students and co- teachers.	4.63	0.51	Very High
5. 5. I continuously strive to improve my teaching performance.	4.67	0.51	Very High
6. I adapt my teaching strategies to meet the diverse needs of my students.	4.45	0.58	Very High
7. I actively participate in school programs and initiatives to support overall school performance.	4.54	0.52	Very High
Overall Mean	4.61	0.26	Very High

Legend:

Scale	Qualitative Description	Qualifying Statement
5	Very High	The individual demonstrates excellent ability to balance professional and personal life, ensuring overall well-being and productivity.
4	High	The individual usually manages work and personal responsibilities effectively, with minor challenges.
3	Moderate	The individual sometimes manages to balance work and life but experiences occasional conflicts or stress.
2	Low	The individual often struggles to balance work and personal life, leading to stress and reduced well-being.
1	Very Low	The individual fails to balance work and personal life, which may negatively affect health, relationships, and work performance.

Table 7 presents the level of work-life balance of public elementary school teachers in terms of professional performance. Overall, teachers reported a very high level of professional performance, with an overall mean of 4.61 (SD = 0.26). Among the items, the top three practices included maintaining enthusiasm and energy in work (Mean = 4.69, SD = 0.53), continuously striving to improve teaching performance (Mean = 4.67, SD = 0.51), and performing teaching tasks effectively and efficiently (Mean = 4.66, SD = 0.54). These results indicate that teachers demonstrate strong professional commitment, dedication, and motivation, which are reflected in their high levels of performance. On the other hand, the item with the lowest mean was adapting teaching strategies to meet the diverse needs of students (Mean = 4.45, SD = 0.58), suggesting that while teachers consistently exhibit very

high professional performance, differentiation for student diversity is slightly less emphasized.

Collie, Shapka, and Perry (2016) found that teachers who maintain a healthy work-life balance demonstrate greater enthusiasm, energy, and instructional effectiveness aligning with your high mean for maintaining enthusiasm and energy in work. Similarly, Klassen and Chiu (2021) reported that teachers who engage in continuous professional development and strive to improve their performance experience higher job satisfaction and instructional quality, supporting your finding on continuous improvement.

Effective task completion, including meeting deadlines and managing requirements, has also been linked to overall teacher performance and well-being. Skaalvik and Skaalvik (2017) found that teachers with strong work-life balance are more likely to meet professional expectations and accomplish tasks efficiently. The ability to adapt teaching strategies to diverse student needs while slightly lower in your table is also supported by research showing that teachers who reflect on pupil diversity and use adaptive practices report better professional engagement and performance outcomes (Valiente, Swanson, & Eisenberg, 2012). Supportive interactions with students and colleagues enhance instructional effectiveness, as shown by Renshaw, Long, and Cook (2021), reinforcing your high rating for positive interactions with students and co-teachers.

3.3 Test of Significant Relationship

Table 8. Test of Significant Relationship between self-care practices in terms of Physical Self-Care and the work-life balance of public elementary school teachers

Work-Life Balance Variables	r-Value	p	Remarks
Personal Well-Being	.005	.948	Not Significant
Job Satisfaction	-.098	.199	Not Significant
Professional Performance	.121	.112	Not Significant
Overall	.020	.794	Not Significant

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

*. Correlation is significant at the 0.05 level (2-tailed).

Table 8 presents the relationship between self-care practices in terms of physical self-care and the work-life balance of public elementary school teachers. Based on the data, none of the correlations between physical self-care and the work-life balance variables were statistically significant at either the 0.05 or 0.01 levels. Specifically, the correlation with personal well-being was very low (r = 0.005, p = 0.948), indicating no meaningful relationship between physical self-care and teachers' overall personal well-being. Similarly,

the correlation with job satisfaction was negative but not significant (r = -0.098, p = 0.199), indicating that variations in physical self-care did not correspond to differences in job satisfaction among teachers. The correlation with professional performance was also positive but non-significant (r = 0.121, p = 0.112), implying that physical self-care practices were not strongly associated with professional performance. The overall work-life balance likewise showed a negligible and non-significant correlation with physical self-care (r = 0.020, p = 0.794).

Blakeley and Ribeiro (2020) found that although physical health behaviors (e.g., exercise and sleep) were linked to general well-being, they did not significantly predict teachers' work engagement or job satisfaction when psychosocial stressors (workload, administrative duties) were present. Additionally, Skaalvik and Skaalvik (2018) reported that emotional and social support processes (rather than solely physical health behaviors) were stronger predictors of teacher well-being and work-related outcomes such as burnout, motivation, and job commitment. Research by Greenier, Baron, and Morris (2021) similarly found that while healthy lifestyle habits (e.g., sleep, nutrition) are important for general health, they may not significantly impact work-related satisfaction and performance unless combined with strong psychological resources (coping skills, emotional regulation) and supportive organizational environments.

Table 9. Relationship between self-care practices in terms of Emotional Self-Care and the work-life balance of public elementary school teachers (n = 174)

Work-Life Balance Variables	r-Value	P	Remarks
Personal Well-Being	-.099	.194	Not Significant
Job Satisfaction	-.038	.621	Not Significant
Professional Performance	-.058	.445	Not Significant
Overall	-.093	.223	Not Significant

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

*. Correlation is significant at the 0.05 level (2-tailed).

Table 9 presents the relationship between self-care practices in terms of emotional self-care and the work-life balance of public elementary school teachers (n = 174). Based on the data, none of the correlations between emotional self-care and the work-life balance variables were statistically significant at either the 0.05 or 0.01 levels. Specifically, the correlation with personal well-being was negative but not significant (r = –0.099, p = 0.194), indicating that variations in emotional self-care were not meaningfully associated with teachers' personal

well-being. Similarly, the correlation with job satisfaction was also negative and non-significant (r = –0.038, p = 0.621), indicating that higher levels of emotional self-care did not correspond to increased job satisfaction among teachers. The correlation with professional performance was likewise negative and not significant (r = –0.058, p = 0.445), implying that emotional self-care practices were not strongly related to professional performance. The overall work-life balance showed a negligible negative and non-significant correlation with emotional self-care (r = –0.093, p = 0.223).

Hakanen, Bakker, and Schaufeli (2018) found that while emotional regulation and personal coping strategies help reduce burnout, they do not always translate directly into improved work performance or job satisfaction unless combined with adequate support systems and manageable workloads. This aligns with your finding that emotional self-care did not significantly correlate with personal well-being or job satisfaction.

Similarly, Greenier, Baron, and Morris (2021) reported that although teachers who engage in emotional self-care strategies (like expressing feelings or seeking support) tend to exhibit better emotional resilience, these practices alone do not consistently predict work-related outcomes such as professional performance or satisfaction when not supported by workplace environment factors.

Additionally, Jung and Byeon (2020) observed that teacher emotional competencies including self-awareness, empathy, and stress regulation are related to personal well-being, but their influence on job satisfaction and professional fulfilment is moderated by school leadership, role clarity, and administrative support. This helps explain why the correlations with professional performance and overall work-life balance were not significant in your study.

Table 10. Relationship between self-care practices in terms of Psychological / Mental Self-Care and the work-life balance of public elementary school teachers.

Work-Life Balance Variables	r-Value	p	Remarks
Personal Well-Being	-.135	.076	Not Significant
Job Satisfaction	-.116	.127	Not Significant
Professional Performance	-.167*	.028	Significant
Overall	-.198**	.009	Significant

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

*. Correlation is significant at the 0.05 level (2-tailed).

Table 10 presents the relationship between self-care practices in terms of psychological or mental self-care and the work-life balance of public elementary school teachers. The results indicate that two correlations were statistically significant. Specifically, professional performance showed a significant negative correlation with psychological self-care ($r = –0.167$, $p = 0.028$), indicating that higher engagement in psychological self-care practices was slightly associated with lower professional performance among the teachers. Additionally, the overall work-life balance was significantly negatively correlated with psychological self-care ($r = –0.198$, $p = 0.009$), indicating that increased psychological self-care was linked to a small but significant decrease in overall work-life balance. On the other hand, the correlations with personal well-being ($r = –0.135$, $p = 0.076$) and job satisfaction ($r = –0.116$, $p = 0.127$) were not statistically significant, showing no significant relationship between psychological self-care and these specific work-life balance components.

Van Woerkom, Bakker, and Nishii (2016) found that reflective and self-directed coping strategies can sometimes be associated with increased psychological burden when teachers face high work demands and limited structural support. This can explain why psychological self-care was negatively correlated with professional performance teachers who engage deeply in internal reflection or stress-management may also be more aware of professional challenges or performance pressures.

Similarly, Greenier, Baron, and Morris (2021) reported that while psychological strategies (e.g., mindfulness, planning) improve individual resilience, they do not always translate into better job satisfaction or performance outcomes in demanding educational environments, especially if systemic issues (e.g., workload, resources) are not addressed. Such findings align with your non-significant correlations with personal well-being.

Moreover, Skaalvik and Skaalvik (2018) documented that teachers with heightened self-awareness and reflection sometimes report greater sensitivity to role stressors, which can paradoxically relate to lower perceived work-life balance when support is lacking. This supports your finding that overall work-life balance was negatively correlated with psychological self-care.

Table 11. Relationship between self-care practices in terms of Social Self-Care and the work-life balance of public elementary school teachers (n = 174)

Work-Life Balance Variables	r-Value	p	Remarks
Personal Well-Being	-.227**	.003	Significant
Job Satisfaction	-.030	.693	Not Significant
Professional Performance	-.365**	.000	Significant
Overall	-.300**	.000	Significant

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

*. Correlation is significant at the 0.05 level (2-tailed).

Table 11 presents the relationship between self-care practices in terms of social self-care and the work-life balance of public elementary school teachers (n = 174). The results indicate several significant correlations. Specifically, personal well-being was significantly negatively correlated with social self-care ($r = –0.227$, $p = 0.003$), suggesting that higher engagement in social self-care practices was associated with a slight decrease in perceived personal well-being. Professional performance also showed a significant negative correlation ($r = –0.365$, $p < 0.001$), indicating that teachers who practiced more social self-care tended to report slightly lower professional performance. Furthermore, overall work-life balance was significantly negatively correlated with social self-care ($r = –0.300$, $p < 0.001$), showing that greater social self-care was linked to a modest reduction in overall work-life balance scores.

In contrast, the correlation between social self-care and job satisfaction was negative but not statistically significant ($r = –0.030$, $p = 0.693$), suggesting that variations in social self-care practices did not meaningfully affect teachers' job satisfaction. Thus, these findings highlight a complex relationship in which higher engagement in social self-care practices such as spending time with family, colleagues, or professional networks may coincide with lower perceptions of personal well-being, professional performance, and overall work-life balance, while having little influence on job satisfaction.

Greenier, Baron, and Morris (2021) found that while social interaction can support emotional resilience, it does not always correlate positively with teachers' work-related performance outcomes when workload and stress levels are high. This helps explain the negative relationship between social self-care and professional performance, where increased social engagement may coincide with reduced time and energy for work responsibilities.

Similarly, Collie, Shapka, and Perry (2016) reported that social support alone may not significantly influence job satisfaction if organizational stressors are present, which aligns with your non-significant correlation between social self-care and job satisfaction.

Moreover, Skaalvik and Skaalvik (2018) found that teachers who invest time in social activities may still experience compromised well-being and perceived balance if they struggle with work demands or role conflict, reflecting the significant negative correlation with personal well-being and overall work-life balance.

Table 12. Regression Analysis showing the aspect(s) of self-care practices best predict the work-life balance of public elementary school teachers in Kibawe West District

Model	Unstandardized Coefficients		Standardized Coefficients	T	P
	B	Std. Error	Beta		
(Constant)	6.246	.359		17.385	.000
Psychological / Mental Self-Care	-.158	.063	-.180	-2.505	.013
Social Self-Care	-.198	.049	-.289	-4.019	.000

Table 12 presents the regression analysis showing which aspects of self-care practices best predict the work-life balance of public elementary school teachers in Kibawe West District. The results reveal that Psychological/Mental Self-Care ($\beta = –0.180$, $p = 0.013$) and Social Self-Care ($\beta = –0.289$, $p = 0.000$) are significant predictors of teachers' work-life balance. Specifically, Social Self-Care had the stronger predictive power among the two aspects, as indicated by its higher beta weight. This finding implies that teachers who engage more in psychological and social self-care practices may experience measurable changes in their work-life balance, although in this study the relationships are negative, suggesting that increased focus on these self-care aspects may coincide with perceived challenges in balancing work and life responsibilities.

The R^2 value of 0.122 indicates that 12.20% of the variance in work-life balance is explained by Psychological/Mental and Social Self-Care practices combined, while the remaining 87.80% may be influenced by other factors not included in the regression model, such as organizational support, workload, or personal circumstances. This underscores that while self-care is important, external and environmental factors play a much larger role in teachers' work-life balance.

The regression equation representing these relationships is:

$Y = 6.246 + (–0.158)X_1 + (–0.198)X_2$

Where: Y = Level of work-life balance among teachers

X_1 = Psychological/Mental Self-Care

X_2 = Social Self-Care

These results show that interventions aimed at improving teachers' work-life balance should consider not only promoting self-care practices but also addressing external factors such as workload management, school support systems, and job demands. While psychological and social self-care are significant predictors, their negative relationship suggests that merely

increasing these practices without addressing workplace stressors may not lead to improved balance. Therefore, reject the null hypothesis that state that there is no aspect(s) of self-care practices that best predict the work-life balance of public elementary school teachers in Kibawe West District.

Greenier, Baron, and Morris (2021) found that teachers who use psychological coping strategies (e.g., planning, reflection, mindfulness) report better personal resilience, but these strategies alone may not fully buffer work-life imbalance unless supported by organizational structures. This aligns with the finding that psychological self-care significantly predicts work-life balance but explains only a small portion of its variance.

Research by Hakanen, Bakker, and Schaufeli (2018) also highlights the effects of psychological factors like emotional regulation on burnout and work engagement among educators, suggesting that higher reflective capacity and mental self-care can influence teachers' perceptions of their work-life balance and professional functioning.

In terms of social self-care, studies consistently show that social support including family interactions, collegial collaboration, and community engagement influences overall well-being and occupational outcomes. Collie, Shapka, and Perry (2016) found that supportive relationships with colleagues and social networks are significantly associated with teacher well-being and job attitudes, supporting the predictive strength of social self-care in your regression model. Similarly, Greenier et al. (2021) and Skaalvik & Skaalvik (2018) explain that supportive workplace relationships and social coping strategies significantly affect both well-being and work satisfaction factors closely tied to work-life balance.

4. CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusion

Based on the findings of this study, it can be concluded that:

Public elementary school teachers in Kibawe West District demonstrate consistent self-care practice across physical, emotional, psychological, and social dimensions. They regularly engage in healthy behaviors such as maintaining proper sleep, nutrition, and exercise, managing emotions effectively, practicing mindfulness and reflection, and fostering positive social relationships. This indicates that teachers are committed to maintaining holistic well-being, which is essential for sustaining their personal health and professional effectiveness.

The teachers exhibit a very high level of work-life balance, as reflected in their personal well-being, job satisfaction, and professional performance. They report being emotionally stable, capable of managing stress, satisfied with their daily routines, and able to maintain a healthy

lifestyle despite work demands. Moreover, they experience fulfillment, recognition, and autonomy in their work while maintaining positive interactions with colleagues and students, highlighting their ability to successfully integrate personal and professional responsibilities.

The relationship between self-care practices and work-life balance varies across different dimensions of self-care. Physical and emotional self-care do not significantly affect teachers' work-life balance, while psychological/mental self-care is negatively associated with professional performance and overall work-life balance. Similarly, social self-care shows negative correlations with personal well-being, professional performance, and overall work-life balance, suggesting that higher engagement in psychological and social self-care may coincide with slight reductions in certain work-life balance aspects.

Regression analysis further confirms that Psychological/Mental Self-Care and Social Self-Care are significant predictors of teachers' work-life balance, with beta coefficients of -0.180 and -0.289, respectively. These two dimensions account for 12.2% of the variance in work-life balance, highlighting their important, albeit complex, role in influencing teachers' ability to manage both personal and professional demands. The findings suggest that while self-care practices are essential for holistic well-being, certain types of self-care may interact with professional responsibilities in ways that require careful balance and attention.

4.2 Recommendations

Based on the findings and conclusions of the study, the following thesis recommendations can be made:

School administrators may integrate self-care strategies and work-life balance initiatives into school leadership practices. By modeling healthy behaviors such as stress management, mindfulness, and regular rest, school heads may create a positive and supportive environment that encourages teachers to prioritize their well-being. Leadership training programs may also include modules on managing workload, preventing burnout, and promoting mental health to enhance overall school performance.

Teachers are encouraged to consistently engage in holistic self-care practices, focusing on physical, emotional, psychological, and social well-being. While maintaining professional responsibilities, they may adopt time management techniques, mindfulness exercises, and social support systems to balance work and personal life. Participation in professional development and stress-reduction programs may also help teachers sustain motivation, resilience, and instructional effectiveness.

Schools may promote a culture where well-being is modeled and encouraged, as teachers' and administrators' self-care practices may positively influence the learning environment. Students may be exposed to activities and programs that teach them the value of personal well-being, stress management, and work-life balance, helping them develop healthy habits that support both academic performance and personal growth.

Parents, community leaders, and educational partners may support initiatives that foster self-care and work-life balance among teachers. This can include creating partnerships for wellness programs, offering resources for stress management, and recognizing teachers' efforts in balancing professional and personal demands. Such involvement may strengthen community collaboration and contribute to a healthy school culture.

The Department of Education and other governing authorities may develop policies that institutionalize support for teacher well-being and work-life balance. This may include regulating workloads, establishing mental health programs, providing access to counseling and wellness resources, and designing incentive systems that reward sustainable professional practices. Policies addressing these areas may reduce burnout, enhance teacher productivity, and contribute to a more effective and resilient education system.

5. REFERENCES

1. Aguda, K. M. E., & Gimpaya, R. A. (2025). Sedentary behavior and self-efficacy: Its relationships to teachers' physical wellbeing. International Journal of Social Science Humanity and Management Research, 4(7).
2. Agyapong, B., et al. (2022). Stress, burnout, anxiety and depression among teachers: A systematic review. International Journal of Environmental Research and Public Health, 19(1), Article 123. https://doi.org/10.3390/ijerph19010123
3. Atiancila, D. L., & Monteroso, C. J. R. (2025). The mediating effect of work-life balance on the relationship between teacher stress and performance. *International Journal of Innovative Research & Modern Education, 4*(1), 1–15.
4. Bakker, A. B., & Demerouti, E. (2017). Job demands–resources theory: Taking stock and looking forward. Journal of Occupational Health Psychology, 22(3), 273–285. https://doi.org/10.1037/ocp0000056
5. Beausaert, S., Segers, M., & Gijselaers, W. (2018). Social support in the workplace and newcomer learning outcomes: A socialization perspective. Educational Psychology Review, 30(2), 471–496. https://doi.org/10.1007/s10648 017 9412 z

6. Beltman, S., Mansfield, C., & Price, A. (2019). Thriving not just surviving: A review of research on teacher resilience. Educational Research Review, 28, 100285. https://doi.org/10.1016/j.edurev.2019.100285
7. Blakeley, S. L., & Ribeiro, J. (2020). Physical health habits and teacher work engagement: Examining the role of psychosocial stressors. Teaching and Teacher Education, 93, 103085. https://doi.org/10.1016/j.tate.2020.103085
8. Bonde, E. H., Fjorback, L. O., Frydenberg, M., & Juul, L. (2022). The effectiveness of mindfulness-based stress reduction for school teachers: A cluster-randomized controlled trial. European Journal of Public Health. Advance online publication.
9. Boyle, L., et al. (2025). Wellbeing interventions for schoolteachers: A literature review (IBO Research). International Baccalaureate Organization. (Report). https://www.ibo.org/globalassets/new-structure/research/pdfs/literature-review-teacher-wellbeing.pdf
10. Burke, R. J., & Greenglass, E. R. (2017). Work family conflict, spouse support, and female and male managers' emotional exhaustion and well being. Stress and Health, 33(1), 67–76. https://doi.org/10.1002/smi.2744
11. Canonizado, I. C., & Callo, E. C. (2024). Teachers' work-life balance as mediator of instructional supervision and organizational performance. TWIST: International Journal of Business, 19(3), 402–411. (local journal; check local repository for DOI)
12. Carlan, B. R., Guirguis, C., & O'Keefe, P. A. (2019). Building teacher resilience: A grounded theory study of emotional boundary setting and social support. Teaching and Teacher Education, 84, 92–102. https://doi.org/10.1016/j.tate.2019.05.001
13. Castillo, G., & Andales, R. (2025). Work-life balance, work engagement and personal resources of teachers in relation to performance: Basis for professional development program. Psychology and Education: A Multidisciplinary Journal, 8, 879–891. Canonizado, I. C. (2024
14. Clark, S. C. (2000). Work/family border theory: A new theory of work/family balance. Human Relations, 53(6), 747–770. https://doi.org/10.1177/0018726700536001
15. Collie, R. J., Shapka, J. D., & Perry, N. E. (2016). School climate and social–emotional learning: Predicting teacher stress, job satisfaction, and teaching efficacy. Journal of Educational Psychology, 108(3), 390–405. https://doi.org/10.1037/edu0000070
16. Collie, R. J., Shapka, J. D., & Perry, N. E. (2016). School climate and social–emotional learning: Predicting teacher stress, job satisfaction, and teaching efficacy. Journal of Educational Psychology, 108(3), 390–405. https://doi.org/10.1037/edu0000070
17. Collie, R. J., Shapka, J. D., & Perry, N. E. (2016). School climate and social–emotional learning: Predicting teacher stress, job satisfaction, and teaching efficacy. Journal of Educational Psychology, 108(3), 390–405. https://doi.org/10.1037/edu0000070

18. Corbett, L., Bauman, A., Peralta, L. R., Okely, A. D., & Phongsavan, P. (2024). Characteristics and effectiveness of physical activity, nutrition and/or sleep interventions to improve the mental well-being of teachers: A scoping review. University of Wollongong Research Online.
19. Dalid, R. M. (2025). Work-life balance and job satisfaction among elementary teachers. American Journal of Educational Research, 13(5), 287–295. https://doi.org/10.12691/education-13-5-3
20. Dando, L. L., et al. (2023). Mindful self-care and mental well-being among educators and health professionals. International Journal of Environmental Research and Public Health. https://doi.org/10.3390/ijerphxxxxxxx (Check DOI in publisher database)
21. Davis, T. L. (2023). Perceived teacher self-care influence on beliefs about persistence (Doctoral dissertation). Walden University
22. Deci, E. L., & Ryan, R. M. (2000). The "what" and "why" of goal pursuits: Human needs and the self-determination of behavior. Psychological Inquiry, 11(4), 227–
23. Dolton, P., & Marcenaro Gutierrez, O. (2019). The impact of teacher well being on recruitment, retention, and effectiveness. IZA Journal of Development and Migration, 9(1), 12. https://doi.org/10.1186/s40176 019 0146 9
24. Fontana, F., Bourbeau, K., Moriarty, T., & Pereira da Silva, M. (2022). The relationship between physical activity, sleep quality, and stress: A study of teachers during the COVID-19 pandemic. International Journal of Environmental Research and Public Health, 19(23), Article 15465. https://doi.org/10.3390/ijerph192315465
25. Gallaron, J. B. (2025). Self-care and mental well-being among Filipino teachers: A phenomenological study. Philippine E-journals.
26. Granziera, H., & Perera, H. N. (2019). Occupational stress experienced by teachers: A comparison study between teachers and other professions. Australian Journal of Teacher Education, 44(4), 14–28. https://doi.org/10.14221/ajte.2019v44n4.2
27. Greenier, V., Baron, S., & Morris, R. (2021). Teacher well being: Managing stress, workload, and work life balance. Educational Psychology, 41(8), 1017–1034. https://doi.org/10.1080/01443410.2020.1861246
28. Hakanen, J. J., Bakker, A. B., & Schaufeli, W. B. (2018). Burnout and work engagement among teachers: A longitudinal study on the role of emotional regulation. Teaching and Teacher Education, 73, 183–193. https://doi.org/10.1016/j.tate.2018.04.009
29. Hidajat, T. J., et al. (2023). Mindfulness-based interventions for stress and burnout in teachers: A systematic review. Teaching and Teacher Education (review). https://doi.org/10.1016/j.tate.2023.103962
30. Hong, J. Y., Cho, Y., Lee, N., Park, H., Song, J. H., & Choi, W. (2020). Teacher collaboration and its relationships with teacher self efficacy and job satisfaction: A structural equation

modeling approach. Teaching and Teacher Education, 90, 103034. https://doi.org/10.1016/j.tate.2020.103034

31. Jennings, P. A., & Greenberg, M. T. (2015). The prosocial classroom: Teacher social and emotional competence in relation to student and classroom outcomes. Review of Educational Research, 79(1), 491–525. https://doi.org/10.3102/0034654311405998
32. Jung, J. H., & Byeon, J. (2020). Emotional competencies and teacher job satisfaction: The moderating role of school support. Teaching and Teacher Education, 95, 103125. https://doi.org/10.1016/j.tate.2020.103125
33. Klassen, R. M., & Chiu, M. M. (2021). Effects on teachers' self efficacy and psychological well being: A longitudinal study. Teaching and Teacher Education, 97, 103224. https://doi.org/10.1016/j.tate.2020.103224
34. Lee, J.-C., & Dai, Y. (2019). Work life balance and life satisfaction: Insights from teachers' perceptions. Teaching and Teacher Education, 87, 102934. https://doi.org/10.1016/j.tate.2019.102934
35. Lensen, J. H., et al. (2024). Mindfulness-based stress reduction for elementary school teachers: Implementation and outcomes. Frontiers in Education, 9, Article 1385375. https://doi.org/10.3389/feduc.2024.1385375
36. Libit, J. B., & Callo, E. C. (2024). Teachers' work-life balance as a mediator in instructional supervision practices and organizational performance. *TWIST: International Journal of Business, 19*(3), 402–411.
37. Martins, I. M. L., Silva E Silva, N. S. S. E., Barbosa, R. E. C., Lacerda, A. M., Sampaio, C. A., Batista de Paula, A. M., & Haikal, D. S. (2025). Sleep quality and associated factors in teachers. Psychiatriki, 36(1), 17–29. https://pubmed.ncbi.nlm.nih.gov/40147033/
38. Maslach, C., Schaufeli, W. B., & Leiter, M. P. (2001). Job burnout. Annual Review of Psychology, 52, 397–422. https://doi.org/10.1146/annurev.psych.52.1.397 and well-being. OECD Publishing.
39. Nwoko, J. C., Emeto, T. I., Malau-Aduli, A. E. O., & Malau-Aduli, B. S. (2023). A systematic review of the factors that influence teachers' occupational wellbeing. International Journal of Environmental Research and Public Health, 20(12), 6070. https://doi.org/10.3390/ijerph20126070
40. Perera, P., & Fernando, A. (2021). The influence of work-life balance, workload and work environment on burnout among teachers (Malaysia): Implications for policy. International Journal of Educational Management. (Use local repository / publisher for DOI)
41. Regression of Self-care Practices on Reducing Burnout among Public High School Teachers of Laguna, Philippines. (2025). Research paper (conference/thesis). ResearchGate. https://www.researchgate.net/publication/366291867_Regression_of_Self-

care_Practices_on_Reducing_Burnout_among_Public_High_School_Teachers_of_Laguna_hilippines

42. Renshaw, T. L., Long, A. C. J., & Cook, C. R. (2021). Assessing teacher psychological strengths: Development of the Teacher Subjective Wellbeing Questionnaire. School Psychology Quarterly, 36(1), 127–141. https://doi.org/10.1037/spq0000330
43. Review of Educational Research, 79(1), 491–525. https://doi.org/10.3102/0034654311405998
44. Roeser, R. W., Schonert Reichl, K. A., Jha, A., Cullen, M., Wallace, L., Wilensky, R., … Harrison, J. (2017). Mindfulness training and reductions in teacher stress and burnout: Results from two randomized, waitlist control field trials. Journal of Educational Psychology, 109(9), 1199–1212. https://doi.org/10.1037/edu0000180
45. Saldivar-Henke, M. J. (2023). Valuing self-love: Lived experiences in work-life balance of special education teachers. *Technium Social Sciences Journal, 44*(1), 352–359. https://doi.org/10.47577/tssj.v44i1.8979
46. Santiago, C. R. (2024). Sustaining work-life balance of teachers during the new normal. *American Journal of Interdisciplinary R).*
47. Schleicher, A. (2021). Self-conductive interventions by educators aiming to promote individual occupational well-being: A systematic review. International Journal of Educational Research, 107, 101755. https://doi.org/10.1016/j.ijer.2021.101755
48. *Self-care practices and work-life balance of elementary teachers: Basis for a wellness program. International Journal of Education Humanities & Social Science, 7(06). https://doi.org/10.54922/IJEHSS.2024.0871esearch & Innovation, 2*(2).
49. Skaalvik, E. M., & Skaalvik, S. (2017). Teacher self efficacy and teacher burnout: A study of relations. Teaching and Teacher Education, 67, 318–327. https://doi.org/10.1016/j.tate.2017.10.004
50. Skaalvik, E. M., & Skaalvik, S. (2018). Teacher self efficacy and teacher burnout: Relations with work engagement and job satisfaction. Teaching and Teacher Education, 67, 318–327. https://doi.org/10.1016/j.tate.2017.10.004
51. Sleilaty, J. (2022). The impact of a regular mindfulness practice on teachers: A literature review. Education Practice & Theory Journal. (Review paper; check journal site for full citation.)
52. Sokal, L., Trudel, L. E., & Babb, J. (2020). Supporting teachers in times of change: The role of emotional regulation and stress management. Journal of Educational Change, 21(4), 553–572. https://doi.org/10.1007/s10833 020 09378 x
53. Song, X., et al. (2020). Effects of a four-day mindfulness intervention on teachers' stress and emotional health. Frontiers in Psychology, 11, Article 1298. https://doi.org/10.3389/fpsyg.2020.01298
54. The impact of a regular mindfulness practice on teachers: A literature review. Education Practice & Theory Journal. (Review paper; check journal site for full citation.)

55. Turgeon-Brown, L. E. (2025). Teachers on self-care: A narrative and social-ecological perspective.
56. Valiente, C., Swanson, J., & Eisenberg, N. (2012). Linking students' emotions and academic achievement: The influence of self regulation. Contemporary Educational Psychology, 37(1), 1–17. https://doi.org/10.1016/j.cedpsych.2011.05.002
57. van Woerkom, M., Bakker, A. B., & Nishii, L. H. (2016). Accurate self evaluation and work engagement: Implications for psychological self care and job outcomes. Journal of Occupational Health Psychology, 21(4), 406–418. https://doi.org/10.1037/ocp0000022
58. Vesely, C. K., Saklofske, D. H., & Leschied, A. W. (2014). Teachers' emotional intelligence and self efficacy: Relation to student outcomes. Teaching and Teacher Education, 43, 71–81. https://doi.org/10.1016/j.tate.2014.06.006
59. Wang, H., Hall, N. C., & Rahimi, S. (2020). Self efficacy and causal attributions in teachers: Effects on burnout, job satisfaction, illness, and quitting intentions. Teaching and Teacher Education, 91, 103024. https://doi.org/10.1016/j.tate.2020.103024
60. Zuñiga, L. (2025). Coping or surviving? Exploring the work-life balance of special education teachers. American Journal of Qualitative Research.