



STRESS PROFILE FOR TEACHERS AND EMOTIONAL INTELLIGENCE: A PREDICTION MODEL ON WORK-LIFE BALANCE

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Abstract:

The purpose of this study was to determine the stress profile for teachers, emotional intelligence: a prediction model of work-life balance. Utilizing quantitative, non-experimental design via correlational technique, data were obtained from 256 respondents who are public elementary schools in Cateel, 1 and 2, province of Davao Oriental. The researcher utilized a stratified random sampling technique and an online survey mode of data collection. The researcher also utilized the statistical tools mean, Pearson r, and regression analysis. From the results of the study, it was found that there is a moderate level of stress profile. There is a high level of emotional intelligence and work-life balance. Also, results revealed that there is a significant relationship between stress profile and work-life balance and a significant relationship between emotional intelligence and work-life balance. Further, stress profile and emotional intelligence significantly predict work-life balance.

Keywords: education, stress profile, emotional intelligence, work-life balance, correlation, teachers, Philippines

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1. Introduction

Dissatisfaction is a problem in working life, and it affects all employees regardless of their position. Managers are trying to reduce the level of dissatisfaction of employees even though it is costly for both employees and organizations. The work-life balance is a complex problem due to the difficulty of separating and identifying the influence of all of its features. Relatedly, the transfer of positive and negative emotions that occur at work to the home is known as emotional overflow. Negative overflows in an individual's work-life balance negatively affect the time he or she needs to spend with his or her family, disrupting the balance of work-life (Erturk, 2022; Hamad, 2018).

Moreover, the work-life balance improves employee performance in an organization. Work-life balance can affect employee discipline rates that apply to the organization where he or she works, therefore impacting organizational performance. Also, work-life balance promotes the participative management style in the decision-making procedure that leads to higher productivity. It empowers all members to participate in shaping the organization's environment, methods, and outcomes, among others (Haryono & Pamungkas, 2020; Mahesh & Najundeswaraswamy, 2020).

School administrators and teachers should be committed to the school and their work, be satisfied with their work, manage teacher stress and burnout, build strong and effective relationships with students, parents, and colleagues, and have a high quality of work life, which is the most important factor for success. Also, the work-life balance includes the sum of teacher stress, or lack of teacher stress, and perceived satisfactions, or dissatisfactions. Work-life balance is the quality of the relationship between employees and the total working environment, with human dimensions, technical and economic considerations (Erturk, 2022; Ishak *et al.*, 2018).

Furthermore, work-life balance plays an important role for every company. Employee satisfaction, involvement, and perceived organizational support can maximize the significant relationship between emotional intelligence and work-life balance. Emotional intelligence has five components namely: well-being, emotionality, self-control, sociability, and emotion recognition. An increase in the level of emotional intelligence generates an improvement in the perception of all of the factors of work-life balance (Boas & Morin, 2019; Sudiro *et al.*, 2023).

Emotional intelligence is a positive predictor of work-life balance in adolescents, undergraduates, teachers, and adults. Life satisfaction is one of three core components of well-being and positive and negative affect. Emotional intelligence plays an important role in promoting well-being, and its beneficial effect is mediated by positive emotion regulation. Low emotional intelligence is a predictor of high teacher stress, anxiety, and burnout. Teacher emotional intelligence gives them emotional resources to face teacher stress such as work-related burnout and student-related burnout as well as stressful events in their work-life balance like personal burnout (Fiorilli *et al.*, 2019; Rogowska & Meres, 2022).

There was an urgency to conduct this study because, the existing situation in schools shows that there were still a number of problems and issues involving the teachers despite the implementation of various national and local programs that aimed to provide teachers with a variety of benefits, thereby decreasing their stress, and improving their emotional intelligence and work-life balance. Furthermore, there were no similar studies that dealt with stress profile for teachers and emotional intelligence: A prediction model on work-life balance in Region XI or specifically in one of the areas in Davao Oriental Province. Existing studies are only on Contributions of Work-Related Stress and Emotional Intelligence to Teacher Engagement: Additive and Interactive Effects by Merida-Lopez *et al.* (2017) and Effect of Emotional Intelligence, Occupational Stress, and Self-Efficacy on Job Satisfaction by Nadaf (2017). Also, the outcome of the study will also help become an asset to the world of literature. Hence, this study a generation of new knowledge that can give specific contributions to the field of education. Furthermore, results can be used to develop or augment practices to decrease teacher stress and improve their emotional intelligence and work-life balance. Thus, the need to conduct this study.

2. Literature Review

There are review of related literature which is discussed in support of the study. The teacher's stress, as the first independent variable of the study, is an international phenomenon and the conditions in the school environment that are related to stress are workload pressure, student diversity, discipline problems, low student motivation, value conflicts, lack of recognition, lack of shared decision making, lack of autonomy, conflicts with colleagues, lack of administrative support, low pay, among others. Teacher stress is the experience by a teacher of unpleasant, negative emotions, such as anger, anxiety, tension, frustration, or depression, resulting from various aspects of their job. Teachers experience stress when their job demands exceed their ability to cope with these demands (Elliott, 2021; Skaalvik & Skaalvik, 2021).

Furthermore, in the classroom, teachers face demands such as student academic, behavioral, social, and emotional needs. Student behavior is a job demand contributing to teacher stress. Challenges with behavior management are the most cited reason that teachers leave the field. Student classroom misbehavior is associated negatively with teaching efficacy. Also, extreme forms of disruptive student behaviors such as aggression and violence are high. One disruptive student can interrupt the learning of the entire classroom. The teacher's attention can be forced to focus on eliminating the student behavior that is causing the disruption and taking the attention off of the learning of others in the classroom (Bottiani *et al.*, 2019; Street, 2020).

Moreover, workload and stress are critical factors that affect the time management process. Workload and lack of handling time are the main reasons for anxiety and depression. To avoid stress, turning down other work and staying committed to the main job are the best ways of saving time as this enables teachers to complete their assigned

work in time. Similarly, teachers' time is usually lost due to many factors such as procrastination, stress and anxiety, lack of training, students' disruptive behaviors, and working within overcrowded classrooms, among others. Such factors that negatively impact time should be minimized in order to improve teachers' time management (Gul *et al.*, 2021; Mosbah, 2020).

Emotional intelligence is the second independent variable; emotional intelligence determines the potential for learning practical skills that are based on its five domains namely: self-awareness, motivation, self-regulation, empathy, and managing relationships. Emotional intelligence can help change employee attitudes and behaviors in jobs involving emotional demands by increasing job satisfaction and reducing job stress. Similarly, it has been found that certain psychological variables, including emotional intelligence, are related to less psychological distress (Bru-Luna *et al.*, 2021; Neupane, 2021; Wen *et al.*, 2019).

Also, emotional intelligence is shown to help improve reflection after a stressful event since one is better capable of managing own emotions. Emotional intelligence is likely to help a person cope better with life's challenges, which suggests a benefit in any work environment, including a school. The approaches to utilize emotional intelligence in the classroom include creating an environment of respect between the teacher and student, managing one's own emotions as a teacher, setting an example of being honest, and validating students' emotions, among others (Mamat & Ismail, 2021; Packard, 2021).

Additionally, there are various reasons for using emotions in education such as its impact on learning quality, well-being, and socialization. Emotions are also expected to facilitate the use of different learning strategies. Positive emotions such as enjoyment, hope, and pride contribute to motivation, promote the use of flexible learning strategies, and support self-regulation. Also, teachers' use of emotions and emotional experiences occurs in an individual's psychological activities as well as the emotional feelings of others and interactions with personal, professional, and social environments. Emotions are not just individual and psychological, but also social, interactive, and performative (Lindqvist *et al.*, 2022; Mustafina *et al.*, 2020).

On work-life balance as the dependent variable, good work-life balance is important for a teacher's effectiveness and job satisfaction and leads to better student learning. It also improves the wellness of the institution and student behavior. Work-life balance also helps to achieve higher retention rates in schools. To accommodate teachers' work-life balance, schools need to manage well the amount of work given to each teacher. Schools may hire new teachers, reduce time spent in classroom-related work, allow for work sharing, or reevaluate the job itself and how it is structured and organized with work process improvements and/or reengineering of work (Mathews *et al.*, 2021; Ramos & Galleto, 2020).

In addition, teacher life satisfaction is the cognitive component of subjective well-being. It refers to teachers' overall evaluations of their lives as a whole. The level of life satisfaction experienced by a teacher will depend on the result obtained when comparing life conditions with standards established by the individual to define a good life. Thus, a

teacher with high life satisfaction judges the conditions in which their life develops positively. Life satisfaction is related to different positive personal, psychological, and social outcomes. Higher life satisfaction predicts higher income, greater job success, better relationships, a higher likelihood of marriage and childbirth, and fewer health problems, among others (Luque-Reca *et al.*, 2022; Marcionetti & Castelli, 2022).

Further, the job satisfaction of teachers is important as it leads to having positive teaching styles, and enables and supports meaningful teaching and learning. Teachers with high job satisfaction are more likely to be eager to improve their teaching efforts and skills. Job satisfaction of teachers plays an important role in students' learning, attitudes towards students' motivation and beliefs, and the continuation of teachers' profession. Relatedly, the job satisfaction of teachers is affected by teachers' work motivation, work stress, and work motivation. There is a significant relationship between teacher motivation, job satisfaction, and school performance (Ozkan & Akgenc, 2022; Tria, 2023). Moreover, this study is anchored on the Field Theory by Lewin (1942) of employee behavior which shows the relationship between performance and work-life balance. Individual behavior is influenced by how one perceives and reacts to the surroundings provided by the organization. The work-life balance environment and the association between performance and effort are mediated by individual abilities and features and role perception. The more a person is oriented toward internal control, he or she will feel that his or her performance will lead to required outcomes and vice versa.

In support of the study is the Transactional Theory of Stress by Lazarus and Folkman (1987) which conceptualizes stress and coping processes across occupational contexts, including education. In this theory, stress is the emotional, cognitive, and physiological experience when environmental demands exceed an individual's resources to adapt. The first step in the theory is the primary appraisal when a person evaluates the demands of the environment and determines if there is a threat to a goal or commitment. The second step is the secondary appraisal process when a person evaluates his or her coping capacity to change or adapt to the perceived demands in the environment. The third and final step is a person's cognitive or behavioral response.

Additionally, this study is also supported by the Theory of Performance by Goleman (1998) which predicts the effectiveness and personal outcomes in the workplace and in organizational fields. Emotional competence is a learned capability based on emotional intelligence that results in outstanding performance at work. Emotional competencies represent the level at which a person dominates specific abilities or skills based on his or her emotional intelligence level and make such a person more effective in his or her work. Emotional intelligence comprises five essential elements namely: knowing one's emotions, managing emotions, motivating oneself, recognizing emotions in others, and handling relationships.

3. Material and Methods

The respondents of the study were 256 out of 369 total population of public elementary school teachers in Cateel 1 and Cateel 2, Davao Oriental. The computation of the sampling size is based on Slovin's formula ($n=N/(1+Ne^2)$), (Stephanie, 2003). In this case, the public elementary school teachers in Cateel 1 and Cateel 2, Davao Oriental were the groups to become respondents. These public elementary school teachers were employed under a permanent status for a period of not less than 2 years. With a desire to give everyone a chance to be included in the study, a stratified random sampling method was used in determining the respondents of the study. This is a sampling technique in which the population is divided into groups called strata (Salkind, 2007). Moreover, the idea is that the groupings are made so that the population units within the groups are similar.

In this study, inclusion, exclusion, and withdrawal criteria were considered. In particular, included in this study as the respondents were the public elementary school teachers in Cateel 1 and 2, Davao Oriental who are currently employed under a permanent status for a period of not less than 2 years. and whose plantilla numbers are in the Department of Education, as they were the ones who were in the position to provide useful information upon testing the hypothesis of the study. Among those who were excluded as respondents of the study were those teachers who were not teaching under the elementary public schools in Cateel 1 and 2, Davao Oriental, for they were in different work environments and supervision. Also, teachers who were working in the junior and senior high schools including those teaching in private schools even if presently assigned in the identified schools of the study, and including those teachers who hold managerial or supervisory positions were excluded from the study. The respondents were chosen accordingly to answer the questionnaire with confidentiality. The target respondents were free to decline from participating in the survey. The respondent was withdrawn from the research study if he/she committed falsification, plagiarism, and other moral offenses or if the respondent had health conditions and special needs. They were not forced to answer the research questionnaire and were encouraged to return the same to the researcher for its automatic disposal. Moreover, they can withdraw anytime their participation in the research process if they feel uncomfortable about the study since they were given the free will to participate without any form of consequence or penalty.

This study was conducted in public elementary schools in Cateel 1 and 2, Davao Oriental, which is part of Region XI, Philippines. Region XI is located in the southeastern portion of Mindanao, and Mindanao consists of five provinces, namely: Compostela Valley, Davao del Norte, Davao del Sur, Davao Oriental, and Davao Occidental. The region encloses the Davao Gulf and its regional center is Davao City.

The researcher believed that this was the appropriate locale for the study because it had a good number of respondents who ensured concrete results of the study and the researcher had not come across a study using the variables on teacher stress, emotional intelligence, and work-life balance among public elementary school teachers in the local

setting. Moreover, as a researcher who is presently teaching in Cateel, Davao Oriental, it came to my interest and curiosity to know the present working/teaching condition of the teachers especially the stresses that they experienced and challenges brought about by the COVID-19 pandemic with the strict observance of the health and safety protocols as mandated by the government. This included how these teachers were able to cope and adjust to their teaching and learning strategies specifically the abrupt shift from the face-to-face mode to the online method of teaching and learning and then going back to the face-to-face from the online mode in these new normal times. As a result, the shift from an online setting to face-to-face classes under the new normal entailed another total adjustment/challenge in terms of class preparation and conduct of class activities which in effect had increased their level of stress and affected their emotional intelligence and work-life balance.

This study utilized a quantitative non-experimental design of research using a correlational technique. This kind of design according to Creswell (2014) provides summary data specifically measures of central tendency including the mean, standard deviation, and correlation between variables or employing methods of analyzing correlations between multiple variables by using tests such as Pearson r and regression analysis. Generally, correlational studies use independent and dependent variables, but the effect of the independent variable is observed on the dependent variable without manipulating the independent variable (Patidar, 2013). This method of research was appropriate for this study because its objective is to determine the significant relationship between teacher stress and emotional intelligence as the independent variables and work-life balance as the dependent variable.

A systematic procedure was followed in this study. First, before the conduct of the study, the researcher sent a letter asking for permission to the Schools Division Superintendent of the Department of Education Division of Davao Oriental which letter once approved was furnished to the School Heads of the respondents-teachers. As soon as the request was approved, the survey questionnaires were administered to the respondents of the public schools in Districts 1 and 2, Cateel, Davao Oriental with the continuous strict observance of the health and safety protocols. Then the researcher will immediately visit the concerned school heads of the identified schools and as part of the courtesy call, will discuss the plan on the conduct of an online survey through the use of Google Forms to all concerned respondents. Also, before the actual data collection, the researcher will secure a Certificate of Compliance from UMER (UMERC Protocol Number 2023-538) to ensure compliance with some ethical considerations in research.

All the data in the retrieved questionnaires were analyzed and interpreted by the designated statistician, in line with the objectives of the study. Based on the findings of the study, conclusions and recommendations were formulated.

As to the statistical tools used in this study: For the levels of teacher stress, emotional intelligence, and work-life balance, the mean was used to answer research objectives 1, 2, and 3. For the test of significance with the hypotheses at 0.05 level of significance: Pearson Product Moment Correlation (Pearson r) was used to determine the

significance of the relationship between and among the variables: teacher stress and work-life balance, emotional intelligence and work-life balance. This answered research objective number 4. As to objective number 5, regression was used to determine whether teacher stress and emotional intelligence significantly predict the work-life balance of teachers.

In the gathering of data, ethical issues and considerations were observed. The participation of the respondents was completely voluntary and anonymous to protect their privacy. All public elementary school teachers in Cateel 1 and 2, Davao Oriental who were involved in the study were given the free will to participate without any form of consequence or penalty. As a researcher, all data gathered were kept confidential, and such information was utilized only for the purpose of the research. No names were required from the respondents so that their identities became anonymous in adherence to the Data Privacy Act of 2012 which protects the respondents from unauthorized processing of their private or identifiable information or guarantees them that their response cannot be traced back to its real sources to protect their identity.

Informed consent was secured from all the respondents involved in the study. The respondent signed the ICF to prove his/her willingness to participate. It was in a form asking for their voluntary consent in giving their ideas for the said study. The participants were carefully selected based on the criteria provided in the research. The criteria in the selection of respondents included all those public elementary teachers assigned at Cateel 1 and 2, Davao Oriental, and who are currently employed under a permanent status for a period of not less than 2 years. and whose plantilla numbers are in the Department of Education, as they were the ones who were in the position to provide useful information upon testing the hypothesis of the study. No individual answered the questionnaire if he/she did not qualify for the criteria. The study did not involve high risks of situations that the respondents had experienced in the area of physical, psychological, or socio-economic concerns. It protected and secured the rights of the respondents who were public elementary school teachers and this was conducted in accordance with due process.

All public elementary teachers were the primary beneficiaries of the study and they were able to gain an understanding of the dynamic of their level of stress profile, emotional intelligence, and work-life balance in the workplace. The results of this study can help teachers in their profession since the findings of this study will give them new information about teacher stress, emotional intelligence, and work-life balance. In addition, this study will be used as a practical reference for future research in the field of Education. Further, in the conduct of this research, the respondents will receive tangible benefits such as a simple token from the researcher.

The study used the Grammarly or Turnitin software and/ or Plagiarism Detector to ensure that there was no plagiarism to happen in the whole duration of the study. The study underwent the standard procedure of research established by the Professional Schools of the University of Mindanao and all the information presented was carefully written and cited. All sources used in this study came from reliable journals and other

scholarly works There was no trace or indication of deliberate distortion of what was done. The study had no conflict of interest since the researcher had no relationship with the respondents of the study, but it was a requirement for the completion of the master's degree in education at the University of Mindanao Professional Schools.

In this study, there was no deceit as everything that was written and reflected is true and underwent validation and thorough checking from different experts in the field of research. The researcher secured proper permission from the targeted agencies where the respondents were teaching/working. In the conduct of the online data gathering, the researcher utilized Google Forms where the respondents indicated their responses to the specific item questions being asked. The specific instructions on how to accomplish and return the accomplished forms were indicated in the instrument. The items and instructions stated in the Google Forms were prepared in such a way that they were understandable by the respondents. The researcher sent a letter to the Schools Division Superintendent of the Department of Education, Division of Davao Oriental asking for permission to conduct the study and once approved was furnished to the School Heads of the respondents. No person was authorized to publish nor present this paper except the researcher or the adviser without the consent of the researcher. For purposes of publication of this study, the adviser becomes the co-author of the study.

4. Results and Discussion

Table 1: Level of Stress Profile

Indicators	Mean	SD	Descriptive Level
Student behavior	3.30	0.72	Moderate
Employee/administrator relations	2.61	0.99	Moderate
Teacher/teacher relations	2.84	0.90	Moderate
Parent/teacher relations	3.20	0.83	Moderate
Time management	3.44	0.81	High
Intrapersonal conflicts	3.22	0.83	Moderate
Physical symptoms of stress	3.20	0.89	Moderate
Psychological/emotional symptoms	2.74	0.97	Moderate
Stress management technique	2.84	0.84	Moderate
Overall	3.04	0.59	Moderate

The level of teacher stress is moderate, resulting from the high and moderate levels of responses. The indicator *time management* has a high rating while the indicators *student behavior*, *intrapersonal conflicts*, *parent/teacher relations*, *physical symptoms of stress*, *teacher/teacher relations*, *stress management technique*, *psychological/emotional symptoms*, and *employee/administrator relations* have moderate ratings. These indicators are arranged from highest to lowest level. The high-level rating of *time management* suggests the high ability of the teachers to handle time. This is aligned with various authors (Gul *et al.*, 2021; Mosbah, 2020) who stated that turning down other work and staying committed to the main job are the best ways of saving time as this enables teachers to complete their

assigned work in time. The factors that negatively impact time should be minimized in order to further improve teachers' time management.

The moderate level of *student behavior* is indicative of the moderate extent to which student behavior is a job demand contributing to the teachers' stress. This claim is in line with various authors (Bottiani *et al.*, 2019; Street, 2020) wherein teachers face demands such as student academic, behavioral, social, and emotional needs. The teacher's attention can be forced to focus on eliminating the student behavior that is causing the disruption and taking the attention off of the learning of others in the classroom.

Table 2: Level of Emotional Intelligence

Indicators	Mean	SD	Descriptive Level
Perception of emotions	3.87	0.61	High
Managing own emotions	4.10	0.58	High
Managing other's emotions	3.95	0.54	High
Utilization of emotions	4.16	0.65	High
Overall	4.02	0.52	High

The high level of emotional intelligence resulted from the high levels of responses. The indicators *utilization of emotions*, *managing own emotions*, *managing other's emotions*, and *perception of emotions* were arranged from highest to lowest. The high level of *utilization of emotions* is suggestive of the teachers using emotions in education such as its impact on learning quality, well-being, and socialization. This claim is in line with various authors (Lindqvist *et al.*, 2022; Mustafina *et al.*, 2020) who mentioned that emotions are expected to facilitate the use of different learning strategies. Teachers' use of emotions and emotional experiences occur in an individual's psychological activities as well as the emotional feelings of others and interactions with personal, professional, and social environments. Emotions are not just individual and psychological, but also social, interactive, and performative.

In addition, the high level of *managing own emotions* suggests the teachers' high capability to manage their own emotions. This claim concurs with various authors (Mamat & Ismail, 2021; Packard, 2021) stating that emotional intelligence helps a person cope better with life's challenges, which suggests a benefit in any work environment. The approaches to utilize emotional intelligence in the classroom include creating an environment of respect between the teacher and student, managing one's own emotions as a teachers, setting an example of being honest, and validating students' emotions, among others.

Table 3: Level of Work-Life Balance

Indicators	Mean	SD	Descriptive Level
Organizational commitment	3.90	0.63	High
Life satisfaction	3.99	0.66	High
Job satisfaction	4.03	0.63	High
Emotional exhaustion	3.62	0.78	High
Cynicism	2.78	1.10	Moderate
Overall	3.66	0.53	High

The high level of work-life balance resulted from the high and moderate levels of responses. The indicators *job satisfaction*, *life satisfaction*, *organizational commitment*, *emotional exhaustion*, and *cynicism* were arranged from highest to lowest. The high level of *job satisfaction* is indicative of the teachers' positive teaching styles that enable and support meaningful teaching and learning. This is in line with various authors (Ozkan & Akgenc, 2022; Tria, 2023) wherein teachers with high job satisfaction are more likely to be eager to improve their teaching efforts and skills. Job satisfaction of teachers plays an important role in students' learning, attitudes towards students' motivation and beliefs, and the continuation of teachers' profession.

The high level of *life satisfaction* is suggestive of the high overall evaluations of the teachers' lives as a whole. This is aligned with various authors (Luque-Reca *et al.*, 2022; Marcionetti & Castelli, 2022) who stated that a teacher with high life satisfaction judges the conditions in which their life develops positively. Life satisfaction is related to different positive personal, psychological, and social outcomes. Higher life satisfaction predicts higher income, greater job success, better relationships, a higher likelihood of marriage and childbirth, and fewer health problems, among others.

Table 4.1: Significance of the Relationship between Stress Profile and Work-Life Balance

	OC	LS	JS EE		CY Overall	
SB	0.245	0.233	0.233	0.519	0.486	0.528
	<.001	<.001	<.001	<.001	<.001	<.001
EAR	0.199	0.133	0.157	0.409	0.562	0.473
	<.001	0.029	<.001	<.001	<.001	<.001
TTR	0.249	0.196	0.163	0.472	0.596	0.535
	<.001	0.001	0.007	<.001	<.001	<.001
PTR	0.319	0.208	0.192	0.373	0.465	0.478
	<.001	<.001	<.001	<.001	<.001	<.001
TM	0.226	0.158	0.210	0.477	0.384	0.444
	<.001	0.009	<.001	<.001	<.001	<.001
IC	0.217	0.153	0.203	0.498	0.523	0.503
	<.001	0.011	<.001	<.001	<.001	<.001
PSS	0.122	0.048	0.045	0.576	0.564	0.457
	0.045	0.427	0.457	<.001	<.001	<.001
PESS	0.106	0.065	0.033	0.558	0.622	0.473
	0.080	0.284	0.593	<.001	<.001	<.001
SMT	0.232	0.154	0.131	0.483	0.642	0.535
	<.001	0.011	0.031	<.001	<.001	<.001
Overall	0.256	0.179	0.181	0.592	0.662	0.599
	<.001	0.003	0.003 <.001		<.001	<.001

The correlation between the measures of teacher stress and work-life balance revealed a significant relationship. This implies that teacher stress is significantly correlated with work-life balance. This claim is in line with various authors (Erturk, 2022; Ishak *et al.*, 2018) who stated that school administrators and teachers should be committed to the school and their work, be satisfied with their work, can manage teacher stress and

burnout, build strong and effective relationships with students, parents, and colleagues, and have a high quality of work life. Work-life balance includes the sum of teacher stress, or lack of teacher stress, and perceived satisfactions, or dissatisfactions.

Table 4.2: Significance on the Relationship between Emotional Intelligence and Work-Life Balance

	OC	LS	JS EE		CY Overall	
POE	0.500	0.346	0.390	0.319	0.179	0.468
	<.001	<.001	<.001	<.001	0.003	<.001
MOWE	0.557	0.470	0.538	0.283	0.028	0.475
	<.001	0.029	<.001	<.001	0.651	<.001
MOTE	0.611	0.499	0.529	0.326	0.195	0.575
	<.001	0.001	0.007	<.001	0.001	<.001
UEM	0.527	0.446	0.491	0.299	-0.032	0.430
	<.001	<.001	<.001	<.001	0.594	<.001
Overall	0.620	0.497	0.550	0.348	0.100	0.549
	<.001	0.003	0.003 <.001		0.101	<.001

The correlation between measures revealed that there is a significant relationship between emotional intelligence and work-life balance. This implies that emotional intelligence is positively correlated with work-life balance. The result of the study confirms with various authors (Boas & Morin, 2019; Sudiro *et al.*, 2023) who mentioned that work-life balance plays an important role for every company. Employee satisfaction, involvement, and perceived organizational support can maximize the significant relationship between emotional intelligence and work-life balance. An increase in the level of emotional intelligence generates an improvement in the perception of all of the factors of work-life balance.

Table 5: Stress Profile and Emotional Intelligence Significantly Predict Work-Life Balance

Model	R	R ²	Adjusted R ²	Overall Model Test			
				F	df1	df2	p
1	0.717	0.515	0.511	143	2	269	<.001

The overall result of the regression analysis on teacher stress and emotional intelligence significantly predicts work-life balance revealed that teacher stress and emotional intelligence can predict work-life balance. This is supported by various authors (Fiorilli *et al.*, 2019; Rogowska & Meres, 2022) wherein emotional intelligence is a positive predictor of work-life balance in teachers. Emotional intelligence plays an important role in promoting well-being, and its beneficial effect is mediated by positive emotion regulation. Teacher emotional intelligence gives them emotional resources to face teacher stress such as work-related burnout and student-related burnout as well as stressful events in their work-life balance like personal burnout.

5. Recommendations

The researcher came up with recommendations based on the results of the study. On the moderate level of stress profile, the researcher recommends that schools may incorporate in their plans and programs seminars and training that will help teachers cope with their stressful situations. Stress management seminars and mental wellness programs may be conducted quarterly. This may help teachers develop a positive mindset by focusing on their accomplishments and strengths which may empower them to recognize their abilities and boost their self-confidence. A strong support network is vital in managing stress and maintaining overall well-being. Teachers can benefit greatly from connecting with colleagues who understand the unique challenges of their profession. Sharing experiences, advice, and encouragement with peers can help alleviate stress and create a sense of camaraderie.

In addition, the school environment is a big factor that contributes to stressful situations. A healthy work environment is crucial for reducing stress and promoting well-being among teachers. One way to foster a positive atmosphere is by building strong relationships with colleagues. This can be achieved through the conduct of team-building activities, sharing ideas, and offering support when needed.

On the high level of emotional intelligence and work-life balance, it is recommended that a proactive approach can help teachers develop effective coping strategies and maintain a healthy work-life balance. The school management may encourage teachers to have time for relaxation and leisure is crucial for overall well-being. Regular activities like physical exercises or attendance of Zumba sessions, get-together time every year, spiritual activities like retreats or recollection or prioritize setting aside moments in the schedule to indulge in activities that bring joy, fulfillment, and relaxation. Also, school management may encourage teachers to pursue studies in their master's or doctoral degrees. Exploring professional development opportunities allows teachers to explore their passions and refine essential skills for teaching on a deeper level. This can cultivate job satisfaction while simultaneously reducing stress. Teachers may regularly review their schedule and prioritize tasks, creating a "to-do" list can also help you manage time more effectively by breaking down objectives into achievable goals. Time management is an important skill for teachers to master to alleviate stress. Setting realistic goals and carving out time for self-care helps create a healthier work-life balance. Lastly, teachers may join and form connections within the school community, and consider joining professional associations or online forums dedicated to educators. These platforms offer opportunities for networking, sharing resources, and learning from a diverse group of professionals.

The results of the study clearly indicate that stress profile and emotional intelligence significantly predict the work-life balance of teachers. To address teachers' stress and enhance the emotional intelligence of teachers, it is recommended that schools continue to implement an existing practice of having an "open door policy" between teachers and management which may allow the spirit of oneness and harmony at the

workplace. There may be constant communication between school management, teachers, and students, and that everyone may always be reminded of the school's vision, mission, and goals so that the best working relationship will be manifested bringing the good image of the school to the community. The best practices of the school may be continued and if there are some deficiencies and inadequacies, then those areas may be improved or there may be room for continuing quality improvement.

For future researchers, other quantitative studies may be conducted in other regions on a larger population using structural equation modeling or with the use of mediating variables to determine if the results of the study are affected by other variables. For the best practices of the schools, a phenomenology-qualitative study may be conducted involving school management, teachers, and students.

6. Conclusion

With consideration of the findings of the study, conclusions are drawn in this section. There is a moderate level of stress profile. There is a high level of emotional intelligence and work-life balance. There is a significant relationship between stress profile and work-life balance and a significant relationship between emotional intelligence and work-life balance. Also, stress profiles and emotional intelligence significantly predict work-life balance.

The findings of the study clearly confirm the notion that stress profile and emotional intelligence can significantly predict work-life balance. The findings are supported by the anchor theory, the Field Theory by Lewin (1942) of employee's behavior which shows the relationship between performance and work-life balance. Further, the findings of the study were substantiated by the Transactional Theory of Stress by Lazarus and Folkman (1987), and the Theory of Performance by Goleman (1998).

Acknowledgments

With the completion of this study, the researcher wishes to express her utmost gratitude and humble thanks to the Almighty God, the author, and finisher of all things, for giving her the strength, knowledge, wisdom, and guidance during the conduct of this study.

The researcher would like to extend her heartfelt thanks and appreciation to her thesis adviser Dr. Raymunda L. Apostol, and the thesis committee, chaired by Dr. Jocelyn N. Bacasmot, and the members: Dr. Elleine Rose E. Oliva, Dr. Mary Ann E. Tarusan, and Dr. Lorna T. General, their thoughtfulness, kind assistance for sharing their expertise from the beginning up to the end leading to the successful completion of this research; To the officers of the Department of Education particularly the Division Superintendent for permitting to conduct the study and to all the respondent-teachers who actively participated in the online data gathering.

Most especially to her husband Jeffrey, child JL, and parents, for their never-ending love, care, understanding, and support financially, morally, and spiritually. To

her peers, colleagues, and friends for their understanding, cooperation, encouragement, and friendship which helped and inspired the researchers.

Finally, to our God Almighty, for everything that HE has done for us. To Him be the Glory and honor forever.

Conflict of Interest Statement

The authors declare no conflicts of interest.

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