



International Journal of Research Publication and Reviews

Journal homepage: www.ijrpr.com ISSN 2582-7421

MODEL DEVELOPMENT OF WORK-LIFE BALANCE FOR TEACHERS IN THE UNDERSERVED AREAS OF SCHOOLS DIVISION OF COTABATO

JUNREY Q. SALADPON

DepEd

ABSTRACT :

This study explored the multidimensional aspects of work-life balance among public school teachers in underserved schools in the Division of Cotabato using a mixed-methods approach. Employing Exploratory Factor Analysis (EFA) and Confirmatory Factor Analysis (CFA), the study identified and validated ten initial latent factors influencing work-life balance, which were later refined into a seven-factor model. These factors included workplace environment and support, investment in skills and knowledge, time allocation, career longevity, productivity and stability, professional development, and professional growth. The model yielded moderate fit indices (CFI = 0.784, RMSEA = 0.126), suggesting areas for further refinement.

Complementing the quantitative phase, thematic analysis of qualitative interviews revealed personalized and multidimensional definitions of work-life balance among teachers, shaped by emotional well-being, role overlap, and institutional demands. Teachers emphasized the importance of time management, supportive work environments, and access to development opportunities as key enablers.

This study recommends policy reforms, institutional support, and wellness initiatives tailored to teacher needs. Enhancing work-life balance has direct implications for reducing teacher burnout, increasing retention, and improving instructional effectiveness. As such, this research contributes to a more holistic understanding of teacher well-being and offers actionable insights for educational leaders and policymakers in disadvantaged contexts.

CHAPTER I

INTRODUCTION

The well-being of teachers is increasingly recognized as a critical factor in the overall effectiveness of educational systems. As educators navigate the demands of their profession, achieving a satisfactory work-life balance becomes essential for their mental, emotional, and physical health. This assessment explores the various dimensions of work-life balance and its impact on teachers' well-being, highlighting the challenges they face and strategies for improvement.

Work-life balance refers to the harmony between professional duties and personal life, including the time dedicated to work tasks, family, leisure activities, and self-care. For educators, who frequently endure extended hours and considerable emotional challenges, sustaining this balance is essential. Studies indicate that maintaining a healthy work-life balance can lead to lower stress levels, greater job satisfaction, and enhanced teaching effectiveness. On the other hand, a lack of balance can result in burnout, diminished classroom efficacy, and increased turnover rates (Ogaku et al., 2022).

Educators face a variety of obstacles in achieving a balance between their professional and personal lives. Heavy workloads, administrative responsibilities, and the emotional strain of aiding students can lead to feelings of being overwhelmed (Yusuf et al., 2022). Furthermore, the requirement to participate in after-school tasks, such as grading and lesson preparation, often blurs the line between work and personal time. Many teachers also find it difficult to cope with societal expectations to succeed in both their teaching roles and personal lives, which can intensify stress (Leo et al., 2022).

Despite an increasing awareness of the significance of work-life balance for educators, there continues to be a considerable lack of research that focuses specifically on diverse groups of teachers within various educational settings (Ogaku et al., 2022). Much of the current research primarily examines urban or suburban school environments (Johari et al., 2018), often neglecting the distinct challenges that teachers in rural or underserved regions face (Mulyani et al., 2021). These educators may deal with various stressors, including limited resources, feelings of isolation, and community expectations, which can greatly influence their work-life balance and overall well-being (Lindfelt et al., 2018).

The development of a Work-Life Balance (WLB) model for teachers in the underserved areas of Schools Division of Cotabato is of critical urgency for several key reasons. In these areas, teachers face unique challenges that not only impact their well-being but also affect the quality of education they deliver. The proposed study aims to develop a contextualized model that can offer sustainable solutions for improving the work-life balance of educators in the region.

CHAPTER III

METHODOLOGY

This chapter presents the research design, locale of the study, data gathering procedure, research instrument, sampling procedure, data analysis, and ethical considerations.

Research Design

Phase 1

In this study, the researcher utilized quantitative cross-sectional survey research design. It is also known as a prevalence or transverse study. It's a tool that allows researchers to collect data across a pre-defined subset or sample population at a single point in time. The information is typically about many individuals with multiple variables, such as gender and age. The purpose is to measure condition or outcome within a defined population. Cross-sectional studies often utilize surveys or questionnaires to gather data from participants (Schmidt & Brown, 2019).

Locale of the Study

This study was conducted among the underserved schools in Schools Division of Cotabato. Geographically, this is the largest in terms of land area and the largest division. This considers that there were schools that were far from the centers of the towns.

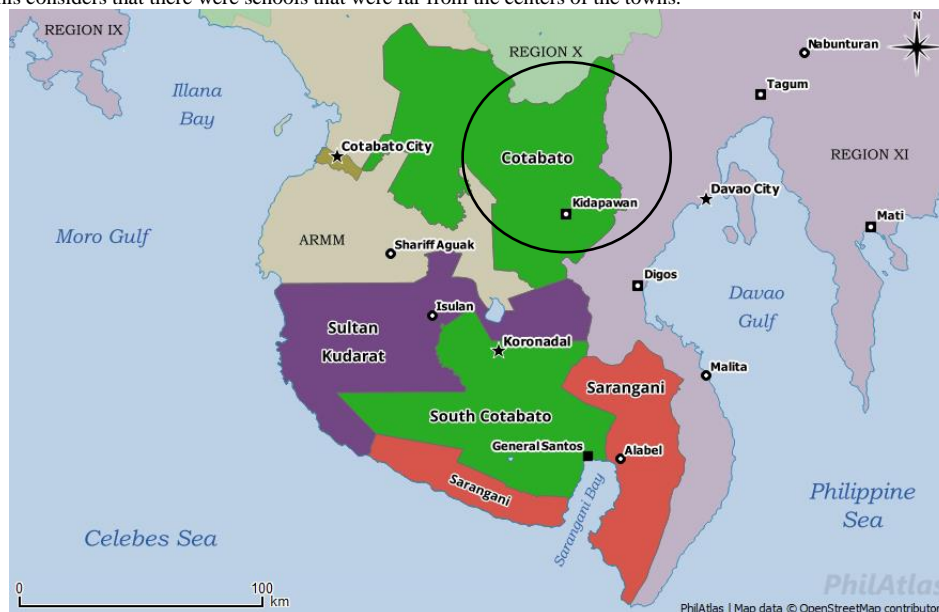


Figure 2. Map of the Location of the study

https://www.google.com/search?sca_esv=f51b23d37af80b04&rlz=1C5CHFA_enPH1138PH1138&sxsrf=ADLYWILz1-avwkd6QA-3NVrQ1mVP-

Data Gathering Procedure

Different protocols were observed in the data gathering. The researcher asked permission from the Regional Director of the Department of Education, Schools Division Superintendent, and District Supervisors. This ensures for the smooth gathering of the data among the target respondents.

In addition, the researcher prepared the survey questionnaire. This undergone pilot testing to determine its reliability through a Cronbach alpha. Meanwhile, the interview guide questions were validated by the experts to make it acceptable in the context of the participants.

Moreover, the survey questionnaire was distributed to the respondents. An ample time was provided as they respond to each statement. After this process, the results were tallied and were ran through using statistical tools.

Respondents of the Study

The respondents of this study were the teachers in the Schools Division of Cotabato whose assigned schools are 15-20 kilometers away from the municipal proper.

Phase 1

	SDO Cotabato	Total Population	Sample Size
CD 1		1211	105
CD 2		1698	145

CD 3	1196	102
Total		352

Phase 1

A survey questionnaire was used in the gathering of the data. Statements were taken from previous studies which talked about the Work-Life Balance of teachers. This process is called theoretical whereby the researcher has been careful in the selection of the predetermined dimensions. Using the 5-point Likert scale, the responses ranging from 1 which indicates Strongly Disagree and 5 as Strongly Agree. The table presents the ranges of means, the description, and the interpretation.

Range of Means	Description	Interpretation
4.20-5.00	Strongly Agree	The work-life balance among teachers is always manifested
3.40-4.19	Agree	The work-life balance among teachers is often manifested
2.60-3.39	Moderate	The work-life balance among teachers is fairly manifested
1.80-2.59	Disagree	The work-life balance among teachers is rarely manifested
1.00-1.79	Strongly Disagree	The work-life balance among teachers is not manifested

Sampling Procedure

Phase 1

The sampling that was applied is the Stratified Random Sampling (Iqbal et al., 2024). This means that each school serves as a stratum. Total number of teachers who were 15-20 kilometers away from the municipal proper were determined. The Raosoft Calculator was used to obtain the number of the respondents at 5% margin of error and 95% degree of confidence.

Data Analysis

Phase 1

Exploratory Factor Analysis (EFA). This was used to test the factorability of Work-Life Balance among the public secondary school teachers in Schools Division of Cotabato (Koch et al., 2024).

KMO and Bartlett's Test. This was used to determine the adequacy of the sampling size for factor (Zhang et al., 2024).

Confirmatory Factor Analysis (CFA). This was used to validate the factor structure of the predetermined model of Work-Life Balance (Swami, 2024).

Ethical Considerations

This study was observed the following ethical standards:

Informed Consent. Teachers should be fully informed about the purpose of the research, the methods used, potential risks, and how their data will be handled.

Confidentiality and Privacy. Personal information, including names, positions, and any identifying details, should be kept confidential, and any data gathered should be anonymized to protect participants' identities.

Cultural Sensitivity and Respect for Local Context. A culturally sensitive approach is essential, especially in region SOCSKSARGEN, where there may be diverse cultural, religious, and socio-economic factors that influence teachers' experiences of work-life balance.

Non-Discrimination and Equity. Efforts to improve work-life balance should be inclusive of all teachers, irrespective of their gender, socio-economic background, or other personal attributes. In underserved areas, women and marginalized groups may face unique challenges related to work-life balance that require special attention.

Beneficence and non-maleficence. The model should aim to improve teachers' overall well-being and should not cause undue harm. Teachers' feedback should be actively sought to ensure that the strategies being implemented actually alleviate stress and improve work-life balance, rather than unintentionally exacerbating it.

Empowerment and Participation. The development of a WLB model should be participatory, with teachers having a voice in shaping the process. They should be consulted in needs assessments, model development, and the evaluation of strategies to ensure that the resulting solutions align with their actual experiences and needs. Engaging teachers in the process promotes a sense of ownership and commitment to the model's success and ensures that the interventions are grounded in their lived realities.

Factor Analysis

KMO and Bartlett's Test

Table 3 illustrates how teachers' professional fulfillment and effectiveness as educators are improved by a balanced work-life dynamic. Teachers that are balanced show more vigor and excitement, which improves motivation and the way they teach (Santos et al., 2021). Because teachers may concentrate more on planning and instruction, this balance also enhances student involvement and the quality of instruction (Villanueva & Garcia,

2023). Furthermore, work-life balance promotes long-term career commitment by maintaining motivation and job satisfaction (Lee & Tan, 2022). Overall, a good balance has a positive effect on classroom performance and teacher well-being.

This result suggests that the variables are statistically sufficient to extract significant factors associated with the constructs under investigation. This encourages more research into latent aspects of financial literacy in educators, including goal-setting, budgeting, and financial planning techniques. Additionally, the dependability of any resulting factor structures that could direct professional growth and policy formation in financial literacy education is strengthened, and the instrument's methodological soundness is confirmed.

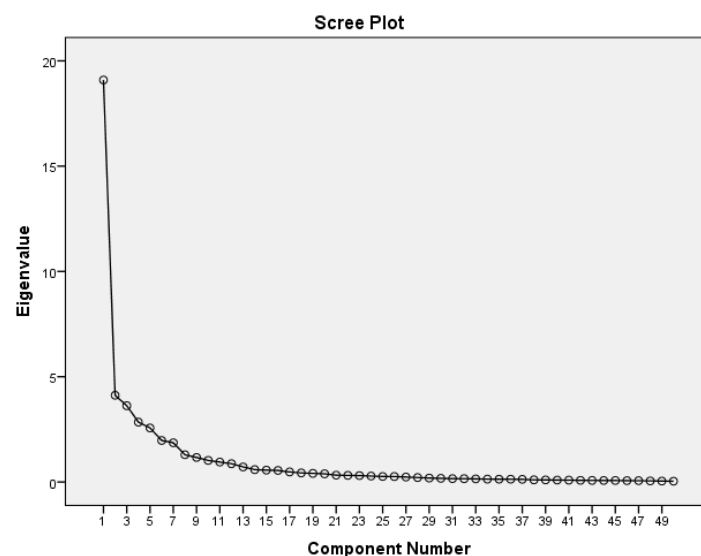
KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.894
Bartlett's Test of Sphericity	Approx. Chi-Square	19476.798
	df	1225
	Sig.	.000

Scree Plot

The scree plot shows a steep drop in eigenvalues from Component 1 to Component 2, which is followed by a slow leveling off. At about the tenth component, a distinct "elbow" is formed. In accordance with the Kaiser criterion (eigenvalues >1), this visual evidence justifies the preservation of ten components for additional study. Together, these ten components are the most significant and comprehensible aspects of the dataset, and they appear to be responsible for most of the variance shown in the variables under evaluation.

These ten elements may reflect the various demands and support requirements that educators confront in the context of work-life balance in the Division of Cotabato's underprivileged schools. The existence of several important components indicates that a complex range of circumstances, including workload, resource availability, administrative expectations, emotional strain, and personal time management, affect their professional well-being. By taking into account these factors, education stakeholders can create more focused interventions, like wellness initiatives, workload redistribution, or institutional support systems, that target the particular stressors influencing teachers' ability to balance their personal and professional obligations in settings with limited resources.



Rotated Component Matrix

The Rotated Component Matrix reveals a structured grouping of variables across ten distinct components. Variables such as VAR04 to VAR06 and VAR25 to VAR30 load highly under Component 1, while VAR46 to VAR50 align strongly with Component 2, each indicating separate latent constructs. Component 3 shows strong loadings for VAR31 to VAR35, and Component 4 clusters around VAR11 to VAR13. Similarly, Component 5 includes VAR16 to VAR20, and Component 6 highlights overlapping items such as VAR07 and VAR10. Each of these components contains variables with loadings generally above 0.6, indicating strong associations and supporting the validity of multiple thematic factors contributing to the overall structure.

Rotated Component Matrix^a

	Component									
	1	2	3	4	5	6	7	8	9	10
VAR01		.641								
VAR02		.668								
VAR03		.690								
VAR04		.800								
VAR05		.824								

VAR06		.830								
VAR07		.535				.415	.459			
VAR08							.443			
VAR09						.405	.540			
VAR10		.453					.485			
VAR11					.867					
VAR12					.845					
VAR13					.865					
VAR14										.711
VAR15										.716
VAR16						.552				
VAR17						.654				
VAR18						.785				
VAR19						.721				
VAR20						.570				
VAR21								.822		
VAR22								.773		
VAR23	.441							.721		
VAR24	.504							.601		
VAR25	.752									
VAR26	.738									
VAR27	.796									
VAR28	.867									
VAR29	.738									
VAR30	.681									
VAR31				.739						
VAR32				.820						
VAR33				.827						
VAR34				.703						
VAR35				.681						
VAR36							.522			
VAR37							.715			
VAR38							.755			
VAR39							.725			
VAR40					.640		.408			
VAR41									.498	
VAR42									.639	
VAR43									.645	
VAR44	.409		.500							
VAR45									.628	
VAR46			.695							
VAR47			.810							
VAR48			.810							
VAR49			.653							
VAR50			.654							

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 11 iterations.

These results demonstrate the intricate and varied nature of the factors affecting teachers' work-life balance, especially in the Division of Cotabato's underprivileged schools. The obvious grouping of items into distinct components raises the possibility that various elements of their personal and professional lives, including time management, administrative duties, emotional resilience, workload distribution, and support systems, may have an impact on their well-being both separately and in concert.

Dimensions of Work-Life Balance among teachers in the underserved Schools in the Division of Cotabato

Based on the analysis of the data, there are 11 factors which constituted the work-life balance among teachers in the underserved schools in the Division of Cotabato.

Workplace Environment and Support. This factor emphasizes how crucial institutional support is to attaining work-life balance. Colleague support (Score =.796), school culture that promotes taking time off (Score =.752), and organized school efforts that promote well-being (Score =.867)

are high-loading items. Flexible work schedules (Score =.738) and teachers' ease in sharing issues with leadership (Score =.738) also have a role. These answers demonstrate how a supportive atmosphere has a direct impact on a teacher's capacity to manage their workload and prevent burnout.

Investment in Skills and Knowledge. This domain encapsulates the ways in which work-life balance is influenced by professional development. Notable claims include that training helps balance work and family (Score =.824) and that learning new skills increases classroom efficiency (Score =.800). According to teachers, gaining knowledge promotes long-term career sustainability (Score =.830). These findings highlight how teachers feel more capable and balanced when schools make skill-building investments without imposing onerous schedules.

Time Allocation. With scores demonstrating high agreement that time to finish work (Scores =.810 and .695) and effective lesson preparation (Score =.810) are crucial, time management emerges as a major contributor to balance. Healthy lifestyles are reported by teachers who are able to balance their task within normal hours without interfering with personal time (Score =.653). The necessity for school systems to guarantee reasonable task expectations and time-conscious planning is reflected in this.

Career Longevity. This dimension focuses on how work-life balance influences retention and advancement. Teachers believe balance is key to staying in the profession longer (Score =.820), pursuing promotions (Score =.827), and feeling motivated (Score =.739). The ability to maintain personal well-being helps reduce turnover and encourages career growth, showing that supportive policies are crucial for long-term staff stability.

Productivity and Stability. This factor emphasizes that maintaining balance increases classroom efficiency and overall performance. Items show high scores for productivity linked to balance (Scores =.867, .865), time management (Score =.845), and job consistency (Score =.640). A teacher who is well-rested and emotionally supported is more likely to teach effectively and remain in their role, which benefits both students and institutions.

Professional Development and Productivity. Although it focuses on how productivity results from professional development, this topic overlaps with skills acquisition. Statements such as fulfilling productivity targets (Score =.721), sustaining focus (Score =.552), and better lesson planning as a result of rest (Score =.785) demonstrate how schools can use development tactics to promote efficiency without putting too much strain on teachers.

Professional Growth. Here, the focus is on the intersections between personal life and growth opportunities. Teachers with moderate ratings (scores =.540-.459) embrace learning but acknowledge the stress it can have on balance if not well managed. Institutions must respect instructors' personal boundaries while providing time and resources that foster progress.

Supportive School Environment. The institutional culture and teamwork are reflected in the statements made here. The importance of shared responsibility in preserving well-being is confirmed by high scores for collegial assistance (Score =.773) and helpful surroundings (Score =.822). Teachers are better able to handle conflicting expectations when they feel that their school culture supports them.

Workload. Teachers report that excessive workloads interfere with personal time (Scores =.645, .639), though having structured time for planning helps alleviate this (Score =.628). This dimension shows the direct impact of task volume on well-being and calls for fair distribution of responsibilities.

Self-Care. Finally, the ability to recharge outside of work is vital. Scores show that teachers value personal time (Scores =.711, .716), which allows them to return to work energized and effective. Encouraging self-care aligns with promoting resilience and preventing long-term stress.

Item	Item Statement	Score	Construct
23	I have access to the resources I need to manage my workload effectively, which helps improve my work-life balance.	.441	Workplace Environment and Support
24	My school leadership provides adequate support to help me manage both professional and personal responsibilities.	.504	
25	The school culture encourages teachers to take time off when needed to prevent burnout, contributing to better work-life balance.	.752	
26	I feel comfortable discussing work-life balance concerns with my school administrators or supervisors.	.738	
27	My workload is manageable because I receive sufficient support from my colleagues.	.796	
28	There is a clear structure in my school that promotes teacher well-being which positively impacts my work-life balance.	.867	
29	The school offers flexible working arrangements (e.g., planning time, remote work options) that help me manage my personal and professional responsibilities.	.738	
30	When I experience challenges in balancing work and personal life, I feel that my school provides adequate guidance and assistance.	.681	
1	I feel that ongoing professional development contributes to a better work-life balance by increasing my teaching efficiency.	.641	Investment in Skills and Knowledge
2	The time I spend on improving my teaching skills is manageable within my work schedule.	.668	
3	I have sufficient opportunities to participate in professional development activities without compromising my personal life.	.690	
4	Investing in my skills and knowledge helps me handle classroom challenges more effectively.	.800	
5	I am able to balance the time required for professional learning with my other personal and family responsibilities.	.824	
6	The skills I acquire through professional development help me achieve a more sustainable work-life balance.	.830	
7	Investing in my knowledge helps me handle different learning challenges.	.535	
10	I feel that the time invested in enhancing my professional knowledge directly contributes to improving my work-life balance.	.453	Time Allocation
44	I am able to effectively manage my time to complete work-related tasks without sacrificing personal time.	.500	
46	Having sufficient time to complete work tasks within my contracted hours helps me maintain a balanced lifestyle.	.695	
47	Time management strategies, such as prioritizing tasks, help me maintain a healthy balance between my teaching responsibilities and personal life.	.810	

48	I have enough time to prepare my lessons.	.810	Career Longevity
49	I am able to complete all of my teaching-related tasks during regular working hours without affecting my personal time.	.653	
50	There is adequate time built into my work schedule for personal activities or relaxation	.654	
31	Maintaining a healthy work-life balance is important for my long-term career longevity as a teacher.	.739	
32	I believe that a good work-life balance helps me stay in the teaching profession for a longer period.	.820	
33	When I have a proper work-life balance, I feel more motivated to pursue career advancement opportunities within education.	.827	
34	The ability to maintain a balanced lifestyle makes me less likely to consider leaving the teaching profession.	.703	
35	A supportive work environment that promotes work-life balance increases my likelihood of seeking long-term career opportunities in education.	.681	Productivity and Stability
11	I feel that my productivity as a teacher improves when I maintain a good work-life balance.	.867	
12	Having a healthy work-life balance helps me to manage my time more efficiently in the classroom.	.845	
13	When I am able to balance my personal life with my teaching responsibilities, I am more productive at work.	.865	
40	I feel that teachers who are able to manage their work-life balance are more likely to experience career stability and longevity in the profession.	.640	Professional Development and Productivity
6	The skills I acquire through professional development help me achieve a more sustainable work-life balance.	.415	
9	Engaging in continuous learning helps me feel more confident in my teaching role, contributing to a more balanced lifestyle.	.405	
16	I have focus during work hours which increases my productivity.	.552	
17	My ability to be productive is not affected by work-related outside school hours.	.654	
18	I am able to be more efficient in lesson planning and grading when I am well-rested.	.785	
19	I feel that work-life balance meets professional expectations and productivity goals.	.721	
20	A clear separation between work and personal life enables me to manage my responsibilities more effectively, improving my overall productivity.	.570	Professional Growth
7	Investing in my knowledge helps me handle different learning challenges.	.459	
8	My school provides enough resources and time for me to invest in my professional growth without negatively impacting my work-life balance.	.443	
9	Engaging in continuous learning helps me feel more confident in my teaching role, contributing to a more balanced lifestyle.	.540	Career Longevity
10	I feel that the time invested in enhancing my professional knowledge directly contributes to improving my work-life balance.	.485	
36	I feel that a balanced work-life dynamic improves my chances of moving into more senior or specialized roles within the education system.	.522	
37	Work-life balance is a key factor in my decision to stay at my current school or consider transferring to another institution.	.715	
38	I am more likely to stay in the teaching profession long-term when I feel that my work-life balance is respected by my school or district.	.755	
39	Work-life balance plays a significant role in how satisfied I am with my current position and the potential for future career growth.	.725	
40	I feel that teachers who are able to manage their work-life balance are more likely to experience career stability and longevity in the profession.	.408	
21	My school provides a supportive work environment that helps me maintain a healthy work-life balance.	.822	Supportive School Environment
22	I feel that my colleagues are supportive when it comes to balancing work responsibilities and personal time.	.773	
23	I have access to the resources I need to manage my workload effectively, which helps improve my work-life balance.	.721	
24	My school leadership provides adequate support to help me manage both professional and personal responsibilities.	.601	
41	I feel that my workload is manageable enough to allow for a healthy work-life balance.	.498	Workload
42	I am able to allocate enough time for personal activities and rest, despite the demands of my teaching responsibilities.	.639	
43	The time I spend on lesson planning and grading often affects my ability to balance work with personal life.	.645	Self-Care
45	I am provided with enough time during my workday to plan lessons, attend meetings, and fulfill other duties without working excessively beyond school hours.	.628	
14	I have adequate personal time to recharge.	.711	
15	I have time for self-care and personal activities outside of work.	.716	

Fit Indices of Ten-Factor Model of Work-Life Balance among teachers in the underserved schools in the Division of Cotabato

The ten-factor model of work-life balance among teachers in underserved schools within the Division of Cotabato produced the following fit indices: CMIN = 6.851, CFI = 0.657, TLI = 0.628, NFI = 0.622, RMSEA = 0.129, and AIC = 8031.319. These results indicate a poor model fit, particularly with

CFI, TLI, and NFI values falling significantly below the acceptable threshold of 0.90. The RMSEA exceeds the acceptable upper limit of 0.08, suggesting considerable error in the model's approximation of the data. The elevated AIC also reflects high model complexity with limited explanatory advantage. These outcomes point to the need for substantial model revision. Several latent constructs may overlap or lack distinctiveness, while observed indicators might not be reliably capturing the intended dimensions of work-life balance. Reassessing the conceptual structure, reducing item redundancy, or re-specifying factor paths can enhance model validity.

Fit Indices of Ten-Factor Model of Work-Life Balance among teachers in the underserved schools in the Division of Cotabato

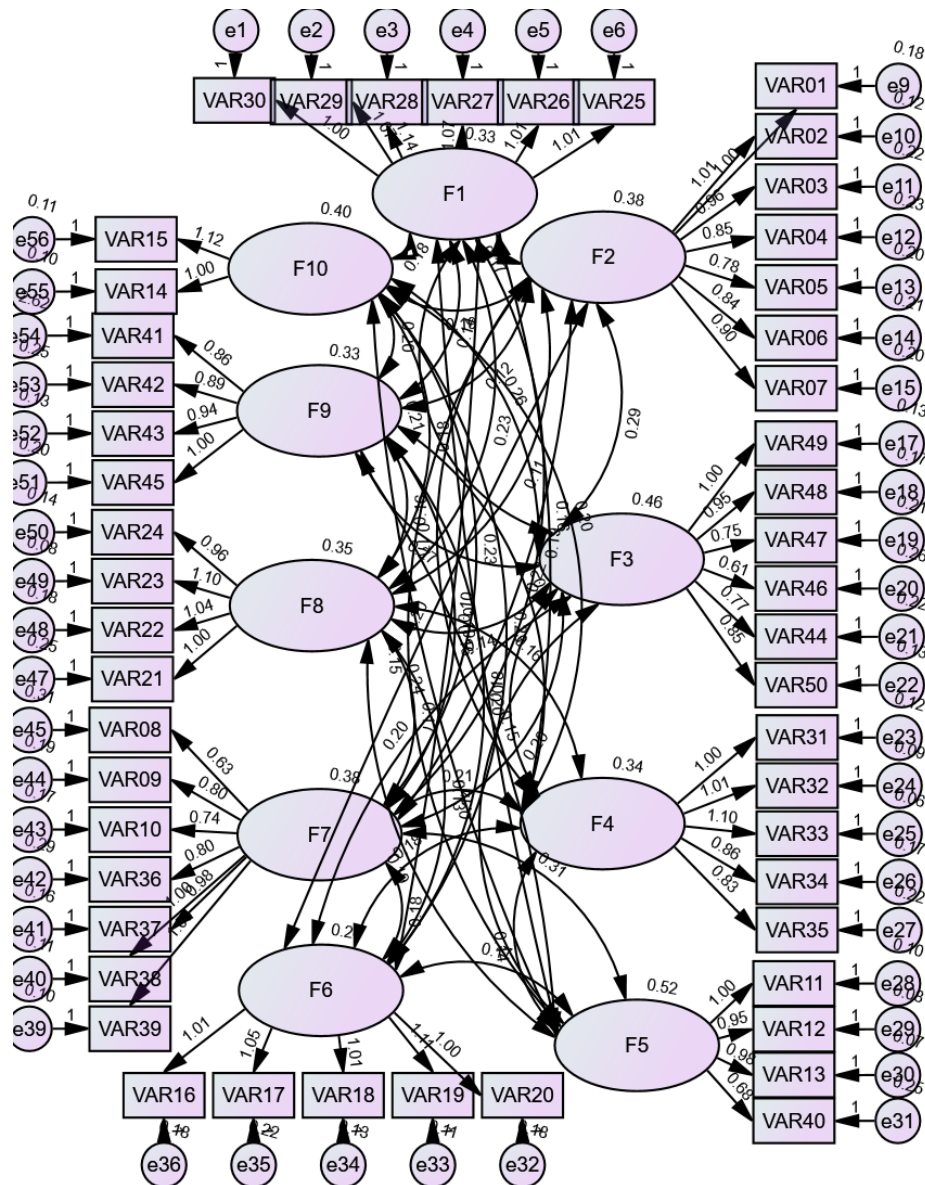
Fit Indices	Obtained Value
CMIN	6.851
Comparative Fit Index (CFI)	.657
Tucker-Lewis Index (TLI)	.628
Normed Fit Index (NFI)	.622
Root Mean Square Error of Approximation (RMSEA)	.129
Akaike Information Criterion (AIC)	8031.319

Ten-Factor Model of Work-Life Balance among teachers in the underserved schools in the Division of Cotabato

The structural model shows ten interrelated factors that influence teachers' work-life balance, each represented by an oval and associated with specific observed variables. Factor 1 (Workplace Environment and Support) has strong associations with F10 (Self-Care) and F2 (Investment in Skills and Knowledge), with coefficients of 0.40 and 0.38, respectively, implying that a supportive work setting enables teachers to invest in themselves and their professional growth. F2, in turn, significantly influences F3 (Time Allocation), suggesting that skill investment impacts how teachers manage their time. Additionally, F6 (Professional Development) strongly loads onto multiple variables and contributes directly to F3, F4 (Career Longevity), and F5 (Productivity and Stability), with coefficients ranging from 0.34 to 0.52. These relationships highlight how professional development serves as a central driver of sustained and stable career trajectories.

Other notable interactions include F7 (Professional Growth) influencing F3 (Time Allocation) and F8 (Supportive Environment) impacting F4 and F5, further emphasizing the interplay between personal advancement and institutional support. F9 (Workload) negatively interacts with factors like F3 and F4, indicating the strain heavy workloads place on time management and career sustainability. F10 (Self-Care) loops back into the system by impacting both F1 and F3, reinforcing the idea that attention to personal well-being feeds into broader workplace dynamics and time allocation practices.

These findings highlight the importance of cultivating a balanced ecosystem within underserved schools. Prioritizing supportive work environments, investing in ongoing professional development, and ensuring manageable workloads can collectively improve job satisfaction, retention, and performance. School leaders and policymakers in the Division of Cotabato should recognize the interconnected nature of these factors and develop holistic interventions that simultaneously address organizational support, career progression, and self-care to enhance overall teacher well-being.



F1- Workplace Environment and Support
 F2-Investment in Skills and Knowledge
 F3-Time Allocation
 F4-Career Longevity
 F5-Productivity and Stability
 F6-Professional Development
 F7-Professional Growth
 F8-Supportive Environment
 F9-Workload
 F10-Self-Care

Fit Indices of Seven-Factor Model of Work-Life Balance among teachers in the underserved schools in the Division of Cotabato

The seven-factor model of work-life balance among teachers in underserved schools within the Division of Cotabato produced the following fit indices: CMIN = 6.569, CFI = 0.784, TLI = 0.756, NFI = 0.756, RMSEA = 0.126, and AIC = 2879.142. These results show modest improvement over the ten-factor model but still reflect a weak overall fit. The CFI, TLI, and NFI remain below the recommended threshold of 0.90, while the RMSEA remains high, indicating substantial deviation between the proposed model and the observed data. The AIC value, although lower, still points to considerable complexity in the model.

This matrix indicates that more work is required even though the model shows a clearer factor structure than the last version. The factor definitions may be improved by lowering cross-loadings, removing weak items, or rethinking overlapping conceptions. By doing this, measurement accuracy will increase and the model will be guaranteed to accurately reflect the real work-life dynamics that educators encounter in demanding learning environments.

Fit Indices of Seven-Factor Model of Work-Life Balance among teachers in the underserved schools in the Division of Cotabato

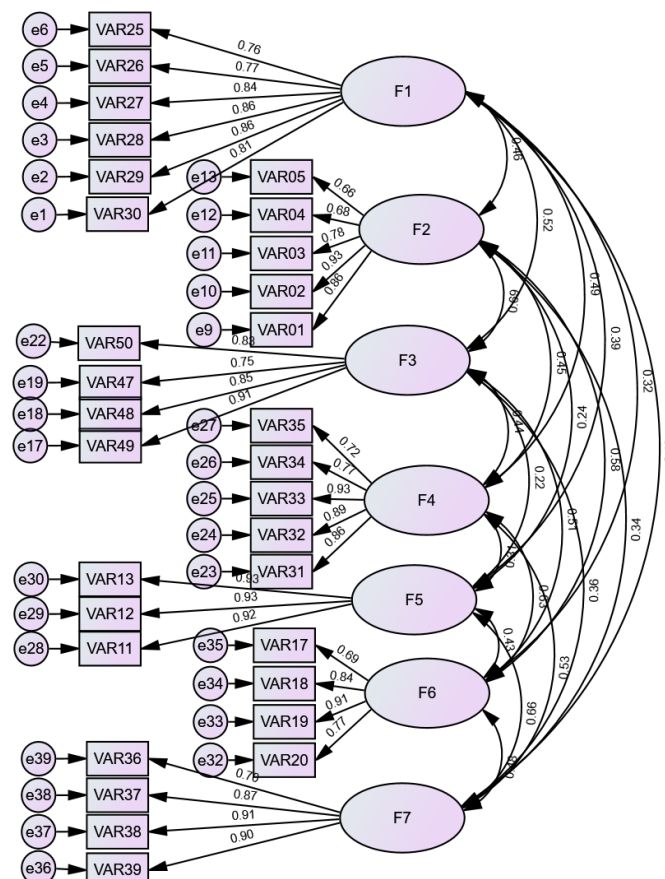
Fit Indices	Obtained Value
CMIN	6.569
Comparative Fit Index (CFI)	.784
Tucker-Lewis Index (TLI)	.756
Normed Fit Index (NFI)	.756
Root Mean Square Error of Approximation (RMSEA)	.126
Akaike Information Criterion (AIC)	2879.142

Seven-Factor Model of Work-Life Balance among teachers in the underserved schools in the Division of Cotabato

The final Structural Equation Model reveals that out of the 10 factors, only 7 factors are associated with the Work-Life Balance among teachers in the underserved schools in the Division of Cotabato. Factor 1 (Workplace Environment and Support) shows moderate to strong associations with Factor 2 (Investment in Skills and Knowledge) at 0.46, Factor 3 (Time Allocation) at 0.52, and Factor 4 (Career Longevity) at 0.59, indicating that a supportive workplace contributes to how teachers allocate time, invest in professional growth, and sustain long-term careers. Factor 2 also displays significant relationships with Factors 4 (0.45), 5 (0.30), and 6 (0.36), suggesting that investments in training and knowledge are connected with improved stability, productivity, and continuous development. Similarly, Factor 3 (Time Allocation) shows strong links to Factors 5 (0.53), 6 (0.66), and 7 (0.69), highlighting that effective time management plays a central role in sustaining productivity and personal advancement.

Meanwhile, Factor 4 (Career Longevity) correlates strongly with Factor 5 (0.60) and moderately with Factors 6 (0.34) and 7 (0.46), reinforcing the importance of stable, long-term engagement in improving performance and growth. Factor 5 (Productivity and Stability) has significant paths to both Factor 6 (0.53) and Factor 7 (0.66), indicating that stable productivity contributes to both development and growth. Finally, the most notable association is between Factor 6 (Professional Development) and Factor 7 (Professional Growth) at 0.69, reflecting a high level of mutual reinforcement between these two domains.

These correlations imply that the experiences of teachers in underprivileged schools are shaped by a number of interconnected domains. When paired with efficient time management and a calculated investment in skill development, a supportive atmosphere improves both short-term productivity and long-term career prospects. Furthermore, teachers are more likely to remain resilient and satisfied with their jobs in spite of adversity when they see opportunities for ongoing learning and improvement.



Dissemination Plan

Purpose of Dissemination

To communicate the findings of the study to relevant stakeholders including school administrators, teachers, education officials, policymakers, and academic communities in order to:

- Raise awareness of the factors influencing teacher work-life balance.
- Promote evidence-based interventions for teacher well-being and retention.
- Support informed policy development within the Department of Education.

Target Audiences

- **Local Education Stakeholders:** Division and regional supervisors, school heads, guidance counselors.
- **Policy Makers:** Officials from the Department of Education (DepEd), especially those involved in teacher welfare and human resource management.
- **Teaching Community:** Teachers in public elementary and secondary schools, particularly in underserved or high-need settings.
- **Academic Community:** Education researchers, university faculty, and graduate students.

Dissemination Strategies

- **Policy Briefs.** Develop concise policy briefs summarizing the key findings, implications, and recommendations.
- **Division-Wide Presentation.** Conduct a presentation/workshop in the Schools Division of Cotabato showcasing findings and proposed interventions.
- **Academic Publication.** Submit to a peer-reviewed journal focused on educational leadership or teacher development.

Key Messages

- Teacher work-life balance is influenced by both personal and institutional factors.
- Investment in skills, time allocation, and support systems are central to teacher retention and effectiveness.
- Improving teacher well-being is crucial to sustaining quality education in underserved communities.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary of key findings, conclusions drawn from the analysis, and recommendations based on the results of the study. The investigation explored the dimensions of work-life balance among teachers in underserved schools in the Division of Cotabato using a mixed-method approach, specifically Exploratory Factor Analysis (EFA), Confirmatory Factor Analysis (CFA), and thematic analysis.

Summary of Findings

Based on the analysis of the data, the following significant findings are presented:

1. Ten initial components were extracted, explaining 79.122% of variance. The ten-factor model showed poor fit (CFI = 0.657; RMSEA = 0.129). A refined seven-factor model improved slightly (CFI = 0.784; RMSEA = 0.126).
2. Factors include workplace environment, investment in knowledge, time allocation, productivity, career longevity, professional growth, and development.
3. Teachers define work-life balance in personalized, multidimensional terms, emphasizing time management, emotional well-being, and unique role demands.
4. Challenges include excessive workload, family responsibilities, and insufficient support.
5. Teachers link a strong work-life balance with improved energy, teaching quality, and motivation.

Conclusions

Based on the findings, this study concludes that:

1. Work-life balance among teachers in underserved schools is shaped by interrelated personal and institutional factors.
2. Quantitative validation supports a multidimensional model, though with a need for better model fit.
3. Teachers' personal well-being, time allocation, and institutional support significantly influence teaching effectiveness and professional sustainability.

Recommendations

This study provides the following recommendations:

1. Implement and enforce workload regulations such as those outlined in DepEd Order No. 5, s. 2024 to manage task overload.
2. Establish wellness programs, peer support networks, and flexible scheduling to strengthen emotional resilience.
3. Offer accessible, time-conscious training opportunities that enhance productivity without overwhelming teachers.
4. Refine the structural model, ensure better factor distinction, and expand studies to other regions for generalizability.