

**EMOTIONAL INTELLIGENCE AND WORK-LIFE BALANCE AMONG  
PUBLIC AND PRIVATE SCHOOL TEACHERS  
IN SARIAYA, QUEZON**

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## **Chapter I**

### **INTRODUCTION**

The idea of responsibility embeds in every aspect of human existence, whether it is about their career or profession, their family responsibilities, or their own growth. There are always varied emotions while fulfilling this that can be either positive or negative. Therefore, it is important for every individual to comprehend how to handle these emotions and how to balance their work and life despite these responsibilities.

Work is a purposeful activity that includes both mental and physical in which it is done to create value or things that will be used or enjoyed in the future (van der Laan et al., 2023). People work to earn money, which, as everyone knows, is important for everything to function. People work in exchange for salary or wage that can help them to survive every day. They are working to have money that they can use for food, travel, car, house, to pay bills, they want to establish a business, or anything that they can do with money. They work because they want to give their loved ones a life that they deserve. Moreover, it is not just about money; people go to work because they find it satisfying. They can interact socially, learn to solve problems, engage in meaningful work, and work also helps in shaping their identity (Jansen, 2023). However, people should not just focus on their career because they also have a life like family, friends, or themselves. Their responsibility is to take care of their family and provide their needs, to have a social life, and responsibility for their own growth. All these responsibilities and duties that teachers need to manage to attain a work-life balance.

To have a good work-life balance, another aspect to be focused on is emotional intelligence; a teacher must be able to manage not just the emotions but the stress as well and it is shown to be important for them to attain a balanced life. Emotional Intelligence (EI) helps people to use their emotions when necessary and they also have a better understanding of their own emotions which leads to self-regulation and management of stress. This allows the teachers to manage job demands while dealing with personal responsibilities, leading to a healthy work-life balance (Sharma, 2023). It's getting harder to maintain a good work-life balance in today's fast-paced workplace that every organization has. From the responsibilities of teachers for meeting deadlines, taking care of their well-being and personal needs, etc. Emotional Intelligence (EI) plays an important role for teachers, for them to be able to understand their emotions and help to balance their work and life. Enhancing the emotional intelligence of teachers would be essential not just for themselves but also for their students and school.

Emotional Intelligence could be improved through training and practice (Oabel & Villega, 2019). Therefore, researchers will design a training program that will enhance emotional intelligence and improve the work-life balance for the school. It believes that it will be a good help for every teacher inside the school. This study aims to have a better understanding of emotional intelligence and work-life balance among teachers in public and private schools in Sariaya, Quezon.

### **Background of the Study**

The municipality of Sariaya is the 1<sup>st</sup> class municipality in Quezon Province. The province has a variety of educational institutions, from elementary to higher education levels. For this study, the researchers chose teachers at the primary to

secondary levels in both public and private schools to have a holistic view of how different varieties differ from each other. Teachers in these kinds of institutions must have good emotional intelligence and work-life balance to be able to handle all the responsibilities that they have, both personally and professionally.

The problems of emotional intelligence and work-life balance among public and private school teachers manifest in numerous ways. They are prone to work pressure and stress because of the responsibilities that they have as educators. They monitor students' progress, guide students, evaluate learning outcomes, communicate with parents regarding their kids, make lesson plans, etc. Teachers often experience high levels of stress, pressure, and emotional demands, which can affect their work-life balance. According to Hermosilla and Tan (2023), emotion is a significant part of a person's life, and with emotional intelligence, people can have conscious management of their feelings and other people's. And the ability to perceive, manage, and understand their emotions would help in balancing work and personal life. Enhancing the public and private school teachers' emotional intelligence could lead to better well-being, reduce stress, and improve their job satisfaction and overall performance. Better work-life balance will help public and private school teachers' overall health, which might lead to more effective teaching and a positive impact on their students.

In educational institutions, it is visible that teachers are more likely to be exposed to stress and work pressure which may lead to poor balance in their personal and professional life. The researchers want to know the gap in emotional intelligence by examining the public and private school teachers' self-awareness, self-regulation, motivation, empathy, and their social skills and the gap in the work-life balance of the

public and private school teachers in terms of work interfering their personal life, their personal life interfering work, work enhancing their personal life and their personal life enhancing their work.

### **Objectives of the Study**

This study aims to determine the Emotional Intelligence and Work-Life Balance Among Public and Private School Teachers in Sariaya, Quezon. Specifically, this seeks to attain the following objectives:

1. To determine the demographic profile of the public and private school teachers in Sariaya, Quezon:
  - 1.1. Age
  - 1.2. Gender
  - 1.3. Marital Status
  - 1.4. Highest Educational Attainment
  - 1.5. Status of Employment
  - 1.6. Number of Years Employed
  - 1.7. School
2. To determine the level of emotional intelligence of the public and private school teachers in terms of:
  - 2.1. Self-awareness
  - 2.2. Self-regulation
  - 2.3. Motivation
  - 2.4. Empathy

## 2.5. Social skills

3. To assess the work-life balance of the public and private school teachers in terms of:
  - 3.1. Work Interfering Personal Life
  - 3.2. Personal Life Interfering Work
  - 3.3. Work Enhancing Personal Life
  - 3.4. Personal Life Enhancing Work
4. To determine if there is a significant relationship between emotional intelligence and work-life balance among public and private school teachers in Sariaya, Quezon.
5. To determine if there is a significant difference in emotional intelligence and work-life balance among public and private school teachers according to their demographic profile.
6. To design a handbook that will improve the work-life balance of the public and private school teachers in Sariaya, Quezon.

## **Significance of the Study**

This study was conducted by the researchers to determine the emotional intelligence and work-life balance of the public and private school teachers in Sariaya, Quezon. Upon the completion of the following objectives, this study is expected to give benefits to the following:

*Schools in Sariaya, Quezon*, this study can help enhance performance by giving information about teachers' emotional intelligence and work-life balance, which can help improve overall school performance and student achievement. This can also help

them to develop programs and seminars for their teachers' emotional intelligence and work-life balance.

*Public and Private School Teachers in Sariaya, Quezon*, this study will give them personal and professional benefits. It can raise their awareness about the importance of their emotional intelligence and work-life balance and provide information to better manage their personal and professional lives, which can lead to job satisfaction and reduce their stress.

*Researchers*, conducting this study will not only expand their existing knowledge in emotional intelligence and work-life balance. It will also help them identify the gap in their current understanding. It will also help them to get information on how to manage emotional intelligence and work-life balance.

*Future Researchers*, this study can serve as a reference for their study. To gain knowledge on what the real gap is between emotional intelligence and work-life balance. By knowing and studying the gap of the said matter, they can also contribute to the enhancement of emotional intelligence and work-life balance of the people in different organizations.

### **Scope and Limitation**

This study primarily focuses on emotional intelligence and work-life balance among public and private school teachers in Sariaya, Quezon. In this study, it includes determining the demographic profile of respondents as to age, gender, marital status, highest educational attainment, status of employment, number of years employed, and school. It also aims to assess the level of emotional intelligence in terms of self-awareness, self-regulation, motivation, empathy, and social skills. The study aims to

explore further by evaluating the work-life balance of the public and private school teachers in Sariaya, Quezon as to work interfering personal life, personal life interfering work, work enhancing personal life, and personal life enhancing work.

This study was conducted in Sariaya, a town in the province of Quezon, from September to November 2024. The researchers used quota sampling therefore it involved 200 respondents, comprising 100 public school teachers and 100 private school teachers under the Department of Education from different schools within Sariaya, Quezon.

### **Definition of Terms**

This study includes specific terms related to the study. The following terminologies are defined and expressed based on their use in this study, as follows:

**Emotional Intelligence** refers to the ability of a public and private school teacher to manage their own emotions and understand the feelings of the people around them.

**Empathy** is the ability of a public and private school teacher to understand or feel what another person is experiencing.

**Motivation** is the drive that helps the public and private school teachers to do their duties as an educator.

**Personal Life Enhancing Work** is when a personal matter has a positive effect or improves a public and private school teachers' work.

**Personal Life Interfering Work** is when the personal life of a public and private school teacher is affecting or has a negative effect on his work.



**Self-Awareness** refers to one's ability to recognize their own thoughts, emotions, strengths, weaknesses, and skills in the institution.

**Self-Regulation** is the ability of the public and private school teachers to control their thoughts, emotions, and behavior, especially in stressful and difficult situations.

**Social Skills** refers to the public and private school teachers' ability to interact, communicate, and maintain positive relationships within their co-teachers and students in the institution.

**Work Enhancing Personal Life** is when the work has a positive effect or improves a public and private school teacher's personal life.

**Work Interfering Personal Life** refers to the work demand that affects a public and private school teachers' personal demand and needs.

**Work-Life Balance** refers to maintaining a balanced relationship between one's work and personal life.

## **Chapter II**

### **REVIEW OF RELATED LITERATURE**

This chapter incorporates articles, books, and other sources related to the subject and research problem and contains studies and facts necessary for the study's subject and content. This also establishes conceptual framework and hypothesis.

#### **Emotional Intelligence**

Emotional Intelligence is the ability to recognize, utilize, comprehend, regulate, and handle emotions. Emotionally intelligent people can comprehend both their own and other people's feelings. In addition to being able to perceive, comprehend, and regulate one's own emotions, a person must also be able to interpret, comprehend, and react to the emotions of others (Kaur & Prajapati, 2023). Improving social relations and personal performance are significantly aided by emotional intelligence (EI). To be able to identify and control one's own emotions involves a deep comprehension of others' emotions and the ability to relate to them. By developing these abilities, people can manage relationships more smoothly, settle disputes in a way that is constructive, and create a nurturing environment that promotes both professional and personal development. It is also important for developing deep relationships and reaching emotional well-being.

Dangwal (2022), in her study “Impact of Emotional Intelligence on Life Work Life Balance: Evidence from IT Sector”, cited Salovey and Mayer's Emotional Intelligence (EI) theory and it is defined as the ability to understand and manage one's and other people's emotions. It can help to identify, discriminate, and guide one's own thinking and action. Dangwal also cited Daniel Goleman's theory about emotional intelligence that researchers find emotional intelligence valuable because they find it helpful for organizations and schools to manage the teachers effectively. Most companies, organizations, educational institutions, etc. are now seeking out people with high emotional intelligence as they believe that teachers could perform better at work when they have high emotional intelligence. The most popular model of emotional intelligence is one developed by Goleman. It consists of five components: first is self-awareness, emotional intelligent people possess a clear understanding of their own emotion, know their strengths and weaknesses, and they don't let emotions rule them; second is self-management/self-regulation, it is the ability to control negative emotions and it promotes reason, a good decision making, adaptability, integrity, and ability to decline when necessary; third is motivation, they are prioritizing long-term goals, acting proactively, productively, and efficient on whatever they do; fourth is empathy, an ability to understand other people's emotions by not judging them too quickly and avoid stereotyping and they have a good relationship with other people; and lastly social skills, they are excellent in communicating and able to handle disagreement well. Emotional Intelligence (EI) is a crucial component since it provides a better understanding and controls one's emotions. It is a valuable thing that every teacher should possess as it is not just for personal development but also for their performance at school. Every aspect of emotional intelligence, from self-awareness to social skills,

is important in influencing relationships and behavior. Teachers' resiliency, good communication, etc. are all made because of emotional intelligence that can help promote a productive work and life.

Individuals having a higher emotional intelligence are more expected of intelligence to control, comprehend, and effectively regulate their own as well as other people's emotions (Wijekoon et al., 2017). Since leaders like principals want everyone to carry out their duties and commitment as cleverly as it would wisely, emotional intelligence is necessary for them to be effective. According to research, emotional intelligence is a key component of a successful life that enhances people's quality of life and has a substantial impact on leadership positions and job success execution. By controlling their emotions and recognizing their weaknesses, principals with an outstanding level of emotional intelligence can use their social skills to inspire others, maintain strong relationships with the teachers, and serve as an influential motivator. Also, it may be possible to leaders with a high emotional intelligence to increase productivity from less manpower. As a result, from having these modern institutions involving relationships and interactions with different people with a diverse background, emotions, personalities, etc. from which it is sometimes difficult to handle, emotionally intelligent educational leaders can create and promote emotionally intelligent educators (Sacramento, 2023).

In workplaces, emotional intelligence is essential because of constant communication from each other. This communication can either be positive or negative, and it affects the institution as well as the individuals' ability to perform (Maxfield, 2023). Moreover, practicing emotional intelligence is crucial in the workplace and

practicing its components like self-awareness is a necessary skill to succeed at work. Insights has allowed the study to better understand of what emotional intelligence could offer and how many teachers it can assist in learning to insist, control their impulses, and obtain the ability to survive despite of many challenges and hardships that they are facing in the institution (Drigas & Papoutsis, 2018). Furthermore, the study of emotional intelligence had significance in the workplace, where various aspects of one's environment might impact their performance and responsibilities in establishing ways to adjust to changes positively (Sterrett, 2014).

According to the study of George & Navya (2023) people with high emotional intelligence are more likely to be successful in their careers, communicate well, and build closer bonds with superiors and coworkers compared to low EI employees. They also improved their negotiation and conflict resolution abilities, which benefits the organization as a whole. With their ability to facilitate interpersonal interactions, clear communication, and the ability to manage complex workplace relationships, emotional intelligence (EI) is a critical component of professional development in the people in educational sector because their work includes making lesson plans, teaching students, facilitating the room, etc. Given the nature of their work, they should know how to communicate well, have good interpersonal skills, and be a good role model for the student to be a more effective teacher. In order to have those abilities they need to have emotional intelligence.

Additionally, Mukhtar & Fook (2020), state the findings that teachers strongly agreed that they have a high emotional intelligence in which it can affect the work performance positively and enhance positive attitudes in their professional roles.

Teachers who have a high emotional intelligence excel in managing their emotions, which is essential for achieving the institution's goals and objectives. Having a high emotional intelligence not just improves their relationship with their students and co-teachers, but also for the institution as well. Promoting a positive attitude toward organizational change, smoother transitions, and adaptive responses within educational settings. Therefore, enhancing and promoting emotional intelligence among teachers is essential for enhancing professional growth, creating a good work environment, and attaining collective success in educational institutions.

Furthermore, the findings in another study found that emotional intelligence was a significant predictor of professional self-efficacy in areas like student participation, teaching strategies, and classroom management, that shows a positive relationship between these factors. Teachers with high emotional intelligence enhance their ability to communicate, which helps them to have greater success in their professions. People with high emotional intelligence are also known to benefit from positive approaches and win-win strategies in social interactions, which leads to positive outcomes in themselves and to others. Therefore, educators having a high emotional intelligence are very effective in both personal and professional settings, influencing their relationship with their friends and family, appearance and to their overall health (Yilmaz & Aktas, 2023).

As an innovative approach on education reform, there's a current limited study that focuses on the use of emotional intelligence professional development training for educators and application of emotional intelligence practices in elementary and secondary level. School districts and educational leaders may benefit from obtaining

more knowledge about high trait emotional intelligence indicators that teachers naturally possess and how these traits enhance their professionalism and ability to manage every aspect of a teacher's working environment (Castillo, 2023). Teachers have the potential to enhance their emotional intelligence competencies to positively navigate workplace stressors through training of emotional intelligence skills (Anderson, 2019).

### **Self-Awareness**

According to Chappelle (2017), self-awareness is the ability to appropriately perceive one's own degree of competence, knowledge, value, and responsibility when it comes to emotions. Knowing people and their abilities, both professionally and personally, instills confidence. The foundation of self-esteem is awareness, it is a vital step on the road to self-improvement since it enables people to recognize their strengths and shortcomings. People who have self-awareness feel powerful, at peace, and prosperous. It is important for individuals to have a clear understanding of their own level of competence, knowledge, and emotional environment. Employees who are self-aware enough to know this about themselves are more capable of facing obstacles in the workplace with courage and determination. Knowing their own advantages and disadvantages enables them to make the most of their abilities, improving teamwork and organizational performance. Plus, stress management, efficient communication, and the development of good working relationships are all made possible by self-awareness. Developing self-worth by having self-awareness helps employees personally and professionally by improving their output and happiness.

Being self-aware goes well beyond just knowing enough about oneself, it also involves being able to interpret this knowledge to have a deeper understanding about oneself. Self-awareness has a four levels, arousal and attention, sensory and motor, cognitive, and lastly psychosocial. In arousal and attention level, it perceived the failure to pay attention or respond with close concentration because of distractions around individuals as the reason why attention to ideas formed or any arousal is either very slow or poor. In the sensory and motor level, it is when the increased ability to pay attention, comprehend, and memorize can help to explain the sense of feeling, such as movement, exhaustion, and satisfaction, as well as even more advanced skills of processing the perceptions. In the cognitive level, attention, comprehension, and memory is also important for individuals to function and understanding the more abstract nature of these skills that are needed in the use of abstract thinking, conceptualization, and problem solving. At this level, the information from previous levels is combined to create a model that combines knowledge and abilities. The last level of self-awareness is psychosocial, which entails continuously recognizing how the world compares to the abilities and gives the opportunity to assess individual's own performance in comparison with their co-workers. Participating in familiar occupation, process-focused feedback, brain education, and training in compensatory strategy, all these can help to enhance the self-awareness of individuals that not just apply in their workplace but also in their personal lives (Onu & Gabriel, 2020).

As stated by Okpara & Edwin (2015), being emotionally self-aware is being aware of one's emotions and how it influences actions. Self-awareness or self-assessment is about knowing what people are good at, one must be aware of their strengths and weaknesses as well as their openness to learning and improving. Teachers



who have this self-awareness are more open to feedback and know how to reflect on experiences. Being aware of oneself is very important not just in personal life but also in school. People who have this know when they are sad, happy, mad, etc., and know the reasons behind these emotions. When a teacher knows where he is good at then he can use this to do the work and when a teacher knows when he is struggling, he finds ways to improve it. Teachers who have self-awareness are also open to any criticism or feedback and they don't take it personally because they know that it is for their learning and improvement. Overall, self-awareness helps teachers to understand self-better therefore they can be better at whatever they do in life and in work and able to balance both.

As cited by Eurich (2018), the two broad categories of self-awareness kept emerging, internal self-awareness and external self-awareness. Internal self-awareness is a measure of how individuals like teachers perceive their own values, interests, and goals as well as how they will fit with their surroundings, how they react including thoughts, feelings, behaviors, strengths, and weaknesses, and how they affect other people. It is shown that internal self-awareness is correlated with happiness, higher job and relationship satisfaction, and personal and social control. Also, it is negatively associated with anxiety, stress, and depression. Another category of self-awareness is external self-awareness, it refers to the understanding of how other people view another individual. Research shows that people who are aware of how others perceive them are more able at showing empathy and consider others' perspectives. For leaders who see themselves as teachers do, teachers tend to have strong relationships with them, feel more satisfied, and see them as more productive and effective overall. In conclusion, teachers who focus on enhancing both internal and external self-awareness, who are

open honest feedback, and who as "what" instead of "why" can see themselves more and enjoy the benefits that comes from growing self-awareness. Moreover, there's always more to learn no matter how much progress individuals can make. Continuous improvement in components of emotional intelligence (EI) is essential not just in the workplace but also in the personal life of the teachers.

The faculty members play an important role in a university's success by carrying out a variety of duties like teaching, administrative responsibilities, etc. In the future, they will be one of the responsible for promoting the university. To increase their self-awareness, they should, in fact, work on their basic skills which includes recognizing themselves, identifying their internal capabilities, and making decisions. Moreover, assessing their degree of self-awareness helps to determine their awareness of their professional responsibilities as well as their capacity to influence their colleagues. A teacher who is more aware of themselves is better able to relate to the students, where they become more aware of the alignment between standards, goals, and present accomplishments. Self-awareness helps teachers understand their own values, ambitions, needs, strengths, and weaknesses, determining the behavior should enhance and needed change (Al-tkhayneh et al., 2024).

The study of Rafiq and Naveed (2020) found that self-awareness is inversely related to both the stressors: role conflict and work overload, which implies that the greater the self-awareness that an employee possess, the less stress they will feel from the stressor.

Luther (2023) stated that being self-aware is being aware of your emotions, frustrations, success, and accomplishments. It is the most evolutionary aspect of

people's development. Although mindfulness must be shaped in the early years, one's self-awareness evolves throughout life. It requires growth to be aware of oneself. Employees who are aware of themselves are typically more emotionally intelligent and balance work and private life. Employees' self-awareness can be taught and trained, or it can develop through time.

In the study of Kusumawati et al. (2021), found that there is a significant relationship between self-awareness and professionalism. This finding suggests that self-awareness plays a crucial role in influencing a teachers' level of professionalism. The strength of the relationship is positive and linear, meaning that as self-awareness increases, so does the teachers' professionalism. In other words, teachers who possess a higher degree of self-awareness tend to demonstrate greater professionalism in their actions, behavior, and decision-making. Self-aware teachers are more likely to reflect on their strengths and weaknesses, regulate their emotions, and make thoughtful, ethical decisions, all of which contribute to effective teaching. This relationship underscores the importance of fostering self-awareness in professional development programs, as it directly impacts the level of professionalism that individuals exhibit in their respective roles.

### **Self -Regulation**

According to Braund and Timmons (2021), self-regulation is the capacity to regulate one's emotion and behaviors. This idea has grown to encompass both social and individual components, such as the capacity to control one's emotions, conduct, and thought processes when pursuing an objective. One aspect of self-regulation,

known as self-regulated learning, is how an employee organizes their knowledge, employs different tactics, and makes continuous efforts to reach their objectives. Self-regulated learning can be viewed as a cyclical process that consists of three phases: self-reflection, performance, and forethought. Controlling oneself is important in the workplace, especially when it comes to employee performance and development. Employees that are adept at regulating themselves are better at planning ahead, organizing their knowledge, and work tirelessly to achieve their professional and personal goals.

Veazey (2022), states that self-regulation is the ability of a person to manage their emotions and impulses. It is very important for overall mental and physical well-being. People tend to feel strong emotions such as frustration, anger, anxiety, etc. that can affect their health, mood swings, and experience negative emotions and having self-regulation can help these emotions to handle well. Emotional self-regulation has three strategies namely: Cognitive reappraisal - when a person chooses to step back or avoid from triggering situation that are emotional and rethink it in a way that the emotional impact would change or lessen. When people use this strategy, they experience more positive emotions; Mindfulness - a practice of paying attention to one's thoughts and emotions and acknowledging them. When people are practicing this strategy, they show fewer negative emotions; lastly, Emotion suppression - a strategy that keeps their feelings to themselves and careful not to express them. When people used this strategy, they experienced fewer positive and more negative emotions. Keeping these emotions will lead to more pain in the long run. There's always a variety of emotions while fulfilling a lot of responsibilities. That's why self-regulation is essential for every teacher, for them to be able to manage those emotions that can affect their personal life

and work. Self-regulation helps teachers to think and not make impulsive decisions that may hindrance to having a good work-life balance.

Delgado et al. (2022), stated that just like self-regulation helps students take charge of their learning, it also supports teachers in their professional growth. Teachers regularly use various strategies to meet their teaching goals and the demands of their profession. Teacher self-regulation or TSR refers to the methods teachers are using in the classroom to achieve their teaching objectives. It's an ongoing process where teachers manage their thinking, motivation, and teaching strategies to provide effective instruction. This idea matches Zimmerman's model of self-regulation, which includes three key steps: planning (preparing), performing (teaching), and reflecting (evaluating). For every lesson, teachers plan their class, teach the material, and then assess how well they taught their students.

The study of Yaseen and Alshati (2022) found that whether males or females, uses self-regulation process to organize their goals as well as having good level of self-efficiency that enhances their ability to regulate themselves. Self-regulated employees are more likely to handle conflicts inside their workplace. It also helps them to separate work conflict in their personal conflict. It is important for employees that they can manage their own emotions to avoid affecting their work and their environment. In order to regulate oneself, people need to be emotionally intelligent.

Margaryan et al. (2014) stated in their study that self-regulated learning in the workplace is structured and integrated with work tasks. Self-regulated learning occurs in a highly social setting at work, with people relying on line managers, mentors, and

coworkers to help them plan and achieve their learning objectives. Their study shows that self-regulation can be learned, employees who can regulate themselves can still learn that component. Employees should learn to manage themselves to avoid/reduce stress and pressure at work.

As stated by Czyzkowska (2018), from a psychological system perspective, the work-life balance phenomenon can be effectively understood using a comprehensive and coherent model which is self-regulation. The capacity for self-regulation allows for effective engagement in all systems, integrated role fulfillment, and smoothly switching between "we" (collectivism, community, serving the needs of the group, family, mankind) and "I" (self-knowledge and meeting one's needs). The balancing system functions consistently as a whole and is sensitive to every disturbance. As a result, the successful integration of roles and systems, or work-life balance, leads to improved well-being, marital satisfaction, health, productivity, etc., which contribute to a good quality of life. In conclusion, since self-regulation involves responding to stress cycles and other things that self-regulation is required, it is a crucial process. Effective self-regulation occasionally requires teaching others. It is necessary to adapt self-regulation attempts in response to the changing situation and the characteristics of a teacher to prevent problems that might take place. This ability is difficult to acquire; it requires a high level of insight into oneself, environment, and other people and self-reflection. This approach is likely the key to harmony, which is what most people want, even though it is very challenging.

In the study of Mengistnew et al. (2021), found that self-regulated teachers are generally more proactive in managing their own learning and teaching practices. They

tend to be more responsible and committed to their job because they constantly seeking ways to enhance their effectiveness in the classroom. Such teachers are better at reflecting on their teaching methods, setting goals for improvement, and adjusting their strategies to meet the needs of their students. They create a more engaging and supportive learning environment that fosters student success. Moreover, self-regulated teachers are always ready to improve their students' learning outcomes by adopting innovative approaches, using feedback to refine their teaching, and being adaptable to changing educational demands. This proactive and responsible approach to teaching not only improves the teachers' own professional development but also contributes to higher student achievement and a more effective educational system overall.

### **Motivation**

Teachers are perhaps the most important members of society. Behind every profession, there's always a teacher who guides, teaches, and motivates a person to reach that profession. These teachers also needed a motivation that could push them to continue in their chosen profession. Teacher motivation is an individual's attractiveness, retention, and concentration towards the teaching profession. It promotes the teacher's intrinsic values to choose and maintain in teaching. The number of efforts that put teachers into their lessons which are influenced by various factors determines how these teachers are motivated. (Han & Yin, 2016). Educational leaders and managers have a significant problem with teacher motivation. In the teaching and learning environment, teachers play an important role. The desired goals and objectives of schools cannot be met if the teachers under them are not motivated to teach and to

do their work greatly. These days, teachers' most common complaint is all about how hard it is for students to learn and how they lack motivation. Where in fact, the students will not be able to feel motivated when their teachers also lack on it. That's why teachers should be motivated to achieve quality learning. Teachers who are motivated can complete their work efficiently. Effectiveness of learning and teaching can only be achieved when the teachers are well motivated. Moreover, it is also influencing their productivity at work. There are two stages of teacher motivation: the first stage is pre-service teacher motivation, and second stage is in-service teacher motivation. The first stage is focused on teaching while the second stage is focused on continuing as a teacher. Teacher motivation consists of internal and external factors that can affect job performance in achieving goals and objectives (Sajid, Rizwan, & Nadeem, 2018).

According to Cherry (2023), motivation refers to the reasons behind an individual's actions. It serves as the motivation for human behavior. The mechanism that starts, directs, and sustains goal-oriented behavior is known as motivation. For example, motivation is what pushes you to earn that promotion at work or helps you shed extra pounds. To put it briefly, motivation pushes you to take actions that bring you closer to your objectives. The biological, emotional, social, and cognitive elements that shape human behavior are together referred to as motivation. Employees are driven to succeed in their job by motivation. Gaining insights and utilizing these drivers can improve output and job satisfaction. Employee motivation is a major factor in how well they will perform at work, whether it is due to an innate desire to succeed, a need for recognition and incentives, the satisfaction that comes from completing duties, or a sense of fulfillment and purpose that comes from helping to achieve a bigger goal.



Companies can make their employees perform at peak levels and attain success by cultivating an environment that supports the motivation of their members.

As cited by Nicolescu (2016), motivation is what pushes people to achieve their goals and be content with their lives and jobs. It has four elements from Daniel Goleman, and these are: achievement drive, commitment, initiative, and optimism. When teachers lack motivation, they tend to not put their all into teaching and this can lead to poor quality of work. Whenever they feel motivated, teachers are productive and produce better work and this is called intrinsic motivation. This kind comes from within like desire to overcome a challenge or work well with other co-educators. Meanwhile, extrinsic motivation comes from external factors such as pay raises and bonuses. Government and the owner of the private school also play a role in motivator of teachers, and this can lead to teachers being highly adaptable and they have positive attitude at work. Teachers also spread the good reputation of the school, reduce absenteeism, and improve their performance. However, people have their own different motivators, and it depends on them what motivates them, and it is important for them to know it.

Indrasari et al. (2018), stated in their study that motivation to work is one of the key elements that could encourage employee's performance. The results in the study indicate that employee motivation in a certain company in Indonesia has a high job turnover rate and it also applies for the teachers in public and private schools in which it is supported by research findings showing that a decent salary can support an employee's family needs, the benefits of the government can motivate and improve employee morale, they gives the employees opportunity for advancement toward better

working conditions that may provide a sense of security and comfort at work, and they are providing a good work space for employees therefore employees can work comfortably, also colleagues working to offer support and assistance for employees who are having difficulties. These findings suggest that the employees' quality of working life in that company is good, as supported by studies that show how employer involve employees in defining something related to work either directly or indirectly, how employer give opportunity to employees to submit their opinion or suggestions to solve work-related problems, they also providing time for employees who's having a hard time and problem by receiving complaints, the employees is satisfied that the company can resolve the issue or disagreement fairly, how that company provide compensation for what's the deserve of employees, and the company's rewards and penalties program complies with legal requirements. As a result, both study's factors- motivation and the quality of a teacher's working life-these are the important components of satisfaction that wants to be perceived by every employee specifically teachers. It is believed that for the teachers to have a good performance at work, a combination of desires, needs, hopes, objectives, goals, motivation, and incentives are needed. A good educational leader and a healthy working environment can motivate teachers to perform well in their job.

According to Varma (2018), her study found that employees that are well motivated are more productive and creative. Workers will only do work if they want to unless their employers motivate them. For every successful business, motivation is the skill that they need to be learnt and practiced. Additionally, employee motivation is linked with the company's profit and makes it more important that companies keep their employees encouraged and motivated. Any organization's most important asset is

its human capital; therefore, they need to invest in their employees well-being and motivation. Nowadays, organizations struggle in attracting and retaining talents and motivating them plays a significant role in the long-term success of an institution.

According to the study of Usman and Hasan (2017), motivation has a significant relationship on the performance of the employees. Motivated employees tend to perform well in the organization. Motivation drive employees to do their job and to be more efficient in the company. Employees in the educational sector have a complex job because they not only teach students, but they also make lesson plans for them, evaluate them, observe their behavior and correct them, etc. Teachers, especially in the elementary and secondary level have lots of workload and they need motivation to accomplish their job diligently, therefore motivation in their field is really important because the future of the youth is in their hands.

Ulfah et al. (2024), stated that external factors like family support and managerial support play an important role in teachers' motivation. A supportive and happy family life can boost a teacher's motivation and well-being, improving their performance, meanwhile family conflicts can lower their drive. Moreover, fair policies and encouragement from management can also help them to stay motivated and to have professional growth.

According to the study of Kapur (2019), motivation plays a key role in helping individual perform their work effectively and achieve goals. In educational institutions, teachers are vital in achieving educational objectives and fostering student growth. Their responsibilities go beyond teaching academic concepts, they must also instill morals and ethics in students. Teachers should possess strong knowledge in their

subject areas, use appropriate teaching methods, and demonstrate leadership and good communication. Understanding various factors such as motivation, teacher development, collaboration, and educational reforms can enhance teachers' motivation and skills, enabling them to improve their performance and achieve educational goals. It is also mentioned in the study that staying updated with modern teaching strategies further boosts teachers' motivation.

### **Empathy**

According to Frankle (2017), empathy is a vital social and interpersonal skill that allows people to communicate their needs, wants, and experiences with one another. It also acts as an emotional bridge to encourage prosocial conduct. It is the ability which necessitates a complex interplay of brain networks that allows to understand other people's perspective, identify own emotions from those of others, and sense their emotions. Empathy is a basic human quality that helps to understand other people and build a strong bond. Empathy in the workplace creates a nurturing atmosphere where workers can develop deep relationships with their colleagues. Employees can improve morale, teamwork, and collaboration by identifying and empathizing with thoughts, feelings, and others' perspective.

Rosaria et al. (2019), confirmed that empathy is a dimension of Emotional Intelligence (EI). Empathy is described as the feeling of imagining that they are in another person's circumstances and an ability to "put self in other's shoes". It is the capacity to comprehend how others feel and what that means. Empathy also is a cognitive ability that comprehends other's thoughts, motivations, and intentions.

Empathy is also a crucial emotional component as it has an ability to feel and suffer what another person feels and suffers, just like sharing emotions. Teachers that possess one of dimensions of emotional intelligence can be able to balance the demand of work and responsibilities and their personal lives. They can understand the emotions and needs of their family, friends, and those people who are important to them. Having empathy can lead to a healthier work-life balance where teachers manage to understand their work while also attending to the needs and dedicate time to their personal lives.

The study of Gentry et al. (2016) found that empathy contributes to effective leadership. In some industries, the relationship between empathy and performance is striking, placing an even greater value on empathy as a leadership skill. Teachers are also leaders because they lead their students and make them follow their instructions to gain knowledge and improve their skills, having empathy is crucial because their need to know and understand their students in order to know what they need and to know what they can do to satisfy their needs.

Rieckhoff et al. (2020), emphasize in their study that empathy involves both emotional and intellectual domains, specifically perspective-taking. Perspective-taking requires putting aside personal beliefs and assumptions, shows that empathy is less tied to individual characteristics like age, marital status, or educational background. Instead, it is cultivated through conscious effort and practice like understanding students' diverse backgrounds and lived experiences. It shows that empathy is developed through professional experiences rather than being solely shaped by personal traits or profiles.

Meanwhile, the findings in the study of Graziano et al. (2024), highlight that gender significantly influences empathy and emotional self-efficacy in teachers.

Female teachers with higher emotional self-efficacy showed a stronger connection between empathy and teaching effectiveness, particularly in classroom integration. However, male teachers scored higher in emotional self-efficacy, challenging the assumption that females are always more empathetic.

Dusunceli et al. (2021) stated that empathy is the ability to comprehend another person's needs, feelings, and thoughts by placing oneself in their shoes. It is the ability to mentally connect with a client in order to comprehend the client's inner world. It is believed that empathy is a skill that may be acquired through training. Therefore, employees who lack empathy can be trained and taught through training programs and seminars. It's a big help for the company who have empathetic employees because they tend to understand and connect to their colleagues, which will build good relationships and will help them to be more efficient and productive in the workplace.

As cited by Gill et al. (2018), organizations and educational institutions still face challenges about the requirement for teachers to acquire empathy abilities in the workplace. Findings from previous studies demonstrated how important it is to develop these empathy skills. Early in 2017, interviews were undertaken with heads and trainers of organizations where empathy is emphasized as an essential ability. The goal of the inquiry was to learn more about their opinions on empathy, identify emerging themes that can deepen the knowledge of empathy in the workplace, and clarify best practices for developing empathy and preventing or lessening the empathy burnout. The results revealed challenges, including maintaining empathy in both personal and professional environments, participants often reported having energy for one or the other, not both, caring too much, and finding time to empathize, managing expectations, setting

professional boundaries, communicating empathy, desensitization, and empathy equality to victim and offender. These issues are examined in this work. The results showed that there were four main components including interpretation of empathy, theory of mind, empathy burnout, and methods for developing empathy. A Flow Model of Empathy was developed with these concepts in mind.

McAllister and Irvine (2023), empathy has a big role in teaching diversity to the students. It helps them to be more effective teachers. It is an implicit part of being a caring, supportive and responsive teacher with their culturally diverse students. Empathetic disposition led to more positive interactions with their students and supportive classroom climates.

### **Social Skills**

According to Salavera and Usan (2021), social skills encompass both verbal and non-verbal behaviors are primarily learned. They imply proper and successful actions and reactions, which strengthen social reinforcement. Some people possess exceptional social abilities. They have the ability to build strong social bonds with others, act as a role model for those they connect with and provide reinforcement. Social skills can be learned through social interactions using verbal and non-verbal which will help to strengthen relationships. Through active participation in conversations and observation of others' actions, people can develop their ability to appropriately detect social signs and effectively express themselves. These social skills are crucial for fostering a good

relationship with coworkers in the workplace. I can also create a healthy environment within the workplace and will lead to the company's success and betterment.

As stated by Riggio et al. (2020), social skills are essential in the workplace because it helps employees to have a good relationship with their co-workers and in their leaders. They are effective for a team to function well, and these skills are also essentially needed by leaders and managers in the organization. However, even if these skills are crucial, there still has been relatively little research about this and there is no agreed-upon framework for organizing different social skills. Nevertheless, organizations are still investing significant resources into programs that will help to enhance their employees' social and interpersonal skills. Investing training programs about this is essential not just for employees but also for the management. Having this work environment, teachers and leaders could make it to the overall success of the organization.

Zhang (2018) found in her study that employees with high social skills are more productive; it also enables them to work with their coworkers more efficiently and benefit more from specialization. Employees with high social skills can also inherently differ in their ability to carry out a wide range of workplace tasks, and teamwork increases productivity. It is important that employees have social skills, especially teachers because they face their students, the parents of their students, and their colleagues. The more employees are good at socializing, the more they can connect to their colleagues, and with that, they will be more efficient and productive in the workplace because they have a good relationship with them, which creates a healthier workplace environment for them which reduces work pressure and stress.



Sumaiya et al. (2022), stated that having good communication does not just need information transferring but it is more than that. It all comes down to identifying the emotions and driving forces behind the statistics. It should be possible for individuals and teachers to send a letter effectively and ensure that they are listening and understand everything that has been said about each other as well as the other people do. It suggests that having the ability to communicate effectively comes naturally. This could help in the workplace. Learning how to communicate or enhancing social skills may help teachers to build stronger relationships, gain more respect and trust, solve problems more effectively, improve collaboration, and maintain the overall social and emotional health regardless of whether the teachers decide to communicate and socialize with their family, colleagues, students, as well as to the leaders. Effective communication is essential to achieving the intended outcome. People need communication every day whether it is verbal or non-verbal, to express their thoughts, emotions, ideas, etc. Having strong communication and social skills are essential for both teachers and the institution. Teachers should possess the skills and information to make the most of every chance for interaction with co-teachers, principals, and students. It is very important for them to know how to use communication tools and techniques as well as socializing to achieve their goals and carry out their duties. Any organization's performance and success depend on effective communication, whether it be at the individual, group, or organizational level.

In many workplaces, cooperation and teamwork are essential because employees need to work together to accomplish common objectives and generate high quality of work. Social skills play an important role in establishing these cooperative relationships by facilitating clear and effective communication among co-workers,

which improves teamwork and outcomes. Leadership has a big impact on the workplace since it requires social abilities in addition to technical skills to inspire and motivate colleagues. Developing social skills is not just about having better relationships with co-workers, but it also has a big impact on career growth and success. Strong social skills enable the establishment of significant relationships and career networks, increasing job opportunities and providing industry insights. This is beneficial for those who are planning to join the workforce. Due to the ability to lead, motivate, and collaborate well with others, employees who have excellent social skills are more likely to be given promotions, making them crucial for career advancement. These skills can also help with building relationships, managing disputes, increasing job satisfaction, and enhancing general well-being. Social skills affect team morale and organizational culture, as well as the workplace dynamics. As a result, developing an individual's social skills is essential for their success in their job and in life (Ballantine, 2023).

Gabrijelcic, Antolin, & Istenic (2021), stated that teachers need to develop their ability to interact with others in socially and emotionally effective ways. They are expected to excel not only in academics but also in managing their own emotions and social skills. These abilities are important as they help teachers handle stress, boost self-esteem, prevent burnout, and maintain a positive and productive classroom environment.

### **Work-Life Balance**

According to Dangwal (2022) in her study entitled “Impact of Emotional Intelligence on Life Work Life Balance: Evidence from IT Sector”, work-life balance

is the process of finding balance between professional and personal life. Professional life consists of career counseling, training, self-development, whereas personal life consists of family, friends, hobbies, self-care, interest etc. Dangwal also cited in the study of Fisher's four components of work-life balance: work interfering personal life, personal life interfering work, work enhancing personal life, and personal life interfering work. This study shows that work and personal life can influence each other. It is important to find balance in life to have a healthy well-being and environment not just focus on one thing because work and professional life are both important aspects of life to keep people living and successful.

According to Gautam & Jain (2018), work-life balance is an issue affecting well-being, as family and work are the most part of everyone's life. When these two elements are causing conflict, it can make teachers stressed and can negatively affect their well-being. Work-life balance is about managing the job and personal stuff that teachers care about such as spending time with their family, taking part in sport and recreation, volunteering and learning new things, etc. Studies show that improving work-life balance is beneficial for both employees and the institution. It helps to build strong relationships and run the institution better. Additionally, it gives them satisfaction and a stress-free life that they do well in the work. They are being more productive and generate a high quality of work because they are full of positive emotions. Even so, teachers should not just focus and pour their all into their career. Work-life balance is all about fulfilling their responsibilities at work while providing and giving time to their loved ones.

According to Wedgwood (2021), maintaining work-life balance is not only important for health and social, but it can also improve employees' productivity, and performance. He also stated that if the employees don't view work as a chore, they will work harder, they will make fewer mistakes and more likely will help improve the company. Businesses build a good reputation if they encourage or promote healthy work-life balance, especially when they know how hard it can be to retain and attract younger generations of workers these days. Giving importance to the employees' work-life balance will be a big help for the company's recruitment and selection and retention rates.

Cobanoglu et al. (2023) stated that work-life balance is the balance or relationship between one's personal life and professional life. It is the control over the obligations or responsibility of private life and work life. It is the idea of being at work when they are at work and being at home when they are at home. Which means when they're at home, their family and friends need them as their family and friend, and when they're at work, the company that they work for, and their co-workers need them as their colleague and as their employee. Maintaining a good work-life balance requires emotional intelligence. Being self-aware of how they can handle themselves will help them separate work from their personal life.

Oktosatrio and Lui (2019) found in their study that work-life balance should be implemented also in the public sector. By recognizing and appreciating the distinctions between the public and private sectors, the concept of work-life balance- which was initially created in the private sector- can be successfully applied in the public sector. The public sector should profit from the various advantages that come with the work-

life balance idea. The public sector should utilize work-life balance for their employees, they also experience work pressure and stress because of the nature of their job. This idea can be applied also in the educational sector, public and private schools. It should be studied which school has a good work-life balance, which needs to improve, if they both need to have an improved work-life balance. This shows that work-life balance can be applied in any institutions.

Shakya (2023), found out that married couple often report higher work-life balance due to additional demands at home, while single employees experience more autonomy but might miss out on the emotional support systems that family life can provide. Therefore, this creates a varying dynamics in how work life balance is perceived across different marital status.

### **Work Interfering Personal Life**

According to the study of Boamah et al. (2022), work affecting personal life is where work demands make it such that an employee is unable to meet personal life demands at the same time. The more an employee experience job demands, such as work overload and time pressure, the more it affects their personal lives. The work and personal life boundaries are easily in contact with each other, which means that work demands tend to interfere with personal life to a greater extent. Overwhelming work expectations have the potential to invade personal life. This may lead to an imbalance in which going about one's personal business seems like a disturbance. Work pressure can cause stress, which can lead to burnout. Not only does burn out reduce productivity

at work, but it also takes away the enjoyment of leisure activities. This imbalance can also cause separation from loved ones in relationships.

The study of Shabir, Khan, and Gani (2021), found out that working women in health industry encounter more interference from their jobs in their personal lives than from their jobs in their personal lives. Female healthcare professionals who received more support from their employers, families, and coworkers reported less interference. Thus, by offering both institutional and emotional support, health organizations must set up a framework that ensures the least amount of meddling in the personal lives of their employees. Maintaining the well-being and general contentment of employees requires a healthy balance between work and personal life. This balance promotes happiness and productivity in addition to improving mental and emotional well-being. Support from coworkers, families and employers lessens the pressure of interference of work to personal life. Employees are better able to handle their work efficiently and without undue interference when they feel supported in their personal responsibilities. Encouraging a culture of support and understanding inside companies is essential for the employees' overall well-being.

Many people get physically ill from their jobs. Heavy workloads, organizational constraints, negative competition when it comes to position can cause fear or anxiety or any mental illness that will surely affect their personal lives. Their pressure at work can meddle with their life especially when they lack emotional intelligence. Bad management practices can also lead to fear and anxiety. To avoid further complications, organizations should provide training programs or seminars that will help improve or

enhance their employees' emotional intelligence. They should teach their employees how to properly manage or balance their work and personal life (Labler, 2021).

According to Mirkovic (2022), his study found that work interfering personal life (WIPL) results in decreased job satisfaction, which is necessary for the employee's intentions to leave the company to be triggered. Their findings suggest that job satisfaction is a key factor in the relationship between WIPL and employees' turnover. Teachers' jobs can lead to interference in their personal life because of the nature of their work, which is to teach students, make lesson plans, evaluate students' learning, etc. Once their job interferes with their personal life, they tend to have lower job satisfaction that may lead to employee turnover. Therefore, educational institutions should value their employee's well-being by implementing policies and creating programs and seminars that help their work-life balance.

Joyce et al. (2021), emotional intelligence has a strong relationship with work-life balance. The study emphasizes emotional intelligence and its effect to the work-life balance of the employees. Especially, into work-life conflict that people often experience as the work interferes in their personal commitment.

According to the study of Marc, Barter, and Buhas (2023), the majority of their social worker respondents state that their work life makes it difficult for them to fulfill their responsibilities in their family. They are worried about the situation and want to strive for balance, caused by long working hours, overloaded tasks, and stress at work. Their time in personal time is reduced and it affects their life because they are also a spouse, a parent, a sibling, and a friend, they need time to be included in their family and friends' life.

Factors that may negatively impact employee's ability to choose healthy foods and physical exercise during work hours are a lack of their influence on the structure of the workplace and the number of hours worked, lack of social support, and feelings of not having personal agency or control over work situation. Apart from these negative effects, employees that has an irregular work schedule may face greater risks in their health due to restricted availability of healthy meals and snacks at work and limited participation in workplace health-promoting activities and initiatives compared to their day jobs. To sum up, the workplace can sometimes interfere with personal life by hindering teachers to make a healthy choice because of schedules and such. In this case, work can affect the health and well-being of teachers negatively (Lassen et al., 2018).

### **Personal Life Interfering Work**

Emotions are usually stronger when it comes from a employee's personal life compared to professional life considering that they have a deeper social bond in their personal and family role. Therefore, it can be more difficult to perform the job well when an employee is having personal issues that can affect his work. This demonstrates feeling unhappy, having trouble focusing, and lack of energy or feeling exhausted at work due to personal issues (Dangwal, 2022). It is particularly important for teachers to manage their emotions that came from their personal lives before going to the workplace. Therefore, their mood to do tasks in the workplace will not be affected. It is important to be open about what he is going through but not necessary all the time. Schools who invest in the well-being and work-life balance of their teachers can create a more positive work environment for teachers.



As stated by Fortunisa & Darmawan (2022), mental health is essential for employees to perform well at work. The study is important to deepen the knowledge about mental health problems and its impact on employees. There are some factors negatively affecting the mental health of an employee. The first factor that can affect mental health is work pressure. Employees that are stressed and feel pressure may worsen mental health which has an impact on the quality of work in the workplace. The second factor is extending working hours, wherein it also triggers stress and negative emotional effects. Schiller et al. (2017), found that long working hours can lead to exhaustion and decreases of employee sleep quality, in which these two can affect the well-being of employees. Because of this, long working hours can have an impact on a teacher's mental health. This is also supported by the research of Shields (2019), which indicates that women who work for too long are more likely to experience depression. These two factors can affect the mental health of employees, which can affect productivity and can interfere in their work and life.

The study of Taegar (2023), the paper examines the effect of work family conflict on counterproductive work behavior; exploring the moderating role of emotional intelligence. The results of the study show that persona life affects the work of employees. People with high emotional intelligence are able to manage work family conflict and by extension limited or out rightly eradicate the tenet of counter productivity work behavior in an organization.

Ozyuksel (2022), stated in his study that increasing financial stress leads to decreasing the physical and psychological health of teachers as well as it is linked to negative outcomes that includes worsening social and familial relations. Financial

problems affect teachers both directly and indirectly since this problem not just lower productivity at work but also can have a negative impact on relationships with family and marital relations, and physical and mental health that can lead to poor job performance. Additionally, it is unlikely for teachers to reach their full potential under financial concern. Difficulties in financial can also negatively impact motivation and absenteeism due to some illnesses, 50% of highly financially stressed employees reported low performance at work and 55% report working less hard because of emotional problems. Employees are experiencing the highest financial stress because they are struggling with primary cash management like not making enough money to cover their bills and defaulting on loans and are averaging 7.2 on a ten-point scale. Even though they make up only 13% of those surveyed, these employees who are struggling financially have a substantial impact on workplace performance and health, and their expenses can be decreased with better financial health. Moreover, in the survey of Financial Education for Today's Workforce: 2018, it is shown that employee's performance can be influenced by financial problems including short-term financial problems like long-term saving efforts and rent payments. Main causes of financial stress are credit cards, debt, retirement savings, children's education costs, and basic living expenses. Having these problems can have a huge impact on employees like teachers' work life. Having a support system is a huge help for those teachers who are facing this kind of problem.

Khan et al. (2016), stated that time management is recognized around the world as a critical skill for teachers, as they play a key role in shaping the future generation. It is an essential factor for improving teacher performance and achieving school success. Effective time management involves planning and scheduling tasks to ensure

that responsibilities are handled efficiently. School leaders also need to focus on time management as it significantly impacts the overall performance of schools. Additionally, managing time means prioritizing tasks based on their importance and staying organized. Key skills in time management include setting clear goals, having structured plans, and maintaining an organized approach to work. However, stress is a significant factor that affects time management process, often hindering the teacher's ability to balance personal and their responsibilities at work. To address this, individuals must complete tasks effectively and efficiently while minimizing unnecessary rush. Poor handling of time is a common cause of anxiety making stress management essential. Strategies like staying committed to tasks, prioritizing responsibilities, and reducing distractions can help teachers complete their work on time. Therefore, teachers who regularly evaluate and improve their time management practices tend to be more effective in their roles. In the modern era, training for this has become increasingly important, especially for teachers, as it helps them maintain a balance between their personal and professional responsibilities. Addressing challenges like time management can further enhance their effectiveness and overall well-being.

Additionally, Stirzaker (2018), states that problems at home can contribute to stress and it is not just something that happens at work. This problem can be destructive at every bit and can have a significant impact on a teacher's performance at work. Teachers can have lower productivity at work, poor accuracy, less creative, take more sick days and completely absent, their decision making is also affecting, and negatively affect their co-educator's morale. There are a lot of consequences when teachers are not okay. Having a personal problem is completely okay, however, teachers should know if the impact of these problems can cause too much on their job performance.

That's why it is important to be open about what he is going through. Additionally, teachers should know how to manage those things and take proactive steps that might help them.

On the article published by "Career Opportunities | Hcareers" (2017), one of the things in personal life that can interfere with work is having a significant other as a colleague in the same workplace. It can be difficult to manage professional connections with a spouse or partner especially if the relationship is unhealthy. Disagreements and conflicts that come from home can easily transfer to work, affecting the productivity of each other and creating discomfort for those co-workers who are caught in the middle. Receiving criticism from partner can be particularly difficult to handle professionally, especially if one is in a position of authority and personally aware of one's own shortcomings. Moreover, competing for the same position or advancement might strain the relationship if approached without clarity and mutual respect. In conclusion, to preserve both personal and professional relationships, it requires careful consideration and communication with each other.

### **Work Enhancing Personal Life**

In today's generation, employment now takes up most of an employee's time and energy. The daily options find it challenging to disconnect and recover under these circumstances. The study demonstrates the importance of social support in helping employees and organizations to develop into healthy organizations and putting organizational sustainability strategies into practice. To encourage sustainable behaviors and create a supportive work environment, peer support is essential.

Organizations can increase overall well-being and sustainability initiatives by promoting cooperation, knowledge sharing, and mutual aid assistance among colleagues. Managers should take into consideration the opportunity to create human interaction in the workplace, as the data supports the idea that social support is closely associated with job satisfaction of employees. Moreover, social support was statistically significant and associated with emotional exhaustion, which could be linked to the use of healthier coping mechanisms. In conclusion, social support has the potential to promote relaxation processes in the organization or workplace, which can result in increasing job satisfaction and decreased emotional exhaustion. These concerns hold value and contribute to the exploration of potential distinctions in social support. Receiving social support from the institution and colleagues can help the teachers to be more productive and it can also help their well-being that can enhance their personal lives (Garmendia et al., 2023).

According to Rakoczy (2023), money earned from work called “salary or wage” enhances personal life. It gives security and safety for the employees and their loved ones. Because human beings need money to pay bills, shelter, food, and education. Therefore, it enhances life, the more money an employee earns the more it will enhance his life. The income of an employee is essential for improving his personal life. It provides a solid basis for the safety and security of both the employee and his loved ones. The ability to raise one’s standard of living through enhanced access to pay for a house, education, bills, food, are anything that individuals want. Employees who have a better income have more freedom to pursue interests and experiences that enhance their sense of pleasure and well-being. All and all money obtained from work enables employees to build a wealthier and fulfilling life for themselves and their loved ones.

According to Minou (2023), work gives employees opportunities to provide for their families and themselves. It provides a structure and a sense of purpose. Work allows people to connect with others and learn new things. Employees can learn new things and from connections with others through their work. They can also advance in their jobs and find more chances if they pick up new knowledge and skills. Employees have the opportunity to gain experience, new skills and knowledge inside the organization that will help in their personal life. The relationships made at work can become an asset for personal development and enrichment, creating a support that provides guidance, inspiration, and companionship outside the working hours. Employees can use the benefits of their work experience to improve aspects of their daily lives.

As stated by Onu & Gabriel (2020), having flexible work schedules and telecommunicating can help the employees to enhance their personal life. Employees with flexible schedules might change their time of arrival and departure from work or select the days that they want to work. Employees appreciate this kind of working schedule because it can help them to balance their work and personal life and enhance their personal life more. Flexible work schedules are helpful for those employees who are raising families because they can spend more time with them, going to graduate school that are beneficial to them, commuting long distances that can avoid hassle when flexible schedules are applied, traveling, or for those who are having multiple jobs. Telecommunicating can also help the employees to have an enhanced personal life. Nowadays, it is more common for people to do their job from home rather than going to the office. This kind of set-up is often referred to as "telework" or "telecommunicating" that has a lot of benefits for employees, including the ability to

organize their workday around their personal and family responsibilities, they can spend more time with them while working as well as spend more time to enhance their personal life. Lower costs associated with work that can help them to save more and they are working in a less demanding and disruptive atmosphere wherein it can help to become more productive and can help enhance their mental health and growth since not everyone has a good work environment. It also helps employees who have disabilities that they can't leave their home. Moreover, every employee has their own productivity time wherein they are more focused and energized to do the best work because it is not too strict when they are outside the company. It can help them to enhance their productivity of them and make it always a productivity time for them. That productivity can enhance not just their work but also their personal life.

Lassen et al. (2018) stated that it has been determined that the workplace is a crucial environment for promoting certain behavioral patterns, such as physical activity, healthy eating, and good sleep hygiene. In addition to potentially reaching a huge number of employees, including many who would not otherwise be likely to engage in preventive health behaviors, worksites offer a natural social context. The longevity and high quality of life of employees, as well as workplace competitiveness and productivity, depend on employees' good health and well-being. In conclusion, the workplace can positively affect the employees' personal lives by promoting healthy behaviors that can help to enhance the employees' well-being. Having good health and well-being can benefit not just the personal life of employees but also the organization since employees will be more productive at work.

## **Personal Life Enhancing Work**

Dangwal, A. (2022), states that having an improved personal life, employees are enabled to make a good decision in work-life and other aspects that help the employee to manage the everyday challenge at work. It also makes the employee feel productive at work because of the influence of his personal life. When employees are being supported by the people whos' important for them, whether they are encouraged to do things that they love, taking care of their physical and mental well-being or any type of good support, it reduces their stress, and they achieve satisfaction. They feel motivated, focused, and emotionally stable to make a better decision at work. This results in a work-life balance between employees due to a sense of fulfillment for both personal and professional lives. They can manage challenges at work well and overcome them while maintaining of having a fulfilling and happy personal life.

As stated by Brown (2021), having enough sleep, exercise, maintain healthy relationships, spend time on hobbies, and other things that will help to improve their personal lives, employees can achieve a truly thrive in life including their work life. When those aspects of an employee's life are going well, it naturally carries on the time they spend at work. A combination of having a stress-free home life and good health can be an ideal combination to boost and increase productivity on work-related tasks. Separating the personal and work life has been challenge even before the world began to work from home. An employee's personal feelings don't stop suddenly when they are entering their workplace. Employees can't stop thinking immediately about personal stuff or their emotions like they feel happy about something that's just happened in their



life. Having a happy and satisfied personal life can enhance the efficiency and effectiveness of an employee at work.

As cited by Marsden (2020), a growing number of organizations in the UK are supporting self-development, according to CIPD in 2015, 15% of businesses intend to expand self-directed learning in 2015, and over half have set aside more than 10% of their training budgets for it. Given that self-development can boost workers' performance and skills, create an upwardly mobile workforce that allows more internal promotions, maximize employee value to increase productivity, and assist organizations handle change more effectively as employees update their skill sets on a regular basis, this trend is not surprising. Employees gain from self-development because it provides them with the freedom to follow their own career goals and interests, boost their productivity in the workplace, and grow not just as an individual, but also as an employee.

Organization studies have given employee well-being some consideration. In previous studies, it indicates that happier and healthier employees exert more effort, perform well, and produce more (Huang et al., 2016). Additionally, research has shown that employee well-being positively impacts on attitudes and behaviors in the workplace, including improving job performance, and lowering absenteeism and work-family conflict. Furthermore, the research proposes that employees who are satisfied will have a higher commitment to their organizations. Psychological well-being of employees plays an important role in affective commitment and job performance because happier workers are more likely to be dedicated to their company and jobs and tend to perform well (Kundi et al., 2021).

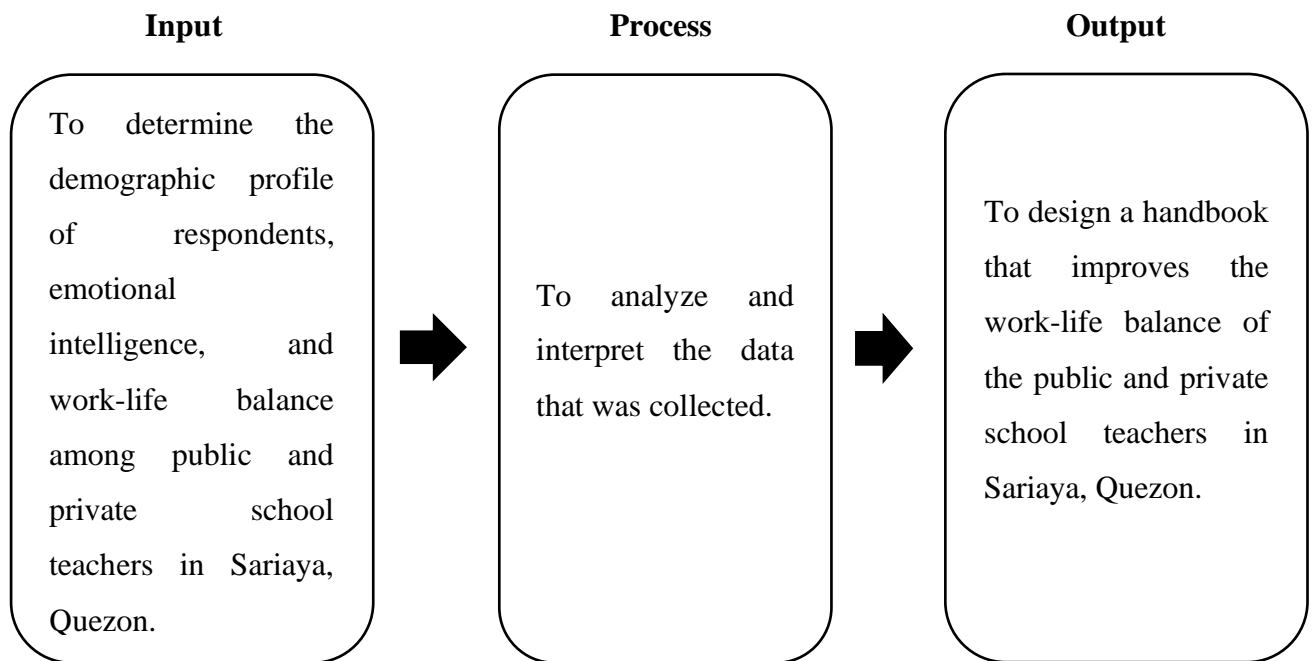
In the study of Borges et al. (2022), research on behaviors and activities like self-care activities can increase the responsible use of personal and professional resources. According to Bakker and Demerouti (2017), certain workers actions such as self-activities are important given the resources. By means of a cognitive and emotional process, self-care activities such as mindfulness can help people to perceive their jobs and personal resources more positively. Engaging in self-care activities can lead to positive emotional and cognitive states that promote efficient use of resources, ultimately, impacting the employee's overall well-being. Being included in self-care activities can enhance an employee's well-being. It is believed that it all starts with caring for itself before anyone else.

The study of Naz et al. (2021) found a relationship between emotional intelligence (EI) and work-life balance (WLB). It revealed that all the key aspects of emotional intelligence are closely tied to achieving a better balance between work and personal life, particularly life-work enrichment. Individuals with high emotional intelligence have a better ability to understand and manage their own emotions, as well as to recognize and respond to the emotions of others. This skill allows them to handle stress, conflicts, and challenges more effectively, leading to improved performance both at work and in their personal lives.

## **Conceptual Framework**

### **Figure 1**

*Research Paradigm*



As shown in Figure 1, the research paradigm of this study uses Input-Process-Output Model (IPO Model). The input as shown above contains the demographic profile of the public and private school teachers as to age, gender, marital status, highest educational attainment, status of employment, number of years employed, and school, the level of emotional intelligence as to self-awareness, self-regulation, motivation, empathy, and social skills, and determining the work-life balance as to work interfering personal life, personal life interfering work, work enhancing personal life, and personal life enhancing work. The process of this study as indicated above is to analyze and gather data from teachers in public and private educational institutions. Lastly, the output of this study is to design a training program that will help and enhance the emotional intelligence of the public and private school teachers and to improve their work-life balance.

**Hypothesis**

H<sub>o1</sub>: There is no significant relationship between emotional intelligence and work-life balance among public and private school teachers.

H<sub>o2</sub>: There is no significant difference in emotional intelligence and work-life balance among public and private school teachers when grouped according to their demographic profile.

### **Chapter III**

## **METHODOLOGY**

This chapter is discussed by the researcher in the overall conduct of the study. It deals primarily with research locale, research design, instrument used, data gathering procedures, and treatments of data to arrive at the proper presentation analysis of the data.

### **Research Locale**

The study was conducted in different schools in Sariaya, Quezon, encompassing both public and private educational institutions.

### **Respondents of the Study**

The respondents of the study are public and private school teachers in Sariaya, Quezon from primary to secondary level. Using quota sampling, the respondents selected 200 public and private school teachers from different school in Sariaya, Quezon: 15 public school teachers from Balubal- Gibanga Elementary School, 8 public school teachers from Pili Elementary School, 38 public school teachers from Pili National High School, 39 public school teachers in Castañas Elementary School, 27 private school teachers from College of Sciences, Technology, and Communications Inc.- Junior High School, 44 private school teachers from College of Sciences,

Technology, and Communications Inc.- Senior High School, 11 private school teachers from Sariaya Conservative Baptist Christian School Inc. and 18 private school teachers from Holy Spirit Learning Center. Each teacher is given a questionnaire, contributing to the study's data collection process.

### **Research Design**

The researchers used quantitative research method to attain greater knowledge and understanding about the emotional intelligence and work-life balance of the public and private school teachers. Additionally, it is applied as the researchers used a combination of descriptive, comparative, and correlational design for the study. Descriptive design was used to determine the demographic profile of the respondents in terms of age, gender, marital status, highest educational attainment, status of employment, number of years employed, and school. It was also used to determine the emotional intelligence and work-life balance of the public and private school teachers in Sariaya, Quezon. And lastly, to identify if there is a significant difference in the emotional intelligence and work-life balance among the public and private school teachers based on their demographic profile. Meanwhile, comparative design was used to compare the demographic profile, emotional intelligence, and work-life balance of the public and private school teachers in Sariaya, Quezon. On the other hand, correlational design was used to know the relationship between emotional intelligence and work-life balance of the public and private school teachers.

## Research Instrument

The study employed a semi-structured questionnaire for respondents to get necessary information about the study. The questionnaire consists of three parts: their demographic profile, level of emotional intelligence, and work-life balance. The first part is the demographic profile containing the personal data of respondent in terms of age, gender, marital status, highest educational attainment, status of employment, number of years employed, and school. The second part is the level of emotional intelligence of respondents in terms of self-awareness, self-regulation, motivation, empathy, and social skills. The third and last part is about their work-life balance in terms of work interfering personal life, personal life interfering work, work enhancing personal life, and personal life enhancing work.

The structure of questionnaire is 4-point Likert's Scale to measure the level of agreement and disagreement of respondents in the indicated statements.

Table 1 shows the 4-point Likert's Scale to measure the level of emotional intelligence and work-life balance of the public and private school teachers. It entails the corresponding responses of the respondents in every item.

### Table 1

*4-Point Scale in Measuring the Emotional Intelligence and Work-Life Balance Among Public and Private School Teachers*

Scale	Range	Responses	Verbal Interpretation Emotional Intelligence	Verbal Interpretation Work-Life Balance (WIPL & PLIW)	Verbal Interpretation Work-Life Balance (WEPL & PLEW)
4	3.26-4.00	Strongly Agree	Very High Emotional Intelligence	Very Imbalanced	Very Balanced
3	2.51-3.25	Agree	High Emotional Intelligence	Imbalanced	Balanced
2	1.76-2.50	Disagree	Low Emotional Intelligence	Balanced	Imbalanced
1	1.00-1.75	Strongly Disagree	Very Low Emotional Intelligence	Very Balanced	Very Imbalanced

Many professors validated the questionnaire. It was done to test the consistency of the statements or questions. Additionally, the survey questionnaire was also tested for reliability among fifteen (15) public school teachers and fifteen (15) private school teachers in Lucban, Quezon. The statistician analyzed the reliability test to achieve a coherent outcome. In the 45 items, the alpha coefficient in the corresponding sub-variable as shown in Table 2 is equal and greater than 0.7. It implied that the questionnaire is reliable because the Cronbach's Alpha is should at least 0.7.

**Table 2**

*Reliability Statistics of Emotional Intelligence and Work-Life Balance*

Constructs	No. of Items	Alpha
Self-awareness	5	0.702
Self-regulation	5	0.760
Motivation	5	0.787
Empathy	5	0.732
Social Skills	5	0.795
Work Interfering Personal Life	5	0.895



Personal Life Interfering Work	5	0.908
Work Enhancing Personal Life	5	0.848
Personal Life Enhancing Work	5	0.700

### **Data Gathering Procedure**

In the data gathering collection, the following steps were taken: the researchers made a letter of permission together with the signatory of the researchers and their adviser to request permission to conduct a study in their schools. The researchers visited the schools and obtained permission and approval signed by the authorized personnel.

Before conducting the study, the researchers validated their semi-structure questionnaire with 5 experts, 3 panel members, 1 practitioner, and 1 English critique. The validation form is included in the appendices for further reference. Upon validation, the researchers conducted a pilot testing via printed questionnaire. After collecting the data from 30 respondents, Cronbach Alpha was used to assess the reliability of the questionnaire.

During the data collection, the researchers presented a signed letter of permission as proof of their authorization. The distributed questionnaires will ensure efficiency and convenience for the respondents. Measures were implemented to protect the privacy of the respondents, ensuring data was handled security and kept confidential throughout the research process.

## Statistical Treatment

The data collected are analyzed, presented, and interpreted properly according to the matter of which the data must be treated. The formulas that used are frequency and percentage distribution, weighted mean, Pearson Correlation Coefficient, and Kruskal Wallis H Test.

### *Percentage and Frequency Distribution*

The formula is:

$$P = \frac{f}{n} \times 100$$

Percentage and Frequency Distribution was used by researchers to determine the respondents according to their demographic profile to analyze the respondent's background in terms of age, gender, marital status, highest educational attainment, status of employment, number of years employed, and school; and to identify the level of emotional intelligence and work-life balance that the public and private school teachers have.

### *Weighted Mean*

The formula is:

$$\bar{x} = \frac{w_1x_1 + w_2x_2 + \cdots + w_nx_n}{w_1 + w_2 + \cdots + w_n}$$

This data analysis method is used to determine the emotional intelligence and work-life balance among public and private school teachers in Sariaya, Quezon.

### *Pearson Correlation Coefficient*

The formula is:

$$r = \frac{\sum (x_i - \bar{x})(y_i - \bar{y})}{\sqrt{\sum (x_i - \bar{x})^2 \sum (y_i - \bar{y})^2}}$$

This data analysis method was used to determine and test the significant relationship between emotional intelligence and work-life balance among public and private school teachers in Sariaya, Quezon.

### *Kruskal-Wallis H Test*

The formula is:

$$H = \frac{12}{n(n+1)} \sum_{j=1}^k \frac{R_j^2}{n_j} - 3(n+1)$$

The Kruskal-Wallis H test or one-way ANOVA was used to determine the significant difference of emotional intelligence and work-life balance among public and private school teachers in Sariaya, Quezon when they are grouped according to their demographic profile.

## Chapter IV

### RESULTS AND DISCUSSION

This chapter presents the results, analysis, and interpretation of the data gathered. Numerical data were presented with the corresponding summary and content analysis.

#### 1. Profile of Public and Private School Teachers in Sariaya, Quezon

The public and private school teachers' profile consists of a demographic profile, including age, gender, marital status, highest educational attainment, status of employment, number of years employed, and school.

**Table 3**

*Profile of the Respondents in Terms of Age*

Age	Public School Teachers	Private School Teachers	<i>f</i>	%
20-29	35	63	98	49.0
30-39	33	26	59	29.5
40-49	22	7	29	14.5
50-59	8	1	9	4.5
60 years old and above	2	3	5	2.5
<b>Total</b>	<b>100</b>	<b>100</b>	<b>200</b>	<b>100.0</b>

Table 3 shows the frequency and percentage distribution of respondents, which are public and private school teachers, when grouped according to age. The majority of respondents fall within the 20-29 age group, with 98 out of 200 individuals,

corresponding to 49.0% of the total respondents. This indicates that younger individuals dominate the sample, particularly among private school teachers, with 63 out of 100 respondents in this age group. On the other hand, the smallest group is aged 60 years old and above, representing only 2.5% of the respondents. This suggests limited participation from older individuals in the teaching profession. There are differences in the ages of teachers in public and private schools, showing varied age groups in each sector.

Similar to the study of Wang & Houston (2021) which is motivation and perception of teaching as a career choice from the perspective of student teachers. The results revealed that most of the student teachers were positively attracted to the teaching profession. Additionally, in the study of Villaverde et al. (2022), stated that most of the students interviewed, teaching was their top choice for a degree, even though the profession is highly demanding and there are many other career options to choose from. Lastly, according to Jablanovic & Vraear (2019), future teachers choose their degree based on factors like personal values, the desire to contribute to society, confidence in their abilities, and past teaching experiences. They also highlighted practical reasons, such as job stability and having time to spend with their families.

**Table 4**

*Profile of the Respondents in Terms of Gender*

<b>Gender</b>	<b>Public School Teachers</b>	<b>Private School Teachers</b>	<b><i>f</i></b>	<b>%</b>
Male	17	38	55	27.5
Female	83	60	143	71.5
LGBTQIA+	0	2	2	1.0
<b>Total</b>	<b>100</b>	<b>100</b>	<b>200</b>	<b>100.0</b>

Table 4 presents the frequency and percentage distribution of respondents by gender. The data reveals that the majority of respondents are female, accounting for 71.5% of the total population, with 143 out of 200 respondents. A larger proportion of these females are public school teachers, with 83 out of 100 respondents in this category. Male respondents comprise 27.5% of the population, totaling 55 out of 200, with a higher representation among private school teachers, at 38 out of 100. Meanwhile, respondents identifying as LGBTQIA+ form the smallest group, representing just 1.0% of the total, with only 2 out of 200 respondents, both of whom are private school teachers. This suggests that females dominate the teaching profession overall, while males and LGBTQIA+ individuals have smaller representation, particularly in public schools.

Similar to the results from the study of Ahmed, Ambreen, & Hussain (2018), the teacher's gender can affect classroom management. It shows that female teachers are better at classroom management skills in four out of six areas of classroom management. In these dimensions, it includes "teamwork", "organization in the classroom", "build relationships with students", and "love and logic approach".

**Table 5**

*Profile of the Respondents in Terms of Marital Status*

<b>Marital Status</b>	<b>Public School Teachers</b>	<b>Private School Teachers</b>	<b><i>f</i></b>	<b>%</b>
Single	43	67	110	55
Married	53	31	84	42
Widowed	4	2	6	3
<b>Total</b>	<b>100</b>	<b>100</b>	<b>200</b>	<b>100.0</b>

Table 5 shows the frequency and percentage distribution of respondents based on their marital status. The data indicates that the majority of respondents are single, which is 55% of the total population, with 110 out of 200 respondents. A greater proportion of single individuals are private school teachers, totaling 67 out of 100. Married respondents represent 42% of the total, with 84 out of 200, and a higher concentration in public schools, where 53 out of 100 are married. Meanwhile, widowed respondents form the smallest group, which is 3% of the total population, with 6 out of 200 respondents, the majority of whom are public school teachers at 4 out of 100. This indicates that single individuals dominate the teaching profession, particularly in private schools, while married and widowed respondents have a smaller but notable presence.

Similar to the study of Singh & Sharma (2020), they conclude that unmarried or single teachers have a better work-life balance compared to married ones. Single teachers have fewer personal obligations and responsibilities to attend to, that's why it's easier for them to maintain a comfortable balance between those two, their professional and personal lives. Due to the reason of they have fewer obligations to do, they may be able to work more overtime.

**Table 6**

*Profile of the Respondents in Terms of Highest Educational Attainment*

<b>Highest Educational Attainment</b>	<b>Public School Teachers</b>	<b>Private School Teachers</b>	<b><i>f</i></b>	<b>%</b>
College Graduate	69	90	159	79.5
Masteral Degree Graduate	26	10	36	18
Doctorate Degree Graduate	1	0	1	.5
CARMA MAEd	1	0	1	.5

MA Units	3	0	3	1.5
<b>Total</b>	<b>100</b>	<b>100</b>	<b>200</b>	<b>100.0</b>

Table 6 shows the frequency and percentage distribution of respondents based on their highest educational attainment. The data reveals that the majority of respondents are college graduates, comprising 79.5% of the total population, with 159 out of 200 respondents. A larger proportion of these college graduates are private school teachers, totaling 90 out of 100. Meanwhile, 0.5% of respondents or 1 out of 200 hold a Doctorate degree, and another 0.5% or 1 out of 200 holds a CARMA MAEd certification, both of whom are public school teachers. This indicates that most teachers, particularly in private schools, are college graduates, while those with higher educational qualifications, such as a Master's or Doctorate degree, are more prevalent among public school teachers, though they represent a smaller proportion overall.

Similar to the study of Douglass (2019), it states that improving the potential for early educators to complete a degree and apply what they learn to their teaching practices is considered as an important factor in enhancing their professional growth. Pursuing degrees plays an important role in their ability to make improvements in their teaching practices. The findings support the idea that educational attainment significantly contributes not only to teaching effectiveness but also to personal and professional development including emotional intelligence and work-life balance.

**Table 7**

*Profile of the Respondents in Terms of Status of Employment*

<b>Status of Employment</b>	<b>Public School Teachers</b>	<b>Private School Teachers</b>	<b><i>f</i></b>	<b>%</b>
Permanent	87	77	164	82



Provisional	0	4	4	2
Substitute	0	3	3	1.5
Contract of Service	13	16	29	14.5
<b>Total</b>	<b>100</b>	<b>100</b>	<b>200</b>	<b>100.0</b>

Table 7 shows the frequency and percentage distribution of the public and private school teachers in terms of status of employment. Based on the data, it shows that permanent got the highest frequency of 164 out of 200 or a total percentage of 82%. Among these, 87 are public school teachers, and 77 are private school teachers, indicating that public school teachers have a slightly higher representation in this category. Meanwhile, the substitute got the lowest frequency of 3 out of 200 or 1.5%, all of whom are private school teachers, as there no substitute teachers reported in public school. This indicates that the majority of teachers in the table enjoy stable employment through permanent positions, which may contribute to higher job satisfaction and stronger sense of organizational commitment.

Similarly, in the study of Hussain & Saif (2019), it states that job security is an important benefit of being a permanent teacher because it helps to build commitment to organization and increase job satisfaction. In schools, job security is often ensured through tenure or confirmation, which protects teachers from being dismissed without cause. This allows them to focus on their teaching without worrying about losing their job. The study also shows that job security is closely linked to higher satisfaction and loyalty among the employees, supporting the idea that having more permanent teachers creates a stable and productive teaching environment.

### **Table 8**

*Profile of the Respondents in Terms of Number of Years Employed*

<b>Number of Years Employed</b>	<b>Public School Teachers</b>	<b>Private School Teachers</b>	<b><i>f</i></b>	<b>%</b>
Less than a year	10	18	28	14
1-5 years	26	44	70	35
6-10 years	30	31	61	30.5
More than 10 years	34	6	41	20.5
<b>Total</b>	<b>100</b>	<b>100</b>	<b>200</b>	<b>100.0</b>

Table 8 shows the frequency and percentage distribution of the public and private school teachers in terms of number of years employed. Out of 200 respondents, the data shows that 70 or 35% have been in service for 1-5 years, including 26 public school teachers and 44 private school teachers. Meanwhile, teachers who have been employed for less than a year have the lowest frequency of 28 out of 200 or 14%, consisting of 10 public school teachers and 18 private school teachers. This indicates that some teachers are still in the early stages of their teaching careers and gaining experience. The smaller number of teachers with less than a year of experience might mean that new hires are fewer or that it takes time to adjust to the teaching profession.

In the study of Jalali (2022), it states the key differences between experienced and beginning teachers. Less experienced teachers often require targeted professional development to build on the skills and knowledge they acquire in their roles. While teaching skills and quality don't depend on experience, beginning teachers are often more eager to improve and learn compared to those with more experience. Meanwhile, experienced teachers may focus more on enhancing their existing skills and deepening their professional knowledge. This situation highlights the need for different types of support depending on the teacher's level of experience.

**Table 9***Profile of the Respondents in Terms of School*

<b>School</b>	<b>Public School Teachers</b>	<b>Public School Teachers</b>	<b><i>f</i></b>	<b>%</b>
Public	100	0	100	50
Private	0	100	100	50
<b>Total</b>	<b>100</b>	<b>100</b>	<b>200</b>	<b>100.0</b>

Table 9 shows the frequency and percentage distribution of the public and private school teachers in terms of the school where they are currently employed. Based on the data, public and private both got the frequency of 100 out of 200 or a total percentage of 50%. It indicates that teachers have their own preferences on choosing which school they want to apply to, and these preferences can be influenced by many factors.

Similar to the study of Lovison & Mo (2023), it states that teachers do not switch or pick schools for the opportunity to work with more privileged students, but they switch schools to access better working conditions like support from the school leaders like principals. These findings align with other studies that principals play an important role in creating positive work environments for teachers which affect their decision on whether they choose to stay or leave at the school where they are currently teaching.

## **2. Emotional Intelligence of the Public and Private School Teachers in Sariaya, Quezon**

The emotional intelligence of the teachers in terms of self-awareness, self-regulation, empathy, motivation, and social skills. These components influence their

ability to understand and manage their own emotions while effectively connecting with students, building a supportive and inspiring learning environment.

**Table 10**

*Emotional Intelligence of the Public and Private School Teachers in Sariaya, Quezon, as to Self-Awareness*

Statements	Public School Teachers		Private School Teachers	
	Mean	Verbal Interpretation	Mean	Verbal Interpretation
I am aware of my feelings and how these can affect my teaching and allow me to manage my emotions effectively in school.	3.84	Very High Emotional Intelligence	3.78	Very High Emotional Intelligence
I do acknowledge my strengths like subject expertise, as well as the areas that need improvement.	3.73	Very High Emotional Intelligence	3.73	Very High Emotional Intelligence
I am aware of my emotional responses when interacting with my students.	3.73	Very High Emotional Intelligence	3.72	Very High Emotional Intelligence
I am learning from my experiences, both successes and challenges that can improve my teaching and meet the needs of my students.	3.78	Very High Emotional Intelligence	3.75	Very High Emotional Intelligence
I am aware of my short-term and long-term goals which can help me to stay focused and motivated.	3.62	Very High Emotional Intelligence	3.70	Very High Emotional Intelligence
<b>Composite Mean</b>	<b>3.74</b>	<b>Very High Emotional Intelligence</b>	<b>3.74</b>	<b>Very High Emotional Intelligence</b>

Table 10 presents the mean scores and verbal interpretations of the emotional intelligence of public and private school teachers in Sariaya, Quezon, in terms of self-awareness. The composite means for both public and private school teachers is 3.74, which is interpreted as very high emotional intelligence. Among public school teachers, the highest mean score is 3.84, indicating very high emotional intelligence in the statement, “I am aware of my feelings and how these can affect my teaching and allow me to manage my emotions effectively in school.” Similarly, private school teachers scored their highest at 3.78, also interpreted as very high emotional intelligence, for the same statement. The lowest mean score among public school teachers is 3.62 for the statement, “I am aware of my short-term and long-term goals which can help me to stay focused and motivated,” though it remains within the very high emotional intelligence. Private school teachers scored their lowest at 3.70 for the same statement, which is also interpreted as very high emotional intelligence. Overall, the results indicate that both public and private school teachers exhibit a very high level of self-awareness, demonstrating their ability to recognize and understand their emotions, strengths, and goals, as well as how these influence their teaching practices and interactions with students.

The study of Chappelle (2017), mentioned that employees who are self-aware are more capable of facing obstacles in the workplace with courage and determination. Knowing their own advantages and disadvantages enables them to make the most of their abilities, improving teamwork and organizational performance.

In the study of Kusumawati et al. (2021), found that there is a significant relationship between self-awareness and professionalism. This finding suggests that self-awareness plays a crucial role in influencing a teachers’ level of professionalism.

The strength of the relationship is positive and linear, meaning that as self-awareness increases, so does the teachers' professionalism. In other words, teachers who possess a higher degree of self-awareness tend to demonstrate greater professionalism in their actions, behavior, and decision-making. Self-aware teachers are more likely to reflect on their strengths and weaknesses, regulate their emotions, and make thoughtful, ethical decisions, all of which contribute to effective teaching. This relationship underscores the importance of fostering self-awareness in professional development programs, as it directly impacts the level of professionalism that individuals exhibit in their respective roles.

**Table 11**

*Emotional Intelligence of the Public and Private School Teachers in Sariaya, Quezon, as to Self-Regulation*

Statements	Public School Teachers		Private School Teachers	
	Mean	Verbal Interpretation	Mean	Verbal Interpretation
I can immediately notice whether I am feeling happy or sad and manage this well because I understand how these emotions can affect my work.	3.52	Very High Emotional Intelligence	3.59	Very High Emotional Intelligence
I feel inspired when I daydream my goals and aspirations, as this creativity supports my personal growth and professional development.	3.58	Very High Emotional Intelligence	3.63	Very High Emotional Intelligence
I can manage my negative emotions very well, which helps me to handle classroom	3.36	Very High Emotional Intelligence	3.48	Very High Emotional Intelligence

conflicts, and some stressful interactions that may affect my work.				
I can keep myself calm in stressful situations which helps me to have a better decision-making in high pressure moments.	3.45	Very High Emotional Intelligence	3.48	Very High Emotional Intelligence
I have control over my emotions to ensure that it will not affect my teaching.	3.58	Very High Emotional Intelligence	3.57	Very High Emotional Intelligence
<b>Composite Mean</b>	<b>3.50</b>	<b>Very High Emotional Intelligence</b>	<b>3.55</b>	<b>Very High Emotional Intelligence</b>

Table 11 shows the mean scores and verbal interpretations of the emotional intelligence of public and private school teachers in Sariaya, Quezon, in terms of self-regulation. The composite mean for public school teachers is 3.50, while private school teachers have a slightly higher composite mean of 3.55, both interpreted as very high emotional intelligence. For public school teachers, the highest mean score is 3.58 for the statements, “I feel inspired when I daydream my goals and aspirations, as this creativity supports my personal growth and professional development.” and “I have control over my emotions to ensure that it will not affect my teaching,” both interpreted as very high emotional intelligence. Private school teachers had their highest mean score of 3.63 for the statement, “I feel inspired when I daydream my goals and aspirations, as this creativity supports my personal growth and professional development,” also interpreted as very high emotional intelligence. The lowest mean score for public school teachers is 3.36 for the statement, “I can manage my negative emotions very well, which helps me to handle classroom conflicts, and some stressful

interactions that may affect my work,” while private school teachers scored their lowest mean of 3.48 for both “I can manage my negative emotions very well, which helps me to handle classroom conflicts, and some stressful interactions that may affect my work.” and “I can keep myself calm in stressful situations which helps me to have better decision-making in high pressure moments,” with both interpreted as very high emotional intelligence. In general, the results indicate that both public and private school teachers possess a very high level of self-regulation. They demonstrate the ability to recognize and manage their emotions, especially in challenging situations, to maintain control over their behavior and ensure that their emotions do not negatively impact their teaching.

In the study of Mengistnew et al. (2021), found that self-regulated teachers are generally more proactive in managing their own learning and teaching practices. They tend to be more responsible and committed to their job because they constantly seeking ways to enhance their effectiveness in the classroom. Such teachers are better at reflecting on their teaching methods, setting goals for improvement, and adjusting their strategies to meet the needs of their students. They create a more engaging and supportive learning environment that fosters student success. Moreover, self-regulated teachers are always ready to improve their students' learning outcomes by adopting innovative approaches, using feedback to refine their teaching, and being adaptable to changing educational demands. This proactive and responsible approach to teaching not only improves the teachers' own professional development but also contributes to higher student achievement and a more effective educational system overall.

The study of Braund and Timmons (2021), employees that are adept at regulating themselves are better at planning ahead, organizing their knowledge and



work tirelessly to achieve their professional and personal goals because they know that controlling oneself is important in the workplace, especially when it comes to employee performance and development.

**Table 12**

*Emotional Intelligence of the Public and Private School Teachers in Sariaya, Quezon, as to Motivation*

Statements	Public School Teachers		Private School Teachers	
	Mean	Verbal Interpretation	Mean	Verbal Interpretation
Before starting any task, I am hopeful that I will accomplish the given task on time, which helps me to create a motivating environment for my students and co-teachers.	3.62	Very High Emotional Intelligence	3.65	Very High Emotional Intelligence
I exhibit confidence in taking on new responsibilities, which is important for my professional growth.	3.52	Very High Emotional Intelligence	3.53	Very High Emotional Intelligence
I exhibit perseverance despite challenges and continue to strive to provide a quality education for my students.	3.61	Very High Emotional Intelligence	3.63	Very High Emotional Intelligence
I pursue goals beyond what is expected from me which demonstrates my dedication and commitment to my profession.	3.54	Very High Emotional Intelligence	3.58	Very High Emotional Intelligence
I keep on trying even I feel helpless in handling worse situations, which inspires my co-teachers and students to	3.47	Very High Emotional Intelligence	3.54	Very High Emotional Intelligence

overcome their own challenges too				
<b>Composite Mean</b>	<b>3.55</b>	<b>Very High Emotional Intelligence</b>	<b>3.59</b>	<b>Very High Emotional Intelligence</b>

Table 12 presents the mean scores and verbal interpretations of the emotional intelligence of public and private school teachers in Sariaya, Quezon, in terms of motivation. The composite mean for public school teachers is 3.55, while private school teachers have a slightly higher composite mean of 3.59, both interpreted as very high emotional intelligence. Among public school teachers, the highest mean score is 3.62 for the statement, “Before starting any task, I am hopeful that I will accomplish the given task on time, which helps me to create a motivating environment for my students and co-teachers,” interpreted as very high emotional intelligence. Private school teachers scored their highest at 3.65 for the same statement, also interpreted as very high emotional intelligence. The lowest mean score for public school teachers is 3.47 for the statement, “I keep on trying even I feel helpless in handling worse situations, which inspires my co-teachers and students to overcome their own challenges too,” while private school teachers scored their lowest at 3.53 for the statement, “I exhibit confidence in taking on new responsibilities, which is important for my professional growth,” both still interpreted as very high emotional intelligence. Overall, the results show that both public and private school teachers exhibit a very high level of motivation. They demonstrate confidence, perseverance, and a strong commitment to their professional growth, fostering a motivating environment for their students and colleagues.

According to the study of Kapur (2019), motivation plays a key role in helping individual perform their work effectively and achieve goals. In educational institutions, teachers are vital in achieving educational objectives and fostering student growth. Their responsibilities go beyond teaching academic concepts, they must also instill morals and ethics in students. Teachers should possess strong knowledge in their subject areas, use appropriate teaching methods, and demonstrate leadership and good communication. Understanding various factors such as motivation, teacher development, collaboration, and educational reforms can enhance teachers' motivation and skills, enabling them to improve their performance and achieve educational goals. It is also mentioned in the study that staying updated with modern teaching strategies further boosts teachers' motivation.

The study of Cherry (2023), which mentioned that motivation is the reason for someone's actions. People use motivation as a drive to accomplish their task. It is a major factor to perform well. As people think that they can finish a certain task, they are more likely to finish it with diligence because they are motivated and they use it as a drive to finish a certain task.

**Table 13**

*Emotional Intelligence of the Public and Private School Teachers in Sariaya, Quezon, as to Empathy*

Statements	Public School Teachers		Private School Teachers	
	Mean	Verbal Interpretation	Mean	Verbal Interpretation
I understand how other people think, feel and behave, which helps me	3.53	Very High Emotional Intelligence	3.50	Very High Emotional Intelligence

to adjust my teaching strategies to meet the needs of my students and create an empathetic classroom atmosphere.				
I remain respectful to others by considering their point of view which promotes mutual respect and collaboration that enhances the school environment positively.	3.69	Very High Emotional Intelligence	3.63	Very High Emotional Intelligence
I exhibit respectful behavior towards people from different background which allows the students to do appreciate and respect one another.	3.73	Very High Emotional Intelligence	3.65	Very High Emotional Intelligence
I can understand the meaning of a message through non-verbal communication which allows me to respond effectively to my student's unspoken concerns and needs.	3.69	Very High Emotional Intelligence	3.57	Very High Emotional Intelligence
I can understand how others are feeling by listening to their voice and tone, which helps me to provide better support and build a positive relationship with my students and co-teachers.	3.65	Very High Emotional Intelligence	3.60	Very High Emotional Intelligence
<b>Composite Mean</b>	<b>3.66</b>	<b>Very High Emotional Intelligence</b>	<b>3.59</b>	<b>Very High Emotional Intelligence</b>

Table 13 demonstrates the emotional intelligence of the public and private school teachers in Sariaya Quezon, as to empathy. The composite means for both public and private school teachers is 3.66 and 3.59, respectively, with both very high emotional

intelligence as verbal interpretation. Among public school teachers, the highest mean score is 3.73, with verbal interpretation, very high emotional intelligence, indicating that they exhibit respectful behavior towards people from different background which allows their students to do appreciate and respect one another. Similarly, private school teachers also achieved their highest mean score of 3.65 in the same statement, with the same verbal interpretation, very high emotional intelligence. Meanwhile, the lowest mean score that public school teacher got is 3.53, still with a very high emotional intelligence as verbal interpretation, says that they understand how other people think, feel, and behave, which helps them to adjust their teaching strategies to meet the needs of their students and create an empathetic classroom atmosphere. Similarly, the private school teachers got the lowest mean score of 3.50 in the same statement, with a verbal interpretation, very high emotional intelligence. This suggests that most of the teachers are empathetic through exhibiting respectful behavior towards other people with different backgrounds which allows their students to appreciate and respect one another.

Similar to the study of McAllister and Irvine (2023), the study shows that empathy has a big role in teaching diversity to the students. It helps them to be more effective teachers. It is an implicit part of being a caring, supportive and responsive teacher with their culturally diverse students. Empathetic disposition led to more positive interactions with their students and supportive classroom climates.

#### **Table 14**

*Emotional Intelligence of the Public and Private School Teachers in Sariaya, Quezon, as to Social Skills*

Statements	Public School Teachers		Private School Teachers	
	Mean	Verbal Interpretation	Mean	Verbal Interpretation
I am friendly in nature, and I find it easy to be approachable with my students, co-teachers, and parents, and build a positive school community.	3.61	Very High Emotional Intelligence	3.58	Very High Emotional Intelligence
I am good at convincing others and encouraging my students' participation.	3.52	Very High Emotional Intelligence	3.46	Very High Emotional Intelligence
I handle difficult people with tact and diplomacy to ensure a respectful and productive environment in school.	3.43	Very High Emotional Intelligence	3.38	Very High Emotional Intelligence
I look for relationships with my co-teachers, parents, and members of the community that are mutually beneficial, that strengthens the support for my student's education.	3.55	Very High Emotional Intelligence	3.47	Very High Emotional Intelligence
I encourage healthy discussion and open communication in the workplace which enhances teamwork.	3.56	Very High Emotional Intelligence	3.58	Very High Emotional Intelligence
<b>Composite Mean</b>	<b>3.53</b>	<b>Very High Emotional Intelligence</b>	<b>3.50</b>	<b>Very High Emotional Intelligence</b>

Table 14 shows the emotional intelligence of the public and private school teachers in Sariaya, Quezon, as to social skills. The composite means for both public and private school teachers is 3.53 and 3.50, respectively, with both very high emotional intelligence as verbal interpretation. Among public school teachers, the highest mean score is 3.61, with interpretation of very high emotional intelligence,

shows that they are friendly in nature, and they find it easy to be approachable to their students, co-teachers, and parents, and build a positive school community. Similarly, in private school teachers, two statements share the highest mean score of 3.58. The first statement is the same as in the public school teachers, while the second, it indicates that they encourage healthy discussion and open communication in the workplace which enhances teamwork, both with verbal interpretation, very high emotional intelligence. Meanwhile, the lowest mean score among public school teachers is 3.43, with verbal interpretation, very high emotional intelligence, says that they handle difficult people with tact and diplomacy to ensure a respectful and productive environment in school. Similarly, in the private school teachers, the lowest mean score is 3.38 in the same statement and verbal interpretation with a very high emotional intelligence. This suggests that teachers are sociable because they are friendly in nature and because they find it easy to be approachable to their co-teachers, students, and even to the parents of their students, and build a positive school community.

Similar to the study of Salavera and Usan (2021), social skills are crucial for fostering a good relationship with co-workers in the workplace. It can also create a healthy environment within the workplace and will lead to the institution's success and betterment.

**Table 15**

*Summary of Emotional Intelligence of the Public and Private School Teachers in Sariaya, Quezon*

Public School Teachers	Private School Teachers
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<b>Factors</b>	<b>Mean</b>	<b>Verbal Interpretation</b>	<b>Mean</b>	<b>Verbal Interpretation</b>
Self-Awareness	3.74	Very High Emotional Intelligence	3.74	Very High Emotional Intelligence
Self-Regulation	3.50	Very High Emotional Intelligence	3.55	Very High Emotional Intelligence
Motivation	3.55	Very High Emotional Intelligence	3.59	Very High Emotional Intelligence
Empathy	3.66	Very High Emotional Intelligence	3.59	Very High Emotional Intelligence
Social Skills	3.53	Very High Emotional Intelligence	3.50	Very High Emotional Intelligence
<b>Grand Composite Mean</b>	<b>3.60</b>	<b>Very High Emotional Intelligence</b>	<b>3.59</b>	<b>Very High Emotional Intelligence</b>

Table 15 shows the summary of the emotional intelligence of the public and private school teachers in Sariaya, Quezon. The table shows that the grand composite mean in public and private school teachers are 3.60 and 3.59, respectively, with a verbal interpretation, very high emotional intelligence. It revealed that self-awareness on both teachers, has the highest composite mean among the sub-variables, both got an average of 3.74, with verbal interpretation, very high emotional intelligence. On the other hand, self-regulation received the lowest composite mean among public school teachers at 3.50, while for private school teachers, it was social skills, also with a composite mean of 3.50. Despite being the lowest, both are still interpreted as very high emotional intelligence. It can be inferred that public and private school teachers are emotionally intelligent and know how to manage and understand themselves, and other people around them effectively.



Similar to the study of Mukhtar and Fook (2020), which mentioned that teachers who have a high emotional intelligence excel in managing their emotions, which is essential for achieving the institution's goals and objectives. Having a high emotional intelligence not just improves their relationship with their students and co-teachers, but also for the institution as well. Promoting a positive attitude toward organizational change, smoother transitions, and adaptive responses within educational settings.

### **3. Work-Life Balance Among Public and Private School Teachers in Sariaya, Quezon**

Work-life balance is about how people manage their work and personal lives. It includes different aspects that show how work and personal life can affect and support each other. The work-life balance of public and private school teachers is assessed in terms of work interfering personal life, personal life interfering work, work enhancing personal life, and personal life enhancing work.

**Table 16**

*Work-Life Balance Among Public and Private School Teachers in Sariaya, Quezon in terms of Work Interfering Personal Life*

<b>Statements</b>	<b>Public School Teachers</b>		<b>Private School Teachers</b>	
	<b>Mean</b>	<b>Verbal Interpretation</b>	<b>Mean</b>	<b>Verbal Interpretation</b>
Extracurricular activities and student-related responsibilities often interfere with my time for my family.	2.95	Imbalanced	2.70	Imbalanced
The time for preparation required to plan and manage my classroom frequently affect my	2.90	Imbalanced	2.68	Imbalanced

ability to attend to personal commitments.				
My teaching role demands often causes me to overlook my own well-being and personal needs.	2.75	Imbalanced	2.57	Imbalanced
I find myself becoming easily irritated at home due to the demands of my teaching job.	2.37	Balanced	2.34	Balanced
I often bring work-related stress and problems at home.	2.38	Balanced	2.35	Balanced
<b>Composite Mean</b>	<b>2.67</b>	<b>Imbalanced</b>	<b>2.53</b>	<b>Imbalanced</b>

Table 16 shows the mean scores and verbal interpretations of work-life balance among public and private school teachers in Sariaya, Quezon, in terms of work interfering personal life. The composite mean for public school teachers is 2.67, while private school teachers have a composite mean of 2.53, both interpreted as imbalanced. Among public school teachers, the highest mean score is 2.95 for the statement, “Extracurricular activities and student-related responsibilities often interfere with my time for my family,” interpreted as imbalanced. Private school teachers scored their highest mean of 2.70 for the same statement, also interpreted as Imbalanced. The lowest mean for public school teachers is 2.37 for the statement, “I find myself becoming easily irritated at home due to the demands of my teaching job,” and private school teachers scored their lowest at 2.34 for the same statement, both interpreted as Balanced. In general, both public and private school teachers indicate an imbalanced work-life balance, as work-related responsibilities, such as extracurricular activities and classroom preparation, often interfere with their personal lives and family time. However, there is a slight indication that teachers feel more balanced when it comes to

work-related stress affecting their home life. The results suggest that work-related demands have a significant impact on personal time and well-being.

Similar to the study of Labler (2021), it states that heavy workloads, organizational constraints, negative competition when it comes to position can cause fear or anxiety or any mental illness that can surely affect their personal lives. The pressure at work can meddle with their life especially when they lack emotional intelligence. To avoid further complications, the school or organization should provide training programs or seminars that will help improve or enhance the emotional intelligence of employees.

**Table 17**

*Work-Life Balance of Public and Private School Teachers in Sariaya, Quezon in terms of Personal Life Interfering Work*

Statements	Public School Teachers		Private School Teachers	
	Mean	Verbal Interpretation	Mean	Verbal Interpretation
My financial struggles often leave me feeling exhausted, which affects my performance at work.	2.41	Balanced	2.21	Balanced
I sometimes feel tired from family conflicts to perform effectively at work.	2.41	Balanced	2.25	Balanced
My health issues sometimes make my teaching job difficult.	2.55	Imbalanced	2.34	Balanced
I find myself getting irritated at work because of relationship problems in my personal life.	2.11	Balanced	2.02	Balanced
I often bring personal problems such as time	2.13	Balanced	1.93	Balanced

management into my work environment.				
<b>Composite Mean</b>	<b>2.32</b>	<b>Balanced</b>	<b>2.15</b>	<b>Balanced</b>

Table 17 presents the mean scores and verbal interpretations of work-life balance among public and private school teachers in Sariaya, Quezon, in terms of personal life interfering work. The composite mean for public school teachers is 2.32, while private school teachers have a composite mean of 2.15, both interpreted as balanced. Among public school teachers, the highest mean score is 2.55 for the statement, “My health issues sometimes make my teaching job difficult,” interpreted as imbalanced. Private school teachers scored their highest at 2.34 for the same statement, interpreted as balanced. The lowest mean score for public school teachers is 2.11 for the statement, “I find myself getting irritated at work because of relationship problems in my personal life,” while private school teachers scored their lowest at 1.93 for the same statement, both interpreted as balanced. In general, both public and private school teachers experience a relatively balanced work-life balance in terms of personal life interfering work. Although some teachers face challenges, such as health issues or family conflicts, these do not significantly affect their work performance. The results suggest that while personal struggles exist, they do not substantially disrupt the professional responsibilities of the teachers in Sariaya, Quezon.

Similarly, Khan et al. (2016), stated that time management is recognized around the world as a critical skill for teachers, as they play a key role in shaping the future generation. It is an essential factor for improving teacher performance and achieving school success. Effective time management involves planning and scheduling tasks to ensure that responsibilities are handled efficiently. School leaders also need to focus on

time management as it significantly impacts the overall performance of schools. Additionally, managing time means prioritizing tasks based on their importance and staying organized. Key skills in time management include setting clear goals, having structured plans, and maintaining an organized approach to work. However, stress is a significant factor that affects time management process, often hindering the teacher's ability to balance personal and their responsibilities at work. To address this, individuals must complete tasks effectively and efficiently while minimizing unnecessary rush. Poor handling of time is a common cause of anxiety making stress management essential. Strategies like staying committed to tasks, prioritizing responsibilities, and reducing distractions can help teachers complete their work on time. Therefore, teachers who regularly evaluate and improve their time management practices tend to be more effective in their roles. In the modern era, training for this has become increasingly important, especially for teachers, as it helps them maintain a balance between their personal and professional responsibilities. Addressing challenges like time management can further enhance their effectiveness and overall well-being.

Moreover, in the study of Fortunisa & Darmawan (2022), mental health is essential for employees to perform well at work. The study is important to deepen the knowledge about mental health problems and its impact on employees. There are some factors negatively affecting the mental health of an employee. The first factor that can affect mental health is work pressure. Employees that are stressed and feel pressure may worsen mental health which has an impact on the quality of work in the workplace. The second factor is extending working hours, wherein it also triggers stress and negative emotional effects.

**Table 18**

*Work-Life Balance of Public and Private School Teachers in Sariaya, Quezon in terms of Work Enhancing Personal Life*

<b>Statements</b>	<b>Public School Teachers</b>		<b>Private School Teachers</b>	
	<b>Mean</b>	<b>Verbal Interpretation</b>	<b>Mean</b>	<b>Verbal Interpretation</b>
My job as a teacher gives me energy and enthusiasm to attend to my personal life.	3.44	Very Balanced	3.40	Very Balanced
I feel great at home because of my job as a teacher.	3.41	Very Balanced	3.31	Very Balanced
I am always excited to go home because my job makes me happy.	3.33	Very Balanced	3.28	Very Balanced
The compensation and benefits I receive from my teaching, contributes positively to my personal life's comfort and stability.	3.32	Very Balanced	3.22	Balanced
The skills and knowledge I gained from my job as a teacher enrich my personal relationships and activities.	3.54	Very Balanced	3.45	Very Balanced
<b>Composite Mean</b>	<b>3.41</b>	<b>Very Balanced</b>	<b>3.33</b>	<b>Very Balanced</b>

Table 18 shows the work-life balance among public and private school teachers in Sariaya, Quezon, in terms of work enhancing personal life. The composite means for both public and private school teachers are 3.41 and 3.33, respectively, with both verbal interpretations, very balanced. Among the public school teachers, the highest mean score is 3.54, with verbal interpretation of very balanced, indicate that the skills and knowledge they gained from their job as a teacher enrich their personal relationships

and activities. Similarly, in private school teachers, the highest mean score is 3.45 in the same statement and verbal interpretation, very balanced. Whereas the lowest mean score in public school teachers is 3.32 with a verbal interpretation of very balanced, which indicates that the compensation and benefits that teachers receive from their teaching, contributes positively to their personal life's comfort and stability. Similarly, on private school teachers, the lowest mean score is 3.22 in the same statement with verbal interpretation of balanced. This implies that teachers' professional experiences play an important role in improving their personal lives. The knowledge and skills they acquire from teaching not only enhance their personal interaction but also support their well-being through financial stability and work-related benefits.

Also, Rakoczy (2023), states that the money from work or salary gives security and safety for the employees and their loved ones. Everyone needs money to pay bills, shelter, food, education, etc. Therefore, having money enhances life, the more money employees earn, the more it will enhance their lives. Employees who have a better income have more freedom to pursue interests and experiences that enhance their sense of pleasure and well-being.

**Table 19**

*Work-Life Balance of Public and Private Teachers in Sariaya, Quezon in terms of Personal Life Enhancing Work*

Statements	Public School Teachers		Private School Teachers	
	Mean	Verbal Interpretation	Mean	Verbal Interpretation
I feel more focused and energetic at work because I get enough	3.25	Balanced	3.28	Very Balanced

rest and relaxation at home.					
My personal commitments and family inspire me to excel in my teaching career and strive for success.	3.54	Very Balanced	3.49	Very Balanced	
Maintaining a healthy lifestyle in my personal life gives me the energy to engage actively with my students throughout the day.	3.62	Very Balanced	3.49	Very Balanced	
My interests and hobbies outside the school inspire me to make creative ideas and activities for my classroom.	3.54	Very Balanced	3.49	Very Balanced	
The support I receive from my personal relationships outside of work enhances my ability to handle the challenges at work.	3.60	Very Balanced	3.50	Very Balanced	
<b>Composite Mean</b>	<b>3.51</b>	<b>Very Balanced</b>	<b>3.45</b>	<b>Very Balanced</b>	

Table 19 demonstrates the work-life balance among public and private school teachers in Sariaya, Quezon, in terms of personal life enhancing work. The composite means for both public and private school teachers are 3.51 and 3.45, respectively, with very balanced verbal interpretations. Among public school teachers, the highest mean score is 3.62, interpreted as very balanced, implies that maintaining a healthy lifestyle for teachers' personal life gives them the energy to engage actively with their students throughout the day. Meanwhile, in private school teachers, the highest mean score is 3.50 with interpretation of very balanced, implies that the support they receive from their personal relationships outside of work enhances their ability to handle the



challenges at work. While the lowest mean score among public school teachers is 3.25, with verbal interpretation of balanced, indicating that they feel more focused and energetic at work because they get enough rest and relaxation at home. Similarly, in the private school teachers, the lowest mean score is 3.28 in the same statement with verbal interpretation of very balanced. This shows that teachers' personal lives significantly contribute to their performance at work, with healthy habits, adequate rest, and support from personal relationships playing a key role in maintaining their energy and focus on work. Prioritizing personal well-being enables teachers to sustain a balanced and effective work and life.

Similarly, Brown (2021), states that having enough sleep, exercise, maintain healthy relationships, etc., employees can achieve a truly thrive in life including their professional life. When those aspects of an employee's life are going well, it naturally carries on the time they spend at work. A combination of having a stress-free home life and good health can be an ideal combination to boost and increase productivity at work.

Moreover, Dangwal (2022) stated that when employees are being supported by the people whos' important for them, whether they are encouraged to do things that they love, taking care of their physical and mental well-being or any type of good support, it reduces their stress, and they achieve satisfaction. They feel motivated, focused, and emotionally stable to make a better decision at work.

## **Table 20**

*Summary of Work-Life Balance of Public and Private School Teachers in Sariaya, Quezon*

<b>Work-Life Balance</b>	<b>Public School Teachers</b>		<b>Private School Teachers</b>	
	<b>Mean</b>	<b>Verbal Interpretation</b>	<b>Mean</b>	<b>Verbal Interpretation</b>
Work Interfering Personal Life	2.67	Imbalanced	2.53	Imbalanced
Personal Life Interfering Work	2.32	Balanced	2.15	Balanced
Work Enhancing Personal Life	3.41	Very Balanced	3.33	Very Balanced
Personal Life Enhancing Work	3.51	Very Balanced	3.45	Very Balanced
<b>Grand Composite Mean</b>	<b>2.98</b>	<b>Balanced</b>	<b>2.87</b>	<b>Balanced</b>

Table 20 summarizes the work-life balance among public and private school teachers in Sariaya, Quezon. The table shows that the grand composite mean in public and private school teachers are 2.98 and 2.87, respectively, with both verbal interpretations of imbalanced. It revealed that personal life enhancing work, on both teachers, have the highest composite mean among sub-variables, with an average of 3.51 and 3.45, respectively, with verbal interpretations very balanced. Meanwhile, work interfering personal life has the lowest composite mean, with 2.67 and 2.53 from both teachers having verbal interpretation of imbalanced. It is important to note that “work interfering personal life” and “personal life interfering work” are reversed in interpretation, as both contain negative statements. This suggests that while teachers generally experience positive interactions between their personal and professional lives, challenges still exist when work interferes with personal life. Addressing these imbalances could further enhance the overall work-life balance and well-being of the teachers.

Similar to the study of Dangwal (2022), which mentioned that work-life balance

is the process of finding balance between work or professional and personal life. Professional life consists of career counseling, training, self-development, meanwhile, personal life consists of family, hobbies, self-care, friends, etc. Dangwal also cited in the study of Fisher's four components of work-life balance which consist of work interfering personal life, personal life interfering work, work enhancing personal life, and personal life enhancing work. Both work and personal life can influence each other therefore it is important to find balance in it to have a healthy well-being. People should not just focus on one aspect as these both are important aspects of life to keep people living stress-free and successful.

#### **4. Significant Relationship between Emotional Intelligence and Work-Life Balance among Public and Private School Teachers in Sariaya, Quezon**

The significant relationship between emotional intelligence (self-awareness, self-regulation, motivation, empathy, and social skills) and work-life balance (work interfering personal life, personal life interfering work, work enhancing personal life, and personal life enhancing work) among public and private school teachers in Sariaya, Quezon.

**Table 21**

*Significant Relationship between Emotional Intelligence and Work-Life Balance in terms of Work Interfering Personal Life*

<b>Emotional Intelligence</b>	<b>p-value</b>	<b>Interpretation</b>
Self-Awareness	0.047	Significant
Self-Regulation	0.729	Significant
Motivation	0.883	Significant
Empathy	0.564	Significant

Social Skills	0.738	Significant
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Table 21 shows the data concerning significant relationship between emotional intelligence and work-life balance in terms of work interfering personal life. The findings indicate that there is a significant relationship between emotional intelligence components—self-awareness, self-regulation, motivation, empathy, and social skills—and work-life balance in terms of work interfering with personal life, with p-values of 0.047, 0.729, 0.883, 0.564, and 0.738, respectively, at a 0.05 level of significance. This suggests a significant relationship with emotional intelligence and work-life balance in terms of work interfering personal life. The highest correlation coefficient is observed for self-awareness, indicating a very weak positive relationship. This finding suggests that as self-awareness increases, there is a slight reduction in the interference of work with personal life. Other components such as self-regulation, motivation, empathy, and social skills show very weak relationships, indicating that these emotional intelligence components have minimal practical influence on the interference of work with personal life. Therefore, the null hypothesis that there is no significant relationship between emotional intelligence and work-life balance in terms of work interfering personal life is rejected, suggesting that certain emotional intelligence components, particularly self-awareness, have a slight effect on reducing work-life interference.

Similar to the study of Joyce et al. (2021), which mentioned that emotional intelligence has a strong relationship with work-life balance. The study emphasizes the emotional intelligence and its effect to the work-life balance of the employees. Especially, into work-life conflict that people often experience as the work interferes in their personal commitment.

**Table 22**

*Significant Relationship between Emotional Intelligence and Work-Life Balance in terms of Personal Life Interfering Work*

<b>Emotional Intelligence</b>	<b>p-value</b>	<b>Interpretation</b>
Self-Awareness	0.837	Significant
Self-Regulation	0.587	Significant
Motivation	0.396	Significant
Empathy	0.394	Significant
Social Skills	0.077	Significant

Table 22 shows the p-values for a significant relationship between emotional intelligence and work-life balance in terms of personal life interfering work. The findings indicate that there is a significant relationship between emotional intelligence components—self-awareness, self-regulation, motivation, empathy, and social skills—and work-life balance in terms of personal life interfering with work, with p-values of 0.837, 0.587, 0.396, 0.394, and 0.077, respectively, at a 0.05 level of significance. This suggests that emotional intelligence and work-life balance in terms of personal life interfering with work are correlated. The highest correlation coefficient is observed for self-awareness, indicating a very weak positive relationship. This finding suggests that individuals with higher self-awareness may experience slightly less interference of personal life with work. Other components, such as self-regulation, motivation, empathy, and social skills, indicate very weak relationships, showing minimal or almost no practical influence of these emotional intelligence components on the personal life interference with work. Hence, the null hypothesis that there is no significant relationship between emotional intelligence and work-life balance in terms of personal

life interfering with work is rejected, suggesting that while there is a statistically significant relationship, the influence of emotional intelligence components is minimal.

Similar to the study of Taegar (2023), the paper examines effect of work family conflict on counterproductive work behaviour; exploring the moderating role of emotional intelligence. The result of the study show that persona life affect ls work of employees. People with high emotional intelligence are able to manage work family conflict and by extension limited or out rightly eradicate the tenet of counter productivity work behaviour in an organization.

**Table 23**

*Significant Relationship between Emotional Intelligence and Work-Life Balance in terms of Work Enhancing Personal Life*

<b>Emotional Intelligence</b>	<b>p-value</b>	<b>Interpretation</b>
Self-Awareness	0.016	Significant
Self-Regulation	0.020	Significant
Motivation	<0.001	Significant
Empathy	<0.001	Significant
Social Skills	<0.001	Significant

Table 23 shows the p-values for a significant relationship between emotional intelligence and work-life balance in terms of work enhancing personal life. The findings indicate that there is a significant relationship between emotional intelligence components—self-awareness, self-regulation, motivation, empathy, and social skills—and work-life balance in terms of work enhancing personal life, with p-values of 0.016, 0.020, <0.001, <0.001, and <0.001, respectively, at a 0.05 level of significance. This suggests that emotional intelligence and work-life balance in terms of work enhancing

personal life are correlated. The highest correlation coefficient is observed for social skills, indicating a moderate relationship. This finding suggests that individuals with stronger social skills are more likely to perceive their work as enhancing their personal life. However, motivation and empathy show weak relationships, indicating a moderate positive impact of motivation and empathy on the ability of work to enhance personal life. On the other hand, self-awareness and self-regulation show very weak relationships, suggesting minimal practical influence of these emotional intelligence components on work enhancing personal life. Therefore, the null hypothesis that there is no significant relationship between emotional intelligence and work-life balance in terms of work enhancing personal life is rejected, emphasizing the role of social skills, motivation, and empathy in promoting a positive relationship between work and personal life.

Similar to the study of Minou (2023), which mentioned that work allows people to connect with other people and learn new things. The relationships made at work can become an asset for personal development and enrichment, creating a support that provides inspiration, guidance, and companionship outside the working hours.

**Table 24**

*Significant Relationship between Emotional Intelligence and Work-Life Balance in terms of Personal Life Enhancing Work*

Emotional Intelligence	p-value	Interpretation
Self-Awareness	0.005	Significant
Self-Regulation	<0.001	Significant
Motivation	<0.001	Significant
Empathy	<0.001	Significant
Social Skills	<0.001	Significant

Table 24 shows the p-values for a significant relationship between emotional intelligence and work-life balance in terms of personal life enhancing work. The findings indicate that there is a significant relationship between emotional intelligence components—self-awareness, self-regulation, motivation, empathy, and social skills—and work-life balance in terms of personal life enhancing work, with p-values of 0.005, <0.001, <0.001, <0.001, and <0.001, respectively, at a 0.05 level of significance. This suggests that emotional intelligence and work-life balance in terms of personal life enhancing work are correlated. The highest correlation coefficient is observed for social skills, indicating a moderate relationship. This finding suggests that individuals with stronger social skills are more likely to experience their personal life enhancing their work life. Motivation also shows a moderate relationship, indicating that motivated individuals tend to find a positive influence of their personal life on their work. Empathy shows a weak relationship, suggesting a smaller, but still positive, effect of empathy on the enhancement of work through personal life. Self-awareness and self-regulation show very weak and weak relationships, respectively, indicating that these emotional intelligence components have a smaller but still positive role in facilitating the enhancement of work by personal life. Therefore, the null hypothesis that there is no significant relationship between emotional intelligence and work-life balance in terms of personal life enhancing work is rejected, highlighting the importance of social skills, motivation, and empathy in fostering a positive relationship between personal life and work.

The study of Naz et al. (2021) found a relationship between emotional intelligence (EI) and work-life balance (WLB). It revealed that all the key aspects of emotional intelligence are closely tied to achieving a better balance between work and



personal life, particularly life-work enrichment. Individuals with high emotional intelligence have a better ability to understand and manage their own emotions, as well as to recognize and respond to the emotions of others. This skill allows them to handle stress, conflicts, and challenges more effectively, leading to improved performance both at work and in their personal lives.

### **5. Significant Difference in Emotional Intelligence and Work-Life Balance Among Public and Private School Teachers According to their Demographic Profile**

The significant difference in emotional intelligence of public and private school teachers in terms of self-awareness, self-regulation, motivation, empathy, and social skills, as well as their work-life balance encompassing factors such as work interfering personal life, personal life interfering work, work enhancing personal life, personal life enhancing work, when they are grouped according to their demographic profile.

**Table 25**

*Significant Difference in Emotional Intelligence of Public and Private School Teachers in terms of Self-Awareness According to their Demographic Profile*

<b>Profile</b>	<b>p-value</b>	<b>Interpretation</b>
Age	0.384	Not Significant
Gender	0.061	Not Significant
Marital Status	0.345	Not Significant
Highest Educational Attainment	0.365	Not Significant
Employment Status	0.448	Not Significant
No. of Years Employed	0.070	Not Significant
School	0.931	Not Significant

Table 25 shows the p-values for significant difference in emotional intelligence of public and private school teachers in terms of self-awareness according to their demographic profile. The findings implies that there are no significant differences to the emotional intelligence of public and private school teachers in terms of self-awareness when the respondents are grouped according to age, gender, marital status, highest educational attainment, employment status, no. of years employed, and school with p-values of 0.384, 0.061, 0.345, 0.365, 0.448, 0.070, and 0.931, respectively are all greater than the 0.05 level of significance. This shows that when the respondents are categorized according to their demographic profile, the emotional intelligence of public and private school teachers in terms of self-awareness does not differ. Thus, this accepts the null hypothesis  $H_{o2}$ , that there is no significant difference between emotional intelligence of public and private school teachers in terms of self-awareness according to their demographic profile. The finding suggests that self-awareness is a broadly consistent trait among public and private school teachers. It is likely shaped by their responsibilities and expectations within the teaching profession rather than by their individual characteristics.

Similar to the study of Al-tkhayneh et al. (2024), it states that faculty members play an important role in a university's success by carrying out variety of duties like teaching, administrative responsibilities, etc. In the future, they will be one of the responsible for promoting the university. To increase their self-awareness, they should, in fact, work on their basic skills which includes recognizing themselves, identifying their internal capabilities, and making decisions. Moreover, assessing their degree of self-awareness helps to determine their awareness of their professional responsibilities as well as their capacity to influence their colleagues. A teacher who is more aware of

themselves is better able to relate to the students, where they become more aware of the alignment between standards, goals, and present accomplishments. Self-awareness helps teachers understand their own values, ambitions, needs, strengths, and weaknesses, determining the behavior should enhance and needed change.

**Table 26**

*Significant Difference in Emotional Intelligence of Public and Private School Teachers in terms of Self-Regulation According to their Demographic Profile*

<b>Profile</b>	<b>p-value</b>	<b>Interpretation</b>
Age	0.100	Not Significant
Gender	0.996	Not Significant
Marital Status	0.156	Not Significant
Highest Educational Attainment	0.803	Not Significant
Employment Status	0.217	Not Significant
No. of Years Employed	0.139	Not Significant
School	0.339	Not Significant

Table 26 shows the p-values for significant difference in emotional intelligence of public and private school teachers in terms of self-regulation according to their demographic profile. The findings implies that there are no significant differences to the emotional intelligence of public and private school teachers in terms of self-regulation when the respondents are grouped according to age, gender, marital status, highest educational attainment, employment status, no. of years employed, and school with p-values of 0.100, 0.996, 0.156, 0.803, 0.217, 0.139, and 0.339, respectively are all greater than the 0.05 level of significance. This shows that when the respondents are categorized according to their demographic profile, the emotional intelligence of public

and private school teachers in terms of self-regulation does not differ. Thus, this accepts the null hypothesis, that there is no significant difference between emotional intelligence of public and private school teachers in terms of self-regulation according to their demographic profile. This lack of significant differences can be explained by several factors, including standardized training, the profession's demand for emotional control, supportive work environments, and personal growth. These shared experiences and expectations likely result in similar self-regulation skills among public and private school teachers regardless of their demographic profiles.

Similar to the study of Delgado et al. (2022), it states that just like self-regulation helps students take charge of their learning, it also supports teachers in their professional growth. Teachers regularly use various strategies to meet their teaching goals and the demands of their profession. Teacher self-regulation or TSR refers to the methods teachers are using in the classroom to achieve their teaching objectives. It's an ongoing process where teachers manage their thinking, motivation, and teaching strategies to provide effective instruction. This idea matches Zimmerman's model of self-regulation, which includes three key steps: planning (preparing), performing (teaching), and reflecting (evaluating). For every lesson, teachers plan their class, teach the material, and then assess how well they taught their students.

**Table 27**

*Significant Difference in Emotional Intelligence of Public and Private School Teachers in terms of Motivation According to their Demographic Profile*

Profile	p-value	Interpretation
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Age	0.996	Not Significant
Gender	0.388	Not Significant
Marital Status	0.828	Not Significant
Highest Educational Attainment	0.309	Not Significant
Employment Status	0.486	Not Significant
No. of Years Employed	0.550	Not Significant
School	0.527	Not Significant

Table 27 shows the p-values for significant difference in emotional intelligence of public and private school teachers in terms of motivation according to their demographic profile. The findings implies that there are no significant differences to the emotional intelligence of public and private school teachers in terms of motivation when the respondents are grouped according to age, gender, marital status, highest educational attainment, employment status, no. of years employed, and school with p-values of 0.996, 0.388, 0.828, 0.309, 0.486, 0.550, and 0.527, respectively are all greater than the 0.05 level of significance. This shows that when the respondents are categorized according to their demographic profile, the emotional intelligence of public and private school teachers in terms of motivation does not differ. Thus, the null hypothesis is accepted, that there is no significant difference between emotional intelligence of public and private school teachers in terms of motivation according to their demographic profile. It implies that motivation comes from within such as personal drive to go on, their personal goals, and attitudes rather than from their demographic characteristics like age, gender, or years of experience. Public and private school teachers, regardless of their demographic profile, may share similar levels of motivation because it is tied to their professional roles, responsibilities, and intrinsic passion for teaching, and it might be similar for all public and private school teachers

because it comes from their personal attitude, dedication, and commitment to their job rather than who they are demographically.

The findings in the study of Ulfah et al. (2024), it states that external factors like family support and managerial support play an important role in teachers' motivation. A supportive and happy family life can boost a teacher's motivation and well-being, improving their performance, meanwhile family conflicts can lower their drive. Moreover, fair policies and encouragement from management can also help them to stay motivated and to have professional growth.

**Table 28**

*Significant Difference in Emotional Intelligence of Public and Private School Teachers in terms of Empathy According to their Demographic Profile*

<b>Profile</b>	<b>p-value</b>	<b>Interpretation</b>
Age	0.316	Not Significant
Gender	0.001	Significant
Marital Status	0.270	Not Significant
Highest Educational Attainment	0.532	Not Significant
Employment Status	0.679	Not Significant
No. of Years Employed	0.673	Not Significant
School	0.178	Not Significant

Table 28 shows the p-values for significant difference in emotional intelligence of public and private school teachers in terms of empathy according to their demographic profile. The findings implies that there are no significant differences to the emotional intelligence of public and private school teachers in terms of empathy when the respondents are grouped according to age, marital status, highest educational attainment, employment status, no. of years employed, and school with p-values of

0.316, 0.270, 0.532, 0.679, 0.673, and 0.178, respectively are all greater than the 0.05 level of significance. This shows that when the respondents are categorized according to their demographic profile, the emotional intelligence of public and private school teachers in terms of empathy does not differ. Thus, the null hypothesis is accepted, that there is no significant difference between emotional intelligence of public and private school teachers in terms of empathy according to their demographic profile. However, there is a significant difference to the emotional intelligence of public and private school teachers in terms of empathy when they are grouped according to gender with p-value of 0.001 since it is less than the 0.05 level of significance. Thus, the null hypothesis is rejected.

Teachers interact daily with students who have different personalities, experiences, and backgrounds. This is where the teachers' empathy comes, allowing them to connect with each student. Every teacher, regardless of their demographic profile, needs empathy, and continuously building and strengthening it is important for them to better understand and support each of their students effectively. Rieckhoff et al. (2020), emphasize in their study that empathy involves both emotional and intellectual domains, specifically perspective-taking. Perspective-taking requires putting aside personal beliefs and assumptions, shows that empathy is less tied to individual characteristics like age, marital status, or educational background. Instead, it is cultivated through conscious effort and practice like understanding students' diverse backgrounds and lived experiences. It shows that empathy is developed through professional experiences rather than being solely shaped by personal traits or profiles.

Meanwhile, the findings in the study of Graziano et al. (2024), highlight that gender significantly influences empathy and emotional self-efficacy in teachers. Female teachers with higher emotional self-efficacy showed a stronger connection between empathy and teaching effectiveness, particularly in classroom integration. However, male teachers scored higher in emotional self-efficacy, challenging the assumption that females are always more empathetic.

**Table 29**

*Significant Difference in Emotional Intelligence of Public and Private School Teachers in terms of Social Skills According to their Demographic Profile*

<b>Profile</b>	<b>p-value</b>	<b>Interpretation</b>
Age	0.104	Not Significant
Gender	0.830	Not Significant
Marital Status	0.202	Not Significant
Highest Educational Attainment	0.651	Not Significant
Employment Status	0.650	Not Significant
No. of Years Employed	0.307	Not Significant
School	0.450	Not Significant

Table 29 shows the p-values for significant difference in emotional intelligence of public and private school teachers in terms of social skills according to their demographic profile. The findings implies that there are no significant differences to the emotional intelligence of public and private school teachers in terms of social skills when the respondents are grouped according to age, gender, marital status, highest educational attainment, employment status, no. of years employed, and school with p-values of 0.104, 0.830, 0.202, 0.651, 0.650, 0.307, and 0.450, respectively are all greater than the 0.05 level of significance. This shows that when the respondents are categorized according to their demographic profile, the emotional intelligence of public



and private school teachers in terms of social skills does not differ. Thus, the null hypothesis is accepted, that there is no significant difference between emotional intelligence of public and private school teachers in terms of social skills according to their demographic profile. This means that the social skills of public and private school teachers remain consistent regardless of their age, gender, marital status, highest educational attainment, employment status, number of years employed, or the school they work in. Seeing that teachers are known to always be at the front of the class, talking and discussing. They communicate daily with their students, co-teachers, and even interact with parents. This is the reason why every teacher should develop more on social skills, and these skills will continue to improve over time as they are honed through their daily responsibilities.

Similar to the study of Gabrijelcic, Antolin, & Istenic (2021), it states teachers need to develop their ability to interact with others in socially and emotionally effective ways. They are expected to excel not only in academics but also in managing their own emotions and social skills. These abilities are important as they help teachers handle stress, boost self-esteem, prevent burnout, and maintain a positive and productive classroom environment.

The significant difference of work life balance when grouped according to their demographic profile is assessed as to work interfering personal life, personal life interfering work, work enhancing personal life, and personal life enhancing work.

### **Table 30**

*Significant Difference of Work-Life Balance in terms of Work Interfering Personal Life According to their Demographic Profile*

<b>Profile</b>	<b>p-value</b>	<b>Interpretation</b>
Age	0.303	Not Significant
Gender	0.927	Not Significant
Marital Status	0.804	Not Significant
Highest Educational Attainment	0.757	Not Significant
Employment Status	0.670	Not Significant
No. of Years Employed	0.528	Not Significant
School	0.185	Not Significant

Table 30 shows the p-values for significant differences in work-life balance in terms of work interfering with personal life when grouped according to their demographic profile. The findings indicate that there are no significant differences in work-life balance in terms of work interfering with personal life when the respondents are grouped according to age, gender, marital status, educational attainment, employment status, number of years employed, and school, with p-values of 0.303, 0.927, 0.804, 0.757, 0.670, 0.528, and 0.185, respectively, which are all greater than the 0.05 level of significance. This suggests that when respondents are categorized according to their demographic profile, their experiences of work interfering with personal life do not differ significantly. Therefore, the null hypothesis is accepted, indicating that there is no significant difference in work-life balance in terms of work interfering with personal life when grouped according to demographic factors. This implies that the impact of work on personal life is consistent across diverse demographic groups, suggesting that organizational or external factors influencing work-life balance may not vary significantly with demographic distinctions.

The study of Walia (2015), found that there is no significant difference observed between demographic factors and work-life interference, particularly concerning age. This suggests that the challenges related to balancing work and personal life are not significantly impacted by age differences among individuals. Regardless of whether

professionals are younger or older, the degree to which work interferes with personal life remains relatively consistent across age groups.

**Table 31**

*Significant Difference of Work-Life Balance in terms of Personal Life Interfering Work According to their Demographic Profile*

Profile	p-value	Interpretation
Age	0.921	Not Significant
Gender	0.746	Not Significant
Marital Status	0.508	Not Significant
Highest Educational Attainment	0.377	Not Significant
Employment Status	0.672	Not Significant
No. of Years Employed	0.849	Not Significant
School	0.074	Not Significant

Table 31 shows the p-values for the significant differences in work-life balance in terms of personal life interfering with work when grouped according to their demographic profile. The findings indicate that there are no significant differences in work-life balance in terms of personal life interfering with work when the respondents are grouped according to age, gender, marital status, educational attainment, employment status, number of years employed, and school, with p-values of 0.921, 0.746, 0.508, 0.377, 0.672, 0.849, and 0.074, respectively, which are all greater than the 0.05 level of significance. This suggests that when respondents are categorized according to their demographic profile, their experiences of personal life interfering with work do not differ significantly. Thus, the null hypothesis is accepted. This indicates that personal life impacting work is consistent across diverse demographic

groups, suggesting that the factors contributing to this aspect of work-life balance are not significantly influenced by demographic characteristics.

The study of Anand et al. (2016) conducted a study that showed employees' demographic profile, such as their age, gender, marital status, educational level, number of years employed, and other demographic factors, do not have a strong impact on the balance between their work and personal life. In other words, these factors do not significantly affect how much personal life interferes with their work or vice versa.

**Table 32**

*Significant Difference of Work-Life Balance in terms of Work Enhancing Personal Life According to their Demographic Profile*

Profile	p-value	Interpretation
Age	.315	Not Significant
Gender	.995	Not Significant
Marital Status	.007	Significant
Highest Educational Attainment	.734	Not Significant
Employment Status	.533	Not Significant
No. of Years Employed	.661	Not Significant
School	.221	Not Significant

Table 32 shows the p-values for the significant differences in work-life balance in terms of work enhancing personal life when grouped according to their demographic profile. The findings indicate that there are no significant differences in work-life balance in terms of work enhancing personal life when the respondents are grouped according to age, gender, educational attainment, employment status, number of years employed, and school, with p-values of 0.315, 0.995, 0.734, 0.533, 0.661, and 0.221, respectively, which are all greater than the 0.05 level of significance. However, a

significant difference was found when respondents were grouped according to marital status, with a p-value of 0.007, which is less than the 0.05 level of significance. This suggests that marital status affects respondents' perceptions of how work enhances personal life. Thus, the null hypothesis is paraccepted, as most demographic factors do not significantly influence work-life balance in terms of work enhancing personal life, except for marital status. This indicates that work enhancing personal life is generally consistent across demographic groups, but marital status may play a unique role in shaping this aspect of work-life balance.

Similar to the study of Shakya (2023), married couples often report a better work-life balance because they have extra responsibilities at home. On the other hand, single employees have more freedom but might lack the emotional support that family life offers. This leads to different experiences and perspectives on work-life balance depending on marital status.

**Table 33**

*Significant Difference of Work-Life Balance in terms of Personal Life Enhancing Work According to their Demographic Profile*

Profile	p-value	Interpretation
Age	.341	Not Significant
Gender	.937	Not Significant
Marital Status	.143	Not Significant
Highest Educational Attainment	.917	Not Significant
Employment Status	.843	Not Significant
No. of Years Employed	.622	Not Significant
School	.316	Not Significant

Table 33 shows the p-values for the significant differences in work-life balance in terms of work enhancing personal life when grouped according to their demographic

profile. The findings indicate that there are no significant differences in work-life balance in terms of work enhancing personal life when the respondents are grouped according to age, gender, marital status, educational attainment, employment status, number of years employed, and school, with p-values of 0.341, 0.937, 0.143, 0.917, 0.843, 0.622, and 0.316, respectively, all of which are greater than the 0.05 level of significance. This suggests that when respondents are categorized according to demographic profile, their perceptions of how work enhances personal life do not differ. Therefore, the null hypothesis that there is no significant difference in work-life balance in terms of work enhancing personal life when grouped according to their demographic profile is accepted. This suggests that, with regard to work enhancing personal life, individuals across various demographic groups experience similar benefits, indicating that the positive impact of work on personal life is consistent regardless of demographic distinctions.

In a study by Joshin et al. (2018), the researchers looked at how different demographic factors might affect the balance between work and personal life, specifically how one area enriches or improves the other. They found that the demographic profiles of employees did not have a significant impact on work-life enrichment. In other words, things like an employee's age, gender, or job type did not appear to influence how much their work life contributed to or improved their personal life, or vice versa.

## **6. Design a Handbook that will Improve the Work-Life Balance of Public and Private School Teachers**

Based on the result of the study, the researcher decides to design a training program titled, "Teacher's Handbook for Work-life Balance: Practical Strategies for

Managing Professional and Personal Life”. This output is specifically based on the findings of this research, wherein the lowest mean score of 2.67 and 2.53 is work interfering personal life among the factors of work-life balance of the public and private school teachers in Sariaya, Quezon. In line with this, the handbook aims to minimize the public and private school teachers’ work interfering personal life by providing practical strategies on how to have an effective time management, setting boundaries, and stress management techniques. Through this handbook, it will provide information for public and private school teachers to create a healthier balance between their professional and personal responsibilities.

## **Chapter V**

### **SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS**

This chapter presents the study's results, such as the summary of the findings, conclusions, and recommendations based on the interpreted data.

#### **Summary**

The study determined the emotional intelligence and work-life balance among public and private school teachers in Sariaya, Quezon. It sought to answer the following objectives: to determine the demographic profile of the public and private school teachers. The demographic profile includes age, gender, marital status, highest educational attainment, status of employment, number of years employed, and school they are employed; to determine the level of emotional intelligence of the public and private school teachers in terms of self-awareness, self-regulation, motivation, empathy, and social skills; to assess the work-life balance of the public and private school teachers in terms of work interfering personal life, personal life interfering work, work enhancing personal life, and personal life enhancing work; to determine if there is a significant relationship between emotional intelligence and work-life balance among public and private school teachers in Sariaya, Quezon; to determine if there is a significant difference in emotional intelligence and work-life balance according to their demographic profile; and to design a handbook entitled "Teacher's Handbook for Work-life Balance: Practical Strategies for Managing Professional and Personal Life".



This study utilized a quantitative approach to research employing descriptive, comparative, and correlational method. The study used quota sampling with 200 respondents: 100 public school teachers and 100 private school teachers in Sariaya, Quezon to compare the emotional intelligence and work-life balance of the teachers from both institutions. The researchers used semi-structured survey questionnaire concentrating on emotional intelligence and work-life balance in gathering the response, which was tallied, computed, interpreted, and presented in tabular form. The statistical used to quantify the data were percentage, weighted mean, pearson correlation coefficient, and ANOVA.

## **Findings**

After the data had been analyzed and interpreted, the study arrived at the following findings:

### **1. Profile of Public and Private School Teachers in Sariaya, Quezon**

The majority of the public and private school teachers are aged 20-29, accounting for 49% of the total respondents. A large number are women (71.5%), and 55% are single. In terms of highest educational attainment, most teachers have completed a college degree (79.5%). When it comes to employment status, 82% have permanent jobs, and many have been working for 1-5 years. The respondents are evenly split, with 50% working on public schools and 50% in private schools, providing a balanced representation.

### **2. Emotional Intelligence Among Public and Private School Teachers in Sariaya, Quezon**

The findings reveal that both public and private school teachers in Sariaya, Quezon, demonstrate very high emotional intelligence, as reflected in their grand composite means of 3.60 and 3.59, respectively. Among the sub-variables, self-awareness stands out the highest for both groups, with a composite mean of 3.74 with a verbal interpretation as very high emotional intelligence. Meanwhile, the lowest scores were observed in self-regulation for public school teachers and social skills for private school teachers, both with a composite mean of 3.50. Despite being the lowest in their respective categories, these scores are still classified as very high emotional intelligence, suggesting that teachers in both sectors effectively understand and manage themselves and their interactions with others.

### **3. Work-Life Balance Among Public and Private School Teachers in Sariaya, Quezon**

The findings indicate that public and private school teachers in Sariaya, Quezon, generally maintain a balanced work-life relationship, as evidenced by the grand composite means of 2.98 and 2.87, respectively, both interpreted as balanced. Among the sub-variables, personal life enhancing work emerged as the highest for both groups, with composite means of 3.51 and 3.45, respectively, and a verbal interpretation of very balanced. However, work interfering personal life received the lowest composite means of 2.67 and 2.53 for public and private school teachers, respectively, both interpreted as imbalanced. This suggests that public and private school teachers generally manage to maintain a balance between their professional and personal lives, despite challenges.

### **4. Significant Relationship Between Emotional Intelligence and Work-Life**

### **Among Public and Private School Teachers in Sariaya, Quezon**

The result reveals that there is a significant relationship between emotional intelligence in terms of self-awareness, self-regulation, motivation, empathy, and social skills and work-life balance across work interfering personal life, personal life interfering work, work enhancing personal life, and personal life enhancing work, among public and private school teachers in Sariaya, Quezon. However, the strength of these relationships varies. Most dimensions exhibit a very weak relationship, except for self-regulation and personal life enhancing work, motivation and work enhancing personal life, and empathy in both work enhancing personal life and personal life enhancing work, which show weak relationships. Meanwhile, motivation and personal life enhancing work along with social skills in work enhancing personal life and personal life enhancing work, demonstrates moderate relationships. Therefore, the null hypothesis, that no significant relationship exists between emotional intelligence and work-life balance, is rejected. This suggests that while emotional intelligence is connected to work-life balance, the strength of the relationship differs across specific dimensions.

## **5. Significant Difference in Emotional Intelligence and Work-Life Balance**

### **Among Public and Private School Teachers According to their Demographic Profile**

The p-values for significant differences in emotional intelligence across self-awareness, self-regulation, motivation, empathy, and social skills, respectively, when respondents are grouped according to their demographic profiles (age, gender, marital status, highest educational attainment, employment status,

number of years employed, and school), all exceed the 0.05 level of significance—except for gender in empathy. Similarly, for work-life balance, which includes work interfering personal life, personal life interfering work, work enhancing personal life, and personal life enhancing work, all p-values exceed the 0.05 level of significance—except for marital status in work enhancing personal life. This indicates that there are no statistically significant differences in emotional intelligence based on most demographic factors, with the exception of gender, which shows significant difference in empathy. Likewise, there are no significant differences in work-life balance indicators based on demographic profiles, except for marital status, which shows a significant difference in work enhancing personal life. These results suggests that demographic characteristics do not have distinct impact on emotional intelligence among public and private school teachers in Sariaya, Quezon, except for gender in empathy. Similarly, work-life balance indicators are not significantly affected by demographic characteristics, except for marital status in work enhancing personal life. Therefore, the null hypothesis is rejected for gender in empathy and marital status in work enhancing personal life, while it is accepted for all other demographic factors.

**6. Design a Handbook that will Improve the Work-Life Balance of Public and Private School Teachers in Sariaya, Quezon**

The proposed handbook seeks to improve the work-life balance of public and private school teachers by equipping them with practical strategies and tools to improve factors that need improvement. It aims to develop a deeper

understanding of their emotions, strengthen interpersonal relationships, and encourage resilience in the face of workplace challenges. By addressing both professional and personal aspects of life of teachers, the program aspires to provide effective techniques for achieving work-life balance, and improve teachers' overall effectiveness and job satisfaction. In overall, the handbook seeks to create a healthier, more supportive, and productive teaching environment for teachers in Sariaya, Quezon.

## **Conclusions**

Based on the gathered data and findings of this study, the researchers concluded that most public and private school teachers in Sariaya, Quezon are in the age bracket of 20-29 years old, female, single, college graduates, permanently employed, with 1-5 years of service, and are equally distributed between public and private schools. Furthermore, teachers demonstrate a very high level of emotional intelligence, with self-awareness is their highest component for both public and private school teachers, while the lowest emotional intelligence component for public school teachers is self-regulation and for private school teachers is social skills, which both interpreted as very high emotional intelligence. In terms of work-life balance, both private and public school teachers generally experience a balance between professional and personal lives, though slight differences were observed. The highest work-life balance component in both public and private school teachers is personal life enhancing work which interpreted as very balanced, while the lowest scores for both groups were in work interfering personal life which interpreted as imbalanced. They perceive work and

personal life as mutually enhancing, even though work sometimes interferes with their personal life. The null hypothesis, which states that there is no significant relationship between emotional intelligence and work-life balance was rejected, as results showed a significant relationship between emotional intelligence and work-life balance, especially in areas like motivation, empathy, and social skills, which have a stronger influence on balancing work and personal life. However, the strength of these relationships varies. Demographic factors generally do not have a major effect on emotional intelligence or work-life balance, except for gender, which affects empathy, and marital status, which impacts how work enhances personal life. The null hypothesis stating that there are no significant difference in emotional intelligence and work-life balance across demographic profile is accepted, with the exception of gender for empathy and marital status for work enhancing personal life, where it was rejected. Lastly, the proposed handbook which is “Teacher’s Handbook for Work-life Balance: Practical Strategies for Managing Professional and Personal Life”, will be given to the school in Sariaya, Quezon as the output of this study.

### **Recommendations**

The following recommendations are proposed:

1. The researchers recommend that public and private school teachers should engage in self-improvement activities that enhance their emotional intelligence, such as reflective practices, and mindfulness. Especially, in the activities, events, and organizations that can strengthen their social skills.

2. The public and private school teachers should prioritize tasks and manage their time effectively to reduce work interfering personal life. They should set clear boundaries between work and personal life to prevent burnout.
3. Future researchers could conduct studies that explore why certain demographic factors like gender and marital status that have significant impacts on specific dimensions of emotional intelligence and work-life balance. They should also focus on the long-term effects of emotional intelligence training and work life balance programs on teacher retention and student outcomes.

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