

WORK-LIFE Balance, Adaptive Performance, and Teacher Effectiveness in the Schools Division of Tacurong CITY

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ABSTRACT

This quantitative research, specifically a descriptive-correlational design, investigated the influence of work-life balance and adaptive performance on teacher effectiveness among public secondary school teachers in Tacurong City. To determine the sample size of the respondents, a total enumeration was used. Modified and validated questionnaires were used to gather data, which were analyzed using means, standard deviations, Pearson product-moment correlations, and multiple linear regression. The findings showed that teachers registered high levels of work-life balance, adaptive performance, and teacher effectiveness. Strong positive correlations were observed between work-life balance and teacher effectiveness, and between adaptive performance and teacher effectiveness. However, only adaptive performance significantly influenced teacher effectiveness. These results infer that although work-life balance is responsible for teachers' overall well-being, it is their adaptability, characterized by flexibility, creativity, and stress management, that makes them more effective in the classroom. Drawing on these findings, a program centered on teacher support and development was advocated to improve adaptability abilities. The research emphasizes the need to build adaptability alongside ensuring work-life balance to enhance teacher performance. Education leaders are called upon to foster supportive environments in which the development of teachers' adaptive capacities is a priority for achieving enhanced educational performance.

KEYWORDS: *Work-life balance, adaptive performance, teacher effectiveness, Tacurong City, Philippines*

INTRODUCTION

Teacher effectiveness is widely recognized as a critical determinant of educational quality. According to Prakash et al. (2020), key dimensions of

effective teaching include lesson planning, subject expertise, communication, classroom management, and student motivation. These dimensions collectively support both academic achievement and holistic student development. Similarly, Smith and Johnson (2020) emphasize that effective teachers consistently demonstrate instructional competence, foster active student engagement, and maintain a positive and supportive classroom environment. Conversely, ineffective teaching is often characterized by inconsistent lesson planning, inadequate subject knowledge, and poor communication, which contribute to disorganized instruction and classroom disruption (Brown et al., 2019). These deficiencies can lead to student confusion, frustration, and disengagement (Markey et al., 2021). Moreover, teachers who are unable to provide constructive feedback or adapt to diverse learning needs further inhibit student progress (Nguyen, 2022). As Lindawati and Parwoto (2021) noted, the consequences of teacher ineffectiveness include reduced student motivation, lower academic performance, and overall school decline.

Approximately 60 percent of students in low-income countries fail to meet minimum proficiency levels in mathematics and reading, largely due to ineffective teaching (Gustafsson & Nuga Dube, 2023). In sub-Saharan Africa, for example, many teachers lack essential pedagogical skills and content knowledge, contributing to persistently low learning outcomes (Bold et al., 2019). Similarly, nations such as Afghanistan and Haiti continue to suffer from high rates of untrained or underqualified educators, leading to chronic learning poverty and minimal educational progress (Spivack, 2022; Piper & Zuilkowski, 2021). This issue is not limited to low-income countries; even in high-income nations, disparities in teacher effectiveness contribute to achievement gaps. For instance, Darling-Hammond et al. (2017) note that in the United States, schools serving marginalized communities often employ less experienced or uncertified teachers, which adversely affects student outcomes. Similarly, Blömeke and Olsen (2019) report that in several European countries, gaps in teacher preparation and continuous professional development correlate with declining student performance, particularly in socioeconomically disadvantaged areas.

At the national level, only 75 percent of the country's teachers are competent and meet the standards for effective teaching stipulated in the Philippine Professional Standards for Teachers (PPST), according to data from the Department of Education (Albert et al., 2023). Locally, in the Tacurong City Schools Division, a 2024 survey found that approximately 30 percent of senior high school teachers struggle to sustain student engagement and manage

multigrade classes, underscoring a clear need for enhanced teacher development programs. This finding was based on internal research conducted by the Division Monitoring and Evaluation Unit (Tacurong City Schools Division Office, 2024).

The relationship between work-life balance and teacher effectiveness is evident in several studies. Smith and Johnson (2020) found that teachers with a sound work-life balance are more likely to demonstrate high job satisfaction and flexibility, directly enhancing their effectiveness. Liu and Onwuegbuzie (2021) emphasized that work-life balance helps teachers manage stress and maintain motivation, increasing their teaching effectiveness. Kim and Park (2022) noted that work-life balance, such as adjusting to online teaching, is positively linked to emotional well-being and perceived teaching effectiveness. Rahman and Setiawan (2023) argued that teacher effectiveness improves significantly when a balanced work environment supports both personal and professional needs.

Adaptive performance is closely linked to teacher effectiveness, as it enables educators to navigate changing classroom environments and meet diverse student needs with competence (Simon & Zeng, 2024). Brown et al. (2019) demonstrated that teachers who exhibit high adaptive performance correlate with higher levels of teaching effectiveness. Smith and Johnson (2020) also found that teachers who adapt well to classroom challenges are more likely to sustain effective teaching practices under pressure. Supporting this, Nguyen (2021) observed that adaptive performance remains a key factor in teacher effectiveness.

This study has significant social value, as it addresses key issues affecting the quality of education in Tacurong City by examining the relationships among work-life balance, adaptive performance, and teacher effectiveness. Its findings can inform policies and interventions that support teachers' professional development and well-being, ultimately enhancing their performance and, in turn, improving student outcomes. By providing evidence-based insights, the research can guide the creation of targeted training programs and support systems that foster academic excellence. Furthermore, it offers practical recommendations for enhancing teacher competence and shaping interventions suited to the evolving demands of the educational environment, contributing to a more effective and sustainable teaching profession.

From the literature accessed by the researcher, several variables connected with work-life balance and adaptive performance have been studied in

relation to teacher effectiveness. Smith and Johnson (2020) focused on how work-life balance influences job satisfaction and classroom performance, while Brown et al. (2019) examined adaptive performance in relation to teachers' ability to implement innovative strategies and address diverse student needs. Liu and Onwuegbuzie (2021) explored the effects of stress management and motivation linked to work-life balance on teaching effectiveness. These studies mainly investigated emotional well-being, flexibility, professional competence, and instructional quality. Various research designs have been employed, including quantitative (Brown et al., 2019), mixed-methods (Smith & Johnson, 2020), qualitative case studies (Rahman & Setiawan, 2023), and meta-analysis (Nguyen, 2021). Respondents in these studies were primarily secondary school teachers from urban and public school settings, such as the 300 teachers in Brown et al.'s longitudinal study and the 500 participants in Smith and Johnson's mixed-methods study. While previous studies established the influence of work-life balance and adaptive performance on teaching quality, the current study specifically examines the significant influence of these two variables on teacher effectiveness among public secondary school teachers in the Schools Division of Tacurong City, Sultan Kudarat, aiming to provide localized insights that inform the development of targeted interventions.

This study determined the significance of the influence of work-life balance and adaptive performance on teacher effectiveness among Secondary High School Teachers in the Schools Division of Tacurong City.

Statement of the Problem

1. What is the level of work-life balance of the secondary school teachers in terms of: family and self life; role overload; awareness towards Work Life Balance; job satisfaction and a flexible environment; and self-appreciation of work?
2. What is the level of the adaptive performance of the secondary school teachers in terms of: handling emergencies and crises; managing work stress; solving problems creatively; dealing with uncertain and unpredictable work situations; training and learning effort; interpersonal adaptability; cultural adaptability; and physical adaptability?
3. What is the level of teacher effectiveness of the secondary school teachers in terms of: preparation for teaching and planning; classroom management; knowledge of subject matter; teacher characteristics; and interpersonal relations?
4. Is there a significant relationship between: work-life balance and teacher effectiveness; and adaptive performance and teacher effectiveness?

5. Do work-life balance and adaptive performance significantly influence teacher effectiveness?

METHODOLOGY

Research Design. This research used a quantitative descriptive-correlational design to explore the relationships between the identified variables.

Research Site and Participants. This was conducted among teachers in the Tacurong City Schools Division, along Sultan Kudarat.

Research Instruments. The researcher used three adapted, validated, and pilot-tested research instruments, all with excellent Cronbach’s alpha values.

Data Gathering Procedure. This study was submitted to the Research Ethics Committee of the University of the Immaculate Conception. Right when the study was deemed ethically sound and received ethical clearance to proceed, permission from the dean of the Graduate School was sought for the data gathering. This was followed by administering the survey while carefully ensuring the confidentiality and safety of the participants.

Statistical Tools. The Mean, Standard Deviations, Pearson-r, and Multiple Linear Regression were the statistical tools employed to analyze the collected data.

Ethical Considerations. The University of the Immaculate Conception Graduate School gave permission, and then the UIC Research Ethics Committee gave their approval. After that, official letters were sent to the Division Superintendent, the leaders of the school districts, and the teachers. After getting full permission from the people who filled out the surveys, the researcher gave them out in person. During the whole process, privacy and anonymity were protected.

RESULTS AND DISCUSSION

Level of Work-Life Balance of Public Secondary School Teachers

Shown in Table 1 is the level of work-life balance among respondents,

with an overall mean of 3.83, indicating that work-life balance is often manifested.

Table 1
Level of Work-Life Balance of Public Secondary School Teachers

Indicators	Category Mean	Description
Family and Self Life	3.83	High
Role Overload	3.19	Moderate
Awareness toward WLB	4.12	High
Job Satisfaction and Flexible Environment	3.98	High
Self-Appreciation of Work	3.99	High
Average	3.83	High

Shown in Table 1 is the level of work-life balance among respondents, with an overall mean of 3.83, indicating that work-life balance is often manifested. The standard deviation of 0.53 suggests that the responses are relatively consistent and closely clustered around the mean. The high level of work-life balance is primarily explained by strong ratings on factors such as self-admiration at work, satisfaction with work and a flexible workplace, and responsiveness to work-life balance, indicating respondents' ability to manage personal and career demands effectively. This indicates that respondents believe the need for life-work balance is important, that their employers enable it, and that they are satisfied with their roles. Yet, moderate role overload as a level of stress suggests difficulties such as work-related stress and less time for oneself, as signs that the balance is weakened and additional support is needed.

This finding aligns with the research by Greenhaus et al. (2019), where they observed a robust work-life balance among employees. In their research, they found that individuals who can balance work, family, and personal life are more psychologically healthy and more resistant to workplace pressures. Likewise, the result supports Kim and Lee (2021), who examined work-life balance among teachers and found that it was associated with increased job satisfaction and higher-quality performance. The above finding supports both studies and also reconfirms the positive impact of work-life balance on professional performance and well-being. Moreover, Fatima et al. (2022) found that higher work-life balance was associated with more experienced educators who reported lower stress and higher work engagement, which improved their teaching standards and overall output. This finding concurs with these studies in validating the positive effect of work-life balance on professional performance

and well-being.

Level of Adaptive Performance of Public Secondary School Teachers

Illustrated in Table 2 is the Adaptive Performance among secondary school teachers in the Schools Division of Tacurong City, with an overall mean of 3.81, indicating a high level of adaptive performance. In addition, the standard deviation is 0.57, indicating that the items are densely concentrated around the mean. The high overall level of adaptive performance is largely driven by strong ratings on the dimensions of interpersonal adaptability, cultural adaptability, and training and learning effort, which reflect teachers' capacity to adapt to work demands, learn professionally, and maintain strong interpersonal relationships. But the moderate level of rating work stress management shows some issues, including anxiety with unscheduled tasks, indicating that although flexibility is high, stress management may be a domain of development.

Table 2
Level of Adaptive Performance of Public Secondary School Teachers

Indicators	Category Mean	Description
Handling Emergencies and Crises	3.75	High
Managing Work Stress	3.67	High
Solving Problems Creatively	3.70	High
Dealing with Uncertainty	3.79	High
Training and Learning Effort	3.85	High
Interpersonal Adaptability	3.95	High
Cultural Adaptability	3.92	High
Physical Adaptability	3.87	High
Average	3.81	High

This result is aligned with Brown et al. (2019) study, which introduces the concept of flexible teachers being more capable of handling different learners' needs and implementing new practices in teaching. Likewise, the result confirms Putri and Hasibuan (2021), who emphasize that when one extends oneself to be flexible to adjust on the spot and adapt instruction delivery has become an essential skill among teachers. Further, Zhang and Zhu (2022) discovered that teachers who were adaptable were more likely to be successful in responding to unforeseen incidents in class, technological revolution, and the needs of diverse students, and significantly impact long-term quality of instruction and students' motivation.

Level of Teacher Effectiveness of Public Secondary School Teachers

Presented in Table 3 is the level of teacher effectiveness among respondents, with an overall mean of 4.29, described as very high, which means that teacher effectiveness is always demonstrated.

Table 3
Level of Teacher Effectiveness of Public Secondary School Teachers

Indicators	Category Mean	Description
Preparation for Teaching and Planning	4.23	Very High
Classroom Management	4.23	Very High
Knowledge of Subject Matter	4.33	Very High
Teacher Characteristics	4.35	Very High
Interpersonal Relations	4.31	Very High
Average	4.29	Very High

Further, the standard deviation has a value of 0.58, which suggests that the responses are closely clustered around the mean. The overall very high level of teacher effectiveness is primarily driven by strong ratings in teacher characteristics, subject-matter knowledge, and interpersonal relations, highlighting teachers’ professionalism, subject mastery, and commitment to positive relationships within the school community. These strengths are complemented by very high ratings in classroom management and preparation for teaching, suggesting that teachers are well-prepared, organized, and capable of maintaining effective classroom environments.

This result is consistent with the research conducted by Prakash et al. (2020), which emphasizes that highly high teacher effectiveness includes planning, classroom management, content knowledge, and the capacity to motivate and engage students. In like manner, Smith and Johnson (2020) highlight that teachers with an extremely high level of effectiveness exhibit excellent professional routines, including thoughtful lesson preparation, proactive classroom management, and instructional adaptability, that lead to maximum gains in student learning. In addition, Gonzales (2021) determined that effective teachers persistently use reflective practice and modify strategies to address diverse learners, which leads to increased academic performance as well as positive classroom environments. As a whole, this research supports the relevance of multidimensional teacher effectiveness for enhancing the quality of education.

Significance of the Relationship Between Work-life Balance, Adaptive Performance, and Teacher Effectiveness

The findings of the current research align with those of Greenhaus et al. (2019), who found that teachers who achieved work-life balance experienced enhanced classroom management, more quality student interactions, and improved teaching, largely due to reduced stress and improved well-being. The result is parallel to the contention of Prakash et al. (2020), which found that teacher effectiveness is significantly enhanced by work-life and thus impacts student learning outcomes in a positive manner.

Table 4
Significance of the Relationship between Work-Life Balance, Adaptive Performance, and Teacher Effectiveness

Variables being paired with Teacher Effectiveness	r	p-value	Description
Work-Life Balance	0.412	0.000	Significant
Adaptive Performance	0.588	0.000	Significant

Similarly, adaptive performance is strongly and significantly positively related to teacher effectiveness ($r = 0.588$, $p = 0.000$), suggesting that teachers who are more adaptable in their teaching strategies and practices are more effective overall. This suggests that teachers who can adapt to changing circumstances, adjust strategies, and remain persistent in the face of challenges are more successful overall in their professional lives, thereby supporting student achievement and school performance.

The findings of this study agree with Pulakos et al. (2000), who found that adaptive performance is the ability to adapt to change, accept innovation, and manage unexpected challenges, character traits that contribute significantly to teaching effectiveness. Brown et al. (2019) also found that adaptive teachers were more effective than their non-adaptive counterparts in promoting students' motivation and effectiveness, thereby reinforcing this relation. In the same light, Prakash et al. (2020) demonstrated that resilient teachers work better in the integration of technology, management of classroom diversity, and problem-solving, and reported that the indicators of their effectiveness were 40% higher in highly adaptable teachers.

Significance of the Influence of Work-life Balance and Adaptive Performance on Teacher Effectiveness

Shown in Table 5 is the extent to which work-life balance affects teacher effectiveness. The results indicate that work-life balance has no influence on teacher effectiveness ($\beta = 0.018$, $p = 0.798$). The non-significance in work-life balance and teacher effectiveness association indicates that, in this case, balancing one's personal and professional life does not necessarily affect the teaching performance. This implies that while work-life balance can positively affect an individual's personal well-being, it is not necessarily translated to improved instructional performance or classroom success. Results of the present study compared to Kim and Lee (2021), concluded that WLB positively affected teachers' effectiveness, highlighting that balanced teacher delivered higher-quality teaching, more student engagement, and produced more positive classroom climates.

Table 5
Significance of the Influence of Work-Life Balance, Adaptive Performance, and Teacher Effectiveness

Singular Influence of the Predictors	Standardize Coefficients Beta	t	p-value	Interpretation
Work-Life Balance	0.018	0.256	0.798	Not Significant
Adaptive Performance	0.631	9.099	.000	Significant
Combined Influence of the Predictors				
R 0.590	R ² 0.348	F 80.718	p 0.000	

Similarly, Greenhaus et al. (2019) determined that equilibrium work and personal lives led to reduced stress, improved job satisfaction, and effectiveness, all of which contributed to professional success. Prakash et al. (2020) also determined that some WLB determinants such as effective time management, prioritization, and support systems were linked with teacher effectiveness and improved student-teacher relationships.

Adaptive performance, however, shows a strong and significant effect on teacher effectiveness ($\beta = 0.631$, $p = 0.000$). The model, with predictors included, accounts for 34.8% of the variation in teacher effectiveness ($R^2 = 0.348$, $F = 80.718$, $p = 0.000$), and adaptive performance is the main contributor. The strong positive correlation between adaptive performance and teacher effectiveness underscores the pedagogical value of flexibility and responsiveness. Teachers who can adapt to new challenges, employ creative

methods, and respond appropriately to different situations in the classroom are most likely to be effective professionals. The results of this study agree with Pulakos et al. (2000) in which adaptive performance is a significant factor in determining teachers' effectiveness.

A high adaptive performance teachers are better able to handle changing classroom conditions, manage a variety of student needs, and add new technology to the classroom, all of which enhance their overall quality. Similarly, Suryani et al. (2021) noted that adaptive performance is a major driver of teacher effectiveness. Adaptability is an emotional buffer and a performance approach for handling pressure. As for cumulative impact, the full model with the two predictors yielded ($R^2 = 0.348$, $F = 80.718$, $p < 0.05$).

This means 34.80% of the variation in the success of a teacher can be explained by work-life balance and adaptability performance. Between the two, only adaptive performance ($\beta = 0.631$, $p = 0.000$) makes a significant contribution to teacher effectiveness, whereas work-life balance ($\beta = 0.018$, $p = 0.798$) does not. This indicates that teachers' ability to adapt to emerging classroom needs is a key element of their effectiveness. But the remaining 65.20% of the variance in teacher effectiveness may be accounted for by variables outside the model, such as instructional skills, motivation, professional development, school leadership, or student-related factors.

Meanwhile, the theoretical foundation of the study rests on three dominant frameworks. First, the Bakker and Demerouti (2007) Job Demands-Resources Model provides a useful framework for examining the interplay between the demands placed on teachers and the resources available to them. While the work-life balance measure in this study was not significant, the JD-R Model illustrates how an interplay of demands and resources can affect job outcomes. In this setting, while work-life balance may be crucial to overall health, in terms of its direct impact on teacher effectiveness, the results did not bear that out, possibly suggesting that another resource or entity may be more impactful in building effectiveness.

Additionally, the Transactional Model of Stress and Coping (1984) offers another framework for measuring the impact of stress, coping mechanisms, and personal assets on teaching effectiveness. Even though the absence of impact depicted by work-life balance, there could be an indirect impact by inherent stresses associated with being a teacher on effectiveness or to

hinder adaptive performance or job resources.

Finally, Job Performance Model theory models, whereupon theories directly justify how adaptive performance increases teacher effectiveness. Through these models, adaptive performance on the dimensions of problem-solving, adaptability, and adjustment to a task results in enhanced job outcomes. This is indicated by the strong statistical relationship between adaptive performance and teacher effectiveness in this study, substantiating the argument that adaptive performance is a strong predictor of teacher success in the classroom.

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