

THE INFLUENCE OF ACADEMIC MATURITY OF THE SCHOOL ADMINISTRATORS TOWARDS WORK-LIFE BALANCE OF THE TEACHERS

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<https://doi.org/10.54922/IJEHSS.2025.1081>

Received: 10 August 2025/Published: 15 September 2025

ABSTRACT

This study investigated the influence of academic maturity among school administrators on the work-life balance of teachers in private schools in Santa Maria, Bulacan, Philippines. Recognizing the increasing prevalence of teacher burnout and the scarcity of localized research, particularly within private education, this quantitative study employed descriptive and correlational approaches. Validated survey instruments were distributed to both school administrators and teachers, with data analyzed using weighted mean, standard deviation, and Pearson's correlation coefficient.

Findings indicated that school administrators exhibited a "Very Evident" level of academic maturity ($M = 4.474$, $SD = 0.460$), with strong performance in responding to work demands (mean = 4.533, $SD = 0.522$). Teachers reported an "Evident" level of work-life balance, with conflict resolution scoring highest (mean = 4.284) but stress management lowest (mean = 4.071). A statistically significant and moderately positive correlation was found between administrators' academic maturity and teachers' work-life balance ($r = 0.542$, $p = 0.002$). This suggests that administrators who are academically and emotionally mature positively impact teachers' professional satisfaction, emotional well-being, and overall balance.

The study concludes that transformational leadership, characterized by academic maturity, is crucial for fostering a supportive environment that enhances teacher well-being and improves educational outcomes. Based on these findings, "Project BALANCE (Building A Life-Affirming Nurturing Culture for Educators)" was developed. This program offers structured interventions such as academic mentorship, career support, stress management workshops, mental wellness initiatives, peer support circles, and strategies for maintaining work-home symmetry. These initiatives are designed to reinforce effective administrative leadership and provide tangible support systems, thereby prioritizing both professional growth and personal well-being for educators.

Keywords: Academic Maturity, School Administrators, Work-life Balance, Teachers, Transformational Leadership.

1. INTRODUCTION

Teacher burnout has become an increasingly pressing issue worldwide, and the Philippines is certainly feeling the impact. Despite the Department of Education's stated 40-hour workweek, a 2023 nationwide survey by IDinsight and EDCOM II found that one in every four Filipino teachers is working over 60 hours per week. This points to a clear need for systemic improvements to safeguard teachers' well-being and create sustainable teaching environments. The overwhelming administrative workload and lack of adequate support not only threaten teachers'

mental and physical health but also have direct consequences for student outcomes and the overall quality of education (IDinsight, 2023). Maintaining a healthy work-life balance is now widely recognized as crucial for job satisfaction, motivation, and productivity among teachers (Ilic-Kosanovic, 2021; Munda & Gache, 2024).

In this context, school administrators have a pivotal role in shaping working conditions and influencing teacher well-being. Research by Ahmad et al. (2024) and Paschal et al. (2024) highlights that administrators who demonstrate academic maturity—characterized by emotional intelligence, self-awareness, and organizational competence—are more effective at fostering supportive and responsive school environments. Leaders who embody these qualities are better equipped to understand the challenges faced by teachers and to cultivate a climate that supports both professional responsibilities and personal well-being.

Emotional intelligence, in particular, is foundational to academic maturity. School leaders who possess this trait can manage interpersonal relationships with empathy and wisdom, providing emotional support, building trust, and resolving conflicts—factors directly linked to lower teacher burnout and stronger institutional cohesion (Hsieh et al., 2024). Additionally, administrators with strong organizational skills can streamline processes, minimize unnecessary bureaucratic demands, and create opportunities for teachers' professional growth and self-care (Kurt & Duyar, 2021).

Although international research underscores the connection between effective school leadership and teacher well-being, there is a noticeable lack of localized studies in the Philippine context, especially within private schools. Existing studies, such as those by Rufin and Buniel (2023) and Patriarca (2023), have examined work-life balance challenges among public school educators in Surigao del Sur and Cebu, identifying stress and administrative pressures as major issues. However, there is a scarcity of research specifically examining how academic maturity in school leadership affects work-life balance among private school teachers. This gap is particularly significant, as private schools often operate under distinct management practices, resource constraints, and expectations compared to public institutions.

Santa Maria, Bulacan, has experienced notable growth in its private education sector in recent years. With greater competition among institutions, concerns regarding school performance, teacher retention, and educational quality have become increasingly important for administrators. Private schools, in particular, face challenges such as high teacher turnover, unregulated workloads, and limited opportunities for career advancement. Understanding the influence of administrators' academic maturity on teacher well-being in this setting is both timely and essential for developing sustainable leadership and support strategies.

This study aimed to address this gap by investigating the impact of academic maturity among school administrators on the work-life balance of teachers in private schools in Santa Maria. The findings will inform school leadership development, guide institutional policy-making, and support the design of well-being initiatives. Ultimately, this research seeks to enhance teacher satisfaction, retention, and educational outcomes in the private school sector of the municipality.

1.1 Statement of the Problem

The main concern of the research is to determine the Influence of Academic Maturity of the School Administrators towards Work-life balance of the teachers. Specifically, the study seeks to answer the following questions:

1. How may the School Administrator's Academic Maturity be described in terms of the following indicators?
 - 1.1. academic endeavor
 - 1.2. self-motivation and self-discipline
 - 1.3. ability to settle disputes
 - 1.4. responding to the demands of work
2. How may Teacher's Work-Life Balance be described in terms of the following indicators?
 - 2.1. career progression
 - 2.2. stress management
 - 2.3. dealing with difficult people
 - 2.4. work-home symmetry
3. Do School Administrators' Academic Maturity exert significant influences on teachers' Work-Life Balance?
4. What program may be crafted to promote the work-life balance of teachers?

2. METHODOLOGY

This study examines the impact of academic maturity on teachers' work-life balance through a quantitative, non-experimental, cross-sectional research approach. It focuses on universities and school administrators. In order to ensure that the outcomes of the research could be accurately and practically used, the quantitative technique was used. This allowed for the simultaneous objective, systematic, and statistical analysis of quantitative data (Creswell & Creswell, 2018). It is suitable for those studies that aim at finding measures of variables and providing relations between them with the help of measurable indicators.

The study takes a cross-sectional study design, whereby the researchers collected information at one specific period. With this design, the researcher will have an idea of the present status of the linkage between academic maturity of school administrators and work-life balance of teachers without having to collect data over a long time (Setia, 2016). The cross-sectional approach is reasonably efficient and appropriate since the goal is to evaluate the situation in the relationship at the current moment, not trace any alterations over time.

In addition, the concept of non-experimental choice was considered appropriate to this research since it is used in observing and analyzing variables in their natural environment without experimentation (Belli, 2008). Since academic maturity and work-life balance are already present traits and behaviors that cannot be morally or practically changed, this approach will allow the researcher to evaluate these factors in their real-life educational context.

The study also used a descriptive-correlational methodology to determine the extent to which academic maturity influences teachers' work-life balance. Without drawing any conclusions about cause and effect, the design can be used to find the direction and strength of connections between variables (Creswell & Creswell, 2018). It is especially suitable for research in the educational environment, when it is impossible to control the variables, although it is possible to relate them significantly.

The primary tool for gathering information in this study was a self-administered questionnaire that was distributed to educators employed by private schools in Santa Maria, Bulacan. The location was selected based on its accessibility, feasibility, and relevance to the study objectives. The items that were assessed were adapted to previous research on academic maturity

and work-life balance, which suggested that the questionnaire had content validity (Bucud, 2023; Contreras, 2023).

The two components of the questionnaire included:

1. Academic Maturity of School Administrators – In this part, the results were measured on five dimensions namely academic endeavor, self-motivation, self-discipline, conflict resolution, and responsiveness to work demands. These elements are directed towards a comprehensive model of evaluating the academic maturity of education leaders.
2. Teachers' Work-Life Balance – This category encompassed the following indicators: career advancement, stress management, relationship with difficult people and work-home balance. When it comes to maintaining a healthy work-life balance, these are the most crucial qualities of an effective educator.

A Likert scale was used to quantify the replies to each item, which allowed for the differentiation of responses and provided enough statistical treatment of the data.

Using descriptive statistics like mean and standard deviation, we were able to summarize the data and provide a detailed account of the patterns of responses. These actions enabled the researcher to discover trends and variability of the perceptions of the participants on constructs of interest.

The research employed Pearson correlation to find out if the relationship between academic maturity and work-life balance is strong and statistically significant. The approach is the best to measure linear relationships between continuous variables in the measurement, and helps to define whether there are relationships between the constructs and, in case, how they are related to each other (Creswell & Creswell, 2018).

The predictive impact of academic maturity factors on the numerous outcomes of work-life balance was also assessed by the many-to-one regression analysis. Such an approach allows investigating the additive and the independent effect of each element of the trait of academic maturity, thereby providing a more in-depth picture of the role played by the qualities of administrators on the well-being of teachers (Field, 2018).

2.1 POPULATION OF THE STUDY

This study uses a structured approach to data collection in order to rigorously investigate how school administrators' academic maturity affects teachers' work-life balance. Data gathering, analysis, participant selection, and questionnaire distribution are the major steps in the process.

Private school educators in Santa Maria, Bulacan are the focus of this research. In all, 307 people filled out the survey, chosen using a stratified random selection technique. We have 277 educators and 30 school administrators in our sample. The research can look at how each administrator's academic maturity affects the work-life balance of their educators by averaging their answers.

Online surveys were the main means of gathering data for the study. The questionnaires serving as survey instruments were distributed to educators using email and Google Forms, allowing them convenient access to the survey for their convenience. The technique allowed the researcher to access a large number of people, particularly considering the different timings and the convenience of the teachers. Follow-up was made by sending reminders periodically through emails to enhance the response rates and to encourage them to participate. The teachers were given two weeks in which they had to complete and submit their responses.

2.2 Research Instrument

The **Academic Maturity Scale** used in this study is adapted from validated instruments that assess leadership competencies among school administrators. The scale consists of several dimensions, including **academic endeavors, self-motivation and self-discipline, ability to settle disputes and responding to demands of work**. This set of indicators is in line with what is expected of school administrators in terms of strategic leadership, operational management, and work responsiveness, as stated in the **Philippine Professional Standards for School Heads (PPSSH)** (DepEd Order No. 24, s. 2020).

The effectiveness of private school administrators in Bulacan was investigated in Contreras's (2023) dissertation using this instrument. The reliability of the scale in measuring the academic maturity of school administrators was ensured by expert evaluation and pilot testing. Furthermore, the instrument has high levels of internal consistency and reliability, as indicated by a reported **Cronbach's alpha of above 0.80**.

Based on the research conducted by Bucud (2023) on teachers' well-being and job satisfaction, the **Work Life Balance Scale** was modified for this study. This tool evaluates such important job-life balance scales as **career progression, stress management, dealing with difficult people, and work-home symmetry**. The scale has already been applied in the domain of education to discover the extent to which the professional tasks affect the personal lives and satisfaction of teachers considerably.

The work-life balance scale is composed of questions rated on a **Likert-scale (1-5)**, and it captures how the teachers are attuned to a balance between their works and their lives. The questionnaire has a **Cronbach's alpha of 0.85** confirming it has high reliability and it was also validated with the help of factor analysis.

A re-validation procedure is executed to prove whether or not the instrument is relevant and appropriate to the new context. The panel of three experts consulting with special knowledge of education and research is involved in content validation, when each item of the questionnaire is judged as clear, relevant and corresponds to the study constructs. Depending on their feedback, they are lightly edited so that they can be clear and situational enough. Subsequently, a pilot test is administered to a small group of teachers ($n = 20$) from schools not included in the main study. The results are used to assess the instrument's internal consistency using Cronbach's Alpha. Both the **Academic Maturity** and **Work-Life Balance** scales demonstrate high levels of internal reliability, with **Cronbach's Alpha values of 0.956 and 0.971**, respectively, indicating that both are very reliable ($\alpha \geq 0.90$). The instrument is therefore finalized and considered reliable for use in the main data collection phase.

3. RESULTS AND DISCUSSIONS

1. School Administrator's Academic Maturity

Academic Endeavor. Pursuing academic advancement really stands out as a key sign of a school administrator's maturity and genuine professional commitment. Leaders who are always working on building their knowledge—especially in relation to legal frameworks and educational policy—are in a much better position to guide their teachers effectively.

Table 1. Level of School Administrators' Academic Maturity in terms of Academic Endeavor

Indicators	Mean	Std. Dev	Interpretation
1. I pursue post-graduate education to gain knowledge and relevant information on how to implement laws, guidelines and policies necessary to run the school effectively and efficiently.	4.567	0.626	Very Evident
2. I chose credible universities with qualified mentors and professors who have expertise in my professional field.	4.600	0.498	Very Evident
3. I perform well in my class and take responsibilities in all my academic tasks to ensure high-quality learning.	4.600	0.621	Very Evident
4. I make sure to beat the stage of being an average.	4.367	0.718	Evident
5. I keep motivated to remain strategic, proactive in learning, persistent, and patient in my professional journey	4.567	0.626	Very Evident
Average Mean	4.540	0.493	Very Evident

Table 1 lays it out: Santa Maria private school administrators rated themselves on academic endeavor, with the overall mean landing at 4.540 and a standard deviation of 0.493. In short, “Very Evident.” This points to a strong commitment to academic growth among administrators. Every indicator got a positive rating, but top marks went to choosing credible institutions and excelling in class (both at 4.600), and being strategic and persistent in professional development (4.567). Clearly, these administrators value high-quality education for themselves and see lifelong learning as the bedrock of good leadership.

The lowest-scoring item, “I make sure to beat the stage of being an average” (mean = 4.367), still falls within “Evident.” It just shows a bit of variation in how administrators view their own drive for excellence—maybe some differences in ambition or in what opportunities are available for advanced studies. Still, the overall picture points to a strong orientation toward ongoing growth and academic engagement.

Such strong results strongly reflect the principles of transformational leadership, particularly the element of intellectual stimulation. Leaders who score highly in academic maturity tend to serve as models for innovation and continuous improvement, setting the tone for the rest of the school community. The findings align with established literature, such as Bass & Riggio (2006), who emphasize the importance of leaders who encourage creativity, problem-solving, and ongoing learning. More recent studies, like Ahmad et al. (2024), reinforce this perspective by highlighting the effectiveness of academically mature school leaders in adapting to reforms, motivating their staff, and fostering a culture that prioritizes knowledge and growth.

Local research further supports these observations. Contreras (2023) reports that academic maturity in Bulacan’s private school leaders has a significant impact on institutional planning and teacher motivation. Administrators who actively pursue academic excellence tend to inspire those around them; teachers are more likely to participate in graduate studies or professional development programs. This “trickle-down” effect ultimately contributes to higher teacher

retention, improved instructional quality, and a school environment that is firmly focused on learning and development.

The findings also resonate with the Philippine Professional Standards for School Heads (PPSSH), as outlined in DepEd Order No. 24, s. 2020. This policy explicitly identifies academic engagement and personal development as key competencies for effective school leadership. The high ratings recorded in this study demonstrate that the school administrators surveyed are meeting, if not exceeding, these national expectations.

In conclusion, Table 1 not only illustrates the high level of academic maturity among school administrators in Santa Maria, Bulacan, but also lends empirical support to the broader literature on educational leadership. It underscores the idea that a strong foundation in academic commitment and continuous learning does not just benefit the leaders themselves; it has a positive ripple effect throughout the school, enhancing overall performance and contributing to teacher well-being. These findings highlight the importance of ongoing professional development and academic engagement as central pillars of effective school leadership.

Self-Motivation and Self-Discipline. Self-motivation and self-discipline remain foundational qualities for effective school leaders. These traits allow administrators to persist through challenges, maintain goal-oriented focus, and set a professional example for their staff. Administrators who demonstrate internal motivation and emotional resilience are well-equipped to support faculty and cultivate a high-achieving school environment. Table 2 outlines administrators' self-reported levels of self-motivation and discipline.

Table 2. Level of School Administrators' Academic Maturity in terms of Self-Motivation and Self-Discipline

Indicators	Mean	Std. Dev	Interpretation
1. I enjoy what I am doing.	4.700	0.535	Very Evident
2. I always give my full energy and do my best in every task I take on.	4.767	0.504	Very Evident
3. I always have my methods in dealing with difficult things.	4.433	0.626	Evident
4. I enjoy my struggles and view them as stepping stones to success.	4.500	0.630	Very Evident
5. I stay focused on the benefits and not on the hitches of accomplishing duties.	4.300	0.877	Evident
6. I avoid procrastination and set priorities appropriately.	4.400	0.770	Evident
7. I read books, attend seminars, and watch videos that discuss about personal development particularly in managing finances.	4.400	0.563	Evident
Average Mean	4.500	0.474	Very Evident

As shown in Table 2, the overall mean is 4.500, with a standard deviation of 0.474, categorized as "Very Evident." This result suggests that administrators consistently display

substantial personal drive, focus, and self-regulation in their professional responsibilities. The highest-rated statement, “I always give my full energy and do my best in every task I take on” (mean = 4.767), illustrates strong intrinsic motivation and commitment to quality performance. Likewise, the responses “I enjoy what I am doing” (mean = 4.700) and “I enjoy my struggles and view them as stepping stones to success” (mean = 4.500) further reflect a positive and proactive mindset toward work and challenges.

On the other hand, somewhat lower scores were observed for items related to practical habits, such as avoiding procrastination and setting priorities (mean = 4.400), as well as participating in personal development activities like financial management seminars (mean = 4.400). While these still fall within the “Evident” range, they point to areas where targeted strategies could be implemented to further reinforce long-term leadership effectiveness.

These outcomes are consistent with Transformational Leadership Theory (Bass & Riggio, 2006), particularly the component of inspirational motivation, which highlights enthusiasm, purpose, and commitment as driving forces for both leaders and their teams. Self-driven leaders, as described in this theoretical framework, enhance collective perseverance and performance, even when faced with routine operational challenges.

Supporting literature from Di Fabio et al. (2018) and Munda & Gache (2024) underscores the importance of self-discipline and emotional resilience in minimizing burnout and cultivating a productive school climate. In the Philippine context, Contreras (2023) observed that private school administrators often depend on self-discipline in the absence of formal leadership preparation, reinforcing the significance of this trait in educational management.

In summary, the data underscores that Santa Maria’s school administrators exhibit a robust level of self-motivation and self-discipline. Their focus, energy, and organizational skills contribute not only to their own professional growth but also to the overall effectiveness and morale of their educational institutions.

Ability to Settle Disputes. Effective conflict resolution really stands out as a fundamental skill for emotionally intelligent leadership, especially in schools. Administrators need to be able to address disputes in a constructive way, making sure that communication stays respectful and that solutions are both fair and sustainable. When leaders can settle conflicts well, it creates a safer, more collaborative environment, lowers stress among staff, and builds stronger trust between school leaders and their teams. Table 3 gives a clear picture of how administrators in Santa Maria see their ability to handle disputes and manage disagreements.

Table 3. Level of School Administrators’ Academic Maturity in terms of Ability to Settle Disputes

Indicators	Mean	Std. Dev	Interpretation
1.I meet the person concerned privately and address the issue with integrity and honesty.	4.633	0.718	Very Evident
2. I ask for their side of the story.	4.700	0.596	Very Evident
3. I try to come to a place of agreement.	4.600	0.675	Very Evident
4. I set course of action for the future	4.667	0.547	Very Evident

5. I affirm the person's value and express my commitment to help.	4.567	0.679	Very Evident
Average Mean	4.633	0.518	Very Evident

Looking at Table 3, the overall mean is 4.633, with a standard deviation of 0.518—interpreted as “Very Evident.” This is actually the highest mark among all four academic maturity dimensions, which signals that conflict resolution is a real strength for these administrators. All five indicators hit the “Very Evident” mark, showing that fair, private, and intentional conflict management isn’t just a box to check—it’s common practice.

The top-rated item, “I ask for their side of the story,” scored a mean of 4.700. This indicates that administrators are prioritizing active listening and seeking to understand different perspectives during conflicts. Other high scores include “I set a course of action for the future” (4.667), “I meet the person concerned privately and address the issue with integrity and honesty” (4.633), and “I try to come to a place of agreement” (4.600). These results suggest that school administrators not only value empathy and accountability, but also approach conflict resolution in a structured and thoughtful manner.

These results align with established frameworks, particularly the emotional intelligence dimension of Transformational Leadership Theory (Bass & Riggio, 2006), which emphasizes the importance of trust-building, conflict resolution, and constructive professional relationships. Effective dispute management is critical for sustaining teacher morale and fostering a safe, open educational environment.

These findings are consistent with recent research by Floman et al. (2024) and Pretorius & Plaatjies (2023), who assert that school leaders demonstrating strong emotional intelligence and interpersonal skills are better positioned to mitigate tension, enhance team collaboration, and minimize workplace toxicity.

In the specific context of Philippine private schools, where streamlined staffing is common, effective interpersonal dynamics become even more significant. As Contreras (2023) notes, proficient conflict management among school leaders directly contributes to teacher retention and the cultivation of a supportive workplace culture.

In summary, the evidence confirms that administrators in Santa Maria exhibit exemplary competence in constructive conflict management. Their performance in this domain underscores the critical role of emotional maturity and communication in ensuring organizational stability, collaborative practice, and educator well-being.

Responding to Demands of Work. Responding effectively to the complex demands of school leadership calls for a notable degree of academic maturity. School administrators need to stay consistently informed, make timely and sound decisions, coordinate with various stakeholders, and balance institutional duties alongside the well-being of their staff. This aspect essentially demonstrates how proactive, organized, and responsive administrators are in carrying out their responsibilities. Table 4 outlines the degree of academic maturity among school administrators, specifically regarding their capacity to respond to work demands.

Table 4. Level of School Administrators' Academic Maturity in terms of Responding to Demands of Work

Indicators	Mean	Std. Dev	Interpretation
1. I stay updated with new orders, announcements, legal directives, and recommendations from the Department of Education, and implement them without compromising my faculty and staff's time.	4.633	0.615	Very Evident
2. I collaborate with stakeholders in creating academic and management plans, ensuring that designated teachers and staff can respond promptly before, during, and after events.	4.600	0.675	Very Evident
3. I establish management systems with designated leaders to address school issues efficiently, avoiding delays and allowing staff to fulfill responsibilities outside school.	4.600	0.675	Very Evident
4. I provide relevant training and seminars during school days, ensuring these do not interfere with family time	4.400	0.724	Evident
5. I set clear priorities to separate work and home matters.	4.533	0.571	Very Evident
Average Mean	4.553	0.522	Very Evident

Table 4 provides a summary of school administrators' self-assessed ability to manage the demands of their work, one of the four identified dimensions of academic maturity. The overall mean for this dimension stands at 4.553, with a standard deviation of 0.522, which denotes a "Very Evident" level of academic maturity in addressing work demands.

The highest-rated item—"I stay updated with new orders, announcements, legal directives, and recommendations from the Department of Education..."—achieved a mean of 4.633, indicating a strong commitment to awareness and policy compliance. Furthermore, high ratings for collaboration with stakeholders and systematic delegation of responsibilities (both at 4.600) suggest that administrators favor inclusive and efficient management approaches.

On the other hand, the lowest-rated indicator—"I provide relevant training and seminars during school days, ensuring these do not interfere with family time"—registered a mean of 4.400. While this score remains "Evident," it implies that greater attention may be needed to safeguard teachers' personal time during professional development activities.

These results are consistent with the findings of Kurt & Duyar (2021) and Shell et al. (2023), which emphasize that well-organized, responsive leadership reduces teacher burnout and enhances job satisfaction. Administrators who prioritize both operational alignment and clear communication foster environments where teachers feel supported.

In the context of Transformational Leadership Theory (Bass & Riggio, 2006), these findings align with core components like intellectual stimulation and individualized consideration. Administrators who effectively balance institutional requirements with staff well-being contribute to a constructive school climate, preventing professional duties from overwhelming personal life.

Overall, the evidence indicates that Santa Maria's school administrators demonstrate mature and balanced management of institutional demands. Their responsiveness and organizational strategies directly support teacher well-being and contribute to the sustainability of educational leadership in the district.

Overall, School Administrator's Academic Maturity. Academic maturity among school administrators isn't just a single trait—it's a mix of intellectual initiative, discipline, emotional stability, and the ability to respond effectively to the demands of the institution. Having a high level of academic maturity really matters when it comes to fostering a supportive and efficient school environment. Table 5, for instance, breaks down the overall evaluation of academic maturity in administrators by looking at four main aspects: commitment to academic endeavors, self-motivation and discipline, conflict resolution skills, and responsiveness to workplace demands.

Table 5. Overall Level of School Administrators' Academic Maturity

Indicators	Average Mean	Std. Dev	Interpretation
Academic Endeavor (AE)	4.540	0.493	Very Evident
Self-Motivation and Self-Discipline (SMSD)	4.500	0.474	Very Evident
Ability to Settle Dispute (ASD)	4.633	0.518	Very Evident
Responding to Demands of Work (RDW)	4.533	0.522	Very Evident
Grand Mean	4.552	0.460	Very Evident

Table 5 consolidates data on four core aspects of school administrators' academic maturity: academic endeavor, self-motivation and self-discipline, dispute resolution, and responsiveness to work demands. Each indicator received a "Very Evident" rating, with a grand mean of 4.552 and a standard deviation of 0.460. This indicates a consistently elevated level of academic maturity among administrators, with minimal variance across the measured dimensions.

Breaking down the components, dispute resolution stands out as the strongest area (mean = 4.633), followed by responsiveness to work demands (mean = 4.553). Academic endeavor (mean = 4.540) and self-motivation/self-discipline (mean = 4.500) also performed at a high level. These findings suggest that administrators excel in managing interpersonal conflicts and adapting to institutional requirements, while also sustaining strong personal commitment and self-regulation.

The results align with key principles of Transformational Leadership Theory, particularly idealized influence and individualized consideration (Bass & Riggio, 2006). Administrators demonstrate model behavior, address staff needs effectively, and uphold ethical standards—fostering an environment of trust and professional growth. Supporting this, Contreras (2023) provides local evidence that sustained academic maturity correlates with enhanced institutional performance in Philippine private schools.

Consistent with findings from Ahmad et al. (2024) and Paschal et al. (2024), the data affirms that academic maturity is multi-dimensional, encompassing professional acumen, emotional intelligence, proactive leadership, and a commitment to teacher welfare. These competencies enable administrators to make informed decisions and to motivate faculty through both strategic vision and practical support.

In summary, Table 5 highlights that private school administrators in Santa Maria exhibit high academic maturity across all measured domains. Their proficiency in dispute resolution and operational responsiveness, combined with ongoing personal development, forms a strong leadership foundation that supports teacher well-being and organizational effectiveness within the educational context.

2. Teacher's Work-Life Balance

Career Progression. Teacher career progression plays a significant role in job satisfaction and retention. When school leaders genuinely support teachers' professional development—by offering encouragement, academic guidance, and new opportunities—teachers are more likely to stay motivated, sharpen their skills, and feel accomplished. Table 6 shows how teachers in private schools perceive the support they receive from administrators regarding their career advancement.

Table 6. Level of Teacher's Work-Life Balance in terms of Career Progression

Indicators	Mean	Std. Dev	Interpretation
1. My head encourages me to pursue post-graduate education and made me realize the importance of being progressive and knowledgeable.	3.928	1.022	Evident
2. My head guides me in choosing credible universities with qualified mentors and professors	3.628	1.008	Evident
3. My head inspires me to be responsible in all my tasks and to strive high quality learning	4.523	0.895	Very Evident
4. My head provides opportunities for me to acquire substantial experiences that help to develop my skills and bringing out the best in me.	4.383	0.871	Evident
5. My head reminds me to be strategic, self-educating, persistent and patient through my professional endeavor.	4.430	0.847	Evident
Average Mean	4.178	0.765	Evident

Table 6 presents teachers' perspectives regarding administrative support for career advancement—including encouragement to pursue further studies, academic advisement, motivational leadership, and opportunities for professional development. The results yielded an average mean of 4.178 with a standard deviation of 0.765, interpreted as "Evident." This suggests that teachers generally recognize the presence of administrative support for their career development, although there may be room for further enhancement.

While all indicators are rated "Evident," only one item- "My head inspires me to be responsible in all my tasks and to strive for high-quality learning" -approaches "Very Evident" (4.523). This reflects that while inspiration and motivation are well-established, more tangible and structured career support mechanisms may be lacking. For example, the lowest score (3.628) on guidance in choosing universities suggests that teachers may not be receiving individualized mentorship or strategic advising for further studies, even if encouragement exists in general terms.

These findings echo those of Onjoro et al. (2015) and Kumari & Kumar (2023): effective administrative support for teachers' career growth requires more than encouragement. It must incorporate structured mentoring, strategic planning, and tangible access to academic opportunities. Without such interventions, teachers risk stagnation and lack of professional direction.

The data align with Bass and Avolio's (1994) Transformational Leadership Theory, which emphasizes that leaders who provide inspirational motivation and individualized support foster continuous improvement and professional fulfillment among staff.

In summary, while Santa Maria's school administrators are generally perceived as supportive of teachers' career development, there is a clear need for more strategic, institutionalized mechanisms. Targeted mentorship, facilitated postgraduate program access, and integrated advancement pathways within school policy are recommended to enhance teacher motivation, satisfaction, and retention.

Stress Management. Effectively managing stress is vital for teachers' well-being, productivity, and overall job satisfaction. In educational settings, administrators play a significant role in supporting teachers as they navigate various pressures—whether from heavy workloads, emotional demands, or personal challenges. When administrators offer consistent emotional support and actively encourage wellness initiatives, teachers are generally better prepared to handle stress and maintain high performance. Table 7 provides insight into teachers' perspectives regarding the support they receive from school administrators in managing stress.

Table 7. Level of Teacher's Work-Life Balance in terms of Stress Management

Indicators	Mean	Std. Dev	Interpretation
1. My head serves as a model in enjoying work and avoiding unhealthy attachment to things, people, and money to avoid frustrations and disappointments.	3.982	0.810	Evident
2. My head affirms me whenever I give my best even if the result is not perfect	4.094	0.900	Evident
3. My head helps me accept difficult situations that are beyond my control	4.032	0.938	Evident
4. My head offers advice, reminding me that struggles help build character and strength	4.202	0.874	Evident
5. My head encourages me to focus on the good sides of the situations	4.162	0.966	Evident
6. My head helps me to identify my priorities and not to delay things	4.256	0.942	Evident
7. My head encourage me to develop financial literacy and attend relevant seminars for personal development	3.769	0.950	Evident
Average Mean	4.071	0.775	Evident

Table 7 outlines teacher feedback regarding administrative support in stress management. The metrics evaluated include emotional encouragement, constructive guidance, task prioritization, and promotion of wellness initiatives. The mean score sits at 4.071 (SD = 0.775), interpreted as “Evident,” which points to a generally positive perception of administrative backing, though there remains room for more robust support structures.

Notably, the highest-rated factor—“My head helps me to identify my priorities and not to delay things” (mean = 4.256)—highlights the value administrators place on effective time management and task organization. Indicators such as affirming teacher efforts (mean = 4.094) and encouraging positive reframing of challenges (mean = 4.202) further underscore the emphasis on emotional reinforcement and resilience. Conversely, the lowest-scoring item—administrative encouragement for financial literacy and participation in personal development seminars (mean = 3.769)—suggests that practical aspects of stress, particularly those linked to financial well-being, are not addressed as comprehensively.

These findings are consistent with prior research (Plaza & Jamito, 2021; Kanwal et al., 2023), which identifies economic factors and workload as significant contributors to teacher stress. While emotional support from leadership is valuable, effective stress management requires actionable strategies that address teachers’ material and professional needs. Integration of wellness programs, flexible scheduling, and skill-building opportunities into school operations can yield more comprehensive outcomes.

The results also align with Transformational Leadership Theory (Bass & Riggio, 2006), specifically the principle of individualized consideration. Effective leadership involves not only verbal support but also access to resources that promote psychological and personal well-being.

Taken together, while administrators are providing foundational emotional support, the data indicate a need for more targeted and structured programs. Initiatives focusing on mental health, financial literacy, and sustainable workload practices are recommended to further enhance teacher well-being in private educational settings.

Dealing with Difficult People. Navigating interpersonal relationships remains a significant source of stress within the teaching profession. Teachers routinely manage interactions not only with students, but also with colleagues and parents—each scenario introducing its own set of challenges. These conflicts, if left unresolved, can impact teacher well-being and job satisfaction. In this setting, school administrators play an essential role in establishing a respectful environment and mediating disputes.

Table 8. Level of Teacher's Work-Life Balance in terms of Dealing with Difficult People

Indicators	Mean	Std. Dev	Interpretation
1. My head prefers to address conflicts with the concerned individuals privately	4.065	1.030	Evident
2. My head shows fairness by listening to both sides s and validating their feelings	4.076	0.977	Evident
3. My head ensures conflicts are resolved and not left hanging.	4.079	0.952	Evident
4. My head facilitates agreements between both parties.	4.108	0.972	Evident
5. My head displays sincere commitment in resolving the conflicts	4.043	0.999	Evident
Average Mean	4.074	0.911	Evident

Table 8 provides insight into teachers' perceptions of their administrators' capabilities in managing interpersonal conflicts. The reported average mean is 4.074 (SD = 0.911), categorized as "Evident." This indicates that, in general, school heads are perceived as fair, responsive, and engaged in resolving staff disputes. Notably, no indicator reached the "Very Evident" threshold, suggesting potential for further improvement.

The highest-rated statement— "My head facilitates agreements between both parties" (mean = 4.108)—underscores the perceived effectiveness of administrators in mediation and conflict resolution. Additional items, such as fairness in listening to both sides (mean = 4.076), ensuring closure (mean = 4.079), and demonstrating commitment to resolution (mean = 4.043), were also rated highly. The scores suggest consistent procedural adherence, though variations indicate that the emotional context and depth of engagement may differ based on the specific situation.

These findings corroborate the work of Pelletteri (2022) and Boudouaia et al. (2024), who emphasize the importance of emotional intelligence in workplace relationship management. Unresolved conflict can contribute to chronic stress, decreased collaboration, and reduced morale. Administrators who are trained in compassionate, effective communication are better equipped to mitigate these negative outcomes and improve the overall school climate.

This data further supports Transformational Leadership Theory, particularly the principle of individualized consideration—where leaders recognize and address each member's unique emotional context. When teachers feel their concerns are addressed equitably and respectfully, the likelihood of professional engagement and satisfaction increases.

Altogether, while school administrators generally fulfill their responsibilities as conflict mediators, there remains an opportunity to enhance the emotional and relational dimensions of their leadership. Targeted training in conflict sensitivity and emotional intelligence could further strengthen their capacity to foster a supportive and constructive school environment.

Work – Home Symmetry. Maintaining equilibrium between personal and professional domains is a significant factor in ensuring teachers' overall well-being and job sustainability. School administrators play a pivotal role in implementing policies and operational frameworks

that safeguard this balance. When leadership promotes work-life integration, the risk of burnout diminishes, emotional stability improves, and engagement levels remain robust.

Table 9. Level of Teacher's Work-Life Balance in terms of Work–Home Symmetry

Indicators	Mean	Std. Dev	Interpretation
1. My head promotes a supportive and family-oriented school environment for balanced working conditions.	4.188	0.847	Evident
2. My head encourages self-regulated, strategic, organized, and systematic to maintain harmony between work and home tasks.	4.112	0.900	Evident
3. My head knows how to prioritize workloads, produce time table, and avoid procrastination to attain work-home task symmetry.	4.022	1.046	Evident
4. My head recognizes the importance of family time and values social interactions among colleagues.	4.188	0.864	Evident
5. My head encourages us to separate work responsibilities from personal and home matters.	4.213	0.906	Evident
Average Mean	4.144	0.821	Evident

Table 9 details teacher evaluations of administrative support for work-life balance. The reported mean is 4.144 (SD = 0.821), categorized as “Evident.” All five metrics received favorable evaluations, indicating a general awareness among administrators regarding the necessity of balanced workloads and the protection of personal time. Notably, none of the items exceeded the “Very Evident” range, highlighting potential for enhancement in this area.

The highest-rated item was “My head encourages us to separate work responsibilities from personal and home matters” (mean = 4.213), reflecting intentional efforts by administrators to delineate boundaries. Other strong results pertained to fostering a family-oriented school climate (mean = 4.188) and recognizing the importance of family time and social engagement (mean = 4.188). Conversely, the lowest score (4.022) was assigned to the promotion of time management and systematic scheduling, suggesting a need for more robust structures to support teachers’ navigation of concurrent demands.

These findings are consistent with the work of Patriarca (2023) and Santiago (2023), who observe that institutions prioritizing teachers’ personal time report higher job satisfaction and reduced attrition rates. In environments where work extends into non-traditional hours—an increasingly common scenario due to digital integration—teachers experience greater emotional exhaustion. Administrative initiatives such as restricting after-hours communications and providing flexible planning time are thus critical for long-term staff retention and wellness.

Additionally, this supports the principles of Transformational Leadership Theory, particularly individualized consideration, where leaders address staff members’ holistic needs. Administrators who reinforce work-home boundaries both optimize organizational effectiveness and demonstrate respect for teachers’ personal domains.

Overall, the data suggests that administrators are making visible progress in promoting work-home symmetry, albeit with opportunities for further formalization and improvement. Enhancing policy clarity, enforcing boundaries during off-hours, and establishing dedicated periods for recuperation could further advance teachers' capacity to maintain effective work-life balance.

Overall, Teacher's Work-Life Balance. Work-life balance stands as a crucial determinant in fostering teacher effectiveness, engagement, and retention. Administrative support, when extended across key domains—professional development, stress management, conflict mediation, and personal well-being—directly impacts both the professional and personal spheres of teachers' lives.

Table 10. Overall Level of Teacher's Work-Life Balance

Indicators	Average Mean	Std. Dev	Interpretation
Career Progression (CP)	4.178	0.765	Evident
Stress Management (SM)	4.071	0.775	Evident
Dealing with Difficult People (DDP)	4.074	0.911	Evident
Work-Home Symmetry (WHS)	4.144	0.821	Evident
Grand Mean	4.117	0.745	Evident

Analysis of Table 10 presents a grand mean of 4.117 (SD = 0.745) for overall work-life balance among teachers in private schools in Santa Maria, Bulacan, categorically assessed as "Evident." All four measured subdimensions—career progression (4.178), stress management (4.071), managing difficult interactions (4.074), and work-home symmetry (4.144)—fall within the same evaluative range. Notably, none of these domains reached the "Very Evident" benchmark, indicating room for further improvement.

Of particular note, career progression received the highest mean rating, signifying that administrative initiatives for professional growth are recognized and valued by teaching personnel. Conversely, the lowest mean pertains to stress management, highlighting a relative deficiency in institutional mechanisms for mitigating emotional and workload-related pressures. This suggests that while administrators are engaged in fostering career advancement and resolving interpersonal challenges, their strategies for supporting teacher wellness and stress reduction remain underdeveloped.

These findings are consistent with recent literature (e.g., Rufin & Buniel, 2023; Duran et al., 2024), which document that while Filipino teachers often report general satisfaction with working conditions, issues of workload, ambiguous boundaries, and inconsistent wellness support contribute to persistent stress and burnout. In this context, school leadership emerges as a critical variable determining whether teachers achieve equilibrium or experience strain. Institutions with comprehensive, proactive policies and support frameworks—ranging from emotional support to regulated workload—are more likely to sustain teacher well-being.

The results also corroborate principles from Transformational Leadership Theory, which emphasizes leaders' roles in motivating, guiding, and addressing the multifaceted needs of staff. Effective, emotionally intelligent leadership is associated with greater teacher commitment and stability.

In sum, the assessment from Table 10 demonstrates that work-life balance among teachers in these private schools is present, though potentially tenuous. Without targeted enhancements in wellness initiatives, clearer boundary-setting, and leadership development focused on holistic support, the observed equilibrium may be at risk of deterioration. Strategic investment in these areas is recommended to reinforce and sustain teacher well-being and professional longevity.

3. Significant Influence of School Administrators' Academic Maturity on Teachers' Work-Life Balance

To evaluate whether there's a substantive link between leadership behavior and teacher well-being, it's necessary to examine the correlation between school administrators' academic maturity and teachers' work-life balance. Table 11 lays out the statistical findings for this relationship, clarifying to what extent administrators' leadership characteristics impact teachers' professional and personal experiences.

Table 11 Correlational Analysis of School Administrators' Academic Maturity and Teachers' Work-Life Balance

Variables	Pearson r	Sig. value	Coefficient of Determination (R ²)	Interpretation	Decision
School Administrators' Academic Maturity*Teachers' Work-Life Balance	0.542	0.002	0.293764	Significant	Reject the Null Hypothesis

Significant at the 0.05 level (2-tailed).

Specifically, Table 11 reports a Pearson correlation coefficient of 0.542 between administrators' academic maturity and teachers' work-life balance, indicating a moderate positive correlation. The p-value is 0.002—well below the 0.05 threshold—so the result is statistically significant. In practical terms, higher academic maturity among administrators is associated with more favorable work-life balance for teachers. The coefficient of determination ($R^2 = 0.294$) shows that about 29.4% of the variance in teachers' work-life balance can be attributed to differences in administrators' academic maturity.

These results support the view that administrators who demonstrate emotional intelligence, self-discipline, proactive problem-solving, and professional responsiveness play a significant role in supporting teacher well-being. This aligns with prior research (Ahmad et al., 2024; Paschal et al., 2024), which has observed that emotionally intelligent and academically mature leadership is linked to supportive environments, lower burnout, and increased job satisfaction. Shell et al. (2023) similarly emphasize that strategic and empathetic leadership contributes to a positive school culture, which benefits teachers' sense of balance and value.

Furthermore, these findings are consistent with Transformational Leadership Theory, which posits that leaders who provide individualized support and intellectual stimulation, together with a motivating vision, can positively affect employee morale, engagement, and well-being (Bass & Riggio, 2006). In this context, academic maturity as a leadership trait acts as a transformative influence on the teaching workforce.

Altogether, the data presented in Table 11 demonstrate a statistically significant and practically meaningful connection between administrators' academic maturity and teachers' work-life balance in private schools in Santa Maria. This underscores the relevance of leadership development programs intended to enhance academic maturity as a means to improve teacher well-being and sustain educational effectiveness.

4. Crafted Program Promoting the Work-Life Balance of Teachers

Based on the findings from this study, which showed that school administrators in private schools in Santa Maria, Bulacan, possess a high level of academic maturity—and that this maturity has a clear, positive relationship with teachers' work-life balance—a targeted intervention program was developed. This program, called Project BALANCE, directly addresses the specific aspects of work-life balance where teachers indicated support was only “Evident,” not “Very Evident.” These areas include stress management, work-home boundaries, and structured career guidance.

The rationale for Project BALANCE is grounded in both the statistical results and the theoretical perspective of Transformational Leadership Theory, particularly its focus on individualized consideration and intellectual stimulation. Data from Tables 6 through 10 demonstrated that, while administrative support is generally present, its consistency and depth remain uneven across certain domains. Notably, financial literacy seminars and academic mentorship received the lowest ratings within their subscales.

These findings are further supported by empirical literature. Kumari & Kumar (2023) argue that sustained professional growth depends on structured administrative support, while Plaza & Jamito (2021) emphasize that strategies for reducing stress must extend beyond mere verbal encouragement. Accordingly, Project BALANCE was designed to reinforce administrator-led initiatives using targeted, measurable activities that connect directly with the research objectives: to clarify and enhance the impact of academic maturity on teachers' work-life equilibrium.

Overall, the program is a concrete response to the central issue explored in this study—namely, how academic maturity among school leaders can influence teachers' capacity to balance their professional responsibilities with their personal well-being. The program is organized around the four work-life dimensions examined in the research and incorporates both immediate and long-term interventions to support sustainability and alignment with institutional goals.

Program Title:

PROJECT BALANCE (Building A Life-Affirming Nurturing Culture for Educators)

Program Goal:

The goals and objectives of Project BALANCE were established directly in response to empirical findings from the study, which indicated that while school administrators in Santa Maria displayed a “Very Evident” level of academic maturity overall, teachers perceived only an “Evident” level of support in essential domains related to work-life balance. The primary aim of the project is to address this perceptual disparity by implementing structured interventions that reinforce leadership behaviors connected to the four dimensions of academic maturity, thereby supporting teachers' well-being.

- **Career Progression Support**

Findings: As shown in Table 6, although teachers expressed inspiration from their school heads, the area with the lowest rating pertained to a lack of academic guidance (mean = 3.628).

Program Response: Project BALANCE includes mentorship initiatives and structured career guidance sessions designed to assist teachers in navigating postgraduate opportunities. These efforts seek to reinforce the academic influence of administrators and provide individualized support.

- **Stress Management**

Findings: Table 7 identified that stress management received the lowest mean score (4.071) among the work-life balance dimensions. Notably, supports concerning financial literacy and personal development seminars were particularly insufficient (mean = 3.769).

Program Response: The project will implement time management training, emotional wellness check-ins, and financial literacy workshops to address both emotional and practical sources of stress among teachers.

- **Conflict Resolution**

Findings: Table 8 revealed that while teachers found conflict resolution “evident,” none of the items achieved a “Very Evident” rating. This suggests that there is significant room for improvement, particularly in mediation and emotional depth.

Program Response: The program will incorporate training for administrators in conflict sensitivity and emotional intelligence, thereby enhancing their capacity to manage interpersonal challenges in line with Transformational Leadership principles.

- **Work–Home Symmetry**

Findings: Table 9 highlighted a need for stronger administrative support in maintaining teachers’ personal time, with the lowest-rated item relating to structured time management (mean = 4.022).

Program Response: Project BALANCE proposes the adoption of wellness policies, establishment of after-hours boundaries, and the implementation of flexible scheduling practices to encourage respect for the separation between work and home life.

- **Overall Correlation**

Findings: Table 11 demonstrated a moderately positive and significant correlation ($r = 0.542$, $p = 0.002$) between academic maturity and work-life balance, suggesting that as administrator maturity increases, teacher well-being likewise improves.

Program Justification: The overall structure of Project BALANCE is fundamentally grounded in this statistical relationship. By reinforcing traits of academic maturity through leadership development and wellness initiatives, the project systematically seeks to enhance teacher outcomes and thereby address the central problem identified in the study.

PROJECT BALANCE
Strategic Program Matrix

Component Description	Objectives	Proposed Program	Time Frame	Person's Involved	Sources of Fund	Success Indicator
Career Coaching and Academic Advancement	Enhanced Teachers' Career Progression	Academic Mentorship Sessions	Quarterly	School Administrator, Academic Coordinator, Teachers, External Mentors	School Funds	More teachers with postgraduate plans and higher satisfaction with academic support
		Scholarship and University Selection Workshops	Semi-annually	Academic Coordinator, Teachers	School Funds	Greater knowledge of academic pathways and increased participation in higher education
		Recognition for Academic Achievements	Semi-annually	School Administrator, HR Officer Teachers	School Funds	Increased teacher participation in professional development and continuing education
Teacher Wellness and Stress Management	Strengthen Stress Management and Emotional Support	Time Management and Mental Wellness Workshops	Bi-monthly	Guidance Counselor, External Facilitator	School Funds	Measurable decrease in self-reported stress levels and positive behavioral changes
		Peer Support Groups and Debriefing Circles	Monthly	School Administrator, HR Officer Teachers	School Funds	High participation rates and qualitative feedback

						indicating emotional relief and bonding
		Admin-led Stress Check-ins	Quarterly	School Administrator, Department Heads	School Funds	Teachers feel heard; improved morale and faster response to stress issues
Positive Workplace Relationships Program	Improve Administrators' Conflict Mediation Practices	Conflict Sensitivity and Emotional Intelligence Training	Every 6 months	School Administrator, External Facilitator	School Funds	Teachers report improved conflict resolution processes; fewer unresolved complaints
		Anonymous Feedback / Complaint Channels	Continuous	School Administrator, HR Officer	School Funds	Increase in constructive feedback and timely resolution of conflicts
Work-Life Integration Support	Promote Clear Work-Home Boundaries	After-Hours Communication Policy	Immediate	All Personnel	School Funds	≥80% of teachers report improved personal boundary adherence in surveys
		“Wellness Fridays” / Staff Bonding	Monthly	All Personnel	School Funds	Positive shift in workplace morale and teacher well-being indicators
	Provide Personal	Financial Literacy Seminars	Quarterly	Financial Expert, HR Officer,	School Funds	Teachers report greater

	Development Opportunities			Teachers		confidence in managing finances, positive lifestyle
		Life Coaching and Self-Care Planning		Life Coach, All Personnel	School Funds	Teachers report greater confidence in managing finances; positive lifestyle changes observed

Program Implementation Timeline

Phase	Time Frame	Key Activities	Expected Output
1. Program Launch and Orientation	June–July	• Program orientation for administrators and teachers	Stakeholder alignment and commitment to project goals
		• Distribution of communication guidelines	
		• Setup of feedback channels	
2. Initial Rollout of Core Activities	August–September	• Launch of mentorship sessions	Foundational activities initiated; early stress support in place
		• First round of wellness workshops	
		• Conflict resolution training	
		• Peer support group formation	
3. Development and Consolidation	October–December	• Financial literacy sessions	Skill development, improved morale, and midyear engagement
		• Self-care planning	
		• Continuous mentorship	
		• Recognition ceremonies	
		• Regular stress check-ins	
4. Reinforcement and Monitoring	January–February	• Second wave of workshops and trainings	Strengthened practices; responsiveness to evolving needs
		• Follow-up stress check-ins	
		• Feedback review and policy adjustments	

5. Evaluation and Closure	March	• Final recognition	Measurable outcomes, sustainability planning, and closure
		• Post-program evaluation surveys	
		• Reflection and reporting	

5. CONCLUSIONS AND RECOMMENDATIONS

Conclusion

Based on the study's previously stated results, the researcher came to the following conclusion:

1. The findings demonstrate that school administrators in private schools in Santa Maria, Bulacan, exhibit a high level of academic maturity ($M = 4.474$, $SD = 0.460$), particularly in managing work demands and positively influencing others. These leaders display a strong commitment to ongoing professional development, effective leadership, and sensitivity to the operational as well as emotional needs of their communities.

2. Teachers participating in the study reported a clear sense of work-life balance, excelling in conflict resolution and integrating their work and home responsibilities. While administrative support—especially in career development—is appreciated by teachers, there remain gaps in stress management and opportunities for individualized mentoring or professional advice. These are areas that warrant targeted intervention.

3. Statistical analysis revealed a moderately positive and significant correlation between the academic maturity of administrators and teachers' work-life balance ($r = 0.542$, $p = 0.002$). This indicates that teachers experience greater balance, professional value, and emotional support when led by administrators who are both academically and emotionally mature.

4. The development and proposed implementation of Project BALANCE directly address the challenges identified regarding teacher well-being. The program offers structured, research-informed interventions designed to improve stress coping strategies, mentorship, career support, and overall work-life integration. This approach aligns with institutional goals and reinforces the study's conclusions by providing practical, holistic support for educators.

These results support the assumptions of Transformational Leadership Theory, which highlights the leader's role in inspiring, developing, and attending to the individual needs of their team. The findings confirm that academically mature and transformational administrators have a positive impact on teachers' well-being and work-life balance. Leadership characterized by both intellectual and emotional responsiveness contributes to a more productive, engaged, and balanced teaching workforce.

Recommendations

The following suggestions have been politely put forth by the researcher after considering all of the data, the results, and the participants' replies:

1. School leaders must continue to develop and mature academically by seeking ongoing professional growth, leadership coaching, and implementing transformational leadership strategies that value teacher empowerment and wellness.

2. Schools must systematize support systems for teachers, such as career guidance, fiscal well-being programs, and formalized feedback systems, to address the changing needs of faculty more effectively.

3. Education stakeholders and school boards ought to adopt PROJECT BALANCE as a structured, school-level program to foster teacher work-life balance. The program's components can be tailored to suit specific schools' size, resources, and culture.

4. Future researchers can investigate other determinants of teacher well-being, such as emotional intelligence, organizational culture, or administrative workload, and conduct qualitative research to capture rich information on teacher experiences.

5. School administrators can receive training from the Department of Education and other private organizations that focus on developing their intellectual maturity, emotional intelligence, and people-oriented leadership skills in line with national educational goals and the welfare of their teachers.

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