

Behavioral Competence, Emotional Quotient, Work-Life Balance and Instructional Performance of Teachers: Basis for Educational Enhancement

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ABSTRACT

This study determined the relationship among behavioral competence, emotional quotient, work-life balance, and instructional performance of public secondary school teachers in one of the Schools Divisions in the Negros Island Region during the School Year 2025–2026. A quantitative descriptive-correlational research design was employed among Junior High School and Senior High School teachers using standardized questionnaires and Classroom Observation Tool (COT) ratings. Data were analyzed using descriptive statistics and Spearman Rho Correlation. The findings revealed that teachers demonstrated high behavioral competence and emotional quotient, very good work-life balance, and very satisfactory instructional performance. Behavioral competence and emotional quotient showed significant positive relationships with instructional performance, while work-life balance exhibited a significant but weak positive relationship. The study concludes that behavioral competence, emotional quotient, and work-life balance are significant factors associated with teachers' instructional performance. These findings underscore the importance of strengthening teachers' professional competencies, emotional well-being, and work-life balance through sustainable support mechanisms. Based on the results, a division-wide enhancement program was proposed to improve teachers' instructional performance and overall professional development.

Keywords: Behavioral Competence, Emotional Quotient, Work-Life Balance, Teachers

INTRODUCTION

Teaching as one of the most central professions in the education system, has evolved into a multidimensional profession that goes beyond merely delivering content but now involves complex managerial processes, as well as emotional demands. In the context of educational management, these variables are recognized as key factors influencing organizational outcomes in schools, with human capital considered the most critical resource.

According to the study of Cabañero et al. (2025), the teaching profession is recognized globally as one of the most high-stress professional careers, characterized by unprecedented cognitive, physical, and emotional demands. Educators are required to navigate complex classroom environments, manage diverse student behaviors, and adapt to rapid technological integration while addressing socio-emotional challenges like digital distractions.

In the Philippine context, teachers have historically balanced instructional duties with heavy clerical and administrative tasks, a "double burden" that has often compromised classroom quality and contributed to significant stress (Castillo, & Andales, 2025). To address these systemic issues, the Department of Education (DepEd) has initiated sweeping reforms, including DepEd Order No. 002, s. 2024, which removed non-teaching administrative duties from teachers, and DepEd Order No. 005, s. 2024, which rationalized the teaching workload to exactly six hours of classroom instruction per day. Furthermore, DepEd Order No. 009, s. 2026 introduced a three-term school calendar to protect instructional time and incorporate "wellness breaks" to support the mental and emotional health of both students and teachers. Despite these national initiatives, localized

realities in the Negros Island Region (NIR) present unique geographical and socio-economic challenges. Studies conducted among secondary school teachers found no significant relationship between teachers' work-life balance and their official performance ratings, suggesting that existing evaluation mechanisms may be more reflective of bureaucratic compliance than actual instructional effectiveness (Castillo & Andales, 2025; Bustos & Marapao, 2025).

Given these realities, understanding what enables teachers to sustain high instructional performance despite challenging working conditions has become increasingly important. While previous studies have examined these variables separately, limited research has explored how these factors collectively influence teachers. Thus, this study seeks to examine the interplay of these variables to provide evidence-based insights for enhancement program among secondary school teachers.

METHODOLOGY

Research Design

This study employed a quantitative research approach using a descriptive-correlational research design. A descriptive-correlational design is used to describe variables as they naturally occur and examine the relationships among them without manipulating any of the variables (Creswell & Creswell, 2023). This design was appropriate for determining the relationship among behavioral competence, emotional quotient, work-life balance, and instructional performance of senior high school teachers.

The descriptive component of the design was used to determine the levels of behavioral competence, emotional quotient, work-life balance, and instructional performance of the respondents. It provided a systematic description of the current status of these variables as they naturally existed in the study setting.

The correlational component was employed to determine the significant relationships among behavioral competence, emotional quotient, work-life balance, and instructional performance. Specifically, it examined the relationships between the independent variables and instructional performance and determined the predictive influence of behavioral competence, emotional quotient, and work-life balance on instructional performance. Furthermore, the study investigated the moderating effect of emotional quotient on the relationship between work-life balance and instructional performance. This research design was appropriate because it allowed the researcher to analyze existing relationships and predict instructional performance based on the identified variables without establishing cause-and-effect relationships.

Subject and Respondents of the Study

The respondents of this study were the Junior High School and Senior High School teachers from the ten (10) public secondary schools in one of the Schools Divisions in the Negros Island Region during the School Year 2025–2026.

The study was limited to teachers within the selected Schools Division. Thus, the findings primarily reflected the experiences and conditions of teachers in this particular educational setting and may not be fully generalizable to teachers from other Schools Divisions or regions.

Population and Sample Size

The Junior and Senior High School teachers from the different public secondary schools in one of the Schools Division in Negros Island Region have a population of 607 teachers. The researcher used Yamane's Formula to determine a sample size of 241.

The 241 respondents were drawn from the identified population of teachers in the participating public secondary schools. The sample provided sufficient representation of the study population for examining the relationships among behavioral competence, emotional quotient, work-life balance, and instructional performance.

Data Gathering Instrument

This study utilized Structured Questionnaires as the primary data-gathering instruments to obtain information on the behavioral competence, emotional quotient, work-life balance, and instructional performance of Junior High School and Senior High School teachers in one of the Schools Divisions in the Negros Island Region.

Behavioral competence was measured using the Core Behavioral Competencies (CBC) framework reflected in the Individual Performance Commitment and Review Form (IPCRF). The instrument assessed teachers' behavioral competence across seven core domains: Self-Management, Professionalism and Ethics, Results Focus, Teamwork, Service Orientation, Innovation and Gender Sensitivity. These domains represent the expected behaviors and professional standards of Department of Education personnel and were rated using a five-point performance scale.

The teachers' emotional quotient was measured using a 15-item questionnaire adopted from Calidgid (2023) in the study *Adversity and Emotional Quotients of Catholic School Teachers in Relation to Work Performance: Basis for Enhancement*. The instrument assessed teachers' level of emotional quotient using a five-point Likert scale, with higher scores indicating a higher level of emotional quotient.

Work-life balance was assessed using the questionnaire adopted from Padios et al. (2022) in their study *Job Resiliency, Work-Life Balance, and Work Values of Employees in a Catholic College*. The instrument measured the extent to which respondents maintained a balance between their work responsibilities and personal life through statements rated on a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The questionnaire was selected because of its relevance in the Philippine context. The Work-Life Balance scale consists of fifteen (15) items measured using a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). Items 1 to 11 are negatively worded; hence, reverse scoring was employed prior to analysis so that higher scores consistently reflect better work-life balance. Specifically, responses were recoded as follows: 5 = 1, 4 = 2, 3 = 3, 2 = 4, and 1 = 5. Items 12 to 15 are positively stated and were scored directly. After reverse coding, composite mean scores were computed, with higher mean scores indicating higher levels of work-life balance among faculty members.

Finally, instructional performance was measured using the Classroom Observation Tool (COT) Rating Sheets for Teacher I–III and Master Teacher positions, which are anchored on the Philippine Professional Standards for Teachers (PPST). The instrument consists of performance indicators that assess teachers' classroom practices during formal observations conducted by trained evaluators, such as school heads and master teachers. The resulting COT ratings served as the measure of the respondents' instructional performance in this study.

Data Analyses

The data gathered from the respondents were encoded, processed, and analyzed using appropriate statistical software. To answer Statements of the Problem 1 to 4, which aimed to determine the levels of teachers' behavioral competence, emotional quotient, work-life balance, and instructional performance, the researcher employed the mean and standard deviation. The mean was used to determine the average level of each variable, while the standard deviation described the consistency or variation of the respondents' answers. The findings were interpreted using the corresponding descriptive rating scales, with behavioral competence and instructional performance anchored on DepEd Order No. 42, s. 2017 (Philippine Professional Standards for Teachers), while emotional quotient and work-life balance were interpreted using their respective five-point rating scales. To answer Statements of the Problem 5 to 7, which examined the relationships between behavioral competence, emotional quotient, work-life balance, and instructional performance, the researcher utilized the Spearman Rank-Order Correlation (Spearman's rho) to determine the strength, direction, and significance of the relationships among the variables.

RESULTS AND DISCUSSION

This section presents, analyzes and interprets the data gathered. The appropriate statistical tools are used to arrange the data in a thorough manner so as to address the problem's statement.

The Level of Teachers' Behavioral Competence

The table below presents level of Teachers' Behavioral Competence in one of the Schools Division in Negros Island Region.

Table 1. Level of Teachers' Behavioral Competence as a Whole and when grouped in terms of Self-Management, Professionalism and Ethics, Results Focus, Teamwork, Service Orientation, Innovation, and Gender Sensitivity.

Statements	Mean	SD	Interpretation
Self-Management	4.30	0.75	Consistently Demonstrated
1. Sets personal goals and directions, needs and development.	4.32	0.84	Consistently Demonstrated
2. Undertakes personal actions and behavior that are clear and purposive and takes into account personal goals and values congruent to that of the organization.	4.32	0.80	Consistently Demonstrated
3. Displays emotional maturity and enthusiasm for and is challenged by higher goals.	4.39	0.81	Consistently Demonstrated
4. Prioritizes work tasks and schedules (through Gantt charts, checklists, etc.) to achieve goals.	4.21	0.83	Consistently Demonstrated
5. Sets high quality, challenging, realistic goals for self and others.	4.27	0.84	Consistently Demonstrated
Professionalism and Ethics	4.45	0.75	Consistently Demonstrated
1. Demonstrates the values and behavior enshrined in the Norms and Conduct and Ethical Standards for public officials and employees (RA 6713).	4.57	0.81	Role Model
2. Practices ethical and professional behavior and conduct taking into account the impact of his/her actions and decisions.	4.51	0.81	Role Model
3. Maintains a professional image: being trustworthy, regularity of attendance and punctuality, good grooming and communication.	4.52	0.83	Role Model
4. Makes personal sacrifices to meet the organization's needs.	4.30	0.83	Consistently Demonstrated
5. Act with a sense of urgency and responsibility to meet the organization's needs, improve system and help others improve their effectiveness.	4.34	0.83	Consistently Demonstrated
Results Focus	4.20	0.70	Consistently Demonstrated
1. Achieves results with optimal use of time and resources most of the time.	4.27	0.78	Consistently Demonstrated
2. Avoids rework, mistakes and wastage through effective work methods by placing organizational needs before personal needs.	4.15	0.77	Consistently Demonstrated
3. Delivers error-free outputs most of the time by conforming to standard operating procedures correctly and consistently. Able to produce very satisfactory quality work in terms of usefulness/acceptability and completeness with no supervision required.	4.01	0.70	Consistently Demonstrated
4. Expresses a desire to do better and may express frustration at waste or inefficiency.	4.37	0.81	Consistently Demonstrated

May focus on new or more precise ways of meeting goals set.			
5. Makes specific changes in the system or in own work methods to improve performance. Examples may include doing something better, faster, at a lower cost, more efficiently, or improving quality, customer satisfaction, morale, without setting any specific goal.	4.22	0.83	Consistently Demonstrated
Teamwork	4.48	0.77	Consistently Demonstrated
1. Willingly does his/her share of responsibility.	4.61	0.82	Role Model
2. Promotes collaboration and removes barrier to teamwork and goal accomplishment across the organization.	4.51	0.84	Role Model
3. Applies negotiation principles in arriving at win-win agreements.	4.41	0.82	Consistently Demonstrated
4. Drives consensus and team ownership of decisions.	4.40	0.84	Consistently Demonstrated
5. Works constructively and collaboratively with others and across organizations to accomplish organization goals and objectives.	4.50	0.81	Role Model
Service Orientation	4.31	0.75	Consistently Demonstrated
1. Can explain and articulate organizational directions, issues and problems.	4.27	0.76	Consistently Demonstrated
2. Takes personal responsibility for dealing with and/or correcting customer service issues and concerns.	4.41	0.83	Consistently Demonstrated
3. Initiates activities that promote advocacy for men and women empowerment.	4.21	0.92	Consistently Demonstrated
4. Participates in updating office vision, mission, mandates and strategies based on DepEd strategies and directions.	4.32	0.84	Consistently Demonstrated
5. Develops and adopts service improvement program through simplified procedures that will further enhance service delivery.	4.32	0.81	Consistently Demonstrated
Innovation	4.21	0.73	Consistently Demonstrated
1. Examines the root cause of problems and suggests effective solutions. Foster new ideas, processes and suggests better ways to do things (cost and/or operational efficiency).	4.15	0.81	Consistently Demonstrated
2. Demonstrates an ability to think “beyond the box”. Continuously focuses on improving personal productivity to create higher value and results.	4.18	0.78	Consistently Demonstrated
3. Promotes a creative climate and inspires co-workers to develop original ideas or solutions.	4.29	0.86	Consistently Demonstrated
4. Translates creative thinking into tangible changes and solutions that improve the work unit and organization.	4.19	0.81	Consistently Demonstrated
5. Uses ingenious methods to accomplish responsibilities. Demonstrates resourcefulness and the ability to succeed with minimal resources.	4.22	0.75	Consistently Demonstrated
Gender Sensitivity	4.58	0.77	Role Model

1. Recognizes and respects individual differences.	4.64	0.79	Role Model
2. Does not discriminate persons on the basis of Sexual Orientation, Gender Identity, Gender Expression, and Sex Characteristics (SOGIESC).	4.63	0.81	Role Model
3. Promotes gender equality, diversity, and inclusion in the workplace.	4.62	0.79	Role Model
4. Has zero-tolerance to gender biases, discriminatory and exclusionary behaviors and practices.	4.51	0.82	Role Model
5. Taking affirmative action to address gender inequalities.	4.49	0.82	Consistently Demonstrated
BEHAVIORAL COMPETENCE (As a whole)	4.36	0.70	Consistently Demonstrated

Legend: (4.500-5.000)-Role Model; (3.500-4.499)-Consistently Demonstrated; (2.500-3.499)-Most of the Time Demonstrated; (1.500-2.499)-Sometimes Demonstrated; (1.000-1.499)-Rarely Demonstrated

Table 1 presents the level of behavioral competence of teachers as a whole and when grouped in terms of Self-Management, Professionalism and Ethics, Results Focus, Teamwork, Service Orientation, Innovation, and Gender Sensitivity.

As shown in the table, in terms of Self-Management, teachers obtained a mean score of 4.30 interpreted as Consistently Demonstrated. This implies that teachers consistently exhibit behaviors related to effective self-regulation, personal development, and goal attainment. Among the indicators, teachers obtained the highest mean score of 4.39 on "Displays emotional maturity and enthusiasm for and is challenged by higher goals," interpreted as Consistently Demonstrated, while the lowest mean score of 4.21 was obtained by "Prioritizes work tasks and schedules to achieve goals," also interpreted as Consistently Demonstrated. The standard deviation values, which range from 0.75 to 0.84, show that the responses were fairly consistent across all indicators. This means that most teachers shared similar views about their self-management skills, with only slight differences in their ratings. The results are consistent with the study of Lacorte (2025), which revealed that effective time management practices, such as prioritization, scheduling, and task organization, enable teachers to successfully accomplish multiple responsibilities while maintaining their well-being. Efficient time management not only improves productivity but also reduces work-related stress and promotes greater professional satisfaction among educators.

For Professionalism and Ethics, teachers obtained a mean score of 4.45 interpreted as Consistently Demonstrated. The indicators "Demonstrates the values and behavior enshrined in the Norms and Conduct and Ethical Standards for public officials and employees (RA 6713)," "Maintains a professional image," and "Practices ethical and professional behavior and conduct" obtained mean scores of 4.57, 4.52, and 4.51, respectively, all interpreted as Role Model. Further, the standard deviation of 0.75 for the overall Professionalism and Ethics domain indicates that the respondents' ratings were generally consistent. The indicator standard deviations, ranging from 0.81 to 0.83, suggest only slight variations in responses, reflecting a high level of agreement among the teachers. This implies that teachers highly uphold ethical standards, integrity, and professionalism in the discharge of their duties. The findings are further supported by the provisions of Republic Act No. 6713, which requires public officials and employees, including teachers, to demonstrate professionalism, accountability, commitment to public service, and ethical behavior in the performance of their responsibilities. In support of this, Quijano (2025) reported that public school teachers generally manifest high levels of awareness and adherence to these ethical principles, indicating their strong commitment to learner welfare and the preservation of professional integrity.

Furthermore, in terms of Results Focus, teachers attained a mean score of 4.20 interpreted as Consistently Demonstrated. The indicator "Expresses a desire to do better and may express frustration at waste or inefficiency" obtained the highest mean score of 4.37, interpreted as Consistently Demonstrated, while "Delivers

error-free outputs most of the time" obtained the lowest mean score of 4.01, also interpreted as Consistently Demonstrated. Consistently, the overall standard deviation of 0.70 indicates that the respondents' ratings were closely clustered around the mean, reflecting a high level of consistency in their perceptions of results-focused competencies. This implies that teachers continuously seek ways to improve their work and perform tasks more efficiently. Despite occasional difficulties in producing error-free outputs, they remain dedicated to enhancing their performance and achieving organizational goals. The findings are supported by Belmes et al. (2025), who reported that teachers with high levels of emotional well-being and organizational commitment tend to demonstrate more effective instructional delivery. Factors such as work satisfaction, self-efficacy, and school connectedness enhance teachers' motivation, resilience, and classroom performance.

Regarding Teamwork, teachers gained a mean score of 4.48 interpreted as Consistently Demonstrated. The indicators "Willingly does his/her share of responsibility," "Promotes collaboration and removes barriers to teamwork and goal accomplishment across the organization," and "Works constructively and collaboratively with others and across organizations" obtained mean scores of 4.61, 4.51, and 4.50, respectively, all interpreted as Role Model. The overall standard deviation of 0.77 indicates that the respondents' ratings were fairly consistent across the teamwork indicators. Likewise, the individual standard deviation values, ranging from 0.81 to 0.84, reflect only minimal variation in responses. The findings indicate that teachers foster a collaborative work environment that contributes to school effectiveness and the successful implementation of educational programs. This finding is supported by García-Martínez et al. (2021), who emphasized that teacher collaboration, built on communication, trust, openness, and shared participation, strengthens school improvement and enhances organizational effectiveness. Similarly, Kraft et al. (2021) found that collaborative inquiry, including lesson co-planning, peer observation, and constructive feedback, significantly improves teacher performance and instructional effectiveness, highlighting the value of teamwork in achieving school goals.

With respect to Service Orientation, teachers obtained a mean score of 4.31 interpreted as Consistently Demonstrated. The indicator "Takes personal responsibility for dealing with and/or correcting customer service issues and concerns" obtained the highest mean score of 4.41, interpreted as Consistently Demonstrated, while "Initiates activities that promote advocacy for men and women empowerment" obtained the lowest mean score of 4.21, also interpreted as Consistently Demonstrated. In terms of Standard Deviation, the respondents' ratings were generally consistent, with responses closely clustered around the mean. Likewise, the values for the individual indicators, ranging from 0.76 to 0.92, suggest only slight variations in responses. This implies that teachers consistently demonstrate accountability and responsiveness in addressing stakeholders' needs and concerns. The findings are supported by (Parra & Ching, 2025) which revealed that direct instructional supervision, particularly in lesson planning, delivery, and assessment, significantly improves teacher performance by providing guidance and constructive feedback. Likewise, school leaders who demonstrate supportive and servant leadership practices foster greater teacher motivation, commitment, and retention.

The dimension of Innovation revealed that the teachers obtained a mean score of 4.21 interpreted as Consistently Demonstrated. The indicator "Promotes a creative climate and inspires co-workers to develop original ideas or solutions" obtained the highest mean score of 4.29, interpreted as Consistently Demonstrated, while "Examines the root cause of problems and suggests effective solutions" obtained the lowest mean score of 4.15, also interpreted as Consistently Demonstrated. Similarly, the standard deviation values for the individual indicators, ranging from 0.75 to 0.86, show only slight differences in responses. This suggests that teachers remain open to new ideas and continuously seek ways to improve instructional and organizational practices. The results are consistent with the study of Kanlayakaew et al. (2025) which states that teacher innovativeness comprises several interrelated components, namely initiative, observation and questioning, interaction with others, application of knowledge, and adaptability. Among these dimensions, adaptability emerged as a critical characteristic that allows teachers to respond effectively to changing educational contexts and emerging instructional demands.

Finally, the Gender Sensitivity dimension yielded a mean score of 4.58 interpreted as Role Model. The indicators "Recognizes and respects individual differences," "Does not discriminate persons on the basis of Sexual Orientation, Gender Identity, Gender Expression, and Sex Characteristics (SOGIESC)," and "Promotes gender equality, diversity, and inclusion in the workplace" obtained mean scores of 4.64, 4.63, and 4.62, respectively, all interpreted as Role Model. Moreover, the overall standard deviation of 0.77 indicates that the respondents' ratings were generally consistent, with responses closely clustered around the mean. This implies that teachers

highly value diversity, equity, and inclusivity in the educational setting. These findings are consistent with the study of Pfitzner-Eden et al. (2023), which found that teachers' professional competence includes creating equitable and inclusive learning environments where diversity is respected and all learners are treated fairly regardless of their backgrounds. Similarly, UNESCO (2023) emphasized that gender-responsive teachers play a vital role in fostering safe, inclusive, and equitable learning environments by demonstrating professional behaviors that uphold respect, diversity, and equal opportunities for all learners.

As a whole, teachers obtained an overall mean score of 4.36 interpreted as Consistently Demonstrated. Similarly, the standard deviation of 0.70 indicates that although teachers generally rated their behavioral competence highly, their responses varied to some extent. Most of the ratings were close to the overall mean, showing that teachers shared similar perceptions of their behavioral competence. This indicates that teachers consistently exhibit the behavioral competencies necessary for effective teaching and professional practice. The findings suggest that teachers possess the personal and professional attributes needed to contribute positively to instructional effectiveness, organizational success, and the holistic development of learners.

The findings are supported by the study of Cabañero et al. (2025), which revealed that public school teachers generally demonstrate high levels of behavioral competencies in areas such as self-management, professionalism, ethics, and teamwork. These competencies significantly contribute to effective instructional practices and overall teacher performance.

Additionally, Peneyra (2025) found that teachers who exhibit strong behavioral competencies are more likely to enhance instructional effectiveness and positively influence students' academic achievement. These studies affirm that teachers who consistently demonstrate desirable behavioral competencies contribute not only to organizational effectiveness but also to the holistic development of learners.

Level of Teachers' Emotional Quotient

Table 2 presents the level of emotional quotient as perceived by the teachers who participated in the study.

Table 2. Level of Teachers' Emotional Quotient.

Statements	Mean	SD	Interpretation
1. I sense when my energy is low, and take a break to "recharge."	4.38	0.82	Very High
2. I pay attention to the physical signs of an emotional response.	4.32	0.81	Very High
3. I admit my mistakes and apologize.	4.52	0.84	Very High
4. I wait until I have all the pertinent information before expressing my opinion.	4.29	0.85	Very High
5. I let go of sadness, anger, or fears from the past and I can move on.	4.20	0.88	High
6. I realize that as a person, I have strengths and weaknesses.	4.66	0.82	Very High
7. I take time for quiet reflection.	4.40	0.88	Very High
8. I know I am not perfect, but I value who I am.	4.66	0.79	Very High
9. I can usually identify the emotion I am feeling when an event occurs.	4.45	0.80	Very High
10. I know my values and goals.	4.59	0.82	Very High
11. I can stop long enough to consider my emotions	4.19	0.82	High
12. I often "reframe" my initial interpretation of an emotion.	4.17	0.78	High
13. I am good at managing my moods, and try not to bring negative emotions to work.	4.26	0.84	Very High
14. I regulate how much I "open up" with people, both allowing an emotion and curtailing it when necessary.	4.24	0.83	Very High
15. I neither bury my anger nor let it explode.	4.02	0.88	High
EMOTIONAL QUOTIENT (Overall Mean)	4.36	0.69	Very High

Legend: (4.21-5.00)-Very High; (3.41-4.20)-High; (2.61-3.40)-Average; (1.81-2.60)-Low; (1.00-1.80)-Very Low

Table 2 presents the level of emotional quotient as perceived by teachers. Emotional quotient refers to an individual's ability to recognize, understand, and manage emotions effectively.

As shown in the table, teachers obtained an overall mean score of 4.36 interpreted as "Very High." This finding indicates that, as perceived by teachers, they possess a very high level of emotional quotient. The indicators "I realize that as a person, I have strengths and weaknesses" and "I know I am not perfect, but I value who I am" obtained the highest mean score of 4.66, interpreted as "Very High." Likewise, the indicator "I know my values and goals" obtained a mean score of 4.59, interpreted as "Very High," indicating that teachers have a clear understanding of their personal values and professional aspirations.

Furthermore, the indicator "I admit my mistakes and apologize" got a mean score of 4.52, interpreted as "Very High." Additionally, the indicators "I can usually identify the emotion I am feeling when an event occurs," "I take time for quiet reflection," "I sense when my energy is low, and take a break to recharge," and "I pay attention to the physical signs of an emotional response" obtained mean scores of 4.45, 4.40, 4.38, and 4.32, respectively, all interpreted as "Very High." These findings indicate that teachers are emotionally aware and consciously engage in practices that promote emotional well-being.

Similarly, the indicators "I wait until I have all the pertinent information before expressing my opinion," "I am good at managing my moods and try not to bring negative emotions to work," and "I regulate how much I open up with people, both allowing an emotion and curtailing it when necessary" attained mean scores of 4.29, 4.26, and 4.24, respectively, all interpreted as "Very High."

On the other hand, the indicators "I let go of sadness, anger, or fears from the past and I can move on," "I can stop long enough to consider my emotions," "I often reframe my initial interpretation of an emotion," and "I neither bury my anger nor let it explode" obtained mean scores of 4.20, 4.19, 4.17, and 4.02, respectively, and were interpreted as "High."

The standard deviation of 0.69 suggests that the teachers' responses were fairly consistent, with most ratings falling close to the overall mean. Although there were slight differences in individual responses, these variations were minimal, indicating that emotional quotient is a common strength shared by the respondents.

Overall, the findings reveal that teachers possess a very high level of emotional quotient. These results are consistent with the findings of Jimenez (2021), who reported that secondary school teachers with high emotional quotient consistently demonstrated very satisfactory teaching performance. Teachers who possess greater emotional competence are better equipped to regulate stress, communicate effectively with learners, and maintain positive interactions with colleagues and parents.

The findings are further reinforced by the study of Channa et al. (2025), which established that emotional intelligence significantly predicts classroom management effectiveness and student outcomes. Moreover, emotional intelligence serves as a protective factor against occupational stress and emotional exhaustion. A systematic review conducted by Jaikla and Piyakun (2025) emphasized that teachers regularly engage in emotional labor as they manage their feelings to meet professional expectations. While surface acting often contributes to burnout, teachers who practice deep acting—genuinely regulating their emotions—are more likely to maintain professional commitment and psychological well-being. This finding supports the present study by suggesting that teachers with very high emotional quotient possess healthier emotional regulation strategies that enable them to cope effectively with workplace challenges.

Level of Teachers' Work-Life Balance

The table below shows the level of work-life balance as perceived by teachers. It reflects how teachers balance the demands of their work with their personal and family responsibilities.

Table 3. Level of Work-Life Balance.

Statements	Mean	SD	Interpretation
1. My personal life suffers because of work	3.34	1.04	Good

2. My job makes personal life difficult	3.41	1.07	Very Good
3. I neglect personal needs because of work	3.46	0.99	Very Good
4. I put personal life on hold for work	3.47	1.01	Very Good
5. I miss personal activities because of work	3.49	1.08	Very Good
6. I struggle to juggle work and non-work	3.30	1.03	Good
7. I am unhappy with the amount of time for non-work activities	3.50	1.05	Very Good
8. My personal life drains me of energy for work	3.40	1.13	Good
9. I am too tired to be effective at work	3.07	1.20	Good
10. My work suffers because of my personal life	3.50	1.23	Very Good
11. It is hard to work because of personal matters	3.40	1.14	Good
12. My personal life gives me energy for my job	3.82	1.06	Very Good
13. My job gives me energy to pursue personal activities	3.76	0.92	Very Good
14. I have a better mood at work because of personal life	3.80	0.89	Very Good
15. I have a better mood because of my job	3.73	0.91	Very Good
WORK-LIFE BALANCE (Overall Mean)	3.50	0.53	Very Good

Legend: (4.21-5.00)-Excellent; (3.41-4.20)-Very Good; (2.61-3.40)-Good; (1.81-2.60)-Fair; (1.00-1.80)-Poor

Table 3 presents the level of work-life balance as perceived by teachers. Work-life balance refers to an individual's ability to effectively manage and harmonize work responsibilities and personal life demands. Achieving a healthy balance between professional and personal roles is essential for teachers as it contributes to their well-being, job satisfaction, and overall effectiveness in the workplace.

As shown in the table, teachers obtained an overall mean score of 3.50 with a standard deviation of 0.53, interpreted as "Very Good." This finding indicates that, as perceived by teachers, they maintain a very good level of work-life balance. The indicators "My personal life gives me energy for my job," "I have a better mood at work because of personal life," "My job gives me energy to pursue personal activities," and "I have a better mood because of my job" obtained mean scores of 3.82, 3.80, 3.76, and 3.73, respectively, all interpreted as "Very Good." These findings imply that teachers experience positive balance between their work and personal lives.

Likewise, the reverse-coded indicators "I am unhappy with the amount of time for non-work activities" and "My work suffers because of my personal life" both obtained a mean score of 3.50, interpreted as "Very Good." Similarly, the indicators "I miss personal activities because of work," "I put personal life on hold for work," "I neglect personal needs because of work," and "My job makes personal life difficult" obtained mean scores of 3.49, 3.47, 3.46, and 3.41, respectively, all interpreted as "Very Good." Considering that these items were reverse-coded, the findings indicate that teachers generally do not allow work demands to interfere significantly with their personal lives and are able to allocate adequate time and attention to their personal needs and activities.

Additionally, the reverse-coded indicators "My personal life suffers because of work," "My personal life drains me of energy for work," "It is hard to work because of personal matters," and "I struggle to juggle work and non-work" obtained mean scores of 3.34, 3.40, 3.40, and 3.30, respectively, all interpreted as "Good." Likewise, the indicator "I am too tired to be effective at work" obtained the lowest mean score of 3.07, also interpreted as "Good." Based on the reverse-coded statements, the results suggest that teachers generally have low levels of work-life conflict and fatigue, although they may still face some challenges in balancing work and personal life.

The findings reveal that teachers possess a very good level of work-life balance. This indicates that teachers are generally successful in integrating their professional and personal roles, thereby maintaining their well-being while effectively fulfilling their responsibilities in both domains. The present findings are supported by Zhou et al. (2021), who reported that teachers with better work-life balance experience greater job satisfaction, improved psychological well-being, and higher life satisfaction. Their study emphasized that minimizing work–family conflict enables teachers to perform their professional responsibilities more effectively while maintaining healthier personal lives.

Similarly, Cortini et al. (2021) found that work–family balance serves as a key mechanism linking workplace and family resources to teachers' life satisfaction. Their findings suggest that teachers who receive sufficient support from both domains are more likely to experience greater well-being and maintain a positive balance between their professional and personal responsibilities. The findings are likewise consistent with Mulyani et al. (2021), who concluded that maintaining work-life balance enhances teachers' emotional regulation and reduces burnout. This enables teachers to cope more effectively with occupational stress while sustaining high levels of professional performance and well-being.

Level of Teachers' Instructional Performance

Table 4 shows the level of work-life balance as perceived by teachers.

Table 4. Level of Teachers' Instructional Performance.

Statements	Mean	SD	Interpretation
1. Apply knowledge of content within and across curriculum teaching areas,	4.51	0.92	Outstanding
2. Use range of teaching strategies that enhance learner achievement in literacy and numeracy skills.	4.46	0.92	Very Satisfactory
3. Apply range of teaching strategies to develop critical and creative thinking as well as higher order thinking skills.	4.42	0.93	Very Satisfactory
4. Manage classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within the range of physical learning environments.	4.50	0.86	Outstanding
5. Manage learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environment.	4.45	0.95	Very Satisfactory
6. Use differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests and experiences.	4.41	0.89	Very Satisfactory
7. Plan, manage and implement developmentally sequenced teaching and learning process to meet curriculum requirements and varied teaching contexts.	4.42	0.89	Very Satisfactory
8. Select, develop, organize and use appropriate teaching and learning resources including ICT to address learning goals.	4.49	0.89	Very Satisfactory
9. Design, select, organize and use appropriate diagnostic, formative and summative assessment strategies consistent with curriculum requirements.	4.47	0.90	Very Satisfactory
INSTRUCTIONAL PERFORMANCE (Overall Mean)	4.46	0.85	Very Satisfactory

Legend: (4.500-5.000)-Outstanding; (3.500-4.499)-Very Satisfactory; (2.500-3.499)-Satisfactory; (1.500-2.499)-Unsatisfactory; (1.000-1.499)-Poor

Table 4 presents the level of instructional performance as perceived by teachers. Instructional performance refers to teachers' effectiveness in planning, delivering, managing, and assessing instruction to facilitate meaningful learning experiences among students.

As shown in the table, teachers registered an overall mean score of 4.46 with a standard deviation of 0.85, interpreted as "Very Satisfactory." This finding indicates that, as perceived by teachers, they demonstrate a very satisfactory level of instructional performance. The result suggests that teachers consistently exhibit the competencies necessary to effectively facilitate learning and meet curriculum standards. The indicator "Apply knowledge of content within and across curriculum teaching areas" recorded the highest mean score of 4.51,

interpreted as "Outstanding." This implies that teachers possess strong mastery of subject matter and are capable of integrating concepts across different learning areas. Likewise, the indicator "Manage classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within the range of physical learning environments" posted a mean score of 4.50, interpreted as "Outstanding." This suggests that teachers are highly effective in creating engaging and learner-centered environments that promote active participation and meaningful learning.

Furthermore, the indicators "Select, develop, organize and use appropriate teaching and learning resources including ICT to address learning goals," "Design, select, organize and use appropriate diagnostic, formative and summative assessment strategies consistent with curriculum requirements," and "Use range of teaching strategies that enhance learner achievement in literacy and numeracy skills" garnered mean scores of 4.49, 4.47, and 4.46, respectively, all interpreted as "Very Satisfactory." These findings imply that teachers effectively utilize instructional resources, integrate technology, employ appropriate assessment strategies, and use varied teaching approaches to address diverse learning needs.

Similarly, the indicators "Manage learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environment," "Apply range of teaching strategies to develop critical and creative thinking as well as higher order thinking skills," and "Plan, manage and implement developmentally sequenced teaching and learning process to meet curriculum requirements and varied teaching contexts" registered mean scores of 4.45, 4.42, and 4.42, respectively, all interpreted as "Very Satisfactory." These findings suggest that teachers are capable of maintaining positive classroom environments, promoting higher-order thinking skills, and implementing well-structured instructional processes. Such competencies are vital in fostering learners' academic growth and preparing them for the demands of the twenty-first century.

On the other hand, the indicator "Use differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests and experiences" received the lowest mean score of 4.41, interpreted as "Very Satisfactory." Although this indicator received the lowest rating, the result still indicates that teachers regularly provide differentiated instruction to accommodate learner diversity.

As a whole, the findings reveal that teachers demonstrate a very satisfactory level of instructional performance with a mean of 4.46. This implies that teachers possess the necessary pedagogical knowledge, skills, and competencies to effectively facilitate learning, manage classrooms, and assess student progress.

The findings are consistent with the work of Hattie (2023), who emphasized that teacher expertise remains one of the most influential school-related factors affecting student achievement. According to Hattie, teachers who effectively plan instruction, provide meaningful feedback, use diverse teaching strategies, and foster positive classroom climates significantly enhance students' learning outcomes. The outstanding ratings obtained in content mastery and classroom management in the present study reflect these characteristics of highly effective teaching.

The present findings are supported by the study of Obediente et al. (2024), which emphasized that motivated employees, particularly those in academic institutions, are more likely to embrace challenges, pursue continuous professional development, and make meaningful contributions to their organizations. The authors further explained that motivation is strengthened through factors such as financial incentives, recognition, opportunities for career advancement, and a supportive work environment. These factors enhance employees' job satisfaction, organizational commitment, and overall productivity. Similarly, the findings are reinforced by Zeb et al. (2024), who reported that employees receiving consistent supervisory support develop higher levels of self-efficacy, which significantly improves their job performance. Their study highlighted that employees who believe in their capabilities are more likely to perform their duties effectively and achieve organizational goals.

Relationship between the Behavioral Competence and Instructional Performance

The table below shows the relationship between behavioral competence and instructional performance among teachers. Specifically, it examines whether behavioral competence is significantly associated with teachers' instructional performance.

Table 5. Relationship between the Behavioral Competence and Instructional Performance.

Variable	Test Statistics (r_s)	p-value	Decision for H_0	Interpretation
Behavioral Competence vs. Instructional Performance	0.667**	<0.001	Reject H_0	Significant

Table 5 presents the relationship between behavioral competence and instructional performance among teachers. As shown in the table, the analysis yielded a p-value of less than 0.001. Since the p-value is lower than the 0.05 level of significance, the null hypothesis was rejected. Thus, there is a significant relationship between behavioral competence and instructional performance.

This means that teachers who demonstrate higher levels of behavioral competence also tend to exhibit better instructional performance. In other words, as teachers consistently practice self-management, professionalism and ethics, results focus, teamwork, service orientation, innovation, and gender sensitivity, their effectiveness in delivering instruction likewise improves.

The findings imply that behavioral competence is an important factor in enhancing instructional performance. Teachers who possess positive work behaviors, collaborate effectively with others, uphold professional standards, and remain committed to continuous improvement are more likely to create meaningful learning experiences for their students.

The findings are supported with the study of Angel and Cruz (2025), which found that teachers' self-awareness significantly predicts work engagement and instructional performance. Their study revealed that teachers who possess strong behavioral competencies, particularly self-awareness and emotional regulation, demonstrate greater commitment to their work and achieve higher levels of teaching effectiveness. This supports the present finding that behavioral competence contributes significantly to instructional performance.

Relationship between the Emotional Quotient and Instructional Performance

The following table illustrates the relationship between teachers' behavioral competence and instructional performance. It seeks to determine whether a significant relationship exists between these two variables.

Table 6. Relationship between the Emotional Quotient and Instructional Performance.

Variable	Test Statistics (r_s)	p-value	Decision for H_0	Interpretation
Emotional Quotient vs. Instructional Performance	0.557**	<0.001	Reject H_0	Significant

Table 6 illustrates the relationship between teachers' emotional quotient and instructional performance. The results revealed a p-value of less than 0.001. Since the obtained p-value is lower than the 0.05 level of significance, the null hypothesis was rejected. This indicates that a significant relationship exists between emotional quotient and instructional performance.

The results suggest that teachers with higher levels of emotional quotient are more likely to demonstrate enhanced instructional performance. Specifically, teachers who effectively manage their emotions, exhibit empathy, maintain motivation, and establish positive interpersonal relationships tend to perform better in their instructional responsibilities.

These findings highlight the crucial role of emotional quotient in promoting effective teaching practices. Teachers with strong emotional competencies are better equipped to handle classroom challenges, foster meaningful interactions with students, and maintain a positive learning atmosphere.

The present findings are strongly supported by recent evidence demonstrating that emotional intelligence is one of the key predictors of teacher effectiveness. A comprehensive systematic review by Anshu (2024) synthesized empirical studies conducted across different educational settings and concluded that emotional intelligence consistently enhances teacher effectiveness by improving classroom management, instructional delivery, teacher–student relationships, and overall learning outcomes. The review further emphasized that emotionally intelligent teachers create more supportive and inclusive learning environments, resulting in higher student engagement and improved instructional quality.

Consistently, Aldrup et al. (2024) conducted a systematic review integrating research on emotion regulation, emotional labor, coping, and emotional intelligence. Their review found that teachers' ability to regulate emotions is directly associated with teaching effectiveness through improved teacher–student interactions, stronger classroom climate, and better instructional practices.

The findings are likewise supported by Channa et al. (2025), who found that teachers' emotional intelligence significantly predicts classroom management and student outcomes. Their study demonstrated that emotionally intelligent teachers communicate more effectively, establish stronger rapport with learners, minimize disruptive behaviors, and facilitate more productive learning environments.

Relationship between the Work-Life Balance and Instructional Performance

The table below presents the relationship between work-life balance and instructional performance among teachers. Specifically, it examines whether work-life balance is significantly related with teachers' instructional performance.

Table 7. Relationship between the Work-Life Balance and Instructional Performance.

Variable	Test Statistics (r_s)	p-value	Decision for H_0	Interpretation
Work-Life Balance vs.	0.294**	<0.001	Reject H_0	Significant
Instructional Performance				

Table 7 presents the relationship between work-life balance and instructional performance among teachers. As shown in the table, the analysis yielded a p-value of less than 0.001 which is lower than the 0.05 level of significance, the null hypothesis was rejected. Thus, there is a significant relationship between work-life balance and instructional performance.

This means that teachers who maintain a better balance between their work and personal lives tend to demonstrate higher levels of instructional performance, although the relationship is not particularly strong. In other words, as teachers effectively manage their professional responsibilities alongside their personal and family commitments, their teaching performance tends to improve.

The findings suggest that work-life balance plays a meaningful role in teachers' instructional effectiveness. Teachers who are able to balance work demands with personal well-being are more likely to experience reduced stress, increased job satisfaction, and enhanced productivity in the classroom.

Tetteh et al. (2023) reported that teachers who experience healthier work-life balance exhibit higher levels of work engagement and lower levels of burnout, enabling them to sustain instructional quality and maintain positive relationships with learners. Their findings suggest that while work-life balance enhances teaching effectiveness, its impact is often mediated by psychological well-being and organizational conditions.

The findings are likewise consistent with the systematic review conducted by Hasan et al. (2024), which concluded that work-life balance has a positive influence on employee performance across various professions, including education. The review found that employees who effectively manage work and family responsibilities experience lower occupational stress, greater job satisfaction, and improved work outcomes.

CONCLUSION

Based on the findings, the study concludes that teachers demonstrate high levels of behavioral competence, emotional quotient, work-life balance, and instructional performance, reflecting their strong professional, emotional, and pedagogical capabilities. Furthermore, behavioral competence, emotional quotient, and work-life balance all have significant positive influences on instructional performance, with behavioral competence emerging as the strongest predictor, emphasizing the importance of developing teachers' professional competencies, emotional well-being, and work-life balance to enhance instructional effectiveness.

Future studies may include teachers from different Schools Divisions and regions to provide broader and more representative findings. Interviews and focus-group discussions may also be used to better understand teachers' experiences with emotional well-being, work-life balance, and behavioral competence. Where possible, future researchers may also combine self-reported responses with objective measures of teacher performance and workplace conditions to provide a more complete understanding of instructional performance.

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