

**Understanding the Interplay Between,
Digital Transformational Leadership,
Work-Life Balance, and
Teacher Well-Being**

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ABSTRACT

This study investigated the interplay between digital transformational leadership, work-life balance, and teacher well-being among elementary school teachers in the Municipality of Kalamansig, Sultan Kudarat. It aimed to determine the levels of digital transformational leadership, work-life balance, and teacher well-being; examine their interrelationships; and identify which factor(s) significantly predict teacher well-being. A quantitative, descriptive-correlational research design was employed. Using purposive quota sampling, 250 full-time elementary teachers participated in the study. Data were collected via adopted and validated Likert-scale questionnaires measuring digital transformational leadership (knowledge sharing, emotional intelligence, visionary leadership, digital citizenship, and systemic improvement), work-life balance (nature of work, work flexibility, workload, compensation, organizational support, and personal life), and teacher well-being (workload well-being, organizational well-being, and student interaction well-being). Statistical analyses included mean, standard deviation, Pearson correlation, and regression analysis. Results showed that teachers perceived high levels of digital transformational leadership and work-life balance, while overall teacher well-being was moderate to high. Correlation analysis revealed a significant positive relationship between digital transformational leadership and teacher well-being, whereas work-life balance was not significantly correlated with well-being. Regression analysis indicated that digital transformational leadership significantly predicts teacher well-being, explaining 14.4% of its variance. The findings highlight the importance of digitally empowered transformational leadership in enhancing teacher well-being and suggest that fostering supportive leadership practices may be more influential than work-life balance alone. These insights have implications for policy-making, leadership development, and institutional interventions aimed at improving teacher welfare in semi-urban educational settings.

Keyword: Digital Transformational Leadership, Work-Life Balance, Teacher Well-Being, Educational Policy and Leadership, Teacher Development and Support

UN Sustainable Development Goals (SDGs) Aligned: SDG Goal 4: Quality Education

INTRODUCTION

Teacher well-being has increasingly become a global concern due to rising levels of stress, burnout, and mental health challenges that threaten both educator retention and the overall quality of education. In the Philippines, research indicates that while teachers report moderate to high levels of well-being, they continue to experience significant psychological strain, particularly during pandemic-related school closures (Alcañiz et al., 2021; Liwag et al., 2023). Teacher well-being is critical not only for educators' personal health but also for instructional quality, student engagement, and long-term teacher retention (Aldrup et al., 2023; Fiori et al., 2023). Consequently, understanding the factors that promote or hinder well-being has become essential for educational policy and practice.

Among the factors influencing teacher well-being, leadership practices—especially digital transformational leadership—and work–life balance have emerged as significant determinants. Digital transformational leaders, who exhibit vision, emotional intelligence, and digital fluency, can create supportive environments that foster collaboration, professional autonomy, and resilience among teachers (Yani et al., 2023; Meidelina et al., 2023). In parallel, effective work–life balance, characterized by manageable workloads, flexible scheduling, and organizational support, contributes positively to teachers' emotional, psychological, and professional health (Duran et al., 2024; Wang et al., 2023). Both elements are therefore critical in shaping the overall well-being of educators in contemporary learning environments.

Despite these insights, most existing studies tend to investigate these variables separately and often lack a localized, quantitative perspective. Recognizing this gap, the present study aims to examine the interplay between digital transformational leadership, work–life balance, and teacher well-being in the Philippine context. By exploring these relationships, the study seeks to provide evidence-based recommendations for educational leaders and policymakers to enhance teacher well-being, promote sustainable teaching practices, and ultimately improve educational outcomes

METHODS

Research Design

The researcher employed a quantitative research design, particularly a descriptive-correlational approach, to carefully explore the relationship between digital transformational leadership and work–life balance with teacher well-being. This design involved gathering and analyzing numerical data, which allowed for the identification of patterns, relationships, and cause-and-effect associations between variables. As a method for testing hypotheses and theories, this approach provided a structured and

unbiased way to measure behaviors, attitudes, and other defined variables, and to draw conclusions from a wider population sample (Creswell & Creswell, 2018).

Moreover, this study utilized a descriptive-correlational research design. A descriptive research design was a method that collected data in order to systematically describe a phenomenon, circumstance, or population (Rassel, 2020). More specifically, it helped in providing answers to the research problem's what, when, where, and how questions rather than its why. The descriptive-correlational research design was used to determine the level of agreement in work-life balance and the level of job satisfaction of elementary teachers. Additionally, the relationship between the variables of work-life balance and job satisfaction of teachers, as well as the influence of work-life balance on teacher job satisfaction, was determined.

On the other hand, correlational research design measured two or more closely connected variables and evaluated the relationship between or among these variables (Stangor, 2019). In this study, a correlational research design was used to measure the relationship between digital transformational leadership and work-life balance with teacher well-being.

Research Locale

This study was conducted in the Municipality of Kalamansig, which served as an educational hub for various barangays, hosting a diverse range of public schools. The province was selected due to its accessibility and the ample population of elementary education teachers, which provided a rich and representative sample for investigating the interplay between digital transformational leadership, work-life balance, and teacher well-being. As the educational environment in the city continued to evolve, marked by anticipated shifts in pedagogical practices, systemic reforms, and the increasing integration of digital technologies, it presented a dynamic context for examining how leadership approaches and personal-professional equilibrium may affect educators' overall wellness.

Moreover, the distinct socio-demographic landscape of the province, coupled with the varying levels of technological adoption and institutional support across schools, contribute to a complex and meaningful backdrop for this research. The diversity of academic institutions within the area will not only reflected differing organizational cultures but will also offered a compelling setting to explore how digital leadership strategies may either reinforce or alleviate challenges in teacher well-being and work-life balance. These contextual factors made the Municipality of Kalamansig an ideal locale for understanding how such variables may functioned within real-world educational systems.

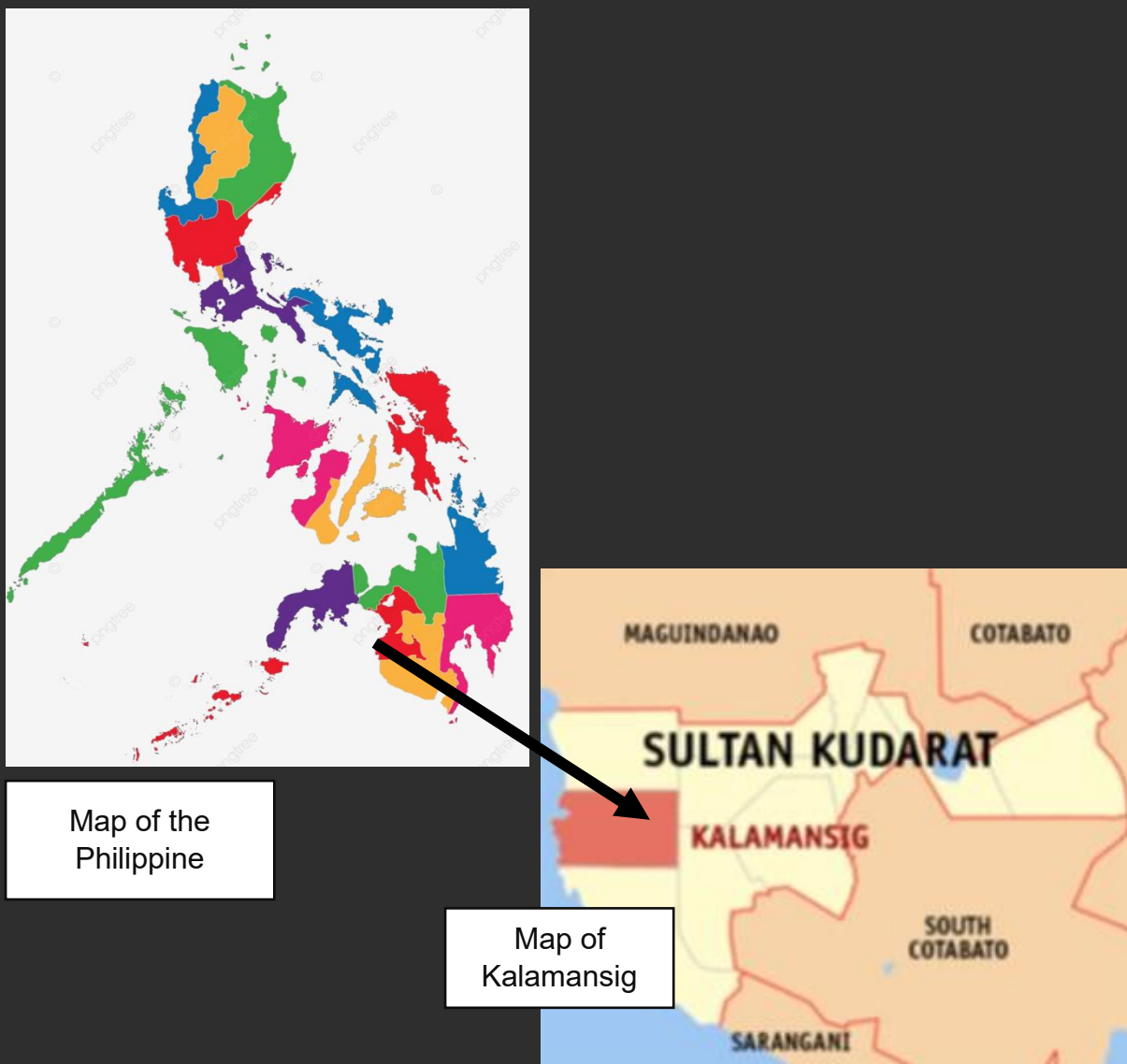


Figure 1. Map of the Philippines and the Municipality of Kalamansig

Research Respondents

The respondents of this study consisted of elementary school teachers who were employed in public institutions across the Municipality of Kalamansig. To be included in the study, respondents had to meet the following criteria: (1) they were currently employed as full-time elementary school teachers, (2) they had rendered at least one year of continuous service in their respective institutions, and (3) they were teaching in DepEd-recognized public schools within Sultan Kudarat. Teachers who were part-time, non-teaching personnel, or affiliated with tertiary-level institutions were excluded from the study.

Given the unknown total number of elementary school teachers in the province, the researcher adopted purposive quota sampling as the sampling technique. This method ensured that respondents were selected based on specific inclusion criteria and allowed the researcher to deliberately gather data from a proportional number of teachers from public schools. Following Krejcie and Morgan’s (1970) guidelines for determining sample size in studies with large or undefined populations, a sample size of approximately 250 respondents was targeted. This number was deemed sufficient to achieve a reliable margin of error and confidence level for studies in the field of education and social sciences.

To support the selection process and verify institutional affiliation, the researcher requested official lists of elementary school teachers from the Department of Education–Sultan Kudarat Division Office. This collaboration helped ensure that only qualified and verified respondents participated in the study.

Research Instrument

The researcher utilized an adopted survey questionnaire that employed a five-point Likert scale, with 5 as the highest and 1 as the lowest. Although the questionnaire was constructed in a manner the researcher deemed convenient for the respondents, the construct of the adopted questionnaire remained the same.

The survey questionnaire for digital transformational leadership was adopted from the study of Anwar and Saraih (2024) entitled *"Digital leadership in the digital era of education: enhancing knowledge sharing and emotional intelligence,"* which had a Cronbach’s Alpha of 0.923. The indicators included visionary leadership, digital citizenship, and systemic improvement, each measured with five items.

Digital Transformational Leadership (DTL)

Range of Means	Description	Interpretation
4.20 – 5.00	Very High	Digital Transformational Leadership is always demonstrated.
3.40 – 4.19	High	Digital Transformational Leadership is often demonstrated.
2.60 – 3.39	Moderate	Digital Transformational Leadership is sometimes demonstrated.
1.80 – 2.59	Low	Digital Transformational Leadership is rarely demonstrated.
1.00 – 1.79	Very Low	Digital Transformational Leadership is not demonstrated.

Work–life balance (WLB) was adapted from the study of Vidya D. Avadhani and Rethy B. Menon (2022), *"Development and standardization of the work-life balance scale for the insurance sector employees,"* which had a Cronbach’s Alpha of 0.816. The indicators included nature of work, work flexibility, workload, compensation, organizational support, and personal life.

Work-Life Balance (WLB)

Range of Means	Description	Interpretation
4.20 – 5.00	Very High	Work-Life Balance is always experienced.
3.40 – 4.19	High	Work-Life Balance is often experienced.
2.60 – 3.39	Moderate	Work-Life Balance is sometimes experienced.
1.80 – 2.59	Low	Work-Life Balance is rarely experienced.
1.00 – 1.79	Very Low	Work-Life Balance is not experienced.

Finally, the survey questionnaire for teacher well-being was adapted from the study of Collie (2014) entitled *"Understanding Teacher Well-being and Motivation: Measurement, Theory, and Change Over Time."* The indicators included workload well-being ($\alpha = 0.84$), organizational well-being ($\alpha = 0.82$), and student interaction well-being ($\alpha = 0.85$).

Teacher Well-Being (TWB)

Range of Means	Description	Interpretation
4.20 – 5.00	Very High	Teacher well-being is always experienced.
3.40 – 4.19	High	Teacher well-being is often experienced.
2.60 – 3.39	Moderate	Teacher well-being is sometimes experienced.
1.80 – 2.59	Low	Teacher well-being is rarely experienced.
1.00 – 1.79	Very Low	Teacher well-being is not experienced.

Data Collection

Before the actual data collection, the researcher sought formal permission from the Dean of the Graduate School to conduct the study. Simultaneously, a Clearance Certificate was requested from the Central Mindanao Colleges – Research Ethics Committee (CMC-REC) to ensure the ethical soundness of the research process. Data collection only commenced upon the approval of the Dean and the issuance of the Ethics Clearance Certificate.

Following institutional approval, the researcher sent separate letters of request to the Department of Education – Division Office and Provincial Office of Sultan Kudarat to seek authorization to conduct the study in public elementary schools. Likewise, letters were addressed to the School Principals of the public elementary schools.

Upon receiving the necessary approvals, the researcher proceeded with the distribution of the survey questionnaires using both online and face-to-face methods. An orientation was conducted for all participants, explaining the purpose of the study, the contents of the informed consent form, and the rights of the respondents, including their

voluntary participation and confidentiality assurance. Respondents were asked to affix their signature on the consent form before answering the questionnaire.

Survey questionnaires were distributed without the assistance of enumerators. Respondents were given at least three (3) days to accomplish the survey forms. In cases where responses were not completed within the initial time frame, follow-up reminders or return visits were made to ensure completeness and data accuracy, while prioritizing the convenience of the participants

The entire data collection process was conducted over a period of one month. Upon retrieval, the gathered data were tallied, analyzed, and interpreted using the appropriate statistical tools suited to the objectives of the study.

Statistical Tools

To ensure systematic and objective presentation, analysis, and interpretation of research data, the appropriate statistical tools were applied.

Mean. This tool was used to describe the level of digital transformational leadership, work–life balance, and teacher well-being.

Standard Deviation. This instrument measured the consistency of the responses from the respondents.

Pearson R. This technique was used to determine the relationship between digital transformational leadership and work–life balance with teacher well-being.

Regression analysis. This method was used to examine the relationship between one dependent variable and one or more independent variables. It helped the researcher understand how changes in the independent variables influenced the outcome being studied, and it has been widely used in fields such as business, economics, healthcare, and social sciences.

A descriptive-correlational research design was employed to determine the levels and relationships among digital transformational leadership, work–life balance, and teacher well-being. The study was conducted in the Municipality of Kalamansig, Sultan Kudarat, which hosts a diverse population of public elementary schools.

Respondents consisted of 250 full-time elementary teachers selected using purposive quota sampling. Inclusion criteria included continuous service of at least one year and teaching in DepEd-recognized public schools.

Instruments included adopted survey questionnaires:

- Digital Transformational Leadership (Anwar & Saraih, 2024; $\alpha = 0.923$), measuring visionary leadership, digital citizenship, and systemic improvement.
- Work–Life Balance (Vidya & Rethy, 2022; $\alpha = 0.816$), measuring nature of work, work flexibility, workload, compensation, organizational support, and personal life.
- Teacher Well-Being (Collie, 2014; $\alpha = 0.82–0.85$), measuring workload well-being, organizational well-being, and student interaction well-being.

Data Collection involved securing ethical clearance, institutional approvals, and participant consent. Surveys were distributed via online and face-to-face methods, with orientations conducted to explain procedures, voluntary participation, and confidentiality. Respondents were given at least three days to accomplish the surveys, with follow-ups as necessary.

Data Analysis employed descriptive statistics to determine levels of the variables and correlational/regression analysis to examine relationships and mediating effects. Ethical considerations, including informed consent, confidentiality, transparency, cultural sensitivity, and community involvement, were strictly observed.

RESULTS AND DISCUSSIONS

This chapter presents the results and discussion of the study entitled “Understanding the Interplay Between, Digital Transformational Leadership, Work-Life Balance, and Teacher Well-Being.” The findings are based on correlational analysis of survey data to determine the relationships among digital transformational leadership, work-life balance, and teacher well-being. The results are discussed in line with the objectives and supported by relevant literature.

QUANTITATIVE DATA-RESULTS

Level of Digital Transformational Leadership

Table 1 presents the descriptive statistical results on the level of digital transformational leadership of institutional heads as perceived by the respondents. The data were analyzed using the mean and standard deviation to describe the extent to which leadership practices are manifested across five dimensions: Knowledge Sharing, Emotional Intelligence, Visionary Leadership, Digital Citizenship, and Systemic Improvement.

Knowledge Sharing. Knowledge sharing was highly evident in the organization ($M = 4.08$, *High*), indicating that leaders actively promoted the exchange and application of knowledge. The highest-rated indicator was the presence of structured processes for distributing knowledge ($M = 4.32$, *Very High*), reflecting well-established systems for information flow. Other indicators were also rated *High*, showing that leaders encouraged learning from experience, rewarded knowledge-sharing, tolerated mistakes, and served as advisers rather than controllers.

These results suggest that leadership fostered a collaborative and supportive environment, enhancing professional growth and organizational performance, consistent with prior research on transformational leadership and knowledge management (Yani et al., 2023; Meidelina et al., 2023).

Emotional Intelligence. In terms of emotional intelligence, institutional heads generally demonstrate a high level of emotional competence, with a category mean of 3.19. Unlike the uniformly high results in visionary leadership, this dimension showed greater variability, suggesting that emotional intelligence is present but not consistently applied. The lowest-rated item, “the institutional head makes rash decisions when

emotional” ($M = 2.97$, $SD = 1.098$), indicates that impulsive decision-making is perceived as occasional rather than frequent. Conversely, leaders were perceived as capable of emotional regulation and flexibility, as reflected in the statement, “My institutional head backs down even when he knows he is right” ($M = 3.14$, $SD = 0.957$), and in valuing consultation in decision-making ($M = 3.09$, $SD = 1.157$). The ability to maintain firmness, as shown in difficulty changing opinions ($M = 3.30$, $SD = 0.974$), alongside setting boundaries when necessary ($M = 3.45$, $SD = 1.128$), highlights assertiveness and sound judgment.

Overall, while emotional intelligence is generally high, variability suggests that self-awareness, emotional regulation, and adaptive decision-making may be strengthened. These findings align with Goleman’s (1995) Emotional Intelligence framework, emphasizing that effective leadership depends on the consistent application of self-awareness, self-regulation, and social skills to influence decision-making and organizational outcomes.

Visionary Leadership. In terms of visionary leadership, respondents consistently indicated a high level of agreement regarding the institutional head’s role in leading technology-driven initiatives, with a category mean of 4.10. The findings show that leaders proactively align digital resources with institutional learning goals, facilitate change to maximize learning outcomes ($M = 4.10$, $SD = 0.590$), and engage in the development and communication of technology-infused strategic plans ($M = 4.08$, $SD = 0.695$). Promotion of programs and allocation of resources to support these plans also scored highly ($M = 4.10$, $SD = 0.517$), reflecting tangible support for technological initiatives. Overall, these results indicate that visionary leadership is consistently exercised through strategic direction, innovation adoption, and resource provision. These outcomes support leadership theories, such as Kouzes and Posner’s (2012) model of visionary leadership, which emphasizes the role of articulating a clear vision, fostering change, and providing necessary resources to achieve organizational goals. The findings suggest that effective visionary leadership within the institution enhances the implementation of technology-infused practices and contributes to achieving learning objectives.

Digital Citizenship. The results indicate that digital citizenship practices are highly evident among institutional heads, with a category mean of 4.10, reflecting consistent promotion of responsible, ethical, and inclusive technology use. Leaders ensure access to appropriate digital tools for diverse learners ($M = 4.17$) and facilitate shared cultural understanding, global engagement, and safe, ethical digital interactions ($M = 4.05$ – 4.08). These findings suggest that institutional heads actively model and guide responsible digital behavior, fostering a collaborative and ethical digital learning environment. This aligns with Ribble’s (2015) Digital Citizenship framework, which emphasizes leadership in promoting digital responsibility, equity, and safe technology practices within educational institutions.

Systemic Improvement. Institutional heads also demonstrate high leadership effectiveness in systemic improvement initiatives, with an overall mean of 4.04 ($SD = 0.637$). Evidence-based leadership is particularly evident in the collaborative use of

metrics and data to enhance staff performance and student learning (M = 4.20, Very High), indicating a strong practice of informed decision-making. Other high-rated indicators include purposeful change using technology (M = 4.04), recruitment of competent personnel (M = 4.01), strategic partnerships (M = 4.02), and maintaining technological infrastructure (M = 3.92).

These results suggest that leaders strategically align resources, human capital, and external support to drive continuous improvement. The findings are consistent with Fullan’s (2001) theory of educational change, which emphasizes the role of collaborative, data-informed, and technology-supported leadership in achieving systemic school improvement. Overall, institutional heads effectively integrate leadership, collaboration, and technology to enhance organizational effectiveness and learning outcomes, while areas such as technological infrastructure could benefit from further strengthening.

Table 1.
Level of Digital Transformational Leadership

Indicators	Mean	Std. Deviation	Interpretation
A. Knowledge Sharing			
My institutional head rewards employees who share and apply their knowledge.	4.17	0.590	High
My institutional head are used to assuming the role of knowledge leaders, which is mainly characterized by openness, tolerance of mistakes, and mediation for the achievement of the firm's objectives.	3.91	0.751	High
My institutional head promote learning from experience, tolerating mistakes up to a certain point.	3.94	0.781	High
My institutional head behave as advisers, and controls are just an assessment of the accomplishment of objective.	4.05	0.554	High
My institutional head has processes for distributing knowledge throughout the organization.	4.32	0.616	Very High
Category Mean	4.08	0.658	High
B. Emotional Intelligence			
My institutional head make rash decisions when he/she become emotional.	2.97	1.098	Moderate

My institutional head back down even when he know he is right.	3.14	0.957	High
It's hard for my institutional head to make decisions on his/her own.	3.09	1.157	High
It's difficult for my institutional head to change his/her opinion.	3.30	0.974	High
My institutional head say "no" when it is needed.	3.45	1.128	High
Category Mean	3.19	1.063	High
C. Visionary Leadership			
My institutional head facilitates a change that maximizes learning goals using digital resources.	4.10	0.590	High
My institutional head engages in an ongoing process to develop, implement, and communicate technology-infused strategic plans	4.09	0.695	High
My institutional head promotes programs and funding to support the implementation of technology-infused plans	4.10	0.517	High
Category Mean	4.10	0.601	High
D. Digital Citizenship			
My institutional head ensures access to appropriate digital tools and resources to meet the needs of all learners.	4.17	0.630	High
My institutional head model facilitates the development of a shared cultural understanding and involvement in global issues through communication and collaboration tools	4.08	0.703	High
My institutional head promotes models and establishes policies for the safe, legal, and ethical use of digital information and technology.	4.05	0.491	High
My institutional head promotes and models responsible social interactions related to the use of technology and information.	4.08	0.645	High
Category Mean	4.10	0.617	High
E. Systemic Improvement			

My institutional head led purposeful change to reach learning goals using technology and media-rich-resources.	4.04	0.636	High
my institutional head collaborates to establish metrics, collect and analyze data, and share findings and results to improve staff performance and student learning.	4.20	0.690	Very High
my institutional head recruits highly competent personnel who use technology to advance academic and operational goals.	4.01	0.647	High
My institutional head established and leveraged strategic partnerships to support systemic improvement.	4.02	0.544	High
My institutional head established and maintained a robust infrastructure for technology to support management, operations, teaching, and learning.	3.92	0.667	High
Category Mean	4.04	0.637	High
Overall Mean	3.90	0.715	High Level of Digital Transformational Leadership

Range of Means	Description	Interpretation
4.20 – 5.00	Very High	Digital Transformational Leadership is always demonstrated.
3.40 – 4.19	High	Digital Transformational Leadership is often demonstrated.
2.60 – 3.39	Moderate	Digital Transformational Leadership is sometimes demonstrated.
1.80 – 2.59	Low	Digital Transformational Leadership is rarely demonstrated.
1.00 – 1.79	Very Low	Digital Transformational Leadership is not demonstrated.

Level of Work-Life Balance

Table 2 shows the level of work-life balance of the respondents across six dimensions: Nature of Work, Work Flexibility, Workload, Compensation, Organizational Support, and Personal Life. The data were analyzed using the mean and standard

deviation to determine the extent to which employees perceive balance between their professional responsibilities and personal life.

Nature of Work. The nature of work received an overall mean of 4.18 (SD = 0.594), interpreted as High, indicating that respondents generally perceive their work as meaningful, professionally fulfilling, and aligned with their skills and values—factors that enhance work-life balance. All indicators were rated Very High, with the strongest agreement for professional growth opportunities (M = 4.42, SD = 0.519), highlighting the positive impact of career development on employee fulfillment and motivation. High ratings for skill alignment, job demands, and interpersonal skill use (M = 4.24–4.36) suggest that respondents view their work as appropriately challenging, fostering competence and engagement. The perceived societal benefit of their work (M = 4.31, SD = 0.513) further underscores a strong sense of purpose, which is linked to intrinsic motivation and overall well-being. The item on decision-making autonomy (M = 3.32, SD = 1.051) recorded the highest variability, suggesting that experiences of autonomy may differ depending on role or context. Overall, these findings support the Job Characteristics Model (Hackman & Oldham, 1976), which posits that meaningful work, skill variety, task significance, and autonomy contribute to job satisfaction, engagement, and work-life balance. Strengthening consistency in decision-making autonomy could further enhance employees' well-being and perceived work-life balance.

Work Flexibility. The work flexibility dimension of work-life balance received a category mean of 3.69 (SD = 0.893), interpreted as High, indicating that employees generally perceive their work environment as moderately flexible, though some constraints exist. The highest-rated item, "I can share my work with colleagues in case of emergency" (M = 4.20, SD = 0.563), reflects strong peer support and teamwork in managing unexpected workload, enhancing work-life balance. Other items, such as adherence to strict login rules (M = 4.09) and availability of work-from-home options (M = 3.51), suggest structured policies with limited flexibility, while low ratings on job rotation (M = 3.40) and supervisory empathy for time-off requests (M = 3.27, SD = 1.152) indicate areas where flexibility is constrained and experiences vary among staff. These findings align with the Work-Life Balance Theory (Greenhaus & Allen, 2011), which emphasizes that autonomy, supportive supervision, and adaptable work arrangements are key to employee satisfaction and well-being. Enhancing managerial empathy, promoting flexible policies, and encouraging skill diversification could further improve work-life balance and overall employee satisfaction.

Workload. The workload dimension received a category mean of 3.17 (SD = 1.164), interpreted as Moderate, indicating that employees experience varying levels of workload pressure, which can impact work-life balance. Items reflecting excessive or unmanageable tasks—such as inability to complete assigned work (M = 2.95), unachievable deadlines (M = 2.82), and task neglect due to high demands (M = 2.97)—were rated Moderate, highlighting challenges in meeting expectations. Work extending beyond official hours (M = 3.71) suggests blurred boundaries between professional and personal life, potentially affecting well-being. Additionally, difficulties in balancing family

responsibilities, such as managing dependents' needs or taking leave ($M = 3.12\text{--}3.45$), indicate that workload can create role conflict.

These findings align with the Role Strain Theory (Kahn et al., 1964), which posits that high work demands can interfere with personal life, leading to stress and reduced well-being. Strategies such as balanced workload distribution, realistic deadlines, and supportive leave policies may help mitigate strain, enhance productivity, and improve employees' work-life balance.

Compensation. The compensation dimension received a category mean of 3.35 ($SD = 0.916$), interpreted as Moderate, indicating that employees generally view their pay and benefits as adequate but not fully satisfying relative to work demands. Items such as adherence to industrial standards ($M = 3.57$), compensation for extra effort ($M = 3.41$), and provision of medical benefits ($M = 3.81$) were rated High, reflecting satisfaction with basic salary and specific benefits. However, perception of employee welfare programs ($M = 2.60$, $SD = 1.267$) showed the greatest variability, suggesting that some employees feel welfare support is inconsistent or insufficient. These findings align with Equity Theory (Adams, 1963), which posits that employees' satisfaction is influenced by the perceived fairness of their rewards relative to effort and contribution. Improving welfare schemes, recognition systems, and reward practices could enhance employees' perception of value, strengthen work-life balance, and foster greater organizational commitment.

Organizational Support. The organizational support dimension received a category mean of 3.47 ($SD = 0.946$), interpreted as High, indicating that employees generally perceive the organization as supportive, though some gaps exist in specific welfare areas. The highest-rated items—medical leave when needed ($M = 4.41$) and paid maternity/paternity leave ($M = 4.33$)—reflect strong support for critical family-related needs, reducing work-life conflict and enhancing well-being. Mental health support, such as personal counseling ($M = 3.65$), was positively perceived but may not be comprehensive or widely utilized. Moderate ratings on casual leave flexibility ($M = 3.01$), physical wellness initiatives ($M = 2.71$), and absence of on-site childcare ($M = 2.73$) indicate areas where organizational support is limited, potentially impacting employees with caregiving responsibilities.

These findings align with Organizational Support Theory (Eisenberger et al., 1986), which emphasizes that employees' perceptions of support influence job satisfaction, commitment, and work-life balance. Strengthening policies on leave flexibility, wellness programs, and childcare facilities could further improve employee satisfaction, reduce work-life conflict, and promote overall well-being.

Personal Life. The personal life dimension of work-life balance received a category mean of 3.51 ($SD = 0.922$), interpreted as High, indicating that employees generally manage personal activities, though some constraints exist. Items reflecting routines and social engagement—such as managing meals ($M = 3.77$), attending social gatherings ($M = 3.44$), and personal life progress ($M = 3.80$)—were rated High, showing employees maintain basic personal and social routines. Moderate ratings on sleep ($M =$

3.32) and quality time with loved ones (M = 3.21) suggest that work demands sometimes encroach on rest and family interactions, potentially affecting well-being. These results are consistent with the Work-Family Conflict Theory (Greenhaus & Beutell, 1985), which posits that high work demands can interfere with personal life, leading to stress and reduced satisfaction. Promoting boundaries between work and home, encouraging rest, and supporting quality personal time could further enhance employees' well-being and overall work-life balance.

Table 2
Level of Work-Life Balance

Indicators	Mean	Std. Deviation	Interpretation
A. Nature of Work			
This job is matching with my skill set.	4.24	0.448	Very High
This job requires lot of planning and skill.	4.31	0.536	Very High
The job needs interpersonal skills to achieve the targets.	4.36	0.498	Very High
The job does not give me freedom to take my own decision to suggest apt investment plans.	3.32	1.051	Very High
I am happy with the nature of work assigned by the organization.	4.28	0.596	Very High
This organization helps me to grow professionally.	4.42	0.519	Very High
I believe that my job has societal benefit.	4.31	0.513	Very High
Category Mean	4.18	0.594	High
B. Work Flexibility			
Strict login rules are followed in the workplace.	4.09	0.712	High
My superior is not empathetic to understand whenever I need time off.	3.27	1.152	Moderate
I can share my work with my colleagues in case of emergency.	4.20	0.563	Very High
The job provides me the option of work from home.	3.51	0.966	High
Job rotation practice is not encouraged.	3.40	1.070	High
Category Mean	3.69	0.893	High
C. Workload			

I cannot complete any assigned work in the specified time.	2.95	1.304	Moderate
I have unachievable deadlines at workplace.	2.82	1.233	Moderate
I do official work at home also.	3.71	1.057	High
I neglect some tasks because of too much work load.	2.97	1.070	Moderate
The work pressure makes it difficult for me to fulfil family responsibilities.	3.45	1.146	Moderate
When dependents are sick at home I find it difficult to get leave.	3.12	1.175	Moderate
Category Mean	3.17	1.164	Moderate
D. Compensation			
I get remuneration as per the industrial standards.	3.57	0.706	High
I get compensated for my extra efforts in the organization.	3.41	0.996	High
The organization provides medical benefit to me and my dependents.	3.81	0.695	High
The organization does not take care of employee welfare schemes.	2.60	1.267	Moderate
Category Mean	3.35	0.916	Moderate
E. Organizational Support			
My casual leave is not easily sanctioned by my manager.	3.01	1.106	Moderate
Medical leave is allowed when it is needed.	4.41	0.611	Very High
Organization provides paid paternity/ maternity leave.	4.33	0.751	Very High
This organization does not encourages the employees to be physically fit.	2.71	1.167	Moderate
The organization offers personal counselling for enhancing mental health.	3.65	0.920	High
On-site child care facility is not provided.	2.73	1.120	Moderate
Category Mean	3.47	0.946	High
F. Personal Life			
I can have at least 8 hours of sleep.	3.32	0.949	Moderate
I always manage to have food on time.	3.77	0.864	High

I can't spend quality time with my loved ones.	3.21	1.089	Moderate
I am able to make myself free to attend the social gatherings.	3.44	0.956	High
My personal life is not moving according to my expectation.	3.80	0.754	High
Category Mean	3.51	0.922	High
Overall Mean	3.56	0.906	High Level of Work-Life Balance

Range of Means	Description	Interpretation
4.20 – 5.00	Very High	Work-Life Balance is always experienced.
3.40 – 4.19	High	Work-Life Balance is often experienced.
2.60 – 3.39	Moderate	Work-Life Balance is sometimes experienced.
1.80 – 2.59	Low	Work-Life Balance is rarely experienced.
1.00 – 1.79	Very Low	Work-Life Balance is not experienced.

Level of Teacher Well-being

Table 3 shows the level of Teacher Well-being of the respondents across three dimensions: Workload Well-being, Organizational Well-being, and Student Interaction Well-being. The data were analyzed using the mean and standard deviation to determine the extent to which teachers perceive their professional and personal well-being within the school environment.

Workload Well-being. The workload well-being dimension received a category mean of 3.38 (SD = 0.756), interpreted as Moderate, indicating that teachers experience a moderate level of stress related to their workload. While they generally manage responsibilities, work demands occasionally interfere with well-being. High-rated items, including administrative tasks (M = 3.30), bringing work home (M = 3.49), pressure to keep up with teaching duties (M = 3.49), and staying late for meetings or school activities (M = 3.50), reflect frequent engagement beyond official hours, contributing to stress and potential work-life imbalance. Items on feeling overwhelmed by student work (M = 3.18) and difficulty completing teaching responsibilities within school hours (M = 3.30) were rated Moderate, indicating manageable but recurring challenges.

These findings align with Job Demands-Resources Theory (Bakker & Demerouti, 2007), which suggests that high job demands can strain well-being if not balanced with sufficient resources and support. Streamlining administrative tasks, providing time

management support, and implementing workload reduction strategies may enhance teachers' workload well-being, job satisfaction, and overall work-life balance.

Organizational Well-being. The organizational well-being dimension received a category mean of 3.55 (SD = 0.561), interpreted as High, indicating that teachers generally perceive a positive and supportive school environment that enhances their overall well-being. High-rated items included support from school leadership (M = 3.41), recognition of teaching efforts (M = 3.58), clarity and fairness of rules (M = 3.41), effective communication (M = 3.59), and involvement in decision-making (M = 3.97), reflecting that teachers feel valued, engaged, and supported. The item on professional relationships with administrators (M = 3.36) was rated Moderate, suggesting some variability in interpersonal interactions.

These findings align with Social Exchange Theory (Blau, 1964), which emphasizes that supportive, fair, and participative organizational practices foster employee commitment, motivation, and well-being. Strengthening professional relationships and ensuring consistent support can further enhance organizational well-being, contributing to higher teacher satisfaction, engagement, and retention.

Student Interaction Well-being. The student interaction well-being dimension received a category mean of 3.70 (SD = 0.642), interpreted as High, indicating that teachers generally experience positive interactions with students, enhancing overall workplace well-being. High-rated items included positive and respectful teacher-student relationships (M = 3.45), manageable student behavior (M = 3.83), and confidence in classroom management (M = 4.14), reflecting professional competence and fulfillment. The item on student motivation and interest (M = 3.38) was rated Moderate, suggesting occasional challenges in sustaining engagement, which may affect teachers' sense of achievement.

These findings are consistent with Self-Determination Theory (Deci & Ryan, 2000), which emphasizes that supportive social interactions and competence experiences contribute to intrinsic motivation and well-being. Implementing strategies to foster student engagement and active participation can further enhance teachers' satisfaction, effectiveness, and overall professional well-being.

Table 3

Level of Teacher Well-being

Indicators	Mean	Std. Deviation	Interpretation
A. Workload Well-being			
I often feel overwhelmed by the amount of student work I need to mark.	3.18	1.044	Moderate

I struggle to complete all my teaching responsibilities within the allotted school hours.	3.30	0.846	Moderate
Administrative tasks related to teaching consume a significant portion of my time.	3.30	0.927	High
I frequently bring home teaching-related tasks to complete outside school hours.	3.49	0.624	High
I feel pressured to constantly work just to keep up with my teaching duties.	3.49	0.562	High
I often have to stay late after official working hours for meetings and school-related activities.	3.50	0.532	High
Category Mean	3.38	0.756	Moderate
B. Organizational Well-being			
I have positive and professional relationships with school administrators.	3.36	0.573	Moderate
I receive adequate support from the school leadership when I need it.	3.41	0.493	High
My efforts and achievements in teaching are recognized and appreciated.	3.58	0.534	High
The rules and procedures in our school are clear, fair, and consistently applied.	3.41	0.624	High
Communication among teachers, staff, and school leaders is open and effective.	3.59	0.532	High
I am involved in decisions made at the school level that affect my work.	3.97	0.608	High
Category Mean	3.55	0.561	High
C. Student Interaction Well-being			
I have positive and respectful relationships with the students in my class.	3.45	0.567	High
Student behavior in my classroom is manageable and appropriate.	3.83	0.685	High
My students show motivation and interest in learning.	3.38	0.704	Moderate
I feel confident and effective in managing my classroom environment.	4.14	0.612	High
Category Mean	3.70	0.642	High

Overall Mean	3.54	0.653	High Level of Teacher Well-being
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Relationship Between Variables

Table 4 shows the correlational analysis examining the relationship between the study variables: Digital Transformational Leadership, Work-Life Balance, and Teacher Well-being. The Pearson r and p-values were computed to determine the strength, direction, and significance of the relationships among the variables.

Digital Transformational Leadership, Work-Life Balance, and Teacher Well-Being

The correlation analysis revealed a low but statistically significant positive relationship between digital transformational leadership and teacher well-being (R = 0.379, p < 0.05). This indicates that higher levels of digital transformational leadership—where school leaders effectively use technology, inspire innovation, and support staff development—are associated with enhanced teacher well-being. Leaders who foster collaboration, provide guidance, and integrate technology into school practices may strengthen teachers’ sense of competence, engagement, and job satisfaction, consistent with Transformational Leadership Theory (Bass, 1990), which emphasizes the role of visionary, supportive leadership in improving employee outcomes.

In contrast, the correlation between work-life balance and teacher well-being (R = 0.098, p = 0.126) was not significant, suggesting that variations in perceived work-life balance alone do not directly predict teacher well-being in this context. This implies that other factors—such as organizational support, workload management, and leadership practices—may play a more immediate role in influencing teachers’ professional and personal well-being.

Overall, these findings underscore the importance of enhancing digital transformational leadership and creating a supportive, technologically empowered work environment to improve teacher well-being, rather than relying solely on work-life balance interventions.

Table 4.

Relationship between Variables

Variables	R	p-value	Remarks
Digital transformational leadership and teacher well-being	.379**	0.000	Significant
Work-life balance and teacher well-being	0.098	0.126	Not Significant

*Significant at .05 level

Influence of Digital Transformational Leadership on Teacher Well-being

Table 5 presents the results of the regression analysis examining the influence of digital transformational leadership on teacher well-being.

The regression model shows:

- Unstandardized coefficient (B) = 0.178, p = 0.000
- Standardized coefficient (Beta) = 0.379
- R = 0.379, R² = 0.144

Regression analysis revealed that digital transformational leadership has a statistically significant positive effect on teacher well-being ($\beta = 0.379$, $p = 0.000$). This indicates that for every one-unit increase in digital transformational leadership, teacher well-being increases by 0.379 units, holding other factors constant. The R² value of 0.144 shows that approximately 14.4% of the variance in teacher well-being is explained by digital transformational leadership, highlighting its meaningful, albeit modest, impact.

These findings underscore the critical role of digital transformational leadership in schools, particularly in integrating technology, supporting staff development, and fostering innovation and collaboration. By promoting these leadership practices, school leaders can enhance teacher satisfaction, motivation, and overall professional well-being. This aligns with Transformational Leadership Theory (Bass, 1990), which posits that visionary, supportive, and empowering leadership positively influences employee outcomes. Although other factors may also affect teacher well-being, strengthening leadership practices remains a key strategy for cultivating a supportive, technologically empowered work environment.

Table 5.

Influence of Digital Transformational Leadership on Teacher Well-being

Variables	Unstandardized Coefficients		Standardized Coefficient	t	p-value	Remarks
	B	Std. Error	Beta			
(Constant)	2.830	0.109		25.946	0.000	
Digital transformational leadership	0.178	0.028	0.379	6.416	0.000	Significant

a. Dependent Variable: Teacher Well-being
R=.379^a
R-square=0.144
P<0.05

CONCLUSIONS

Based on the findings of the study, the following conclusions are drawn:

1. Institutional heads demonstrate a high level of digital transformational leadership, particularly in promoting knowledge sharing, guiding technology-driven initiatives, fostering ethical digital practices, and leading systemic improvement efforts.
2. Teachers generally experience a high level of work-life balance, supported by meaningful work and strong organizational policies, although workload demands and compensation concerns continue to pose challenges.
3. Teacher well-being is influenced more strongly by organizational and leadership factors than by work-life balance alone, as reflected in the significant role of leadership practices and supportive school environments.
4. Digital transformational leadership has a significant positive influence on teacher well-being, indicating that leaders who effectively integrate technology, support professional growth, and encourage collaboration contribute to higher levels of teacher satisfaction and wellness.
5. Work-life balance, while important, does not independently predict teacher well-being in this study, suggesting that supportive leadership and organizational climate may buffer the negative effects of workload and work-life challenges.

Overall, the study concludes that strengthening digital transformational leadership is a key strategy for enhancing teacher well-being, especially in technology-driven educational environments.

Recommendations

In light of the findings and conclusions, the following recommendations are proposed:

For School Leaders and Administrators

1. Institutional heads should continue strengthening digital transformational leadership practices, particularly in areas of emotional intelligence, adaptive decision-making, and consistent support for teachers.
2. School leaders should invest in leadership development programs focused on digital leadership, data-driven decision-making, and people-centered management.
3. Efforts should be made to streamline administrative tasks and leverage technology to reduce teachers' workload and prevent burnout.

For Educational Institutions

4. Schools should enhance workload management policies, including realistic deadlines, task redistribution, and clear boundaries between work and personal time.

5. Institutions may improve employee welfare programs and compensation-related incentives, including recognition systems and wellness initiatives.
6. Strengthening technological infrastructure and ensuring equitable access to digital resources will support sustainable systemic improvement.

For Teachers

7. Teachers are encouraged to actively engage in professional development opportunities related to digital competence and well-being.
8. Teachers may benefit from collaborative practices and peer support systems to manage workload and share instructional strategies.

For Future Researchers

9. Future studies may include additional variables such as organizational culture, job satisfaction, or psychological resilience to further explain teacher well-being.
10. Researchers are encouraged to use mixed-methods or longitudinal designs to gain deeper insights into how leadership and well-being evolve over time.
11. Replication of the study in different educational settings or regions is recommended to enhance generalizability.

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