THE MEDIATING EFFECT OF CHATGPT UTILIZATION ON THE RELATIONSHIP BETWEEN WORK-LIFE BALANCE AND TEACHER PERFORMANCE

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Abstract: **This study examined the role of ChatGPT as an intermediary between teacher performance and work-life balance. The research employed a quantitative, non-experimental correlational mediation model, utilizing several statistical methods such as mean calculations, Pearson's r, regression analysis, and the Sobel test. A group of 38 junior high school educators from Davao del Norte, Talaingod District has been chosen for the 2023–2024 academic year utilizing Slovin's formula. The results demonstrated that teachers' utilization of ChatGPT was moderate, and their performance was excellent. The study indicated that ChatGPT utilization does not directly mediate the relationship between work-life balance and teacher performance; instead, it highlighted the substantial positive impact of ChatGPT on enhancing teachers' work-life balance.**

Keywords: **ChatGPT, Davao del Norte Division, educational technology, junior high schools, teacher performance, work-life balance.**

I.   INTRODUCTION

The incorporation of ChatGPT) In the quickly evolving field of educational technology, instructional techniques have been a significant area of concern. Due to its potential applications in academic and administrative settings, the advanced language generation model ChatGPT has garnered attention. The intricacy of work-life balance, which has attracted increased attention in educational settings because of the unique demands and stresses teachers face, can be examined with this technology. According to García-Peña et al. (2020), artificial intelligence is a modern technical development that could greatly expand educational opportunities by meeting the unique needs and interests of each student.

By automating tedious chores, providing individualized learning opportunities, and improving communication efficiency, ChatGPT can have a significant impact on instructors' professional experiences in educational environments. By encouraging a desire for knowledge acquisition through experience learning, ChatGPT's use in education has the potential to revolutionize traditional educational methods (Ivanova, 2024). Additionally, ChatGPT can improve teacher effectiveness by creating educational resources, providing pedagogical advice, and developing a variety of teaching strategies. However, issues with correctness and plagiarism are still common (Vasudevan et al., 2024).

The concept of work-life balance is increasingly prevalent in China, Australia, New Zealand, and Japan, with research indicating that organizations demonstrating a commitment to their employees' work-life policies are more effective in attracting and retaining valuable personnel (Hayman, 2005). The deliberate and planned application of AI technologies such as ChatGPT can assist teachers in developing new instructional materials, thereby alleviating their workload in alignment

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with five techniques that enhance student learning (Mollick & Mollick, 2023). Nonetheless, the degree to which modern technology influences the intricate interplay between work-life balance and teacher performance remains largely unexamined. This study investigated how the utilization of ChatGPT influences teachers' performance and work-life balance. It aims to provide significant insights into the potential advantages and challenges of incorporating ChatGPT in educational environments.

Statement of the Problem

This study aims to determine the mediating effect of ChatGPT utilization on the relationship between work-life balance and teacher performance. Specifically, this seeks to answer the following questions:

1. What is the extent of teachers' work-life balance?

2. What is the level of teacher performance?

3. What is the extent of ChatGPT utilization by the teachers?

4. Is there a significant relationship between work-life balance and teacher performance?

5. Is there a significant relationship between ChatGPT utilization and teacher performance?

6. Is there a significant relationship between work-life balance and ChatGPT utilization?

7. Does ChatGPT utilization significantly mediate the relationship between work-life balance and teacher performance?

Theoretical Framework

This study is grounded in two main theories: conflict theory and compensation theory. These theoretical frameworks provide a foundation for exploring the relationship between professional duties and personal life.

Conflict Theory

Zedeck and Mosier's (1990) examination of conflict theory, initially proposed by Greenhaus and Beutell (1985), indicates that individuals experience inter-role conflict when their personal and professional lives are misaligned. This hypothesis posits that striving to fulfill commitments in one domain typically complicates the fulfillment of those in another. This conflict arises from the disparate standards and expectations present in personal and professional domains, leading to friction, disputes, and difficult choices. This theoretical perspective is especially relevant in dual-career households where achieving work-life balance is extremely challenging.

Compensation Theory

The compensation theory, initially presented by Lambert (1990) and analyzed by Piotrkowski (1979), posits that individuals seek more satisfaction in one domain—be it professional or personal—to mitigate dissatisfaction in the other. This concept suggests that experiences in one domain can compensate for deficiencies in another, highlighting the connection between professional and personal life. Favorable experiences at home may consequently offset negative ones at work, and vice versa.

Conceptual Framework

The conceptual framework indicates that work-life balance (the dependent variable) is directly influenced by teacher performance (the independent variable). The relationship indicates that increased responsibilities and inter-role conflict resulting from heightened performance demands could compromise work-life balance. ChatGPT, as a mediating variable, may facilitate the effective management of work-related activities, hence moderating the relationship and mitigating the adverse effects of performance demands on work-life balance. Utilizing ChatGPT could decrease the stress and conflicts stemming from managing professional and personal obligations, hence fostering an improved work-life equilibrium.

Teacher Performance (Independent Variable):

The performance of teachers correlates with greater professional expectations, which, as per Conflict Theory, result in inter-role conflict. This conflict develops as the time and energy dedicated to professional obligations detract from personal life, limiting the achievement of a suitable work-life balance.

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ChatGPT Utilization (Mediating Variable):

Within the framework of Compensation Theory, the utilization of ChatGPT serves as a compensatory mechanism. Teachers can enhance their workload management by utilizing ChatGPT for lesson preparation, material generation, and administrative tasks. This increased efficiency allows teachers to more completely engage in their personal lives and responsibilities by decreasing the time and stress associated with performance demands.

Work-Life Balance (Dependent Variable):

The purpose is to cultivate a favorable work-life balance that allows teachers to thrive in their roles without compromising their well-being. This indicates that while work-life balance is inherently obstructed by performance, as posited by Conflict Theory, this relationship can be moderated with the appropriate use of ChatGPT. By compensating for the substantial demands of teaching, ChatGPT facilitates a more equitable allocation of time and energy between professional responsibilities and personal life, hence enhancing the overall work-life balance.

The theoretical framework establishes a basis for comprehending the dynamics within the conceptual framework. Due to heightened pressures, it elucidates how teacher performance may contribute to work-life imbalance. Moreover, it demonstrates how utilizing ChatGPT could function as a compensatory mechanism. Incorporating these theories into the conceptual framework reveals that ChatGPT can effectively mediate the relationship between work-life balance and teacher performance. The integration presents a potential method to achieve a more equitable balance between professional obligations and personal satisfaction.
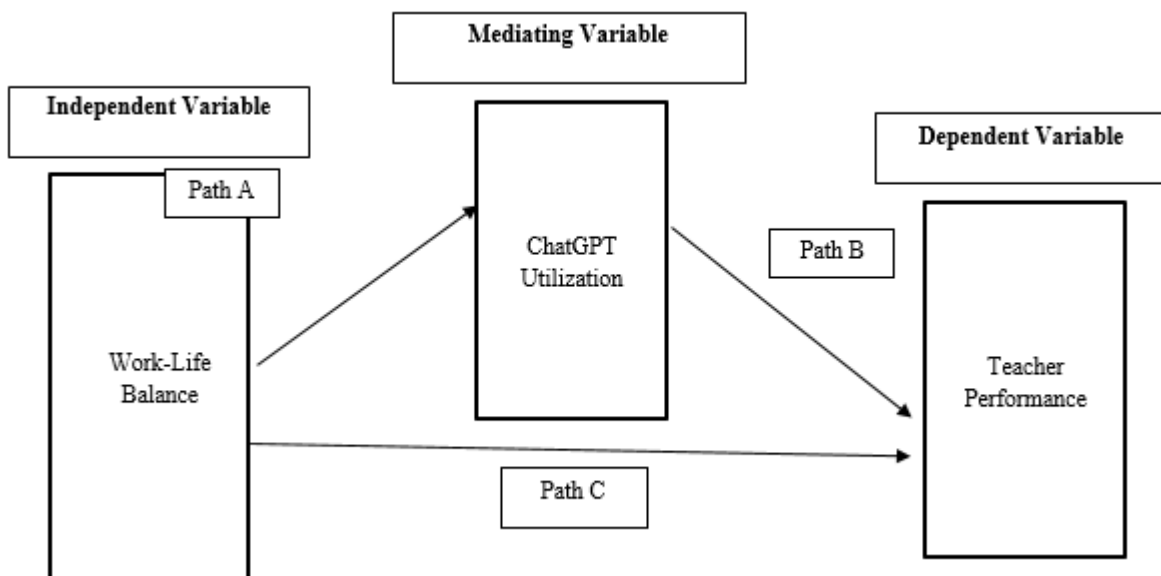
Conceptual Framework

Fig 1. Conceptual Framework

II. METHODOLOGY

Research Design

This research employed a correlational framework and a quantitative, non-experimental methodology. This strategy is usually applied in research aimed at explaining the relation between variables or utilizing this relationship to inform decisions regarding the extent of effect one variable exerts on another (Johnson, 2001).

This analysis employed a mediation model, a theoretical framework positing that the independent variable causes a change in the mediator, which subsequently affects the dependent variable. MacKinnon et al. (2007) assert that mediation explains the influence of a third variable on the relationship between two other variables.

This study included regression analysis, the Sobel test, and correlational techniques to examine the mediating effect of Chat GPT usage on the relationship between work-life balance and teacher performance.

Research Respondents and Locale of the Study

There were 38 junior high school teachers from the Talaingod District in the Davao del Norte Division participated in this study as respondents. Random sampling was used to pick respondents from each school. Slovin's technique was used to calculate the sample size in order to guarantee that respondents from all different schools were fairly represented.

Research Instrument

The researcher adapted Hayman's (2005) Psychometric Assessment of a Tool Created to Evaluate Work-Life Balance. A 5-point rating scale was employed for each item: 1 for never, 2 for rarely, 3 for sometimes, 4 for frequently, and 5 for always.. The Cronbach alpha values for the three components were .69 for WPLE, .85 for PLIW, and .93 for WIPL. The reliability estimates and factor loading patterns for the work-life balance measures endorsed a three-component approach.

The parameter limits used for determining the extent of work-life balance were as follows:

Parameter Limits	Descriptive Equivalent	Interpretation
4.50-5.00	Very highly extensive	This means that teachers always practice work-life balance.
3.50-4.49	Highly extensive	This means that teachers often practice work-life balance.
2.50-3.49	Moderately extensive	This means that teachers sometimes practice work-life balance.
1.50-2.49	Less extensive	This means that teachers seldom practice work-life balance.
1.00-1.49	Least extensive	This means that teachers never practice work-life balance.

Data on teacher use of ChatGPT was gathered using a questionnaire created by the researcher and included 15 statements.

The parameter limits used for determining the extent of ChatGPT utilization were as follows:

Parameter Limits	Descriptive Equivalent	Interpretation
4.50-5.00	Very highly extensive	This means that ChatGPT is always utilized.
3.50-4.49	Highly extensive	This means that ChatGPT is often utilized.
2.50-3.49	Moderately extensive	This means that ChatGPT is sometimes utilized.
1.50-2.49	Less extensive	This means that ChatGPT is seldom utilized.
1.00-1.49	Least extensive	This means that ChatGPT is never utilized.

The Department of Education's standards, as outlined in DepEd Order No. 42, s., served as the foundation for the parameter boundaries utilized to analyze teacher performance data. 2017 and Section 2 of DepEd Order No. 2015.

Data Gathering Procedure

First, permission to take part in the study was obtained. To help in the research process, the academic advisor provided a letter of recommendation to the researcher. The researcher then submitted the recommendation along with a request for approval and authorization from the Davao del Norte Schools Division Superintendent. After delivering an endorsement letter co-signed by the adviser and the superintendent of the Schools Division, the researcher asked the principals and school heads for their consent. It is significant to remember that the study only included participants who signed the consent form.

The development and use of research instruments followed the next stage. The researcher adapted a survey questionnaire and used the Cronbach alpha coefficient to evaluate the work-life balance scale's reliability. A three-factor solution was supported by these reliability estimates as well as the factor loading patterns for the work-life balance items.

The Individual Performance Commitment and Review Form, a survey questionnaire created by the researcher, was also used to assess the performance level of the teachers. Pilot testing was done with junior high school teachers who were not part of the main study's respondents, and both the researcher-made instrument and the modified survey questionnaire went through a validation process.

The administration and collection of the surveys were the next steps. Along with an orientation session to give the required instructions, the researcher personally delivered the surveys to the junior high school teachers in the Talaingod District of the Davao del Norte Division.

Ultimately, the information was carefully examined, arranged, and processed. The gathered information was examined, condensed, and organized in tables. After then, a statistician examined and evaluated the data in light of the study's goals.

III. DATA ANALYSIS

Using the proper statistical techniques, the study's data were methodically examined and interpreted. The mean was used to evaluate teacher performance work-life balance, and ChatGPT utilization levels. Pearson's correlation coefficient (r) was used to determine whether these variables were significantly correlated. Regression analysis was also performed to examine the relationships between the variables and assess how much ChatGPT use affects teacher performance and work-life balance. To evaluate the mediation effect, the Sobel Test was used, as suggested by Baron and Kenny (1986). Using a continuous dependent variable (Y), an independent variable (X), and a mediator variable (M), in this case ChatGPT utilization this method determines the power and sample size required for mediation analysis.

IV. RESULTS AND DISCUSSION

EXTENT OF ChatGPT UTILIZATION

Table 1 illustrates the degree of ChatGPT utilization among teachers. The aspect "in translating language, understanding, and retention of complex ideas" attained the highest weighted mean of 2.76, corresponding to a descriptive equivalent of moderately extensive. The item "in drafting communication," which received a weighted mean of 2.68 and is descriptively classified as moderately extensive, follows closely. The lowest weighted mean of 1.92, characterized as least extensive, is attributed to the elements "in assisting with grading or feedback" and "in managing student records." The average use of ChatGPT by teachers is 2.36, indicating a descriptive equivalent of minimal usage. This outcome suggests that teachers employ ChatGPT infrequently to a considerable degree. This indicates that educators do not predominantly use ChatGPT for administrative duties or classroom instruction.

TABLE 1: ChatGPT UTILIZATION

Items	Mean	Descriptive Equivalent
I use ChatGPT,		
1. in preparing lesson plans.	2..32	Less extensive
2. in making quizzes and seatwork activities.	2.26	Less extensive
3. in creating educational content.	2.37	Less extensive
4. in assisting with grading or feedback.	1.92	Least extensive
5. in drafting communication.	2.68	Moderately extensive
6. in organizing or planning an event.	2.32	Less extensive
7. in managing student records.	1.92	Least extensive
8 in doing school policies, reports, or proposals	2.29	Less extensive
9 in assisting with homework assignments.	2.29	Less extensive
10 in peer review facilitation such as making research or essays.	2.47	Less extensive

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11. compiling professional development resources, such as modules, articles, and online courses relevant to teaching methodologies.	2.55	Moderately extensive
12. in giving student support services such as informational material for mental health, tutoring programs, and career guidance.	2.32	Less extensive
13. in translating language, understanding, and retention of complex ideas.	2.76	Moderately extensive
14. in enriching strategies and pedagogical innovations.	2.55	Moderately extensive
15. in making interventions for underperforming students.	2.45	Moderately extensive
Overall	**2.36**	**Less extensive**

Legend:

Parameter Limits	Descriptive Equivalent
4.50-5.00	Very highly extensive
3.50-4.49	Highly extensive
2.50-3.49	Moderately extensive
1.50-2.49	Less extensive
1.00-1.49	Least extensive

TEACHER PERFORMANCE

Table 2 displays the teachers' performance in their Individual Performance Commitment and Review Form. The aggregate mean is 4.66, corresponding to a descriptive classification of Outstanding. This outcome signifies that the teachers' performance demonstrates exceptional achievement and dedication to quality, timeliness, technical proficiency, knowledge, ingenuity, innovation, and initiative. Teachers at this performance level exhibit outstanding proficiency in all aspects of their duties, accomplishments, and contributions to the organization, characterized by excellence. The results indicate that teacher performance is exceptional, and they are executing their duties superbly.

TABLE 2: TEACHER PERFORMANCE

Variable	Mean	Descriptive Equivalent
Teacher Performance	4.66	Outstanding

Legend:

Parameter Limits	Descriptive Equivalent
4.500-5.000	Outstanding
3.500-4.499	Very Satisfactory
2.500-3.499	Satisfactory
1.500-2.499	Unsatisfactory
Below 1.499	Poor

EXTENT OF WORK-LIFE BALANCE OF TEACHERS

Table 3 illustrates the degree of work-life balance among teachers. The statement "I put my personal life on hold for work" got the greatest weighted mean of 4.2, corresponding to the descriptive classification of highly extensive. The statements "My personal life provides energy for my job" and "I am in a better mood at work due to my personal life" had a weighted mean of 3.5, corresponding to the descriptive equivalent of highly extensive. The item "My work suffers because of my personal life" receives the lowest weighted mean of 2.1, corresponding to the descriptive term "less extensive." The average work-life balance of instructors is 2.63, indicating a slightly extended level. This outcome suggests that teachers occasionally implement work-life balance.

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Table 3: EXTENT OF WORK-LIFE BALANCE OF TEACHERS

Items	Mean	Descriptive Equivalent
1. My personal life suffers because of work.	2.3	Less extensive
2. My job makes my personal life difficult	2.2	Less extensive
3. I neglect personal needs because of work	2.8	Moderately extensive
4. I put my personal life on hold for work	4.2	Very highly extensive
5. I miss my activities because of work	2.4	Less extensive
6. I struggle to juggle work and non-work	2.5	Moderately extensive
7. I am happy with the amount of time for non-work activities	2.7	Moderately extensive
8. My personal life drains me of energy for work	2.3	Less extensive
9. I am too tired to be effective at work.	2.3	Less extensive
10. My work suffers because of my personal life	2.1	Less extensive
11. I find it hard to work because of personal matters.	2.3	Less extensive
12. My personal life gives me energy for my job.	3.5	Highly extensive
13. My job gives me the energy to pursue personal activities.	3.4	Moderately extensive
14. I am in a better mood at work because of my personal life.	3.5	Highly extensive
15. I am in a better mood because of my job.	3.3	Moderately extensive
Overall	**2.63**	**Moderately extensive**

Legend:

Parameter Limits   Descriptive Equivalent

4.50 - 5.00   Very highly extensive

3.50 – 4.49   Highly extensive

2.50 – 3. 49   Moderately extensive

1.50 – 2.49   Less extensive

1.00 – 1.49   Least extensive

SIGNIFICANCE OF THE RELATIONSHIP BETWEEN ChatGPT UTILIZATION AND TEACHER PERFORMANCE

Table 4 illustrates the relationship between ChatGPT utilization and teacher performance. The findings demonstrate no significant relationship between the two variables ($p > 0.05$). The use of ChatGPT does not exhibit a significant correlation with teacher performance ($r = 0.259$, $p = 0.16$). The R-value of the variables spans from 0.3 to 0.5, indicating a mild correlation. The p-value of the variables exceeds the 0.05 significance threshold, indicating an absence of a meaningful association between the variables. Consequently, the null hypothesis is accepted. This finding indicates that the extensive utilization of ChatGPT does not directly correlate with teacher performance outcomes.

TABLE 4: SIGNIFICANCE OF THE RELATIONSHIP BETWEEN ChatGPT UTILIZATION AND TEACHER PERFORMANCE

Variables	Mean	SD	R-Value	Degree of Correlation	P-Value	Decision@ α = 0.05
ChatGPT Utilization	2.36	1.096	0.259	Weak correlation	0.116	The null hypothesis is accepted.
Teacher Performance	4.66	.122				
Coefficient of Determination (r^2) = 0.067081						

SIGNIFICANCE OF THE RELATIONSHIP BETWEEN WORK-LIFE BALANCE AND ChatGPT UTILIZATION

Table 5 illustrates the relationship between work-life balance and characteristics associated with ChatGPT utilization. The findings demonstrate a significant relationship between the two variables ($p < 0.05$). The utilization of ChatGPT is significantly correlated with teacher performance ($r = 0.360$, $p = 0.026$). The R-value of the variables spans from 0.3 to 0.5, indicating a mild correlation. The p-value of the variables is below the 0.05 significance threshold, indicating a significant relationship between the variables; thus, the null hypothesis is rejected. This suggests that teachers utilizing ChatGPT generally experience a somewhat improved work-life balance.

TABLE 5: SIGNIFICANCE OF THE RELATIONSHIP BETWEEN WORK-LIFE BALANCE AND ChatGPT UTILIZATION

Variables	Mean	SD	R-value	Degree of Correlation	p-value	Decision@ α = 0.05
Work-life Balance	2.628	6328	0.360	Weak positive correlation	0.026	The null Hypothesis is rejected.
ChatGPT Utilization	2.36	1.0965				
Coefficient of Determination (r2) = 0.1296						

SIGNIFICANCE OF THE RELATIONSHIP BETWEEN WORK-LIFE BALANCE AND TEACHER PERFORMANCE

Table 6 illustrates the relationship between work-life balance and teacher performance characteristics. The findings demonstrate no significant correlation between the two variables ($p > 0.05$). Work-life balance does not exhibit a significant correlation with teacher effectiveness ($r = 0.294$, $p = 0.074$).

The R-value of the variables is 0.29, indicating a slight positive correlation. The p-value of the variables exceeds the 0.05 significance level, indicating an absence of a significant relationship between the variables; hence, the hypothesis is accepted. This discovery suggests that the degree of work-life balance does not directly influence teacher performance.

TABLE 6: SIGNIFICANCE OF THE RELATIONSHIP BETWEEN WORK-LIFE BALANCE AND TEACHER PERFORMANCE

Variables	Mean	SD	R-value	Degree of Correlation	p-value	Decision@ α = 0.05
Work-life Balance	2.628	0.6328	0.294	Weak positive correlation	0.074	The null hypothesis is accepted.
Teacher Performance	4.66	0.1221				
Coefficient of Determination (r^2) = 0.0864						

THE MEDIATION ANALYSIS OF ChatGPT UTILIZATION ON THE RELATIONSHIP BETWEEN WORK-LIFE BALANCE AND TEACHER PERFORMANCE

Table 7 enumerates the four stages of mediation analysis. Path C, examining the correlation between work-life balance and teacher performance, has a path coefficient of 0.057 and a standard error of 0.031. The p-value of 0.074 above the normal standard of 0.05, indicating that work-life balance does not affect teacher performance.

The effect of ChatGPT utilization on teacher performance is measured by Path B, yielding a path coefficient of 0.020 and a standard error of 0.019. The p-value of 0.188, beyond 0.05, indicates that the utilization of ChatGPT is not a significant predictor of teacher performance.

The path coefficient in Path A, examining the relationship between ChatGPT utilization and work-life balance, is 0.044, accompanied by a standard error of 0.033. The p-value of 0.308, beyond 0.05, indicates that ChatGPT utilization is not influenced by work-life balance.

It may be concluded that the use of ChatGPT does not mediate the relationship between work-life balance and teacher effectiveness, as neither Path A (independent variable to mediator) nor Path B (mediator to dependent variable) demonstrates statistical significance. For mediation to be established, both the independent variable (work-life balance) and the dependent variable (teacher performance) must exhibit a significant correlation with the mediator (ChatGPT utilization). Consequently, the data lacks evidence of a mediation effect.

The work-life balance may directly influence teacher performance, irrespective of ChatGPT usage, as suggested by Path C's marginally significant p-value, indicating a direct albeit modest effect of work-life balance on teacher performance.

The analysis concludes that ChatGPT consumption does not significantly mediate the association between work-life balance and teacher performance. There is evidence of a clear correlation between work-life balance and teacher performance. The unstandardized beta (β) of 0.057, standard error of 0.031, and p-value of 0.074 indicate a marginally significant direct effect of work-life balance on teacher performance, supporting the idea that work-life balance may directly influence teacher performance independent of ChatGPT utilization.

Additionally, as both Path A and Path B lack statistical significance (with p-values of 0.308 and 0.188, respectively), the indirect effect of work-life balance on teacher performance via ChatGPT utilization is likewise insignificant. The multiplication of the coefficients ($\beta A \times \beta B = 0.044 \times 0.020 = 0.00088$) suggests an insignificant indirect effect that is statistically inconsequential.

The results demonstrate that the use of ChatGPT does not act as a substantial mediator in the connection between work-life balance and teacher performance. The influence of work-life balance on teacher performance is primarily direct, as indicated by the marginally significant p-value in Path C, demonstrating no considerable indirect effect via ChatGPT usage. The fourth phase of the analysis reveals no substantial mediation effects in the data supplied. The principal association observed is the direct influence of work-life balance (independent variable) on teacher performance (dependent variable), which is marginally significant ($p = 0.074$). The indirect effect through ChatGPT utilization (mediating variable) is not statistically significant. The results indicate that the use of ChatGPT does not significantly influence the link between work-life balance and teacher performance.

Table 7: STEPS IN MEDIATION ANALYSIS

Independent Variable (IV) Dependent Variable (DV) Mediating Variable (MV)	Work-life Balance Teacher Performance ChatGPT Utilization
Step 1. Path C (IV and DV) Unstandardized Beta (β) Standardized Error (e) p-value	0.057 0.031 0.074
Step 2. Path B (MV and DV) Unstandardized Beta (β) Standardized Error (e) p-value	0.020 0.019 0.188
Step 3. Path A (IV and MV) Unstandardized Beta (β) Standardized Error (e) p-value	0.044 0.033 0.308
Step 4. Combined Influence of IV and MV on DV t-value Standardized Beta Error(e) p-value	0.58 0.02 0.56

V. CONCLUSION

The findings of this study have prompted the researcher to draw multiple conclusions.

ChatGPT is now underutilized in administrative functions within the field of education. Despite its moderate use in language translation, understanding complicated concepts, and enhancing communication, its capacity to improve administrative tasks, such as grading and student record administration, remains largely unexamined.

A high level of teacher performance is indicated by the average performance score of 4.66. The result suggests that teachers may continue to perform at high levels regardless of how much they use ChatGPT. This study shows that teachers can succeed in their roles without primarily depending on ChatGPT because they are resilient and adaptable.

Additionally, teachers' work-life balance is considered moderate in certain areas, with a noticeable propensity to prioritize work-related responsibilities above personal ones. This finding highlights how important it is for educators to maintain their well-being throughout time and highlights the need for tools and techniques that can help them better balance their work and personal lives.

The lack of a substantial correlation between work-life balance and teacher performance suggests that work-life balance has no direct impact on teachers' ability to perform at high levels. This suggests that other elements might affect teacher effectiveness more profoundly.

Current levels of ChatGPT engagement do not appear to have a direct impact on teachers' performance outcomes. The evidence is the lack of a meaningful correlation between the degree of ChatGPT utilization and teacher performance. This result demonstrates that the degree to which ChatGPT might enhance teacher performance may rely on how well it is integrated into their specific duties and workflows.

The strong correlation found between ChatGPT use and work-life balance suggests that ChatGPT may have a beneficial impact on teachers' work-life balance. This result implies that more study and the integration of ChatGPT into teaching strategies could be very helpful in striking a balance between work and personal commitments.

It is crucial to remember that the relationship between work-life balance and teacher performance is not substantially impacted by the use of ChatGPT. This result emphasizes how many complex factors influence instructor performance. The relationship between ChatGPT and improving teacher performance is complicated and needs more research, even if it might help with work-life balance. Its direct impact on performance levels is also uncertain.

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