

EXAMINING THE WORK-LIFE BALANCE AMONGST COLLEGE AND UNIVERSITY TEACHERS: A BASIS FOR INSTITUTIONAL SUPPORT STRATEGY

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Abstract

In this world, balance is an essential requirement to have an enjoyable, successful and stress-free life. Work-life and personal life are interconnected and interdependent. Spending more time in office, dealing with students and the pressures of job can affect the personal life, sometimes making it impossible to even complete the household chores. The study aimed to explore the work-life balance of teachers in the college and university Institutions in Santiago City. A descriptive research design was used. For data collection purposes, a survey questionnaire was utilized for two hundred forty-three (243) faculty and SPSS statistical software for the data analysis. It reveals majority of the respondents were aged 23-38 years old, female. Most of them were employed in a College Institution and 27.6% of the respondents were working for about more than three years. The research result confirmed that the WLB dimensions, average mean score is fair and discovered significant differences in WPLE with regard to age and school attended. Importance on awareness of the work-life imbalance needs to be one of the institutional priorities in order to determine the direct and indirect repercussions. All educational institutions should be reminded that bad things that happen to the faculty will negatively affect students' teaching-learning experiences and create an unfavourable learning environment.

Keywords: Work-Life Balance, School Employees, Teachers, Work interference with personal life, Personal life interference with work, Work personal life enrichment

1. INTRODUCTION

Among all career alternatives, education is frequently rated as one of the most stressful. The primary cause of this grading is frequently the unfavourable combination of having too many important responsibilities and the unrealistic commitment that many teachers feel towards their work when faced with full-time employment. Teachers at private educational institutions also bring more tasks and commitments home with them at the end of each workday. In Higher Education Institutions (HEIs), teachers are seen as the most valuable resource. They represent the organization in carrying out organizational goals, and their effectiveness affects student outcomes and the learning process (Gooding, 2018). Moreover, teachers establish an unusual and understudied profession in years; their responsibilities go beyond to their workplace and can affect people's quality of life and work-life balance. Those in the teaching profession have not received as much as workers in other occupations according to the research of Silva et al (2020).

In the late 1970s, stay-at-home mothers who wished to resume their careers in Great Britain coined the term "work-life balance" to characterize the equilibrium between their personal and professional lives (Schwartz et al., 2019). According to Diego-Medrano et al. (2021), many academic professionals in higher education are finding it challenging to preserve work-life balance (WLB) due to the rising obligations placed on professors of Higher Education Institutions (HEI) in the Philippines. Faculty members reported that their work-life balance had worsened due to severe workloads, which caused them to suffer high levels of stress, rage, and hopelessness prior to the COVID-19 pandemic. While faculty members may be aware of the negative impacts of workplace pressures and burnout, they might not be aware of their own burnout's symptoms. However, reports of burnout in teacher roles at all levels have surfaced recently (Farber et al., 2023). Some research has identified that teachers present the most unstable work-life balance when compared to other positions in Higher Education institutions (Franco et al, 2021).

Achieving a healthy work-life balance is crucial for maintaining one's physical and mental well-being, increasing job satisfaction, and improving overall performance (Pandey, 2023). As work-life balance is defined as striking a

balance between an individual's demands from their personal life and their work-related obligations. Teaching is currently one of the most demanding and stressful professions, and stress among teachers contributes to illness and mental health issues. A successful and productive teaching career depends on having a healthy work-life balance, which is an essential requirement for teaching professionals (Praveen, 2020). Moreover, according to Mukhtar (2012), for the past three or four decades, work-life balance has been a hotly debated topic in both professional and academic circles. The idea of work-life balance is about figuring out how to strike a balance between the conflicting demands of work and home; in other words, it's about how people should fulfil their personal and professional obligations without putting themselves in conflict.

According to Lear and Nabo (2023) study conducted in the Philippines, academic members' work-life balance is essential. Improved work-life balance benefits the organization's objectives. It increases the efficacy and efficiency of the institution and fosters faculty satisfaction. Academics from HEI with designations who took part in the study agreed with the findings regarding the nature of the workplace. But in today's setting, stress-related occurrences leave some instructors burned out, overworked, underpaid, and most of all, emotionally depleted (Marmol, 2019). Moreover, Addagabottu and Battu (2015) provided support for their assertion that a variety of factors affect work-life balance. These factors include socioeconomic or demographic such as age, educational background, marital status, monthly income, type of family, designation, spouse employment, and number of earning members in the family; while work-related factors are the effectiveness, efficiency, workloads, amount of responsibility, working conditions, scope for improvement, importance of decision making, work targets; and lastly factors for family-life were classified as welfare, welfare, support and issues of family members, welfare, sources of income, children's career, spouse relationship.

Unresolved interpersonal issues and a mismatch between work-life balance raise the likelihood of burnout and unhappiness among female faculty members, according to Alves et al. (2019). Furthermore, compared to their male counterparts, female faculty members report being more exhausted. Irfan (2023) notes that female faculty members may feel greater imbalances between work and home because traditionally, they have had greater obligations related to home and childrearing than do men. College instructors also deal with ongoing stress and strain from their jobs due to a heavy workload, demands for a high-quality curriculum, performance reviews, a variety of pressing assignments, ongoing academic activities, scientific research, and other work-related responsibilities. Furthermore, they fulfil many roles in their personal lives, including those of parents, spouses, or workers; in their professional life, they are researchers or employees; and in their professional development, they are students. College instructors find it difficult to maintain a work-life balance (WLB) because of their professional duties and stress-inducing circumstances (Wei & Ye, 2022).

Faculty members at higher education institutions must labour beyond normal working hours and on weekends in order to fulfill their obligations to service, teaching, and research pursuits. Ample assistance must be established at home or at work to maintain an appropriate role balance if faculty members are to attain work-life balance (Diego Medrano & Salazar, 2021). The study will have implications for academics, researchers, and to the institutions. By offering insight into the work-life balance of college and university teachers, the study adds to the body of knowledge already in existence. Consequently, this study offers helpful suggestions that can assist these faculty members from higher education institutions in achieving a more long-term work-life balance. The study's main objective was to investigate the situation of work-life balance today. It also provided ideas for the creation of strategies and assistance that will operate well inside the workplace.

1.1 Literature Review

Establishing work-life balance is beneficial to both the organization and the individual employee. Maintaining a work-life balance is a must for personal, familial, and professional fulfillment. It also lessens absenteeism and employee turnover. The work-life balance policies, which may include flextime possibilities, job sharing, work from home opportunities, paid parental leave, and on-site nurseries, have an impact on workers' well-being as well. For a Non-standard work hours have been demonstrated to have a detrimental impact on work-life balance (WLB), and employees who work 46 hours or more a week are frequently stressed out and unsatisfied (Agha, 2017). From the standpoint of the employee, work-life balance lessens conflicts between work and personal life, which enhances professional dedication, wellbeing, and performance. Work-life balance is important for organizations because it affects employee outcomes including motivation, dedication, and performance, which helps retain talent (Dousin, Collins, & Kler, 2019).

The research of Hayman (2005), which separated work-life balance into three subconstructs (WIPL, PLIW, and WPLE), served as the foundation for this study. Work interference with personal life is the first dimension, explaining the work-related factors that affect an individual's personal life. Personal life interference with work is the second dimension, measuring the opposite phenomenon and indicating the impact of personal life interference on work. The final one, "Work-Personal Life Enhancement," describes how job and personal life complement one another. Work-life enrichment is claimed to increase job satisfaction among employees by fostering a sense of autonomy and helping them acquire new skills. Resources at work give workers the motivation and inspiration to complete their responsibilities more effectively, which fosters a sense of career fulfilment that in turn fosters work dedication and job satisfaction. People that feel more fulfilled, accomplished, and confident in themselves are those who experience work-family enrichment (Koekemoer, Olckers, & Nel, 2020).

Work-life conflict arises when employees are unable to fulfil their commitments in their personal lives because of their jobs (Soomro et al., 2017). According to a 2012 study by Fatima and Sahibzada, there has been a rise in work-related stress in the education sector. The most nerve-wracking parts of academic job, according to them, are the demanding workload and the time and resource constraints. It was also underlined that stress balancing work and home responsibilities is a typical occurrence for university staff. Compared to business employees, university employees expressed greater dissatisfaction with the work-family balance. This can lead to stress and negatively impact the psychological wellness of employees, ultimately hurting their job performance. Furthermore, a plethora of studies conducted in the United States of America (USA) and the United Kingdom (UK) demonstrate that depression is among the most common outcomes of a work-life imbalance, which contributes to a high absenteeism rate and lower productivity (Shange, 2022).

Additionally, the higher education industry is under more scrutiny than it has ever been (Schubert-Irastorza & Fabry, 2017), and faculty members at Higher Education Institutions (HEI) operate under a lot of strain. The higher education environment is now diverse and complex due to factors including global conflict, and technology advancements, (Shrivastava & Shukla, 2017). Moreover, teaching is a time-consuming commotion and involves a lot of timely paperwork, which drains and gives impact on the teacher's time (Bhatnagar, 2018). A significant amount of faculty time is required for the planning and execution of courses, classes, assessments, and student guidance (Alboliteeh, 2019; Chandra & Varghese, 2019; Muben & Karim, 2018). Because of the intense competition in the workplace, people who want to give it their all perceive work-life balance as an unachievable ideal (Tummala, 2016). Studies have shown that professors in programmes of higher education institutions experience work stress, despite the academic community's benefits such as vacation leaves and semester/year breaks (Lakshmi & Prasanth, 2018; Ren & Caudle, 2016). Furthermore, a correlation has been found between workplace stress and work-life balance (WLB), wherein women in the education sector report higher levels of work-related stress compared to men (Lakshmi & Prasanth, 2018; Muben & Karim, 2018; Tummala, 2016).

According to Monika Soni (2015), there is an unfavorable relationship between school teachers' perceived workload and productivity, while there is a modest positive but substantial association between time management and productivity. Additionally, people who achieve a work-life balance express feeling fulfilled in both their personal and professional lives (Byrne, 2005). and there is no tension between their positions at work and their personal lives. People who are able to strike this balance typically experience less stress and sadness in addition to greater career and life satisfaction. From an employer's perspective, promoting work-life balance can draw in new hires, lower absenteeism and unemployment, and raise the likelihood that workers will voluntarily engage in "prosocial" behaviours that go above and beyond the call of duty. However, much research on the impact of work-life balance for employees on the bottom line of the company is not entirely conclusive (Tressa et al., 2016).

2. MATERIAL AND METHODS

2.1 Research Design.

The study used a quantitative descriptive research design.

2.2. Instrument

The Work-Life Balance Self-Assessment (WLBSA), an open-access survey questionnaire developed by Hayman (2005), will be the primary research instrument. The 15-item Likert-style questionnaire evaluated three aspects of work-life balance, including the seven-question category of "work interference with personal life" (WIPL), which includes questions 2, 5, 7, 8, 10, 12, and 14. Four questions comprise the Personal Life Interference with Work

(PLIW) category: 9, 6, 11, and 4. for the improvement of work and personal life (WPLE). It is comprised of four questions, specifically 3, 13, 1, and 15.

Participants will be asked to indicate the frequency of feeling using a seven- point Likert scale (1= not at all, 2=rarely, 3=occasionally, 4= sometimes, 5=frequently, 6=almost every time, and 7= all the time). Higher means for items indicate that respondents have experienced the situation described in the item more frequently, which indicate lower levels of work– life balance (Smeltzer, et al., 2016).

According to Polit and Yang (2016), the three dimensions of the WLBSA's internal consistency reliability (Cronbach's alpha) were reported as 0.93 (WIPL), 0.85 (PLIW), and 0.69 (WPLE). This indicates the dependability of the WIPL and PLIW dimensions. Despite factor 3's Cronbach's alpha of 0.69, removing items did not increase the construct's reliability; instead, all four components were kept since their combined alpha was close to 0.70 (Hayman, 2005). The three components' Cronbach's alpha values were 0.93 for WIPL, 0.90 for PLIW, and 0.77 for WPLE in a subsequent study on flexible work schedules and work-life balance (Hayman, 2009).

2.3. Study Site and Participants

The teachers employed by Santiago City's colleges and universities were the subject of the study. The following requirements were met by the twenty-four-three (243) instructors who joined: (1) full-time; (2) at least one semester of teaching experience; (3) teaching in a college or university located in Santiago City; and (4) willingness to engage.

2.4. Data Analysis

The study employed Statistical Packages for Social Sciences (SPSS) to investigate the variations in work-life balance among school personnel. Each item on the Work/Life Balance Self-Assessment Scale has a range of possible ratings. On a scale of 1 to 7, lower scores correspond to greater work-life balance, while higher values correspond to extremely bad work-life balance. The mean of the scores on each item in the subscale or total scale is used to compute the score on each scale as well as the overall score.

2.5 Ethical Considerations

The researcher considered the following ethical issues when designing and implementing the survey: respondents' right to confidentiality and anonymity; right not to provide any extensive personal information; right to have the data reported in the thesis reported in an anonymous manner; and right to informed and voluntary consent.

3. RESULT

Table 1. Respondents Profile

Profile		n	%
Age	Millennials (23-38)	169	69.5
	Generation X (39-54)	59	24.3
	Boomers (55-73)	15	6.2
Sex	Female	156	64.2
	Male	87	35.9
Job Tenure	6 months-2 years	56	23
	3 years to 5 years	67	27.6
	5 years-10 years	42	17.3
	11 years- 15 years	31	12.6
	16- years – 20 years	26	10.7
	21 years- 30 years	16	6.6
	30 years and above	5	2.1
School	College	160	65.8
	University	83	34.2

The respondents' profiles are displayed in Table 1. Most faculty members (69.5%) were female (64.2%), between the ages of 23 and 38, and had been teaching for more than three years (27.6%). Additionally, around 65.8% of faculty members teach in colleges, compared to 34.2% in universities.

Table 2. Levels of Work-Life Balance

Dimensions	Mean	SD	Interpretation
WIPL	3.59	0.75	Good Work-life Balance
PLIW	5.19	0.53	Fair Work-Life Balance
WPLE	5.28	0.50	Fair Work-Life Balance
Grand Mean	4.69	0.77	Fair Work-Life Balance

The work-life balance scores of Santiago City's College and University Faculty are displayed in the above table. At 4.69 (SD=0.77), the overall mean score indicates a fair work-life balance. Work Interference with Personal Life (WIPL) (M=3.59, SD=0.75) is the highest of the three variables, indicating a healthy work-life balance.

Table 3. One-way ANOVA comparing dimensions of work-life balance when grouped according to Age

WIPL	N	M	SD	df	F	p-value
Age						
Gen Z (23-27)	169	35	5.96	5	3.151	0.011
Millennials (28-43)	59	26.5	8.53			
Generation X (44-59)	10	38	6.45			
Boomers II (60-69)	5	35.2	1.56			
PLIW						
Age						
Gen Z (23-27)	169	17.5	6.63	5	3.151	0.018
Millennials (28-43)	59	11.58	7.49			
Generation X (44-59)	10	24.83	1.99			
Boomers II (60-69)	5	25.5	2.58			
WPLE						
Age						
Gen Z (23-27)	169	26.85	7.82	5	3.151	0.001
Millennials (28-43)	59	15.58	2.62			
Generation X (44-59)	10	25.45	4.91			
Boomers II (60-69)	5	24.55	2.68			

The one-way Analysis of Variance (ANOVA) computation that was performed to ascertain whether there were any statistically significant variations in the respondents' Work-Life balance when grouped according to Age is displayed in Table 8. The results of the test showed that, with regard to WPLE, one aspect of work-life balance, the respondents' ages differed significantly ($F(5) = 3.151$, $p = 0.001$). There were substantial disparities between Gen Z (ages 23–27) and Millennials (ages 28–43), according to the Post hoc Scheffe test.

Table 4. Independent Sample t-Test on the dimensions of work-life balance when grouped according to Sex

	Sex	N	M	SD	t	df	p-value
WIPL	Female	156	42.2	0.85	0.203	108	0.839
	Male	87	36.5	0.59			
PLIW	Female	156	26.5	0.95	1.941	108	0.066
	Male	87	23.12	0.24			
WPLE	Female	156	21.3	1.5	0.823	108	0.089
	Male	87	18.5	0.98			

An independent sample t-test was used to compare the dimensions of sex and work-life balance, as table 4 illustrates. The test results revealed no significant difference between males' and females' responses as to WIPL ($t(108) = 0.203$, $p = 0.839$), PLIW ($t(108) = 1.941$, $p = 0.066$) and WPLE ($t(108) = 0.823$, $p = 0.089$).

Table 5. One-way ANOVA comparing dimensions of work-life balance when grouped according to Job Tenure

Job Tenure	N	M	SD	df	F	p-value
WIPL	243	98.52	9.76	2	1.58	0.07
PLIW	243	82.54	76.38	2	1.58	0.089
WPLE	243	100.25	81.99	2	1.58	0.1

The characteristics of work-life balance are compared according to job tenure in Table 5. When the faculty is categorized according to their job tenure, it did not show a substantial difference in the work-life balance.

Table 6. Independent Sample t-Test on the dimensions of work-life balance when grouped according to the School

	School	N	M	SD	t	df	p-value
WIPL	College	160	25.5	0.36	0.203	108	0.839
	University	83	36.8	0.48			
PLIW	College	160	19.5	0.75	1.941	108	0.066
	University	83	23.8	1.36			
WPLE	College	160	21.2	0.99	0.823	108	0.04
	University	83	25.5	1.24			

As a gleaned in table 6, an independent sample t-Test was conducted to compare the Work-Life Balance of a College and a University in Santiago City. The test revealed no significant differences in WIPL and PLIW when grouped according to the schools but found significant difference to WPLE to College and University ((t (108) = 0.823, p = 0.04).

4. DISCUSSION

The goal of the study was to investigate how Santiago's college and university instructors now manage their professional and personal lives. The results of this study indicate that academicians can achieve a work-life balance. In the WLB dimensions, the average mean score is fair. According to their demographic profile, the study discovered no significant variations in WIPL or PLIW dimensions, but it did find a significant difference in WPLE with regard to age and school attended. In contrast, the majority of respondents (72.9%) to the Esguerra (2020) poll reported having a total work-life imbalance. Of these, 15.89% felt they were on the verge of losing balance, and just 11.21% said they had a completely balanced work-life balance throughout all seven aspects of life.

Furthermore, it is undeniable that a work-life balance is crucial for a happy and stress-free existence, particularly for women. Teaching professionals struggle to maintain a work-life balance just like any other working woman, if not more so, when juggling multiple family responsibilities and the demands of their jobs according to Petare (2013). However, in this study, it found no statistically significant differences in the work-life balance between male and female teachers.

With more students enrolling in classes, more demanding students, heavier workloads, less time for lesson planning, frequent schedule changes, more paperwork, larger class sizes, fewer faculty members, fewer resources, a greater emphasis on the use of technology in the classroom, and a focus on work quality, academia faces special challenges in the modern era (Chandra & Varghese, 2019). This study demonstrates that despite their heavy workloads, individuals manage to maintain a healthy balance between their academic and personal lives.

Support for the needs of academic faculty is the study's high point. According to earlier research, work-life balance is an institutional issue rather than just an individual one because institutions' constituents are able to devise more effective solutions, such as extended maternal leave, which is especially beneficial for single parents, and flexible teaching hours, which rationalize workloads and working hours. Understanding stress in management can be beneficial for teaching professionals as well. It can serve as the foundation for stress analysis and be helpful in explaining stress-inducing behaviors and developing coping mechanisms for all teachers (Diego-Medrano et al, 2021).

4.1 Conclusions and Recommendations

Selected faculty members working at Santiago City's colleges and universities participated in this study. A number of suggestions were made in order to thoroughly comprehend and investigate the idea of work-life balance. Initially, this study was designed using a survey form with only one quantitative design of questions, which limited the use of more and varied factors and an in-depth examination of the cause of work-life imbalance. Furthermore, it is strongly advised that a qualitative approach be used to emphasize the causes of and potential remedies for improving

the work-life balance of teaching staff members. This would greatly enhance the literature. As a result, the study's scope is restricted to faculty members at colleges and universities; its findings do not apply to other academic institutions in Santiago City.

Support for all faculty members, not only those who were identified as having a work-life imbalance, should be provided, even though the study's findings were the consequence of a fair work-life balance. An emphasis on awareness of the work-life imbalance needs to be one of the institutional priorities in order to determine the direct and indirect repercussions. All educational institutions should be reminded that bad things that happen to the faculty will negatively affect students' teaching-learning experiences and create an unfavourable learning environment.

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