

Work-Life Balance and Faculty Functions of Married Faculty Members of One State University in the Philippines: Basis in the Development of Wellness Program

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ABSTRACT

Work-life balance is essential for every employee's success and productivity. Thus, identifying the practices in the institution and current scenario can fill the gaps that instructors experiencing in the work-life. The study used a quantitative research design employing a descriptive survey that systematically describes a situation, problem, phenomenon, service, or program. The study was participated by 147 faculty members. Random sampling was used to choose the respondents. Based on the results of the research, both male and female faculty members at LSPU need to take care of their time and relationships with work-life balance factors in order to maintain wellness, emotional connections with family and friends, and spiritual growth while carrying out their roles as instructors, researchers, and extension specialists. Anxiety and fatigue brought on by their work-related exhaustion that they overlook the maintenance of their spiritual lives (such as praying, reflecting, and meditating). Therefore, to keep faculty members from becoming stressed out or overburdened with their everyday responsibilities, institutions need to support individuals in finding a balance between their personal and professional lives. However, work-life balance can be managed with the assistance and support of their organization and/or faculty. It is suggested that administrators continue promoting self-care practices to support physical health by addressing emotional well-being, giving the opportunity for resources related to mental health, such as workshops on stress management or counseling, and organizing networking opportunities, team-building exercises, and support systems to cultivate positive relationships between faculty and staff.

Key words: Gender and Development, Productivity, Time Management, Well-being Work-Life Balance,

INTRODUCTION

Work-life balance demonstrates the balanced state in which an individual has professional and personal development and progress. As a result, this technique merits consideration as it aims to elevate an institution. Because when everyone in a business practices work-life balance and has appropriate management, everyone is happy with their jobs and tasks, and productivity is seen throughout the company. DiRenzo et al. (2015) defined *work-life balance* as separating an employee's personal and professional lives within an organization. It is the line drawn to divide a person's personal life from their professional and career life and other aspects of their existence. Men and women of our generation play essential and complex duties as husbands, wives, parents, workers, bosses, and employees. Nowadays, employees in the workplace have to deal with a variety of compliance standards and practices implemented in various organizations (such as government offices, academic institutions, and small and large business organizations). These organizations have many requirements for qualifications that employees must meet to be employed there. The organization will give it its all to improve it. These issues are evident in academic institutions regarding hiring and selecting qualified faculty, improving curricula, changing school calendars, and obtaining certifications from various academic bodies like the Commission on Higher Education (CHED).

Being a State University, the teachers' focus should be more on meeting the demands of the ever-changing curriculum. Faculty members will understandably have more job assignments to complete in such a

scenario. Occasionally, they have to labor through the night or remain late in the afternoon to ensure the college or university's requirements are fulfilled on time or before schedule. In order to ensure that the requirements are completed by the deadline, students occasionally even spend Saturdays and Sundays at school—even though the weekends are meant for relaxation, family time, and spiritual time. According to Aslam (2015), people in today's dynamic work environment deal with a heavy workload and lengthy workdays, significantly impacting their personal and family lives. Considering each instructor remains so committed and dedicated, these individuals occasionally sacrifice practice time to attend to their own lives and families. Moreover, involvement in both work and personal life and no tension between social positions in both were effective ways to have a work-life balance (Gribben & Sample, 2015).

In addition to ensuring that employees comply with laws and regulations, university management is responsible for improving the work-life balance for their staff members to avoid the financial disadvantages of high turnover and high healthcare costs associated with work-family conflicts. Instead, they should implement a robust human resources recruitment and retention strategy (Levkovich & Gada, 2020). With this, it has always been complex for people working to balance their personal and professional lives. The study of Wepfer et al. (2017) discovered that while individual circumstances can influence a person's view of work-life balance, an exact measurement is impossible to achieve. Having a healthy work-life balance, people need to be very explicit about the boundaries between their personal and professional lives. This was strengthened in the study of Aquino et al. (2023). Work-life balance is essential for many reasons, including how it impacts productivity and organizational well-being.

The study aims to identify the level of manifestation of the factors that affect the work-life balance of every married faculty and their performance and functions in the institutions. Specifically, it sought to answer the following questions:

1. What is the level of manifestation of the respondents that affects the work-life balance in terms of:
 - a. Health;
 - b. Career;
 - c. Family and friends, and
 - d. Spiritual life
2. What is the level of manifestation of the respondents in the *faculty functions in terms of*:
 - a. Instruction;
 - b. Research;
 - c. Extension;
 - d. Production; and
 - e. Faculty assignment/s

Is there a significant relationship between work-life balance factors and faculty functions?

Based on the study's findings, what program will be developed to address the institution's work-life balance?

Conceptual Framework

The individual requires a sense of balance in their personal and professional growth and development, as the Maslow Hierarchy requires theory reiterates. For high-quality service to be provided at the institutions,

instructors must function effectively and be able to carry out their duties. As reiterated by Van Den Broeck et al. (2016), comfort in striking a balance between their personal and professional lives will come from understanding the components of work-life balance. Determining the determinant factors leads to addressing the gaps and areas to improve its functions and productivity. Identifying the level of manifestation in the different factors in work-life balance and the faculty functions could address the gaps that need to be addressed. Thus, this study aims to create a wellness program that will contribute to the productivity of the organization's members and the attainment of the institution's organizational goals.

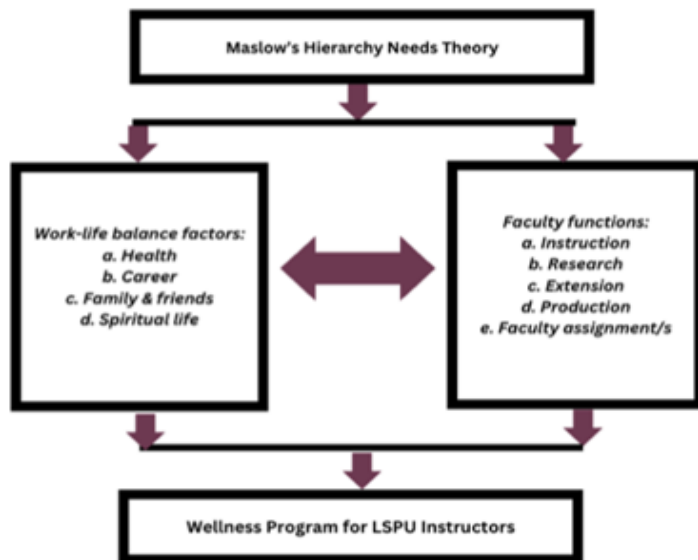


Figure 2. Theoretical framework

METHODOLOGY

The study used a quantitative research design employing a descriptive survey where a questionnaire was utilized, which was validated by three experts. Omair (2015) stated that the purpose of descriptive study designs is to state the intended features of the sample under investigation. A random sampling technique was used in the study to choose the participants. Seventy percent (70%) of the university's married faculty members are among the 147 respondents. To evaluate the validity and reliability of the questionnaire, Cronbach's Alpha was employed, as reiterated by Bujang et al. (2018), who notions that the questionnaire development and validation studies frequently employ reliability assessments through Cronbach Alpha. Data analysis used statistical treatment to identify the level of manifestation in work-life balance and faculty functions using Mean, MPS, SD, and Pearson-R to analyze the significant relationship in the different factors.

The researchers followed a set of guidelines to ensure that the study was carried out orderly and systematically. The validity and reliability were then tested by pilot testing. Initially, in order to conduct the study, the researchers required permission. Data collection and gathering followed the research procedures with ethics and confidentiality.

RESULTS AND DISCUSSION

In response to the development of wellness programs for faculty members at the institutions, it is appropriate to determine the prevalence of various factors related to work-life balance and faculty functions. This will allow for the identification of life's unsolved issues and will improve performance and productivity within the institution.

Level of Manifestation in the factors in Work-Life Balance

Wellness is a representation of the holistic idea of health. Being in a condition of health allows one to express their full potential within their living environment and to perform successfully on a physical, mental, social,

and spiritual level. Due to this, these people found it challenging to reach their goals in both their personal and professional lives, which had a negative impact on their general wellbeing (Unal & Dulay, 2022). Because the literature explores how health-related factors affect the research's outcomes and is the main subject of the investigation, it was pertinent to the current study. The mean score 4.41 and the standard deviation of 0.84 indicate that the respondents' overall health was "High Manifestation." Specifically, the indicator that had the highest mean, "Manages work stress properly," with a standard deviation of 0.82, was interpreted as a "High Manifestation." Conversely, the indicator that had the lowest mean, "Takes meals (such as breakfast, lunch, dinner, and snacks) on time despite heavy workloads and tight working schedule," also had a standard deviation of 0.95 and was interpreted as a "High Manifestation." A key component of productivity and carrying out your duties and obligations as an employee of the organization is being in excellent health (Haar et al., 2014). It should also be given top importance in the plans since the institution's head must provide in every member with adequate attention and care.

Furthermore, with a mean of 4.34 and a standard deviation of 0.89, the majority of respondents have a "High Manifestation" when it comes to family and friends. In contrast, the indicator "Converses sensibly and laughs with friends despite work pressure" had the lowest mean of 4.17 and a standard deviation of 1.05, which was interpreted as "Manifestation." The indicator "Has time for family conversation and sensible chats despite a tight working schedule" had the highest mean of 4.47 and a standard deviation of 1.07, interpreted as "High Manifestation." Family and friends are important for cognitive growth and healthy socialization because they give confidence, act as role models, reduce academic stress, and reduce anxiety. Raisinghani and Goswami (2014) pointed out the importance of striking a balance between personal and professional lives. Having strong relationships with your family and loved ones is one indication of a healthy work-life balance. The literature was relevant because, similar to the current investigation, these studies play distinct but complementary functions in our social development and overall well-being and are essential to our support systems.

However, the data also indicate that the respondents' career is "High Manifestation," with a standard deviation of 0.92 and a mean of 4.51. In particular, the indicator "Ensures that aspiration is aligned with organization's VMGOs" had the lowest mean of 4.43 and a standard deviation of 0.90, also interpreted as "High Manifestation," while the indicator "Is open to opportunities to gain the skills/experience on the present designation" had the highest mean of 4.60 and a standard deviation of 0.93, interpreted as "High Manifestation." As to the study of Jundran and Saleem (2021) claim that time management has special benefits for figuring out when is the most productive. One study found that creating boundaries between your personal and professional lives, scheduling family time, taking frequent breaks during the day, and not multitasking are all important steps toward attaining work-life balance (Kossek et al., 2014). The skills and aptitudes that provide you a sense of direction and personal fulfillment are usually applied in a professional setting. Moreover, Aslam (2015) states that academic settings especially for teaching professionals which typically include significant workloads. The professional and personal growth of its personnel should be given top priority by every company. This was related in the current study to the assumption that fulfilling work should ideally live harmoniously with other aspects of life, such as relationships, family, and personal wellbeing. Striking this balance requires thoughtful choices and actions, realizing that a fulfilling career should enhance happiness rather than detract from it.

Work-life balance refers to achieving a healthy balance between one's personal and professional lives (Mazerolle & Goodman, 2013). As a whole, the respondents' spiritual progress was manifested in a "high manifestation" way, with a mean of 4.35 and a standard deviation of 0.98, according to the data. The highest mean of 4.47 and a standard deviation of 1.07 was from the indicator, "Develops happiness habit by always looking at the bright side of life." which was interpreted as "High Manifestation." However, with the lowest mean of 4.13 and standard deviation of 1.28, the indication "Exercises often the will power and decision-making ability which strengthens and gives control over the mind" was evaluated as "Manifestation." Individuals have a greater capacity to be focused, innovative, and effective at work when they feel balanced and recharged (Ocak and Boyraz, 2016). Understanding a feeling, sense, or conviction that there is something more than me, that there is more to being human than meets the senses, and that the larger system of which we are a part is cosmic or divine is what it is to be spiritual. With the current study, having a spiritual sense can be

beneficial to one's mental and emotional well-being which offers a wellspring of resilience, hope, and coping skills, especially during trying times.

Level of Manifestation in the Faculty functions

Setting restrictions between one's personal and professional life is essential (Shanafelt et al., 2015). As to the current study, faculty functions should be addressed in order to maximize and develop programs that addresses the instructors needs and practices. The findings showed that the respondents' overall manifestation of instruction had a mean of 4.39 and a standard deviation of 0.91, interpreted as "High Manifestation." The indicator "The teaching responsibilities I have are clearly defined" also had a mean of 4.50 and a standard deviation of 1.08, interpreted as "High Manifestation." The indicator with the lowest mean, 4.27, and standard deviation, 0.98, which was likewise read as "High Manifestation," was "I am satisfied with the level of support I receive for teaching-related activities (e.g., resources, professional development opportunities)."

Jundran and Saleem (2021) claim that time management has special benefits for figuring out when is the most productive. Teacher-directed learning is the method used for teaching. Teachers increasingly modify their methods of instruction based on the assignments that students finish. In this study, "teaching" refers to imparting skills, information, or guidance in order to foster learning and development. Technology makes technology more dynamic and complex while emphasizing how it empowers individuals and shapes the future.

Additionally, this study shows that the indicator "I feel supported in pursuing my research interests and goals" had the highest mean of 4.63 and a standard deviation of 0.93, indicating that the respondents' overall manifestation of research had a mean of 4.39 and a standard deviation of 0.86, which was verbally interpreted as "High Manifestation." The indicator labeled as "Manifestation," which read "I have sufficient time and resources to conduct research in my field," had the lowest mean, 4.06, and the lowest standard deviation, 1.48.

Research is a systematic process of inquiry that entails the collection of data, the documentation of pertinent information, and the subsequent analysis and interpretation of that data and information through the application of suitable methodologies developed by the academic and professional sectors. A project that could yield positive results and eventually raise the bar for student performance is the establishment of a research culture in the educational sector (Ancho, 2019). According to the results of this study, faculty research was essential to preserving the standard and effectiveness of educational institutions, encouraging faculty development, and enhancing the learning environment. It helps academic institutions maintain accountability, make informed decisions, and improve their standing in the academic community.

In addition, the findings indicated that the respondents' overall manifestation of extension had a mean of 4.36 and a standard deviation of 0.99, which was interpreted as "High Manifestation." More specifically, the indicator that was interpreted as "High Manifestation" had the highest mean of 4.53 and the lowest standard deviation of 1.04, which was "I have sufficient dedicated time for engaging in extension activities." On the other hand, the indicator that was interpreted as "Manifestation" had the lowest mean of 4.20 and the highest standard deviation of 1.10, which was "I am satisfied with the level of financial support available for extension activities."

Extension is an essential function of higher education institutions that derives its plans and programs for delivering community services from instruction and research. As a result of several investigations and discoveries, educators are more aware of the necessity to broaden the body of knowledge they can impart in order to improve the caliber of educational services (Aquino et al., 2022). Conducting community extension service is about relationships in building communities through teaching. Community Extension Services (CES) programs and activities are geared toward helping people by empowering themselves through sustainable programs. The extension enables the educational programs to reach and "touch the lives" of communities and the environment through services that transfer knowledge and technologies to create impact on holistic and sustainable development programs and people empowerment.

The results also indicated that the respondents' overall production manifestation had a mean of 4.29 and a standard deviation of 1.00, which was interpreted as "High Manifestation." More specifically, the indicator that

was interpreted as "High Manifestation" was "I actively participate in the planning and design of production projects," with a mean of 4.47 and a standard deviation of 1.01. The indicators "I feel supported in collaborating with colleagues or industry professionals to develop innovative and impact production initiatives" and "I have access to necessary materials, equipment, and facilities to carry out production tasks effectively" were interpreted as "Manifestation" and had the lowest mean (4.13) and standard deviations (1.31 and 1.35, respectively).

However, the link between the amount of output and the various quantities of inputs employed in the production process is depicted by the production function. Stated differently, it refers to the total output generated from the selected amount of different inputs. Production is, in general, the process of converting raw materials into completed items. With a mean of 4.21 and a standard deviation of 0.89, the results, however, showed that the respondents' faculty assignment was "High Manifestation." With a mean of 4.47 and a standard deviation of 0.97, the indicator "I believe that the workload distribution process is transparent and objective" was deemed to be in "High Manifestation." However, with the lowest mean of 4.10 and the lowest standard deviation of 0.96, the signal "I am assigned roles and responsibilities that align with my expertise and interests" was evaluated as "Manifestation."

Furthermore, the University sets priorities, fulfills its mission, and generates opportunities to improve the caliber and integrity of its academic programs through the delegation of responsibility to faculty members. With the study of Hobfoll et al., (2018) finding a work-life balance is important for general fulfillment at work. Employees are more likely to be content with their professions and remain with their organizations when they believe that their personal lives have been acknowledged and appreciated. The University takes an equitable and fair approach to faculty appointments.

As to the study of Logan and Guikema (2020) a group of organizational and psychological factors that influence work-life balance and describe how they affect it should be prioritized. A faculty member's job responsibilities include teaching, research, and service. Teaching, research, and service should ideally interact with one another and strengthen and complement one another. As a result, the university acknowledges the valid variations in the needs for academic programs, faculty growth within the academic community, and faculty members' interests and areas of specialization. In order to adapt to these variations, a prescriptive, inflexible, and consistent formula that imposes an annual task on each faculty member is not appropriate. This policy aims to give faculty members assignment flexibility so that their focus on teaching, research, and service can change as their careers progress.

Table 1. Significant relationship of work-life balance factors and faculty functions

| | Pearson r | p-value | Interpretation | Decision | Remarks |
|------------------------|-----------|---------|-------------------------|-------------|-------------|
| Health | | | | | |
| Instruction | 0.800 | <0.001 | Strong correlation | Reject null | Significant |
| Research | 0.807 | <0.001 | Very Strong correlation | Reject null | Significant |
| Extension | 0.789 | <0.001 | Strong correlation | Reject null | Significant |
| Production | 0.736 | <0.001 | Strong correlation | Reject null | Significant |
| Faculty Assignment | 0.735 | <0.001 | Strong correlation | Reject null | Significant |
| Family/ Friends | | | | | |
| Instruction | 0.851 | <0.001 | Very Strong correlation | Reject null | Significant |
| Research | 0.880 | <0.001 | Very Strong correlation | Reject null | Significant |

| | | | | | |
|--------------------|-------|--------|-------------------------|-------------|-------------|
| Extension | 0.801 | <0.001 | Very Strong correlation | Reject null | Significant |
| Production | 0.739 | <0.001 | Strong correlation | Reject null | Significant |
| Faculty Assignment | 0.716 | <0.001 | Strong correlation | Reject null | Significant |
| Career | | | | | |
| Instruction | 0.887 | <0.001 | Very Strong correlation | Reject null | Significant |
| Research | 0.829 | <0.001 | Very Strong correlation | Reject null | Significant |
| Extension | 0.832 | <0.001 | Very Strong correlation | Reject null | Significant |
| Production | 0.877 | <0.001 | Very Strong correlation | Reject null | Significant |
| Faculty Assignment | 0.781 | <0.001 | Strong correlation | Reject null | Significant |
| Spiritual Growth | | | | | |
| Instruction | 0.916 | <0.001 | Very Strong correlation | Reject null | Significant |
| Research | 0.818 | <0.001 | Very Strong correlation | Reject null | Significant |
| Extension | 0.882 | <0.001 | Very Strong correlation | Reject null | Significant |
| Production | 0.835 | <0.001 | Very Strong correlation | Reject null | Significant |
| Faculty Assignment | 0.714 | <0.001 | Strong correlation | Reject null | Significant |

The results showed the correlation matrix of work-life balance and faculty function. Health has strong positive relationships with instruction ($r=0.800$), extension ($r=0.789$), production ($r=0.736$), and faculty assignment ($r=0.735$) and a very strong and highest positive relationship with research ($r=0.807$). Family/friends have very strong positive relationships with instruction ($r=0.851$), research, where it has the highest positive relationship ($r=0.880$), and extension ($r=0.801$), and strong positive relationships with both production ($r=0.739$) and faculty assignment (0.716). Career has very strong positive relationships with instruction, where it has also the highest positive relationship ($r=0.887$), research ($r=0.829$), extension ($r=0.832$), and production ($r=0.877$), and a strong positive relationship with faculty assignment (0.781). Lastly, Spiritual growth has very strong positive relationships with instruction, where it has also the highest positive relationship ($r=0.916$), research ($r=0.818$), extension (0.882), and production ($r=0.835$), and a strong positive relationship with faculty assignment with (0.714). All work-life balance factors have a significant relationship with the faculty functions of the selected married female and male faculty members of LSPU, resulting in rejecting the null hypothesis.

In order to enhance this aspect of faculty life and promote a more comprehensive and equitable approach to their professional duties, it might be helpful to sponsor discussions or campaigns that promote spiritual introspection, mindfulness exercises, or other endeavors that foster personal development and wellbeing. As notions by Da Silva and Fischer (2020) school administrators may also be key players in creating a positive work-life balance through enacting policies that support remote job options, flexible work schedules, and a culture that respects employees' personal time. As they carry out their faculty duties in the areas of education, research, extension, and production, the male and female faculty members at LSPU are advised to take care of their time and relationships with their work-life balancing aspects in terms of health, family/friends, and spiritual growth. Though the numerical results were the lowest, the association between spiritual growth and faculty functioning was noted as being very significant. This suggested that both male and female faculty members at LSPU were struggling to support their own spiritual development while carrying out their duties, which were frequently scheduled for the weekends or, in extreme circumstances, even holidays.

Stress and fatigue from working so hard to complete their tasks and obligations that they forget to take care of their spiritual lives (such as praying, reflecting, and meditating on God's words). Thus, in order to keep faculty members from becoming overly stressed out or overburdened with their everyday responsibilities, organizations need to support them in finding a balance between their personal and professional lives. People are designed to enjoy life, even in the face of stress and hardship. However, work-life balance can be managed with the assistance and support of one's organization or faculty. Moreover, Dwivedi et al., (2020) reiterates that general well-being, job happiness, and long-term success in both personal and professional spheres of life, preserving a work-life balance is essential.

Wellness Program in the context of work life balance and faculty functions in state university

The goal of this wellness program is to address faculty members' needs holistically by fostering their professional and personal development on all fronts. Faculty members will be afforded greater autonomy to perform their duties effectively and preserve a healthy work-life balance by engaging in a variety of activities. It was evident that teachers perform well if they feel that they treasure and nurture their capabilities. Thus, addressing their personal needs is a big help for them to be more productive in their tasks and their responsibilities as a big instrument in their institution. By developing a Wellness program for faculty members, they will be given more time to manage and practice their professional growth and development without sacrificing their personal lives. The Wellness Program addresses the different facets of life: emotional, social, mental, physical, and spiritual. The Wellness Program nourishes the areas that should be addressed so that every teacher does not need to burn out with their work and is still dedicated and committed to good practices that provide knowledge and enhance the innate capabilities of the students.

1. **Social Aspect:** Provide social programs, such as gatherings, to faculty members so they can socialize and learn about the various events taking place in the school. Teachers can use social gateways to arrange their day and time so they can have free time without having to worry about disturbances to the classroom.
2. **Physical Aspect:** Provide a program that incorporates Zumba fitness or team-building exercises to help faculty members develop their skills and abilities while also fostering their social lives. Each faculty member's strength will be better maintained as a result, enhancing their physical abilities and interpersonal interactions.
3. **Emotional Aspect:** Organize workshops and seminars on managing emotional tension and stress so that faculty members are equipped to deal with a variety of individuals and situations that vary in complexity within the framework of their respective institutions. By doing this, teachers can learn time management skills and mindfulness more effectively. Faculty members may benefit from counseling in order to be consoled and have their psychological health evaluated.
4. **Mental Aspect:** Provide faculty members access to workshops and training that address various mental health concerns and coping methods so they can be supported as they navigate the challenging circumstances that arise for their career and personal growth. Teachers will get greater awareness of how to improve their cognitive skills and mental components, hence developing their talents and abilities.
5. **Spiritual Aspect:** Have the capability to offer faculty members spiritual events such as Recollection or Retreat, or any other spiritual meetings that would address their faith and trust in their superiors. By doing this, each employee can better position themselves to be courageous and resilient in their dedication and commitment to being a beacon to their students.

CONCLUSIONS

The study's findings led to the following conclusions: (a) a high manifestation of faculty functions in instruction, research, extension, production, and faculty assignment(s) coexisted with a high manifestation of work-life balance factors, including health, career, family and friends, and spiritual life; this underscores the

harmonious synergy between professional effectiveness and personal well-being within the faculty; (b) based on table 1.0 results, there is a significant relationship between faculty functions and work-life balance factors, and (3) there are significant relationships on the existence of a substantial and noteworthy relationship between work-life balance factors and faculty functions. This suggests the adequate performance of faculty duties. In order to promote educators' performance in instruction, research, extension, production, and faculty assignments, it emphasizes the critical role that well-being, health, interpersonal relationships, and spiritual fulfillment play. The success and vitality of the educational institution as a whole and the welfare of the faculty depend on acknowledging and valuing this relationship. The need to foster an environment that prioritizes educators' holistic well-being is emphasized to foster their professional excellence. Faculty members' high levels of work-life balance will be sustained by implementing a comprehensive wellness program. The development of a wellness program that is appropriately adapted to the particulars of Laguna State Polytechnic University and shows a proactive approach to addressing the critical interactions between academic responsibilities and work-life balance.

RECOMMENDATION

The following recommendations are made in light of the study's findings and conclusions: To support physical health, self-care habits, including regular exercise, a balanced diet, and enough sleep, must be continuously promoted. To address emotional well-being, make mental health resources accessible, such as counseling or stress management classes. Plan social gatherings, team-building exercises, and support systems to help teachers and staff get along well with one another. Promote multidisciplinary cooperation and teamwork to divide tasks more fairly and effectively. Provide faculty with opportunities for professional development so they can acquire the skills necessary for their assigned responsibilities. To find opportunities for improvement, evaluate the faculty's work-life balance regularly and get instructor input. To help instructors maintain a work-life balance to accommodate their personal needs and life events, such as family emergencies. Encourage faculty members to support one another in preserving work-life balance by fostering an inclusive, respectful, and supportive culture. It was suggested that a **Faculty Wellness Hub** be built to improve teacher well-being (e.g. physical fitness activities, university salon and spa, spiritual counseling). This will be open to all university employees, especially the faculty and staff and nourishing the general health and prosperity of an educational institution, foster a caring and supportive environment by means of fruitful activities apart from academic responsibilities (such as cooking, baking, painting, gardening etc.), these will be able to help them lower stress levels, incorporate in their teacher's program a "Thank God it's Friday (TGIF time)" for faculty self-care which will be schedule every Friday this will ultimately benefit both instructors and students.

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