

Work-Life Balance, Scholastic Readiness, Self-Efficacy, and Students' Engagement in Mathematics

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ABSTRACT

This study presents the relationship between work-life balance, scholastic readiness, self-efficacy, and students' engagement in mathematics. This study aimed to identify the level of students' work-life balance in terms of self-management, time-management, and stress management; level of students' self-efficacy in terms of academic, social, and emotional aspects; level of students' engagement in Mathematics in terms of cognitive, social, and emotional; and explored their relationships with students' engagement in Mathematics. This is a correlational quantitative study where three adopted research instruments were utilized. The research respondents were ninety (90) grade ten (10) students at an identified private school in Molave, Zamboanga del Sur using complete enumeration. Findings revealed that the students' work-life balance is in a balanced level, students' scholastic readiness and self-efficacy is high, students' level of engagement in mathematics subject is high and a significant relationship existed among students' work-life balance, scholastic readiness, self-efficacy, and engagement in Mathematics. This study signified that as students' work-life balance, scholastic readiness, and self-efficacy increase, their engagement in mathematics also increases and vice versa. This study suggests that the schools are encouraged to create and implement programs that promote students' work and personal life, prepare them academically, and boost their self-efficacy to enhance their engagement in Mathematics.

Keywords: Engagement in Mathematics, Self-efficacy, scholastic readiness, Work-life Balance

THE PROBLEM AND ITS SCOPE

Students nowadays are very prone to stress and depression because of the school-work loads given to them, mismanagement of their time, and imbalance between their home and school responsibilities. In this case, students' readiness in any academic endeavor and engagement in any learning areas are being affected. Students tend to refuse to actively engage in learning areas where their readiness to engage was not being set appropriately because of their low self-efficacy.

In today's fast-paced and competitive world, achieving a balance between work and personal life has become increasingly challenging, especially for high school students who are juggling multiple responsibilities and commitments. Students ensure themselves that they are prepared in any academic endeavor while maintaining work-life balance which help them manage their time wisely especially for those student part-time jobbers. Self-efficacy boosts students' confidence and motivation, leading to increased engagement in the different learning areas which reflects on their interest, involvement and active participation in learning (Joshstanley, 2024).

Work-life balance is the concept of achieving experiences in all life aspects with satisfaction in facing multiple life roles. Work-life balance still needs to receive a lot more attention from society. With the increasing demands of academic work, extracurricular activities, part-time jobs, and personal commitments, students often find it challenging to manage their time effectively. When their work-life balance is disrupted, students may experience heightened stress levels, fatigue, and a lack of motivation. This imbalance can hinder their ability to engage fully in mathematics and other academic pursuits. Therefore, creating an environment that supports work-life balance is crucial for fostering students' engagement and overall well-being. The issue of work-life balance has gained significant attention from many people, including students, due to the evolving global economy, which demands that employees work around the clock and technological advancements that enable employees to stay connected

at all times. This must be given more attention on educational policies in order to create higher order policies which are more relevant to the students' needs (Shoba & Suganthi, 2018; Fina Islamiati Susyana et al., 2021).

Scholastic readiness includes cognitive, social, attentional, and self-regulation skills, which are foundation for future school success which serves as the prerequisite conditions in promoting effective learning process. It is impossible to foster students' potential without learning preparedness (Dangol & Shrestha, 2019; Pan et al., 2019).

A person's assessment of their own capacity to plan and carry out the tasks necessary to attain optimal performance is known as self-efficacy. The interpretation of one's mastery outcome or purposeful performance is its strongest source and is one of the transition skills that the students can benefit from developing one's all aspects in life. It is the belief in one's ability to accomplish specific tasks or goals, significantly influences high school students' engagement in mathematics. Students with high self-efficacy in mathematics are more likely to approach mathematical tasks with confidence, persistence, and a positive attitude. They believe in their ability to overcome challenges and seek help when needed. In contrast, students with low self-efficacy may doubt their capabilities, avoid challenging tasks, and experience anxiety when faced with mathematical problems. Therefore, nurturing students' self-efficacy in mathematics is vital for promoting their engagement and success in the subject (Mookkiah & Prabu, 2019).

Student engagement refers to the students' active participation in the different curricular and extra-curricular activities with dedication and commitment to achieve specific goals (Ginting, 2021). The energy and effort that students put out in their learning community is known as student engagement, and it can be measured using a variety of behavioral, cognitive, or affective markers that fall along a spectrum. Numerous structural and internal factors, such as the intricate interactions between relationships, learning activities, and the learning environment, shape it. Students are more likely to channel their energy back into their learning, leading to a variety of short- and long-term outcomes that can also further fuel engagement, the more empowered and involved they are within their learning community (Bond et al., 2020)

This study aims to explore the relationship between work-life balance, scholastic readiness, self-efficacy, and high school students' engagement in mathematics. While previous studies have examined the individual factors influencing students' engagement in mathematics, there is a research gap in understanding how work-life balance and self-efficacy contribute to this engagement. By investigating these factors, this research seeks to provide valuable insights into the potential impact of work-life balance and self-efficacy on students' engagement in mathematics, thereby informing educational policies and interventions that promote students' academic success and well-being.

Theoretical and Conceptual Framework

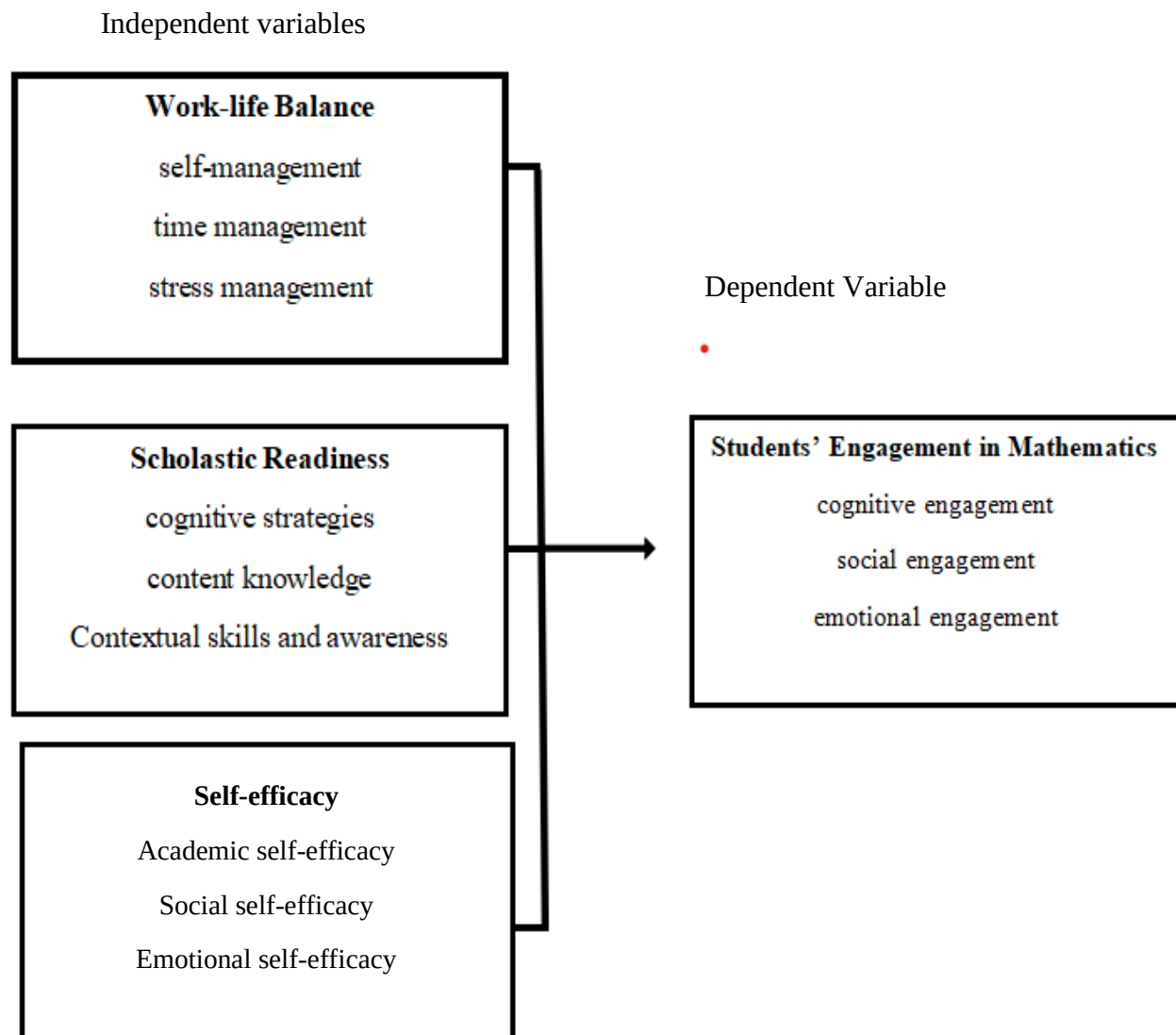
This study is anchored on Job Demands-Resources Model (Bakker & Demerouti, 2003) and Social Cognitive Theory (Bandura, 1986).

Job Demands-Resources Theory suggests having strong belief in oneself is important for maintaining a balance between work and personal life. People who have confidence in their abilities are likely to handle their work and personal tasks well. It is therefore anticipated that students who have high self-efficacy are more likely to achieve a good work-life balance, which in turn can result in greater interest and engagement in mathematics . It states that scholastic readiness, which refers to the preparedness and skills of students in academic settings, can act as a resource that facilitates work-life balance. Thus, students with higher scholastic readiness may be better equipped to manage their academic demands and personal responsibilities, resulting in improved work-life balance and increased engagement in mathematics (Bakker & Demerouti, 2003)

Social Cognitive Theory of Albert Bandura (1986), emphasizes the role of self-efficacy in influencing behavior. It posits that individuals' beliefs in their own abilities affect their engagement and performance in academic tasks. In the context of this study, self-efficacy can be examined as a key factor influencing students' engagement in mathematics. In the context of this study, students' engagement in mathematics can be influenced by observing and modeling the behavior of their peers who demonstrate high levels of engagement and self-efficacy in the

subject.

Figure 1 Schematic Presentation of the Interplay of the Variables



Statement of the Problem

This study will aim to develop a casual model of work-life balance, scholastic readiness, self-efficacy on students' engagement in mathematics of grade 10 students.

Specifically, this study aims to answer the following questions:

1. What is the level of students' work-life balance in terms of:
 - 1.1 self-management;
 - 1.2 time management; and
 - 1.3 stress management?
2. What is the level of students' scholastic readiness in terms of:
 - 2.1 cognitive strategies;
 - 2.2 content knowledge; and
 - 2.3 contextual skills and awareness?
3. What is the level of students' self-efficacy in terms of:

- 3.1 academic self-efficacy;
- 3.2 social self-efficacy; and
- 3.3 emotional self-efficacy

4. What is the level of students' engagement in Mathematics in terms of:

- 4.1 cognitive engagement;
- 4.2 social engagement; and
- 4.3 emotional engagement?

5. Is there a significant relationship between students' engagement in Mathematics and:

- 5.1 work life balance balance;
- 5.2 scholastic readiness; and
- 5.3 self –efficacy?

Hypotheses

To elaborate more significant relationship on students' work-life balance, scholastic readiness, self-efficacy on students' engagement in mathematics of grade 10 students, three (3) hypotheses are formulated. The null hypotheses tested at 0.05 level of significance.

Ho1: There is no significant relationship between students' work-life balance and their engagement in mathematics.

Ho2: There is no significant relationship between students' self-efficacy and their engagement in mathematics.

Ho3: There is no significant relationship between students' self-efficacy and their engagement in mathematics.

Significance of the Study

The study on students' work-life balance, scholastic readiness, self-efficacy, and engagement in mathematics can benefit multiple stakeholders. The significance of the study could be summarized as follows:

School Administrators: The study can provide valuable insights for school administrators in shaping policies and programs that enhance students' engagement in mathematics. By recognizing the significance of work-life balance, scholastic readiness, and self-efficacy, administrators can design interventions and allocate resources that foster a positive learning environment. This can include implementing support systems, providing professional development opportunities for teachers, and integrating strategies that promote work-life balance into the school curriculum. The study's findings can help administrators in their efforts to create a holistic educational experience that nurtures students' engagement and achievement in mathematics.

Teachers: This study can help teachers in providing a deeper understanding of the factors that impact students' engagement in mathematics. This knowledge can guide teachers in developing instructional strategies and interventions that promote student engagement and address specific needs related to work-life balance, scholastic readiness, and self-efficacy. Teachers can use this information to create a supportive learning environment that fosters student success in mathematics.

Students: This study can provide insights to the students into the factors that influence their engagement in mathematics. By understanding the importance of work-life balance, scholastic readiness, and self-efficacy, students can make informed decisions and adopt strategies that enhance their engagement and performance in mathematics. This knowledge can lead to improved academic outcomes, increased motivation, and a sense of well-being among students.

Community: The study's findings can help the community in promoting a positive attitude towards mathematics and education. By highlighting the importance of work-life balance, scholastic readiness, and self-efficacy, the

study can encourage community members to support students in their academic endeavors. This support can take the form of mentorship programs, extracurricular activities, and community resources that enhance students' engagement and achievement in mathematics.

Parents and Guardians: The study's findings can be of great importance to parents and guardians as they play a crucial role in supporting their children's education. By understanding the factors that influence students' engagement in mathematics, parents and guardians can actively contribute to their children's academic success. They can provide guidance, create a conducive environment for learning, and promote a healthy work-life balance that allows students to excel in their mathematical pursuits. The study can empower parents and guardians with knowledge and strategies to effectively support their children's engagement in mathematics.

Future Researchers: The study can serve as a valuable resource for future researchers interested in the field of work-life balance, scholastic readiness, self-efficacy, and engagement in mathematics. The findings can provide a foundation for further investigations, allowing researchers to build upon the existing knowledge and explore new dimensions within this research area. Future researchers can benefit from the study's methodology, theoretical framework, and insights, contributing to the advancement of knowledge in this field.

Scope, Delimitation, and Limitations of the Study

The scope of this study is centered around the development of a causal model that examines the relationship between work-life balance, scholastic readiness, self-efficacy, and students' engagement in mathematics. The study specifically targets grade 10 students from a private school in Molave, Zamboanga del Sur. The sample for the study will be selected using simple random sampling.

The delimitation of this study is that it focuses solely on grade 10 students and their engagement in mathematics. Other grade levels or subjects are not included in the scope of this research.

Definition of Terms

This section provides definitions for key terms that are used frequently in the research to help ensure that the main concepts discussed in this study are understood. The definitions offered shall act as the primary framework for the discussions and analysis that follow.

Academic self-efficacy. This term refers to the belief held by students that they can successfully complete specific academic tasks at predetermined levels.

Cognitive Engagement. This refers to the extent to which students apply strategic thinking and intellectual effort to their learning process. Students must actively participate in the learning process in order to develop problem-solving techniques, critical thinking techniques, and the application of acquired knowledge and abilities. Students that are cognitively engaged are willing to learn difficult concepts, persevere through difficult assignments, and overcome difficulties in the classroom. It is essential for encouraging in-depth learning and academic achievement.

Cognitive Strategies. These refers to the particular, self-directed methods or strategies that students use to improve their comprehension and memorization of academic content. These methods help students process and comprehend information, giving them the cognitive skills they need to tackle college-level work. Examples of cognitive strategies are summarizing information, drawing conclusions, asking questions to gain understanding, and using mnemonic devices. Cognitive strategies are essential components of the learning process because they support the growth of critical thinking, problem-solving skills, and general academic performance.

Content Knowledge. This term is defined as a thorough comprehension and mastery of a certain academic subject. It speaks to the wide range and depth of knowledge that a student has in a certain field. This covers information that is crucial to the subject, such as concepts, theories, facts, and principles. Since content knowledge is the foundation for problem-solving, higher-order thinking, and applying learning in real-world contexts, it is essential for academic achievement.

Contextual Skills and Awareness. These are students' capacity to use knowledge and skills in a range of real-world situations as well as their awareness of the relevance and applicability of what they are learning to both their own lives and the world around them. This includes being able to apply abstract ideas to real-world circumstances, comprehending the significance of abstract ideas in various contexts, and being aware of the connections between abstract ideas and more general societal problems. It emphasizes how crucial it is to comprehend not only what you have learned, but also how relevant and useful it is in larger contexts.

Emotional Engagement. This refers to the degree to which students have positive feelings about their learning process, including curiosity, enthusiasm, and enjoyment. It deals with students' affective responses to their assignments, instructors, and the classroom setting. Students that are emotionally engaged have a positive mindset about learning, emotional well-being, and a sense of belonging. It is essential for inspiring students, encouraging their dedication to learning, and improving their whole academic experience.

Emotional Self-efficacy. This term refers to the idea that one is able to build relationships with other people, collaborate with others, and resolve various forms of interpersonal disputes is known as emotional self-efficacy.

Scholastic Readiness. This term refers to the extent to which a student is emotionally and intellectually ready for the demands of their academic work. It includes a student's basic understanding of a particular subject, the development of learning abilities like critical thinking and problem-solving, and the emotional readiness to take on academic difficulties. The capacity of a student to participate in learning activities, understand new ideas, and adjust to the academic setting are the hallmarks of scholastic preparedness. It is a crucial factor in determining whether a student will be successful in their academic endeavors.

Self-efficacy. This term refers to the student's confidence in their capacity to complete a given task or produce a desired result. It entails having the inner belief that one can carry out the necessary actions in a way that will yield the intended outcomes. A student's self-efficacy is defined by their belief in their own ability to learn, overcome obstacles, and succeed academically. It is essential in determining a student's learning, motivation, and academic success.

Self-management. This refers to the ability of students to effectively regulate and control their own thoughts, emotions, behaviors, and actions in order to achieve desired academic outcomes is known as "self-management." It includes goal-setting, task planning and organization, time management, focus and concentration, perseverance through setbacks, and the capacity to assess one's own progress, seek help when needed, and modify strategies as needed. Self-management is a crucial aspect of self-directed learning and enhances students' overall academic success and well-being.

Social Engagement. This refers to the students' active involvement in participating in and interacting with their peers, teachers, and the larger learning community. It includes the student's capacity to collaborate and communicate with others in addition to their involvement in group projects, conversations, and activities. The ability to work well in diverse teams, empathy, and the formation of meaningful connections are all components of social engagement. It is defined by a student's eagerness to participate in the group learning process, their appreciation of the viewpoints of others, and their proficiency navigating the social dynamics of the classroom. A friendly and inclusive learning environment, an improved educational experience overall, and the development of critical social skills are all made possible by social engagement.

Social Self-efficacy. Refers to the belief and confidence that students have in their ability to successfully connect and engage socially with their classmates or teachers. It includes how well they are seen to be able to establish and maintain good connections with others, communicate clearly, and handle social issues in an educational setting.

Stress Management. This refers to students' capacity to identify, manage, and lessen the detrimental effects of stress on one's physical, emotional, and mental health. It involves implementing methods and procedures into practice to deal with pressures including deadlines, heavy workloads, and difficult circumstances. Stress management includes actions like self-care, problem-solving, relaxation, and reaching out for social support. Enhancing resilience, encouraging adaptable coping strategies, and reducing the negative impacts of stress on

people's general functioning and quality of life are the main objectives.

Students' Engagement. This refers to the students' active and continuous involvement of students in their studies. It includes the emotional, behavioral, and cognitive resources they apply to learning activities. A student's passion, drive, and dedication to learning, along with their active participation, focus, and application of their information and skills, are what define their level of engagement. It involves the student's readiness to actively seek out deeper comprehension and significant connections rather than merely participating on the surface level. An important factor in academic accomplishment, information retention, and all-around educational success is student involvement.

Time Management. This refers to the students' capacity to efficiently organize, set priorities, and allot time to different jobs and pursuits. It entails the purposeful and deliberate management of time resources in order to maximize output, fulfill commitments, and accomplish objectives. Time management includes abilities like goal-setting, planning, task organization, and time-efficient use of available resources. It also covers methods for focusing, controlling distractions, and beating procrastination. People who are good at managing their time may better balance their academic obligations with other facets of their lives, which boosts productivity, lowers stress levels, and improves performance all around.

Work-life Balance. This term refers to the students' capacity to successfully manage and integrate their personal and academic duties. It involves giving time and effort to learning objectives, extracurricular activities, social interactions, and individual well-being. The ability to prioritize tasks, set boundaries, and preserve a sense of purpose in both academic and personal endeavors are all parts of students' work-life balance. It also entails controlling stress, engaging in self-care, and asking for help when required. Achieving work-life balance is critical for students' academic progress, general well-being, and the acquisition of critical life skills that support a balanced and healthy existence.

Review Of Related Literature and Studies

This literature review examines how work-life balance, scholastic readiness, self-efficacy, and engagement in Mathematics are interrelated and crucial for academic success. It highlights the importance of a balanced work-life approach in enhancing academic preparedness and self-confidence, which in turn, boosts engagement in Mathematics. The review emphasizes self-efficacy's role in motivating students to engage more deeply with mathematical tasks, suggesting that a strong belief in one's abilities leads to better performance. Ultimately, the review advocates for creating supportive environments that promote these key factors for improved engagement and success in Mathematics.

Work-life Balance

The key in achieving work-life balance is controlling one's stress levels and reducing exposure to excessive stress. This is a skill that is especially crucial during stressful times like exam season, major life incidents, or current occurrences like a pandemic or recession. Stronger academic performance, more creativity and invention, a stronger will to accomplish goals, more motivation and engagement, and deeper social connections are all advantages of demonstrating a strong work-life balance. Anxiety and depressive symptoms, low productivity and poor academic performance, a diminished commitment to education and career advancement, elevated rates of burnout, self-enforced social isolation, and poor physical and mental health have all been linked to an unbalanced work-life schedule (Dalal, 2022).

Teachers have crucial roles in promoting students' work-life balance to help them earn better grades while fulfilling other obligations, particularly those related to their financial well-being and all other areas (Baca, 2016). This will help them excel academically while finding ways on how to pay their tuition and other necessities especially those self-supporting students.

Students have difficulties of maintaining work-life balance because of the different factors such as sideline activities, social environment, financial pressure, personality, and their studies. Students frequently give up their interests and personal leisure in order to meet the rising expectations for academic performance. Their capacity

to balance their personal and academic lives may become even more difficult as a result of this imbalance, which can also lead to increased stress and poor mental health. They compelled to take up part-time jobs or internships in order to maintain a certain amount of financial security. Their work-life balance is thrown off when they have to combine this additional duty with their academic commitments, which leaves them with little time for socializing or relaxing (Hendriks, 2019).

Scholastic Readiness

Mathematics is one of the major causes of high level of students' failures, high drop-out rate and any other problems in schools. This is due to some factors including the students' level of scholastic readiness or preparedness and lack of Mathematical ability, English proficiency, and effective study skills (Linda Du Plessis & Gerber, 2012). In this case, universities and school districts must collaborate as the demand for academic achievement rises in order to ensure that every student is ready for successful, fulfilling higher learning (Barnes et al., 2010) .

The study of Vecaldo et al., (2020) on the 1,860 IPs enrolled in a public university in the northern Philippines revealed that most of the students were college unprepared with regards to their scholastic readiness due to alignment of the SHS track they had taken, and their involvement of the curricular and extra-curricular activities in their schools.

Self-efficacy

Students' assessment of their own capacity to plan and carry out the tasks effectively and productively, and, attain optimal performance is known as self-efficacy (Mani Mookkiah & Mahendra Prabu, 2019; Tus, 2020).

The study of Fakhou and Habib (2021) revealed that there is a positive statistical relationship between students' self-efficacy and engagement in the different learning areas which means that students are more likely to actively participate in their learning when they have a high degree of self-efficacy, or confidence in their abilities. In other words, students become more interested, focused, and involved in a variety of academic activities when they have greater confidence in their abilities. In addition, both of these variables, self-efficacy and students' engagement have crucial roles on students' academic success in learning (Beri & Stanikzai, 2019).

Students believed that determination, confidence, creating and adhering to an academic plan, and self-efficacy all had an impact on their academic accomplishment. This suggests that self-efficacy was a major factor in enhancing academic achievement (Aminah, 2021). Academic self-efficacy has proven to be a significant component that influences students' learning task decisions, behaviors, and attitudes toward learning. Additionally, it has been shown that student participation is crucial to attainment of learning (Chang, 2015).

Students' Engagement

Students' engagement refers to the degree to which students participate in both academic and extracurricular school activities and identify with and value learning results is referred to as engagement (Willms, 2003). It is one of the crucial factors in any educational process in which students need to engage and participate in the learning process. During class activities, teachers and students must help one another in creating a positive classroom climate to ignite one's interest and willingness to learn (Sesmiyanti, 2018).

The topic of academic success and school dropout has centered on students' engagement in the classroom. It has been highlighted as a way to address issues impacting our schools and students, as it not only has intrinsic value but also serves as a crucial mediator between various academic variables. Students' engagement are interconnected with their self-efficacy and self-concept (Veiga et al., 2018).

Cognitive engagement, self-efficacy predicts the students' academic achievement in any learning areas, however, emotional and behavioral engagement are not predictors of students' engagement (Dogan, 2015). This claim implies that a student's level of cognitive engagement and self-efficacy is a major factor when assessing how well they perform academically in various subject areas. However, students' overall engagement or

academic success cannot be accurately predicted by behavioral or emotional engagement alone.

Growing interest has been shown in the idea of students' engagement as a potential remedy for decreasing academic interest and achievement. It is believed that engagement is flexible, sensitive to contextual cues, and adaptable to changes in the surrounding environment. Regardless of what has been discovered, the idea of school engagement may yet make a significant contribution to student experience studies. There is a need for more detailed descriptions of the attitudes, behaviors, and thoughts of students—research that could help in the creation of interventions that are precisely tailored (Fredricks et al., 2004).

METHODOLOGY

This chapter presents the methodology of the study, which includes the research setting, research design, participants and sampling procedures, research instruments, validity and reliability of the research instruments, data gathering procedures, and statistical techniques.

Research Setting

The research study was conducted in one of the private schools located in Molave, a municipality in the province of Zamboanga del Sur, Philippines. This private school is renowned for its commitment in providing quality education and fostering an environment conducive to academic excellence and holistic development, catering to both Junior and Senior high school students offering Academic Track with Accountancy, Business and Management (ABM), Science, Technology, Engineering, and Mathematics (STEM), and, Humanities and Social Sciences strands (HUMSS), and, Technical Vocational Livelihood Track with Information Communication and Technology (ICT), Home Economics (HE), and Caregiving (CG). The school is also offering tertiary education programs namely Bachelor of Secondary Education (BSED) major in Mathematics, English, and Filipino; Bachelor of Elementary Education (BEED), Bachelor of Science in Nursing (BSN), Bachelor of Science in Business Administration (BSBA), Bachelor of Science in Criminology (BSCrim), Bachelor of Science in Midwifery (BSMid), and Bachelor of Science in Computer Science.

Research Design

This study used correlational quantitative research design to identify the significant relationship of students' work-life balance, scholastic readiness, self-efficacy on students' engagement in mathematics of grade 10 students, and to identify relationships between the variables. The correlational study helps researchers identify whether one or more variables will be affected by the other variables. The correlation of the variables can be positive, negative, or zero. Positive correlation if both variables will change together in a specific direction. Negative correlation if the variables have opposite directions as they change together. Zero correlation if the variables have no relationship. A correlational research study provides static pictures and assesses the relationship of two or more variables to uncover their systematic relationships with one another (Tan, 2004; Devi et al., 2023).

Participants and Sampling Procedure

The research participants were ninety (90) grade 10 students using complete enumeration.

Research Instruments

The researcher utilized an adapted survey questionnaire composed of four sections that measured the following variables: students' work-life balance (Xue & Sun, 2011; Jayaraman, 2004), scholastic readiness (Cunha et al., 2015), self-efficacy (Schwarzer, R., & Jerusalem, M., 1995; Bangga, 2021), and engagement in Mathematics (Hart et al. 2021; Ningsih R., 2022). Each section of the instrument followed a five-point Likert scale ranging; from 1 (Never), 2 (Seldom), 3 (Sometimes), 4 (Often), and 5 (Always), with descriptions tailored for each specific construct. Students' responses on work-life balance were interpreted as follows: 1.00–1.79 – Never (Very Imbalanced), 1.80–2.59 – Seldom (Imbalanced), 2.60–3.39 – Sometimes (Neutral), 3.40–4.19 – Often (Balanced), and 4.20–5.00 – Always (Well-balanced). Students' responses on scholastic readiness were

interpreted as follows: 1.00–1.79 (Very Low Readiness), 1.80–2.59 (Low Readiness), 2.60–3.39 (Moderate Readiness), 3.40–4.19 (High Readiness), and 4.20–5.00 (Very High Readiness). Students' responses on self-efficacy were interpreted as follows: 1.00–1.79 (Very Low), 1.80–2.59 (Low), 2.60–3.39 (Average), 3.40–4.19 (High), and 4.20–5.00 (Very High). Lastly, students' engagement in Mathematics was interpreted as follows: 1.00–1.79 (Minimal Engagement), 1.80–2.59 (Limited Engagement), 2.60–3.39 (Moderate Engagement), 3.40–4.19 (High Engagement), and 4.20–5.00 (Exceptional Engagement).

Validity and Reliability of Instruments

The researcher submitted the instrument to three Master of Arts in Education (MAED) English teachers for expert validation. These validators assessed the instrument for clarity, relevance, and content validity. Based on their recommendations, the instrument was revised to reflect the objectives of the study better and to improve its overall quality. After incorporating the suggested revisions, the revised instrument underwent pilot testing with thirty (30) students who were not included in the main study. Cronbach's alpha was computed for each section to establish the reliability of the instrument. The reliability coefficients of the instruments in each section namely, Work-life Balance, Scholastic Readiness, Self-efficacy, and Engagement in Mathematics are as follows: 0.90, 0.93, 0.89, and 0.94, respectively. The Cronbach's alpha values confirmed that each scale was highly reliable and consistent in measuring each intended construct.

Data Gathering Procedures

The researcher will adhere to the guidelines and procedures in conducting research, observe ethical considerations in conducting research, and guarantee the validity and reliability of the result.

After securing all the necessary documents' approval, validity, and reliability tests of the instruments, the researcher will distribute the printed research instruments to the research participants.

Statistical Techniques

The researcher will use statistical tools in analyzing the data collected. For the students' level of work-life balance, scholastic readiness, self-efficacy, and engagement in Mathematics, the researcher will use descriptive statistics particularly the mean and standard deviation. The significant relationship among variables, namely, students' level of work-life balance, scholastic readiness, self-efficacy, and engagement in Mathematics, will be analyzed Pearson Correlation r . In identifying the predictors of students' engagement in mathematics and its causal model, the research will use regression analysis.

RESULTS AND DISCUSSIONS

This chapter presents the results and discussions about the relationship among students' work-life balance, scholastic readiness, self-efficacy, and engagement in Mathematics.

Level of students' Work-life Balance

Data (Table 1) show that the level of students' work-life balance in terms of self-management ($M=3.69$: $SD=0.65$), time management ($M=3.70$: $SD=0.67$), and stress management ($M=3.71$: $SD=0.68$) is in balanced state. This suggests that students possess strong organizational skills and abilities to effectively prioritize and manage their academic, personal, family, and other responsibilities.

Work-life balance is very crucial in students' life to balance their academic and other responsibilities, and helps prevent burnout, promotes mental well-being, and enhances academic performance (Pookaiyaudom, 2015; Susyana et al., 2021).

Work-life balance has significant contribution on student's ability to balance work demands, student and life responsibilities, and health outcomes (Vernet, 2019).

However, according to Cada and Ed. (2021), balancing work-life demands is complicated and difficult for

students, as there are many competing priorities that require their attention and effort. This can adversely impact their performance at work, school, and in their personal life. In this case, Educators play a crucial role in promoting a healthy work-life balance by serving as positive role models, improving academic outcomes, providing emotional support and resilience, creating a stable learning environment, and empathizing with students' needs, ultimately contributing to the development of emotionally intelligent and resilient individuals.

Table 1 Level of Students' Work-life Balance

	Components of Students' Work-life Balance	Mean Score	SD	Descriptive Equivalent
Students' Work-life Balance	Self-Management	3.69	0.65	Balanced
	Time Management	3.70	0.67	Balanced
	Stress Management	3.71	0.68	Balanced
Overall		3.70	0.67	Balanced

Scale:

- 1.00 - 1.79 = Very Imbalanced
- 1.80 - 2.59 = Imbalanced
- 2.60 - 3.39 = Neutral
- 3.40 - 4.19 = Balanced
- 4.20 - 5.00 = Well-balanced

Level of Students' Scholastic Readiness

Data (Table 2) show that students' level of scholastic readiness in terms of cognitive strategies ($M= 3.70$: $SD = 0.64$), content knowledge ($M=3.71$: $SD = 0.64$), contextual skills and awareness ($M=3.72$: $SD= 0.65$) is at high level. This suggests that students have the necessary abilities and knowledge to perform well academically.

Scholastic readiness encompasses various factors, such as cognitive abilities, study skills, and prior knowledge. Students who are academically prepared tend to have higher self-efficacy, which is a strong predictor of engagement. Self-efficacy, or students' belief in their ability to succeed, plays a crucial role in their motivation, achievement, and emotional states about learning (Vecaldo et al., 2020; Magnano et al., 2014; (Kim et al., 2019).

Students with high academic preparations are more likely to be positively engaged in the different learning areas due to increased confidence, a stronger self-belief system, and higher motivation, as research indicates a strong correlation between academic readiness and heightened math engagement (Maamin et al., 2021; Sen, 2022; The University of Brighton, 2024).

Table 2 Level of Students' Scholastic Readiness

	Components of Students' Work-life Balance	Mean Score	SD	Descriptive Equivalent
Students' Scholastic Readiness	Cognitive Strategies	3.70	0.64	High
	Content Knowledge	3.71	0.64	High
	Contextual Skills & Awareness	3.72	0.65	High
Overall		3.71	0.64	High

Scale:

- 1.00 - 1.79 = Very Low
- 1.80 - 2.59 = Low

2.60 - 3.39 = Moderate
3.40 - 4.19 = High
4.20 - 5.00 = Very High

Level of Students' Self-efficacy

Data (Table 3) present the level of students' self-efficacy in terms of academic self-efficacy ($M=3.59$; $SD = 0.54$), social self-efficacy ($M=3.63$; $SD= 0.56$), and emotional self-efficacy ($M=3.72$; $SD= 0.50$) is at high level. This shows that students have belief in their capacity to thrive academically, navigate social situations, and effectively control their emotions.

Self-efficacy is vital for students as it influences academic performance, persistence, and the use of effective learning strategies. Students with a strong sense of self-efficacy are more motivated, engaged, and confident in their abilities to succeed academically, leading to increased learning engagement and ultimately better academic outcomes (Triantoro, 2013).

The study by Fakhou and Habib (2021) found a positive relationship between students' self-efficacy and engagement in learning, indicating that students are more likely to actively participate when they have high confidence in their abilities. This confidence leads to increased interest, focus, and involvement in academic activities, ultimately contributing to students' academic success (Beri & Stanikzai, 2019).

Table 3 Level of Students' Self-efficacy

	Components of Students' Self-efficacy	Mean Score	SD	Descriptive Equivalent
Students' Self-efficacy	Academic Self-efficacy	3.59	0.54	High
	Social Self-efficacy	3.63	0.56	High
	Emotional Self-efficacy	3.72	0.50	High
Overall		3.65	0.48	High

Scale:

1.00 - 1.79 = Very Low
1.80 - 2.59 = Low
2.60 - 3.39 = Moderate
3.40 - 4.19 = High
4.20 - 5.00 = Very High

Level of Students' Engagement in Mathematics

Data (Table 4) show that the level of students' engagement in mathematics in terms of cognitive engagement ($M=3.73$; $SD = 0.66$), social engagement ($M=3.73$; $SD=0.66$), and emotional engagement ($M=3.71$; $SD=0.67$) is in moderate engagement. This suggests that the students are moderately engaged in the teaching-learning process in their mathematics class.

Student engagement encompasses students' participation in academic and extracurricular activities, as well as their identification with and value for learning outcomes (Willms, 2003). It plays a vital role in education, requiring active involvement and participation from students, facilitated by teachers and peers to foster a positive classroom environment that ignites interest and promotes a willingness to learn (Sesmiyanti, 2018).

Student engagement in mathematics is crucial for effective learning, as it reflects students' motivation, confidence, and emotional states, leading to positive attitudes and improved academic performance. This engagement encompasses affective, cognitive, and behavioral aspects, with students' belief in their success

playing a key role in their enjoyment and involvement in math (Sen, 2022).

The concept of student engagement has gained attention as a possible solution to declining academic interest and achievement, with the belief that engagement is adaptable and responsive to contextual cues. However, further investigation into students' attitudes, behaviors, and thoughts is needed to develop targeted interventions that can enhance the student experience (Fredricks et al., 2004).

Table 4 Level of Students' Engagement in Mathematics

	Components of Students' Engagement in Mathematics	Mean Score	SD	Descriptive Equivalent
Students' Engagement in Mathematics	Cognitive Engagement	3.73	0.66	Moderate Engagement
	Social Engagement	3.73	0.66	Moderate Engagement
	Emotional Engagement	3.71	0.67	Moderate Engagement
Overall		3.72	0.66	Moderate Engagement

Scale:

- 1.00 - 2.25: Minimal Engagement
- 2.26 - 3.50: Limited Engagement
- 3.51 - 4.75: Moderate Engagement
- 4.76 - 5.00: High Engagement

Significant Relationship among students' work-life balance, scholastic readiness, self-efficacy, and engagement in Mathematics

Data in table 5 show that there is a strong linear relationship on students' engagement in mathematics towards students' work-life balance ($r = 0.585$; $p < .001$), scholastic readiness ($r = 0.681$; $p < .001$), and a moderate relationship between students' engagement in mathematics and self-efficacy ($r = 0.382$; $p = .001$). These findings imply that students' higher levels of engagement in mathematics are associated with better work-life balance, increased scholastic readiness, and improved self-efficacy.

Self-efficacy is a significant predictor of student engagement, with students who cultivate self-efficacy being more motivated to engage intellectually and socially, resulting in improved academic performance. Autonomous motivation acts as a mediator between self-efficacy and engagement, facilitating the positive impact of self-belief on students' active involvement and academic success (Magnano et al., 2014; Gbetor et al., 2021).

Engaging in mathematics enhances cognitive abilities, motivation, and achievement, while a healthy work-life balance manages stress and improves quality of life. Balancing math engagement with other aspects of life reduces stress, enhances well-being, and improves study performance (Wilson et al., 2017).

Scholastic readiness positively influences students' engagement in any learning areas by enhancing cognitive abilities, motivation, and achievement. Active engagement fosters positive attitudes towards math, leading to higher academic performance and better readiness for future academic endeavors (Sen, 2022).

Table 5 Significant Relationship among students' work-life balance, scholastic readiness, self-efficacy, and engagement in Mathematics

Variables	Pearson r	Interpretation	p-value	Interpretation
Students' Engagement in Mathematics and Work-life Balance	0.585	Strong Linear Relationship	< .001	With Significant Relationship

Students' Engagement in Mathematics and Scholastic Readiness	0.681	Strong Linear Relationship	< .001	With Significant Relationship
Students' Engagement in Mathematics and Self-efficacy	0.382	Moderate Linear Relationship	0.007	With Significant Relationship

Scale:

0.01 – ± 0.19	=	No or negligible Linear Relationship
± 0.20 – ± 0.29	=	Weak Linear Relationship
± 0.30 – ± 0.39	=	Moderate Linear Relationship
± 0.40 – ± 0.69	=	Strong Linear Relationship
≥ ± 70	=	Very Strong Linear Relationship

Predictors of Students' Engagement in Mathematics

Data (Tabe 6) show that work-life balance ($R=0.585$; $R^2 = 0.342$), scholastic readiness ($R = 0.681$; $R^2 = 0.463$), and self-efficacy ($R= 0.319$; $R^2 = 0.102$) are contributors of students' engagement in Mathematics. These findings suggest that work-life balance, scholastic readiness, and self-efficacy have significant roles in shaping students' interest and engagement in the mathematics subject.

Work-life balance has shown to have a positive impact on students' engagement and performance which enables students to manage their academic workload while still having time for personal, and family matters (Pathack et al., 2021).

Students with stronger scholastic readiness having better foundation of prior knowledge build upon themselves easily grasp new concepts which can lead to a greater participation and engagement in class (Foster, 2023).

Self-efficacy is another significant factor in determining students' engagement and achievement in any learning areas. Students who feel confident in their math skills and believe they can master challenging math concepts are more likely to put in effort and persist through difficulties (Schmidt, 2018).

Table 6. Regression Analysis in Determining Predictors of Engagement in Mathematics

Model	R	R ²	Adjusted R ²	SE	F-value	p -value
1	0.585	0.342	0.332	0.47	6.23	< .001
2	0.681	0.463	0.455	0.49	58.67	< .001
3	0.319	0.102	0.088	0.63	7.69	0.007

a. Predictors: (Constant), Scholastic Readiness

b. Predictors: (Constant), Scholastic Readiness_Work-life Balnce_Self-efficacy

c. Dependent Variable: Engagement_in_Mathematics

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary of findings, conclusions and recommendations of the relationship among students' work-life balance, scholastic readiness, self-efficacy towards their engagement in mathematics. The conclusion and the recommendations are based on the result of the findings and its outcome, respectively.

Summary of Findings

The following are the result findings based on the analysis and interpretation of data:

1. What is the level of students' work-life balance in terms of self-management, time management, and stress management?

The students' work-life balance in terms of self-management, time management, and stress management is in balanced level.

2. What is the level of students' scholastic readiness in terms of cognitive strategies, content knowledge, contextual skills and awareness?

The students' scholastic readiness in terms of cognitive strategies, content knowledge, contextual skills and awareness is in high level.

3. What is the level of students' self-efficacy in terms of academic self-efficacy, social self-efficacy, and emotional self-efficacy?

The students' self-efficacy in terms of academic self-efficacy, social self-efficacy, and emotional self-efficacy is in high level.

4. What is the level of students' engagement in Mathematics in terms of cognitive engagement, social engagement, and emotional engagement?

The students' engagement in Mathematics in terms of cognitive engagement, social engagement, and emotional engagement is in moderate level of engagement.

5. Is there a significant relationship between students' engagement in Mathematics, work-life balance, scholastic readiness, and self-efficacy?

A significant relationship existed among students' work-life balance, scholastic readiness, self-efficacy, and engagement in Mathematics.

CONCLUSION

Based on the findings of the study, the researcher concluded that students' work-life balance, scholastic readiness, and self-efficacy are significantly correlated with their engagement in mathematics. These findings suggest that fostering scholastic readiness through effective study habits and strong academic preparation; enhancing students' work-life balance through managing academic demands alongside personal life, time management, self-management, and stress management; and developing students' belief in their abilities can promote students' active engagement in Mathematics. By recognizing these significant factors and developing strategies to enhance them, conducive environment and students' active engagement in learning math will be strengthened.

RECOMMENDATIONS

Based on the findings and conclusions of the study, the following are recommended:

1. Students are encouraged to manage their academic demands while maintaining personal life's responsibilities, apply effective time management, self-management, and stress management; develop effective study habits and prepare themselves academically; and believe their own abilities to boost greater engagement in Mathematics.
2. Teachers are encouraged to develop strategies to help students develop work-life balance, self-efficacy, scholastic readiness, and foster positive classroom atmosphere for greater active students' engagement in Mathematics.
3. Parents are encouraged to provide guidance on their children on time management and stress reduction in balancing their studies and personal life, help them establish effective study routines, provide resources

for academic preparation and motivate them to believe in their abilities.

4. School Administrators are encouraged to promote professional development by supporting teacher training, allocate resources for study skills workshops, counseling, and stress management, and evaluate school policies related to workload and student well-being.
5. Future researchers are encouraged to study further about the said study to test the reliability of the results and to identify teaching and learning strategies to enhance students' greater engagement in Mathematics.

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