

Work – Life Balance among Nursing Faculty in a University

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DOI: <https://dx.doi.org/10.51244/IJRSI.2025.12110152>

Received: 06 December 2025; Accepted: 16 December 2025; Published: 20 December 2025

ABSTRACT

Understanding the work-life balance (WLB) of nursing faculty is crucial for ensuring their overall well-being and quality of life. Identifying factors that contribute to a healthy work-life balance can ultimately lead to improved job satisfaction and retention. Work-life balance among nursing faculty is a critical issue due to the demanding nature of the profession, which includes teaching responsibilities, clinical duties, research requirements, and administrative tasks. This study determined the work-life balance of nursing faculty in a university. Descriptive correlational research was employed. A researcher modified questionnaire was used to obtain the profile of the 73 research respondents as well their work-life balance

Majority of the subjects are between the ages of 40 to 59 years old, female, married, master's degree holder, from UC- Banilad campus, and have 1 year to less than 5 years length of service. Overall, the respondents have *balanced* work-life. In terms of the specific indicators of work-life balance, the respondent's have *balanced* work-life in terms of overall satisfaction and well being, work environment and culture, support and resources, and personal life impact. However, they have *unbalanced* work-life in terms of workload and flexibility, technology and connectivity, and rest and recuperation. In general, there is no significant relationship between the profile of the respondents in terms of age, gender, campus assigned and length of services, however there is significant relationship in terms of marital status and educational attainment. The study offers valuable insights into the work-life balance of nursing faculty, revealing that while demographic and professional characteristics play a role, they do not significantly impact their work-life balance. Further, work-life balance of nursing faculty suggest that they are supported by systems that help them manage their professional and personal responsibilities effectively. However, the study also identifies areas where work-life balance is compromised such as heavy workloads and limited flexibility, technological connectivity and insufficient rest and recuperation. The study recommends the implementation of the proposed action plan aimed at addressing these challenges to improve the work-life balance of the respondents conduct further studies on work-life balance of nurses.

Keywords: Work-life balance, nursing faculty, University of Cebu, Philippines

INTRODUCTION

Rationale

Understanding the work-life balance (WLB) of nursing faculty is crucial for ensuring their overall well-being and quality of life. Identifying factors that contribute to a healthy work-life balance can ultimately lead to improved job satisfaction and retention. High levels of stress and poor work-life balance can lead to burnout and turnover of faculty members. Additionally, potential faculty members may consider work-life balance as a factor when choosing where to work, so institutions with supportive policies and practices may have an advantage in recruiting top faculty members.

Globally, the concept on work-life balance has become critical in the last two decades not only because of the increasing demands of today's competitive work environments but also of the strengthening of family structure as a vital component that influence work performance, work quality and work satisfaction (Bhende et al., 2020). It is believed that organizations are most successful when employees are satisfied with their jobs. A study on the importance of work-life balance to employees and the relationship of their

private lives to their work showed 83% of the participants would take a job that pays less if the job provided them with better work-life balance, 56% value quality of work-life so much that no amount of raise would get them to sacrifice their work-life balance, 51% perceives quality work-life as having the flexibility and autonomy to pivot personal needs when they arise during workday, and 23% perceives quality of work-life as work time not interfering with their personal time (Tomb, 2023).

Nursing faculty members often face significant stress due to the demands of teaching, research, and clinical practice. Work-life balance among nursing faculty is a critical issue due to the demanding nature of the profession, which includes teaching responsibilities, clinical duties, research requirements, and administrative tasks (Boamah et al., 2022). According to Crouch (2022), the American Association of Colleges of Nursing (AACN) in a survey found 63% of nursing faculty reported moderate to high levels of work-related stress, primarily due to heavy workloads, administrative demands, and student-related issues. Nursing faculty also often face high expectations for research productivity, which can conflict with teaching and service responsibilities, contributing to work-life imbalance.

Additionally, nursing faculty typically work long hours, often exceeding 50 hours per week. This includes time spent on teaching, preparing for classes, grading, research, and administrative duties (Gaeeni et al., 2021). Over 70% of nursing faculty spend more than 40 hours per week on work-related activities, with a significant portion dedicating additional hours to research and scholarly activities (Hosseini et al, 2022). Moreover, job satisfaction among nursing faculty is often influenced by their ability to achieve work-life balance. Owens et al. (2018) reported that 45% of nursing faculty considered leaving their positions citing work-life imbalance as a significant factor. Faculty members who report better balance tend to have higher job satisfaction and are less likely to leave the profession.

In an attempt to comprehensively understand the work-life balance of nursing faculty in the Philippines, the researcher conducted a preliminary review on PubMed, ProQuest and Google Scholar on related studies from 2014 to 2023 and found thirty (38) published research on quality of work life of employees and five (5) on the quality of work-life of nursing faculty.

According to Lim (2022), 42% of employees in the Philippines are resigning before reaching their second year in their jobs because of work-life conflict and 83% resigning to look for better career prospects. Pasay-an et al. (2014) explained that nursing educators, although they generally find their work meaningful, often experience high levels of stress and burnout due to heavy workloads, insufficient resources and the dual demands of teaching and clinical responsibilities. Appiah (2020) stated that supportive leadership, collegial relationships, and opportunities for professional development significantly enhance the QWL. However, lack of administrative support and recognition were common concerns.

Being a nursing faculty, the proponent of this research observed that faculty members with increased workload and long work hours often feel imbalanced work-life which consequently resulted to verbalizations of dissatisfaction and possible resignation if unaddressed. This poses a risk of increased faculty turnovers which will lead to increase in company expenditure for training and development of new employees. She also observed that metrics on employee performance evaluation were in place but there were no evaluation tools used in the department to measure work-life balance of employees nor were there attempts to measure employee satisfaction.

The proponent also heard feedback from informal conversations with other faculty members that they sometimes feel their work has already negatively impacted their personal and family life, thus expressing the essential need to assess work-life balance of nursing faculty in their performance metrics. These prompted the author of this research to conduct a study to comprehensively assess the work-life balance of nursing faculty with an intention of proposing an action plan to improve employees' work-life balance and address the prevailing issues of employee dissatisfaction, increased employee turnovers, and promote retention and development of talented employees.

Theoretical Background

The study is anchored on the Spillover Theory by Staines (1980) and supported by the Two Factor Theory by Herzberg (1975) and the Hierarchy of Needs Theory by Maslow (1940).

The Spillover Theory, extensively developed by Graham Staines, explores the intricate dynamics between work and personal life, asserting that experiences in one domain inevitably impact the other. This theory provides a nuanced understanding of how work-related experiences, both positive and negative, permeate into personal life and vice versa, shaping an individual's overall well-being. Staines' theory delves into the duality of spillover effects, categorizing them into positive and negative spillover (Wayne et al., 2022).

Positive spillover refers to beneficial experiences and emotions in one domain that enhance the quality of life in another. For instance, job satisfaction, professional achievements, and positive work relationships can lead to increased happiness, self-esteem, and a sense of fulfillment that extends into personal life. When individuals feel valued and accomplished at work, these positive emotions can spill over, fostering improved relationships, greater engagement in leisure activities, and a more positive outlook on life. This positive spillover contributes to a harmonious balance between work and personal life, where successes and joys in one area reinforce and elevate the other (Sirgy & Lee, 2018).

Conversely, negative spillover occurs when stress, dissatisfaction, and negative experiences in one domain adversely affect another. High job stress, conflicts with colleagues, or job dissatisfaction can lead to increased tension, irritability, and conflicts in family life. The burden of work-related stress often manifests as reduced patience, lower energy levels, and emotional exhaustion at home, impacting relationships and diminishing overall quality of life. Negative spillover highlights the detrimental effects of an imbalanced work-life relationship, where the pressures and demands of one domain can disrupt and undermine well-being in another (Brough et al., 2020).

The mechanisms through which spillover occurs are multifaceted. The affective mechanism involves the transfer of emotions and moods from one domain to another. Positive emotions such as happiness and satisfaction from work can enhance mood and interpersonal interactions at home, while negative emotions like stress and frustration can lead to conflicts and reduced quality of life. The time-based mechanism focuses on how the allocation of time in one domain affects the time available for another. Long working hours can encroach on family time and leisure activities, leading to time scarcity and increased stress. The energy-based mechanism highlights how the expenditure of physical and mental energy in one domain depletes the resources available for another. Exhaustion from work can limit the energy available for personal activities, reducing engagement and satisfaction (Wayne et al., 2022).

Graham Staines' Spillover Theory provides a comprehensive framework for understanding the complex interplay between work and personal life. By recognizing the bidirectional influence of work and personal experiences and identifying the mechanisms through which spillover occurs, this theory offers valuable insights into achieving a balanced and fulfilling life. Addressing both work-related and personal factors, and considering individual differences, is crucial for promoting positive spillover and mitigating negative spillover, ultimately enhancing overall well-being and quality of life.

Frederick Herzberg's Two-Factor Theory, also known as the Motivation-Hygiene Theory, revolutionized the understanding of workplace motivation and job satisfaction when it was introduced in the late 1950s. Herzberg's research led him to identify two distinct sets of factors that influence employee attitudes and behaviors at work: motivators and hygiene factors. These factors play different roles in the workplace, with motivators primarily driving job satisfaction and hygiene factors preventing job dissatisfaction (Alshmemri et al., 2017).

Motivators are factors intrinsic to the job itself and are related to the nature of the work and the experiences of the employees. These include achievements, recognition, the work itself, responsibility, advancement, and the possibility for personal growth. When these factors are present and positively experienced by employees, they lead to higher levels of job satisfaction and motivation. For example, when employees feel that their achievements are recognized and appreciated, they are more likely to be motivated to maintain or improve their

performance. Similarly, opportunities for advancement and personal growth can inspire employees to develop their skills and take on new challenges, contributing to a sense of fulfillment and enthusiasm about their work (Alrawahi et al., 2020).

In contrast, hygiene factors are extrinsic to the job and are associated with the conditions surrounding the work environment rather than the work itself. These factors include company policies, supervision, salary, interpersonal relations, working conditions, and job security. While these factors do not necessarily motivate employees to perform better, their absence or inadequacy can lead to job dissatisfaction. For instance, poor working conditions, inadequate salary, and unsatisfactory company policies can create an environment where employees feel undervalued and demotivated. However, even when hygiene factors are adequately addressed, their presence alone does not necessarily lead to high levels of motivation or job satisfaction. Instead, they serve to prevent dissatisfaction, creating a neutral state where employees are neither dissatisfied nor particularly motivated (Koncar et al., 2022).

Applying Frederick Herzberg's Two-Factor Theory to work-life balance involves addressing both intrinsic and extrinsic factors to enhance employee satisfaction and well-being. Intrinsic factors such as opportunities for personal growth, recognition, and meaningful work can boost motivation and improve overall life satisfaction. Extrinsic factors like flexible working hours, adequate salary, and supportive company policies help prevent dissatisfaction. By fostering a work environment that enhances intrinsic motivators and ensures supportive extrinsic conditions, organizations can promote a healthy work-life balance, leading to increased employee engagement, productivity, and retention. This holistic approach addresses both the drivers of satisfaction and the prevention of dissatisfaction.

Another supporting theory for this study is Maslow's Hierarchy of Needs Theory. The theory posits that human needs can be arranged in a hierarchical order, with each level building upon the previous one. The Hierarchy of Needs Theory is often depicted as a pyramid, with five hierarchical levels representing different categories of human needs. The levels, from the base to the apex, are the physiological needs, safety needs, love and belongingness needs, esteem needs, and self-actualization needs (Hopper, 2020).

At the base of Maslow's pyramid are the physiological needs, which are the most basic and essential for human survival. These needs include food, water, air, shelter, and other physical necessities. Without satisfying these fundamental needs, individuals cannot focus on higher-order needs. (Trivedi & Mehta, 2019). The second level is safety needs, which encompass the desire for security, stability, and protection from harm. This includes personal safety, financial security, health and well-being, and a safe living environment. People seek to establish a sense of order and predictability in their lives, striving to create environments where they and their loved ones feel secure. (Desmet & Fokkinga, 2020).

The third level, love and belonging needs, reflects the human desire for interpersonal relationships, affection, and a sense of connection with others. This includes friendships, romantic relationships, family bonds, and social groups. Fulfilling these needs involves building meaningful relationships and being part of a community (Navy, 2020). The fourth level is esteem needs, which are divided into two categories: self-esteem and the esteem received from others. Self-esteem involves feelings of competence, confidence, achievement, and self-respect, while esteem from others encompasses recognition, status, admiration, and respect. Fulfilling esteem needs provides individuals with a sense of value and accomplishment, boosting their confidence and motivating them to achieve even more (Hale et al., 2019).

At the top of Maslow's pyramid is self-actualization, which represents the realization of an individual's full potential and the pursuit of personal growth, creativity, and self-fulfillment. Self-actualization is about achieving personal goals, exploring one's talents and abilities, and striving for a sense of purpose and meaning in life. It involves the continuous process of becoming the best version of oneself and seeking experiences that lead to personal growth and fulfillment (Tekke, 2019).

Maslow's Hierarchy of Needs Theory presents a comprehensive framework for understanding human motivation by categorizing needs into five hierarchical levels. It applies to work-life balance by emphasizing that fulfilling basic needs like safety, belonging, and esteem is foundational to achieving a balanced life. Organizations can

support work-life balance by ensuring fair compensation, promoting a safe and supportive work environment, fostering positive relationships, recognizing achievements, and providing opportunities for personal growth. By addressing these needs comprehensively, employers empower employees to manage their professional responsibilities effectively while maintaining overall well-being and satisfaction in their personal lives (Rojas et al., 2023).

Teaching in the nursing department involves a combination of theoretical instruction and practical, hands-on training. It is aimed at equipping students with the knowledge, skills, and competencies necessary to provide high-quality healthcare. The nature of teaching in nursing is multifaceted, often encompassing classroom lectures, laboratory simulations, clinical rotations, and interactive seminars (Horntvedt et al., 2018).

Fundamentally, teaching in the nursing department include theoretical instruction through classroom lectures or online learning systems; practical training through laboratory simulations and clinical rotations; and interactive learning through group work, projects, seminars and workshops (Dehghanzadeh & Jafaraghaee, 2018).

The functions of the nursing faculty being an educator, mentor or advisor, researcher, administrator and community advocate. As an educator, the nursing faculty is involved in delivering lectures, guiding laboratory exercises, and supervising clinical practice. She is also responsible in designing and updating the curriculum to ensure it meets current healthcare standards and practices. As mentor or advisor, the nursing faculty is involved in student support by providing academic and career guidance, mentoring students throughout their educational journey, and role modeling by demonstrating professional behavior and ethical practices (Bagley et al., 2018).

Engaging in research to advance the field of nursing, improve patient care, and contribute to evidence-based practice is also one of the functions of a nursing faculty. It is also imperative that she shares research outcomes through publications and conferences. In this connection, a nursing faculty must also keep herself updated with essential nursing knowledge and skills through continuing professional development. Additionally, a nursing faculty could also function as administrator by overseeing academic programs, ensuring compliance with accreditation standards, and managing resources. She also takes part in policy development, participating in the creation of policies that affect the nursing department and its stakeholders. Furthermore, a nursing faculty is also tasked with community involvement by engaging in community health initiatives, providing education, and promoting health and wellness to the community (Kan & Stabler-Haas, 2024).

In today's fast-paced world, the pursuit of success often comes at a cost, our work-life balance. Defined as the equilibrium between professional responsibilities and personal life, achieving a harmonious balance between the two has become increasingly challenging. The incessant demands of work, coupled with the desire for personal fulfillment and well-being, highlight the need to reassess our priorities and adopt strategies that promote a healthier integration of work and life (Perreault & Power, 2023).

Work-life balance has become a pivotal concept in contemporary society, reflecting the evolving attitudes towards personal well-being and professional fulfillment. At its core, work-life balance embodies the aspiration to harmonize the demands of work with the pursuits of personal life, aiming for a state where individuals can effectively manage their professional responsibilities while enjoying a satisfying personal life. This equilibrium is crucial for maintaining physical health, nurturing relationships, pursuing interests outside of work, and overall, achieving a sense of fulfillment and happiness (Kelliher et al., 2019).

In the modern context, achieving work-life balance has become increasingly challenging yet more essential than ever. The rapid pace of technological advancements, globalization, and the interconnected nature of the economy have blurred the boundaries between work and personal life. Remote work, flexible hours, and digital connectivity have provided unprecedented freedom and convenience but have also contributed to the expectation of constant availability and responsiveness. As a result, individuals often find themselves grappling with longer work hours, heightened job demands, and difficulty unplugging from work-related responsibilities even during personal time (McKenna, 2023).

The significance of work-life balance extends beyond individual well-being; it also profoundly impacts organizational productivity, employee satisfaction, and retention rates. Research consistently shows that

employees who experience a healthy work-life balance are more engaged, motivated, and productive. They exhibit higher job satisfaction, reduced absenteeism, and are less likely to experience burnout or stress-related health issues. Organizations that prioritize work-life balance foster a positive organizational culture, attract top talent, and maintain a competitive edge in the market. Moreover, they demonstrate a commitment to employee welfare and recognize the value of supporting employees in achieving a sustainable balance between their professional and personal lives (Hutagalung et al., 2020).

Achieving work-life balance involves navigating several key factors that influence an individual's ability to manage their time, energy, and priorities effectively. These factors include time management, flexibility and autonomy, supportive organizational culture, technology and connectivity, wellness and self-care, clear communication and boundaries, and personal reflection and goal Setting (Yester, 2019).

Efficiently allocating time to work tasks and personal activities is essential for balancing competing demands. Strategies such as prioritization, setting boundaries, and effective delegation help individuals optimize their time and maintain focus on both work and personal commitments. Organizations that offer flexibility in work schedules, remote work options, and autonomy in decision-making empower employees to tailor their work arrangements to fit their personal lives. This flexibility promotes work-life balance by allowing individuals to manage work demands while accommodating personal responsibilities and interests (Hirschi et al., 2019).

Additionally, a positive and supportive organizational culture plays a critical role in fostering work-life balance. Policies that promote work-life integration, such as parental leave, wellness programs, and flexible leave policies, demonstrate organizational commitment to employee well-being and facilitate a conducive environment for achieving balance. While advancements in technology enable remote work and connectivity, they also present challenges in maintaining boundaries between work and personal life. Establishing digital detox periods, implementing communication norms, and utilizing technology mindfully can help individuals manage their availability and mitigate the risk of work-related stress encroaching on personal time (Junior et al., 2021).

Moreover, prioritizing physical, mental, and emotional well-being is fundamental to achieving work-life balance. Incorporating self-care practices such as regular exercise, mindfulness techniques, adequate sleep, and healthy eating habits supports overall health and resilience in managing the demands of work and personal life. Effective communication with colleagues, supervisors, and family members is crucial in setting expectations and boundaries. Clearly defining work hours, availability for communication, and personal commitments helps manage responsibilities and reduces misunderstandings or conflicts that may arise from blurred boundaries. Lastly, regular self-assessment and goal setting enable individuals to align their priorities with their values and aspirations. Reflecting on what matters most in both professional and personal domains guides decision-making and resource allocation, facilitating a balanced approach to life (Saraswati & Lie, 2020).

Literature suggests several key factors influencing and leading to the achievement of positive work-life balance. In synthesis, these are workload and flexibility, rest and recuperation, technology and connectivity, support guides decision-making and resource allocation, facilitating a balanced approach to life (Saraswati & Lie, 2020).

Indicators of good work-life balance, particularly concerning workload and flexibility, are essential for creating environments where employees can effectively manage their professional responsibilities while enjoying a fulfilling personal life. These indicators reflect the extent to which organizations prioritize the well-being and satisfaction of their employees, fostering a culture that supports work-life integration and enhances overall productivity and morale (Wöhrmann et al., 2020).

A key indicator of good work-life balance is a manageable workload that aligns with employees' capabilities and resources. This involves assigning realistic tasks and responsibilities that allow employees to complete their work within regular working hours (Basem et al., 2020). A manageable workload entails employees have a clear understanding of their roles, responsibilities, and performance expectations, reducing uncertainty and stress; realistic deadline on tasks and projects are assigned with reasonable due dates that consider workload capacity of employees and allow for adequate planning and prioritization; having supportive resources in which employees have access to necessary resources, tools, and support systems to facilitate efficient task completion

without undue strain; and regular monitoring and assessment of workload distribution to ensure fairness and prevent excessive workloads for individuals or teams (Çelik & Köse, 2022).

Another crucial indicator of work-life balance is flexibility in work arrangements, which enables employees to manage personal commitments alongside their professional responsibilities. Offering options for flexible work hours, such as compressed workweeks, staggered start/end times, or part-time arrangements, allows employees to adjust their schedules to accommodate personal obligations. Providing opportunities for remote work or telecommuting gives employees the flexibility to work from home or other locations, reducing commuting time and enhancing work-life integration (Björntoft et al., 2020).

In addition, job sharing arrangements, where two or more employees share the responsibilities of a full-time position, provide flexibility and workload balance while ensuring continuity of work. Comprehensive leave policies, including vacation days, personal days, parental leave, and sabbatical options, support employees in taking time off for rest, relaxation, and personal pursuits without repercussions (Lott, 2020).

Organizations that prioritize work-life balance often promote policies and practices that support employees in integrating work and personal life harmoniously. Offering wellness programs that promote physical and mental health, such as fitness classes, counseling services, and mindfulness sessions, contributes to overall well-being and reduces stress. Implementing policies that support employees with caregiving responsibilities, such as childcare assistance, eldercare support, and flexible parental leave options, acknowledges diverse family dynamics and promotes inclusivity. Fostering a supportive workplace culture that values work-life balance through leadership commitment, open communication, and recognition of achievements promotes a positive environment where employees feel respected and appreciated (Sánchez-Hernández et al., 2019).

Moreover, establishing feedback mechanisms, such as employee surveys, focus groups, or regular check-ins, allows organizations to assess the effectiveness of work-life balance initiatives and make adjustments based on employee feedback. This demonstrates responsiveness to employee needs and enhances engagement in work-life balance initiatives. Encouraging healthy boundaries between work and personal life by respecting employees' non-working hours, limiting after-hours communication, and promoting a culture of disconnecting during vacations or time off supports sustainable work-life balance (Wood et al., 2020).

Indicators of good work-life balance in terms of rest and recuperation are essential for ensuring that employees have adequate time to recharge, rejuvenate, and maintain overall well-being. Rest and recuperation play a crucial role in preventing burnout, enhancing productivity, and promoting long-term job satisfaction. Offering sufficient paid time off, including vacation days, holidays, and personal leave, is fundamental to supporting rest and recuperation. Employees should have the opportunity to take regular breaks from work to relax, unwind, and attend to personal matters without concerns about income or job security. Adequate time offs allows employees to recharge mentally and physically, returning to work refreshed and more productive.

In addition, promoting a workplace culture that values breaks and lunch hours encourages employees to take regular pauses during the workday. Breaks provide opportunities for mental rest, social interaction, and physical movement, which can help reduce stress and improve focus. Employers can support this by providing designated break areas, encouraging employees to step away from their workstations, and respecting scheduled lunch breaks. Providing wellness programs and resources supports employees in maintaining physical and mental health, which are essential for effective rest and recuperation. Wellness initiatives may include access to fitness facilities or classes, stress management workshops, mindfulness programs, and employee assistance programs (EAPs) for counseling and emotional support. These programs empower employees to prioritize self-care and adopt healthy lifestyle habits, contributing to improved overall well-being (Kowitlawkul et al., 2019).

Furthermore, establishing clear policies on overtime and workload management helps prevent excessive work hours and promotes a healthy work-life balance. Organizations should monitor workload distribution, set realistic expectations for work completion, and discourage a culture of constant overtime. Employees should feel empowered to discuss workload concerns and seek support when needed, ensuring that work demands do not compromise their ability to rest and recuperate adequately. Promoting sleep hygiene practices and raising awareness about mental health issues are crucial for supporting rest and recuperation. Educating employees

about the importance of sleep, providing tips for improving sleep quality, and offering resources for managing stress and anxiety contribute to better overall health and well-being. Employers can facilitate workshops or seminars on these topics and integrate mental health support into their wellness programs (Fontinha et al., 2019).

Lastly, encouraging a culture that respects employees' non-working hours helps maintain boundaries between work and personal life, facilitating effective rest and recuperation. Employers should discourage after-hours emails or calls, establish norms for work-related communication during evenings and weekends, and support employees in disconnecting from work responsibilities during their time off. This approach fosters a healthier work-life balance and reduces the risk of burnout (Kim & Chon, 2022).

Indicators of good work-life balance in terms of technology and connectivity emphasize the importance of leveraging technology to enhance efficiency while promoting strategies that respect boundaries, support well-being, and encourage flexibility. By implementing these indicators, organizations create environments where employees can thrive professionally and maintain fulfilling personal lives, ultimately fostering a positive workplace culture and sustainable organizational success. As technology continues to evolve and play a significant role in the workplace, it becomes essential to implement strategies that promote a healthy balance between digital connectivity and offline time (Lien & Hung, 2023).

Setting clear communication norms helps manage expectations regarding availability and response times. Organizations can establish guidelines on appropriate use of communication tools such as emails, instant messaging platforms, and video conferencing. Encouraging employees to prioritize face-to-face interactions for critical discussions and establishing specific time frames for responding to non-urgent messages helps prevent constant connectivity and supports work-life boundaries (Gabriel et al., 2022).

Encouraging employees to take regular digital detox periods fosters a healthier relationship with technology and promotes mental well-being. Digital detoxes can range from designated hours or days free from work-related technology to encouraging unplugged vacations where employees disconnect entirely from digital devices. This practice allows individuals to recharge, reduce stress, and engage more fully in personal activities without the distractions of work-related communications (Fonseca, 2023).

Providing remote work options allows employees to work from locations outside the traditional office environment, which can enhance flexibility and work-life balance. Remote work reduces commuting time, provides a more comfortable and personalized work environment, and allows employees to better manage personal commitments. Organizations that support remote work typically see increased productivity, higher job satisfaction, and improved retention rates among employees who value the flexibility to integrate work and personal life more seamlessly (Rathnaweera & Jayathilaka, 2021).

Leveraging technology to enhance work efficiency and productivity can indirectly support work-life balance by reducing time spent on repetitive tasks or administrative duties. Implementing project management tools, collaboration platforms, and workflow automation software streamlines processes, allowing employees to complete tasks more efficiently and potentially reduce work hours. This efficiency provides employees with more time for personal pursuits and activities outside of work (Johnson-Hoffman, 2019).

Promoting work-life integration practices recognizes that work and personal life are interconnected aspects of individuals' overall well-being. This approach encourages employees to blend work and personal responsibilities in a way that supports their individual preferences and lifestyles. Examples include flexible scheduling, allowing parents to attend school events during work hours, or providing resources for employees to pursue personal interests during breaks or downtime (Wei & Villwock, 2021).

Offering training sessions or workshops on healthy technology use educates employees on strategies for managing digital distractions, maintaining focus, and setting boundaries. Topics may include time management techniques, mindfulness practices, and tips for maintaining work-life balance in a digitally connected world. By empowering employees with skills to effectively navigate technology, organizations promote a healthier work-life balance and reduce the negative impact of constant connectivity on well-being. Integrating wellness programs that address the impact of technology and connectivity on well-being can enhance work-life balance.

Programs may include stress management workshops, ergonomic assessments for remote workers, mental health resources, and initiatives to promote physical activity and healthy lifestyle choices. By prioritizing employee well-being, organizations demonstrate their commitment to supporting a balanced approach to work and life (Stephen et al., 2024).

Indicators of good work-life balance in terms of personal life impact emphasize the importance of fostering holistic well-being, maintaining meaningful relationships, pursuing personal interests, and prioritizing self-care. Organizations that promote these indicators create environments where employees can thrive personally and professionally, leading to enhanced job satisfaction, improved productivity, and a positive organizational culture. By prioritizing work-life balance, individuals achieve a more fulfilling and balanced life, contributing to their overall happiness and success (Amah et al., 2021).

A significant indicator of work-life balance is the ability to prioritize and nurture personal relationships. Employees with good work-life balance allocate sufficient time to spend with family, friends, and loved ones. They participate in social activities, celebrations, and events that enrich their personal lives and contribute to a sense of belonging and happiness outside of work. Employees who maintain good work-life balance have opportunities to pursue hobbies, interests, and passions outside of their professional commitments. Engaging in hobbies such as sports, arts, reading, or volunteering provides individuals with a sense of fulfillment, relaxation, and personal growth. These activities serve as outlets for creativity, stress relief, and personal development, contributing positively to overall life satisfaction (Mikołajczyk, 2021).

Prioritizing physical and mental health is essential for achieving work-life balance. Employees with good balance make time for regular exercise, nutritious eating habits, and adequate sleep. They also practice mindfulness, meditation, or other relaxation techniques to manage stress and maintain mental well-being. By prioritizing self-care, individuals enhance their resilience, energy levels, and overall quality of life (Brough et al., 2020). Moreover, achieving a balance between work and personal life includes financial stability and security. Employees who feel financially secure are better able to focus on personal priorities without undue stress related to financial concerns. Good work-life balance allows individuals to manage their finances effectively, plan for the future, and enjoy leisure activities or travel experiences that enrich their personal lives (Gragano et al., 2020).

Feeling a sense of purpose and fulfillment in both professional and personal domains is a key indicator of work-life balance. Employees who find meaning in their work, pursue personal goals, and contribute to causes they care about experience greater satisfaction and happiness. They align their values with their daily activities, making meaningful contributions at work while also enjoying fulfilling experiences outside of work. Maintaining emotional well-being and resilience is essential for navigating challenges and transitions in both work and personal life. Employees with good work-life balance develop coping strategies, seek support from loved ones or counselors, and practice self-awareness and emotional regulation. They effectively manage stressors, setbacks, and changes, maintaining a positive outlook and adaptive response to life's ups and downs (Rothausen & Henderson, 2019).

Work-life balance involves integrating work and life roles in a way that supports overall well-being. Employees who successfully integrate these roles experience harmony rather than conflict between their professional responsibilities and personal aspirations. They align their work schedules, commitments, and priorities with their personal values and goals, creating a cohesive and fulfilling life experience (Cvenkel, 2021).

Work-life balance may be influenced by demographic factors such as age, gender, cultural context and family responsibilities. Understanding these dynamics is essential for developing effective workplace policies and practices that support diverse employee needs.

Work-life balance varies significantly with age due to changing career stages and personal responsibilities. Younger employees, typically in their 20s and early 30s, often experience challenges in balancing work and personal life as they strive to establish their careers. This period is characterized by longer working hours and high job demands, which can lead to increased stress and work-family conflict. As individuals progress to mid-career (30s to 40s), they often face the peak of work-life balance challenges due to heightened family

responsibilities, such as raising children and managing household duties. This stage is marked by a high incidence of work-family conflict, as balancing career advancement with family obligations becomes more demanding (Mensah & Adjei, 2020).

In contrast, older employees, generally in their 50s and beyond, tend to experience improved work-life balance. This improvement is attributed to greater job stability, fewer family responsibilities as children become independent, and the proximity to retirement, which can provide greater flexibility and control over work schedules. This U-shaped relationship suggests that work-life balance declines into mid-career and increases as individuals approach retirement (Thrasher et al., 2022).

Gender plays a crucial role in shaping work-life balance experiences. Research indicates that men and women encounter different levels of work-family conflict and stress across their life stages due to societal norms and role expectations. For instance, women often face greater work-family conflict during child-rearing years, balancing professional duties with childcare and household responsibilities. This period can be particularly challenging for women in managerial roles, as they navigate conflicting expectations from both gender and professional roles (Feeney & Stritch, 2019).

Men, on the other hand, typically experience higher levels of work interfering with family life when their children are in their teenage years. However, work-family conflict tends to decrease for men in the "empty nest" stage, when children leave home, while women may continue to experience steady levels of work-family conflict later in life. These gender differences underscore the importance of tailored support and policies that address the unique needs of male and female employees at different life stages (Thrasher et al., 2022).

Family responsibilities, such as caring for children or elderly parents, significantly impact work-life balance. Employees with young children often face the greatest challenges, as they juggle the demands of work with intensive childcare responsibilities. Flexible work arrangements, such as telecommuting and flexible hours, can help alleviate some of these pressures. Additionally, support from employers, such as parental leave and childcare facilities, plays a critical role in enabling employees to achieve a better work-life balance (Gragnano et al., 2020).

The cultural and organizational context also influences work-life balance. In countries with generous social policies, such as extensive parental leave and quality childcare services, employees report better work-life balance and health outcomes. Conversely, in countries with less supportive welfare systems, employees may experience higher levels of work-family conflict and associated health problems.

Organizational culture and policies are equally important. Companies that promote a supportive work environment, provide flexible working options, and foster a culture that values work-life balance can significantly enhance employee well-being and productivity. Conversely, organizational cultures that prioritize long working hours and high job demands can exacerbate work-life balance issues (Smith et al., 2019).

Work-life balance is crucial for nurses as they navigate demanding and often emotionally taxing roles within healthcare settings. Nurses play a pivotal role in patient care, requiring them to manage critical responsibilities, long shifts, and unpredictable workloads. Achieving and maintaining work-life balance is essential not only for their personal well-being but also for sustaining high-quality patient care and professional longevity (Steele, 2019).

Firstly, maintaining work-life balance helps nurses preserve their physical and mental health. The demanding nature of nursing can lead to physical exhaustion, stress, and burnout if not managed effectively. By prioritizing adequate rest, nutrition, and exercise outside of work hours, nurses can enhance their resilience and ability to cope with the demands of their profession. This, in turn, reduces the risk of burnout and contributes to sustained energy levels and overall well-being (Yayla et al., 2021).

Secondly, work-life balance allows nurses to nurture their personal relationships and interests outside of work. Building strong connections with family and friends, pursuing hobbies, and participating in community activities are essential for social and emotional fulfillment. These activities provide nurses with opportunities to

recharge, gain perspective, and maintain a healthy work-life integration that supports their overall happiness and satisfaction (Higgins, 2020).

Furthermore, achieving work-life balance promotes job satisfaction and professional fulfillment among nurses. When nurses feel supported in balancing their work commitments with personal needs, they are more likely to experience higher job satisfaction and motivation. This positive work environment fosters a sense of loyalty and commitment to their profession and organization, contributing to lower turnover rates and improved retention of experienced nursing staff. Moreover, work-life balance is instrumental in preventing burnout among nurses, which is a prevalent concern in the healthcare sector. Burnout can lead to emotional exhaustion, depersonalization, and reduced job performance, ultimately impacting patient care quality. By implementing strategies that support work-life balance, such as flexible scheduling, adequate staffing levels, and wellness programs, healthcare organizations can mitigate burnout risk and maintain a resilient nursing workforce (Dousin et al., 2021).

Additionally, promoting work-life balance among nurses contributes to enhanced patient outcomes. Nurses who are physically and emotionally well-supported are better equipped to deliver compassionate, patient-centered care. They can maintain focus, make informed decisions, and communicate effectively with patients and their families, fostering trusting relationships and positive health outcomes (Kelly et al., 2019).

Work-life balance is indispensable for nurses' well-being, job satisfaction, and the delivery of quality patient care. Healthcare organizations play a pivotal role in creating supportive environments that prioritize nurses' work-life balance through policies, resources, and leadership commitment. By investing in initiatives that promote physical and mental health, foster personal development, and reduce work-related stressors, organizations can empower nurses to thrive both personally and professionally. Ultimately, a balanced approach to work and life not only benefits nurses individually but also strengthens healthcare systems and enhances the overall quality of patient care.

Work-life balance is paramount among nursing faculty as they navigate the dual demands of teaching, clinical practice, research, and personal responsibilities. Maintaining a healthy balance is crucial for sustaining their well-being, job satisfaction, and effectiveness in educating future nurses. Firstly, achieving work-life balance allows nursing faculty to prevent burnout and reduce stress levels. The nursing profession is inherently demanding, requiring long hours, emotional resilience, and a commitment to patient care. Without adequate balance, faculty members risk exhaustion and diminished job satisfaction, which can impact their teaching effectiveness and overall quality of work (Rashmi & Kataria, 2023). Secondly, work-life balance enables nursing faculty to model healthy behaviors for their students. By demonstrating how to manage workload, prioritize self-care, and maintain personal relationships, faculty members contribute to the development of well-rounded nursing professionals who understand the importance of holistic well-being (Ronase, 2022).

Moreover, work-life balance fosters a positive organizational culture within academic institutions. Faculty members who feel supported in achieving balance are more likely to be engaged, productive, and committed to their roles. This, in turn, enhances collaboration among colleagues, promotes innovation in teaching methodologies, and attracts and retains talented educators (Dwi, 2018).

Lane and Serafica (2015) highlighted that excessive workload and high job demands were major stressors. Faculty members reported that these stressors negatively impacted their personal lives and overall job satisfaction. Bautista et al. (2020) focused on the challenges nursing faculty face in balancing their roles as educators, researchers, and practitioners. The study found that role conflict and ambiguity were prevalent, leading to increased stress and reduced work-life balance. Recommendations included clearer role definitions and support for balancing multiple responsibilities. Hernandez et al. (2021) explained that nursing faculty members faced challenges in adapting to online teaching, increased workload, and maintaining work-life balance during and after the Covid – 19 pandemic, emphasizing the need for flexible work arrangements and institutional support during crises.

The pursuit of work-life balance is not a one-size-fits-all endeavor but a dynamic and individualized journey shaped by personal preferences, career aspirations, and life circumstances. It requires ongoing adaptation, self-

awareness, and proactive management of priorities to navigate the complexities of modern work environments effectively. Recognizing the importance of work-life balance as a determinant of overall well-being and productivity, individuals and organizations alike can collaborate to create environments that support and prioritize holistic success (Khatrri & Shukla, 2022).

In conclusion, prioritizing work-life balance among nursing faculty is essential not only for their personal health and job satisfaction but also for the overall success and resilience of nursing education programs. Academic institutions play a crucial role in supporting faculty members by implementing policies that promote flexibility, provide resources for self-care, and recognize the unique challenges faced by nursing educators. By investing in work-life balance, institutions contribute to a sustainable and effective workforce that positively impacts the future of nursing education and healthcare delivery.

The Problem

Statement of the Problem

This study determined the work – life balance of nursing faculty in a selected university in Cebu City. The findings served as bases for a proposed action plan.

Specifically, this sought to address the following:

1. What is the profile of the respondents in terms of:
 - 1.1 age;
 - 1.2 gender;
 - 1.3 marital status;
 - 1.4 educational attainment;
 - 1.5 campus assigned; and
 - 1.6 length of service?
2. What is the work – life balance of the respondents in terms of:
 - 2.1 workload and flexibility;
 - 2.2 rest and recuperation;
 - 2.3 technology and connectivity;
 - 2.4 support and resources;
 - 2.5 work environment and culture;
 - 2.6 personal life impact and job satisfaction; and
 - 2.7 overall satisfaction and well-being?
3. Is there a significant relationship between the respondents' profile and their work – life balance?
4. Based on the findings of the study, what action plan may be proposed?

Statement of Null Hypothesis

Ho: There is no significant relationship between the respondents' profile and their work – life balance.

Significance of the Study

This research work will benefit the following:

Nursing Faculty. This study on the work-life balance of nursing faculty helps empower faculty members to identify stressors and adopt effective coping strategies, leading to improved mental and physical health outcomes. Enhanced work-life balance fosters greater job satisfaction and engagement, positively impacting teaching quality and student learning experiences. Understanding faculty work-life balance facilitates the implementation of supportive policies whilst promoting retention, reducing turnover rates, encouraging personal growth, and professional development, and developing a sense of fulfillment.

Nursing Students. This research can assist in informing strategies to enhance teaching quality and faculty engagement, thus positively impacting student learning experiences. The results of this study can augment develop approaches to enhance faculty well-being and satisfaction, which can impact the supportive learning environment, facilitating student success, and contributing to a stronger nursing education system.

School Administration. Studying the work-life balance of nursing faculty provides valuable insights for school administrators to implement supportive policies and practices. This fosters faculty retention, enhances teaching quality, and ensures a positive learning environment. By addressing faculty needs, the school administration can strengthen the nursing education system, ultimately benefiting students and the healthcare workforce.

Philippines Nurses Association. This study offers the Philippine Nurses Association valuable data to advocate for supportive policies and resources to assist nursing faculty attain optimum work-life balance. Understanding faculty needs can lead to initiatives promoting well-being, positive professional participation and professional development. By prioritizing faculty satisfaction, the association contributes to a healthier nursing workforce. Ultimately, this benefits both faculty members and the broader nursing community, ensuring sustainable excellence in education and healthcare delivery.

Association of Dean in Philippine Colleges of Nursing (ADPCN). Researching the work-life balance of nursing faculty benefits the Association of Deans in Philippine Colleges of Nursing by highlighting areas for policy improvement and support. It provides insights into the challenges faculty face, aiding in the development of initiatives to reduce burnout and enhance job satisfaction. Understanding these dynamics can lead to better retention rates, increased productivity, and improved quality of education for nursing students. Additionally, fostering a supportive work environment can attract talented educators, ultimately elevating the standards of nursing education and healthcare outcomes in the Philippines.

Commission on Higher Education. This study equips the Commission on Higher Education with essential data to strengthen education policies promoting nursing faculty well-being and professional growth. These initiatives can lead to higher education programs that fosters improved job satisfaction and enhanced effective teaching practices. By prioritizing faculty support, the commission strengthens the quality of nursing education, ensuring a skilled workforce that meets the healthcare demands of the nation, ultimately enhancing healthcare delivery and outcomes.

Department of Labor and Employment. This study provides the Department of Labor and Employment with insights to create regulations and programs supporting fair working conditions and employee well-being. By prioritizing faculty welfare, the department contributes to a healthier and more productive workforce, ultimately benefiting the entire healthcare system and society at large.

Department of Health. The work-life balance of nursing faculty provides the Department of Health with insights to design programs that support faculty well-being. Understanding their needs can lead to initiatives promoting mental health, retention, and job satisfaction. By prioritizing faculty welfare, the department strengthens the nursing workforce, ensuring high-quality education and healthcare services. Ultimately, this contributes to a healthier population and a more resilient healthcare system.

Researcher. As a member of the nursing faculty herself, this study offers an opportunity to the researcher to contribute to the field of nursing education workforce development. It provides insights into the factors influencing faculty well-being, job satisfaction, and retention. By uncovering effective strategies and interventions, researchers can support faculty members in achieving a healthier balance between their professional and personal lives, ultimately enhancing their overall quality of life and job performance.

Future Researchers. This study provides future researchers with a foundation to explore ongoing challenges, develop innovative solutions, and contribute to the advancement of knowledge in nursing education and workforce dynamics.

RESEARCH METHODOLOGY

Research Design

This research utilized a descriptive correlational research design to determine the work – life balance among nursing faculty members in a selected university through the use of a researcher modified instrument as illustrated in the following research flow:

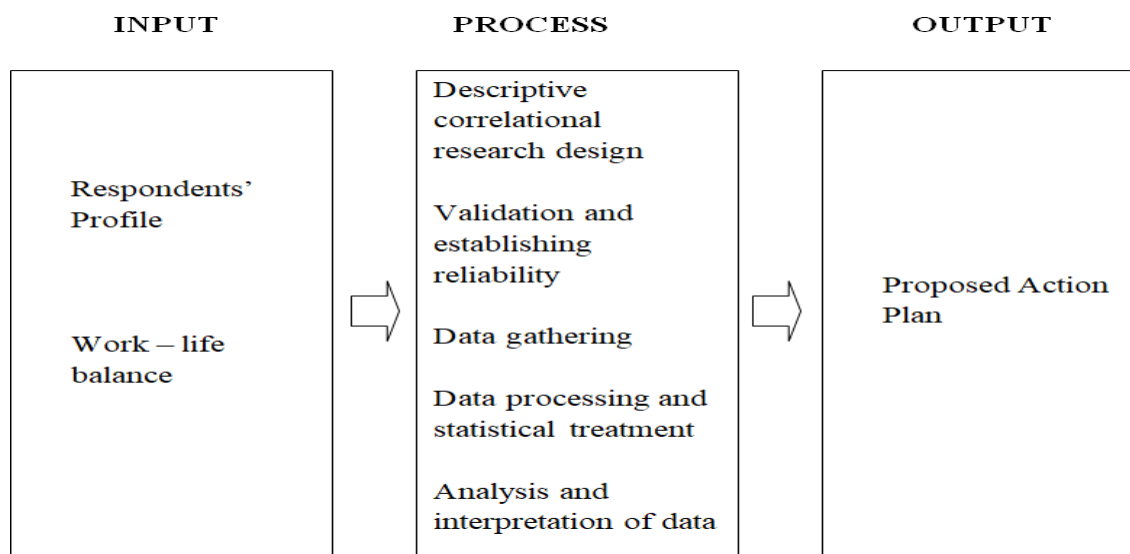


Figure 1 Research Flow

Research Environment

This study was conducted in the Colleges of Nursing of three University of Cebu campuses namely University of Cebu – Banilad (UCB), University of Cebu – Lapu-Lapu and Mandaue (UCLM), and University of Cebu – Pardo and Talisay (UCPT).

University of Cebu – Banilad is located in Governor Cuenco Avenue Banilad at the center of a residential and business district in Cebu City. This institution of higher learning offers students professional teaching instructions set on industry-based and world-class standards. Linkages and partnerships with various industries allow a more significant immersion and on-the-job training for its students. The campus is an institution of higher learning that offers a variety of medical programs that includes Medical Technology, Diploma in Midwifery and Bachelors of Science in Nursing and other courses such as BS Computer Science, BS Information Technology, BS Information Management, BS Computer Engineering, BS Electronics and Communications Engineering, Elementary Education (BEEd), Secondary Education (BSEd), BS Criminology, BS Hotel and Restaurant Management, Tourism, Customs Administration, and Law.

University of Cebu – Lapu-Lapu and Mandaue sits at the foot of the old Mactan Bridge, connecting the cities of Mandaue and Lapu-Lapu. Established in 1995, this satellite campus of UC was opened in the vicinity of Lapu-Lapu and Mandaue, while staying true to its origins. UCLM upholds and realizes the vision of UC through the

formation of an empowered community of person, who, through character formation and academic excellence contributes to the development of society. The campus offers variety of courses such as BS Nursing, BS Marine Transportation, BS Marine Engineering, BS Computer Science, BS Information Technology, BS Computer Engineering, BS Electronics and Communications Engineering, BS Electrical Engineering, BS Industrial Engineering, Elementary Education (BEEd), Secondary Education (BSEd), BS Criminology, BS Commerce, BS Accountancy, BS Hotel and Restaurant Management and BS Customs Administration.

University of Cebu – Pardo and Talisay (formerly the St. Paul College Foundation, Inc.) is located along N. Bacalso Ave., Bulacao Pardo, Cebu City nearing the border of Cebu City and Talisay City. Aligning itself to the vision-mission of the entire university, UCPT aims to be forefront in providing world class education to its students. The Campus offers courses such as BS Nursing, BS Information Technology, BS Tourism, Elementary Education (BEEd), Secondary Education (BSEd), and BS Customs Administration.

The College of Nursing of the three campuses envisions to provide quality nursing education and produce toponotch, globally competitive and competent nurses. The nursing and healthcare undergraduates of the school are trained in two of Cebu's premier and technologically advanced medical establishments, the University of Cebu Medical Center and the St. Vincent's General hospital with affiliations to renowned tertiary hospitals such as the Visayas Community Medical Center. These hospitals serve to cater the related learning experience and clinical exposure of its students.

Research Respondents

The research respondents were the 73 nursing faculty members of the university's college of nursing in three campuses, UCB, UCLM and UCPT. In order to gather a more inclusive and comprehensive information on nursing faculty work – life balance, the student imposed the use of complete enumeration which meant that all 86 faculty members were supposedly the total number of respondents for this study and asked to participate. However, upon data gathering, only 73 nursing faculty from the various campuses completely answered the research instrument thus the actual responses were only 73. Below is the distribution of the respondents according to campus.

Table 1 Distribution of Respondents

University of Cebu - Campus	Total Number of Nursing Faculty	Actual Respondents
Banilad	42	40
Lapu-Lapu and Mandaue	25	22
Pardo and Talisay	19	11
Population Total	86	73

Research Instrument

The study utilized a researcher-modified questionnaire based on the Transformative Work – Life Balance Survey Questionnaire developed by the National Institute of Occupational Safety and Health. The modified questionnaire is subdivided into two parts. Part I, consisted of the profile of the respondents in terms of age, gender, marital status, educational attainment, campus assigned; and length of service. Part II, will consist of 35 statements that determined the nursing faculty's work – life balance in terms of the six components as workload and flexibility, rest and recuperation, technology and connectivity, support and resources, work environment and culture, personal life impact, and job satisfaction. Five (5) statements were used as indicators for each of the given component.

Scoring Information. Each statement was rated by the respondents using the following parameters: (4) strongly agree, if the respondents believe that the statement is true all the time; (3) agree, if the respondents believe that

the statement is true most of the time; (2) disagree, if the respondents believe that the statement is sometimes true; and (1) strongly disagree, if the respondents believe that the statement is untrue. All statements for work-life balance will be rated using the above scale.

To determine the respondents' work – life balance, a hypothetical mean range was used for the interpretation of the responses as indicated in the following:

Scale	Hypothetical Mean Range	Interpretation	Meaning
4	3.25 – 4.00	Strongly Agree	Highly unbalanced
3	2.50 – 3.24	Agree	Unbalanced
2	1.75 – 2.49	Disagree	Balanced
1	1.00 – 1.74	Strongly Disagree	Highly Balanced

Reliability Testing. The reliability of the researcher modified questionnaire was tested by asking 20 nursing faculty from University of San Jose Recoletos - College of Nursing to answer the research instrument given that they provided their consent to participate in the study. The research instrument was tested using Cronbach's Alpha at 0.05 level of significance to which revealed an excellent reliability score of 0.93 which means the instrument can be administered to the actual respondents.

Research Procedures

The research procedures started by sending a transmittal letter to the Dean of the University of Cebu Graduate School asking for approval to conduct the study. Once approved, the next step was to submit the study to a panel of experts for design hearing and approval. Once the notice to conduct the study was given, the researcher subjected the research questionnaire to a content expert for face validity to ensure that it can measure what it purports to measure before conducting the dry run procedures. After which, the researcher sent out transmittal letters addressed to the Dean of University of San Jose Recoletos - College of Nursing to ask permission to conduct the dry run procedures to validate the reliability of the research instrument. Once reliability of the questionnaire was established, transmittal letters were sent to the Human Resource Director, Dean of the College of Nursing and the Level Chairpersons of UCB, UCLM and UCPT Colleges of Nursing to ask permission and approval to conduct the study and distribute the research questionnaire to the actual respondents. The research respondents of the study who qualified the inclusion criteria were approached a day prior to the actual data collection to acquire their verbal consent to participate in the study.

Data Collection. During data collection, the actual respondents of the study were approached for their informed consent. The details of the informed consent as well as the aim of the study were explained to the respondents. Once consent to participate in the study was given, the researcher asked the respondent to answer the research instrument. Data collection was done by sending out the questionnaire to the respondents thru google form using their e-mail address that they personally provided to the researcher. The researcher ensured that the respondents understand the statements in the questionnaire by noting on the questionnaire that should there be statement that the respondents find difficult to comprehend, they can contact the researcher at any time for clarification.

All answered questionnaires were double checked for possible missed or unanswered items before closing the data collection to ensure the completeness of information. Thirteen out of 86 respondents refused to answer some of the items of the questionnaire thus their responses were not included in the tabulated and computed results. The tabulated responses were tallied and subjected to treatments using both descriptive and inferential statistics. At the end of the study, the answered questionnaires were deleted to maintain confidentiality. A soft copy of the tabulated responses was kept for reference but will be deleted as soon as the study is completed.

Statistical Treatment. The responses of the respondents pertaining to their profile and work-life balance were subjected to statistical treatment using different statistical tools. A statistician was be commissioned for the

treatment of data while the interpretation was a collaborative effort between the statistician and the researcher. The respondents' answers were recorded and grouped according to their category and computed using the following statistical tools.

Simple percentage was used to determine the percentage distribution of the respondents' profile in terms of their age, gender, civil status, educational attainment, campus assigned, and length of service. Weighted mean was used to determine the respondents' work – life balance. Chi-square was used to determine the significant relationship between the profile of the respondents and their work – life balance.

Ethical Considerations

Ethical considerations were strictly followed in the conduct of this research work. There were four ethical standards that were followed for this research endeavor. These includes the principle of respect, confidentiality, beneficence and justice. The first principle conformed to the respect of persons. In accordance to this concept, the respondents were not forced or coerced to participate in this study. The respondents exercised their right to autonomy and self-determination. They reserved right to decide what activities they will partake or will not in the study. The respondents had the right to be informed of what the research undertaking is all about, they were made to understand what form of information were collected from them and make rationale decision on the impact of participating in this study. Their participation was their choice without coercion, restriction or influence. Their willingness to participate was evidenced by their signed informed consent.

The second principle adhered to was confidentiality. The researcher took utmost effort never to share or disclose any respondent's pertinent information outside the context of this study. All documented information collected were used for data tabulation and interpretation only. Any written and electronic documentation related to this research was appropriately disposed of at the ends of the study.

The third principle adhered to was beneficence. The researcher ascertained that this study maximized its benefit and minimized if not eliminated related risks. It was rudimentary that the researcher did not cause any harm to the respondents in the implementation of the research procedure, collection and treatment of data.

The last principle was justice which encompassed the equitable selection of the research respondents. This was ensured by following the inclusion and exclusion criteria set forth in this study. All respondents were subjected to the same data collection procedure by answering the predetermined research questionnaire. The study ensured that respondents shall be the primary beneficiary of the research.

Definition Of Terms

The following terms are operationally defined for better understanding of how these terms are utilized in the study.

Nursing Faculty. This refers to all currently employed, full-time nursing instructors in the college who holds teaching, related learning experience (RLE) and administrative functions.

Profile. This represents the demographic characteristic of the respondents in term of age, gender, marital status, educational attainment, job position, and length of service.

Proposed Action Plan. This refers to the desired plan of action that will be implemented by the researcher based on the findings of the study in order to enhance the quality of work life of employees.

Work – Life Balance. This refers to the employees' broader employment-related experience in terms of the seven components to achieve equilibrium between work and personal life.

Presentation, Analysis, And Interpretation Of Data

This chapter presents, analyzes, and interprets the data collected by the researcher to evaluate the work-life balance of nursing faculty in a university. It begins by detailing the respondents' profiles, including their age,

gender, marital status, educational background, assigned campus, and length of service, followed by an examination of their work-life balance. Additionally, this chapter explores the significant relationship between the respondents' profiles and their work-life balance. A thorough interpretation of the findings is provided to offer deeper insights into the results of the study.

Respondents' Profile

Table 2 shows the profile of the respondents as to age, gender, marital status, educational background, assigned campus, and length of service.

Table 2 Profile of the Respondents n = 73

PROFILE	FREQUENCY	PERCENTAGE
Age		
18 - 39	26	36
40 - 59	40	54
60 and above	7	9
Gender		
Male	19	26
Female	54	74
Marital Status		
Single	26	36
Married	37	51
Cohabiting	3	4
Widow/er	7	9
Educational Attainment		
College Graduate (BSN)	12	17
Master's Degree Level	22	30
Master's Degree Holder	28	39
Doctoral Degree Level	8	10
Doctoral Degree Holder	3	4
Campus Assigned		
UC - Banilad	40	55
UC - Lapu-Lapu and Mandaue	22	30

UC - Pardo Talisay	11	15
Years of Service		
6 months to less than 1 year	22	30
1 years to less than 3 years	28	38
3 years to less than 5 years	5	7
5 years and above	18	25

Table 1 presents the demographic profile of the respondents in terms of age, gender, civil status, educational attainment, campus assignment, and length of service. The majority of the respondents were aged 40–59 years (54%), with fewer respondents aged 60 years and above (9%). Most respondents were female (74%), reflecting the gender distribution typical of the nursing profession. More than half were married (51%), while a small proportion reported cohabiting (4%). In terms of educational attainment, most respondents held a master’s degree (39%), whereas only a small percentage had completed a doctoral degree (4%). The majority were assigned to the UC–Banilad campus (55%), and most had been in the academe for one year to less than three years (38%).

The age distribution of nursing faculty in this study aligns with international findings indicating that most nursing educators are mid-career professionals, typically between 40 and 60 years old (Carver et al., 2021). This trend reflects the common pathway into academia, where nurses first gain extensive clinical experience and subsequently pursue advanced degrees before transitioning to teaching roles. Achieving the educational qualifications required for faculty positions often takes several years, particularly for those pursuing graduate studies while employed in clinical practice. As a result, many nurses enter academic roles later in their professional lives.

Faculty members within this age group are often considered to be at the peak of their professional and scholarly productivity. Additionally, academic positions may be perceived as offering more stable schedules compared to clinical practice, making them attractive to mid-career nurses seeking long-term professional stability and leadership opportunities (Farber et al., 2020).

The predominance of female faculty observed in this study is consistent with the broader gender composition of the nursing profession. Historically, nursing has been culturally associated with caregiving roles traditionally assigned to women, resulting in a female-dominated workforce and, consequently, faculty population. Although male representation in nursing education has gradually increased, it remains limited due to persistent societal norms, gender stereotypes, and the smaller pool of male nurses eligible for academic roles (Da Silva et al., 2022).

Regarding civil status, the higher proportion of married faculty may be attributed to the alignment of academic careers with mid-life stages, during which long-term partnerships are more common. Moreover, the relatively structured nature of academic work may be more compatible with family responsibilities compared to the demands of bedside nursing.

Marriage may provide emotional and financial support that enables nursing faculty to pursue advanced education and sustained career development. These factors may partly explain the higher proportion of married individuals among nursing faculty compared to those who are single. Marital and family responsibilities have also been shown to influence career progression and work–life balance among faculty members (Farber et al., 2020).

In terms of educational attainment, most nursing faculty members hold a master’s degree, which remains the minimum qualification for teaching in many nursing education institutions. A master’s degree provides advanced clinical knowledge, leadership skills, and pedagogical competence necessary for curriculum development and evidence-based instruction. This qualification also aligns with accreditation and regulatory standards that aim to ensure the quality of nursing education programs. However, there is an increasing emphasis on doctoral-level

preparation, particularly for faculty engaged in research, leadership, and administrative roles, reflecting current trends in faculty professional development (McCauley et al., 2020).

With regards to campus assignment, the higher concentration of faculty at the UC–Banilad campus may be attributed to its larger nursing student population, which necessitates a greater number of teaching personnel compared to the other campuses.

Concerning length of service, the higher proportion of faculty with one to less than three years of academic experience reflects the transitional nature of early academic careers. Many nursing educators enter academia after extensive clinical practice and require an adjustment period to adapt to academic responsibilities such as curriculum development, student assessment, and scholarly activities. This early-career phase is often characterized by exploration and professional decision-making regarding long-term career paths.

Furthermore, the multifaceted demands of nursing faculty roles—including teaching, advising, research, and the need to maintain clinical competence—may contribute to increased workload and occupational stress. When combined with comparatively lower compensation and high performance expectations, these factors may lead to early attrition among new faculty members, with some returning to clinical practice or seeking more manageable work environments (Singh et al., 2020).

Respondents' Work-Life Balance

Table 3 presents the work-life balance of the nursing faculty in terms of workload and flexibility; rest and recuperation; technology and connectivity; support and resources; work environment and culture; personal life impact and job satisfaction; and overall satisfaction and well-being.

Table 3 Respondents' Work-Life Balance n=73

INDICATORS	Weighted Mean	Interpretation
A. WORKLOAD and FLEXIBILITY		
1. I find myself working beyond my contracted hours.	2.94	Unbalanced
2. I am unable to take needed short breaks during work hours.	2.73	Unbalanced
3. I cannot comfortably adjust my work schedule for personal commitments.	2.62	Unbalanced
4. I feel the need to always work on weekends.	2.58	Unbalanced
5. My current work position do not allow for flexibility in work schedule and work role.	2.47	Balanced
AGGREGATE MEAN	2.67	Unbalanced
B. REST AND RECUPERATION		
1. It is easy for me to switch off from work during my days off.	2.60	Unbalanced
2. I feel that taking my leaves negatively impacts my work and team.	2.56	Unbalanced
3. I usually feel exhausted at the end of a work day.	2.77	Unbalanced
4. I am unable to use my vacations days without feeling guilty.	2.12	Balanced

5. I usually work during times that should be for rest.	2.63	Unbalanced
AGGREGATE MEAN	2.54	Unbalanced
C. TECHNOLOGY AND CONNECTIVITY		
1. I am expected to constantly respond to work emails and messages even outside working hours.	2.79	Unbalanced
2. I feel pressure to remain connected to work even on holidays.	2.42	Balanced
3. I frequently check work related messages during my personal time.	2.92	Unbalanced
4. My work does not provide me with necessary tools to work effectively from off site locations.	2.51	Unbalanced
5. My work communication frequently disrupts my personal time.	2.41	Balanced
AGGREGATE MEAN	2.61	Unbalanced
D. SUPPORT AND RESOURCES		
1. We are not provided with any wellness resources in our company.	2.59	Unbalanced
2. I do not feel supported by my immediate supervisor when discussing work – life balance concerns.	2.11	Balanced
3. Our company does not have employee support programs or counselling services in place.	2.30	Balanced
4. There are no adequate resources and training to manage work related stress in my company.	2.44	Balanced
5. We do not talk or discuss about work – life balance with my colleagues.	2.34	Balanced
AGGREGATE MEAN	2.42	Balanced
E. WORK ENVIRONMENT AND CULTURE		
1. I feel that my work environment have implicit expectations for me to work longer than my contracted hours.	2.41	Balanced
2. My colleagues and superior do not openly talk about issues concerning our work hours.	2.12	Balanced
3. Our company culture does not prioritize personal well-being.	2.30	Balanced
4. I am not comfortable speaking up when I feel overwhelmed with work.	2.44	Balanced
5. I do not get praises or recognition from people for being able to maintain work-life balance.	2.34	Balanced

Legend: 3.26-4.00 Highly Unbalanced 1.76 - 2.50 Balance
 2.51 -3.25 Unbalanced 1.00 - 1.75 Highly Balanced

However, the table also shows that the respondents have *unbalanced* work-life in terms of workload and flexibility, technology and connectivity, and rest and recuperation, as indicated by the aggregate mean of 2.67, 2.61, and 2.54 respectively. This suggests that the respondents may feel burdened by an excessive workload, long hours, and high expectations, which could negatively impact other aspects of their lives. This situation is

somewhat expected, as many nursing faculty take on overloads due to a shortage of clinical instructors and educators relative to the large number of nursing students enrolled across the three colleges of nursing.

In terms of technology and connectivity, the advances in technology such as instant messaging, social media, and improved personal contact blur the boundaries between work and personal life. Being expected to respond to emails, messages, or tasks outside of work hours creates a "24/7 availability" (Motaghi et al., 2023). culture which could be very stressful for many nursing faculty. Additionally, Over-reliance on technology for work can cause mental fatigue, reduce productivity, and hinder the ability to unplug and recharge (Sarkar et al., 2025).

In addition, insufficient rest and being unable to recuperate from work leading to an unbalanced work-life often means many nursing faculty sacrifices sleep and downtime to meet work demands, impacting physical and mental health. Without enough time to relax and pursue hobbies or personal interests, individuals may feel drained, reducing their ability to perform effectively at work or enjoy life.

According to Motaghi et al. (2023), an imbalance between workload and work flexibility significantly affects the work-life balance of nursing faculty, leading to various negative outcomes. Nursing faculty often juggle multiple responsibilities, including teaching, research, administrative duties, and clinical practice. This heavy workload can lead to stress and burnout, adversely affecting their personal lives. Perceived excessive workload among nurses negatively impacts their work-life balance, increasing their desire to leave the profession.

Additionally, rigid work schedules and limited flexibility in academic roles can exacerbate work-life imbalance. The inability to adjust work hours to accommodate personal commitments makes it challenging for nursing faculty to manage both professional and personal responsibilities effectively (Farber et al., 2020).

Insufficient rest and recuperation significantly disrupt the work-life balance of nursing faculty, leading to detrimental effects on both professional performance and personal well-being. Chronic fatigue resulting from inadequate rest impairs cognitive functions such as attention, memory, and decision-making. In the academic setting, this can lead to decreased teaching effectiveness, reduced research productivity, and a higher likelihood of errors in administrative tasks. Dyrbye et al. (2022) found that medical educators experiencing burnout, often due to insufficient rest, reported lower job satisfaction and diminished professional efficacy.

The lack of adequate rest contributes to heightened stress levels, emotional exhaustion, and a range of health issues, including increased susceptibility to illnesses and mental health disorders like depression and anxiety. When work demands encroach upon time designated for rest and personal activities, nursing faculty may find it challenging to engage in family life, social interactions, and leisure pursuits. This imbalance can strain personal relationships and diminish overall life satisfaction (Søvold et al., 2022).

Moreover, the increasing reliance on technology in academia affect the delineating boundaries between work and personal life. The expectation to be constantly available through digital platforms can lead to digital fatigue and encroach on time meant for rest and personal activities. This can have explicit negative impact on the persons mental and physical health which consequently impacts work performance and productivity (Mordi et al., 2024).

Despite these highlighted unbalances in the work-life of nursing faculties in the university in terms of workload and flexibility, rest and recuperation, and technology and connectivity, the respondents are still able to achieve an overall *balanced* work-life balance which is much attributed to the support and resources they get from their supervisors, and the positive work environment and culture. In the context of University of Cebu, the institution puts great value to ICARE which stands for Innovation, Camaraderie, Alignment, Respect and Excellence.

As a foremost educational institution in information technology, communications and connectivity, UC's innovations in technology and connectivity significantly mitigate work-life imbalance by promoting flexibility and efficiency in classroom delivery. Remote work tools, cloud-based systems, and virtual collaboration platforms such as their Learning Management System (LMS) enable employees to better manage their classes even beyond the classroom improving their productivity which in turn can consequently enhance their personal time management. When used responsibly, these innovations empower the nursing faculty to manage their time

effectively, reduce stress, and achieve a better balance between professional responsibilities and personal well-being.

Furthermore, the core values on camaraderie, respect and excellent practiced by UC can also attribute to the achievement of its nursing faculty's work-life balance. Camaraderie fosters a supportive and collaborative work environment where team members help one another, share responsibilities, and encourage open communication. This sense of belonging can ease individual burdens and promote collective problem-solving, reducing stress.

The core value of respect ensures that employee's time, boundaries, and personal commitments are acknowledged and valued by every member of the faculty. It encourages administration to listen to staff needs, arrange for more flexible work arrangements as needed by the faculty, and avoid unrealistic expectations that may lead to burnout.

Lastly, when excellence is pursued not just through output but also through sustainable practices, it shifts focus from overwork to smart, balanced performance. Excellence under these values includes encouraging rest, recognizing achievements, and supporting employee well-being as essential for long-term success. Together, these values create a culture where workload is fairly distributed, flexibility is embraced, and rest is respected—not seen as a weakness. This balanced approach enhances morale, productivity, and retention, ultimately benefiting both individuals and organizations.

Relationship Between the Respondents' Profile and Their Work-Life Balance

Table 4 presents the significant relationship between the respondents' profile and work-life balance.

Table 4 Test of Significant Relationship Between the Respondents' Profile and Their Work-Life Balance

Profiles	Computed Chi-Square	Df	Critical Value	P-value	Cramer's V	Decision	Interpretation
Age	8.34	3	12.82	0.0973	0.3938	Accept Ho	Not Significant
Gender	5.28	3	7.87	0.2456	0.5076	Accept Ho	Not Significant
Civil Status	13.26	6	9.57	0.0067	0.3483	Reject Ho	Significant
Educational Attainment	27.43	15	15.67	0.0036	0.2153	Reject Ho	Significant
Campus Assigned	6.34	3	7.82	0.0678	0.3938	Accept Ho	Not Significant
Length of Service	24.37	9	43.92	0.0689	0.4283	Accept Ho	Not Significant
Overall Mean	6.43	14	27.76	0.076	0.3976	Accept Ho	Not Significant

P value is significant if it is ≤ 0.05

Table 4 presents the results of Chi-square Test of Independence (χ^2) conducted to compare the significant relationship between the respondents' profile and their work-life balance. To test the null hypothesis if there is no significant relationship between the two variables, Chi-square test of independence, P-value and Cramer's V value were computed. The table of revealed that there was no statistically significant relationship between respondents' profile in terms of age, gender, campus assigned and length of service to their work-life balance as indicated by the computed values of chi square which are higher than the critical values, and p-values of less than 0.05. This led to the acceptance of the null hypothesis which means that the respondents' profile do not

influence to their work-life balance. However, marital status and educational attainment were found to have statistically significant relationship to their work-life balance as indicated by the p-value which is lesser than 0.05.

The result on the test for significant relationship between profile and work-life balance suggest that age, gender, campus assigned, and length of service do not strongly influence how individuals perceive or manage their work-life balance. Essentially, work-life balance is not determined or significantly affected by these characteristics. This shows that work-life balance is multifaceted and is influenced more by factors like workload, institutional policies, flexibility, and individual coping strategies rather than demographic variables. This could suggest that even faculty of different ages or campuses may experience similar challenges due to shared systemic issues, such as high workloads or insufficient support and not because of their demographics. Additionally, this means that to work-life balance, such as burnout, stress, or over-commitment, might be universally experienced across different demographic groups or assignments, rather than being unique to specific age groups, genders, or campuses.

The significant relationship between marital status and work-life balance suggests that personal life circumstances play an important role in how nursing faculty manage competing professional and personal demands. Married faculty members may experience additional responsibilities related to family life, childcare, or caregiving, which can intensify role strain when work demands are high. In contrast, single faculty members may have greater flexibility in allocating time to work but may also experience limited personal support, which can contribute to work-related stress and blurred work-life boundaries.

Educational attainment was likewise found to have a significant relationship with work-life balance among nursing faculty. Higher educational qualifications are often associated with greater job autonomy, career flexibility, and professional security. Faculty members with advanced degrees frequently occupy senior or leadership roles that allow increased control over schedules and workload. Advanced education also enhances competencies such as time management, critical thinking, and problem-solving, which may facilitate more effective management of professional responsibilities. Although higher academic ranks may involve more complex roles, including research and administrative duties, they may also offer opportunities for role variety and reduced burnout through increased autonomy.

Consistent with these findings, Farber et al. (2020) noted that the relationship between faculty characteristics and work-life balance varies across institutional contexts. Married and mid-career faculty members often experience greater work-family strain due to concurrent professional and family responsibilities, whereas faculty with higher educational attainment may experience both increased role demands and greater capacity to manage them effectively. Experience and career maturity may further contribute to improved time management and work-life integration.

Moreover, age and gender differences have also been shown to influence work-life balance among academic staff. Younger faculty members may prioritize career advancement and engage in longer working hours, often at the expense of personal life, while older faculty members may experience greater balance as professional and personal demands decrease over time. Gender-related expectations may further shape work-life experiences, as female faculty often shoulder a greater share of caregiving and household responsibilities, potentially placing them at higher risk for work-life imbalance (Boamah et al., 2022).

SUMMARY, FINDINGS, CONCLUSION AND RECOMMENDATIONS

This chapter provides an overview of the study, including a summary of the findings, the conclusions drawn by the researcher based on these findings, and the recommendations proposed by the researcher.

Summary

This study determined the work – life balance of nursing faculty in selected colleges of nursing Cebu City. The findings will serve as bases for a proposed action plan.

Specifically, this sought to address the following:

1. What is the profile of the respondents in terms of:
 - 1.1 age;
 - 1.2 gender;
 - 1.3 marital status;
 - 1.4 educational attainment;
 - 1.5 campus assigned; and
 - 1.6 length of service?
2. What is the work – life balance of the respondents in terms of:
 - 2.1 workload and flexibility;
 - 2.2 rest and recuperation;
 - 2.3 technology and connectivity;
 - 2.4 support and resources;
 - 2.5 work environment and culture;
 - 2.6 personal life impact; and
 - 2.7 overall satisfaction and well being?
3. Is there a significant relationship between the respondents' profile and their work-life balance?
4. Based on the findings of the study, what action plan may be proposed?

The study utilized a quantitative descriptive correlational research design using a researcher modified questionnaire to determine the work-life balance of nursing faculty in selected colleges of nursing. The study was conducted at University of Cebu - Banilad, UC Lapu-lapu and Mandaue, and UC Pardo and Talisay. The research respondents were the 73 nursing faculty from the three colleges who gave permission to participate in the study. Information on the respondents' profile, and their work-life balance were gathered. The collected information were then tabulated, statistically treated, interpreted and analyzed. The profile of the respondents was statistically treated using percentage distribution, while their work-life balance was determined using weighted mean. Chi square was used to determine the significant relationship between the respondents' profile and their work-life balance.

Findings

The following are the findings of the study:

1. Majority of the subjects are between the ages of 40 to 59 years old, female, married, master's degree holder, from UC - Banilad, and 1 year to less than 3 years length of service.
2. Overall, the respondents have *balanced* work-life. In terms of the specific indicators of work-life balance, the respondents have *balanced* work-life in terms of overall satisfaction and well-being, work environment and culture, support and resources, and personal life impact. However, they have unbalanced work-life in terms of workload and flexibility, technology and connectivity, and rest and recuperation.

3. There is no significant relationship between the profile of the respondents and their work-life balance.

Conclusion

The study offers valuable insights into the work-life balance of nursing faculty, revealing that while demographic and professional characteristics play a role, they do not significantly impact their work-life balance. Overall, the respondents show a balanced work-life, suggesting that nursing faculty are supported by systems that help them manage their professional and personal responsibilities effectively. However, the study also identifies areas where work-life balance is compromised. Faculty members face challenges such as heavy workloads and limited flexibility, with rigid schedules and little room to adjust their work to personal needs. Additionally, the constant connectivity enabled by technology blurs the line between work and personal life, contributing to stress and digital fatigue. Finally, insufficient rest and recuperation due to demanding workloads negatively affect their physical and mental health. Therefore, it is crucial for institutions to address workload management, offer more flexible scheduling, and implement strategies to ensure faculty have sufficient time for rest and recovery, fostering a healthier and more productive work environment.

Recommendations

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

1. That the proposed action plan be implemented.
2. That the following relevant studies be undertaken by future researchers:
 - 2.1 A Longitudinal Study on Work-Life Balance Across the Different Colleges in the University.
 - 2.2 Effectiveness of Support Systems and Rest and Recreation Practices Among Educators in the University.
 - 2.3 The Impact of Technology and Connectivity to Nursing Faculty's Well-Being.
 - 2.4 Comparative Study on the Gender and Marital Differences of Work-Life Balance Among Nursing and Non-Nursing Faculties.

Proposed Action Plan

Rationale:

Nursing faculty play a critical role in preparing future healthcare professionals, yet they face significant challenges related to workload, flexibility, technology and connectivity, and rest and recuperation. Heavy teaching loads, administrative responsibilities, and research expectations may contribute to burnout and job dissatisfaction. In addition, the increasing reliance on digital platforms for teaching and communication requires adequate technological support and reliable connectivity to ensure seamless instruction and student engagement. Furthermore, faculty often struggle to find time for rest and recuperation, which is essential for maintaining their physical and mental well-being.

This action plan hopes to systematically address these concerns and create a supportive academic environment. By implementing workload management strategies, promoting flexibility in work arrangements, improving access to technology and connectivity, and prioritizing faculty well-being, institutions can enhance job satisfaction, improve faculty retention, and ensure high-quality education for nursing students.

General Objectives:

This proposed plan aims to create a balanced and supportive work environment for nursing faculty by addressing workload distribution, providing flexible work arrangements, and enhancing access to technology and

connectivity. Additionally, it aims improve faculty well-being by implementing policies and programs that support rest and recuperation, stress management, and overall job satisfaction.

Areas of Concern	Specific Objective	Scheme of Implementation	Locus of Responsibility	Time Frame	Evaluation Parameters
Nursing Faculty Workload and Flexibility	To ensure equitable distribution of teaching, research, and administrative responsibilities among nursing faculty.	Strategy 1: Workload Redistribution Review and standardize workload allocation to ensure fairness and balance. Implement a workload policy that accounts for teaching, research, and service duties.	Dean Nursing Education Coordinator Level Chairmen	3 to 6 months	Faculty feedback on workload distribution, policy adoption rate
	To implement flexible work arrangements that promote work-life balance without compromising educational quality.	Strategy 2: Flexible Scheduling Develop and implement staggered teaching schedules, hybrid course delivery, and asynchronous learning options.	Academic Affairs Committee Institutional Heads		Number of faculty utilizing flexible scheduling, student performance data
	To provide faculty with adequate support and resources to manage their workload effectively.	Strategy 3: Task Prioritization Identify non-essential administrative tasks that can be reduced, eliminated, or reassigned.	HR Department Instructions Committee IT Department		Reduction in faculty administrative workload
	To enhance faculty well-being and job satisfaction, leading to improved retention and performance.	Strategy 4: Adequate Staffing Advocate for additional faculty hires, teaching assistants, and administrative support staff.	Faculty Affairs Committee Nursing Faculty		Faculty - student ratio, faculty satisfaction surveys
		Strategy 5: Course Release Opportunities Provide course releases for faculty engaged in high-priority research, curriculum development, or mentoring.	Researcher		Number of faculty granted course releases, research productivity
		Strategy 6: Remote / Hybrid Work Options Establish guidelines allowing faculty to work remotely for research, grading, and administrative tasks.			Faculty participation in remote work arrangements
		Strategy 7: Mental Health and Well-being Support			Utilization rates of wellness programs, faculty well-

		<p>Offer wellness programs, counseling services, and flexible leave policies.</p> <p>Strategy 8: Recognition and Incentives</p> <p>Implement awards and financial incentives for faculty who demonstrate excellence in teaching, research, and service.</p>			<p>being surveys</p> <p>Number of faculty recognized, retention rates</p>
Technology and Connectivity Issues Affecting Nursing Faculty's Work-Life Balance	<p>To ensure nursing faculty have reliable technology and internet connectivity to minimize work-related stress and inefficiencies.</p> <p>To promote healthy work-life balance by setting clear digital communication policies and boundaries.</p> <p>To provide faculty with necessary training and resources for effective digital time management.</p> <p>To establish institutional support mechanisms that reduce the burden of technology-related disruptions on personal and professional life.</p>	<p>Strategy 1: Improve Internet and Device Access</p> <p>Provide faculty with institutional internet access support and updated hardware/software.</p> <p>Strategy 2: Establish Digital Communications Strategy</p> <p>Develop guidelines on work-related digital communication, including after-hours expectations.</p> <p>Strategy 3: Time Management and Digital Well-being Training</p> <p>Conduct workshops on digital efficiency, email management, and preventing digital fatigue.</p> <p>Strategy 4: Technical Support Services</p> <p>Ensure a dedicated help desk for troubleshooting to prevent faculty from spending excess time on IT issues.</p> <p>Strategy 5: Flexible and Asynchronous Options</p> <p>Implement tools that support flexible teaching schedules, such as learning management systems and cloud collaboration.</p> <p>Strategy 6: Monitor workload and technology impact</p> <p>Regularly assess faculty workload and impact of technology on</p>	<p>Institutional Heads</p> <p>Dean</p> <p>IT Department</p> <p>Faculty Development Committee</p> <p>Faculty Affairs Committee</p> <p>Nursing Faculty</p>	6 to 12 months	<p>Faculty satisfaction surveys, usage rates of provided tools</p> <p>Policy adoption rate, faculty feedback on communication load</p> <p>Workshop participation, post-training assessments</p> <p>Helpdesk response times and issue resolution rates</p> <p>Faculty adoption and satisfaction with flexible work solutions</p> <p>Faculty-reported stress levels, work-life balance satisfaction rates</p>

		work-life balance through surveys and feedback sessions.			
Inadequate Rest and Recuperation	<p>To promote a healthier work-life balance by ensuring nursing faculty have adequate opportunities for rest and recuperation.</p> <p>To implement policies that support faculty well-being, including leave policies, workload adjustments, and wellness initiatives.</p> <p>To raise awareness about the importance of rest and recuperation in sustaining faculty effectiveness and job satisfaction.</p> <p>To establish institutional support mechanisms that encourage faculty to take necessary breaks and maintain their overall well-being.</p>	<p>Strategy 1: Workload assessment and adjustments</p> <p>Conduct periodic reviews of faculty workload and adjust assignments to prevent burnout.</p> <p>Strategy 2: Leave Policy Enhancement</p> <p>Strengthen leave policies, including mental health days, sabbaticals, and flexible scheduling options.</p> <p>Strategy 3: Wellness and Recuperation Programs</p> <p>Implement faculty wellness programs such as mindfulness sessions, relaxation spaces, and guided physical activities.</p> <p>Strategy 4: Encouraging Breaks and Downtime</p> <p>Develop policies to limit excessive work hours, encourage scheduled breaks, and prevent after-hours work expectations.</p> <p>Strategy 5: Mental Health and Support Services</p> <p>Provide access to counseling, stress management resources, and peer support groups.</p> <p>Strategy 6: Recognition and Incentives for Well-being</p> <p>Introduce faculty well-being awards and incentives for those who actively maintain a healthy work-life balance.</p>	<p>Institutional Heads</p> <p>Academic Affairs Committee</p> <p>Dean</p> <p>HR Department</p> <p>Faculty Development Committee</p> <p>Faculty Affairs Committee</p> <p>Nursing Faculty</p>		<p>Faculty feedback, workload distribution reports.</p> <p>Utilization rates of leave policies, faculty well-being surveys.</p> <p>Participation rates, faculty-reported well-being levels.</p> <p>Policy adoption rate, faculty feedback on work hours.</p> <p>Utilization rates of mental health services, stress level assessments.</p> <p>Number of faculty recognized, retention rates.</p>

ACKNOWLEDGEMENT

The author expresses her heartfelt gratitude to Almighty God for His guidance, wisdom, and blessings throughout the completion of this thesis.

The author also acknowledges with profound gratitude the invaluable guidance and expertise provided by her thesis panel members—Ms. Marijo Garcia, Ms. Estella Cabatana, and Dr. Helen Estrella. Their constructive feedback, insights, and encouragement have been instrumental in refining this study;

Special thanks are extended to the respondents from the different schools namely: University of San Jose-Recoletos, University of Cebu Lapulapu and Mandaue, University of Cebu Pardo-Talisay, and University of Cebu Banilad, whose participation and cooperation were essential to the success of this research;

The author further expresses her sincere gratitude to her thesis adviser, Ms Piluchi Villegas, for the mentorship, patience, and unwavering support throughout this academic journey. She is also grateful to the faculty and staff of University of Cebu Banilad College of Nursing for the guidance and encouragement, which have significantly enriched this study.

Finally, the author extends her appreciation to her friends, colleagues, and all those who, in one way or another, contributed to the success of this thesis. Their kindness and support will always be remembered.

Dedication

This book is lovingly dedicated to the author's family, especially to her beloved mother, Aurora, whose endless support, unconditional love, and unwavering faith have been her guiding light.

To her dearest daughter, Charmaine Gayle, who is her greatest blessing and source of strength. This work is inspired by the dream of giving her a brighter future. May this thesis serve as a testament to the values of perseverance, determination, and love.

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APPROVAL SHEET

This thesis paper entitled **WORK-LIFE BALANCE AMONG NURSING FACULTY IN A UNIVERSITY** prepared and submitted by **Ms. Cheryl Lagaac** in partial fulfillment of the requirements for the degree of **Master of Arts in Nursing** has been examined and recommended for acceptance and approval for Proposal Hearing.

Thesis Committee

Piluchi Victorina M. Villegas, Mn

Adviser

Maria Estella P. Cabataña, Mn

Marijo V. Garcia, Man

Member

Member

Helen C. Estrella, Dm

Chairman

Panel Of Examiners

Approved by the Committee on Proposal Hearing with a grade of **PASSED**.

Piluchi Victorina M. Villegas, Mn

Adviser

Maria Estella P. Cabataña, Mn

Marijo V. Garcia, Man

Member

Member

Helen C. Estrella, Dm

Chairman

Accepted and approved in partial fulfillment of the requirements for the degree of Master of Arts in Nursing.

Comprehensive Exam : **PASSED**

Date of Oral Examination : **December 21, 2024**

Yolanda C. Sayson, Ed.D.

Dean

APPENDIX A – 1

Transmittal Letter To The Dean Of The Graduate School

July 15, 2023

Yolanda C. Sayson, Ed.D.

Dean – Graduate School

University of Cebu

Main Campus

Dear **DR. SAYSON:**

Greetings!

I, the undersigned, am presently undertaking a research study entitled “**WORK-LIFE BALANCE AMONG NURSING FACULTY IN A UNIVERSITY**”, this is in partial fulfillment of the requirements for the degree of Masters of Arts in Nursing major in Nursing Administration. In connection with this, I would like to convey my intent and ask for the approval of your good office to allow me to conduct the study.

Rest assured all pertinent data collected will be treated with utmost confidentiality and respondent personal information will be maintained anonymous.

Hoping for your positive response.

Respectfully yours,

CHERYL I. LAGAAC, RN, BSN

Masterand - Researcher

Noted by:

PILUCHI VICTORINA M. VILLEGAS, MN, RN

Research Adviser

Approved by:

YOLANDA C. SAYSON, Ed.D.

Dean

APPENDIX A – 2

Transmittal Letter To The Dean Of The College Of Nursing, University Of Cebu – Banilad

July 15, 2024

MERCY MILAGROS B. APUHIN, MN, RN

Dean – College of Nursing

University of Cebu

Banilad, Cebu City

Dear **MRS. APUHIN,**

Good day!

I, the undersigned, am presently undertaking a research study entitled “**WORK-LIFE BALANCE AMONG NURSING FACULTY IN A UNIVERSITY**”. This is in partial fulfillment of the requirements for the degree of Masters of Arts in Nursing major in Nursing Administration. This study endeavors to determine the work-life balance of nursing faculty and educators which ultimately aims to develop an action plan to enhance and improve their individual quality of work life.

In connection with this, I would like to ask the permission of your good office to allow me to conduct the study in your prestigious institution by asking all your faculty members to answer a research survey pertinent to their work-life balance. Rest assured all information gathered through this study will be treated with utmost confidentiality and ethical protocol will be adhered to during the data collection process.

Hoping for your kind consideration and approval.

Respectfully yours,

MS. CHERYL I. LAGAAC, RN, BSN

Researcher, University of Cebu – Graduate School

Noted by:

MS. PILUCHI VICTORINA M. VILLEGAS, MN, RN

Research Adviser / MAN Program Coordinator

DR. YOLANDA C. SAYSON, Ed.D.

Dean Graduate School

Approved by:

MRS. MERCY MILAGROS B. APUHIN, RN, BSN

Dean – College of Nursing

UC – Banilad

APPENDIX A – 3

Transmittal Letter To The Dean Of The Collge Of Nursing, University Of Cebu – Lapu-Lapu & MANDAUE

July 15, 2024

CARMEN P. VILLARANTE, Ed.D, MAN, RN

Dean – College of Nursing

University of Cebu

Lapu-Lapu and Mandaue Campus

Dear **DR. VILLARANTE,**

Good day!

I, the undersigned, am presently undertaking a research study entitled “**WORK-LIFE BALANCE AMONG NURSING FACULTY IN A UNIVERSITY**”. This is in partial fulfillment of the requirements for the degree of Masters of Arts in Nursing major in Nursing Administration. This study endeavors to determine the work-life balance of nursing faculty and educators which ultimately aims to develop an action plan to enhance and improve their individual quality of work life.

In connection with this, I would like to ask the permission of your good office to allow me to conduct the study in your prestigious institution by asking all your faculty members to answer a research survey pertinent to their work-life balance. Rest assured all information gathered through this study will be treated with utmost confidentiality and ethical protocol will be adhered to during the data collection process.

Hoping for your kind consideration and approval.

Respectfully yours,

MS. CHERYL I. LAGAAC, RN, BSN

Researcher, University of Cebu – Graduate School

Noted by:

MS. PILUCHI VICTORINA M. VILLEGAS, MN, RN

Research Adviser / MAN Program Coordinator

DR. YOLANDA C. SAYSON, Ed.D.

Dean Graduate School

Approved by:

CARMEN P. VILLARANTE, Ed.D, MAN, RN

Dean – College of Nursing

UCLM

APPENDIX A – 4

Transmittal Letter To The Dean Of The Collge Of Nursing, University Of Cebu – Pardo

And Talisay

July 15, 2024

GWEN BELARMINO, MAN, RN

Dean – College of Nursing

University of Cebu

Pardo and Talisay Campus

Dear **MS. BELARMINO:**

Good day!

I, the undersigned, am presently undertaking a research study entitled “**WORK-LIFE BALANCE AMONG NURSING FACULTY IN A UNIVERSITY**”. This is in partial fulfillment of the requirements for the degree of Masters of Arts in Nursing major in Nursing Administration. This study endeavors to determine the work-life balance of nursing faculty and educators which ultimately aims to develop an action plan to enhance and improve their individual quality of work life.

In connection with this, I would like to ask the permission of your good office to allow me to conduct the study in your prestigious institution by asking all your faculty members to answer a research survey pertinent to their work-life balance. Rest assured all information gathered through this study will be treated with utmost confidentiality and ethical protocol will be adhered to during the data collection process.

Hoping for your kind consideration and approval.

Respectfully yours,

MS. CHERYL I. LAGAAC, RN, BSN

Researcher, University of Cebu – Graduate School

Noted by:

MS. PILUCHI VICTORINA M. VILLEGAS, MN, RN

Research Adviser / MAN Program Coordinator

DR. YOLANDA C. SAYSON, Ed.D.

Dean Graduate School

Approved by:

GWEN BELARMINO, MAN, RN

Dean – College of Nursing

UCPT

APPENDIX A – 5

Transmittal Letter To The Dean Of The Collge Of Nursing, Cebu Institute Of Technology

University

July 15, 2024

JUDITH ISMAEL, PhDNSc, MAN, RN

Dean – College of Nursing

University of Cebu

Lapu-Lapu & Mandaue

Dear **DR. ISMAEL:**

Good day!

I, the undersigned, am presently undertaking a research study entitled “**WORK-LIFE BALANCE AMONG NURSING FACULTY IN A UNIVERSITY**”. This is in partial fulfillment of the requirements for the degree of Masters of Arts in Nursing major in Nursing Administration. This study endeavors to determine the work-life balance of nursing faculty and educators which ultimately aims to develop an action plan to enhance and improve their individual quality of work life.

In connection with this, I would like to ask the permission on your good office to allow me to conduct the pilot testing of my research questionnaire in your prestigious institution by asking twenty (20) of your faculty members to answer a research survey pertinent to their work-life balance. Rest assured all information gathered through this study will be treated with utmost confidentiality and ethical protocol will be adhered to during the data collection process.

Hoping for your kind consideration and approval.

Respectfully yours,

MS. CHERYL I. LAGAAC, RN, BSN

Researcher, University of Cebu – Graduate School

Noted by:

MS. PILUCHI VICTORINA M. VILLEGAS, MN, RN

Research Adviser / MAN Program Coordinator

DR. YOLANDA C. SAYSON, Ed.D.

Dean Graduate School

Approved by:

DR. JUDITH ISMAEL

Dean – College of Nursing

CIT-U

LETTER OF INTENT

August 15, 2024

DR. JUANITO S. ZUASULA JR.

Chairman

University of Cebu Academic Research Ethics Committee

University of Cebu, Cebu City

Dear **Dr. ZUASULA:**

Greetings!

I am writing to formally submit a Letter of Intent to undergo protocol and ethics review for my research study titled “**Work-life Balance Among Nursing Faculty in a University.**” This is in partial fulfilment of the requirement for the degree of Master of Art in Nursing, major in Nursing Management. This study is being conducted under the auspices of University of Cebu Academic Research Ethics Committee and aims to develop and action plan to enhance and improve the quality of work-life balance among nursing faculty based on the study findings.

I respectfully request that your committee review the attached research protocol and related documents to ensure compliance with institutional and ethical guidelines. I anticipate that this review will provide the necessary feedback to enhance the ethical conduct of my study and ensure that it meets the rigorous standards set by University of Cebu.

Please let me know if any additional information or documentation is required. I am available for any further discussion or clarification regarding the study.

Thank you for considering my request. I look forward to your feedback and guidance.

Sincerely,

MS. CHERYL I. LAGAAC, RN, BSN

Masterand

Noted by:

MS. PILUCHI VICTORINA M. VILLEGAS, MN, RN

Research Adviser

DR. RENATO C. SAGAYNO

Campus Research Director

DR. YOLANDA S. SAYSON, Ed.D.

Dean Graduate School

Approved by:

DR. JUANITO S. ZUASULA JR.

Chairman - University of Cebu Academic Research Ethics Committee

APPENDIX B

Research Questionnaire

Work – Life Balance Among Nursing Faculty In A University

Dear Respondents:

Greetings!

I, **MS. CHERYL LAGAAC**, is currently conducting a research study on the work – life balance of nursing faculty members. In this regard, I am sincerely asking that your spare time to answer this survey. In the next pages are statements that you will rate based on the given criteria. I am looking forward for your sincere and honest feedback to the survey questions. Thank you so much for your valuable cooperation in this endeavor.

Control No. _____

PART I. PROFILE of the Respondents

Instruction: Please fill-in the necessary information by putting a check mark on the choice that corresponds your profile.

AGE ☐ 18 to 39 y.o ☐ 60 y.o and above
 ☐ 40 to 59 y.o

GENDER ☐ MALE ☐ FEMALE

MARITAL STATUS ☐ SINGLE ☐ COHABITING
 ☐ MARRIED ☐ WIDOW/ER

EDUCATIONAL ATTAINMENT

☐ College Graduate (BSN) ☐ Doctoral Degree Level

☐ Master's Degree Level

☐ Doctoral Degree Holder

☐ Master's Degree Holder (MAN, MSN)

CAMPUS ASSIGNED

☐ UC - BANILAD

☐ UCLM

☐ UCPT

LENGTH OF SERVICE

☐ 6 months to less than 1 year

☐ 3 to less than 5 years

☐ 1 to less than 3 years

☐ above 5 years

PART II. DETERMINANTS OF WORK – LIFE BALANCE

Direction: The following statements measures your quality of work life balance based on four domains. Please check the appropriate column using the following rating:

(4) STRONGLY AGREE: if you believe the statement to be TRUE ALL the time.

(3) AGREE: if you believe the statement to be TRUE MOST of the time.

(2) DISAGREE: if you believe the statement to be SOMETIMES TRUE.

(1) STRONGLY DISAGREE: if you believe the statement to be absolutely UNTRUE.

STATEMENTS	SA(4)	A(3)	D(2)	SD(1)
A. WORKLOAD and FLEXIBILITY				
6. I find myself working beyond my contracted hours.				
7. I am unable to take needed short breaks during work hours.				
8. I cannot comfortably adjust my work schedule for personal commitments.				
9. I feel the need to always work on weekends.				
10. My current work position do not allow for flexibility in work schedule and work role.				
B. REST AND RECUPERATION				
6. It is easy for me to switch off from work during my days off.				
7. I feel that taking my leaves negatively impacts my work and team.				
8. I usually feel exhausted at the end of a work day.				
9. I am unable to use my vacations days without feeling guilty.				

10. I usually work during times that should be for rest.				
C. TECHNOLOGY AND CONNECTIVITY				
6. I am expected to constantly respond to work emails and messages even outside working hours.				
7. I feel pressure to remain connected to work even on holidays.				
8. I frequently check work related messages during my personal time.				
9. My work does not provide me with necessary tools to work effectively from off site locations.				
10. My work communication frequently disrupts my personal time.				
D. SUPPORT AND RESOURCES				
6. We are not provided with any wellness resources in our company.				
7. I do not feel supported by my immediate supervisor when discussing work – life balance concerns.				
8. Our company does not have employee support programs or counselling services in place.				
9. There are no adequate resources and training to manage work related stress in my company.				
10. We do not talk or discuss about work – life balance with my colleagues.				
E. WORK ENVIRONMENT AND CULTURE				
6. I feel that my work environment has implicit expectations for me to work longer than my contracted hours.				
7. My colleagues and superior do not openly talk about issues concerning our work hours.				
8. Our company culture does not prioritize personal well-being.				
9. I am not comfortable speaking up when I feel overwhelmed with work.				
10. I do not get praises or recognition from people for being able to maintain work-life balance.				
F. PERSONAL LIFE IMPACT				
6. I feel my work schedule do not permit quality time with loved ones?				
7. My personal relationships are strained due to work-related commitments.				
8. I have curtailed personal activities and hobbies because of work.				
9. My work does not allow time for regular exercises or relaxation activities.				

10. I miss important personal events due to work commitments.				
G. OVERALL SATISFACTION AND WELL-BEING				
6. I am highly dissatisfied with my current work-life balance.				
7. My work-life balance has not improved in the last year.				
8. My work life balance affects my overall mood and motivation at works.				
9. I am considering a job change primarily due to work-life balance issues.				
10. I would describe my work-life balance as the worst.				

APPENDIX C

Informed Consent

This informed consent form is for the research respondents who I am inviting to participate in my study entitled “WORK-LIFE BALANCE AMONG NURSING FACULTY IN A UNIVERSITY”.

I, Ms. Cheryl I. Lagaac, a graduate student of the Master of Arts in Nursing program of the University of Cebu – Main Campus, am conducting a study on the work-life balance of nursing faculty. I would like to invite you to take part in this study as my research respondent. You don’t have to decide today whether or not you will participate in this study. Before you decide, you can talk to anyone you feel comfortable with about this research.

This consent form may contain statements that you may not fully understand. Please ask me to stop as we go through the information detailed here and I will take time to explain them to you. If you have questions later, you can always address them to me.

Nursing faculty members often face significant stress due to the demands of teaching, research, and clinical practice. Understanding the work-life balance (WLB) of nursing faculty is crucial for ensuring their overall well-being and quality of life. Identifying factors that contribute to a healthy work-life balance can ultimately lead to improved job satisfaction and retention. High levels of stress and poor work-life balance can lead to burnout and turnover among nursing faculty. Additionally, potential faculty members may consider work-life balance as a factor when choosing where to work, so institutions with supportive policies and practices may have an advantage in recruiting top faculty members. These prompted the author of this research to conduct a study to comprehensively assess the work-life balance of nursing faculty with an intention of proposing an action plan in order to improve employees’ work-life balance and address the prevailing issues of employee dissatisfaction, increased employee turnovers, and promote retention and development of talented employees.

This research will involve your participation in answering a questionnaire which will take about 15 to 20 minutes to complete. Your participation is entirely voluntary and it is your choice where to participate or not. You may change your mind later and stop participating even if you agreed earlier. If you choose to participate, you will be asked to rate your work-life balance based on thirty-five (35) statements that are used as indicators. The study might not have any direct benefit to you, but your participation is likely to help me find ways to improve the quality of work life and work-life balance of nursing faculty and educators like yourself. You will not be provided any incentive to take part in the research. However, I will give you a simple token to express my appreciation for your time.

Rest assured, I will not be sharing information about you to anyone outside my research team. The information that I will collect from this research project will be kept private. Any information about you will be coded instead of having your name as identification. Only the researcher will know what your assigned number is and will keep that information confidential. Nothing will be attributed to your name and the knowledge that I get from this research will be shared with you. I will also be providing a copy of the summary of results of my research

study to the management and administrators of University of Cebu – College of Nursing in Banilad when the study is completed.

If you have any questions, you can ask them now or later. If you wish to ask questions later, you may contact me at the following:

Ms. Cheryl I. Lagaac – 0918 545 4154

Part II: Certificate of Consent

I have read the foregoing information, or it has been read to me. I have had the opportunity to ask questions about it and any questions I have, have been answered to my satisfaction. I consent voluntarily to be a participant in this study.

Print Name of Participant _____

Signature of Participant _____

Date _____

Day/month/year

Statement by the researcher/person taking consent

I have accurately read out the information sheet to the potential participant, and to the best of my ability made sure that the participant understands. I confirm that the participant was given an opportunity to ask questions about the study, and all the questions asked by the participant have been answered correctly and to the best of my ability. I confirm that the individual has not been coerced into giving consent, and the consent has been given freely and voluntarily.

A copy of this ICF has been provided to the participant.

Printed Name and Signature of Researcher/person taking the consent

Day/month/year

Curriculum Vitae

Cheryl Inez Lagaac

Date of birth: June 30,1978

Address: Lagaac compound, Talamban Cebu City 6000

Contact no: 0918-5454154

Email Add: cherylilagaac@gmail.com and cherylilagaac@yahoo.co.uk

PRC Nurse registration: 0320532 expiry June 2028

PNA membership M24478 expiry 12/31/2024

Educational Background and Qualifications:

- Passed Nurses Board Exam Philippine Regulation Commission on May1,1998 for pin 0320532
- Graduated Bachelor of science in nursing in Cebu normal University from 1994-1998
- Graduated Secondary Education in Cebu Normal University from 1990-1994
- Graduated Primary Education in 1990

Employment History (starting from most recent):

University of Cebu Banilad College of Nursing

Gen. Maxilum Avenue Cebu City

As a Clinical instructor

From September 19,2022 to present

❖ CEBU CITY MEDICAL CENTER (CCMC) Hospital

June 1999 until January 2022. I worked as full-time registered general nurse in CCMC (busy government hospital located in N-Bacalso Avenue, Cebu City 6000 Philippines. Worked as a nurse assigned in various areas on rotational basis and schedule. Duties are admitting and monitoring patients, checking vital signs, recording and reporting, medication administration, carrying out doctor's orders, assisting patients and staff in carrying orders, documentation and discharging patients. Bed capacity for

- Surgical wards (male & female)30 beds-rotational basis
- Medical Wards (male & female)30beds-rotational basis
- Emergency Room(50beds)-rotational basis
- Obstetrics/Gynaecology/maternity unit(80beds)-worked for 6 months
- Paediatrics/delivery room-worked for 1 year