Work-Life Balance among Faculty in Selected Higher Education Institutions (HEIS) in the Philippines

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Abstracts: This article's main focus was the work-life balance among faculty with designations in a few higher education institutions in the Philippines. It also looked into whether there were appreciable variations in the participants' work-life balance and personal and professional profiles. A survey questionnaire was used to gather the information. The study's main conclusions showed that the participants showed great work-life balance. They had no discernible disparities between their personal and professional profiles. According to the study's findings, the participants acknowledged practicing ongoing work-life stability to a significant degree. Responsibilities in life are impacted by the quality of one's job life. It can enhance both the individual's personal and professional lives.

Keywords: Work-life, Balance, Designations, Personal, Professional, Faculty.

1. INTRODUCTION

Different organizations now have to deal with complexity and unpredictability due to the environment's and their operations' quick and rapid development. To live, maintain, and advance in such a setting, companies have been forced to become more adaptable to unavoidable changes, as well as to successfully and successfully deal with changes in their external environments.

The ability to combine paid work and other obligations have emerged as a key problem in the workplace in today's world with complex positions, chaotic commitments, and complicated duties (Lockwood, 2003). Organizations have established work-family initiatives to reduce this conflict because employees' work-life quality is becoming a corporate concern. Human resource issues are the most important worry in the 21st century due to increased employment and complex work patterns. Today, one of the organizational challenges is the quality of work life (Nayeem & Tripathy, 2012).

Over the past few decades, work pressures have increased. According to studies, the average amount of time spent at work has substantially increased, and as a result, work affects personal life (Guest, 2002). An unbalanced work-life balance can seriously impact one's health and work performance (Singh, 2010). Due to shifting times and markets, combining personal and professional lives has become more and more vital (Nayeem & Tripathy, 2012). Work-life balance research in medical, nursing, and IT has increased among Asian countries (Malik, Saleem & Ahmad, 2010; Singh, 2010). However, there are few studies on teachers' opinions on work-life study (Nayeem & Tripathy, 2012).

An organization's workforce's smooth operation and success depend heavily on the quality of work life there. The work-life balance must be effectively maintained to guarantee that all employees are using their full potential and are not under stress or pressure. Timings, production, and leave options for employees can all be impacted by the quality of their work-life balance. The topic of this essay is the work-life balance of faculty members with designations in a few Philippine higher education institutions (HEIs).

2. RELATED LITERATURE

Setting priorities for "work" and "life" is what is meant by "work-life balance." Each desire, experience, and the aim is a crucial individual component of this meaning. Work-life balance significantly affects how employees feel about their organizations and how they live their lives. When work and home life are functioning correctly, they are balanced.

Work-Life Balance (WLB) has grown in popularity in English-language research and policy areas, making it

easier to understand employment issues unrelated to work (Gregory & Milner, 2009). They define WLB as the link between institutional and cultural non-work and work time and space in civilizations where the function of revenue is substantial (Emslie & Hunt, 2009).

The perception of a work-life balance used to be framed through the prism of women's employment, but later it expanded to include how men and women negotiate the demands of a paid job with those of personal and family life. Considering it to be a topic of current interest, Guest (2002) argues for the idea of work-life balance and investigates concepts of balance and their implications for researching the relationship between work and the rest of one's life. Additionally, Guest (2002) examined the framework detailing the origins, characteristics, and effects of a more or less favorable work-life balance (Emslie & Hunt, 2009).

The bulk of things has significantly improved due to the advancement of educational, economic, and social standards, making it easier for teachers to balance their lifestyles. One of the most significant issues facing teaching professionals today is finding a work-life balance. Teachers must spend time in the classroom due to their workload. In addition to keeping student records up to date and catering to institutionally linked functional requirements, it extends to helping them prepare for the next day at home. Teachers must put in more time each day to be productive, rise to higher levels, and handle a demanding environment. Teachers must focus on teaching, soft, and life skills to generate competent professionals and responsible citizens.

Subburethina, Umaselvi, and Senthil (2010) researched college instructors' opinions of the value of their jobs. The study aims to assist college instructors in assessing their degree of QWL expertise so that educational leaders can improve it. In this study, there were 239 participants. The results showed that 41% of respondents had a poor quality of work life, whereas 59.0% had an excellent quality of work life. Additionally, there is no discernible difference between the reported levels of total work-life quality and their perceptions of their sex, kind of family, age, various income levels, type of college, or native area. Department, family type, designation, various income levels, and respondents' perceptions of the overall quality of work-life in a teaching environment did not differ significantly from one another (Ishak, Razak, Hussin, Fhiri, & Ishak, 2018).

Additionally, Seema and Maryam (2013) investigated the various aspects of quality of work life (QWL) and how it influences how instructors at private institutions in Lahore, Pakistan, live their lives and behave at work. Three hundred sixty faculty members from private institutions in Lahore participated in this quantitative study to find out how they felt about QWL and how it affected their dedication, engagement, job involvement, and reputation. According to this study's findings, the important variables that influenced work attitudes and employees' impressions of the overall quality of the work-life balance were perceived value of the work, work environment, work-life balance, and satisfaction with interpersonal connections. This study examined how Pakistani private university professors feel about their work and whether it promotes the development of valued individuals. In addition, this study offers two scholarly and useful additions. The academic contribution emphasizes how the prevalent QWL theories significantly influence the attitudes of private university professors regarding their jobs, personal lives, and interpersonal interactions. On a more concrete level, the study raises questions about the potential effects of unhappiness and imbalance on staff dedication and engagement and the university's reputation.

On the other hand, Nanjundeswaraswamya and Swamy (2015) looked into how well workers in private technical institutes were treated at work. This study aids management in bettering the quality of work life for technical institution personnel by revealing their perceptions of it. A technical institution's 109 personnel make up the sample. Male employees are happier than female employees, according to the results. Other than that, there is no evidence of a connection between the quality of work life and employee demographic traits.

Additionally, adequate resources correlate more strongly with QWL than staff development and training programs. The work environment is less connected with QWL for non-teaching personnel, and salary & rewards are more correlated. The dimensions of QWL and the QWL of the faculties showed a positive association, suggesting that improving the dimensions of QWL can raise the total QWL of the faculties.

2.1. Theoretical Considerations

Five main models for work-life balance

Zedeck and Mosier (1996) and later O'Driscoll identified the five models for illuminating the connection between a person's professional and personal life (1996). The segmentation model, which is the first, holds that work and non-work are two distinct life domains that are lived separately. The second is the spill-over model, which asserts that one domain may positively or negatively impact another. There are reports of enough evidence to back up this idea, but there still needs to be more thorough explanations of the nature, reasons for, and effects of spill-over. According to the third model, there are two realms of life—work, and family—and what may be lacking in one, in terms of expectations or satisfaction, may be obtained from the other. According to the fourth model, performance in one domain may be aided by actions taken in the other. Another illustration is the fifth model, known as the conflict model, which contends that people who are faced with high levels of demand in all areas of life and are required to make difficult decisions may end up going through substantial overload and psychological problems.

Work/family border theory

The study was further connected to the work/family border theory, a novel strategy for work-family balance that Clark (2000) presented. It asserts that each person's role varies in particular spheres of life, such as the work/family spheres, typically divided by physical, temporal, or psychological borders. According to the hypothesis, people frequently cross borders between their homes and workplaces. Based on the nature of borders, such as flexibility and permeability between work and family life boundaries, it has important implications for the degree of integration, easy movements, and degree of conflict between domains.

Resource drain and enrichment theories

Resource drain theory and enrichment theory are fresh perspectives on balancing work and family responsibilities that Morris and Madsen (2007) put out to complement the existing theories. The resource drain theory contends that as scarce resources like time, money, energy, and attention are diverted to other uses, their supply in their original field is reduced. When an employee spends more time at work, the time available for family or other non-work responsibilities decreases

3. METHODOLOGY

The necessary data for the investigation were produced utilizing a cross-sectional design and a descriptive quantitative technique. This quantitative research approach entailed gathering data to characterize, assess, and appropriately interpret the among faculty members with designations in selected Higher Education Institutions (HEIS) in the Philippines. The study included 110 participants from 5 HEIs and were grouped by sex, civil status, designation, and rank, respondents were grouped. The profile of the respondents is shown in Table 1.

Table1. Profile of the Participants.

Variable	n	%
Sex		
Male	64	58
Female	46	42
Civil Status		
Single	13	12
Married	97	88
Designations		
Vice President	12	11
Director	37	34
Dean	34	31
Coordinator	27	24
Rank		
Instructor	7	6
Asst Professor	20	18
Associate Professor	71	64
Professor	12	11

One hundred ten (110) individuals from five HEIs took part in the survey, including seven (7) instructors in levels I through III, 20 assistant professors in levels I through IV, 71 associate professors in levels I through V, and 12 full pledge professors in levels I through VI.

Participating in the study were 12 Vice Presidents, 37 directors, 34 deans, and 27 coordinators. In addition, there were 97 married participants and 13 single people among the 64 male and 46 female participants.

Data on the quality of work-life balance among academicians with designations in a few Philippine higher education institutions were gathered using a questionnaire created by the researchers. The instrument had five sections, and each portion provided six behavioral indicators.

Three subject-matter experts were asked to evaluate the questionnaire to determine the validity of the research tool. Pilot testing was used to test the instrument's reliability, which produced a reliability index using Cronbach's alpha of 0.876. The respondents ranked their quality of work-life balance on a five-point Likert scale as follows: 5 = Strongly Agree (SA), 4 = Agree (A), 3 = Moderately Agree (MA), 2 = Disagree (D), and 1 = Strongly Disagree (SD).

Before the survey, the researchers obtained the respondents' agreement and approval from the various school authorities to conduct the study. To guarantee the retrieval of actual data to address the research objectives, the orientation of the research's purpose and the significance of their involvement were also carried out. Each participant understood that the information was completely confidential. No information revealing their identity would be made public or distributed without their knowledge and only when absolutely necessary.

Descriptive and inferential statistics were used to examine the data. The mean was employed to gauge the effectiveness of the work-life balance. Shapiro-Wilk Tests of Normality were used to examine the data's normality, and it was discovered that the data was not normally distributed.

To ascertain the significant difference in the participant's personal and professional profiles, the Mann Whitney U and Kruskal Wallis Tests were performed.

4. RESULTS

4.1. Quality of work-life balance

The level of work-life balance among academics with designations at particular Philippine HEIs is shown in Table 2A. They are categorized by sex, civil status, designation, and rank. "Agree" descriptive ratings were received for the work-life balance (M=3.95, SD=0.54). The five categories' most significant and lowest means were for self-appreciation of work (M=4.11, SD=0.54) and satisfaction with family and self (M=3.80, SD=0.34).

In terms of sex, both males and females gave their work-life balance descriptive ratings of "agree," with males receiving "agree" ratings (M=3.95, SD=0.54) compared to females, who gave their work-life balance descriptive ratings of "agree" (M=3.99, SD=0.58).

For civil status, participants gave the quality of work-life balance "agree" scores, whereas singles received "agree" ratings across all five categories. Married people received a mean of 3.97 with SD=0.57, whereas single people received a mean of 3.96 with SD=0.43.

Regarding designations, participants consistently rated their work-life balance as "agreed," with vice presidents receiving the highest scores (M=4.02, SD=0.47), directors coming in second (M=3.99, SD=0.60), deans third (M=3.97, SD=0.57), and coordinators fourth (M=3.91, SD=0.52).

As regards to rank, all of the categories received "agree" descriptive ratings, with the highest scores across the five dimensions going to the enjoyment of one's work (M=4.11, SD=0.54), followed by job satisfaction and environment (M=4.02, SD=0.56), and awareness of work-life balance (M=4.00, SD=0.61).

Table 2A. Quality of Work-Life Balance.

Variable	Satisfaction with Family and Self			Role Overload			Awareness of Work-Life Balance			Job Satisfaction and Environment			Appreciation of Work		
	M	SD	DR	M	SD	DR	M	SD	DR	M	SD	DR	M	SD	DR
Sex															
Male(n=64)	3.80	.369	A	3.86	.632	A	3.99	.586	A	4.04	.571	A	4.08	.553	A
Female(n=46)	3.72	.353	A	3.86	.725	A	4.06	.704	A	4.04	.600	A	4.27	.510	A
Civil Status															
Single(n=13)	3.84	.312	A	3.97	.429	A	4.08	.490	A	3.96	.419	A	3.95	.489	A
Married(n=97)	3.75	.370	A	3.85	.695	A	4.02	.654	A	4.05	.600	A	4.18	.544	A
Designations															
Vice President(n=12)	4.00	.245	A	3.96	.513	A	4.04	.572	A	4.11	.499	A	4.01	.510	A
Director (n=37)	3.73	.387	A	3.83	.729	A	4.06	.688	A	4.10	.640	A	4.23	.571	A
Dean (n=34)	3.69	.349	A	3.88	.677	A	4.08	.677	A	4.01	.614	A	4.19	.538	A
Coordinator(n=27)	3.80	.358	A	3.84	.666	A	3.89	.542	A	3.95	.497	A	4.09	.526	A
Ranks															
Instructor(n=7)	3.79	.331	A	3.91	.632	A	3.64	.685	A	3.81	.697	A	3.98	.642	A
Asst. Professor (n=20)	3.81	.375	A	3.82	.692	A	3.98	.472	A	4.00	.418	A	4.12	.493	A
Asso. Professor (n=71)	3.71	.367	A	3.86	.700	A	4.07	.678	A	4.06	.625	A	4.21	.552	A
Professor(n=12)	4.00	.245	A	3.96	.513	A	4.04	.572	A	4.11	.499	A	4.01	.510	A
Aggregate (n=110)	3.80	0.34	A	3.88	0.63	A	4.00	0.61	A	4.02	0.56	A	4.11	0.54	A

Note: SA=Strongly Agree, A=Agree, MA=Moderately Agree, D=Disagree, SD=Strongly Disagree.

4.2. The difference in the quality of work-life balance to the personal profile of the teacher participants

The significance of the difference in work-life balance quality according to a personal profile, such as sex and civil status, was assessed using the Mann Whitney U and Kruskal Wallis tests, respectively. According to Table 2B's findings, neither sex nor civil status significantly affected the teachers' ability to maintain a healthy work-life balance.

Table 2B. The Difference in the Quality of Work-Life Balance.

Quality of Work-Life Balance	Sex		Civil Status	
	U	P	U	P
Satisfaction with Family and Self	1293.5	.274	560.0	.509
Role Overload	1460.0	.942	583.0	.658
Awareness of Work-Life Balance	1350.0	.456	585.5	.674
Job Satisfaction and Environment	1472.0	1.000	533.5	.364
Appreciation of Work	1172.5	.066	452.0	.094

Note:* The difference in the means is significant when p<0.05

4.3. The difference in the quality of work-life balance to the professional profile of the teacher participants

The professional characteristics of the teacher participants are shown in Table 2C, along with the differences in the work-life balance quality. The results of the analysis using Kruskal Wallis showed that there was no significant difference in the quality of work-life balance among the teacher participants' professional profiles. There was no discernible change in designation or rank across all five dimensions.

Table 2C. The Difference in the Quality of Work-Life Balance.

Quality of Work-Life Balance	Designation		Rank	
	H	P	H	P
Satisfaction with Family and Self	7.045	.070	6.893	.075
Role Overload	.242	.971	.251	.969
Awareness of Work-Life Balance	1.779	.620	2.765	.429
Job Satisfaction and Environment	2.062	.560	1.860	.602
Appreciation of Work	2.560	.465	2.819	.420

Note:* The difference in the means is significant when p<0.05

5. DISCUSSIONS

Work-life balance

For people in all professions, finding the ideal balance between responsibilities to family and work has become challenging. Finding a work-life balance is one of the biggest challenges the teaching profession is currently experiencing, according to Kinman (2001). When people have enough time, they can balance their personal and professional life. Because of the rise in educational, economic, and social standards, things have significantly improved (Kumar & Prakash, 2016). Striking a balance between their personal and professional life is challenging for instructors.

Quality of work-life balance of the teacher participants

Achieving the company's objectives increasingly depends on the quality of work-life balance. High work-life quality can result from better organizational performance, effectiveness, and innovativeness. For men, job and family are equally vital sources of happiness and fulfillment (Burke, 2022); the former is more significant for women. The quality of an employee's working environment is significantly influenced by their income, connection with their boss, and commitment (Lewis et al., 2001). while Yavari, Amirtash, and Tondnevis (2009) looked at the faculty members' quality of work life.

According to Aloys' (2013) study, factors influencing the quality of employees' work-life dimensions include flexible work schedules, connections with managers and coworkers, and the workplace environment. According to Madipelli, Sarma, and Chinnappaiah (2013), monotony, frustration, and tension toward work and home among employees may be caused by organizations with ineffective work arrangements, poor working conditions, long working hours, lower pay, and stressful work environment. Work-life balance for working women may also be influenced by the marital situation, husband and family members' attitudes, and cooperation (Arunkumar, 2017).

7. CONCLUSION

In the contemporary environment, academic members' work-life balance is essential. Better work-life balance produces better results for the organization's aims. It promotes employee satisfaction and boosts the organization's effectiveness and efficiency. HEI academics with designations who participated in this research agreed with the conclusions on the nature of the workplace. The participants concurred that they were happy with their working conditions and that management treated them fairly. In order to preserve a healthy work-life balance, the company needs to remove barriers to communication and set up interventions, seminars, and workshops. It will raise the standard of living for academic staff at HEIs.

Even with a short-term plan, management may choose relevance to the demands of the workforce depending on the situational circumstances. The administration of the educational institution should consider offering employee-friendly rules to faculty members so they may balance their personal and professional lives. In that situation, it may gain a competitive edge in terms of the caliber of education received by students, and instructors might develop into useful members of the organization.

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