# Work-Life Balance of Collegiate Professors: A Mixed Methods Study

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*Abstract:* **The primary purpose of this convergent mixed-methods study was to find out the work-life balance of collegiate professors in Region XI through survey, interview and focus group discussion. For the quantitative phase, a total of 405 respondents participated in the survey and a total of 17 informants were interviewed for the qualitative phase within the same time frame. The 17 informants were not part of the 405 respondents in conformity with the research approach for convergent mixed methods study. In analyzing the data, descriptive statistics and ANOVA were used for the quantitative aspect and thematic analysis for the qualitative aspect. Empirical findings showed that the level of work-life balance of collegiate professors was high. The non-significant difference in the work-life balance of collegiate professors was apparent when analyzed by age, gender, and marital status. The qualitative analysis made use of the indicators of the quantitative survey as *a priori* themes: family-work conflict, work-family conflict, family satisfaction, and work satisfaction. The results obtained from the in-depth interview and focus group discussion in the qualitative aspect of the study confirmed the findings in the quantitative phase, hence the nature of integration is merging – confirmation showing that the collegiate professors involved in the study have favorable work-life balance.**

*Keywords:* **Work-Life Balance, Collegiate Professors, Mixed Methods Study, Philippines**

## I. INTRODUCTION

When individuals struggle to maintain and satisfy the demands placed on the workers by both the work and family domains, an imbalance may occur, which could be the source of stress resulting from irreconcilable pressure from the work and family spheres [3]. Moreover, through their research, [1] delineated that in a constantly changing environment and increasing competition, organizations face new challenges that foster work-life imbalance among employees, specifically in their work attitude and personal life. [62] revealed in their study that conflict will arise in their responsibility, accountability, and security factors among private school teachers if proper care is not taken into consideration in the workplace and home**.**

Programs promoting work-life balance (WLB) will affect employee recruitment, retention/turnover, commitment and satisfaction, absenteeism, and productivity [5]. Furthermore, [19] found that women's weekly work hours and the stress associated with their occupations, age, and family responsibilities contribute to an imbalance between work and home, resulting in negative health effects such as stress, weight gain, headaches, depression, anxiety, improper diet, and muscle tension, compared to their male counterparts. This ongoing battle to balance family obligations and organizational demands can negatively impact the lives of working women by impairing their well-being, happiness, and, most importantly, their quality of life. Additionally, lack of adequate time, gender bias, societal and cultural standards, and family duties are the major obstacles women face in achieving balance in the effective techniques individuals employ to manage competing roles of work and family [60]. On the other hand, [68] found that among full-time workers with and without children, the relationship between family variables such as family size, spouse profession, family support, family responsibility, and child age has a significant impact on work-life balance.

Many research studies have been conducted and published in the past. Still, the researcher has not come across a mixed methods study focusing on work-life balance with sex, age, and marital status as the differentiating variables and utilized as input to a functional action plan.

The findings of this study will only be valuable and beneficial if it is disseminated to various groups of people and institutions. After the conduct of the study, a stakeholders' forum will be organized to be participated by school administrators, human resource managers, research enthusiasts, future researchers, and the public in general. This study will also be presented to local, national, and international conferences to share its findings and gain possible future collaboration efforts in addressing the importance of work-life balance. The collegiate professors are the propelling vehicle in the academic institution, thus, this study aimed to provide a blue print on the dynamics of work-life balance that may guide them towards a sounder work responsibility both in the workplace and at home. Specifically, it sought answers to the research questions involving the collegiate professors' work-life balance in the context of: its level in terms of family-work conflict, work-family conflict, family satisfaction, and work satisfaction; its significant difference, if any when analyzed by age, marital status, and sex; lived experiences in achieving it; how the grouping analysis define it; and its nature of quantitative and qualitative integration**.** The null hypothesis of this study is centered on the acceptance or rejection of any significant difference of WLB in the context of age, marital status and sex.

The theoretical lens that guided this study is based on the Spillover Theory [21]. According to this theory, employees carry over both the negative and positive effects of work-life imbalance from work to their personal lives and vice versa. This theory is the most widely held concept of work-family interaction. Spillover is seen as either positive or detrimental in theory. It takes into account the complexities of work and family relationships. Positive spillover refers to the concept that fulfillment and achievement in one domain can result in fulfillment and achievement in another one. On the other side, negative spillover refers to the reality that difficulties and despair in one domain may carry the same emotion into another [69].

## II. LITERATURE REVIEW

### A. Work-Family Conflict

Family and work have traditionally been recognized as the primary spheres of adult life for most adults [ Andrews & Withey, 1976]. Numerous studies have linked work-family conflict (WFC) and family-work conflict (FWC) to job unhappiness, job burnout, and turnover [2, 28]. It has been shown that conflict between job and family is connected with decreased marital and life satisfaction on a more intimate level [67].

Work-family conflict and family-job conflict are caused by the pressures imposed by conflicting work and family duties [26, 70]. They suggested that work participation is more difficult due to family participation and vice versa. The same authors defined work-family and work-family conflicts as "a type of friction in which role pressures from the work and family domains are incompatible in some ways."

Additionally, [66] stated that employees might enhance their perceived professional success by balancing long and short-term goals, enhancing their competence, and talking honestly with their superiors. Similarly, employees and employers must develop appropriate strategies for balancing work and non-work domains so that employees strive to successfully perform work and family roles [18]. The same author added that today's working males strive to balance a successful job with involvement in their children's life. In contrast, [7] discovered that women who fulfilled many life roles experienced less depression and had higher self-esteem than women who fulfilled fewer life roles. For men, similar conditions were noted especially those head of families having achieved their goals in life.

### B. Family-Work Conflict

Family conflicts are more likely to have a detrimental effect on the family domain, resulting in decreased life satisfaction and increased internal conflict. More workplace autonomy and peer networking can improve work-life quality. A study stated that individuals who work for firms that allow for more time at home, virtual employment, and flexible work schedules function better as parents than those who do not.

Maintaining pleasure on both fronts is critical for decreasing conflict-related feelings [27].

According to gender role theory, females are more prone than males to view the family role as a component of social identity. Females' expectations regarding their household roles do not diminish as their responsibilities in the office increase. As a result, females are more prone than males to have a negative attitude toward work when it conflicts with family obligations [6, 34]. Males, on the other hand, have a lower sense of guilt than females since the conflict they experience has little impact on their social identity. As a result, their perception of WFC is different from females [9, 37]. When the pertinent literature is examined, it is discovered that individual characteristics such as gender, marital status, and kid count all affect WFC [13, 47].

Family expectations and responsibilities significantly impact one's capacity to combine job and family obligations. Females and males must contend with increased conflict as they strive to balance job and family roles [63]. A logic regression analysis was undertaken to ascertain the demographic parameters related to family-work conflict. The results revealed that FWC differ between men and women, although both genders experience FWC at low levels. Males' perceptions of FWC are influenced primarily by their employment tenure, the studies indicate [51].

Marital disagreement between spouses may decrease an individual's capacity to concentrate at work, hence diminishing overall productivity. Family-to-work conflict (conceptualized as a family stressor) originates within the family domain. It is thus more irrevocably related to it than work stressors such as work-to-family conflict [48].

### C. Family Satisfaction.

Family-to-work conflict is viewed as a source of family stress that can deleteriously influence marital satisfaction [39]. Other data suggests that gender ideology modifies the influence of family-work conflict on marital satisfaction [48]. [50] defined life satisfaction as a decision-making process in which individuals evaluate their lives based on their own unique criteria. [14] asserted that home-life enjoyment is not limited to intimate and personal interactions with children, spouses, or partners but with parents, siblings, and other relatives. It is crucial to note that some researchers refer to family happiness as 'family contentment' [39], 'home-life satisfaction', or life satisfaction [30].

### D. Work Satisfaction

Work satisfaction can be classified into two types: affective work satisfaction, which is determined by an individual's overall attitude toward their job; and cognitive work satisfaction, which is determined by an individual's logical assessment of job conditions (e.g., working hours, pay, and pension plans), opportunities, and outcomes [49]. Work satisfaction is determined by two categories of criteria: internal characteristics such as education, job significance, job

expectations, and family responsibilities; and work-related factors such as employment stability, skill variety, role overload and conflict, and supervisor support. Work satisfaction refers to a person's combination of feelings and attitudes regarding their current employment. Individuals' job satisfaction levels can range from extreme satisfaction to severe discontent, in addition to their attitudes about their jobs in general [54, 33].

*E. Work-Life Balance*

Sex has a significant impact on home working as women and men want to work in firms that value work-life balance [35]. Men are more content when they achieve more on the job, even if it means neglecting their families. On the other hand, women emphasize the importance of work and family, contributing to their contentment [8]. Gender disparities in how men and women deal with work-family conflicts are one of the factors. Women continue to prioritize household responsibilities regardless of their employment status. As a result, many female employees struggle to balance these two demands [40].

Work-life balance has a detrimental effect on women's job happiness and organizational commitment [43] like increased absenteeism, increased employee turnover, decreased productivity, increased disability costs, increased health costs, decreased job satisfaction, increased managerial stress. Impaired family/social relationships are costly consequences of an employee's work-life imbalance toward the organization [66].

According to [23], work-life balance has historically been researched regarding women. With the increase of dual-career families, which necessitate adjustments to parental, home, and partnership obligations, these dynamics have shifted [38]. As a result, the desire for many men to achieve balance and become more engaged in personal life obligations has increased in importance [4, 20].

Managing a hectic career while simultaneously devoting quality time to family is unquestionably becoming a huge problem in today's society. Nonetheless, they desire happy private lives and strive to excel in professional and personal life areas [25,53]. Work-life balance is a primary concern for working men as well. Men are likely to suffer comparable levels of work-life conflict as women in families where childcare is shared [54].

The way women and men balance paid jobs with household and caring responsibilities is a subject that requires additional consideration when the negative implications of work-family conflict are considered [24, 12]. The findings in terms of family effects indicate that work-family conflict decreases family satisfaction [10, 45], parental overload, family delays and absenteeism, poor performance in family roles, and a lack of family member support [59, 29]. Employers, without a doubt, play a critical part in resolving this issue, and developing a family-friendly workplace culture that encourages flexible work schedules, access to churches,

kindergartens, after-school programs, and career management programs would be a beneficial answer. Balancing work and non-work demands is a problem that affects everyone who is employed, regardless of whether they have family commitments or not [ 31, 32]**.**

### III. METHODOLOGY

*A. Research Design*

This study utilized mixed methods, specifically convergent design. The convergent design covers collecting, analyzing, and mixing both the quantitative and qualitative data at some stage of the research process within a single study to understand research problems more completely [15, 64]. Using the convergent design, this study used a descriptive survey for the quantitative phase and phenomenology for the qualitative phase. The rationale for mixing was that neither quantitative nor qualitative methods were sufficient to capture the trends and details of the situation. The flow of the research design is shown in Figure 1.
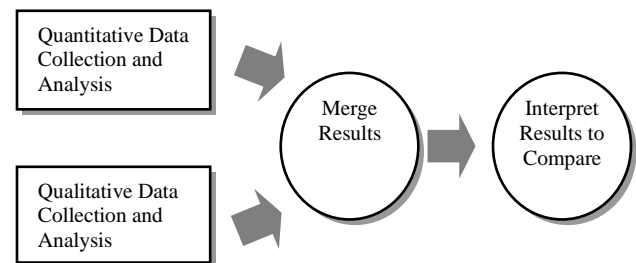


Figure 1. Convergent Mixed Methods Design (Creswell & Creswell, 2018)

In addition, in this study the moderator variables are age, marital status and sex in determining the significant difference of work-life balance of 405 professors. The findings were made as the basis for crafting the relevant intervention scheme for the work-life balance of the subject professors.

For the qualitative phase of the study, phenomenology was employed. It is a qualitative approach to describe the common meaning of collegiate professors' lived experiences on how they confront and balance their work and personal life as brought about by their age, marital status and sex.

Finally, when both quantitative and qualitative responses were gathered and analyzed, the findings were merged and compared to determine the nature of integration between the quantitative and qualitative results. This refers to procedures where the researcher converges or merges quantitative and qualitative data to comprehensively analyze the research problem [16].

*B. Participants*

The respondents for the quantitative data collection were 405 collegiate professors of both state universities and private schools in the southern part of the Philippines: Davao City, Davao del Norte, Davao del Sur, Davao Oriental, and Davao De Oro. The qualified respondents were properly informed of the purpose of the study and that they could withdraw in the

beginning, middle, or end part of the study if they decided to do so without any penalty.

Meanwhile, for the qualitative part, participants were purposefully chosen based on their ability to address the research questions and needed comprehension to provide a perspective on the phenomenon under study. The participants for qualitative data came from the same location as mentioned above but different set of 17 participants of whom 10 were key informants and seven were involved in FGD chosen from 17 colleges and universities. Their voluntary participation was ensured through a properly informed consent process to protect from threats to validity and to produce high authenticity. Privacy and anonymity of the participants' characteristics and confidentiality of their individual responses were properly observed. Moreover, collegiate professors in the service below three years of teaching experience and younger than 25 years were excluded from the study.

*C. Research Instruments*

Two different instruments were utilized in the study. To generate the quantitative data, the researcher used a set of survey questionnaire which was adapted from the study of [44]. It was pilot tested and obtained a cronbach alpha of 0.83, hence considered reliable. In formulating the semi-structured interview guide questions for the qualitative portion, the researcher crafted a set of interview and probe questions, refined it many times and validated by the research panel.

*D. Data Analysis*

Statistical tools were utilized in analyzing the quantitative aspect of the study. The mean was used to determine the level of WLB, t-test for the significant difference in WLB in terms of sex, and ANOVA in determining the significant difference in age and marital status. Five ranges of means were used in determining the level of WLB of the respondents as follows: 1.00-1.79 (very low or not manifested), 1.80-2.59 (low or rarely manifested), 2.60-3.39 (moderate or sometimes manifested), 3.40-4.19 (high or often times manifested), and 4.20-5.00 (very high or always manifested). This study used .05 significance level for the t-test and ANOVA, meaning if the *p*-value is less than .05, the null hypothesis of no significant difference is rejected and the alternative hypothesis is accepted. On the other hand, if the *p*-value is more than .05, the null hypothesis is accepted and the alternative hypothesis is rejected.

The data gathering through the use of validated interview guide for the qualitative data was done concurrently with the quantitative survey involving 10 informants and seven FGD members. The obtained verbal transcripts from the interviewees were organized and subjected to thematic analysis. The four indicators of WLB covered in the survey questionnaire: work-family conflict, family-work conflict, family satisfaction, and work satisfaction were utilized as the *a priori* themes for the qualitative thematic analysis.

The merging of quantitative and qualitative results as shown in the joint display in Table 1, was done with the completion of the quantitative and qualitative analysis which determined the nature of the integration: whether merging-confirmation, merging-expansion, or merging discordance. *Confirmation occurs when* the findings from both types of data confirm the results of the other, the two data sources providing similar conclusions. *Expansion* occurs when the findings from the two sources of data diverge and expand insights of the phenomenon of interest. *Discordance* occurs if the qualitative and quantitative findings are contradicting, or disagree with each other.

## IV. RESULTS AND DISCUSSION

Presented in Table 1 is the integration of salient findings from quantitative data gathered from 405 participants and qualitative data transcribed from 10 participants in the in-depth interviews and seven participants in the focus group discussion. The themes generated in the qualitative phase are *a priori* themes as they are based from the indicators of the quantitative phase. As seen in the table, the nature of integration in all research areas shows merging-confirmation in which both types of data confirm the results of the other and provide the same conclusion.

*A. Level of Work-life Balance of Collegiate Professors*

In the quantitative column it can be seen that work-life balance with all its indicators: family-work conflict, work-family conflict, family satisfaction and work satisfaction has 3.64 overall high mean rating by summing up the mean scores of the four indicators 2.45, 2.64, 3.87, 4.02, respectively. The low mean level of family-work conflict (2.45) was reverse coded since it implies a positive outcome implying that family-work conflict is not an issue since the rating is low. In the qualitative column for the *a priori* theme of family-work conflict and work-family conflict, only a few participants remarked on the negative side. This means that collegiate professors seldom experience both family-work conflict and work-family conflict. This shows that the family generally does not interfere with work.

Table 1. Joint Display of Quantitative and Qualitative Results

| Quantitative Phase | Qualitative Phase |
|---|---|
| Area: Level of Work-Life Balance (WLB) of Collegiate Professors | |
| Nature of Integration: Merging-Confirmation | |
| The overall mean is 3.64 or high level, summing up all its indicators: family-work conflict (2.45*), work-family conflict (2.64), family satisfaction (3.87) & work satisfaction (4.02) *reverse coded | The a priori themes of work-life balance lifted from its indicators in the quantitative phase generally showed positive experiences of informants/participants, parallel to the results in the quantitative phase. |
| Area: Significance of the Difference of WLB of professors as to age | |
| Nature of Integration: Merging-Confirmation | |
| When the four indicators were subjected to the respondents' age | The experiences of young and old professors are comparable to their |

| | |
|---|---|
| from below 25 to above 55, the F-value of .285 (p>0.05) showed no significant difference. Young or old professors have the same assessment on their work-life balance. | work-life balance in terms of the four indicators. This means that there were comments generated from both the younger ones and the older ones implying similar experiences. |
| Area: Significance of the Difference of WLB of professors as to marital status | |
| Nature of Integration: Merging-Confirmation | |
| No significant difference was noted in the respondents' assessment of their work-life balance when their responses were grouped according to marital status: single, married, or widowed with an F-value of .415 (p>0.05). | Experiences of professors, whether single, married, or widowed are generally alike regarding their work-life balance. Family satisfaction and work satisfaction are generally satisfactory for all three groups.. |
| Area: Significance of the Difference of WLB of professors as to sex | |
| Nature of Integration: Merging-Confirmation | |
| The grouping analysis between male and female overall work-life balance indicates no significant difference with a t-value of .144(p<0.05). | Experiences of both males and females on the four indicators: family-work conflict, work-family conflict, family satisfaction & work satisfaction are generally similar. |

The two *a priori* themes of work-life balance: family satisfaction and work satisfaction, generally showed positive experiences from the informant/participants. This is parallel with the quantitative phase wherein the two indicators are part of the overall high rating. Thus, the data integration is merging-confirmation showing that the quantitative results on the four indicators of work-life balance are congruent to the qualitative data because the responses of the informants/participants to the interview and focus group discussion revealed positive experiences. In other words, qualitative data results confirm the quantitative results. In fact most of those interviewed expressed positive experiences as can be gathered from one of the informants where the audit trail is indicated at the end of the transcript: in-depth interviewee, male, 42 years old and married. When asked about his work-life balance he gladly replied:

I'm very satisfied with my work because it enhances my professional growth, along with my family satisfaction because we are still intact and going strong for 15 years now, and with those years, I have provided them not only with their basic needs but more so with their wants. (IDI PI-Male/42/M)

The findings confirm the declaration of (22, 61) that working mothers and fathers report less family-work conflict. On the aspect of work satisfaction, the positive result for both approaches conveys parallelism with the study of (58) pointing out that high work satisfaction has a positive relationship with work-life balance. Work satisfaction, then, as an indicator of work-life balance is substantiated in this statement. As far as family satisfaction is concerned various authors (11, 36) professed that excellent family satisfaction is important to achieve a work-life balance, upholding the positive role of family satisfaction as an indicator of work-life balance.

*B. Significance on the Difference of Work-Life balance of Professors*

There is no significant difference in the level of work-life balance of collegiate professors when grouped according to age (F=.285, *p>0.05*) sex (t= .144, *p>0.05*) and marital status (F=.415, *p>0.05*). The probability values of the ANOVA for age and marital status, ditto with the t-test on sex are all more than .05 significance level leading to the acceptance of the null hypothesis that there is no significant difference in the work-life balance of the participants as far as these grouping variables are concerned. The work-life balance of collegiate professors are similarly high across different groups regardless of the age bracket, whether male or female, and whatever is the marital status.

Comparing the results with the diversity of the experiences of the study participants, it is realized that the similarities of the intensity of the experiences in whichever grouping variables they belong substantiate the quantitative findings that there is no significant difference in the level of their work-life balance. This is demonstrated in the following transcripts expressing positive experiences when the participants were asked regarding their WLB: one from FGD#2 a single female and young 27 year old teacher, another one from IDI P10 a 25 year old single male teacher, and another from a 45 year old married female teacher in their order of transcripts:

No problem. Once I am at work, I concentrate on it. Once I am at home, I focus on my family. (FGD #2)

As a professor teaching my students and seeing them learning from you is already very satisfying. (IDI P10 Male/ 27/S)

I wake up early before work I see to it that everything is ok. During weekends, I have to make sure to fulfill my responsibilities as a housekeeper, a wife, and a mom. (IDI P2 Female/ 43/M)

Specifically, it is important to note that these thoughts generated from actual experiences concerning WLB were generally shared by broad and widespread rather than by a particular study participants' group, whether in terms of age, marital status, or sex. In other words, all the thoughts shared were alike though expressed in diverse manners and terms. They only differ in terms of the words used. Still, the general assessment of the participants on their level of work-life balance is actually similar in terms of content. Thus, comparing the qualitative information with the quantitative findings and vice versa, it is established that the qualitative information corroborates with the quantitative findings and the other way around, that there is no significant difference in the participants' WLB when grouped according to age, marital status, and sex.

On the aspect of family-work conflict, it simply manifests that the qualitative information validates the quantitative results and vice versa. There is therefore a strong claim that collegiate professors, when grouped by age, marital status,

and sex have similar experiences and efforts to reduce work-life conflicts and increase work-life balance, particularly under the family-work conflict concern. It means that they have identical ways of problem-focused coping, aiming to reduce stressful situations by applying time management, and proactive future-oriented coping that all contribute to the attainment of work-life conflict reduction and work-life balance intensification. This agrees with the claim that time management, resource-increasing coping, and proactive future-oriented coping factors contribute to the fulfillment of reducing work-life and intensifying work-life balance (41, 46).

In particular, it was learned from the interview data that the majority of the study participants found no conflict between work and family. They insisted that work responsibilities do not interfere with family life at all. Those who are in accord with this situation hinted that one just needs to learn the technique and apply some efforts to adjust to family demands. However, few of the study participants admittedly expressed their stress at the workplace, which certainly affects their family life. This is true to FGD 7 a 39 year old male teacher. When asked about his WBL he casually reacted by saying:

> Time allotted to workplaces is too much. It is so much tiresome that I can't find time to talk to anyone, at times with my family. (FGD#7)

There are occasions that work demands too much time that often push some teachers to accomplish work-related tasks at home. This in particular is experienced by teachers with multiple ancillary functions nowadays (42). As a matter of coping, they have to extend time at the workplace or use their vacant time on the weekends to undertake work-related duties. As a result, time that is supposedly for the family is used up and taken away. They are often put in a tight spot of choosing between the devil and the deep blue sea. Such a dilemma affects their relationship with the family members, their efforts to do household tasks, and their energies of achieving family goals and targets. However, only very few made these comments which still resulted to the overall result of a positive work-life balance, upholding the rule of the majority.

When the four indicators were subjected to the respondents' age from below 25 to above 55, the F-value showed no significant difference. Young and old professors have the same assessment on their work-life balance. On the qualitative phase, the experiences of young and old professors are comparable as to their work-life balance in terms of the four indicators. This means that comments generated from both the young and the old professors imply similar experiences espousing the study of [56] who concluded that there is no significant difference in the WLB of teachers when grouped by age. Thus, the fit of data integration is merging-confirmation.

In the aspect of marital status, no significant difference was noted whether single, married, or widowed, generally similar regarding their work-life balance which is parallel with the study of [57] underscoring no significant difference in the quality of work life of higher education teachers in the context of marital status and gender. Family satisfaction and work satisfaction are generally satisfactory for all three groups. These experiences uphold the high rating for both family and work satisfaction, likewise with the moderate and low rating (which is ideal) for work-family conflict and family-work conflict, respectively. Thus, the fit of data integration is merging – confirmation.

When collegiate professors were grouped according to sex, it still conveys no significant difference. This is verbalized in the qualitative phase where the experiences of both male and female informants/participants on the four indicators: family-work conflict, work-family conflict, family satisfaction, and work satisfaction are generally similar. This result is congruent with the study of [55] indicating that there is no gender difference in perception of WLB among college teachers. The coherence of both the quantitative and qualitative results signifies merging-confirmation as the nature of data integration.

## V. CONCLUSION

The participants manifested a low level of family-work conflict, which manifests that collegiate professors have a better family-work disposition, resulting in a work-life balance both with their work assignments and family commitment. Conversely, the work-life conflict obtained a moderate level, indicating midway between positive and negative mark. This further connotes that conflict arising from work may sometimes meddle with the family activities of the collegiate professors that, if not handled properly, may result in stressful family affairs. When the grouping variables: age, marital status, and sex, were used to test any variations in the participants' WLB, no significant differences were noted. The quantitative results of the study were further substantiated by the essential themes (*a priori*) generated during the thematic analysis of the qualitative data. The themes have helped strengthen and explained the results obtained from the quantitative survey leading to merging-confirmation as the nature of data integration for this mixed methods study.

## VI. IMPLICATION FOR PRACTICE

The study results may be utilized as lens relative to the work-life balance of the collegiate professors in crafting an institutional intervention program that may further enhance their present state. The comparable results of their WLB regardless of age, marital status, and sex implies that any professional advancement for college teachers in the context of work-life balance, homogeneous seminar materials may be crafted regardless of these grouping variables.

The management and administration, specifically the human resource manager, may devise strategies to constantly track the work orientation and load of work vis-a-vis the collegiate professors' family commitment to further improve WLB. Apparently, increased work consciousness and systematization of work execution do not impede family

commitment; rather, it will encourage the professors to improve their work and relationship among peers and the management.

In the same manner, work-life balance among collegiate professors, if properly managed by the institution's management, may induce a greater sense of control and ownership over their own lives, which will usher in a better relationship with the management and leave work conflicts at work and family conflicts at home.

Importantly, national policymakers, the Commission on Higher Education in particular, may also use this study to craft policies effectively and efficiently for an amplified pedagogical environment for both the professors and students in the tertiary education.

## VII. RECOMMENDATION FOR FUTURE RESEARCH

The future researchers may expand the sample base of this study to elementary teachers who are apparently burdened with teaching loads as generalists in the academe. Another research may be conducted wherein the respondents and informants of the study are the family members themselves who are actually the receiving end of the quality of work-life of teachers, may it be at the collegiate or elementary level. Another interesting side of this research is to deal with the WLB of school heads in comparison with those of the teaching staff. As such, any problems unearthed during the process may be looked into in each other's direction in coming up with a functional stratagem for the purpose.

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