

Hurdles and Breakthroughs of Academic Work-life Balance of Science Teachers in Pursuing Post-graduate Studies

Aileen Beck H. Borres¹, Dr. James L. Paglinawan²

¹Graduate Student, Central Mindanao University

²Faculty, Central Mindanao University

DOI: <https://dx.doi.org/10.47772/IJRISS.2025.90500044>

Received: 17 April 2025; Accepted: 29 April 2025; Published: 29 May 2025

ABSTRACT

Modern education systems increasingly expect science teachers to attain advanced qualifications, intensifying the challenge of academic work-life balance. As educators navigate teaching, research, and personal responsibilities, they face a complex relationship of demands, potentially leading to burnout and diminished well-being. Although work-life balance in higher education is widely studied, the specific experiences of science teachers simultaneously serving as educators and postgraduate students remain underexplored. This study addresses this gap by investigating (a) the key motivations for pursuing postgraduate studies, (b) the challenges encountered in balancing teaching responsibilities with academic pursuits, (c) the coping mechanisms employed to manage stress, and (d) evidence-based recommendations for supporting science teachers in advanced studies. Conducted at Central Mindanao University (CMU) in the Philippines, this qualitative phenomenological study involved six purposively selected science teachers enrolled in postgraduate programs. Data were collected via structured, validated interviews, and analyzed using Colaizzi's seven-step method to extract themes reflecting the lived experiences of participants. Findings reveal a dual motivation for postgraduate studies—professional growth and personal development—yet significant hurdles such as time management difficulties, fatigue, and inadequate institutional support impede progress. Coping mechanisms included disciplined time management, social support, and self-care. The study underscores the importance of flexible postgraduate programs, comprehensive support systems, and financial aid to enhance teachers' capacity to thrive academically and professionally. Recommendations aim to inform institutional policies that create sustainable academic environments, ultimately improving science education quality and educator well-being.

Keywords: Academic work-life balance, Science teachers, Postgraduate studies, Science Education.

INTRODUCTION

Education is widely regarded as a key means by which individuals can achieve life success. Given their role in shaping the future of the younger generation, teachers are expected to attain significant educational qualifications to ensure a sound educational system. The increasing demands of modern education systems have placed significant pressure on science teachers, particularly those pursuing post-graduate studies. Balancing teaching responsibilities, research, and personal life has become more of a challenge in achieving work-life balance. Studies indicate that academic environments often prioritize productivity over well-being, leading to issues such as burnout, reduced job satisfaction, and diminished mental health (Franco et al., 2021). For science teachers, these challenges in maintaining work-life balance due to the demands of staying current in their field, managing administrative duties, and personal commitments (Varlik, 2024). This research aims to explore the hurdles faced by science teachers in maintaining academic work-life balance while pursuing higher education and to identify strategies that contribute to their breakthroughs in overcoming these challenges.

Despite extensive literature on work-life balance in higher education, a gap exists in understanding the specific experiences of science teachers who pursue post-graduate studies. Research highlights that teachers often face excessive workloads, lack of institutional support, and gender-related inequalities, all of which negatively affect their ability to balance work and personal life (Beigi et al., 2016). Furthermore, the COVID-19 pandemic has

aggravated these challenges by increasing stress levels and disrupting traditional support systems (Lizana & Vega-Fernandez, 2021). However, few studies have focused on the dual role of science teachers as educators and post-graduate students, leaving a critical gap in understanding how they navigate these overlapping responsibilities. Addressing this gap is essential for creating sustainable educational environments that support both professional development and personal well-being.

This study examines two key variables: hurdles (e.g., workload, time constraints, lack of support) and breakthroughs (e.g., effective time management, institutional support mechanisms) experienced by science teachers in their pursuit of post-graduate studies. Previous research underscores the importance of organizational support, flexible policies, and individual coping strategies in mitigating work-life conflicts (Adni et al., 2023). By analyzing these factors through the lens of science educators' experiences, this research seeks to provide actionable insights into improving work-life balance practices in academic settings. The findings aim to contribute to institutional reforms and policy development that enhance the quality of life for educators while fostering academic excellence.

Thus, the study would like to examine the Hurdles and Breakthroughs of Academic Work-Life Balance of Science Teachers in Pursuing Post-Graduate Studies. Specifically it would like to a) identify the key motivation of science teachers in pursuing postgraduate studies while simultaneously maintaining their teaching careers, b) examine specific challenges and issues encountered by science teachers in balancing teaching responsibilities with the demands of postgraduate coursework and research, c) determine the coping mechanisms and strategies employed by science teachers to effectively manage stress and navigate the difficulties of academic work-life balance, and to d) formulate evidence-based recommendations that guide and support other science teachers in considering advanced studies alongside teaching careers.

The scope of this study focuses on exploring the hurdles and breakthroughs experienced by science teachers in achieving work-life balance while pursuing post-graduate studies. It aims to provide insights into the specific challenges faced by these educators and identify strategies that help them navigate these complexities. The limitation of the study is that it is confined to a specific group of educators—science teachers—limiting its generalizability to other disciplines. Additionally, the study does not account for broader systemic factors such as policy changes or economic conditions that could influence work-life balance. Despite these limitations, the research seeks to contribute valuable insights into the experiences of science teachers and inform strategies for improving their work-life balance within academic settings.

The research defines “hurdles” as the struggles of science teachers who pursues post-graduate studies. “Breakthroughs” on the other hand, means the science teachers achievements from being a student and teacher at the same time who pursues post-graduate studies. The words “work-life balance” in this research is used to define the balance between work and life of science teachers who pursues post-graduate studies while teaching.

METHODOLOGY

This study utilized a qualitative research design to explore and understand the experiences and perspectives of the participants. In particular, the qualitative approach adopted in this research is the phenomenological method, which focuses on exploring the hurdles and breakthroughs experienced by science teachers in achieving work-life balance while pursuing post-graduate studies. The study was conducted at Central Mindanao University which is situated in Dologon, Maramag, Bukidnon, Philippines. The institution is known for its excellence in various field of study including education. The targeted participants of the study were post-graduate students enrolled at the university, pursuing advanced degrees in science education. The participants of this study consist of six (6) science teachers selected through purposive sampling method. The participants were handpicked based on their experience as science teachers pursuing post-graduate education. Their involvement provided valuable insights into the research focus, contributing to the study's objectives and outcomes. The study used a structured interview questionnaire that encapsulates the holistic behaviors and emotional readiness of science teachers in pursuing post-graduate studies. The questionnaire was reviewed by three content validators to ensure the validity of the questions asked to the participants. The content validators then approved the questionnaire and issued a certificate of content validation for data gathering. Participants of the study underwent a one-on-one interview to share their personal experiences and insights about their struggles and joys of being a teacher as well as a

student for a masters degree. Their responses were then analyzed to uncover the underlying themes and meanings that characterized their experiences. Before the start of any interview, the researcher made sure to set the environment with a comfortable, quiet, and free of any distraction setting to help ease the participants feelings and encourage open communication interview. Their responses were recorded, transcribed, translated, and analyzed to achieve accuracy and reliability of the data. The study utilized Colaizzi's Seven Step Descriptive Phenomenological Technique which involves the transcribing, description, extracting statements, creating meaning, building themes, developing description, and identifying phenomenon which was stated by the study of Morrow and King (2015). It focused on capturing the essence and meaning of participants' experiences related to the phenomenon under investigation. The phenomenological approach will allow for an in-depth exploration of the phenomena from the participants' subjective perspectives, specifically in this study, their perceptions and experiences regarding the hurdles and breakthroughs of achieving academic work-life balance as science teachers pursuing post-graduate studies.

RESULTS AND DISCUSSION

This study examines the hurdles and breakthroughs of academic work-life balance among science teachers pursuing post-graduate studies. In this section, the presentation of the data gathered as well as the discussion, analysis, and implications of the findings will be found here. The study is qualitatively phenomenological in nature thus thematic analysis of the participants responses are also presented on this section.

Motivation of Science Teachers in Pursuing Post-Graduate Studies while Teaching

Theme: Professional Growth and Personal Development

Participants expressed that their decision to pursue postgraduate studies while teaching was driven by aspirations for professional growth, career advancement, and personal development. They sought to refine their skills, deepen their knowledge, and enhance their teaching effectiveness. External factors such as salary adjustments, promotions, and peer influence also contributed to their motivation.

"The things that motivated me to pursue postgraduate studies while teaching are my co-worker's promotion and the salary adjustment." Participant 1

"I decided to pursue postgraduate studies while teaching because I genuinely love learning and wanted to grow in my field... what I was learning in my studies often connected directly to what I was teaching. That made the experience feel really meaningful and motivating." Participant 2

"At first, I just wanted to pursue my postgraduate studies because I simply wanted to learn education subjects since I am not an education graduate... But as time went by, I was motivated to finish my studies because I wanted to step up my position." Participant 3

"Initially, I felt bored that I had nothing to do during weekends. But somehow, I felt slightly pressured that my friends, who are also teachers, are already done with their postgraduate studies." Participant 4

"I was motivated to pursue postgraduate studies to further my professional development, stay updated with the latest trends in science education, and support my career progression or promotion in the future." Participant 5

"I pursued graduate studies — not just for the sake of earning another degree and/or promotion rather I wanted to enhance and refine my abilities... Graduate studies journey should be the truest stage of professional and personal refinement of our skills, abilities, and attitude." Participant 6

The findings reveal that science teachers' motivations to pursue postgraduate studies are multifaceted, combining both intrinsic desires for self-improvement and extrinsic incentives related to career advancement. This dual motivation underscores the importance of postgraduate education as a pathway not only for academic and professional development but also for personal growth. The participants' reflections suggest that postgraduate studies serve as a critical platform for teachers to deepen their content knowledge, improve pedagogical skills,

and prepare for higher positions within the educational system. However, the challenge of balancing teaching responsibilities with academic demands remains significant. This highlights the need for educational institutions and policymakers to develop flexible postgraduate programs that accommodate the schedules and workloads of in-service teachers. Providing such support can enhance teacher retention, reduce burnout, and ultimately improve the quality of science education delivered to students.

According to the study of Punia and Kamboj (2013) found that professional development opportunities significantly influence teachers' motivation and well-being, emphasizing the role of institutional support in managing work-life balance. Their study highlights that Filipino educators benefit from environments that facilitate continuous learning alongside their teaching duties. Franco et al. (2021) underscored the importance of work-life balance in sustaining teachers' productivity in higher education, noting that professional development is a key factor in maintaining motivation. Teachers face considerable stress balancing teaching, research, and personal life but benefit greatly from structured support systems. The University of Adelaide (2025) also emphasized that flexible postgraduate programs help educators pursue further studies without compromising their professional responsibilities.

Issues Faced in Balancing being a Teacher with the Demands of Post-Graduate Studies

Theme: Time Management and Physical/Mental Exhaustion

The most prominent issue faced by science teachers pursuing postgraduate studies while teaching is the challenge of time management, which often leads to physical and mental exhaustion. Participants consistently described difficulties in balancing teaching responsibilities with the demands of postgraduate studies, resulting in stress, fatigue, and, for some, unhealthy coping mechanisms such as procrastination.

"Usually, I find it hard to balance my time in doing teaching tasks and postgraduate requirements."
Participant 1

"Balancing teaching and postgraduate studies hasn't been easy—I've definitely had moments where it felt overwhelming. Time management has been one of the biggest challenges... There were times I had to sacrifice personal time to stay on top of everything, which could be exhausting." Participant 2

"The biggest issues are time management and tiredness. Since I am working, managing my time is a big challenge for me, doing both in a day is really tiring... after working hours, I feel very tired when I have to do more master's requirements." Participant 3

"I think the only issue I have is that I tend to procrastinate tasks. Though I can still keep up with deadlines, I think it's unhealthy to rush tasks." Participant 4

"Balancing teaching responsibilities with academic requirements has been challenging, especially in managing time and maintaining energy levels throughout the week." Participant 5

"Time management. Juggling work and academic responsibilities can be tedious." Participant 6

The findings highlight that the intersection of professional and academic roles creates a persistent struggle for effective time management, which can lead to exhaustion and stress. This is not only a personal challenge but also an institutional concern, as chronic imbalance may impact teaching quality, well-being, and retention among educators. The tendency to sacrifice personal time and resort to last-minute completion of tasks can further complicate stress and reduce overall productivity. These results suggest that higher education institutions should consider implementing policies and support systems that address the unique needs of teacher-students. Such measures could include flexible scheduling, time management workshops, and mental health support services. By creating a more supportive environment, institutions can help educators maintain a healthier work-life balance, which in turn may improve both their academic performance and teaching effectiveness.

These findings were supported by the study of Franco et al (2021), they conducted an extensive review of literature on work-life balance among higher education teachers and found that excessive working hours,

pressure to meet institutional goals, and the need to juggle multiple roles are major sources of stress and imbalance. Their findings underscore the importance of institutional intervention programs to maintain teacher well-being and productivity. Similarly, Iosr et al (2015) observed that teachers frequently struggle with time management and energy depletion, leading to increased anxiety and reduced job satisfaction. A recent phenomenological study by Ramachandaran et al. (2024) further confirms that academic professionals in higher education globally experience significant work-life balance challenges, particularly related to time constraints and workload, which negatively affect both personal well-being and professional performance.

Coping Mechanisms or Strategies used to Manage Stress and Challenges Associated with Pursuing Post-Graduate Studies alongside Teaching

Theme: Effective Time Management and Social Support as Coping Strategies

Participants identified a variety of coping mechanisms to manage the stress and challenges of pursuing postgraduate studies alongside teaching. Central to these strategies were effective time management, social support, and intentional self-care practices. These approaches helped participants maintain balance, reduce feelings of overwhelm, and sustain their motivation throughout their academic journey.

"I just usually eat good food after every activity done." Participant 1

"One of the biggest things that's helped me is staying organized—using planners and setting clear weekly goals kept me from feeling overwhelmed. I also made it a point to carve out time for myself... Talking to fellow teachers or classmates who were in the same boat helped a lot too... finding that balance between discipline and self-compassion made all the difference." Participant 2

"Since the first semester, my only coping mechanism has been to rest on Sundays... managing my time, my tiredness, and the guilty feeling because sometimes I prioritize my master's requirements rather than my paperwork." Participant 3

"Though I procrastinate, I do it selectively... for major tasks, I would do them early. Another is I took only few subject loads for my studies. So far, only 2 subjects per semester is the most comfortable load for me." Participant 4

"I've learned to manage stress by practicing effective time management, setting realistic goals, and seeking support from colleagues and mentors when needed." Participant 5

"Complete postgraduate tasks in advance to prevent interference with teaching-related responsibilities. Collaborate with other graduate students to make tasks more manageable and achievable." Participant 6

The coping mechanisms reported by participants reveal a balanced approach that combines practical organization, social interaction, and self-care. Effective time management, such as planning ahead and limiting course loads, emerged as a key strategy to prevent overload and reduce stress. Social support—whether through peers, mentors, or colleagues—provided emotional reassurance and practical assistance, helping participants feel less isolated. Self-care activities, even simple ones like enjoying good food or resting on weekends, contributed to mental and physical rejuvenation. These findings imply that institutions should encourage and facilitate these coping strategies by offering resources such as time management workshops, peer support groups, and counseling services. Additionally, academic programs could consider flexible course loads and deadlines tailored to working professionals. Promoting a culture that values self-compassion alongside discipline can help teacher-students sustain their well-being and academic success.

According to the study of Layth et al. (2017) found that time management and social support are crucial in reducing burnout among postgraduate students, highlighting that effective time management skills correlate with better mental health outcomes. Pettit (2021) noted that mature students often rely on perseverance and social support to cope with academic stress, though many are slow to adapt proactive coping strategies. Additionally, a systematic review by Young et al (2024) emphasized that time management interventions improve mental health and wellbeing in workplace and educational settings, suggesting such interventions could benefit teacher-

students balancing dual roles. Moreover, Wang (2023) highlighted the importance of social support and caring behaviors in fostering well-being, which aligns with participants' reports of peer and mentor support as vital coping resources.

Advice to fellow Science Teachers that are Considering to Pursue Post-Graduate Studies while Teaching

Theme: Strategic Planning and Maintaining Balance

The participants emphasized the importance of strategic planning, realistic expectations, and maintaining a healthy balance. They advised potential teacher-students to approach this dual role with careful preparation, passion, and self-compassion, highlighting that while challenging, the journey can be both personally and professionally rewarding.

"Just do what you think is right." Participant 1

"My biggest advice would be to go for it, but go in with a plan and realistic expectations. It's definitely a challenge, but if you're passionate about your subject and curious to grow, it's so worth it. Try to stay organized, protect your downtime, and don't be afraid to ask for help—whether it's from colleagues, friends, or your university support system. Be kind to yourself on the tough days and celebrate the small wins along the way." Participant 2

"You dream high for yourself, aim to achieve bigger so that you are motivated to pursue postgraduate studies, for it takes a lot of patience and love for the things you do." Participant 3

"There's no need to rush graduate studies. As long as you are consistent at enrolling every semester, you can take as few loads as you can, or whatever works for your schedule and your priorities." Participant 4

"My advice is to plan ahead, balance academic work and teaching responsibilities, and remember your purpose—continuing education can be demanding, but it's incredibly rewarding both personally and professionally." Participant 5

"If you are given a chance, choose to pursue a Master's degree before teaching. There are available scholarships provided by DOST. Grab that opportunity if your primary reason for employment is financial support." Participant 6

The participants' advice reveals several key strategies for successfully balancing teaching and postgraduate studies. First, strategic planning—including realistic goal-setting, manageable course loads, and organized schedules—is essential for preventing overwhelming feelings of the demands of teaching as well as being a student of a graduate field. Second, maintaining motivation through clear purpose and passion helps sustain momentum during challenging periods. Third, self-compassion and flexibility allow teacher-students to adapt to the inevitable stresses of dual responsibilities without burning out. These findings suggest that educational institutions should provide structured support for teachers pursuing advanced degrees, including flexible scheduling options, reduced course loads, and mentorship programs. Additionally, scholarship opportunities and financial aid specifically designed for working teachers could make postgraduate education more accessible and less stressful. By implementing such supports, institutions can help ensure that teachers' pursuit of advanced education enhances rather than detracts from their classroom effectiveness.

According to Valloor (2025), establishing realistic boundaries is crucial for teachers seeking work-life balance. She notes that "boundaries are important when you are a teacher" and recommends "setting boundaries and time management" to avoid overextension. This aligns with participant 5's advice to plan ahead and take manageable course loads. Similarly, the study of Athena (2024) emphasizes the importance of "setting realistic goals and expectations" before beginning a master's program, noting that "understanding the time commitment your studies will demand and reflect on how this will fit with your teaching responsibilities" is essential for success. The study of Athena (2024) again highlights a recommendation that "breaking down your academic workload into manageable tasks" and aligning them with teaching schedules—echoes Participant 4's advice to take fewer courses when necessary. The University of San Diego article (2025) highlights the availability of grants and scholarships for teachers pursuing master's degrees, supporting Participant 6's suggestion to explore financial

aid options like DOST scholarships. These funding opportunities can significantly reduce the financial stress of postgraduate education, allowing teachers to focus more fully on their studies and teaching. Additionally, an article from the American University (2023) notes that "teachers who continue to grow professionally never stop learning" and that pursuing graduate education can help teachers "further enhance their professional skills, as well as find more fulfillment in their careers"—reinforcing Participant 5's point about the personal and professional rewards of continuing education.

CONCLUSION

The motivations driving science teachers to pursue postgraduate studies are deeply anchored in their commitment to both professional growth and personal development. Participants in the study highlighted that engaging in advanced education not only sharpens their academic knowledge and pedagogical skills but also equips them for higher-level positions within the educational system. This dual motivation underscores the critical need for educational institutions to design flexible postgraduate programs that accommodate the demanding schedules of in-service teachers. Such flexibility not only facilitates career advancement but also plays an important role in preventing burnout, thereby supporting teachers' sustained engagement and effectiveness.

Despite their strong motivation, teachers face significant challenges in balancing teaching duties with the rigorous demands of postgraduate coursework. The study revealed that time management difficulties and physical and mental exhaustion are common obstacles that adversely affect their well-being and, consequently, the quality of their teaching. These findings highlight the urgent need for institutional interventions that address these challenges, such as implementing flexible scheduling options and establishing comprehensive support systems tailored to the unique circumstances of teacher-students. Such measures are essential to help educators maintain both their academic progress and classroom performance.

To manage the stress associated with juggling teaching and postgraduate studies, participants adopted various coping strategies, including disciplined time management and actively seeking social support from peers and mentors. These mechanisms were crucial in alleviating feelings of overwhelm and isolation, enabling teachers to sustain their motivation and mental health. Educational institutions should actively promote and facilitate these coping strategies by offering resources such as time management workshops, peer support groups, and counseling services. Providing these supports can empower educators to thrive academically while preserving their overall well-being.

Lastly, the advice offered by participants emphasizes the importance of strategic planning and maintaining a healthy balance between professional and academic responsibilities. They stressed setting realistic goals, taking manageable course loads, and practicing self-compassion as key to successfully navigating the dual demands. In response, institutions should consider implementing structured support mechanisms, including mentorship programs and targeted financial aid for working teachers. By fostering an environment that nurtures both academic achievement and teaching excellence, educational institutions can ensure that the pursuit of postgraduate studies enriches teachers' professional capabilities without compromising the quality of science education delivered to students.

RECOMMENDATION

The researchers would like to recommend to expand the scope of the research across multiple fields of disciplines as the said expansion would greatly enhance the generalizability of the research findings. In the approach used as well, mixed-methods approach would also be preferred since it would enrich the data by combining the depth of qualitative insights with the quantitative analysis. Additionally, incorporating other perspective such as the institutional stakeholders, school administrators, or other students of postgraduate programs and its respective coordinators would enable the research a rich holistic understanding of the support systems and structural challenges felt by science teachers.

ACKNOWLEDGEMENT

This study has been successful in fulfilling its objectives and answering the statement of the problem with the

help and support of the people behind the researches' success. The researcher would like to thank to Dr. James L. Paglinawan, who taught a lot of things about the importance of research and words of encouragement to discover new knowledge. To the participants, the researcher would like to express her gratitude for allowing her to conduct said research. Special gratitude is accorded to Dr. Teresita H. Borres for the financial support, internet access, time, love, effort and the facilities. It would not be convenient for the researcher without their help. Moreover, to all the people whom the author may not have mentioned but had a great part of the success of this study, the researcher is so thankful and blessed for having them as part of their study and their lives. Above all, whole-hearted gratitude and thanks is accorded to Our Father in Heaven, for all the strength and perseverance to carry on this undertaking.

REFERENCES

- Adni, M., Abdullah, Z., & Mustapha, R. (2023). Systematic Literature Analysis (SLR) of the Factors Affecting the Work Life Balance of Teachers in Malaysia. *Journal of Contemporary Social Science and Education Studies*, 3(2), 2785–8774. <https://files.eric.ed.gov/fulltext/ED639489.pdf>
- American University. (2023, January 16). School of Education Online. Retrieved April 11, 2025, from <https://soeonline.american.edu/blog/how-to-be-a-better-teacher/Athena>. (2024, January 29).
- Balancing work and study: Tips for pursuing a Masters in Education while teaching ★ The stuff of success. The Stuff of Success. <https://thestuffofsuccess.com/2024/01/29/balancing-work-and-study-tips-for-pursuing-a-masters-in-education-while-teaching/>
- Beigi, M., Shirmohammadi, M., & Kim, S. (2016). Living the academic life: A model for work-family conflict. *Work*, 53(4), 823-833. <https://doi.org/10.3233/WOR-152173>
- Franco, L. S., Picinin, C. T., Pilatti, L. A., & Franco, A. C. (2021). Work-life balance in Higher Education: a systematic review of the impact on the well-being of teachers. *Ensaio Avaliação E Políticas Públicas Em Educação*. <https://doi.org/10.1590/s0104-403620210002903021>
- Iosr, J., Adeeba, I., & Azmi, F.T. (2015). "Work Life Balance among Teachers: An Empirical Study". <https://www.semanticscholar.org/paper/%E2%80%9CWork-Life-Balance-among-Teachers:-An-Empirical-Iosr-Adeeba/d6210f841a9f418ba7559f3531741c496cd71cd8>
- Layth, F., Mohammed, M., Malik, S., & Alrawi, D. (2017). Time management, social support, personality and burnout among postgraduate students. *People: International Journal of Social Sciences*, 3(1), 14–25. <https://doi.org/10.20319/pijss.2017.31.1425>
- Lebanon, E. (2024). Delving Into the Perspectives on Work-Life Balance of Teachers' Wellbeing: An Inquiry. *International Journal of Progressive Research in Engineering Management and Science (Ijprems)*, 04(07), 2583–1062. https://www.ijprems.com/uploadedfiles/paper/issue_7_july_2024/35364/final/fin_ijprems1720380304.pdf
- Lizana, P. A., & Vega-Fernandez, G. (2021). Teacher teleworking during the COVID-19 pandemic: Association between work hours, work–family balance and quality of life. *International Journal of Environmental Research and Public Health*, 18(14), 7566. <https://doi.org/10.3390/ijerph18147566>
- Morrow, R., Rodriguez, A., & King, N. (2015).
- Colaizzi's descriptive phenomenological method. *The Psychologist*, 28 (8), 643–644
- Pettit, D. (2021). Mature-age student coping strategies and their effect on academic progress [Doctoral dissertation, University of Southern Queensland]. USQ Research Repository. https://research.usq.edu.au/download/c051f90a38604d3342e92b283985f62c010ca4ecfc7ddc2af68e449093d15b04/4169368/PETTIT%20Thesis_4D98.pdf
- Punia, V., & Kamboj, M. (2013). Quality of Work-life Balance Among Teachers in Higher Education Institutions. *Learning Community-An International Journal of Educational and Social Development*, 4, 197-208.
- Ramachandaran, S. D., Nuraini, R., & Doraisingam, P. (2024). Understanding Work-Life
- Balance Challenges among Academic Professionals in Higher Education: A Phenomenological study. *International Journal of Learning, Teaching and Educational Research*, 23(12). <https://www.ijlter.org/index.php/ijlter/article/view/11532>
- The University of San Diego. (2025, April 14). 6 Grants for teachers to get a master's degree. University of San Diego Online Degrees. <https://onlinedegrees.sandiego.edu/grants-for-masters-degree-in->

teaching/

15. University of Adelaide. Pursuing postgraduate studies and maintaining a work-life balance. (2025, February 6). [adelaide.edu.au](https://www.adelaide.edu.au). Retrieved April 11, 2025, from <https://www.adelaide.edu.au/study/postgraduate/articles/pursuing-postgraduate-studies-and-maintaining-a-work-life-balance>
- Valloor, L. K. (2025, January 14). Strategies to support teacher work-life balance.
16. Teacher Vision. <https://www.teachervision.com/blog/morning-announcements/teacher-work-life-balance>
- Varlik, S. (2024). Entrepreneurship and innovation in science teachers: What happens without work-life balance and organizational support? Moderated mediation model. *Pegem Journal of Education and Instruction*, 14(3), 322-336. <https://files.eric.ed.gov/fulltext/EJ1431983.pdf>
17. Wang, T. (2023) Teachers as the agent of change for student mental health: the role of teacher care and teacher support in Chinese students' well-being. *Front. Psychol.* 14:1283515. doi: 10.3389/fpsyg.2023.1283515
18. Young, A. N., Bourke, A., Foley, S., & Di Blasi, Z. (2024). Effects of time management interventions on mental health and wellbeing factors: A protocol for a systematic review. *PLoS ONE*, 19(3), e0288887. <https://doi.org/10.1371/journal.pone.0288887>