



**PERSONAL AND PROFESSIONAL LIFE HARMONY AND WORK EFFICIENCY
OF COLLEGE OF BUSINESS AND MANAGEMENT FACULTY MEMBERS:
BASIS FOR A PROPOSED WORK-LIFE BALANCE PROGRAM**

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ABSTRACT

This qualitative study explored the personal-professional life harmony and work efficiency of the College of Business and Management faculty members at Aklan State University as a foundation for a Work-Life Balance Program. According to the results, faculty members managed their personal and professional life harmony through boundary setting, prioritization of tasks, emotional regulation, self care and adaptive coping strategies while work efficiency was interpreted not solely as a task completion but as a commitment to completing tasks, resourcefulness, quality output, quality teaching and meeting targets despite limited resources and conflicting priorities. However, participants stated that they experienced administrative responsibilities, time constraints, workload pressures and periodic role conflict which affected their personal welfare and productivity. Therefore, in order to maintain balance and resilience, faculty members adopted self-care strategies, social support, spirituality and recreational activities. Further, the study found a strong consensus on the need for a Work-Life Balance Program including mental health initiatives, flexible work arrangements, equitable workload management system, professional development opportunities and research and program evaluation component. Finally, the findings revealed

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that personal-professional harmony significantly affected the work efficiency of the faculty members and that maintaining a sustainable balance required both individual coping strategies and a structured institutional support through a comprehensive Work-Life Balance Program.

Keywords: *work-life balance, faculty experiences, work efficiency, personal and professional harmony*

INTRODUCTION

In the fast-transforming landscape of higher education, faculty members are no longer required to traditional role of teaching particularly in College of Business Management wherein academic professionals are expected to engage in teaching, research, community extension, administrative duties and industry engagement. While these roles help improve relevance to society and industry competitiveness, it increases pressure on the faculty's time, energy and personal well-being. Thus, maintaining a balance between personal and professional responsibilities has become essential in sustaining long term work efficiency and institutional effectiveness (Santos et al., 2019).

Although work-life balance (WLB) has been widely studied across corporate, healthcare, and academic sectors, much of the existing literature approaches the concept in fragmented ways, often isolating variables such as stress, workload, or job satisfaction. Limited attention has been given to understanding work-life balance as a dynamic and reciprocal relationship between personal-professional harmony and actual work efficiency, especially within state universities and discipline-specific contexts such as CBM. This gap is

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significant because faculty experiences are shaped by institutional culture, academic demands, and professional expectations unique to their fields. Without context-sensitive inquiry, institutional interventions risk being generic and misaligned with actual faculty needs.

CBM faculty members occupy a particularly complex professional space. In addition to teaching and research, they frequently engage in consultancy, entrepreneurial initiatives, and community-based programs that bridge theory and industry practice. While these engagements enrich academic relevance and expand professional opportunities, they simultaneously blur the boundaries between work and personal life. The overlapping of roles increases susceptibility to role conflict, burnout, and diminished work performance (Ghazali et al., 2021). Despite these realities, few empirical investigations have systematically examined how CBM faculty navigate these intersecting responsibilities and how their coping strategies influence their work efficiency.

Moreover, prevailing discussions on work-life balance tend to focus heavily on structural factors such as scheduling and workload distribution, overlooking deeper psychological and relational dimensions including emotional well-being, role fulfillment, and perceived harmony. As emphasized by Kreiner et al. (2009), work-life balance is not merely a matter of time management but a subjective and evolving process influenced by personal perceptions and institutional support. This perspective justifies the need for qualitative, experience-based research that amplifies faculty voices and captures the nuanced realities behind statistical trends.

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The disruptions brought about by the COVID-19 pandemic further strengthen the rationale for this study. The shift to online and hybrid modalities redefined academic labor, increasing flexibility but also intensifying workload and eroding boundaries between professional and personal domains. Many faculty members continue to experience fatigue, emotional strain, and role overload, highlighting the inadequacy of one-size-fits-all WLB models in addressing post-pandemic academic conditions.

In response to these gaps, the present study examined the interrelationship between personal and professional life harmony and work efficiency among CBM faculty members in a state university setting. Rather than merely measuring levels of balance, this research sought to understand lived experiences, adaptive strategies, and contextual challenges. By grounding the inquiry in faculty narratives, the study recognized them as active agents in shaping their work-life realities.

What further justifies this research was its applied orientation. Beyond contributing to academic discourse, it aimed to translate findings into a proposed, evidence-based Work-Life Balance Program tailored specifically to CBM faculty needs. By identifying both enabling and constraining factors in achieving harmony, the study moved beyond theoretical exploration toward actionable institutional solutions- an area insufficiently addressed in prior research.

Ultimately, this study asserted that faculty well-being is not peripheral but central to institutional sustainability, teaching quality, research productivity, and student success. By clarifying how personal and professional harmony shapes work efficiency, this research offered

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a contextually grounded and practically relevant contribution to work-life balance scholarship and higher education management.

MATERIALS AND METHODS

This chapter presents the research methodology used to explore the personal and professional life harmony and work efficiency of faculty members in the College of Business and Management. It outlines the research design, participants, data-gathering procedures, instruments, and methods of analysis employed in the study. By detailing these components, the chapter clarifies how the inquiry was systematically conducted and ensures the credibility, rigor, and trustworthiness of the findings presented in the succeeding chapters.

Research Design

To gain a comprehensive understanding of how faculty members navigated the interplay between their personal and professional lives, this study adopted a qualitative research design, specifically utilizing a phenomenological approach. This methodology is well-suited to exploring the lived experiences of individuals, focusing on how they perceive, interpret, and make sense of their daily realities. In this context, the research sought to examine how faculty members achieved harmony between personal responsibilities and professional obligations, and how this perceived balance influences their overall work efficiency.

Phenomenology is particularly appropriate for this inquiry, as it allowed participants to articulate their experiences in their own terms, free from predefined categories or

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assumptions. Rather than relying on numerical data or closed-ended survey responses, this approach prioritizes meaning-making through participants' personal narratives. The study sought to uncover the underlying significance of how faculty members manage competing demands, cope with stressors, sustain motivation, and reconcile multiple roles within and beyond the workplace.

The choice of a qualitative, phenomenological approach aligned with the study's goal of eliciting rich, contextual insights rather than generalizable patterns. Through in-depth interviews and open-ended questions, the research provided a platform for participants to engage in candid, reflective dialogue. This method facilitated the collection of nuanced accounts, capturing the emotional, cognitive, and behavioral dimensions of work-life balance as experienced by faculty members in their unique institutional and cultural settings.

A key strength of the phenomenological method lies in its emphasis on depth over breadth. Rather than aiming for statistical generalization, the study focused on understanding individual experiences and identifying emergent themes across narratives. These themes served as the empirical foundation for developing a responsive and context-specific Work-Life Balance (WLB) program tailored to the needs of the College of Business and Management (CBM) faculty at Aklan State University.

From an interpretivist epistemological stance, the study acknowledged that work-life balance is inherently subjective and situational. Individuals experience and define "balance" differently depending on their roles, personal circumstances, institutional contexts, and

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cultural values. This recognition underscored the importance of capturing multiple, diverse perspectives in order to design interventions that are inclusive and meaningful.

Moreover, the process of sharing lived experiences encouraged participants to engage in introspection and self-awareness. This reflective engagement not only enriched the data but also fostered a sense of empowerment among faculty members, potentially prompting shifts in how they approached their own work-life integration.

The storytelling dimension of phenomenological research further humanized the academic inquiry. It revealed the complex interconnections between professional efficiency and personal well-being, highlighting how day-to-day decisions, emotional states, and social dynamics shaped faculty members' capacity to fulfill their academic roles. These narratives offered more than anecdotal evidence, they provided critical insights into the real-life challenges and enablers of productivity in higher education.

Ultimately, the chosen research design allowed the study to move beyond surface-level observations and into a deeper understanding of faculty experiences. By grounding the investigation in qualitative, phenomenological inquiry, the research aimed to generate actionable recommendations for the development of a WLB program that is both practical and empathetic, rooted in the voices and realities of those it intends to serve.

In summary, this research design prioritized depth, reflexivity, and contextual relevance. It positioned human experience as a vital source of knowledge and emphasized understanding over measurement. Through this phenomenological lens, the study offered

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valuable contributions to the discourse on work-life balance and academic efficiency, promoting institutional responsiveness to faculty well-being.

Sampling, Participants and Setting

This study employed purposeful sampling, a qualitative sampling strategy that involved the deliberate selection of participants who possessed relevant experience and insights aligned with the focus of the research. Participants were chosen based on their direct involvement in balancing personal and professional responsibilities, which positioned them to contribute rich, contextually grounded perspectives on work-life balance and work efficiency.

The participants in this study were selected based on specific inclusion criteria. Eligible individuals were those currently employed as faculty members within the College of Business and Management (CBM) at Aklan State University, with at least one year of teaching experience in the college. Additionally, participants were required to demonstrate a willingness to engage in a one-on-one interview and openly share their personal and professional experiences relevant to the study.

The selected participants were anticipated to offer diverse but thematically convergent narratives sufficient for the analytical depth required in a phenomenological study.

The participants of this study were faculty members from the College of Business and Management (CBM) at Aklan State University - Banga Campus. The group included both permanent and contract-of-service instructors, representing a range of demographic characteristics such as gender, marital status, number of dependents, academic rank, designation and length of service. This diversity enabled the study to capture a variety of

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perspectives regarding the intersection of personal responsibilities and professional roles, and how these intersections influence work efficiency.

Participant 1 is a female faculty member who is single and has no dependents. She has been in academic service for eleven years and who holds many designations. Her length of experience reflected prolonged exposure to academic responsibilities and institutional demands, providing a mature perspective on managing professional obligations alongside personal life considerations.

Participant 2 is a male faculty member who is also single and has no dependents. With one year of service in the institution, he represents early-career faculty members who are still adjusting to the academic environment and the expectations associated with teaching and institutional work.

Participant 3 is a female faculty member who is married and has two dependents. She has served the institution for fifteen years. Her extended length of service, combined with family responsibilities, offered valuable insights into how long-tenured faculty members navigate personal and professional life demands over time.

Participant 4 is a female faculty member who is separated and has two dependents. She has been in service for four years. Her personal circumstances and moderate length of service provided an important perspective on balancing academic responsibilities while managing family obligations independently.

Participant 5 is a male faculty member who is single and has no dependents. He has been in service for six and a half years. His profile reflected a mid-career academic experience,

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allowing exploration of how professional responsibilities evolve and how personal life factors influence work efficiency at this stage.

Participant 6 is a female faculty member who is married and has one dependent. She has served the institution for eleven years. Her profile highlighted the experience of balancing sustained academic responsibilities with family life over a significant period of service.

All participants voluntarily agreed to take part in the study and provided informed consent prior to participation. In accordance with ethical research standards, participants were fully informed about the study's purpose, their role in the research process, the confidentiality of their responses, and their right to withdraw at any point without penalty.

The research was conducted within the College of Business and Management at Aklan State University – Banga Campus, located in Banga, Aklan. This academic setting, which encompassed teaching, research, extension work, and administrative functions, served as an appropriate and meaningful context for examining the lived experiences of faculty members as they balance their personal and professional commitments.

Interviews were conducted in person, in a private and quiet setting, with the location determined based on the availability and convenience of each participant to ensure comfort and openness during the data-gathering process.

Data Gathering Instrument

To gain a deeper understanding of the lived experiences of faculty members in balancing personal and professional responsibilities, this study utilized a semi-structured interview guide as its primary data collection instrument. The guide was carefully developed

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by the researcher and was subsequently reviewed by three qualitative research experts to ensure its appropriateness, clarity, and alignment with the objectives of the study.

The interview guide comprised open-ended questions designed to elicit detailed narratives and personal reflections. Rather than focusing solely on factual responses, the questions encouraged participants to share insights into how they managed daily demands, addressed sources of stress, and experienced the interplay between work-life balance and professional efficiency.

One of the strengths of the semi-structured format was its adaptability. Although the interviews followed a predetermined set of questions, the researcher maintained the flexibility to pursue relevant follow-up inquiries based on participants' responses. This dynamic interaction fostered a conversational tone that facilitated open and candid dialogue, thereby enriching the depth of the data.

All interviews were audio-recorded with the informed consent of each participant to ensure accurate documentation of their narratives. Supplementary field notes were also taken during and after each session to capture relevant non-verbal cues, such as tone, pauses, and gestures, that added contextual meaning to the verbal data.

In crafting the interview guide, the researcher drew on a comprehensive review of existing literature on work-life balance, occupational stress, and academic performance. This process informed the selection and phrasing of questions, ensuring that they were contextually relevant, neutral, and free from leading language.

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Particular attention was given to creating a non-judgmental atmosphere during the interviews. The use of open-ended and neutral phrasing aimed to promote participant comfort and trust, thereby enabling the collection of authentic and meaningful responses. This approach reinforced the qualitative principle of valuing the participants' voices as central to the research process.

Ultimately, the semi-structured interview guide served not only as a tool for data collection but also as a medium through which faculty members articulated their lived realities, shared their insights, and contributed to the development of an informed and responsive Work-Life Balance (WLB) program. The narratives generated through this instrument formed the foundation for evidence-based recommendations aimed at enhancing faculty well-being and work efficiency within the academic environment.

Data Gathering Procedures

Prior to data collection, the researcher secured a formal approval to conduct the study by submitting a letter of request to the Dean of the College of Business and Management at Aklan State University. This step was undertaken to adhere to institutional protocols and to facilitate the identification and recruitment of faculty members who met the study's inclusion criteria.

Upon receiving the Dean's approval, the researcher then initiated participant recruitment by reaching out to potential respondents through Facebook Messenger, supplemented by in-person conversations. This dual approach aimed to personalize the

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invitation process, foster rapport, and encourage participation among eligible faculty members.

Interviews were scheduled based on the preferences and convenience of each participant. Sessions were conducted in a quiet, private room within the college premises. Each interview lasted approximately an hour. The selection of a comfortable and familiar setting was intended to facilitate open and candid discussions.

Before initiating each interview, the researcher tested the recording equipment to ensure functionality and reliability. Participants were reminded of the confidentiality of their responses and the anonymous treatment of all data collected. Each session began with rapport-building questions establishing comfort before progressing to more in-depth inquiries regarding work-life balance and professional efficiency.

Throughout the interviews, the researcher employed active listening techniques, including paraphrasing and allowing reflective pauses, to encourage participants to elaborate on their experiences. Field notes were also documented to capture non-verbal cues and contextual observations that enriched the interpretation of the data.

All audio recordings were stored in a secure, password-protected digital environment. Backup copies were maintained to prevent data loss. Stringent measures were implemented protecting participant's confidentiality ensuring the ethical handling of sensitive information.

Overall, the data collection procedures adhered to high ethical standards and prioritized the comfort, autonomy, and dignity of each participant. These measures ensured the reliability of the data and the integrity of the qualitative research process.

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Data Analysis Procedures

The analysis of the collected data was conducted using thematic analysis, a well-established qualitative method developed by Braun and Clarke (2006). This analytical framework enabled the researcher to systematically identify, organize, and interpret recurring patterns and themes within the participants' narratives, thereby offering a comprehensive understanding of their lived experiences in balancing personal and professional responsibilities.

The initial phase of the analysis involved the transcription of all recorded interviews. Each audio recording, obtained with prior informed consent, were transcribed verbatim ensuring the accuracy and integrity of participants' responses. The researcher meticulously reviewed each transcript multiple times, both to correct any transcription errors and to develop a deep familiarity with the data.

Following transcription, the researcher proceeded with the coding process. This involved systematically labeling significant words, phrases, or passages that conveyed meaningful insights or emotions relevant to the study's objectives. These initial codes served as the foundational units of analysis, helping to segment the data into analytically useful components.

Subsequently, the researcher examined the coded data for patterns and relationships. Similar or related codes were grouped together to form preliminary themes. These emerging themes were reviewed and refined by comparing them across the full dataset to ensure consistency, coherence, and alignment with the central research questions.

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Thematic analysis allowed for an in-depth exploration of the complexity of faculty members' efforts to harmonize their work and personal lives. This method did not only facilitate a structured interpretation of the data but also preserved the richness of individual experiences. The insights generated from this analysis offered valuable implications for developing context-specific institutional support strategies aimed at enhancing work-life balance and work efficiency among academic personnel.

Trustworthiness

In qualitative research, ensuring the trustworthiness of findings is a critical aspect of methodological rigor. This study adhered to the framework established by Lincoln and Guba (1985), which outlined four core criteria of trustworthiness: credibility, transferability, dependability, and confirmability. These principles guided the design, implementation, and analysis of the research process.

Credibility was established through sustained and authentic engagement with the faculty participants. The researcher invested sufficient time in building rapport not only during formal interviews but also through appropriate informal interactions. With participants' consent, all interviews were audio-recorded to capture responses verbatim, thereby preserving the accuracy of participants' narratives. Member checking was also employed, allowing participants to review their statements and confirm the accuracy of how their experiences were interpreted and presented.

In addition, the researcher utilized both interview transcripts and field notes to enhance the depth of data interpretation. Field notes captured contextual details such as tone

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of voice, facial expressions, and other non-verbal cues, providing richer insights into participants' lived experiences beyond verbal responses alone.

Transferability was addressed by providing thick descriptions of the study context, participant characteristics, and institutional environment. By clearly describing the setting of Aklan State University–Banga Campus and outlining the varied roles and challenges faced by faculty members, the study provided sufficient contextual information to allow readers to assess the applicability of the findings to similar academic environments.

To ensure dependability, the researcher followed a consistent and transparent research process. A comprehensive audit trail was maintained, including documentation of the development of the interview guide, interview transcripts, coding procedures, and thematic analyses. This documentation enabled the research process to be traced and reviewed, thereby reinforcing the integrity and consistency of the procedures employed.

The study followed a well-defined yet flexible research structure, allowing the researcher to remain systematic while accommodating the unique circumstances of each participant. All phases of the research, from planning and data collection to data analysis, were conducted in alignment with established qualitative research practices.

Confirmability was maintained through continuous reflexivity. The researcher actively engaged in self-reflection to identify and manage potential biases, ensuring that interpretations remained grounded in the participants' accounts. This process of bracketing personal assumptions minimized undue researcher influence on data interpretation.

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Peer debriefing sessions with academic mentors and qualitative research experts were conducted to further strengthen confirmability. These sessions provided external checks on the researcher’s interpretations and thematic development, contributing to a more balanced and objective representation of the findings.

Collectively, these strategies reinforced the overall trustworthiness of the study. By prioritizing methodological integrity and ethical rigor, the research delivered a respectful and accurate account of faculty members’ experiences in balancing personal and professional responsibilities.

Ultimately, the established trustworthiness of the study supported the credibility of its conclusions and ensured that the proposed recommendations, including the development of a context-specific Work-Life Balance program, were grounded in authentic and rigorously analyzed insights from the faculty members directly affected by these challenges.

Ethical Considerations

Ethical considerations are integral to every phase of this research, given its focus on the lived experiences of faculty members navigating the complexities of work-life balance. The study prioritized respect, confidentiality, and integrity in all interactions with participants, particularly because the data involved personal and potentially sensitive narratives.

To uphold ethical standards, all prospective participants were provided with an informed consent form prior to their involvement in the study. This document outlined the study’s objectives, clarified the voluntary nature of participation, ensured confidentiality, and informed participants that interviews would be audio-recorded only with their explicit consent.

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Additionally, participants were given opportunities to ask questions and were reminded of their right to withdraw from the study at any point without penalty.

During data collection, anonymity was strictly maintained. Real names were not used in transcripts or reports; instead, pseudonyms or unique identifiers were assigned to each participant to protect their identities. This measure helped to ensure that no individual could be identified based on the content of their responses.

All recorded interviews and associated field notes were stored in encrypted, password-protected digital folders. Access were restricted solely to the researcher to safeguard participants' privacy and the integrity of the data. These security protocols were particularly important, as participants often shared personal reflections involving stress, burnout, and family responsibilities.

The data collected were used exclusively for academic purposes and remained within the scope of this study. When presenting findings, the researcher carefully paraphrased or selectively quoted participant responses to prevent the inadvertent disclosure of identifying information, thereby preserving their dignity and privacy.

Beyond procedural ethics, the study emphasized emotional and cultural sensitivity. The researcher approached each interview with empathy, attentiveness, and professionalism, recognizing the emotional weight of certain topics.

Throughout the study, ethical reflection was continuous. The researcher engaged in reflexivity, critically examined their role, assumptions, and decisions to ensure ethical alignment at each stage of the research process. This dynamic approach allowed for ethical

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practices to be reassessed and adjusted in response to emerging circumstances or participant needs.

Ethical conduct in this study was not limited to compliance with guidelines but was extended to fostering trust and respect in the researcher-participant relationship. This commitment not only encouraged more open and authentic engagement but also contributed to the richness and credibility of the data collected.

In conclusion, the ethical framework guided this research ensuring the participants' rights, well-being, and voices were being prioritized throughout the study. By adhering to rigorous ethical standards and maintaining a participant-centered approach, the research upheld its responsibility to both academic integrity and human dignity.

RESULTS AND DISCUSSION

This chapter provides an extensive, in-depth presentation, analysis, and interpretation of the qualitative data gathered from the in-depth interviews with six faculty members of the College of Business and Management (CBM). Guided by the qualitative phenomenological research design outlined in Chapter 3 and firmly grounded in the Review of Related Literature discussed in Chapter 2, this chapter aims to capture, interpret, and contextualize the lived experiences of faculty members in relation to personal–professional life harmony and work efficiency.

Using inductive thematic analysis, interview transcripts were carefully reviewed, significant statements were identified, and meanings were formulated before clustering them

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into major themes. The analysis goes beyond surface-level description and instead emphasizes interpretation, synthesis, and theoretical integration. Participants' verbatim responses are retained with line references to ensure credibility, dependability, and confirmability.

Throughout this chapter, participants' narratives are continuously examined in relation to established theories such as Work-Family Border Theory (Clark, 2000), Spillover Theory, Role Theory, emotional intelligence frameworks (Bar-On, 2006), and empirical studies on faculty workload, work efficiency, and well-being (Greenhaus & Allen, 2011; Bozeman & Gaughan, 2011; Maslach & Leiter, 2008; Robbins & Judge, 2019).

The central question to be answered is "How does personal and professional life harmony affect the work efficiency of College of Business and Management faculty members, and how can these insights be used as a basis for a proposed Work-Life Balance program?"

After face to face interview with the participants, these four themes were generated.

I. Structured Prioritization and Boundary-Setting in Managing Personal and Professional Responsibilities

The first theme underscored that CBM faculty members do not leave work-life balance to chance, rather, they intentionally construct systems of prioritization and boundary-setting to manage competing personal and professional demands. This theme reflected a conscious effort to delineate roles, regulate time, and preserve personal space, particularly within the context of academic work that is inherently flexible yet demanding.

Consistent with Clark's (2000) Work-Family Border Theory, participants described how they established temporal, physical, and psychological boundaries to minimize role

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conflict. Temporal boundaries were most evident in participants' adherence to specific work hours. Participant 1 explicitly described a rigid demarcation between work and personal life: "For me, as a person pag 8-5, I always make sure that its about school work, after 5 pm, didto na dayun ko mag personal life, do the house chores, cook for yourself mga duyon, so parang meron lang akong parang clear boundary on what to bring at home na trabaho or kung hindi man gid, basta 8-5, work na siya." (Participant 1, L11–14).

("For me, as a person, if it is 8-5, I always make sure that it is about school work, after 5 pm, then I will have my personal life. Do the house chores, cook for yourself , etc. so that I will have a clear boundary on what work I will bring at home or if not , if it is 8-5 , that is for work. ") (Participant 1, L15–18).

This statement revealed deliberate role segmentation, wherein professional obligations were confined to a specific timeframe, allowing the participant to disengage cognitively and emotionally from work once the day ends.

The significance of such boundary-setting was supported by Greenhaus and Allen (2011), who emphasized that clear boundaries reduced work-family conflict and emotional strain. By intentionally reserving evenings for domestic responsibilities and rest, faculty members could protect their psychological well-being while sustaining professional productivity during official work hours.

Spatial boundaries further reinforced this separation. Participant 2 articulated a strong preference for completing academic tasks exclusively within the school premises.

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"Okay as a faculty mam, lahat kasi ng work ko as an instructor , sa school ko lang talaga ginagawa, never pa ako nakapag uwi ng work except sa mga checking of papers pero gumawa ng other stuff like mga modules or activities, di ako gumagawa sa bahay. So pag sa bahay, bahay lang, work is , pag nandito ako sa work, dun ko lang siya ginagawa kaya medyo okay yung work-life balance ko." (Participant 2, L173–177).

("Okay, as a faculty ma'am, all of my job as an instructor, I only do it at school. I have never brought work home except checking papers but doing stuff like modules or activities , I do not do it at home. At home, only at home. Work is , if I am at work, I only do my job that is why my work-life balance is okay.") (Participant 2, L178–181).

This practice reflected Clark's (2000) notion of physical borders, where distinct locations were associated with distinct roles. Such spatial separation allowed faculty members to mentally detach from academic responsibilities once they leave the workplace, thereby preserving family time and emotional energy.

However, the data also demonstrated that boundary-setting was not absolute. Participant 6 acknowledged that lesson preparation often extends beyond official hours.

"The typical day for me, from Monday to Friday, during my vacant hours, I do preparation for lessons. Teaching time, that's the time where we deliver our modules and then in the evening , I see to it but not always that those times are allotted for the family especially to my child. But sometimes preparing lessons takes time, so minsan matulog tayo mga 12 na." (Participant 6, L768–771).

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("A typical day for me, from Monday to Friday, during my vacant hours, I prepare my lessons. During teaching time, that is when we deliver our modules. In the evening, I make sure, though not always, that the time is allotted for my family, especially my child. But sometimes preparing lessons takes time, so there are times when I end up sleeping at around 12.") (Participant 6, L772–776).

This experience illustrated Spillover Theory, where demands from the work domain intrude into personal time. The academic profession, as highlighted by Bozeman and Gaughan (2011), inherently involved blurred boundaries due to responsibilities such as lesson preparation, assessment, and administrative tasks.

Family-related demands further complicate boundary maintenance. Participant 3 described how caregiving responsibilities affect work performance.

"May mga time na medyo heavy siya, for example lang siguro pag may sakit ang bata mo, may mga times na affected din yung work .Of course, kasi ga pulaw." (Participant 3, L333–334).

("There are times that it is heavy. For example, if your child is sick, there are times that your work is affected. Of course, because you are staying awake at night.")
(Participant 3, L335–336).

This reflected the Role Theory, which explained how an individual experience strain when expectations from multiple roles collide. Despite these challenges, participants demonstrated adaptability by adjusting schedules, expectations, and priorities rather than abandoning boundary-setting altogether.

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Overall, this theme highlighted that work-life balance among CBM faculty members is a dynamic and negotiated process. Faculty members continuously recalibrate boundaries in response to changing professional demands and personal circumstances. This finding aligned with both international and local literature, which recognized that balance is not static but requires ongoing self-regulation and institutional sensitivity. The narratives emphasized that structured prioritization and boundary-setting are essential survival strategies in the academic environment rather than optional practices.

II. Work Efficiency as Commitment, Quality, and Resilience Despite Constraints

The second theme revealed that faculty members conceptualized work efficiency not merely as speed or volume of output, but as a sustained commitment to quality, responsibility, and resilience despite constraints. This understanding reflected Drucker's (1999) assertion that efficiency involved doing meaningful work effectively rather than simply completing tasks.

Participant 1 defined efficiency in relation to limited resources.

"Work efficiency , when you do tasks , or finish tasks although kulang imo mga resources." (Participant 1, L41).

("Work efficiency, when you do tasks or finish tasks although you lack resources.")

(Participant 1, L42).

This definition highlighted adaptability and problem-solving, competencies emphasized by Robbins and Judge (2019) as critical to effective performance in resource-constrained environments such as public higher education institutions.

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Efficiency was also closely associated with instructional quality. Participant 6 emphasized that effective teaching and student learning outcomes were central indicators of efficiency.

"I think work efficiency as a faculty is that using effective teaching strategies to maximize students' work. Ako kasi is particular ako na may matutunan ang estudyante sa akin." (Participant 6, L788–789).

("I think work efficiency as a faculty member means using effective teaching strategies to maximize students' learning. For me, I am particular about making sure that students learn something from me.") (Participant 6, L790–792).

This aligned with O'Meara's (2015) argument that faculty productivity must be assessed holistically, incorporating teaching effectiveness rather than relying solely on quantifiable outputs.

Participants further linked efficiency to goal attainment and accountability. Participant 3 stated:

"Pag na meet ko yung mga targets ko, na ma achieve or matapos, or accomplish ko." (Participant 3, L353).

("If I meet my targets, finish or accomplish it.") (Participant 3, L354).

This outcome-oriented perspective reflected institutional performance expectations commonly placed on faculty members.

Despite strong professional commitment, participants acknowledged that efficiency was often challenged by stress and competing demands.

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Participant 1 described mental strain when deadlines conflicted with family time.

“Mentally, ma challenge gid ako. Stress levels. Physically, wala ako pero overall, health gid. Sometimes you don’t want to do the work kasi you have to spend time with your family but you have to do the work kay required na siya, may deadline na siya.”

(Participant 1, L105–107).

(“I am really challenged, mentally. Stress levels. Physically, not really, but overall, it is health. Sometimes, you do not want to do the work because you have to spend time with your family but you have to do the work because it is already required and has a deadline.”)

(Participant 1, L108–110).

This narrative echoed Maslach and Leiter’s (2008) findings that prolonged imbalance contributed to emotional exhaustion and reduced engagement. Nonetheless, faculty members’ continued performance illustrated a culture of resilience and dedication.

Overall, this theme demonstrated that work efficiency among CBM faculty members was deeply rooted in values of responsibility, instructional integrity, and perseverance. Efficiency is not perceived as overextension but as the capacity to sustain quality performance within realistic limits.

III. Harmony Through Emotional Regulation, Self-Care, and Adaptive Coping Strategies

The third theme highlighted that personal-professional harmony was sustained through emotional regulation, self-care, and adaptive coping strategies. This theme resonated

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strongly with Bar-On's (2006) emotional intelligence framework, which emphasized self-awareness, emotional regulation, and interpersonal skills as determinants of well-being.

Participant 1 emphasized the importance of processing emotions.

"Sometimes, Yes, halimbawa if naugot gid ko karun, if di pako ka move on, I really have to talk to someone. It affects the personal life sometimes, if di ko pa ma process pero we try gid our best nga dili mo sha madala sa balay." (Participant 1, L27–29).

("Sometimes, yes. For example, If I am really angry , if I cannot still move on. I really have to talk to someone. It affects the personal life sometimes. If I cannot still process it but we really try our best that we cannot bring it at home.") (Participant 1, L30–32).

This statement reflected emotional awareness and the proactive use of social support to prevent negative spillover from work into personal life.

Participant 3 emphasized boundary control through refusal and disengagement.

"Yung isa not accepting designations, saying No. Hindi na ako nagdadala ng work sa bahay. Before kasi nagkasakit ako sa sobrang screen sa computer, isa din yun. Yan yung pinangalingan ng migraine ko. OA kasi dati ako sa work. Less screen time, family nalang. Avoid procrastination." (Participant 3, L365–368).

("One is not accepting designations, saying No. I no longer bring work at home because I got sick before from too much screen time on the computer, which is the reason for my migraine. Before, I was really OA with working. Now, I spend less screen time and avoid procrastination.") (Participant 3, L369–372).

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This strategy aligned with Greenhaus and Allen’s (2011) assertion that control over role boundaries is essential for sustaining harmony.

Spirituality emerged as a culturally grounded coping mechanism.

Participant 3 shared:

“Gina try nako akong best nga ma avoid nako nga ma delay ang trabaho, procrastinate bala. Kasi hay, ma affected akong work. Spiritual. Ga study it God’s Word. Family time talaga at Bible Study.” (Participant 3, L437–439).

(I try my best to avoid delays in my job, like procrastinating because my job will be affected. Spiritual. I study God’s Word . Indeed family time and Bible study.)

(Participant 3, L440–441).

This finding mirrored Mendoza’s (2019) study, which emphasized spirituality and family support as central to Filipino faculty resilience.

Participants also highlighted leisure activities and rest as essential to maintaining emotional balance. Engaging in hobbies, walking, and spending time with loved ones allowed faculty members to recharge and regain perspective. Collectively, these strategies demonstrated that harmony could be achieved through holistic self-management rather than time management alone.

IV. Institutional Support and the Need for a Holistic Work-Life Balance Program

The final theme underscored a strong consensus among participants regarding the necessity of an institutional Work-Life Balance Program. While individual coping strategies

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were valuable, faculty members emphasized that sustainable balance cannot be achieved without systemic support.

Participant 1 advocated counseling services and flexible work arrangements.

"For me, counseling services or initiative for faculty. Four days a week , feel ko effective. Work from home, effective siya for me. Ma adto ka lang sa CBM office if may klase ka. Para kakon effective siya for me." (Participant 1, L139–141).

("For me, counseling services or initiative for faculty. Four days a week , I feel it is effective. Work from home, it is effective for me. You just go to CBM office if you have a class . I think it is effective for me.") (Participant 1, L142–144).

This aligned with Kossek et al. (2011) and Rivera and Garcia (2020), who highlighted flexible work arrangements as critical to faculty well-being.

Participant 5 stressed equitable workload distribution.

"I think so. Yes. There is really a need. I feel supported if nakaka interact ako sa co workers. E balance ang distribution ng admin tasks. Clear instructions. Training. Succession planning. You do not burnout your high performers. Considering the budget." (Participant 5, L753–756).

("I think so, yes. There is really a need. I feel supported when I am able to interact with my co-workers. The distribution of admin tasks should be balanced. Clear instructions. Training. Succession planning. You should not burn out your high performers. Also considering the budget") (Participant 5, L757–760).

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This supported findings by Bernardo et al. (2019) and Luna and Salazar (2022), emphasizing fairness and workload equity.

Mental health initiatives, wellness programs, and professional development opportunities were repeatedly emphasized.

Participant 2 summarized the urgency.

“Kailangan gid mam. Siguro ,dahil man kung wala kita work life balance , nagiging toxic tayo.” (Participant 2, L318-319).

(It is really needed. Because if we do not have work-life balance, we may end up being toxic.) (Participant 2, L320-321).

Overall, this theme highlighted that institutional commitment to work-life balance is not optional but essential. Faculty members’ narratives pointed to the need for holistic, culturally responsive, and sustainable interventions that supported both personal well-being and professional effectiveness.

This chapter demonstrated strong qualitative rigor by clearly linking faculty members’ lived experiences to establish theoretical frameworks and empirical literature. Across the four themes, a coherent pattern emerged: personal and professional life harmony functioned as a foundational condition that directly shapes work efficiency among CBM faculty members. The data revealed that efficiency was not achieved through constant overwork, but through intentional boundary-setting, emotional regulation, adaptive coping, and institutional support.

The first theme established that faculty members actively manage work–life boundaries through structured prioritization rather than passive acceptance of workload

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demands. This confirmed Work–Family Border Theory and Role Theory, showing that faculty efficiency improved when role boundaries were consciously negotiated rather than blurred. However, the presence of spillover, particularly among faculty with caregiving responsibilities, highlighted the limits of individual boundary-setting in the absence of institutional accommodation.

The second theme reframed work efficiency as a qualitative construct rooted in responsibility, instructional integrity, and resilience rather than mere task volume. Faculty members consistently associated efficiency with meaningful outputs, student learning, and goal attainment despite constraints. This reinforces the argument that sustained efficiency depends on well-being and balance, aligning with burnout and productivity literature.

The third theme deepened this relationship by illustrating that harmony is sustained through emotional intelligence, self-care, spirituality, and social support. Faculty members who intentionally regulate emotions and disengage from excessive work demonstrated greater psychological stability, enabling consistent performance. These findings emphasized that emotional well-being is not peripheral but central to professional effectiveness.

The fourth theme synthesized the preceding themes by revealing that individual strategies alone are insufficient. Participants unanimously identified the need for a formal Work-Life Balance Program, signaling that efficiency and harmony are co-produced by individual agency and institutional structures. The findings clearly justified the development of a holistic, culturally responsive, and faculty-centered Work-Life Balance Program.

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Taken together, this chapter provided a strong empirical basis for proposing an institutional intervention that directly addresses the interconnectedness of personal-professional harmony and work efficiency.

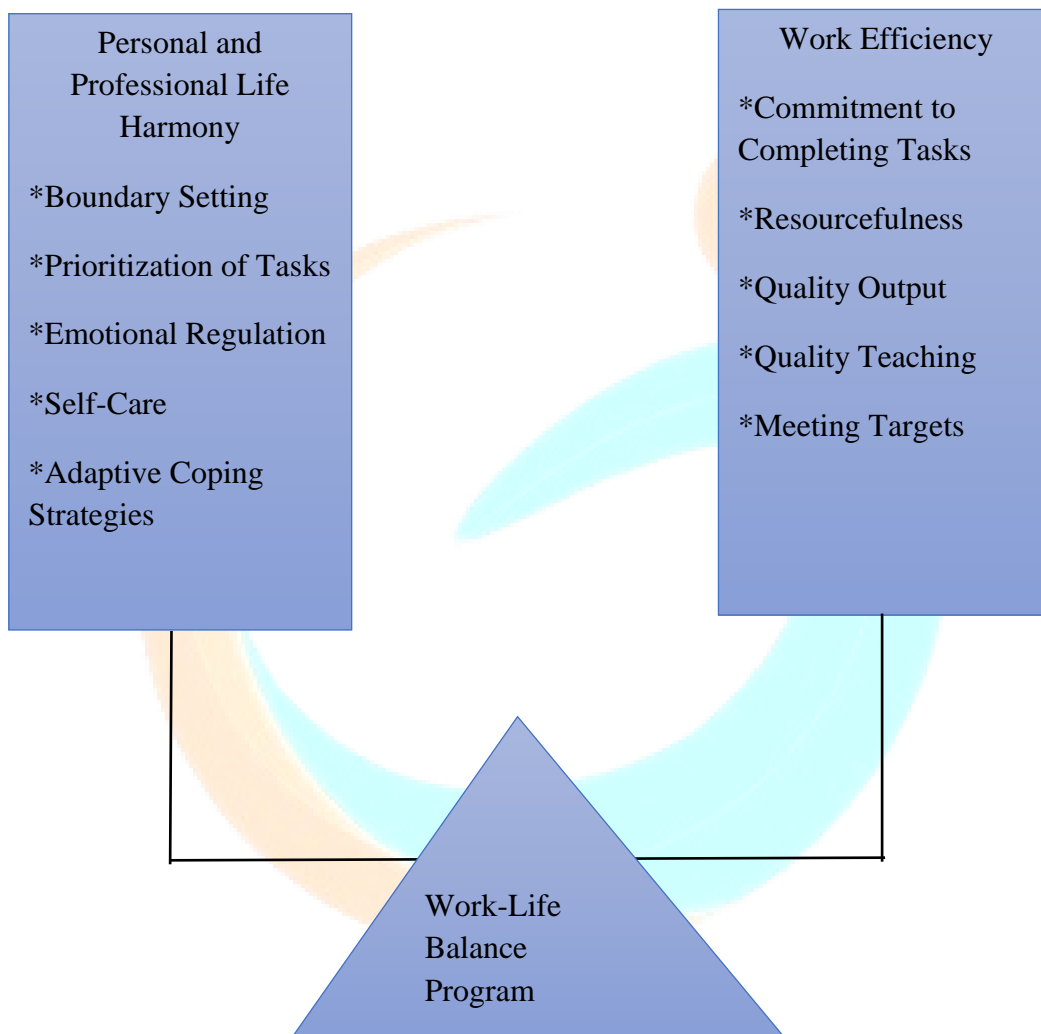


Figure 1

Research Simulacrum

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CONCLUSION

Based on the findings of the study, it is concluded that personal and professional life harmony significantly influences the work efficiency of College of Business and Management faculty members. Faculty members who are able to establish boundaries, manage emotional demands, and engage in self-care demonstrate higher levels of sustained efficiency and professional commitment. Conversely, when boundaries are consistently violated due to workload pressures or lack of institutional support, faculty members experience stress, fatigue, and reduced well-being, which may eventually undermine efficiency.

The study further concludes that work efficiency in the academic context cannot be measured solely through output quantity or task completion. Instead, it must be understood as a function of quality teaching, responsible task management, resilience, and psychological well-being. Faculty efficiency is therefore inseparable from work-life harmony.

Another key conclusion is that while faculty members exhibit agency in managing their personal and professional lives, institutional structures significantly shape the extent to which balance is attainable. The absence of formalized support mechanisms places the burden of balance solely on individuals, increasing the risk of burnout and diminished productivity. As such, work-life balance must be treated not merely as a personal concern but as an organizational imperative.

Finally, the study concludes that a holistic and culturally responsive Work-Life Balance Program is both necessary and timely. Such a program should reflect the lived realities of

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faculty members, address mental health and workload concerns, and promote sustainable work practices that enhance both well-being and efficiency.

RECOMMENDATION

In light of the findings and conclusions of the study, it is recommended that the College of Business and Management institutionalize a comprehensive Work-Life Balance Program that prioritizes faculty well-being as a strategic component of academic excellence. The program should integrate mental health support services, including counseling and wellness initiatives, to address emotional strain and promote psychological resilience among faculty members.

It is further recommended that flexible work arrangements be explored and implemented where feasible, allowing faculty members greater autonomy in managing their time without compromising instructional quality. Such flexibility may help reduce work-life conflict, particularly among faculty members with caregiving responsibilities.

Equitable workload distribution should be emphasized to prevent role overload and burnout. Clear task allocation, transparent expectations, and succession planning can help ensure that responsibilities are shared fairly and that high-performing faculty members are not disproportionately burdened.

Professional development initiatives should also be strengthened to include not only pedagogical and research competencies but also training in time management, emotional intelligence, and stress management. These initiatives can equip faculty members with the skills necessary to sustain efficiency while maintaining personal well-being.

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Lastly, it is recommended that future research expand the scope of this study by including faculty members from other colleges or institutions to allow for comparative analysis. Longitudinal studies may also be conducted to examine the long-term impact of work-life balance interventions on faculty efficiency and institutional performance.

Proposed Work-Life Balance Program

The Proposed Work-Life Balance Program is designed to support the personal and professional life harmony of College of Business and Management (CBM) faculty members in order to enhance faculty well-being, reduce work-related stress and burnout, and improve overall work efficiency by addressing workload demands, mental health needs, and role integration through structured, evidence-based institutional initiatives.

Program Component	Key Activities / Strategies	Target Beneficiaries	Responsible Office/Persons	Expected Outcomes
Objective: To promote psychological well-being and emotional resilience among faculty members.				
1.Mental Health and Wellness Support Program	*Provision of counseling and mental health referral services *Conduct of wellness seminars (stress management, burnout prevention, self-care)	*CBM Faculty Members	*CBM Administration *Guidance and Counseling Office *Human Resource Office	*Improved emotional well-being *Reduced stress and burnout *Increased job satisfaction and morale

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	*Organization of wellness activities such as mindfulness sessions and mental health awareness campaigns			
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Objective: To provide faculty members with greater autonomy in managing work and personal responsibilities without compromising academic quality.

2.Flexible Work Arrangement Initiative	*Exploration of flexible scheduling where applicable *Allowing adjusted work hours or blended work arrangements for faculty with caregiving roles *Clear guidelines to ensure instructional quality is maintained	*CBM Faculty Members, especially those with family and caregiving responsibilities	*CBM Dean and Program Chairs *Human Resource Office	*Reduced work-life conflict *Improved time management *Enhanced work efficiency and commitment
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Objective: To prevent role overload and ensure fair distribution of academic and administrative responsibilities.

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<p>3. Equitable Workload Management System</p>	<p>*Transparent workload allocation guidelines</p> <p>*Regular review of teaching, research, and administrative assignments</p> <p>*Succession planning to distribute leadership and committee roles fairly</p>	<p>*CBM Faculty Members</p>	<p>*CBM Dean and Program Chairs</p>	<p>*Balanced workload distribution</p> <p>*Reduced burnout</p> <p>*Sustained faculty productivity</p>
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Objective: To strengthen faculty competencies while supporting personal well-being and sustainable efficiency.

<p>4. Faculty Capacity-Building and Professional Development Program</p>	<p>*Training on time management and work prioritization</p> <p>*Workshops on emotional intelligence and stress management</p> <p>*Continuous professional development in pedagogy and</p>	<p>*CBM Faculty Members</p>	<p>*CBM Dean</p> <p>*Faculty Development Office</p>	<p>*Enhanced professional competence</p> <p>*Improved coping skills</p> <p>*Sustained work efficiency</p>
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	research with a well-being focus			
Objective: To assess the effectiveness and long-term impact of work-life balance initiatives.				
5. Research and Program Evaluation Component	<ul style="list-style-type: none"> *Periodic assessment of faculty well-being and efficiency *Documentation of best practices and outcomes *Encouragement of future and longitudinal research involving other colleges or institutions 	*CBM Faculty Members and Researchers	<ul style="list-style-type: none"> *CBM Administration *Research Office 	<ul style="list-style-type: none"> *Evidence-based program improvement *Institutional learning *Strengthened policy formulation

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