

RESEARCH ARTICLE: Work-life balance and job satisfaction among faculty in selected nursing schools in Sulu

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ABSTRACT. Balancing one's life with all of the responsibilities they have and be able to find joy in it is one of the best things that one can have in life. However, the ideal concept of work and life balance is not achieved due to certain factors that have a great impact in real life experience. Using the quantitative descriptive method, this study aims to assess the work life balance and job satisfaction among faculty members selected from nursing schools in Sulu. The findings revealed that they have a positive view with regards to the concept of work life balance, but uncertain in terms of workload and leave policies. They also have a positive outcome with the concept of job satisfaction. Lastly, it was also found out that work life balance played a big role in improving the job satisfaction of faculty members in nursing schools. These findings suggest that school administrators shall formulate better policies and guidelines among faculty members in a way to strategize the assignment of workloads. Moreover, an open communication among faculty and other school officials shall happen to determine the expectations and set the standards that will meet the school's improvement while not compromising the well being of the teaching force.

KEYWORDS: *Work life balance, job satisfaction, nursing*

ARTICLE DETAILS

SPHE-00022; Received: March 10, 2024; Accepted: April 11, 2024; Online: April 30, 2024

CITATION:

Muddasil, Sherryl Kathleen S., Ututalum, Charisma S., Asiri, Masnona S. (2024). *Work-life balance and job satisfaction among faculty in selected nursing schools in Sulu*. *Social Psychology and Human Experience*. DOI: 10.62596/1e1bk956

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1. Introduction

Concerns over the fact that there is less time for quality time spent outside of the workplace is growing as work hours increase results in increased pressures and demands. Work-life balance is the result of an organization and an individual's positive approaches to realizing the value of a well-balanced and contented work life as well as a life outside of the workplace. Improved work-life balance enables employees to make more significant contributions to the expansion and success of their organizations when they work in environments that prioritize effective and efficient performance (Himangini, 2018).

The constantly evolving trends in higher education, including advancements in technology and the shift towards online education modalities, introduce additional elements that can hinder faculty satisfaction and work-life balance (Owens, Kottwitz, Tiedt, & Ramirez, 2018). A study conducted by Perengki, Mohammad Enamul, Taslima, Bamy, Mega Asri and Md Asadul (2022) demonstrated that work-life balance positively influences job satisfaction and performance. Another study showed the importance of the health domain in maintaining a work life balance is essential (Gragnano, Simbula & Miglioretti, 2020).

Previous studies conducted revealed that work life balance is not only a difficult thing to do, but also causes adverse effects among faculty. One (1) study found out that 40% of university faculty works overtime, and able to experience health issues (Bothwell, 2018 as cited in Diego-Medrano and Salazar, 2021). These then results to job dissatisfaction, reduced work productivity and academic turn over (Kinman & Jones). It also increased the level of stress they acquired (Senthilkumar, Chandrakumaramangalam, & Manivannan, 2012) and the feeling of having no physical energy to accomplish tasks (Zabrodzka, Mudrak, Solcova, Kveton, Blatny & Machovcova, 2018). Yucel (2017) also concluded that work-life imbalance could negatively affect the quality of relationships including the marital satisfaction with one's spouse. Institutional culture may hinder work-life balance. For working parents, especially women get stressed with the combination of duties and responsibilities at home versus work.

Moreover, studies also revealed that multiple burden takes place such as having children contribute to the added dissatisfaction of faculty members (Bonneville, 2016; Lester, 2015). It also includes the responsibility to manage their homes by doing household chores on a daily basis (Pandey & Jha, 2014) and mostly women are the ones who mainly have this task when they are at home (Baker, 2008),

Even though studies on work-life balance behaviors are prevalent nowadays, there are few studies conducted about employees in Sulu and the implications are yet unexplained. Attaining a work-life balance can pose a challenge for academic faculty members. The diverse demands and expectations associated with their role can impact their job satisfaction and their ability to achieve a work-life balance.

Studying the effect of work-life balance on the job satisfaction of faculties is of paramount importance in the modern educational landscape. As educators play a pivotal role in shaping the future of society, their well-being and job satisfaction directly impact the quality of education they provide. A healthy work-life balance is crucial for faculties to manage the demands of teaching, research, and administrative responsibilities effectively. When faculties can strike a harmonious balance between their professional and personal lives, they are more likely to experience reduced stress and burnout, leading to increased job satisfaction. Understanding this relationship is essential not only for improving the overall job satisfaction of faculties but also for enhancing the educational experience for students, as content and motivated educators are more likely to deliver high-quality instruction and engage students effectively.

Furthermore, investigating the link between work-life balance and job satisfaction among faculties can provide valuable insights for educational institutions seeking to attract and retain top talent. A positive work environment that supports work-life balance can serve as a powerful recruitment and retention tool. By identifying the factors that contribute to job satisfaction in academia, such as flexible work arrangements, manageable workloads, and supportive institutional policies, universities and colleges can implement strategies to enhance faculty well-being and ultimately foster a more productive and motivated workforce. In conclusion, the study of work-life balance's impact on faculty job satisfaction is not only a matter of individual well-being but also a key factor in the success and sustainability of educational institutions. With organizational support and family support, faculty are more likely to experience work-life balance which enables them to project more positive energy at work and become more efficient (Russo, Shteigman, & Carmeli, 2016 as cited in Diego-Medrano and Salazar, 2021).

2. Research Questions

This study aimed to assessed the work- life balance and job satisfaction among faculty in selected nursing schools in Sulu.

Specifically, it answered the following queries upon its very completion:

1. What is the extent of work- life balance of faculty in selected Nursing Schools in Sulu in the context of:
 - 1.1 Working Hours;
 - 1.2 Workload;
 - 1.3 Work Arrangement;
 - 1.4 Reward Schemes;
 - 1.5 Leave Policies; and
 - 1.6 Role Pressure?
2. What is the level of job satisfaction of faculty in selected nursing schools in Sulu in the context of:
 - 2.1 Work and Workplace;
 - 2.2 Supervisor and Management;
 - 2.3 Benefits and Rewards;
 - 2.5 Recognition; and
 - 2.5 Communication?
3. Is there a significant correlation between the extent of work- life balance and levels of Job Satisfaction among faculty in selected Nursing Schools in Sulu?

3. Literature

3.1 Foreign Literature and Studies

The movement in the 19th century that pushed for a 40-hour work week recognized human rights to a life that includes work, recreation, family, and rest, effectively laying the groundwork for the contemporary concept of work-life balance. It is a phrase that is frequently used within organizations, particularly large ones, and is often considered a fundamental aspect of their employee welfare programs (Haar, Russo, Suñe, & Ollier-Malaterre, 2014).

Work-life balance implies a state of equilibrium where personal and professional lives are equally fulfilling. In addition, it refers to the ability of a person to be flexible in terms of managing responsibilities that creates a sense of fulfillment to the internal aspect of being (Kumar, 2017; Mazerolle, 2018). Balance does not refer to the quantitative concept, but it involves the process of giving time to different tasks that a person has (Greenhouse, Collins, & Shaw, 2003).

There are certain factors to consider which contributes to work-life balance and the most reliable predictor is the amount of time spent at work. Long work hours and high stress levels not only make it challenging for employees to juggle their work and family responsibilities, but they are also associated with health hazards such as depression, weight gain, and increased consumption of alcohol and tobacco (Babin, 2015). Looking after the work-life balance of an employee improves focus and enhanced productivity (Thilagavathy & Geetha, 2023).

Aspects such as faculty morale, academic pressures, environment, culture, support services, relationships, and processes for promotion and tenure are considered predictors of work-life balance of faculty in higher education (Ott & Cisneros, 2015). New faculty often have higher teaching loads while tenured and senior faculty assumes management roles which believes to be a factor for impaired work-life balance (Richardson & Alsup, 2015). As per report from the University of California, women are the ones who suffered from having a difficulty to balance work and life than men (Stacy, Sheldon, Goulden, & Frasch, 2011).

During COVID 19 pandemic, faculty members in nursing schools exhibit a negative attitude towards work life balance in a way that it affects their health (Farber, Payton, Dorney, & Colancecco, 2023).

Job satisfaction in other countries such as United States and Canada were found to have a positive outlook towards their work in nursing schools associated with other aspects related to management (Kippenbrock, Rosen, & Emory, 2022).

A workplace with a positive environment tends to give a pleasing impression among workers while having its opposite tends to produce unmotivated workers (Boamah, Kalu, Havaei, McMillan, & Belita, 2023).

The unhealthy workplace caused them to exhibit undesirable behaviors at work, making the environment heavier to handle in terms of psychological aspect (Madipelli, Sarma, & Chinnappaiah, 2013).

Locale Literature and Studies

A study was conducted in Central Philippine University to determine the factors that can affect job satisfaction among teachers. It revealed that the demographic characteristics of the respondents does not have to do with their sense of fulfillment in their work (Lacson, 2008).

4. Methodology

This chapter focuses on several aspects of the research process, including research design, research locality, respondents, sampling procedure, data gathering procedure and tools, research instruments, validity and reliability, and statistical treatment of data.

Research Design

A quantitative-descriptive method was used in this study. A quantitative research is the numerical representation and manipulation of observations for the purpose of describing and explaining the phenomena that those observations reflect. It is used in a wide variety of natural and social sciences, including physics, biology, psychology, sociology and geology (Creswell, 1994). A Descriptive research is appropriate to use if the researcher wishes to identify characteristics, trends, frequencies and categories (McCombes, 2020).

1. *Research Locale*

This study was conducted in selected nursing schools in Sulu: Sulu State College School of Nursing; Notre Dame of Jolo College Health and Sciences Department; Southwestern Mindanao Islamic Institute College of Nursing; Sulu College of Technology Nursing Department, and Mindanao State University College of Nursing.

2. *Respondents of the study*

3. The respondents of the study were faculty members in each selected nursing schools in Sulu. The respondents shall be selected based on their length of stay in the institution, nature of work and tenure.

Table 1. Respondents

No.	Selected Higher Education Institution	Number of faculty
1.	Mindanao State University	20
2.	Notre Dame of Jolo College	20
3.	Southwestern Mindanao Islamic Institute	20
4.	Sulu College of Technology, Inc.	20
5.	Sulu State College	20
Total:		100

1. *Sampling design*

A sample refers to the population of people that is required for a specific research study. It provides a representation of the total population of a particular locale. For example, where a researcher wishes to conduct a study. In this study, the respondents were selected using the purposive sampling. It is a type of non-probability sampling in which subjects are treated as experts that will provide enough answers to the research questions.

2. *Data Gathering Procedure*

A permit to administer the survey questionnaire was sought from the Dean of the School of Graduate Studies of Sulu State College, and then to secure a permission letter from the College Presidents/Chancellor of the Nursing Schools in Sulu, a carbon copy notation was also provided to the different program chairman/Deans. Upon securing these permits, the researcher personally administered and retrieved the questionnaires for data collection. The respondents were asked to answer the questionnaires as honestly as they can and was advised to reach each items carefully. The researcher further conducted an interview (if necessary) to gather substantial data needed for this research.

Research Instrument

The study made use of an adapted questionnaire. It is composed of three parts. Part I was be on the demographic profile, part II was on extent of work life balance among faculty, Part III was on level of job satisfaction among faculty. Parts II and III of the questionnaires utilized a five-point Likert's Scale being 1 as the lowest (strongly disagree) and 5 as the highest (strongly agree).

Validity and Reliability

The research instrument used in this study was adapted and patterned from standardized research instruments with established validity and reliability. However, to suit for the usability in the local setting, slight modifications were made and these will be subjected to the perusal of at least two experts from the faculty members of the School of Graduate Studies of Sulu State College.

The quality of the questionnaire was rated by three experts in the field of education, particularly administrative officials with a minimum Master's degree earned. They were asked to validate the questionnaire for the contents' appropriateness and relatedness. To establish the internal validity, the questionnaire was subjected to a pilot study and item analysis. Item revisions were made before the conduct of the study.

Statistical Treatment Data

The data collected in this study is a quantitative data. They were analyzed using descriptive and inferential statistics. To facilitate the data analysis, data software was used. Descriptive statistics aims to describe the existing phenomena while inferential statistics is used to draw conclusions from the data.

Statistical test for each study questions was illustrated below:

- i. For Problem Number 1, the statistical tools used are mean and standard deviation to determine the extent of work- life balance of faculty in selected Nursing Schools in Sulu in the context of working hours, workload, work arrangement, reward schemes, leave policies and role pressure.
- ii. For Problem Number 2, the statistical tools used are mean and standard deviation to determine the level of job Satisfaction of faculty in selected Nursing Schools in Sulu in the context of work environment, compensation and benefits, job roles and

responsibilities, work life balance, recognition and appreciation, and career advancement and opportunities.

- iii. For Problem Number 3, the statistical tools used is Pearson Product Moment Correlation Coefficient (Pearson r) to determine the significant correlation between the extent of work- life balance and levels of job satisfaction among faculty among selected Nursing Schools in Sulu.

5. Results and Discussion

This chapter provides an analysis, demonstration, and explanation of the conclusions derived from the data collected for this study. The study's objective was to assess the work life balance and job satisfaction among faculty in selected nursing schools in Sulu. The subsequent sections entail the examination, demonstration, and elucidation of findings based on the study inquiries and the techniques employed for data analysis.

1. *Question 1:* What is the extent of work- life balance of faculty in selected Nursing Schools in Sulu in the context of:
 - 1.1 Working Hours;
 - 1.2 Workload;
 - 1.3 Work Arrangement;
 - 1.4 Reward Schemes;
 - 1.5 Leave Policies; and
 - 1.6 Role Pressure?

1.1 In the context of Working Hours

Table 1.1 *Extent of work-life balance of faculty in selected nursing schools in Sulu in the, in the context of Working Hours.*

Statements	Mean	SD	Rating
1. My work hours are flexible enough to accommodate my personal needs.	3.96	.942	Agree
2. I work beyond official working hours.	3.17	1.129	Neutral
3. I take short breaks during working hours.	3.80	.910	Agree
4. I work until weekends.	3.40	1.295	Neutral
Total	3.5825	.74201	Agree

Legend: 4.50-5.00 = Strongly Agree (SA), 3.50-4.49 = Agree (A), 2.50-3.49 = Neutral (N), 1.50-2.49 = Disagree (D), 1.00-1.49 = Strongly Disagree (SD)

Table 1.1 shows the extent of work-life balance of faculty in selected nursing schools in Sulu in the, in the context of Working Hours. The results reveal that the total mean score is 3.5825, which falls into the “Agree” category according to the legend. This suggests that, on average, faculty members agree that they have a work-life balance that accommodates their personal needs. The standard deviation (SD) for the total is 0.74201, indicating a moderate level of variability in faculty members’ perceptions of their work-life balance.

1.2. In the context of Workload

Table 1.2 *Extent of work-life balance of faculty in selected nursing schools in Sulu in the, in the context of Workload.*

Statements	Mean	SD	Rating
1. I often feel overwhelmed by the demands of my job.	3.04	.875	Neutral
2. I bring excess and unfinished job work to my house.	3.14	1.092	Neutral
3. I feel drained every day.	2.87	.928	Neutral
4. I usually work on supposedly rest times.	2.92	.929	Neutral

Total	2.9925	.76826	Neutral
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Legend: 4.50-5.00 = Strongly Agree (SA), 3.50-4.49 = Agree (A), 2.50-3.49 = Neither Agree nor Disagree (NA/ND), 1.50-2.49 = Disagree (D), 1.00-1.49 = Strongly Disagree (SD)

Table 1.2 shows the extent of work-life balance of faculty in selected nursing schools in Sulu in the, in the context of Workload. The results reveal that the total mean score is 2.9925, which is categorized as “Neutral” according to the legend. This indicates that, on average, faculty members neither agree nor disagree that their workload is balanced with their personal life. The standard deviation (SD) for the total is 0.76826, suggesting a moderate variability in the faculty members’ perceptions of their workload balance.

1.3. In the context of Work Arrangement

Table 1.3 *Extent of work-life balance of faculty in selected nursing schools in Sulu in the, in the context of Work Arrangement.*

Statements	Mean	SD	Rating
1. I have flexible work arrangements to support work-life balance.	3.72	.866	Agree
2. The school culture encourages to prioritize personal well-being.	3.72	.780	Agree
3. I am comfortable speaking up if I feel overwhelmed with work.	3.61	.803	Agree
4. Our manager allows us to switch working hours.	3.51	1.010	Agree
Total	3.6400	.64874	Agree

Legend: 4.50-5.00 = Strongly Agree (SA), 3.50-4.49 = Agree (A), 2.50-3.49 = Neither Agree nor Disagree (NA/ND), 1.50-2.49 = Disagree (D), 1.00-1.49 = Strongly Disagree (SD)

Table 2.3 shows the extent of work-life balance of faculty in selected nursing schools in Sulu in the, in the context of work arrangement. The results reveal that the total mean score is 3.6400, which falls into the “Agree” category according to the legend. This indicates that, on average, faculty members agree that their work arrangements support their work-life balance. The standard deviation (SD) for the total is 0.64874, suggesting a lower variability in faculty members’ perceptions of their work arrangements compared to other aspects of work-life balance.

1.4. In the context of Reward Schemes

Table 1.4 *Extent of work-life balance of faculty in selected nursing schools in Sulu in the, in the context of Reward Schemes.*

Statements	Mean	SD	Rating
1. I receive my bonuses on time.	3.55	1.132	Agree
2. I am rewarded for completing a task on time.	3.38	1.108	Neutral
3. I receive an overtime pay for working overtime.	3.50	1.210	Agree
4. Our school gives recognition to hard working faculty.	3.58	1.056	Agree
Total	3.5025	.86711	Agree

Legend: 4.50-5.00 = Strongly Agree (SA), 3.50-4.49 = Agree (A), 2.50-3.49 = Neutral (N), 1.50-2.49 = Disagree (D), 1.00-1.49 = Strongly Disagree (SD)

Table 2.4 shows the extent of work-life balance of faculty in selected nursing schools in Sulu in the, in the context of Reward Schemes. The results reveal that the total mean score is 3.5025, which is categorized as “Agree” according to the legend. This indicates that, on average, faculty members agree that the reward schemes in place are satisfactory. The standard deviation

(SD) for the total is 0.86711, suggesting a moderate variability in the faculty members’ perceptions of the reward schemes.

1.5. In the context of Leave Policies

Table 1.5 *Extent of work-life balance of faculty in selected nursing schools in Sulu in the, in the context of Leave Policies.*

Statements	Mean	SD	Rating
1. I enjoy my leave without bothers from work assignments.	3.64	1.030	Agree
2. I able to use vacation leave without thinking of school workload.	3.46	1.077	Neutral
3. I receive leave service credits for doing overtime work.	3.23	1.145	Neutral
4. We receive a one day leave for our birthdays.	3.27	1.246	Neutral
Total	3.4000	.82266	Neutral

Legend: 4.50-5.00 = Strongly Agree (SA), 3.50-4.49 = Agree (A), 2.50-3.49 = Neutral (N), 1.50-2.49 = Disagree (D), 1.00-1.49 = Strongly Disagree (SD)

Table 1.5 shows the extent of work-life balance of faculty in selected nursing schools in Sulu in the, in the context of Leave Policies. The results reveal that the total mean score is 3.4000, which is categorized as “Neutral” according to the legend. This indicates that, on average, faculty members neither agree nor disagree that the leave policies effectively support their work-life balance. The standard deviation (SD) for the total is 0.82266, suggesting a moderate variability in the faculty members’ perceptions of the leave policies.

1.6. In the context of Role Pressure

Table 1.6 *Extent of work-life balance of faculty in selected nursing schools in Sulu in the, in the context of Role Pressure.*

Statements	Mean	SD	Rating
1. My work schedule permits quality time with loved ones.	3.60	.943	Agree
2. I am able to disconnect from work-related tasks during my personal time.	3.50	.927	Agree
3. I am able to lay extra hours for exercise and leisure.	3.44	.891	Neutral
4. I can comfortably adjust my work schedule for personal commitments.	3.47	.810	Neutral
Total	3.5025	.76169	Agree

Legend: 4.50-5.00 = Strongly Agree (SA), 3.50-4.49 = Agree (A), 2.50-3.49 = Neutral (N), 1.50-2.49 = Disagree (D), 1.00-1.49 = Strongly Disagree (SD)

Table 2.6 shows the extent of work-life balance of faculty in selected nursing schools in Sulu in the, in the context of Role Pressure. The results reveal that the total mean score is 3.5025, which is categorized as “Agree” according to the legend. This suggests that, on average, faculty members agree that they can manage role pressure in a way that supports their work-life balance. The standard deviation (SD) for the total is 0.76169, indicating a moderate level of variability in faculty members’ perceptions of role pressure.

Question 2: What is the level of job satisfaction of faculty in selected nursing schools in Sulu in the context of 2.1 Work and Workplace, 2.2 Supervisor and Management, 2.3 Benefits and Rewards, 2.4 Recognition, and 2.5 Communication?

2.1. In the context of Work and Workplace

Table 2.1 Level of job satisfaction of faculty in selected nursing schools in Sulu in the context of Work and Workplace.

Statements	Mean	SD	Rating
1. Many of our rules and procedures need to be streamlined.	3.63	.906	Agree
2. I like the people I work with.	3.71	1.057	Agree
3. I find I have to work harder at my job because of the incompetence of people I work with.	3.32	1.230	Neutral
4. I like doing the things I do at work.	3.88	.832	Agree
5. I have too many duties and responsibilities.	3.67	.877	Agree
6. I have the opportunity to take part in trainings, webinars, meetings and outreach activities.	3.81	.748	Agree
7. I receive the information, tools and resources I need to do my job effectively.	3.73	.737	Agree
8. I know what is expected of me at work.	3.77	.750	Agree
9. I am allowed/encouraged to make decisions to solve problems for my customers.	3.81	.775	Agree
10. I know how to measure the quality of my work.	3.88	.756	Agree
11. The people I work with cooperate as a team.	3.94	.839	Agree
12. I have a safe workplace.	4.00	.888	Agree
13. I would not consider leaving my job.	3.79	1.057	Agree
14. I would consider leaving my job for another with greater opportunities for advancement.	3.46	1.141	Neutral
15. All employees have an equal opportunity to further their education.	3.88	.956	Agree
16. I feel my job has value to the community.	3.92	.872	Agree
17. There are other job skills I would like to learn.	3.87	.849	Agree
Total	3.7688	.62417	Agree

Legend: 4.50-5.00 = Strongly Agree (SA), 3.50-4.49 = Agree (A), 2.50-3.49 = Neutral (N), 1.50-2.49 = Disagree (D), 1.00-1.49 = Strongly Disagree (SD)

Table 2.1 shows the level of job satisfaction of faculty in selected nursing schools in Sulu in the context of Work and Workplace. The results reveal that the total mean score is 3.7688, which falls into the “Agree” category according to the legend. This suggests that, on average, faculty members agree that they are satisfied with their work and workplace conditions. The standard deviation (SD) for the total is 0.62417, indicating a moderate level of variability in faculty members’ perceptions of job satisfaction.

2.2 In the context of Supervisor and Management

Table 2.2 Level of job satisfaction of faculty in selected nursing schools in Sulu in the context of Supervisor and Management.

Statements	Mean	SD	Rating
1. My department or agency practices high standards and ethics.	3.99	.882	Agree
2. My supervisor shows interest in my feelings and acknowledges my concerns.	3.90	.893	Agree
3. My supervisor treats me with dignity and respect.	3.95	.869	Agree
4. My agency consistently demonstrates support for a diverse workforce.	3.96	.840	Agree

5. My supervisor holds me and my co-workers accountable for performance.	3.91	.818	Agree
6. I can rely on my supervisor.	3.91	.793	Agree
Total	3.9367	.76018	Agree

Legend: 4.50-5.00 = Strongly Agree (SA), 3.50-4.49 = Agree (A), 2.50-3.49 = Neutral (N), 1.50-2.49 = Disagree (D), 1.00-1.49 = Strongly Disagree (SD)

Table 2.2 shows the level of job satisfaction of faculty in selected nursing schools in Sulu in the context of Supervisor and Management. The results reveal that the total mean score is 3.9367, which falls into the “Agree” category according to the legend. This indicates that, on average, faculty members agree that they are satisfied with their supervisors and the management practices. The standard deviation (SD) for the total is 0.76018, suggesting a moderate level of variability in the faculty members’ perceptions of their satisfaction with supervisors and management.

2.3 In the context of Benefits and Rewards

Table 2.3 Level of job satisfaction of faculty in selected nursing schools in Sulu in the context of Benefits and Rewards.

Statements	Mean	SD	Rating
1. I feel I am being paid a fair amount for the work I do.	3.73	.952	Agree
2. I am not satisfied with the benefits I receive.	3.25	1.058	Neutral
3. I would like to work more/less hours.	3.36	1.020	Neutral
4. I would like to see a social committee for lunches and special days (slipper days, tiara days, flowers in your hair day, jewelry day, ugly sweater day, etc.)	3.21	1.047	Neutral
5. There are few rewards for those who work here.	3.25	.999	Neutral
Total	3.3600	.74019	Neutral

Legend: 4.50-5.00 = Strongly Agree (SA), 3.50-4.49 = Agree (A), 2.50-3.49 = Neutral (N), 1.50-2.49 = Disagree (D), 1.00-1.49 = Strongly Disagree (SD)

Table 2.3 shows the level of job satisfaction of faculty in selected nursing schools in Sulu in the context of Benefits and Rewards. The results reveal that the total mean score is 3.3600, which is categorized as “Neutral” according to the legend. This indicates that, on average, faculty members neither agree nor disagree that they are satisfied with the benefits and rewards associated with their job. The standard deviation (SD) for the total is 0.74019, suggesting a moderate level of variability in faculty members’ perceptions of their satisfaction with benefits and rewards.

2.4 In the context of Recognition

Table 2.4 Level of job satisfaction of faculty in selected nursing schools in Sulu in the context of Recognition.

Statements	Mean	SD	Rating
1. I do not feel that the work I do is appreciated.	3.20	1.110	Neutral
2. My performance evaluation provides me with meaningful information about my performance.	3.69	.907	Agree
3. I would appreciate management recognition on my anniversary.	3.51	1.030	Agree
4. I would like to see employee recognition and appreciation by management and my fellow employees.	3.71	.902	Agree
Total	3.5275	.74611	Agree

Legend: 4.50-5.00 = Strongly Agree (SA), 3.50-4.49 = Agree (A), 2.50-3.49 = Neutral (N), 1.50-2.49 = Disagree (D), 1.00-1.49 = Strongly Disagree (SD)

Table 2.4 shows the level of job satisfaction of faculty in selected nursing schools in Sulu in the context of Recognition. The results reveal that the total mean score is 3.5275, which falls into the “Agree” category according to the legend. This indicates that, on average, faculty members agree that they receive a satisfactory level of recognition for their work. The standard deviation (SD) for the total is 0.74611, suggesting a moderate level of variability in faculty members’ perceptions of recognition.

2.5 In the context of Communication

Table 2.5 Level of job satisfaction of faculty in selected nursing schools in Sulu in the context of Communication.

Statements	Mean	SD	Rating
1. Communications seem good within this organization.	3.83	.853	Agree
2. As it plans for the future, my department or agency asks for my ideas.	3.70	.745	Agree
3. I have the opportunity to give input on decisions affecting my work.	3.73	.750	Agree
4. I know how my agency measures its success.	3.79	.844	Agree
Total	3.7625	.73286	Agree

Legend: 4.50-5.00 = Strongly Agree (SA), 3.50-4.49 = Agree (A), 2.50-3.49 = Neutral (N), 1.50-2.49 = Disagree (D), 1.00-1.49 = Strongly Disagree (SD)

Table 3.5 shows the level of job satisfaction of faculty in selected nursing schools in Sulu in the context of Communication. The results reveal that the total mean score is 3.7625, which falls into the “Agree” category according to the legend. This indicates that, on average, faculty members agree that they are satisfied with the communication within their organization. The standard deviation (SD) for the total is 0.73286, suggesting a moderate level of variability in faculty members’ perceptions of communication satisfaction.

Question 3: Is there a significant correlation between the extent of work- life balance and levels of Job Satisfaction among faculty in selected Nursing Schools in Sulu?

Table 3.1 Correlation between the extent of work-life balance and level of job satisfaction among faculty in selected nursing school in Sulu.

Variables		Pearson <i>r</i>	Sig.	N	Description
Dependent	Independent				
Extent of work-life balance	Level of job satisfaction	.763*	0.000	100	Very High

*Correlation coefficient is significant at alpha .05

Correlation Coefficient Scales Adopted from Hopkins, Will (1002):

0.0-0.1 = Nearly Zero; 0.1-0.3 = Low; 0.3-0.5 = Moderate; 0.5-0.7 = High; 0.7-0.9 = Very High; 0.9-1 = Nearly Perfect

Table 6 shows the correlation between the extent of work-life balance and level of job satisfaction among faculty in selected nursing school in Sulu. As shown in the table, the Pearson correlation coefficient *r* of .763 indicates a very high positive correlation between the extent of work-life balance and the level of job satisfaction among faculty in the selected nursing school. This suggests that as work-life balance increases, so does job satisfaction. The significance (Sig.) value of .000 indicates that this result is statistically significant, meaning there’s a very low probability that this correlation is due to chance. The study suggests that improving work-life balance is likely to enhance job satisfaction among the faculty members surveyed.

6. Conclusion

Based on the findings:

- 1) Overall, the faculty's sentiment towards work-life balance is cautiously optimistic, with a tendency to agree on most aspects but a notable uncertainty regarding workload and leave policies. This mixed response highlights areas of potential improvement for the institutions to consider, aiming to enhance faculty satisfaction and overall well-being in their professional and personal lives. The moderate variability in perceptions also calls for a tailored approach to address the diverse needs of the faculty members.
- 2) The overall job satisfaction among the faculty of nursing schools in Sulu is positive, with most aspects of their professional environment meeting their expectations. The neutrality observed in the area of benefits and rewards could be an opportunity for improvement. Addressing this could enhance the faculty's overall job satisfaction and contribute to a more fulfilling work experience. The moderate variability in responses also highlights the importance of recognizing and catering to individual needs within the faculty.
- 3) The findings underscore the importance of work-life balance as a key contributor to job satisfaction among educators. Institutions that prioritize and implement policies to improve work-life balance are likely to see a corresponding increase in job satisfaction levels. This relationship is crucial for the well-being of faculty members and can have a positive impact on the overall educational environment.

7. Recommendation

Based on the findings and conclusions, this study forwards the following recommendations:

- 1) School Administrators may develop and implement policies that address workload management and leave policies to improve work-life balance. This could involve flexible scheduling, mental health days, and support for professional development.
- 2) Nursing Faculty members may actively engage in open dialogues with administration regarding their needs and expectations. It's important to seek out professional development opportunities that align with personal career goals and to utilize available support systems for managing role pressure. Networking within and beyond the institution can provide fresh perspectives and coping strategies.
- 3) Further research may explore the specific factors that contribute to the perceptions of work-life balance and job satisfaction among nursing faculty. Investigating the impact of demographic variables on these perceptions can provide deeper insights. Additionally, longitudinal studies could assess the long-term effects of institutional policies on faculty well-being and job satisfaction.

8. References

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