



TIME MANAGEMENT SKILLS AND PERFORMANCE OF PART-TIME FACULTY IN MANDAUE CITY

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Abstract:

This study investigates the level of time management practices and the performance of part-time faculty members across two colleges in Mandaue City. With the increasing numbers of part-time faculty in higher education institutions, understanding the factors that contribute to their effectiveness is crucial for improving overall educational outcomes. This quantitative descriptive study investigated the influence of time management on the performance of 62 part-time faculty members. A self-made questionnaire, proven reliable with an alpha coefficient of 0.89, assessed time management practices and faculty performance. Using weighted mean analysis, the findings highlighted the significant role of effective time management in part-time faculty success. Proficient time management enables faculty to balance teaching responsibilities with other commitments, allowing them to address multiple aspects of their role and ultimately improve their teaching performance. This study underscores the importance of time management skills for part-time faculty and proposes the integration of a time management catalogue into faculty development programs to enhance overall performance. The results of this investigation provide compelling evidence of the remarkable effectiveness and proficiency demonstrated by part-time faculty members in Mandaue City, particularly evident across multiple facets of their teaching responsibilities and instructional practices. The study advocates for tailored faculty development programs that address specific challenges related to time management, offering targeted support to ensure part-time faculty can optimize their performance. By implementing these recommendations, educational institutions can help part-time faculty members meet the demands of their roles more effectively, ultimately leading to enhanced teaching outcomes and better educational experiences for students.

Keywords: Time Management Skills, Part-time Faculty, Performance, Challenges, and Higher Education

Introduction:

In the evolving landscape of higher education, part-time faculty plays an important role by offering specialized knowledge and diverse perspectives. However, managing the complexities of part-time teaching often alongside additional professional, personal, and educational commitments requires effective time management skills. As highlighted by Olivo



(2021), faculty in this capacity must prioritize classroom instruction and wholeheartedly embrace their professional commitments, mirroring the same level of passion and dedication they apply to their personal pursuits. This perspective resonates with the findings of Jundran and Saleem (2021), who underscore the pivotal role of time management in discerning the most productive periods of the day. Despite existing research on part-time faculty, there is a notable gap in understanding the specific time management challenges and strategies of part-time educators in Mandaue City. Understanding the task organization, utilization of syllabus, grading efficiency, work-life balance, utilization of technology, teaching approaches, instructional preparation, clear communication, assessment of learning, and continuous professional improvement of part-time faculty were crucial to address these gaps. The main purpose of the study was to determine the time management skills and performance of the part-time faculty in Mandaue City. The researchers aimed to gain insights into the unique challenges and strategies associated with part-time teaching roles in this specific locality. This investigation will contribute valuable information that could inform educational institutions, administrators, and policymakers on ways to support and enhance the performance of part-time faculty members. By addressing these factors, the study anticipates providing helpful recommendations for developing target interventions and support systems that could help part-time faculty maximize their time and ultimately enhance their performance in the workplace. By carefully examining the unique difficulties that Mandaue City's part-time faculty members encounter, this research aimed to further the discussion on good strategies and establish a supportive work environment for faculty in comparable situations.

Literature Review:

Time management is a vital aspect of a teacher's life. According to Santelli et al. (2020), Part-time faculty often encounter challenges in managing their workload and prioritizing tasks due to time and resource constraints, which could contribute to stress and burnout, ultimately impacting their job satisfaction and effectiveness in the classroom. To address these issues, academic institutions should prioritize understanding the needs and perspectives of part-time faculty and ensure equitable support and resources for all faculty members, regardless of their employment status.

Time Management Skills

Lualhati (2019) investigated time management challenges among faculty members at a state university in the Philippines. The research identified common struggles, including scheduling, goal setting, task prioritization, interruptions, and paperwork management. To support faculty success, the study suggests implementing interventions and tailored training programs to enhance time management skills specific to educators' needs. Similarly, Bajec (2019) explored the influence of a present-fatalistic mindset on time management behaviors. His findings indicate that this outlook negatively affects key practices such as goal-setting, prioritization, scheduling, planning, and perceived control of time. This connection between mindset and behavior underscores the importance of fostering a proactive, future-oriented approach to time management for better outcomes.

Part-Time Faculty

Part-time faculty often feel marginalized in their work, seeking innovative policy changes for fair treatment and recognition, as noted by Zitko and Schultz (2020). Respect, job stability, equity, inclusiveness, and the opportunity to earn a sustainable income in their chosen fields are reasonable requests that should be prioritized in higher education institutions' policy-making and management plans. Lazarides et al. (2019) found that faculty enthusiasm positively correlates with student performance and motivation, emphasizing the importance of supportive working conditions for educators. Mercer (2018) underscores the significance of faculty empowerment in challenging unjust employment practices and advocating for better working conditions. Precarious employment contributes to power imbalances in society, necessitating collective efforts to demand fair treatment and improved futures for both faculty and students. By empowering faculty and addressing systemic challenges, positive changes could be initiated to create a more equitable and supportive academic environment.

Performance

Valery et al. (2023) stressed the importance of work-life balance in boosting faculty performance, particularly among part-time faculty members, fostering a positive dynamic within departments. Eslami et al. (2023) discussed how excessive workloads could hinder part-time faculty members' ability to balance work and personal pursuits, influencing their perspectives and behaviors. These studies collectively underscore the importance of promoting work-life balance among educators to optimize job satisfaction and overall professional effectiveness. Teaching effectiveness, as suggested by Hempel et al. (2020), remains consistent regardless of the delivery format—whether in-person or online. The fundamental



principles of fostering student engagement and promoting critical thinking are essential for effective teaching across all instructional modes. Aswani (2021) emphasized the importance of dynamic interactions, including clarification and challenging discussions, to support student success, and enhanced comprehension and critical thinking abilities. These interactive teaching methods contribute to create a supportive learning environment that encouraged active student participation and deeper understanding.

Research Method:

To collect the data required for the study, the researchers employed a quantitative descriptive research design. This design focuses on gathering and analyzing numerical data to describe the time management skills and performance of part-time faculty in Mandaue City. The study used non-probability sampling, more specifically convenience sampling, in selecting respondents based on their availability, willingness to participate, and adherence to the inclusion criteria. The respondents were part-time faculty from two institutions in Mandaue City: one local college and one university. A self-made questionnaire, validated with a reliability score of 0.89, was utilized to assess the respondents' time management skills and performance. This instrument included a 5-point Likert scale to evaluate various dimensions of time management and its impact on performance. Data was collected through paper questionnaires and secure online surveys, with strategies in place to ensure data quality and confidentiality.

Findings and Discussion:

This section presented the results, the analysis, and the interpretation of data gathered from the answers to the questionnaires distributed. The data were presented in tabular form following the specific questions posited in the statement on the problem.

Part 1. Level of Time Management Skills

This section reveals the level of time management skills among part-time faculty members. This is presented in the tables below.

Table 1. Task Organization

Statements	Weighted Mean	Verbal Interpretation
1. I can adeptly organize my tasks to ensure timely completion.	4.42	Always
2. I prioritize tasks based on their importance	4.47	Always
3. Prioritizing my responsibilities is something that comes naturally to me.	4.89	Always
4. Systematically organizing my to-do list, I consider both urgency and importance.	4.68	Always
5. I am skilled at identifying tasks that require immediate attention.	4.79	Always
Total Weighted Mean	4.65	Always

Legend: Never(N):1.0 to 1.79; Rarely(R):1.80 to 2.59; Sometimes(S):2.60 to 3.39; Often(O):3.40 to 4.19; Always(A)4.20 to 5.0.



This table presents the level of time management skills of part-time faculty members in terms of task organization. The highest weighted mean score is 4.89, indicating that part-time faculty excels at prioritizing their responsibilities. The lowest weighted mean score is 4.42, which relates to how effectively part-time faculty organize tasks to ensure timely completion.

Table 2. Utilization of Syllabus

Statements	Weighted Mean	Verbal Interpretation
1. consistently strategize and organize my teaching activities in advance.	4.79	Always
2. I ensure thorough preparation for every teaching session.	4.74	Always
3. Planning helps me deliver more effective lessons.	4.89	Always
4. I utilize the syllabus comprehensively.	4.58	Always
5. I proactively anticipate challenges and incorporate them into my planning process.	4.58	Always
Total Weighted Mean	4.89	Always

Legend: Never(N):1.0 to 1.79; Rarely(R):1.80 to 2.59; Sometimes(S):2.60 to 3.39; Often(O):3.40 to 4.19; Always(A)4.20 to 5.0.

The findings reveal that part-time faculty demonstrate strong proficiency in lesson planning, reflected by the highest weighted mean score of 4.89. This capability is likely instrumental in enhancing their lesson delivery effectiveness. Conversely, the lowest weighted mean score of 4.58 pertains to the comprehensive utilization of the syllabus and proactive



anticipation of challenges by part-time faculty. This suggests an opportunity for faculty members to leverage the syllabus more comprehensively and proactively.

Table 3. Grading Efficiency

Statements	Weighted Mean	Verbal Interpretation
1. I am capable of completing grading tasks within set deadlines.	4.37	Always
2. I give priority to grading to provide timely feedback for students.	4.53	Always
3. I have a systematic approach to managing grading tasks.	4.58	Always
4. Grading is efficiently managed as part of my routine.	4.68	Always
Total Weighted Mean	4.54	Always

Legend: Never(N):1.0 to 1.79; Rarely(R):1.80 to 2.59; Sometimes(S):2.60 to 3.39; Often(O):3.40 to 4.19; Always(A)4.20 to 5.0.

The highest weighted mean score of 4.68 reflects the strong efficiency of part-time faculty members in managing student grades as part of their routine responsibilities. In contrast, the lowest weighted mean score of 4.37 suggests that many part-time faculty members may benefit from improving their time management skills to meet grading deadlines effectively.

Table 4. Work-Life Balance

Statements	Weighted Mean	Verbal Interpretation
1. I effectively manage my part-time teaching responsibilities while maintaining a healthy work-life balance.	4.68	Always
2. Fulfilling both teaching duties and personal commitments is a successful aspect of my routine.	4.63	Always
3. Prioritizing a balance between professional and personal life is a crucial aspect of my priorities.	4.53	Always
4. I am adaptable, allowing me to adjust my schedule to meet both professional and personal needs effectively.	4.68	Always
5. The impact of my teaching responsibilities on my personal life is minimal.	4.11	Often
Total Weighted Mean	4.89	Always

Legend: Never(N):1.0 to 1.79; Rarely(R):1.80 to 2.59; Sometimes(S):2.60 to 3.39; Often(O):3.40 to 4.19; Always(A)4.20 to 5.0.



On one hand, the highest weighted mean score is 4.68, indicating that part-time faculty members demonstrated strong proficiency in managing their teaching duties while achieving a healthy work-life balance. They exhibited adaptability by effectively adjusting their schedules to accommodate both professional and personal needs. On the other hand, the lowest weighted mean score is 4.11, underscoring the significant impact of teaching responsibilities on the personal lives of many part-time faculty members. According to Tumalon (2020), the demands of performance measures and classroom activities, along with feelings of being overlooked, could lead to teacher resentment and pose emotional, social, and financial challenges. This highlights the importance of providing mental health support and care to mitigate the negative effects of teaching responsibilities on personal well-being. Such adaptability not only enhances their overall well-being but also positively influences their teaching effectiveness and job satisfaction.

Table 5. Utilization of Technology

Statements	Weighted Mean	Verbal Interpretation
1. I employ technology tools to simplify administrative tasks related to teaching.	4.42	Always
2. Technology significantly boosts my effectiveness in handling various teaching activities.	4.68	Always
3. I utilize technology for tasks such as grading and communication with students, enhancing overall efficiency.	4.95	Always
4. Proficiency in using diverse technological tools is a skill I possess for effective teaching.	4.47	Always
5. Technology plays a vital role in the organization and management of my teaching workload.	4.84	Always
Total Weighted Mean	4.67	Always

Legend: Never(N): 1.0 to 1.79; Rarely(R): 1.80 to 2.59; Sometimes(S): 2.60 to 3.39; Often(O): 3.40 to 4.19; Always(A) 4.20 to 5.0.

The data indicates that the highest weighted mean is 4.95, which implies that most part-time faculty members use technology for tasks such as grading and communicating with students, which results in the most significant improvement in overall efficiency. The lowest weighted mean is 4.42, suggesting that while technology was utilized to simplify administrative tasks associated with teaching, the increase in efficiency is less significant.

Table 6. Summary of the Level of Time Management Skills

This table showcases the summary of the level of time management for part-time faculty.



Level of Time Management	Weighted Mean	Verbal Interpretation
Task Organization	4.65	Always
Utilization of Syllabus	4.89	Always
Grading Efficiency	4.54	Always
Work-Life Balance	4.53	Always
Utilization of Technology	4.67	Always
Task Organization	4.65	Always

Legend: Never(N):1.0 to 1.79; Rarely(R):1.80 to 2.59; Sometimes(S):2.60 to 3.39; Often(O):3.40 to 4.19; Always(A)4.20 to 5.0.

Among all the factors, work-life balance, grading efficiency, and task organization are the factors that need improvement for part-time faculty to work on as they impact in terms of teaching efficiently. In grading efficiency, grading inefficiently may cause delays in providing feedback for students that may affect their academic performance. Organizing tasks ineffectively can lead to missed deadlines, especially in grading, this may also cause disorganizing work and novice work that results in ineffective teaching.

Part 2. Teacher's Performance Self-Assessment

This section describes the performance of part-time faculty members. This can be seen in the tables below.

Table 7. Teaching Approaches

Statements	Weighted Mean	Verbal Interpretation
1. I consistently involve students in discussions and activities throughout class sessions.	4.84	Always
2. Creating a positive and inclusive classroom atmosphere to foster student participation is a priority for me.	4.89	Always
3. I employ diverse teaching methods to maintain student interest and active involvement in the learning process.	4.79	Always
4. Constructive feedback is provided to students, contributing to their learning and overall development.	4.68	Always
5. Adapting my teaching style to meet the diverse learning needs and preferences of students is an integral aspect of my approach.	4.79	Always
Total Weighted Mean	4.80	Always

Legend: Never(N):1.0 to 1.79; Rarely(R):1.80 to 2.59; Sometimes(S):2.60 to 3.39; Often(O):3.40 to 4.19; Always(A)4.20 to 5.0.

The data reveals that faculty prioritize cultivating a positive and inclusive classroom environment, as evidenced by the highest weighted mean of 4.89. This focus underscores the importance placed on fostering a supportive atmosphere where all students feel valued and motivated to actively participate in their learning journey. Conversely, providing constructive feedback to students, crucial for their learning and growth, received the lowest weighted mean of 4.68.



Table 8. Lesson Preparation

Statements	Weighted Mean	Verbal Interpretation
1. I consistently arrive prepared with well-organized lesson plans and materials for every class.	4.74	Always
2. Integrating relevant and current resources into my teaching materials is a regular practice to enhance the learning experience.	4.79	Always
3. Efficient time management ensures smooth and organized class sessions in my teaching approach.	4.74	Always
4. A structured and logical flow of content characterizes my teaching materials and presentations.	4.68	Always
5. Adapting teaching materials to meet the specific needs and interests of my students is a key aspect of my instructional strategy.	4.63	Always
Total Weighted Mean	4.72	Always

Legend: Never(N):1.0 to 1.79; Rarely(R):1.80 to 2.59; Sometimes(S):2.60 to 3.39; Often(O):3.40 to 4.19; Always(A)4.20 to 5.0.

The highest weighted mean score of 4.79 indicates that part-time faculty excel at integrating relevant and current resources into their teaching materials. This practice enhanced the learning experience by exposing students to up-to-date information and diverse perspectives. The lowest weighted mean score of 4.63 suggests that part-time faculty should adapt teaching materials to meet the specific needs and interests of their students and could benefit from incorporating differentiated instruction strategies.

Table 9. Clear Communication

Statements	Weighted Mean	Verbal Interpretation
1. I articulate concepts clearly, employing language suitable for my students' comprehension.	4.94	Always
2. Promoting open communication, I am readily available for student inquiries and clarification.	4.94	Always
3. Visual aids and examples are utilized to augment the clarity of my explanations.	4.71	Always
4. I am responsive to student feedback, adapting my communication style accordingly.	4.88	Always
5. Additional resources or support are provided for students requiring further clarification.	4.94	Always
Total Weighted Mean	4.88	Always

Legend: Never(N):1.0 to 1.79; Rarely(R):1.80 to 2.59; Sometimes(S):2.60 to 3.39; Often(O):3.40 to 4.19; Always(A)4.20 to 5.0.

The highest weighted mean score is 4.94, indicating that part-time faculty use language suitable for students' comprehension, are open to student inquiries, and provide additional resources to students requiring further clarification. The lowest weighted mean is 4.71, which refers to the utilization of visual aids and examples that enhance the clarity of



part-time faculty explanations. This suggests that part- time faculty should create clear visual aids and use examples to help students understand better.

Table 10. Assessment of Learning

Statements	Weighted Mean	Verbal Interpretation
1. I regularly assess student understanding through methods like quizzes and assignments.	4.74	Always
2. I provide timely and constructive feedback to help students improve their performance.	4.84	Always
3. I use a variety of assessment tools to cater to different learning styles and preferences.	4.58	Always
4. I communicate assessment criteria clearly to students before assignments or exams.	4.79	Always
5. I encourage self- assessment and reflection as part of the learning process.	4.68	Always
Total Weighted Mean	4.73	Always

Legend: Never(N):1.0 to 1.79; Rarely(R):1.80 to 2.59; Sometimes(S):2.60 to 3.39; Often(O):3.40 to 4.19; Always(A)4.20 to 5.0.

The highest weighted mean is 4.84, implying that most faculty members provide timely and constructive feedback to help students improve their performance. As stated by Ion et al. (2018), providing feedback to students helps them aim for better learning experiences, as feedback plays a vital role in enhancing the quality of learning. The lowest weighted mean score is 4.58, suggesting a need to innovate assessment tools to cater to different learning styles for a better learning experience. The lowest weighted mean score is 4.58, suggesting a need to innovate assessment tools to cater to different learning styles for a better learning experience.

Table 11. Continuous Professional Improvement

Statements	Weighted Mean	Verbal Interpretation
1.I actively seek professional development opportunities to enhance my teaching skills.	4.68	Always
2. I reflect on my teaching practices and make adjustments based on feedback and experiences.	4.74	Always
3. I stay informed about new educational trends and incorporate innovative approaches into my teaching.	4.68	Always
4. I collaborate with colleagues and attend workshops to stay updated on effective teaching strategies.	4.47	Always
5. I am committed to continuous learning and growth as a part-time teacher.	4.89	Always
Total Weighted Mean	4.69	Always

Legend: Never(N):1.0 to 1.79; Rarely(R):1.80 to 2.59; Sometimes(S):2.60 to 3.39; Often(O):3.40 to 4.19; Always(A)4.20 to 5.0.



The highest weighted mean score is 4.89, indicating that most part-time faculty are committed to continuous learning and growth as part-time teachers. The lowest weighted mean score is 4.47, indicating that part-time faculty need to interact with other faculty members and attend workshops and seminars more frequently to enhance their teaching strategies.

Table 12. Summary of Teacher's Performance

This table showcases the summary of the part-time faculty's performance.

Teacher's Performance	Weighted Mean	Verbal Interpretation
Teaching Approaches	4.80	Always
Lesson Preparation	4.72	Always
Clear Communication	4.88	Always
Assessment of Learning	4.73	Always
Continuous Professional Development	4.69	Always

Never(N):1.0 to 1.79; Rarely(R):1.80 to 2.59; Sometimes(S):2.60 to 3.39; Often(O):3.40 to 4.19; Always(A):4.20 to 5.0.

The areas requiring improvement for the performance of part-time faculty include Continuous Professional Improvement, Lesson Preparation, and Assessment of Learning. Inadequate lesson preparation suggests that some part-time faculty may not be sufficiently ready for class, resulting in less effective instruction and decreased student engagement. Furthermore, assessment for learning reveals potential gaps in faculty's ability to accurately assess student understanding, provide meaningful feedback, and adjust instructional strategies accordingly. Thus, part-time faculty should collaborate with colleagues and participate in workshops to stay informed about effective teaching strategies for continuous professional improvement. Doing so fosters a growth mindset, encouraging faculty to regularly reflect on and refine their teaching practices. Without these efforts, part-time faculty may rely on outdated methods, diminishing their effectiveness in the classroom and limiting their capacity to meet diverse student needs.

Conclusion:

Based on the study's findings, part-time faculty members need to enhance their communication skills with colleagues and improve their work-life balance to manage their responsibilities effectively. The findings also indicated that part-time faculty are adept at utilizing their syllabus and managing their time efficiently. Despite these strengths, the need for improved communication and work-life balance underscores areas where support and development are crucial. Strengthening these aspects could foster more cohesive teamwork and a healthier balance between professional and personal responsibilities, ultimately leading to more effective teaching and better overall performance.

Limitations and Further Research:

School administrators can create additional time management support systems. This could involve designated quiet spaces for faculty to work during breaks or the creation of online time management resources accessible to all faculty members. Future researchers can use the result of this study to conduct further research to explore the direct impact of improved faculty time management practices on student learning outcomes. This could involve longitudinal studies that track



student achievement, engagement, and satisfaction in courses taught by part-time faculty who implement time management strategies.

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