



Work Life Balance Among Nurse Educators Towards Quality Life: A Mixed Method Study

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Abstract

Work-Life balance is completely an imminent problem that needs to be addressed across all organizations. The nursing field, especially nurses in the Academe is not excused due to multiple roles they are facing. This study was intended to determine and explore the work life balance among nurse educators towards quality life. The respondents of the study were the nurse educators of the Schools of Nursing in the city Baguio and the province of Benguet, Philippines. The research utilized Mixed Method design specifically, sequential explanatory strategy. It was found out that work-life balance of nurse educators vary and that nurse educators can maintain their composure in their work with or without interference with personal life or vice versa despite their very complex roles. Further exploring the verbatim accounts of the participants, the researchers extracted participants' significant statements and organized into themes. Three main themes surfaced as similar among the participants: Time scheduling, demarcation of work and life and multitasking. It is recommended therefore that nurse educators should maintain their composure towards quality work and life despite their complex roles. To do this, they should put demarcation or boundary in their work and personal life.

Keywords: *Balance; Work; Life; Nurse Educators; Personal Interference*

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1. Introduction

With today's modern era, rapid changes occur as a collective result of the advances that leads to more complex roles of work and life. It is in this essence that individual has to balance everything in order to cope up and adjust. At present, the balance of work and life seems to be ever growing concerns that call to address and that to be of more worth in the workplace, family and to the community. While it is believed that work and life balance are critical determinant in the realization of the goal in life, many factors and issues that put some difference for the individual to cope are to be considered. Researchers from the different disciplines have flaunted the results of the issues and results relating to work life balance [1,2,3,4] however, there is less or even no single study published on the part of the nurse educators notwithstanding on their complex roles. Conceptually, it has been accrued that there is no single definition of work life balance [5] but it can typified as a state of well-being that a person can reach or can set as a goal in order to allow them to manage effectively multiple responsibilities at work, at home and in their community [6]. Work life balance is a concept that supports the efforts of employees to split their time and energy between work and the other important aspects of their lives [7]. work-life balance is about effectively managing the juggling act between paid work and all other activities that are important to people such as personal, family, community and leisure time [8].

Understanding further in its specific context, the work-life balance is the stability of personal, family and work amidst multifarious roles as an individual. It means that an individual has to take into consideration taking hold onto equalizing responsibilities to achieve quality work-life balance. As such, all of which are to be equally attended that makes an individual worth functioning in their life's roles and in the society as a whole. In this study, work life balance focuses on the three dimensions which include, work interference with personal life, personal life interferes with work and work/personal life enhancement. At present, nurse educators perform multiple task or functions in the Academe. One of such functions is the classroom based instruction in which the nurse educators spend much time preparing for concept lectures. Another is the supervision of the nursing students in their community and hospital based related learning experiences. Nurse educators also have to spare time for checking individual output of student (i.e. Test papers, case studies, etc.). With this multitasks, nurse educators are often pressured and find it difficult to balance professional work with their family life. Work-family conflict grows when either work or family roles are salient and central to a person's image of self; the more important the role is to the individual, the more effort they will invest in that role [9].

From global perspectives, many researchers tried to unveil the work-life balance and its impact on the individual. In the United States, researchers found out that 16% of workers reported difficulty balancing work and family and this was more prevalent among workers aged 30–44 (19%) compared with other age groups. Moreover, workers in agriculture, forestry, fishing, and hunting industries (9%) had a lower prevalence rate of work-family imbalance compared to all employed adults (16%). Among occupations, a higher prevalence rate of work-family imbalance was found in legal occupations (26%), whereas a lower prevalence rate was observed for workers in office and administrative support (14%) and farming, forestry, and fishing occupations (10%) [10].

In Mexico, a study of basic education teachers found that 88 per cent of staff suffers from work-related stress and that up to 54 per cent suffer from moderate to severe stress levels [11]. The authors noted that the stress experienced by teachers is significantly affected by work interference with family life. In Australia, researchers examined the positive spill-over between work and family among public and private sector workers within the country. The results showed that work–family positive spill-over is associated with reduced psychological distress and turnover intentions, while family–work positive spill-over is linked to reduced psychological distress and family satisfaction [12].

While the above statistics and cited results do not represent the whole discipline, there is a need to understand and attend to the imbalance of work and life of all employees leading to a quality life while benefiting the organization. Taking from that context, it is hypothesized that nurse educators have been dealing with imbalance due to their multifarious roles. It is a fact that they spend long hours attending to their academic duties such as classroom lectures and guiding students in their related learning experience. The complex roles of the nurse educators, muddles the quality time for the family and this may lead to dissatisfaction and eventual non productivity in the organization or worse, it leads to disengagement from family role. As pointed out that the pressures and demands of work have different impact and this leaves the individual a more negative impact than a positive one. The imbalance in the work and life of the employees may diminish perceptions of control that leads to less productivity of their work, not as much committed and dissatisfaction in the workplace and more likely to be absent or leave the organization [13,14,15]. Balancing a successful career with a personal or family life can be challenging and impact on a person’s satisfaction in their work and personal life’s roles [16]. This implies that each individual view work-life conflict differently. Conflict in the work-life has resulted in poor health and impaired wellbeing, poorer mental and physical health, less life satisfaction, increased levels of stress; leads to emotional exhaustion; less physical exercise; more drinking habits; higher anxiety and depression levels; low eating habits and fatigue [17].

The turbulence between work and life has also resulted in a higher degree of stress and exhaustion and consequently leaves the employee a worse problem to their health. The difficulty of reconciling professional and family responsibilities has also been associated with an increase in psychosomatic symptoms such as fatigue, lack of appetite and nervous tension [18]. From that context, the nurse educators are not excused as having the complex roles such as oversee students’ clinical practice, preparing for classes, and delivering lectures is quite very demanding. Such long hours attending duties and lectures may muddle the quality time for the family and self. As such, [19] in longer hours, more exhaustion and the growth of evening and weekend work results to lesser “quality” family time. The long working hours are related to difficulties in reconciling work and family life and those difficulties are related to the intention to quit; controlling for a range of factors [20]. Working long hours is neither beneficial for companies nor for individuals, and having worries about children or elderly people will only increase stress levels [21]. The control over the length of the working day and over the number of hours worked may be a significant factor helping to establish appropriate employee balances between the demands of work and home [22]. As sufficed, [23] that if an employee is enjoying positive work life balance, then the employee would be in a position to exert a high level of effort which will ensure that he would produce more. Such high level of productivity will lead to more salaries.

In a gender role context, women are said to have more imbalance of their work-life since they endow with a bulk of care for children and other family members. Women have increased their share of paid work and in most countries; men have been slow to take up a greater share of the unpaid tasks in the home [24]. Although, men usually work longer hours in employment than women, but throughout the world women continue to bear the major responsibility for housework and child care, irrespective of their working status [25]. As accorded [26], women are more likely than men to report high levels of role overload and caregiver strain. This is because women devote more hours per week than men to non-work activities such as childcare, elder care and are more likely to have primary responsibility for unpaid labor such as domestic work. Likewise, this setting applies to parents who have been acting with youngsters. It can be speculated that parents or couples have more effort to consider when balancing work and life. Parent employees exhibit significantly higher degrees of conflict between work and family/personal life than non-parents [27]. The transition to parenthood appears to be a period characterized by an increased layer of stress in which significant changes in the couple's relationship, responsibilities and preoccupations take place. On the other hand, balancing work and non-work demands is an issue for all employees who are in salaried employment, irrespective of whether they have family obligations or non. It becomes clear that the employees who live within a family structure that does not include children or those who are not married yet can experience a low level of work-life balance too, and need to be taken into consideration when conceiving and implementing initiatives that promote flexibility in the workplace [28]. Comparatively, it can be assumed that when one gets older, there will be more responsibilities as they are about to face family responsibilities. Individuals in the midlife have the most work balance issues to deal with as they struggle to balance a strong desire for career advancement with major family responsibilities [29]. This mid-career stage in particular is where the demands of balancing work and non-work domains tends to become more apparent for women who are seeking to unite kids and career.

While there are many studies conducted on the effect of work life balance in the past, there seem to none that specifically focused on the life and works of nurses. Furthermore, the dearth of literatures relating to the work life balance of nurses specifically nurse educators has challenged the researchers to find out the work life balance of nurses in the Academe. Since the intent of this study is to find out the extent of the work life balance of the nurse educators and its relationship to the identified parameters that relates to the three dimensions of work life balance. Survey questions were utilized. The survey was used to measure the work life balance as to work interference with personal life, personal life interference with work and work/personal life enhancement. Further, researchers correlate the latter to age, civil status, gender and number of children. Moreover, qualitative interviews and observations have been used to probe significant results from the quantitative phase. Conducting a study with focus on the work life balance of nurse educators can possibly shed light on what nurses in the academy can do to balance their work and family leading to quality life. Moreover, it is significant and beneficial to both the organization and the institution when a clear demarcation between work and life is established. Relatively, this study is significant to the family members of the nurse educators that as balancing work and life would mean more time for family bonding. Lastly, the students benefit most as they are the recipient of the quality instructions and knowledge imparted by nurse educators because they balanced work and life.

Taken as a whole, it is the impetus for this research endeavor to take off with the intent of knowing the work-life balance among the nurse educators from the various nursing schools in the Cordillera Administrative Region. The intent of this sequential explanatory strategy or mixed method is to find out and explore the extent of the work life balance of the nurse educators and its relationship to the identified parameters such as age, gender, marital status and number of children that relates to the three dimensions of work life balance. Information gathered from the interview process has been explored further. As such, qualitative interview and observations have been used to probe significant results from the quantitative phase. This is done to understand better the underlying issues which may lead to a better approach or position in addressing disequilibrium of quality life; and to include the nurse educators' perspectives along with their complex roles which were poorly considered in any of the implicitly over generalized past researches on work life balance. Overall, the researchers utilized the sequential explanatory strategy to suffice the weakness of single design. In other words, it complements the strengths of a single design. As such, this leads to substantial analysis of the data.

2. Methodology

This study utilized sequential explanatory strategy (Mixed Method) in determining and exploring the work life balance among nurse educators towards quality life in the Cordillera Administrative Region, Philippines. Specifically, nursing schools located in Baguio and Benguet areas.

2.1 Participants

The respondents of this study were the nurse educators in the Cordillera Administrative Region nursing schools who were selected based on the set criteria and consented to participate as respondents of the study. They were chosen through purposive random sampling with the following criteria: a) experienced in conducting classroom lectures b) experienced in supervising nursing students in their community immersions and hospital duties and (c) willing to participate in the study. Of the nurse educators in Baguio and Benguet, there were 75 nurse educators who were selected based on the set criteria. Confidentiality, anonymity and respect for autonomy of the participants were ensured.

2.2 Materials

Questionnaires, interviews and observations were used in gathering the data from the nurse educators. In determining the extent of work life balance, the 15-item scale instruments [30] has been adapted. This instrument has been used by many researchers in their own discipline. The work interference with personal life (WIPL) measures the point to which work interferes with personal life. Work interference with personal life indicates the opposite direction of work personal life interference. Work/personal life enhancement (WPLE) describes the extent to which ones' personal life enhances the work. Higher means indicate that respondents report having occurrence on the situation recurrently. Items with higher means are purported to indicate lower levels of work life balance. Item six on the WIPL sub scale is reverse scored. Moreover, the aforementioned questionnaire has been supported through qualitative questions.

The objectives of the study were explained to the respondents so that honest responses and voluntary participation are solicited from them. Distribution of questionnaires and follow-up interviews to clarify some responses were done separately in their most available time ensuring that their classes and personal matters are not compromised. The resulting data were subjected to quantitative and qualitative analysis. Statistical Packages for Social Science (SPSS, V17). Frequency and percentage were used to describe the nurse-educators' profile; weighted mean was utilized to determine the extent of work life balance as to the three dimensions; Analysis of variance was employed to determine if there are significant differences of the work-life balance of nurse educators when their age, marital status, and number of children are compared. On the other hand, t-test was used to determine any differences of work life balance when linked to gender of respondents.

3. Results and Discussions

Table 1. Work Life Balance of Nurse Educators as to its Three Dimensions

Indicators	Mean	DE
Work Life Interference with Personal Life		
1. My personal life suffered because of work	2.99	Occasionally
2. My job made personal life difficult	2.41	Rarely
3. I neglected personal needs because of work	2.84	Occasionally
4. I put personal life on hold for work	3.03	Occasionally
5. I missed my personal activities because of work	3.76	Occasionally
6. I struggled to juggle work and non-work	2.57	Occasionally
7. I am happy with the amount of time for non work activities	3.25	Sometimes
Grand Mean	2.98	Occasionally
Personal Life Interference with Work		
8. My personal life drained me of energy for work	2.19	Rarely
9. I am too tired to be effective at work	2.16	Rarely
10. My work suffered because of my personal life	1.96	Rarely
11. I find it hard to work because of personal matters	1.99	Rarely
Grand Mean	2.07	Rarely
Work/Personal Life Enhancement		
12. My personal life gave me energy for my job	5.31	Frequently
13. My job gave me energy to pursue personal activities	5.13	Frequently
14. I am at a better mood at work because of my personal life	5.41	Frequently
15. I am at better mood because of my job.	4.91	Frequently
Grand Mean	5.19	Frequently

Note. (-) reverse question, interpretation of the question must be understood in reverse

Work life Balance among Nurse Educators according to Work Interference with Personal Life

Items one to seven (1-7) on Table 1 depict the Work interference with personal life (WIPL), which resulted to a grand mean of 2.98 or “Occasionally”. In a positive context, this means that most nurse-educators have control over personal activities that it may not meddle with their work and that there is clear delineation on what specific task are to be done in a specific time to balance the work and life. Perhaps, the nurse educators have set their priorities that they have to finish their task. As such, their work will not eventually interfere with their personal task or their personal activities interfere with work based on their own pacing. This may entail them working outside of the normal workplace while putting demarcation of work and personal life. The control over the length of the working day and over the number of hours worked may be a significant factor helping to establish appropriate employee balances between the demands of work and home [23]. Likewise, when respondents were asked about the extent of the work life balance, the majority of them affirmed that there is work interferes with their life, however, they asserted that time scheduling is an important factor to overcome the difficulties of accomplishing multiple roles so as to avoid complicating and overlapping with other responsibilities. Following a time schedule as planned early allows the employees to be psychologically present and more productive in their official work.

“Though it is understood that we have complex task to ourselves, family and work, I do believe that this can be balanced as long as there is time scheduling. You put boundaries and set goals for the day. Time scheduling is very important that it will help you out to finish your work at the right time. However, I can say that do not pressure yourself that this might not help you out balancing things. Instead, you will end up with stress”.

Another respondent sufficed the claim:

“It’s a matter of adjusting yourself to meet your objectives. Maybe, depending on how optimistic you are... I for one, I fairly experiencing imbalance, yet I know that our task is not simple. But it depends on how you use your time. Have your time flexible by planning, at the end of the day, it is you who will balance work and life and not the situation which will dictate the imbalance.”

The comments indicate that work interference with personal activities can be minimized through following time schedule as planned. As respondents recognized the importance of time management, they have to consider their schedules to take note on priority tasks and other obligations. However, it can be assumed that the support of the organization is deemed necessary as it gives the sense of belongingness. In this case, no matter what the nurse educators do to balance their work and life if there is no support from the employers, there will be more confusion and pressure. As nurse educators immersed themselves in a time schedule, they can attend to their personal life on time without much pressure from work or vice versa. As such, they are reinvigorated to finish the work as they maintain their health while aiming high productivity leading to a quality work.

Extent of work-life balance of nurse-educators, according to personal life interference with work.

Most of the items vis a vis the general weighted mean under personal life interference with work on Table 1 have been described as “Rarely”. This implies that nurse educators do not usually experience interference from their work to their personal life. Item 1 which states “My personal life drains me of energy for work” with a mean of 2.19 and described as rarely ranked as the first. This throws a validation that nurse educators devise strategies to avoid personal life being interfered with their work. A Significant statement from the respondents validates the above findings. *“The simplest to do if personal life interferes with work is to do multitasking and have a clear boundary of work and life or vice versa, and in this sense, attending to personal life and even the needs of the family may not be compromised”.*

Another respondent claims:

“Sa akin kasi mas magandana mag set tayo ng boundary. Dapat alam mo Kung ano ang difference ng pang personal sa trabaho. Kung ang time ngt rabaho then dapat work lang. Pero kung personal life na, dapat hindi na kasali na ang trabaho(For me, it is better for us to set boundaries. You should delineate personal from work. If the time is meant to work then it’s for work only. If it is for personal life then it should not be meddled with work).”

Respondent differentiated the importance of work as well as personal life and has the ability to set boundaries. Prioritizing important things makes easier to identify his necessities and focuses.

Framing the statements of the nurse educators during discussions regarding the personal life interferes with work, there are two factors that have been identified as reasons for the problem vis a vis their identified solution; first is the responsibility of the nurse educator in the family whether as a mother or a father that calls to cater the needs of their children. As suggested for intervention, a nurse educator needs to do multitasking. The second is the negative personal attitude, thinking more on personal matters over work. In this sense, the respondents suggested that nurse educators should delineate the boundary of personal and work life so it will lead to life contentment. As declared that [16] that balancing a successful career with a personal or family life can be challenging and impact on a person’s satisfaction in their work and personal life’s roles.

Work Life Balance among Nurse Educators according to Work/Personal Life Enhancement

On work/personal life enhancement, the nurse educators’ response on all of the items resulted to experienced frequently with an average mean of 5.19. The results imply that nurse educators have the ability to adapt to the changes as nurses generally are expected to respond more in terms of the demands of work over personal life enhancement. It can be extracted that nurse educators have their self fulfillment despite work interference with personal life. As such, despite the enormous demand, the works of the nurse educators have enhanced their personal life on the grounds that they are fulfilled with their daily objectives in life. It motivates them to keep improving their living conditions. Moreover, such enhancement of personal life due to work may be due to the strategies in handling multiple roles.

Notwithstanding of the setting in which the nurse educator facilitates students in enhancing their health knowledge and skills, respondent has own approach how to deal difficulties encountered from the students. More attention is given to the need of the students because she feels it is a component of her personal existence.

As respondent asserted:

“Whatever problems that I experienced in the hospital, I make sure that I will not bring my problems at home. Instead, I think of my family as my inspiration to solve my problems. In this case, I can say that my work enhances me as a person and I am fulfilled. Though sometimes I go out with other nurse educators and discuss work related problems and served as my diversionary activity, at least in a way I can bring out any anxieties and gather advices from them.”

The response of the nurse educator show that her functions and responsibilities is not limited to teach students, but to promote learning and provide for an environment conducive for learning – she motivates students who want to learn and makes it possible for them to learn. Also, positive attitude of an educator plays an important role in determining the outcome of a teaching-learning interaction with the students. [31] The perspectives of the nurse educators based on the above context is in accord with the idea⁽³¹⁾ work-life balance does bring attention to the fact that being a workaholic slave is detrimental to a person's physical and mental well-being; socializing, physical activity, and being with friends and family are all activities that contribute to being healthier and happier. Moreover, academic life is demanding and can be filled with unexpected pressures, including multiple, competing demands on the educator's time [32]. Despite of these hectic schedules, many nurse educators are highly satisfied with their work. They find interaction with students rewarding, and they take pride in the role they play in preparing nurses to care for patients.

Table 2. Differences in the Extent of Work Life Balance among Nurse Educators as to their Age

Dimensions	F-Value	Sig
WIPL	2.467	0.113
PLIW	0.427	0.0665
WPLE	0.2332	.0000

*Note. ns – not significant, * - significant at 0.05, ** - Significant at 0.01*

Based on the figures, nurse educator along WIPL with a significant value of 0.113 indicates that there is no significant difference when age is compared. Hence, leads to the rejection of the hypothesis. The PLIW has a computed significant value of 0.0665 and it also indicates that there is no significant difference at all along with age. It is only the WPLE dimension that was found to have a significant difference because of its very negligible

0.000 significant value. Hence, the acceptance of the hypothesis is warranted. Corollary, work/personal life enhancement dimension as computed according to age have significant difference. Developmental theorists found that priorities change with age and life-stage. Another, personal development needs as individuals ages may acquire different family responsibilities such as care of children and aging parents. [29] Individuals in the midlife have the most work balance issues to deal with as they struggle to balance a strong desire for career advancement with major family responsibilities. This mid-career stage in particular is where the demands of balancing work and non-work domains tends to become more apparent for women who are seeking to unite kids and career. Older employees are also increasingly expecting to scale back their employment commitments to concentrate on non-work related interests or career changes. Early career employees, in contrast, generally have fewer responsibilities outside work and have been found to place greater focus on career over non-work issues and yet they appear to place significant importance on obtaining and maintaining a healthy work life balance.

Taken as a whole, the significant result implies that nurse educators at different age bracket differ in their work and personal life enhancement. Conceptually, the work output of mature or older person is seen as most dependable, reliable and done with some degree of dedication as they deal with their works as matured as they are. However, this does not assure them not to experience work and life imbalances. On the other hand, younger workers may be more active and at times enthusiastic, but changeable mind and this spoil the opportunity to become more productive. Moreover, young workers are active in an outdoor activity that sometimes compromising their work unnoticeable. As such, this leads them an unbalanced work and life. Overall, regardless of age, nurse educators themselves are not excused from imbalances too. As such, it relates with the result in the United States, which researchers ⁽¹⁰⁾ found out that 16% of workers reported difficulty balancing work and family and this was more prevalent among workers aged 30–44 (19%) compared with other age groups.

From the above context, age may be a defining factor to consider in the work and life balance, and this depends on how the person perceives and acts on it regardless of age. It can be assumed, therefore, that the significance of imbalance is very much different in a younger person as compared to an older one. While it holds true that younger person naturally have a lesser responsibility, it does not automatically mean he has a balanced work and life. Work and life imbalance may be dependent on the perception and situation of the person.

Table 3. Differences on the Extent of Work Life Balance among Nurse Educators as to their Gender

Dimensions	t-value	Sig
WIPL	-1.594	0.137
PLIW	0.498	0.636
WPLE	1.267	0.252

*Note. ns – not significant, * - significant at 0.05, ** - Significant at 0.01*

The non-significant results as indicated in Table 3 shows that work-life conflict is not gender-specific. This means that men and women handle issues of work and life alike. As females have equal rights, duties and responsibilities as their male colleagues in the industry, it gives them no difference in their perception in

balancing work and life. Nonetheless, because of the social norms bounding each gender role, women are expected to contribute more to household chores after work than men. As such [6] women are more likely than men to report high levels of role overload and caregiver strain. This is because women devote more hours every week than men to non-work activities such as childcare, elder care and more likely to have primary responsibility for unpaid labor such as domestic work.

In a group discussion, male respondents interestingly claimed that they can balance more their work and life:

M.R: In a workplace, more men can easily manage work and life as compared to females, much if they have children and a wife to share with. For males, it is taken for granted that once we are acting with our work, we can have additional time to attend to our personal matter. Also, single men do not feel much pressure when they get home late.

The comment of MR contradicts to the result. MR reiterated that men manage work easily as compared to women and household chores become easier if with the extending help of the wife.

F.R: I agree that males can balance their work and life compared to females. Whether we are married or not, females are expected to go home after their work because they are often tasked to do some family chores.

FR has the same assumption with MR when it comes with the bulk responsibility of women at work or in home activities. Basing further on the preceding statements of the interviewed male respondents, female nurse-educators are perceived to have, for sometimes, imbalanced work-life because they have no control over their time associated with household chores and much of the care of their children and other family members as compared with their male counterparts. Traditionally, the husband is the figure at home as he is the breadwinner thus he is expected that he may not take part in doing household chores. In this context, researchers coined from their findings [24] that women have increased their share of paid work and in most countries; men have been slow to take up a greater share of the unpaid tasks in the home. However, researchers differ in claiming that men usually work longer hours in employment than women, but throughout the world women continue to bear the major responsibility for housework and child care, irrespective of their working status [25].

Table 4. Differences in the Extent of Work Life Balance among Nurse Educators as to their Marital Status

Dimensions	F-value	Sig
WIPL	8.99	0.002
PLIW	9.793	0.006
WPLE	1.973	0.209

*Note. ns – not significant, * - significant at 0.05, ** - Significant at 0.01*

While WIPL and PLIW indicated a significant difference as to marital status, it explains the variations on how married, single, and widow/separated balance their work and life. Theoretically, married people have to do some adjustment in relation to work-life balance because of added responsibilities inherent to a married life. Indeed, working couples are held at a completely different norm than they were single. In comparison, educators as single status experience less difficulty on their work and life balance due to fewer responsibilities and concerns. On the other hand, educators with separated status may have much difficulty due to complex added responsibility for becoming a single parent such as attending to children. This case could be the same with that of the United States as reported that ⁽¹⁰⁾ workers find difficulty balancing work and family. Their findings revealed, that imbalance was more prevalent among workers who are divorced or separated workers (19%) compared with married workers (16%), widowed workers (13%), and never married workers (15%). Respondents in the same way agreed that those who are married, separated or single parent have more difficulties in balancing their work life as compared to single. The succeeding are statements of two married respondents during the interview. *“Yes, there are considerations in handling work and life if you are married. Work may interfere with personal life and vice versa, because of the “wife's duty” to husband and even to children.*

As added:

“It is very difficult to balance my work and my personal life. Before, I can go home a little late because I have no responsibility to attend to. But this time, once I am done with work, I have to attend another life function and that is being a wife and a mother.” In this scenario, I can say that marital status interferes with work and personal.”

The above perspectives are in conjunction or links with the parental responsibilities of working couples to the incidence of work-family conflict [6]. This is because they have more demands and less control over their time, parents seems to encounter more difficulties in balancing work and non-work activities than non-parents. Similar results were reported [27] that parent employee's exhibit significantly higher levels of conflict between work and family/personal life than non-parents. The transition to parenthood appears to be a period characterized by an increased layer of tension in which significant changes in the couple's relationship, responsibilities and preoccupations take place.

Table 5. Differences on the Extent of Work Life Balance among Nurse Educators as to their Number of Children

Dimensions	F-value	Sig
WIPL	1.527	0.244
PLIW	6.187	0.02
WPLE	1.772	0.224

*Note. ns – not significant, * - significant at 0.05, ** - Significant at 0.01*

From the table, it can be deduced that PLIW has a significant difference as evidenced by the F-value of 6.187 and significant level of 0.020. Such figures are within values that warrants the acceptance of the hypothesis. On the other hand, the WIPL has an F-value of 1.527 and significant level of 0.244 while the WPLE has an F-value of 1.772 and significant level of 0.224. These values in both WIPL and WPLE dimensions reveal not significant difference which leads to non-acceptance of the hypothesis.

The significant result implies that having children may hamper the full enjoyment of personal life and may have an effect on the work life balance. Expectedly, the high time demand based on the number of children in the family sometimes compromises much time for personal enjoyment and may also lead to imbalance of personal life and work. In this case, a nurse educator with children have a greater obligations compared to those who do not have children. Those who look after a child or maybe the member of the family sometimes gambles their careers by shortening their working hours, and such could be a root of stress for them. On the other hand, those without children or any elderly to look after at home experience less work-life imbalance. Furthermore, a full-time working parent may demonstrate feelings of guilt and stress because of trying to accomplish all the various tasks in the workplace and at home.

In a follow-up interview after the questionnaire, nurse educators with children claimed:

“While it is true that having children gives another demand to my complex role, this at times cause my personal life interferes with my work. For instance, instead of paying heed to my personal life, I need to determine the necessities of my kids. At times, I have difficulty balancing things however I am trying my best to cope up since I am a nurse as well. The bottom line is I should maintain quality personal and family relationships so it will help in the sustenance of my healthy work and life.”

Despite of the busy schedule of respondent in her work-related activities, she prioritizes providing the needs of her children and the whole family over her personal matters because they are the center of her life. She also considers work a top priority and she needs to attend to it in order to sustain the needs of the family.

Moreover, another respondent claimed:

“Realistic expectation for us as parents is total adjustment. Understanding both partners as to who will care the child while one spouse is not round is a must. And I am certain that most of our fellows are doing alterations in their own lifestyle because of their children. This could be done through scheduling so that household chores and attending to the needs of children and personal life will not be compromised.”

From the above statements, it could be inferred that raising a number of children has bearing on the personal life of nurse educators and this may interfere with their work. Obviously, a nurse educator who has more children as compared to the one with lesser children or no child at all has lesser time for a personal life. However, it can be deduced that with a well-organized and well-prepared work plan for the work and family, life and work will always be balanced. Moreover, with the demand of multiple tasks performed by the nurse educators, related to classroom instructions and clinical duties of students, a set of positive habits should be done to meet a quality

career, personal life, and family. Balancing work and non-work demands is an issue for all individuals who are in salaried work, regardless of whether they have family responsibilities or non. It becomes clear that the employees who live within a family structure that does not include children or those who are not married yet can experience a low level of work-life balance too, and need to be taken into consideration when conceiving and implementing initiatives that promote flexibility in the workplace [28].

4. Conclusions & Recommendations

On the three dimensions of the work life balance, the nurse educators vary in their experiences and perception. They can, however, even out or stabilize the boundary of work and life. Hence, it is safe to infer that nurse educators can maintain their composure in their work with or without interference with personal life or vice versa despite their very complex roles. As age is a considerable factor to Work/personal life enhancement, it demarcates the importance of how their works enhances their personal life and vice versa. As such, it could be inferred that the nurse educators have already set their goals in life as many of them are more matured. Significantly, marital status is a considerable factor in work that interferes with personal life and personal life interferes with work. It is understandable that in most cases nurse educators who are married as compared to single ones have more responsibilities at home that tend to decrease time for personal needs. Hence, it can be concluded that married person deals with their work and personal life differently. Lastly, the number of children has significantly impacted on the personal life interference with the work of the nurse educators. It is safe to deduce that having a child will leave the person with lesser time to attend to his/her personal life and this may eventually interfere with work.

In order to maintain the composure of the nurse educators towards quality work and life despite their complex roles, it is recommended that they should put demarcation or boundary in their work and personal life. That nurse educators regardless of their age, gender, marital status and number of children should strategize and plan to simplify their complex roles. They may refer onto the output of this study and the recommended strategies as these can be generally used by nurse educators be it in the clinical area, community and classroom. Lastly, to the future researcher/s that they may do a follow up studies on the work-life balance of the nurse educators with the same variables in any form of mixed method design or grounded theory to include the full perspective of the nurse educators. Moreover, separate studies can take off to include the nurse educators who have held managerial positions as they are not included in this study.

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