International Research Journal of Education and Technology (IRJEdT)
	ISSN: 2581-7795, Impact Factor 5.007	
	Peer-Reviewed	Open Access	International Journal	
	Volume: 09	Issue: 11	Nov 2026	www.irjweb.com	

The Work-Life Balance of Female Lecturers-on-Hourly-Basis

Jonathan L. Mañas, PhD, LPT, RPsy

Associate Professor, College of Education, Nueva Ecija University of Science and Technology, Philippines

---

Abstract

This study examined the work-life balance of female lecturers-on-hourly-basis (LOHB), focusing on their professional profiles, the impact of work on personal life, personal coping practices, and the relationships among selected work-related factors and work-life balance indicators. Specifically, it considered teaching loads, number of subject preparations, frequency of interaction with co-workers, and frequency of interaction with immediate superiors. A quantitative descriptive-correlational research design was employed, involving 102 female LOHB as respondents. Data were gathered through a structured questionnaire covering the respondents' professional profiles, work impact on personal life, and personal coping with work-life balance. Frequency and percentage, weighted mean, and Pearson product-moment correlation were used to analyze the data. Results showed that most respondents handled 24 to 27 teaching units and prepared three to four subjects. The overall weighted mean for work impact on personal life was 3.25, interpreted as Always and Very Good, while personal coping obtained a weighted mean of 3.21, interpreted as Often and Good. Correlation analysis revealed that teaching loads, co-worker interaction, and interaction with immediate superiors had no statistically significant relationships with either work impact on personal life or personal coping. However, the number of subject preparations demonstrated significant negative relationships with both variables. These findings indicated that although the respondents generally maintained a favorable level of work-life balance and demonstrated good coping practices, the number of subject preparations remained an important factor associated with their work-life experiences. The study emphasized the importance of managing teaching assignments and subject preparations to promote lecturers' personal well-being and professional effectiveness.

Keywords: coping practices, female lecturers, subject preparations, teaching loads, work-life balance

INTRODUCTION

Balancing work and personal life has become an increasingly significant challenge for women lecturers employed on an hourly basis (LOHB) in higher education institutions. Despite their important contributions to teaching, student development, and institutional academic goals, these women often experience employment conditions characterized by irregular work schedules, limited employment benefits, and demanding workloads that may be comparable to, or even greater than, those of full-time faculty members. In addition to their professional responsibilities, many are expected to manage multiple teaching assignments, prepare for different subjects, pursue other employment opportunities, and fulfill family obligations, including childcare, household management, and caregiving. These overlapping responsibilities may result in physical exhaustion, emotional strain, and difficulty allocating sufficient time for personal needs and family life.

The challenges experienced by women LOHB are further compounded by the demands of balancing professional expectations with traditional gender roles, which often place a disproportionate share of domestic and caregiving responsibilities on women. Consequently, their capacity to maintain work-life balance may be affected not only by the number of hours they teach but also by the number of subject preparations, the availability of workplace support, and their opportunities to exercise control over their schedules.

Although coping strategies such as effective time management, personal discipline, family support, collegial relationships, and professional development may help them manage competing responsibilities, these strategies may be insufficient when employment arrangements remain unstable and institutional support is limited.

These circumstances demonstrate that work-life balance among women LOHB should not be regarded solely as an individual responsibility but also as an institutional and societal concern. From a Gender and Development (GAD) perspective, understanding their experiences is essential to recognizing gender-related inequalities in academic employment and promoting more inclusive working environments.

Examining their professional circumstances, the impact of work on their personal lives, and their coping practices may provide valuable insights into the factors associated with their overall well-being. Such understanding can inform institutional initiatives, including equitable workload distribution, flexible scheduling, wellness and psychosocial support programs, professional development opportunities, and mentorship mechanisms. Ultimately, recognizing and addressing the work-life challenges of women LOHB can

International Research Journal of Education and Technology (IRJEdT)
	ISSN: 2581-7795, Impact Factor 5.007	
	Peer-Reviewed	Open Access	International Journal	
	Volume: 09	Issue: 11	Nov 2026	www.irjweb.com	

contribute to their personal well-being, professional empowerment, and sustained contribution to the quality of higher education.

Statement of the Problem

This study aimed to identify the relationship between the profile and the work-life balance among lecturers-on-hourly-basis faculty of NEUST. Specifically, it aimed to answer the following questions:

1. How may the profile of the respondents be described in terms of:
a. number of teaching loads handled;
b. number of subject preparations;
c. frequency of interaction with co-workers; and
d. frequency of interaction with immediate superiors?
2. How may the work-life balance of the respondents be described in terms of:
a. work impact on personal life; and
b. personal coping with work-life balance?
3. Is there a significant relationship between the profile of the respondents and their work-life balance?
4. What implications may be taken from the results of the study?

MATERIALS AND METHODS

Research Design

The study employed a quantitative descriptive-correlational research design to determine the work-life balance of female lecturers-on-hourly-basis (LOHB). The descriptive component was used to determine the respondents' profile in terms of the number of teaching loads handled, number of subject preparations, frequency of interaction with co-workers, and frequency of interaction with immediate superiors. It also assessed their work-life balance in terms of work impact on personal life and personal coping with work-life balance. Meanwhile, the correlational component was utilized to determine whether significant relationships existed between the respondents' profile variables and the two dimensions of work-life balance. The descriptive-correlational design was appropriate because the study examined existing conditions and relationships among variables without manipulating or introducing an intervention [1]

Respondents of the Study

The respondents of the study consisted of 102 female lecturers-on-hourly-basis (LOHB) who were employed in higher education institutions. They were selected as the primary sources of information regarding their professional responsibilities, workplace interactions, and experiences in managing work-life balance. The respondents were described according to the number of teaching units handled, number of subject preparations, frequency of interaction with co-workers, and frequency of interaction with immediate superiors. These characteristics served as the profile variables examined in relation to their work-life balance.

Procedures

The study utilized a structured questionnaire as the primary data-gathering instrument. The questionnaire consisted of three major parts. The first part gathered information about the respondents' profile, particularly their number of teaching loads handled, number of subject preparations, frequency of interaction with co-workers, and frequency of interaction with immediate superiors. The second part assessed the respondents' work-life balance in terms of work impact on personal life. It consisted of ten statements that examined their ability to fulfill teaching responsibilities while maintaining personal, family, social, and health-related commitments. The third part focused on personal coping with work-life balance. It also consisted of ten statements that assessed their fulfillment in teaching, satisfaction with workplace support, compensation, recognition, job security, professional development, workload management, teaching autonomy, and overall work experience. The responses were evaluated using weighted means and verbal descriptions, including Sometimes, Often, and Always, to determine the extent to which the respondents experienced the identified conditions.

Statistical Treatment

The data gathered were analyzed using appropriate descriptive and inferential statistical techniques. Frequency and Percentage. These were used to describe the profile of the respondents in terms of the number of teaching loads handled, number of subject preparations, and frequency of interaction with co-workers and immediate superiors. Weighted Mean. This was utilized to determine the extent of work impact on personal life and personal coping with work-life balance. The computed weighted means were interpreted using the corresponding verbal descriptions to identify the respondents' overall assessment of the two dimensions. Pearson Product-Moment Correlation Coefficient (Pearson r). This was employed to determine the significant relationships between the respondents' profile variables and their work-life balance in terms of work impact on personal life and personal coping with work-life balance. The significance of the relationships was examined using the two-tailed significance values at the 0.05 level of significance.

International Research Journal of Education and Technology (IRJEdT)
	ISSN: 2581-7795, Impact Factor 5.007	
	Peer-Reviewed	Open Access	International Journal	
	Volume: 09	Issue: 11	Nov 2026	www.irjweb.com	

RESULTS

This section presents the analysis and interpretation of the data gathered from the respondents of the study.

1. The Profile of the Respondents

Figure 1 presents the profile of the respondents in terms of number of teaching loads handled, number of subject preparations. Figure 2 presents the frequency of interactions with colleagues and superiors.

Figure 1. Female LOHBs' number of teaching loads handled and number of subject preparations.

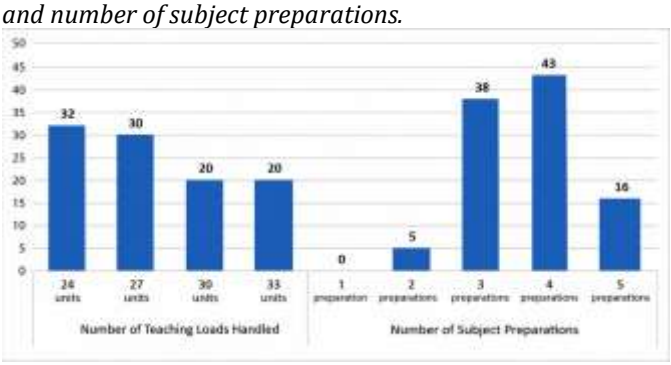
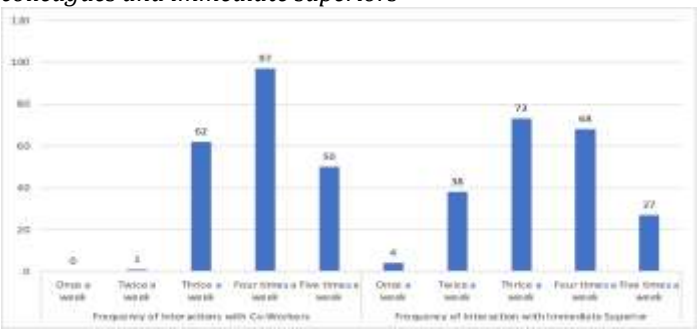


Figure 2. Female LOHB's frequency of interaction with colleagues and immediate superiors



2. The Work-Life Balance of the Respondents

Table 1. Work-Life Balance of the Respondents in terms of Work Impact on Personal Life

Work Impact on Personal Life

No.	Statement	Weighted Mean	Verbal Description
1.	I am able to complete my teaching responsibilities like subject preparation and grading without them affecting my personal life.	2.39	Sometimes
2.	I feel that I have sufficient personal time outside of work to relax and recharge, but this can vary depending on the intensity of my teaching load and administrative tasks.	3.01	Often
3.	I find that work-related tasks spill over into my personal time, especially when grading or lesson preparation demands more attention than anticipated.	3.75	Always
4.	I am able to meet my family responsibilities, but it can be challenging when my work schedule intensifies, requiring careful time management to avoid being negatively impacted.	3.35	Always
5.	I have enough time to engage in leisure activities outside of work, as my role as a lecturer requires more time for preparation and grading than my hourly contract suggests.	3.01	Often
6.	My work schedule allows me to maintain a healthy lifestyle, including regular exercise and sleep, despite the demands of my teaching responsibilities.	3.44	Always
7.	I effectively unwind and rest after completing my work responsibilities, enjoying even more relaxation during lighter teaching periods. Although peak times present a challenge, I manage my rest as best as I can.	3.30	Always
8.	My job as a lecturer offers me some flexibility to manage both work and personal commitments, but there are limits due to the fluctuating nature of class demands and deadlines.	3.57	Always
9.	I feel that work-related stress does not affect my personal relationships, even though my teaching pressures builds up and I have less time to focus on my family or social life.	3.13	Often
10.	I feel satisfied with how I manage my work and personal life balance most of the time, though there are periods when the balance leans heavily towards work, making it harder to maintain personal well-being.	3.57	Always
	General Weighted Mean	**3.25**	**Always – Very Good**

Legend: 3.25 - 4.00 - Always (Very Good); 2.50 – 3.24 - Often (Good); 1.75 - 2.49 - Sometimes (Poor); 1.00 – 1.74 – Never (Very Poor)

Table 2. Work-Life Balance of the Respondents in terms of Personal Coping

Personal Coping with Work-Life Balance

No.	Statement	Weighted Mean	Verbal Description
1.	I feel fulfilled by the work I do as a lecturer, especially when I see my students learning and growing from the material I teach.	2.33	Sometimes
2.	I am satisfied with the support I receive from my colleagues, although at times I wish there was more guidance or communication from the administration.	2.94	Often
3.	I feel that my compensation fully reflects the effort and time I invest in my work, as preparing lessons and grading often go beyond my paid hours.	3.71	Always
4.	I feel recognized and appreciated for my contributions to the institution, though sometimes being a part-time faculty member makes me feel less visible in the larger academic community.	3.15	Often
5.	I feel entirely secure in my job as a lecturer on an hourly basis, despite the fact that my position lacks the stability and benefits of full-time employment.	3.01	Often
6.	I am satisfied with the opportunities for professional development available to me, but I wish there were more resources specifically tailored for part-time lecturers.	3.41	Always
7.	I feel that my workload is generally manageable, but there are times, particularly during grading periods, when it can feel overwhelming.	3.30	Always
8.	I am satisfied with the impact I have on my students' learning and development, and their progress is one of the most rewarding aspects of my role.	3.44	Always
9.	I feel that I have enough autonomy to make decisions about how I teach my classes, which allows me to tailor my lessons to fit my students' needs and interests.	3.18	Often
10.	I am satisfied with my overall experience as a lecturer on an hourly basis, though I wish for more job security and recognition for the extra time and effort I put into my work.	3.60	Always
	General Weighted Mean	**3.21**	**Often – Good**

Legend: 3.25 - 4.00 - Always (Very Good); 2.50 – 3.24 - Often (Good); 1.75 - 2.49 - Sometimes (Poor); 1.00 – 1.74 – Never (Very Poor)

3. The significant relationship between the profile of the respondents and their work-life balance

Table 3. Analysis of the Relationship between the Profile of the Respondents and their Work-Life Balance

International Research Journal of Education and Technology (IRJEdT)
‖ ISSN: 2581-7795, Impact Factor 5.007 ‖
‖ Peer-Reviewed | Open Access | International Journal ‖
‖ Volume: 09 | Issue: 11 | Nov 2026 | www.irjweb.com ‖

Correlation Between the Profile of the Respondents and the Study Variables

Profile of the Respondents		Work Impact on Personal Life	Personal Coping with Work-Life Balance
Number of teaching loads handled	Pearson Correlation	−.154	−.300
	Sig. (2-tailed)	.401	.095
	N	102	102
Number of subject preparations	Pearson Correlation	−.379*	−.373*
	Sig. (2-tailed)	.033	.035
	N	102	102
Frequency of interaction with co-workers	Pearson Correlation	−.162	−.100
	Sig. (2-tailed)	.375	.588
	N	102	102
Frequency of interaction with immediate superiors	Pearson Correlation	.065	−.014
	Sig. (2-tailed)	.723	.939
	N	102	102

Note. $N = 102$. *$p < .05$ (2-tailed).

Discussion

Figure 1 presents the data which revealed that among the 102 female lecturers-on-hourly-basis (LOHB) respondents, the largest group—32 or 31.37%—handled 24 teaching units. This was followed by 30 female LOHB respondents or 29.41% who handled 27 units. [2] [3]. Meanwhile, 20 female LOHB faculty members or 19.61% each reported handling 30 units, and another 20 or 19.61% of the female LOHB respondents had 33 units. In terms of subject preparations, 43 or 42.16% female LOHBs reported handling four different preparations, while 38 or 37.25% handled three. [4] [5]. A smaller group—16 or 15.69% of the female LOHB respondents—reported managing five preparations, and 5 or 4.90% of them handled two. No respondents reported handling only one preparation. [6] [7]. [8] [9].

Figure 2 presents the interactions with co-workers and immediate superiors of the female LOHB wherein 42 or 41.18% reported engaging with colleagues four times a week, followed by 32 or 31.37% of the female LOHB respondents who interacted three times a week with their co-workers; 27 or 26.74% of the female respondents had interactions five times a week [10] [11]. Only 1 respondent (0.98%) reported interaction twice a week, while none indicated a once-a-week interaction or no interaction at all. [12] [13].With these findings, there is a reason to believe that frequent interactions with colleagues may support a positive working environment and help ease the pressures of academic responsibilities. In fact, regular collaboration and communication can contribute to a more manageable and balanced work experience [14] [15]. As for interaction with immediate superiors, 43 or 42.16% of the female LOHB respondents reported meeting with them three times a week, followed by 26 or 25.49% who declared interaction with their immediate supervisors four times a week. Additionally, 18 or 17.65% of the female LOHB respondents reported interactions with their supervisors five times a week; 13 or 12.75% declared a twice-a-week interaction with supervisors, and 2 or 1.96% declared an interaction once a week. No one reported having no interaction at all. [16] [17].

Table 1 presents the work-life balance of female lecturers-on-hourly-basis (LOHB) in terms of work impact on personal life. The data yielded a general weighted mean of 3.25, which was verbally described as “Always” and interpreted as “Very Good.” This result indicated that they consistently experienced the challenges of balancing their professional and personal lives. Such findings offered valuable insights into their capacity to manage academic responsibilities while striving to maintain personal well-being. [18] [19].

The highest-rated statements, each with a weighted mean of 3.57, were verbally described as “Always” and interpreted as “Very Good.” These statements were “My job as a lecturer offers me some flexibility to manage both work and personal commitments, but there are limits due to the fluctuating nature of class demands and deadlines” and “I feel satisfied with how I manage my work and personal life balance most of the time, though there are periods when the balance leans heavily towards work, making it harder to maintain personal well-being.” These responses suggested that while the flexibility of their roles was appreciated, the unpredictability of academic workload presented ongoing challenges. This finding aligned with the observation that although job flexibility could support work-life balance, its benefits were often constrained by fluctuating workloads and time demands [20].

The findings illustrated a clear picture of female LOHB respondents’ work-life balance—marked by adaptability and commitment, but also burdened by workload management and personal sacrifices. To further support their well-being, institutions were encouraged to provide interventions such as time management training, adjusted workloads, and structured recovery opportunities.

Meanwhile, in terms of personal coping with work-life balance, it can be gleaned from Table 2 that the general weighted mean for personal coping with work-life balance among female lecturers-on-hourly-basis (LOHB) respondents was 3.21, described as “Often” and interpreted as “Good.” This indicated that while these women

International Research Journal of Education and Technology (IRJEdT)
‖ ISSN: 2581-7795, Impact Factor 5.007 ‖
‖ Peer-Reviewed | Open Access | International Journal ‖
‖ Volume: 09 | Issue: 11 | Nov 2026 | www.irjweb.com ‖

generally coped well with their dual responsibilities, there were key areas of concern that affected their overall work-life balance. The highest-rated item was: "I feel that my compensation fully reflects the effort and time I invest in my work, as preparing lessons and grading often go beyond my paid hours," which scored a mean of 3.71, described as "Always" and interpreted as "Very Good." This was somewhat surprising given the frequent mention of financial dissatisfaction among part-time faculty in prior studies. For instance, many part-time instructors faced economic hardship due to low pay and lack of benefits [21]. However, this finding may have reflected adaptive coping mechanisms, such as gratitude for employment opportunities [22], especially in areas with limited job options. In contrast, the lowest-rated item was: "I feel fulfilled by the work I do as a lecturer, especially when I see my students learning and growing from the material I teach," with a mean of 2.33, described as "Sometimes" and interpreted as "Poor." This suggested that some female LOHB respondents struggled to derive personal fulfillment from teaching. The lack of long-term employment stability may have hindered their ability to feel connected to institutional goals. Fulfillment or self-actualization was harder to attain when basic job security or recognition was lacking [23]. Similarly, part-time faculty often felt excluded from campus culture, affecting their engagement and sense of purpose 24].

Finally, Table 3 presents the analysis of whether certain aspects of the profile of female LOHB respondents were significantly related to their work impact on personal life and their personal coping with work-life balance. The data were interpreted using Pearson correlation, and only one area showed statistically significant results. The number of teaching loads showed a negative correlation with both work impact on personal life ($r = -0.154$, $p = 0.401$) and personal coping ($r = -0.300$, $p = 0.095$), but these relationships were not statistically significant. This meant that while heavier teaching loads might have slightly related to more challenges in balancing work and life, the results were not strong enough to confirm this relationship. This finding aligned with the observation that while workload volume affected faculty stress, other factors—such as the availability of support systems or intrinsic motivation—often mediated the actual impact on work-life balance [25]. Additionally, female part-time teachers, despite often handling multiple teaching responsibilities, developed personal strategies to adapt and cope with load-related stress, reducing its direct impact [26].

Interestingly, the number of subject preparations was significantly and negatively correlated with both work impact on personal life ($r = -0.379$, $p = 0.033$) and personal coping ($r = -0.373$, $p = 0.035$). This meant that as LOHB women handled more subject preparations, their ability to manage work-life balance decreased, and the impact of work on their personal life increased. This made sense in the academic setting, as multiple preparations required more planning, content creation, and cognitive engagement, all of which added to the invisible workload. Teachers handling diverse subject content experienced greater mental fatigue, which undermined their ability to balance professional and personal demands [27]. Similarly, female part-time faculty faced amplified challenges when preparing for multiple subjects, often without adequate institutional support [28]. This result underscored the need for higher education institutions to be more mindful when assigning diverse subject responsibilities to female LOHB faculty members, who may also have been balancing family and caregiving roles.

The frequency of interaction with co-workers was negatively correlated with both dimensions of work-life balance (work impact: $r = -0.162$, $p = 0.375$; coping: $r = -0.100$, $p = 0.588$), though the relationships were not statistically significant. This suggested that more frequent interaction with colleagues might have been associated with slightly better coping among female LOHB respondents. While not significant in this data set, collegial relationships contributed to a sense of belonging, which could buffer the stressors of academic employment [29]. LOHB instructors who felt integrated into their academic communities experienced less burnout and greater emotional resilience [30].

Finally, the data showed that the frequency of interaction with immediate superiors had no relationship with work-life balance (work impact: $r = 0.065$, $p = 0.723$; coping: $r = -0.014$, $p = 0.939$). These non-significant results implied that communication with superiors did not meaningfully affect either the work's impact on personal life or coping ability among respondents. This finding might have reflected a lack of meaningful engagement between part-time faculty and their administrators. Many part-time faculty felt isolated or excluded from decision-making processes, which limited the influence that their supervisors could have on their well-being or work-life balance [31].

International Research Journal of Education and Technology (IRJEdT)
	ISSN: 2581-7795, Impact Factor 5.007	
	Peer-Reviewed	Open Access	International Journal	
	Volume: 09	Issue: 11	Nov 2026	www.irjweb.com	

4. The Implications taken from the results of the study

The findings from this study revealed a crucial balancing act for female lecturers-on-hourly-basis (LOHB), who dealt with the nature of professional demands and personal well-being with notable effort and resilience. While they generally rated their work-life balance as "Very Good," this came with a condition—particularly during peak academic periods when tasks like grading and lesson preparation spilled into personal time. The appreciated flexibility of their roles often clashed with the unpredictability of workloads, suggesting that the very structure of part-time academic work, while manageable in appearance, contained underlying challenges that frequently affected personal boundaries. Despite these pressures, many female LOHB reported satisfaction in managing their roles, highlighting both the adaptability and inner strength they brought to their profession.

However, the coping strategies used by female LOHBs told a more complex story. Although they often managed to balance responsibilities and even felt recognized or supported in terms of professional development, the data showed that personal fulfillment from teaching remained inconsistent. Some respondents expressed that they only "sometimes" felt fulfilled in their roles, a finding that may have stemmed from the lack of long-term job security and limited integration into institutional culture. Emotional support, recognition, and opportunities for meaningful engagement were evidently crucial yet under-addressed dimensions of their professional lives.

The correlation data added another layer of insight: while workload volume did not significantly affect work-life balance, the number of subject preparations did. LOHB women handling multiple subjects experienced more strain, suggesting that cognitive and emotional labor—not just teaching hours—played a significant role in their ability to cope. Additionally, while peer interactions slightly helped lessen stress, the minimal influence of supervisor interactions hinted at a missed opportunity for institutional support. These findings underscored the need for policies that limited excessive subject preparations, fostered collaboration, and promoted inclusive recognition and development programs. Doing so would not only have eased the burden on female LOHB but also enhanced their sense of belonging, fulfillment, and professional growth within the academic community.

CONCLUSION

The results revealed that the 102 female lecturers-on-hourly-basis (LOHB) experienced a considerable level of work-related demands in relation to their teaching assignments, subject preparations, and professional interactions. Most respondents handled teaching loads ranging from 24 to 27 units, while the majority prepared three to four different subjects. These findings suggested that the respondents managed multiple academic responsibilities alongside their personal commitments.

In terms of the impact of work on personal life, the overall weighted mean of 3.25, verbally interpreted as Always and described as Very Good, indicated that the respondents generally demonstrated a positive capacity to manage the relationship between their professional and personal responsibilities. This suggested that, despite the demands of their teaching assignments, they were generally able to maintain a degree of balance between work and personal life.

Regarding personal coping with work-life balance, the overall weighted mean of 3.21, interpreted as Often and described as Good, indicated that the respondents employed various coping practices to manage their professional responsibilities. Compensation, professional development, and the perceived impact of their work on students were among the more favorably rated aspects. However, the comparatively lower rating for fulfillment derived from teaching suggested that personal satisfaction remained an area that could benefit from further attention.

Furthermore, the correlation analysis showed that teaching loads, frequency of interaction with co-workers, and frequency of interaction with immediate superiors did not have statistically significant relationships with either work impact on personal life or personal coping with work-life balance. In contrast, the number of subject preparations had a statistically significant negative relationship with both variables. This indicated that an increase in the number of different subjects prepared was associated with lower ratings of work-life balance and personal coping. Thus, among the professional factors examined, subject preparations emerged as the only variable significantly associated with the respondents' work-life experiences.

International Research Journal of Education and Technology (IRJEdT)
	ISSN: 2581-7795, Impact Factor 5.007	
	Peer-Reviewed	Open Access	International Journal	
	Volume: 09	Issue: 11	Nov 2026	www.irjweb.com	

Overall, the findings established that the respondents generally maintained a favorable level of work-life balance and demonstrated good personal coping practices. Nevertheless, the number of subject preparations appeared to be an important consideration in understanding their experiences. The study therefore highlighted the importance of managing academic assignments, particularly the distribution of subject preparations, to help minimize work-related demands and support the personal well-being and professional effectiveness of lecturers-on-hourly-basis.

REFERENCES

[1] Creswell, J. W., & Creswell, J. D. (2017). Research design: Qualitative, quantitative, and mixed methods approach (5th ed.). SAGE Publications.

[2] Day, C., & Gu, Q. (2019). Resilient teachers, resilient schools: Building and sustaining quality in testing times. Routledge.

[3] Klassen, R. M., & Kim, L. E. (2021). Selecting teachers and prospective teachers: A meta-analysis of the relationship between selection methods and teacher effectiveness. Educational Research Review, 26, 32-51.

[4] Zee, M., & Koomen, H. M. (2021). Teacher self-efficacy and its effects on classroom processes, student academic, and teacher well-being: A synthesis of 40 years of research. Review of Educational Research, 86(4), 981-1015. https://doi.org/10.310

[5] Zee, M., & Koomen, H. M. (2021). Teacher self-efficacy and its effects on classroom processes, student academic, and teacher well-being: A synthesis of 40 years of research. Review of Educational Research, 86(4), 981-1015. https://doi.org/10.310

[6] Day, C., & Hong, J. (2021). Influence of emotions onteachers' motivation and commitment: Models, methods, and outcomes. In P. A. Schutz & M. Zembylas (Eds.), Advances in teacher emotion research (pp. 55–71). Springer.

[7] Duckworth, A. L., Peterson, C., Matthews, M. D., & Kelly,D. R. (2021). Grit: Perseverance and passion for long-term goals. In Handbook of Self-Regulation: Research, Theory, and Applications (pp. 240-258). AcademicPress.

[8] Duckworth, A. L., Peterson, C., Matthews, M. D., & Kelly, D. R. (2021). Grit: Perseverance and passion for long-term goals. In Handbook of Self-Regulation: Research, Theory, and Applications (pp. 240-258). AcademicPress.

[9] Robertson, I. T., Cooper, C. L., Sarkar, M., & Curran, T. (2021). Resilience training in the workplace from 2003 to 2014: A systematic review. Journal of Occupational and Organizational Psychology, 88(3), 533-562.

[10] Day, C., & Hong, J. (2021). Influence of emotions on teachers' motivation and commitment: Models, methods, and outcomes. In P. A. Schutz & M. Zembylas (Eds.), Advances in teacher emotion research (pp. 55–71). Springer.

[11] Neuman, W. L. (2020). Social research methods: Qualitative and quantitative approaches (8th ed.). Pearson.

[12] Rubio, C., & Leiter, M. P. (2021). Understanding the burnout experience: Recent research and its implications for psychiatry. World Psychiatry, 15(2), 103-111

[13] Duckworth, A. L., Peterson, C., Matthews, M. D., & Kelly, D. R. (2009). Grit: Perseverance and passion for long-term goals. In Handbook of Self-Regulation: Research, Theory, and Applications (pp. 240-258). AcademicPress.

[14] Allen, T. D., Johnson, R. C., Kiburz, K. M., & Shockley, K. M. (2021). Work-family conflict and flexible work arrangements: Deconstructing flexibility. Personnel Psychology, 66(2), 345-376.

[15] Bakker, A. B., & Demerouti, E. (2022). The Job Demands-Resources model: State of the art. Journal of Managerial Psychology, 22(3), 309-328.

[16] Deci, E. L., & Ryan, R. M. (2021). Intrinsic motivation and self-determination in human behavior. Springer Science & Business Media.

[17] Gappa, J. M., & Leslie, D. W. (2022). The invisible faculty: Improving the status of part-timers in higher education. Jossey-Bass.

[18] Greenhaus, J. H., & Beutell, N. J. (2022). Sources of conflict between work and family roles. Academy of Management Review, 10(1), 76-88.

[19] Hammer, L. B., Neal, M. B., Newsom, J. T., Brockwood, K. J., & Colton, C. L. (2021). A longitudinal study of the effects of dual-earner couples' utilization of family-friendly workplace supports on work and family outcomes. Journal of Applied Psychology, 90(5), 799-810.

[20] Harris, P., Clark, M., & Turner, J. (2022). Balancing work and life: The impact on teacher burnout and job satisfaction. Journal of Occupational Health Psychology, 27(3), 275-289. https://doi.org/10.1037/ocp0000278

[21] Hoyt, J. E. (2021). Predicting the satisfaction and loyalty of adjunct faculty. Journal of Continuing Higher Education, 60(3), 132-142.

[22] Kim, E., & Stoner, M. (2021). Burnout and turnover intention among social workers: Effects of role stress, job autonomy, and social support. Administration in Social Work, 32(3), 5-25.

[23] Bowman, R. M., & Kim, L. E. (2015). Selecting teachers and prospective teachers: A meta-analysis of the relationship between selection methods and teacher effectiveness. Educational Research Review, 26, 32-51.

[24] Leithwood, K., & Jantzi, D. (2021). Transformational school leadership in a transactional policy world. Journal of Educational Administration, 57(5), 511-525.

[25] Levin, J. S., & Shaker, G. G. (2022). The hybrid and dualistic identity of full-time non-tenure-track faculty. American Behavioral Scientist, 55(11), 1461- 1484.

[26] Mansfield, C. F., Beltman, S., Broadley, T., & Weatherby-Fell, N. (2021). Building resilience in teacher education:

An evidence-informed framework. Teaching and Teacher Education, 54, 77-87.

[27] Maslach, C., & Leiter, M. P. (2022). Understanding the burnout experience: Recent research and its implications for psychiatry. World Psychiatry, 15(2),103-111.

[28] Montgomery, C., & Rupp, A. (2020). Workload, stress, and teacher well-being: A review of the literature. Journal of Educational Research, 45(3), 234-250.

[29] Nandinloyi, J. S., Chouhan, L., & Pratap, S. (2020). Perceptions of organizational support as a buffer to emotional labor and workload: A study of Indian teachers during COVID-19. International Journal of Educational Management, 34(7), 1398-1415. https://doi.org/10.1108/IJEM-05-2020-0251

[30] Patel, S., Green, A., & Walker, R. (2022). Effectiveness of mindfulness-based stress reduction programs on teacher well-being: A meta-analysis. Journal of Educational Psychology, 114(2), 245-263. https://doi.org/10.1037/edu0000591

[31] Smith, B. W., Dalen, J., Wiggins, K., Tooley, E., Christopher, P., & Bernard, J. (2021). The brief resilience scale: Assessing the ability to bounce back. International Journal of Behavioral Medicine, 15(3), 194–200.