

Job Resiliency, Work-Life Balance, and Work Values of the Employees in a Catholic College



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ABSTRACT. Employees' job resiliency, work-life balance, and work values may affect their work performance. This study determined the levels and significant differences of the variables when grouped according to age, sex, length of service, and department assigned. Moreover, this study determined the relationship between job resiliency, work-life balance, and work values. This study employed a descriptive-correlational research design. One hundred five employees of a Catholic College were surveyed. Mean, standard deviation, Mann-Whitney U, Kruskal-Wallis, and Spearman rho were used to analyze the data. Results showed that the employees have a very high level of job resiliency and a high level of work-life balance and work values. There were no significant differences in the employees' job resiliency, work-life balance, and work values across all variables. Lastly, job resiliency was positively correlated with work-life balance and work values. It can be concluded that employees can overcome, adapt, and cope with the different challenges while balancing their work and personal life and displaying positive work values. The management should prioritize maintaining resiliency since it has a significant relationship to their work-life balance and work values.

1.0. Introduction

Resilience refers to the dynamic process encompassing positive adaptation within the context of adversity (Matheson et al., 2016) and the capacity of a dynamic system to withstand or recover from significant challenges (Britt et al., 2016). Arnup and Bowles (2016) found out that teachers with a low level of resilience have a higher intention to leave the teaching profession. However, Lumanlan (2013) said that educators are still resilient and could adapt positively and successfully even to adversity and occupational stress.

Understanding teacher resilience as a multi-faceted and dynamic construct in sustaining teachers' commitment and effectiveness has implications for pre-service programs (Gu & Day, 2013). Also, high resilience was reported to have support, cooperation, and satisfaction in teachers (del Rosario et al., 2018). Hence, high resiliency enables teachers to find ways of shielding themselves from unanticipated overwhelming experiences (Sencio & Magallanes, 2020). These studies are vital to resilience-enhancing initiatives (McDonald et al., 2016) that will encourage teachers to face difficulties and struggles (Polat & Iskender, 2018).

On the other hand, balancing work and family demands is a struggle that almost all employees deal with daily (Karkoulou et al., 2016). Work-life balance means maintaining a balance between work and the lifestyle of an individual (Agarwal & Lenka, 2015). The study of Agha et al. (2017) emphasized that work and personal life need to be integrated and balanced by organizations through work-life balance initiatives.

Reyes et al. (2017) suggested the need to frame policies that would minimize the workload of academic employees without affecting the institution's productivity for achieving a successful work-life balance. Thus, educational institutions need to develop, review and provide written policies on teachers' work-life balance (Quintana et al., 2019).

Work values refer to the importance individual places on different job characteristics (Lechner et al., 2017). These are generalized beliefs about the relative desirability of various aspects of work (Kuron et al., 2015). According to Susa (2018), work value patterns do not affect their teaching



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performance. Moreover, Importante and Roberto (2020) articulated that commitment to fulfilling schools' educational objectives and mission is congruent with the solid and sustainable practice of the teachers' workplace values. Therefore, more workshops must be held to allow the employees to revisit their value system and those of others in the organization (Estimo & Aguilar, 2017).

The literature mentioned were independent studies focusing on each of the variables. However, no studies have explored the relationship between job resiliency, work-life balance, and work values, more specifically in the academic institution. This study may help academic institutions and human resource management formulate employee retention, commitment, and productivity programs.

This study determined the levels and significant differences of job resiliency, work-life balance, and work values of the employees of a Catholic College when taken collectively and when grouped according to age, sex, length of service, and department assigned. Moreover, this study determined the relationship between job resiliency and work-life balance, job resiliency and work values, and work-life balance and work values.

2.0. Framework of the Study

This study was anchored on three (3) different theories, namely, the Resiliency Theory of Rutter, the Work-Family Enrichment Theory of Greenhaus and Powell (2006), and the Theory of Basic Values by Schwartz (2012).

Resiliency is attributed to the concept of individuals experiencing multiple adversities and their varied responses as evidenced by their attitude toward challenges (Rutter, 2012). Resilience theory has its roots in the study of adversity and an interest in how adverse life experiences impact people's harm (Van Breda, 2018). Rutter's Resiliency Theory adheres that resilience is not related to individual psychological traits or superior functioning but is an ordinary adaptation given the right resources (Shean, 2015). Downes (2017) concluded that space is the essential nutrient to sustain system movement for agency underpinning resilience, whether educational systems or individual experience. In addition, Pangallo et al. (2015) argued that resilience measures might benefit from a greater focus on within-person variance typically associated with behavioral consistency across situations. Resilience also co-occurs with adaptive coping strategies, low levels of depressive reactions, and high quality of life (Oleś, 2015). Furthermore, a study showed a universal finding that huge individual differences in people's responses to all kinds of environmental hazards and resilience provides numerous leads on clinical approaches (Rutter, 2013).

On the other hand, as more employees strive to balance work and family responsibilities, research focuses increasingly on the relationship between work and family roles (Chen & Powell, 2012). Work-Family Enrichment includes the integration of multiple domains, such as employment can improve the quality of life of their family (Lapierre et al., 2018). Also, Work-Family Enrichment occurs when resource gains in work (home) role promote improved performance in the home (work) role (Nicklin & McNall, 2013). Greenhaus and Powell suggested that Work-Family Enrichment best captured the mechanism of the positive work-family interface resulting in a growing number of studies that have focused on the consequences of the positive interaction between work and family (Zhang et al., 2018).

Russo and Buonocore (2012) suggested that management fosters Work-Family Enrichment, linked to decreased turnover intentions. Moreover, employees' acquired skills and experiences greatly influence their personal lives, which in turn have significant implications for the organization (Jiang & Men, 2017).

Other findings also revealed that flexibility is significantly related to family-work Enrichment (Rastogi et al., 2016). Work-Family Enrichment fully mediated the relationship between family supportive supervisor behavior and work engagement (Qing & Zhou, 2017). Also, Ghislieri et al. (2017) confirmed the importance of promoting a balance between job demands and resources to create favorable conditions.

The theoretical structure of values posits a continuous cycle where one's value may warrant positive cross-loadings while contradicting negative cross-loadings (Ciecuch et al., 2014). Moreover, openness and agreeableness can be attributed to security and universalism (Vecchione et al., 2012).

This conceptual model implies that job resiliency, work-life balance, and work values would increase teachers' retention rates, commitment, and productivity. This is described using the following diagram:

Job Resiliency, Work-Life Balance, and Work Values of the Employees in a Catholic College

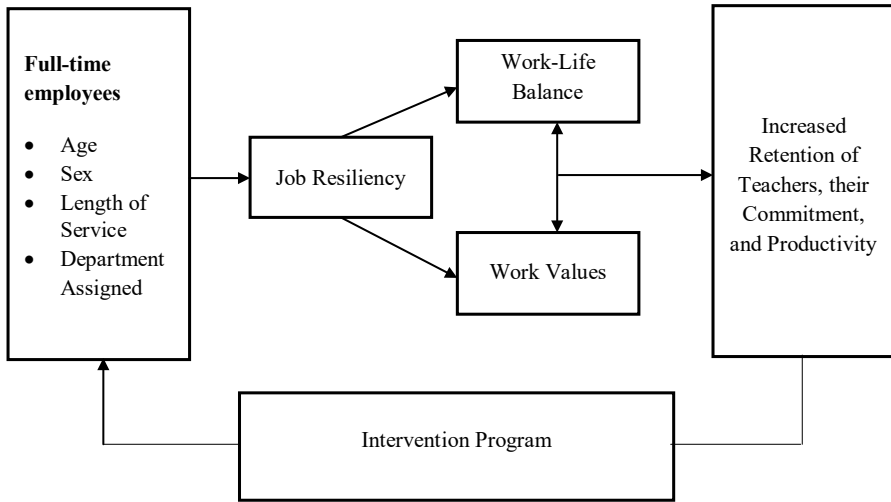


Figure 1. Conceptual Model

3.0. Methodology

This study employed a descriptive-correlational design that uses a statistical procedure to measure and describe the relationship or association between two variables (Baker, 2017).

One hundred five employees in a Catholic College served as the respondents of this study. Using stratified sampling ensured the representation of each group: 8 employees from elementary, 35 from junior high school, 15 from senior high school, and 47 from the college department.

Data were collected using an adapted-modified questionnaire from Connor and Davidson’s (2003) Resilience Scale (CD-RISC), Fisher-McAuley’s Hayman Work-Life Balance Questionnaire (Dolai, 2015), and Work Values Questionnaire anchored on Schwartz Values Theory (Avallone et al., 2010). The results of the survey were interpreted as follows:

Number Code	Scale	Word Description/Verbal Interpretation		
		Job Resiliency	Work-Life Balance	Work Values
4	3.25-4.00	Very High	Very High	Very High
3	2.50-3.24	High	High	High
2	1.75-2.49	Low	Low	Low
1	1.00-1.74	Very Low	Very Low	Very Low

Fifteen experts validated the data-gathering instrument, resulting in a 0.90 content validity index and considered valid. The reliability index of the survey questionnaire yielded 0.91 and was interpreted as reliable.

The researchers secured the approval to conduct the study from the school’s administrators. Sufficient copies were reproduced for distribution to the respondents. After data collection, the researchers analyzed the data using mean, standard deviation, Mann-Whitney U, and the Kruskal-Wallis.

The researchers asked the respondents to sign an informed consent form before participating in the study for ethical considerations. In addition, the confidentiality and anonymity of the respondents were given with high respect and utmost importance. Also, the researchers ensured that the participation of the respondents was voluntary. Hence, the researcher confirmed that the study was independent, impartial, and highly regarded for integrity and quality.

4.0. Results and Discussion

Job resiliency. When taken collectively, the mean score was 3.34 with an SD of 0.34, indicating that the employees' job resiliency in a Catholic College was very high.

When grouped according to age, the results showed that both younger and older employees have a very high level of job resiliency with mean scores of 3.30; SD of 0.30 and 3.38; SD of 0.35, respectively. Although interpreted as very high, the result implies that older employees have higher resiliency than younger employees. Experiences in life may be considered an important factor in this difference.

The study of Zheng et al. (2017) supports the results of this study, stating that older employees have higher resiliency scores than younger employees. Another study posited that more senior employees are likely to report moderate/high levels of resilience than younger employees (Ang et al., 2018). In contrast, Sencio and Magallanes (2020) concluded that the level of resilience of teachers is generally high regardless of age.

When grouped according to sex, the findings showed that both male and female employees have a very high level of job resiliency, where male employees have a mean score of 3.33 and SD of 0.30 while the female employees have a mean score of 3.35 and SD of 0.36. This manifests that sex difference is not an issue regarding job resiliency. Furthermore, male and female employees are flexible and ready to face challenges that will confront them.

The results of this study support the findings of Mazerolle et al. (2018), who said the male group somewhat has a higher level of resilience than the female group. This was also affirmed by Zheng et al.'s (2017) study, revealing that male participants reported higher resilience scores than female participants.

When grouped according to the length of service, the study depicted that employees, regardless of their years of service, have a very high level of job resiliency, as shown in their mean score of 3.33; SD of 0.30 and 3.36; SD of 0.35, respectively. The result implies that the employees can display a positive outlook in life even in difficult times, whether they stay longer or shorter in the school.

When it comes to the length of service, those with long years of experience have a higher level of resilience (Ang et al., 2018). In addition, the level of resilience of teachers is generally high regardless of teaching experience (Sencio & Magallanes, 2020). Furthermore, it was revealed that the resilience scores were highest among employees with more than 20 years of work experience (Zheng et al., 2017). Thus, the study of Kim and Windsor (2015) revealed that resilience is to be shaped by dynamic, reflective processes.

When grouped according to the department, the results showed that employees in all departments have a very high level of job resiliency. Elementary employees got the highest mean score of 3.46 and SD of 0.50, while the college employees got the lowest mean score of 3.29 and SD of 0.36. Job resiliency must be the concern of all departments since this might affect their performance at work whenever they are confronted with challenges.

A study showed that demographic characteristics, including position, age, title, and marriage, affect resilience (Yang et al., 2018). In addition, Bouillet et al. (2014) said that preschool teachers achieve high results on resilience measures. Moreover, the teachers who work at secondary schools' resilience levels were significantly lower than the teachers at elementary and high schools (Polat & Iskender, 2018).

Results showed no significant difference in the level of job resiliency in all variables of the demographic profile. The p -value (age) $0.103 > 0.05$; p -value (sex) $0.651 > 0.05$; p -value (length of service) $0.517 > 0.05$; p -value (department) $0.443 > 0.05$ all revealed no significant difference, hence; the hypothesis was accepted for these variables.

The studies of Sencio and Magallanes (2020); Yang et al. (2018) support the findings of this study and argues that there was no significant difference in teachers' resilience when grouped according to age, sex, and length of teaching experience. A study by Nerosa (2019) also revealed that age has no significant differences in the domain of resilience. Moreover, Zheng et al. (2017) said no statistically significant difference between sexes, but there is a significant difference in job resiliency among employees with different years of work experience.

Table 1. Job Resiliency of the Employees

Variables	Mean	SD	Verbal Interpretation
Age			
Younger (n=58)	3.30	0.30	Very High
Older (n=47)	3.38	0.35	Very High
Sex			
Male (n=42)	3.33	0.30	Very High
Female (n=63)	3.35	0.36	Very High
Length of Service			
Shorter (n=65)	3.33	0.30	Very High
Longer (n=40)	3.36	0.35	Very High
Department Assigned			
Elementary (n=8)	3.46	0.50	Very High
Junior High (n=35)	3.35	0.30	Very High
Senior High (n=15)	3.43	0.30	Very High
College (n=47)	3.29	0.36	Very High
As a whole (n=105)	3.34	0.34	Very High

Work-life balance. When taken collectively, the mean score is 2.98 and SD of 0.08, indicating that the level of work-life balance of the employees in a Catholic College is high.

When grouped according to age, the findings depicted that both younger and older employees have a high level of work-life balance. Younger employees have a mean score of 3.05 and SD of 0.04, while more senior employees have a mean score of 2.90 and SD of 0.12. The result implies that all employees maintain a work-life balance regardless of their age.

Age is expected to account for varying perceptions of work-life balance amongst the respondents (Dolai, 2015). In addition, the overall work-life balance of employees is relatively low regardless of age, status, and experience (Oosthuizen et al., 2016). Similarly, Laguador (2017) concluded that the group of male late-middle-aged adults from 41-50 years old have a higher work-life balance.

When grouped according to sex, the results showed that both male and female employees have a high level of work-life balance. Male and female employees have a mean score of 3.15, SD of 0.08, and 2.91, SD of 0.08, respectively. Although interpreted as high, the work-life balance can still improve. The school may consider this to maintain the well-being of its employees.

Based on Helvaci et al. (2017), male employees have a higher work-life balance than females. However, it was negated by Yusuf (2018), that says the work-life balance score of the female is higher than that of male employees. Some employees believed they were already losing it, while others could fully maintain a work-life balance (Esguerra, 2020).

Results also showed that regardless of their length of services, employees have a high level of work-life balance with mean scores of 3.05; SD of 0.05 and 2.90; SD of 0.12, respectively. Shorter-tenured employees have a much higher work-life balance than the longer-tenured ones, which may be affected by family concerns and issues faced by the longer-tenured employees compared to shorter-tenured ones.

Laguador's (2017) study posited that employees with 2-4 years in service have a significantly higher work-life balance than employees with 8-10 and 11 years and above. Also, the work-life balance of academicians did not differ under tenure as one of its variables (Helvaci et al., 2017).

When grouped according to the department, the result showed that only those assigned in elementary have a very high level of work-life balance with a mean score of 3.43 and SD of 0.04. Moreover, the senior high employees got the lowest mean score of 2.90 and SD of 0.04. Based on the result, it can be implied that among all departments, the elementary employees can effectively balance their work and non-work activities. Moreover, results indicate that the junior high, senior high, and college employees can still improve their work-life balance to a very high level like those in the elementary level.

On the other hand, Punia and Kamboj (2013) revealed that superior quality of work-life is seen with the associate professors followed by assistant professors. Based on the study of Bell et al. (2012), the result showed that in light of increasing job stress in universities, few studies examined the personnel's ability to balance work and personal life and overcome work-life conflict. Also, Uddin et al. (2013) argued that the work-life balance situation is moderate, which can be improved by ensuring flexible working of teacher teachers.

Results also showed no significant difference in the level of work-life balance in all variables of the demographic profile. The P-value (age) $0.205 > 0.05$; P-value (sex) $0.221 > 0.05$; P-value (length of service) $0.930 > 0.05$; P-value (department) $0.129 > 0.05$ all revealed no significant difference; hence, the hypothesis was accepted for these variables.

Dolai (2015) showed no statistically significant differences in work-life balance across demographics of gender and age. However, Laguador (2017) articulated a significant difference in the degree of work-life balance between different age groups, sex, length of service, and nature of work. The study of Lagrana and Bayoneta (2021) also revealed a significant difference in the level of work-life balance between the sexes.

Table 2. Work-Life Balance of the Employees

Variables	Mean	SD	Verbal Interpretation
Age			
Younger (n=58)	3.05	0.04	High
Older (n=47)	2.90	0.12	High
Sex			
Male (n=42)	3.15	0.08	High
Female (n=63)	2.91	0.08	High
Length of Service			
Shorter (n=65)	3.05	0.05	High
Longer (n=40)	2.90	0.12	High
Department Assigned			
Elementary (n=8)	3.43	0.04	Very High
Junior High (n=35)	3.00	0.08	High
Senior High (n=15)	2.90	0.04	High
College (n=47)	2.92	0.12	High
As a whole (n=105)	2.98	0.08	High

Work values. When taken collectively, the mean score was 3.14; SD of 0.06, indicating that the level of work values of the employees was high. Employees have high regard for security over power. Employees give their highest regard to security over power. This implies that the employees put importance on some values while they have a lower regard for other values.

The findings revealed that both younger and older employees have a high level of work value with a mean score of 3.18; SD of 0.06, and 2.83; SD of 0.17, respectively. Furthermore, both younger and older employees have high regard for security compared to power. With this, it can be inferred that both younger and older employees give much importance to their job security in the workplace over power and authority. Hence, the institution may consider this an opportunity to identify areas for further motivating and encouraging employee performance.

Consiglio et al. (2017) concluded that hedonism and achievement work values were more important to younger than older employees. Moreover, a study revealed that employees did not differ in work values in age, sex, population group, years of service, and highest academic qualification (Jonck et al., 2017).

The results showed that both male and female employees have a high level of work values with mean scores of 3.21; SD of 0.06 and 3.10; SD of 0.07, respectively. Similar to the age variable, the results showed that male and female employees highly regard security over other values presented. This indicates that regardless of sex, employees want to have a secure and safe future in the organization.

Consiglio et al. (2017) revealed that men give more importance to power, stimulation, hedonism, achievement, and self-direction values than women. The sexes do not differ in tradition and conformity values. Riego de Dios (2020) argued that males and females do not differ in work values.

When grouped according to the length of service, the findings indicated that shorter and longer tenure employees have a high level of work values with a mean score of 3.14; SD of 0.06 and 3.16; SD of 0.07. This is also similar to the other variables since the results showed that employees give high regard to security over power regardless of their length of service.

According to Unos (2017), length of service is observed to have a significant relationship to some work values. Most of those who have remained with the same organization for a long time may have found a comfortable niche (Consiglio et al., 2017).

The results showed that employees in the elementary department have a very high level of work value with a mean score of 3.26; an SD of 0.07. Meanwhile, other departments showed only a high level of work values.

The study of Importante and Roberto (2020) revealed that the practice of workplace values of primary education teachers is generally, to a "great extent," which indicated that they often exercise these values in schools. Jonck et al. (2017) argued that employees did not differ highly in work values in age, sex, population group, years of service, and highest academic qualification.

Results also showed no significant difference in the level of work values in all variables of the demographic profile. The P-value (age) $0.506 > 0.05$; P-value (sex) $0.363 > 0.05$; P-value (length of service) $0.433 > 0.05$; P-value (department) $0.503 > 0.05$ all revealed no significant difference; hence, the hypothesis was accepted for these variables.

Riego de Dios (2020) supported this by stating that there were no significant differences in the work values when grouped according to sex and length of service. This also concurs with the study of Importante and Roberto (2020). They said that there was no significant difference in the work values of teachers when they were grouped according to age, length of service, and educational attainment.

Table 3. Work Values of the Employees

Variables	Mean	SD	Verbal Interpretation
Age			
Younger (n=58)	3.18	0.06	High
Older (n=47)	2.83	0.17	High
Sex			
Male (n=42)	3.21	0.06	High
Female (n=63)	3.10	0.07	High
Length of Service			
Shorter (n=65)	3.14	0.06	High
Longer (n=40)	3.16	0.07	High
Department Assigned			
Elementary (n=8)	3.26	0.07	Very High
Junior High (n=35)	3.19	0.06	High
Senior High (n=15)	3.04	0.09	High
College (n=47)	3.12	0.06	High
As a whole (n=105)	3.14	0.06	High

Correlation between the variables of job resiliency, work-life balance, and work values.

Finally, the results showed a significant relationship between job resiliency, work-life balance, and work values. The P-value (job resiliency and work-life balance) $0.000 > 0.05$; P-value (job resiliency and work values) $0.000 > 0.05$; and P-value (work-life balance and work values) $0.044 > 0.05$; all revealed positive correlational relationship; hence, the hypothesis was rejected for these variables.

Kumari and Sangwan (2015) showed a positive correlation between resilience capacity and work-life balance, affirming the results of this study. It is essential to recognize the importance of work-life balance in producing and sustaining resilience among the workforce (Kim & Windsor, 2015). Furthermore, research shows that resilience had a moderate correlation with family-work conflict, work engagement, work to family and family to work facilitation, and family satisfaction (Riley, 2012). Therefore, it is crucial to strengthen resilience in coping with difficulties, adapting to new situations, having realistic and positive future expectations, and protecting work and daily life (Cam & Buyukbayram, (2017).

The concept of resiliency acts as the mediator between work stress and burnout. Work stress both directly and indirectly contributes to employees' burnout. While work stress partially mediates between resilience and work values. Resilience could hinder burnout by relieving work stress and having a positive attitude toward work values (Hao et al., 2015).

No study directly states the relationship between work-life balance and work values. However, findings provide important implications for designing coaching programs, with the ultimate goal of establishing work-life balance on affective work values (Cardos & Mone, 2016).

Table 4. Relationship between variables

Variables	p-value	Decision
Job Resiliency and Work-Life Balance	0.000	Reject Ho
Job Resiliency and Work Values	0.000	Reject Ho
Work-Life Balance and Work Values	0.044	Reject Ho

Note: Correlation is significant at the $p < 0.05$

5.0. Conclusion

This study concludes that the employees in a Catholic College are very resilient regardless of the challenges in their work. This is a manifestation of a positive outlook of the employees in life and their profession. In addition, employees have a high level of work-life balance amidst the demanding and busy schedule in the academe. This would mean that work interference with personal life is minimal, implying that personal life and work enhance each other. Moreover, the employees of a Catholic College's work values are of high level, which means that Schwartz's ten (10) values are highly evident in the employees.

Finally, this study concluded that resiliency, work-life balance, and work values are significantly correlated. Similarly, work-life balance and work values are also positively correlated. Employees must be resilient since this will affect their work-life balance and work values.

Maintaining resiliency must be one of the management's priorities since it has a significant relationship to their work-life balance and work values. Hence, the collaboration will play an essential role in maintaining the job resiliency, work-life balance, and work values of the employees in a Catholic College.

7.0. Declaration of Conflicting Interests

The authors declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

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