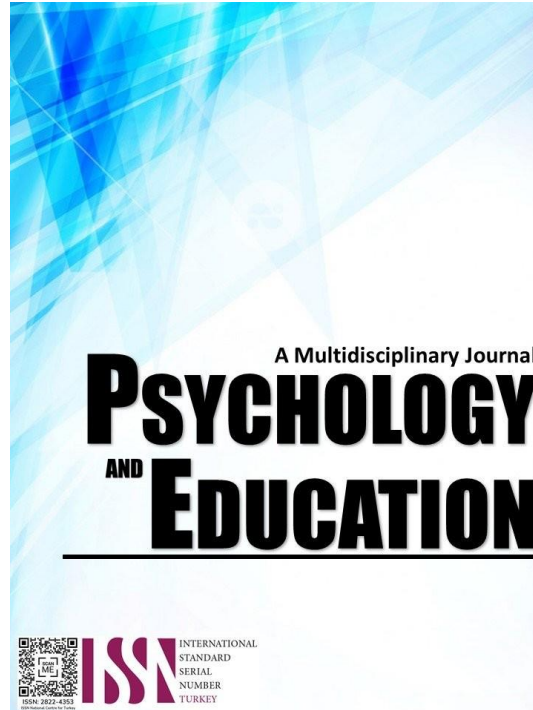


WORK-LIFE BALANCE OF GRADUATE STUDENTS: ITS INFLUENCE ON MENTAL WELL-BEING AND ACADEMIC PERFORMANCE



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Work-Life Balance of Graduate Students: Its Influence on Mental Well-Being and Academic Performance

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Abstract

The study assessed the relationship between work-life balance, mental well-being, and academic performance among 108 graduate students of St. Peter's College pursuing a Master of Arts in Education majoring in Educational Management. The results indicated that students sometimes achieved work-life balance in managing self, time, stress, and leisure. Academic performance was rated as very satisfactory and satisfactory, with 40.7% of students attaining Grade Point Averages of 1.2-1.3 and 1.4-1.6 respectively. Students reported having positive mental well-being all the time. No significant association was found between academic performance and socio-demographic profiles, leading to the acceptance of the null hypothesis of no significant relationship. However, mental well-being was significantly related to socio-demographic profiles, particularly in terms of sex, rejecting the null hypothesis of no significant relationship. Mental well-being also demonstrated a highly significant relationship with work-life balance, resulting in the rejection of the null hypothesis stating no relationship between these variables. Academic performance was influenced by socio-demographic factors, especially sex, leading to the acceptance of the null hypothesis regarding variables singly or in combination predicting academic performance. Mental well-being was affected by socio-demographic factors such as length of service and work-life balance in managing time and stress, leading to the rejection of the null hypothesis of no variables predicting mental well-being. Therefore, work-life balance plays a crucial role in promoting mental well-being. While it strongly impacts mental well-being, its influence on academic performance is indirect and mediated by socio-demographic factors, underscoring the need for targeted support for graduate students' well-being.

Keywords: *work-life balance, mental well-being, academic performance, graduate students, descriptive-correlational*

Introduction

In contemporary higher education settings, the delicate balance between academic pursuits, personal well-being, and professional obligations among graduate students has become a matter of paramount concern. The rigors of graduate education, characterized by demanding coursework, research commitments, and often concurrent employment, not only shape academic success but also profoundly influence students' mental health and overall quality of life.

Work-life balance, as defined by Heathfield and cited by Sianquita (2017), emerges as a critical dimension of well-being not only for employees but also for graduate students navigating the intricacies of academia while managing personal and professional domains. Balancing academic rigor with other commitments necessitates adept time and energy management, with this equilibrium greatly impacting both academic performance and personal satisfaction.

Research indicates potential challenges associated with concurrently balancing full-time schooling and part-time employment, highlighting adverse effects on the physical and mental well-being of graduate students (Hovdhaugen, 2015, as cited by Cada Jr., 2021). The intersection of academic and professional roles introduces layers of complexity akin to those encountered in professional work environments. Understanding these intricacies illuminates the multifaceted experiences of graduate students and underscores the importance of fostering holistic well-being.

Specialized graduate programs, such as the Master of Arts in Education outlined in CHED Memorandum Order No. 53-Series of 2007 Section 7, serve as targeted interventions addressing the unique needs of educator-students. Tailored curricula and support mechanisms equip graduate students with the necessary tools to navigate the complexities of graduate education, enhancing their teaching abilities and scholarly contributions while mitigating risks of anxiety, depression, and burnout.

Despite extensive research on work-life balance (Gumpal, 2021; Lear & Nabo, 2023; Soliman, 2023; Esguerra, 2020), mental well-being (Labasano et al., 2023; Cleofas & Romualdez, 2023; Guzman et al., 2021; Alampay et al., 2021; Soliman, 2023), and academic performance (Mullis et al., 2020; Lopez, 1994; Villaceran, 2024; Belmi & Mangali, 2020; OECD, 2022) across various sectors in the Philippines, few studies have examined the interplay between work-life balance, mental well-being, and academic performance among graduate students.

While there is existing research on the work-life balance of graduate students (Cada, 2021; Yusuf, Saitgalina, & Chapman, 2020), none have specifically investigated its relationship with mental well-being and academic performance in the Philippines. Graduate students, who navigate between academia and potential employment, remain largely unexplored in current literature, which predominantly focuses on professionals in the workforce.

Engagement in graduate education offers numerous benefits, including skill enhancement and networking opportunities, but also presents challenges such as increased stress and potential burnout. Balancing academic pursuits with personal and professional responsibilities poses a significant challenge, particularly for graduate students pursuing careers in education. Yet, our comprehension of these challenges and benefits within the unique context of graduate education remains incomplete.

This study aimed to address this gap by assessing how work-life balance and mental well-being influenced the academic performance of graduate students. Employing a descriptive-correlational design and utilizing surveys as the primary data collection method, this research sought to assess the intricate relationships between these variables. Through rigorous analysis of survey data collected using validated instruments such as the Work-Life Balance Questionnaire and the Warwick Edinburgh Mental Well-being Scale, the study aimed to uncover actionable insights to enhance student well-being and facilitate academic success.

The researcher, herself a graduate student in a private educational institution and an administrative staff member, brings firsthand experience and insight into the challenges and nuances of graduate education. With a deep understanding of the complexities faced by graduate students, coupled with rigorous academic training and research skills, the author is uniquely positioned to undertake this investigation.

Research Questions

This study assessed the relationship between work-life balance, well-being, and academic performance among the graduate students enrolled in the Master of Arts in Education program at St. Peter's College for the second semester of the academic year 2023-2024. Specifically, it sought to answer the following questions:

1. What is the socio-demographic profile of respondents in terms of:
 - 1.1. age,
 - 1.2. sex,
 - 1.3. civil status,
 - 1.4. employment status,
 - 1.5. monthly income,
 - 1.6. length of service?
2. What is the level of work-life balance among graduate students as to:
 - 2.1. managing self,
 - 2.2. managing time,
 - 2.3. managing stress, and
 - 2.4. managing leisure?
3. What is the academic performance of the respondents for the first semester of the Academic Year 2023-2024?
4. What is the level of mental well-being of the respondents?
5. Is there a significant relationship between the socio-demographic profile, work-life balance, and academic performance of the respondents?
6. Is there a significant relationship between the socio-demographic profile, work-life balance, and mental well-being of the respondents?
7. Which of the demographic profile, work-life balance, and mental well-being best predicts academic performance of the respondents?
8. Which of the demographic profile and work-life balance best predicts mental well-being of the respondents?
9. What action plan can be formulated based on the results of the study?

Methodology

Research Design

The study utilized a descriptive-correlational design. The descriptive design enabled the description of the respondents' demographic profile, work-life balance, mental well-being, and academic performance. The correlational design allowed the researcher to determine the relationships between the demographic profiles, levels of work-life balance, mental well-being, and academic performance among the respondents.

Respondents

The respondents of this study were the one hundred eight (108) graduate students of St. Peter's College during the second semester of the academic year 2023-2024. There are four hundred one (401) first-year students and one hundred three (103) second-year students among the total of five hundred four (504) graduate students enrolled for the academic year. Due to time constrained, only about a fifth of the total population were surveyed and approved to be a part of the study.

Simple random sampling was used to ensure a fair and unbiased representation of the graduate student population. This method involved randomly selecting respondents from the entire pool of eligible students, providing each student with an equal chance to be

included in the study.

Instrument

The researcher utilized an adopted questionnaires from Sanquita (2017) and the Warwick Edinburgh Mental Well-being Scale (2007). The questionnaire was divided into four parts. The first part gathered demographic information about the respondents, including categories such as age, sex, civil status, employment status, monthly income, number of siblings, and length of service. The next part assessed the Grade Point Average (GPA) of the respondents during the first semester of the academic year 2023-2024.

The third part focused on evaluating the respondents' work-life balance. This section of the questionnaire was divided into four sections, each addressing specific dimensions of work-life balance: self-management, time management, stress management, and leisure activity management. This provided insights into how individuals perceived and managed their work-life balance across these dimensions.

The fourth part concentrated on assessing the mental well-being of the respondents using the WEMWBS. This questionnaire measured various aspects of mental well-being, including positive affect, satisfying interpersonal relationships, and positive functioning. It consisted of fourteen statements, and respondents provided their responses based on their experiences. The data collected.

The questionnaire was reviewed by an adviser and an expert in the field for further comments and suggestions before being pilot-tested at Mindanao State University-Iligan Institute of Technology.

For the scoring procedure, a 4-point Likert scale was used for the third and fourth part of the questionnaire, which assessed the level of work-life balance and mental well-being among the respondents, with the following options: 1 - poor, 2 - satisfactory, 3 - very satisfactory, and 4 - excellent. The fourth part, specifically the mental well-being questionnaire, also utilized a 4-point Likert scale, with the options being: 1 - none of the time, 2 - rarely, 3 - sometimes, and 4 - all of the time.

Table 1 displays the reliability analysis of variables. The findings reveal that the aspects of Managing Self, Managing Time, Managing Stress, and Managing Leisure, each with 10 questions, yielded Cronbach Alpha values of 0.875, 0.885, 0.852, and 0.907, respectively, indicating reliability. Overall, the third and the fourth sections of the questionnaire, comprising these 54 items concerning work-life balance and mental well-being, yielded a Cronbach Alpha value of 0.8790, suggesting high reliability. This value exceeds the threshold commonly found in the literature, which is typically above 0.700. These results suggest that respondents understood the research questions well and provided consistent responses across similar questions.

Table 1. *Reliability Analysis of Variables*

<i>Variables</i>	<i>Number Of Questions</i>	<i>Cronbach Aplha</i>	<i>Interpretation</i>
Managing Self	10	0.875	Reliable
Managing Time	10	0.885	Reliable
Managing Stress	10	0.852	Reliable
Managing Leisure	10	0.907	Reliable
Mental Well-being	14	0.881	Reliable

Procedure

The data gathering process for this study involved obtaining permission from the School President to conduct the research. After securing consent, the researcher explained to the participants the importance of the questionnaire and reassured them that their responses would be kept confidential.

Participants then completed a questionnaire covering demographic details, work-life balance, mental well-being, and academic performance. The questionnaire utilized a Likert scale to assess the participants' perceptions of their work-life balance and mental well-being. Additionally, participants were asked to provide their grade point average (GPA) for the first semester.

The data collection concluded with the researcher thanking the participants for their participation and honesty. Throughout the study, ethical guidelines were strictly followed to ensure the reliability and relevance of the data collected, aligning closely with the research objectives.

Data Analysis

The following statistical analyses were employed to answer the different research problems:

Problem 1s and 3: Frequency and Percentage were utilized to determine the distribution of respondents based on age, sex, civil status, employment status, net income, and length of service. These analyses were also used to determine the academic performance of the respondents.

Problems 2 and 4: Weighted Mean and Standard Deviation were employed to determine the level of work-life balance in terms of managing self, time, stress, and leisure. These analyses were also used to determine the level of mental well-being of the respondents.

Problems 5 and 6: Chi-square Test and Pearson's Correlation was utilized to assess the relationship between work-life balance, mental well-being, and academic performance.

Problems 7 and 8: Linear Regression Analysis was employed to test whether the predictors significantly affected work-life balance.

Results and Discussion

This section presents the data gathered to answer the problems of the study. It also analyzes and interprets the data collected by the researchers to solve the issues in the study. The presentation, interpretation, and analysis were supported by tables and arranged in the same manner as the questions presented in the statement of the problem.

Problem 1: What is the demographic profile of the respondents in terms of age, sex, civil status, employment status, monthly income, and length of service?

Table 2. *Age*

<i>Age (in Years Old)</i>	<i>Frequency</i>	<i>Percentage (%)</i>
18-24	6	5.6
25-34	68	63.0
35-44	33	30.6
55-64	1	0.9
Total	108	100.0

Table 2 shows the age distribution of the respondents. The data indicated that the majority of respondents fall within the age range of 25-34 years old (63.0%), followed by the 35-44 age range (30.6%). Very few respondents are aged 18-24 (5.6%) or 55-64 (0.9). These results suggested that the study predominantly includes individuals in their late twenties to early forties, reflecting a demographic likely in early career stages or further education while managing other responsibilities.

Existing literature highlights the value of older students, particularly those aged 25-34, due to their maturity and life experiences (The Admit Lab, n.d.). This group may have established careers and provide valuable insights to the study through diverse perspectives and experiences.

Table 3. *Sex of the Respondents*

<i>Sex</i>	<i>Frequency</i>	<i>Percentage (%)</i>
Male	11	10.2
Female	97	89.8
Total	108	100.0

Table 3 shows the sex distribution of the respondents, with females comprising 89.8% of the total. This aligned with sex distribution trends in various sectors where women are often more prevalent.

The high percentage of female respondents is consistent with broader trends in educational attainment. According to the Philippine Statistics Authority (2023), the median years of schooling among women and girls increased from 5.7 years in 1993 to 9.1 years in 2017, remaining unchanged between 2017 and 2022. Additionally, females outnumber males in post-baccalaureate courses and higher education.

The significant female predominance in the sample may suggest potential challenges regarding work-life balance, as women often shoulder a higher burden of caregiving responsibilities (McDowall & Kinman, 2020). This disparity may lead to work-family conflict, highlighting the need for flexible work policies to address gender differences in the workforce.

Table 4. *Marital Status*

<i>Marital Status</i>	<i>Frequency</i>	<i>Percentage (%)</i>
Single	46	42.6
Divorced	1	0.9
Married	60	55.6
Widowed/Widower	1	0.9
Total	108	100.0

Table 4 displays the marital status of the respondents. The result presented that the majority of the respondents are married, accounting for 55.6% of the total respondents.

This statistic suggested that marital status plays a notable role in influencing teachers' decisions to pursue higher education. It became apparent that married individuals often seek further education for reasons such as financial stability, emotional support, and personal development (SciSpace, n.d.). Education is viewed not only as an investment in career advancement but also as a means to strengthen familial bonds and foster stability. However, being married while pursuing academic endeavors presents its own set of challenges, including the juggling of conflicting roles and responsibilities.

Table 5 presents the length of service of the respondents. The data shows that the majority of respondents (65.7%) have served between 1 to 5 years, suggesting a relatively high turnover rate or a trend of younger individuals entering the teaching profession. This finding is consistent with research by Valdez and Dominado (2020), who identified challenges faced by novice teachers. Their study found

that a substantial portion of teachers had served for one to two years, indicating early-career challenges might be common in this demographic.

Table 5. *Length of Service*

<i>Length of Service</i>	<i>Frequency</i>	<i>Percentage (%)</i>
1 – 5 years	71	65.7
6 – 10 years	24	22.2
11 - 15 years	9	8.3
16 - 20 years	2	1.9
21 – 25 years	1	0.9
26 – 30 years	1	0.9
Total	108	100.0

The distribution of length of service can provide insights into discussions on work-life balance and mental well-being among graduate students entering the teaching profession. Understanding the challenges faced by teachers at different stages of their careers is crucial for addressing issues related to burnout, job satisfaction, and overall mental well-being, especially among those in their initial years of service.

Table 6. *Employment Status*

<i>Employment Status</i>	<i>Frequency</i>	<i>Percentage (%)</i>
Unemployed	11	10.2
Probationary	1	0.9
Substitute	10	9.3
Employed	86	79.6
Total	108	100.0

Table 6 presents the respondents' employment status. The data showed that 79.60% of respondents are employed, aligning with findings from the study "Tracer Study of Graduate School Graduates of a State Higher Education Institution in the Philippines from 2016 to 2020" by Dela Cruz (2020). This study traced graduates from a state higher education institution in the Philippines, examining their employment and academic experiences.

Literature suggested that individuals with higher education, especially at the graduate level, have better job opportunities and higher employment rates. This aligns with the high employment rate observed in Table 5. Graduate education enhances individuals' qualifications and competencies, making them more eligible for managerial positions and new job assignments.

The high employability rate among graduates underscores the positive impact of academic preparation on career prospects. Furthermore, graduates reported a high application of competencies gained from their graduate programs in both personal and professional growth, highlighting the value of higher education in facilitating career advancement.

Table 7. *Monthly Income*

<i>Monthly Income</i>	<i>Frequency</i>	<i>Percentage (%)</i>
19,999.00 and below	31	28.7
20,000.00 – 24,999.00	7	6.5
25,000.00 – 29,999.00	65	60.2
30,000.00 and above	5	4.6
Total	108	100.0

Table 7 illustrates the monthly income distribution among respondents. The data revealed that the majority, 60.2%, earned a monthly income between 25,000.00 and 29,999.00, which aligns with the salary grade 11 for Teacher 1 in the Philippines, estimated to be around 27,000.00 (PhilippineGo, 2023). This income range is consistent with literature suggesting that an individual's monthly income significantly influences their perception of work-life balance (Gautam & Jain, 2018).

Research suggests that higher satisfaction with salary and living conditions, as well as social support, contribute to less mental distress and better self-rated health, ultimately leading to improved satisfaction with life (Sha, Li, Law, & Yip, 2019).

Problem 2: What is the level of work-life balance among graduate students as to managing self, managing time, managing stress, and managing leisure?

Table 8 presents the respondents' level of work-life balance in terms of self-management. The data revealed that, on the average, graduate students perceive their ability to manage themselves reasonably well. This suggests that graduate students perceive a satisfactory level of work-life balance in managing themselves. While the majority of indicators received ratings in the "Very Satisfactory" range, there are areas for potential improvement, notably in engaging in regular physical exercise (Indicator 6) and treating oneself (Indicator 7), both of which received lower mean scores.

The findings indicate that while graduate students generally have sufficient time for self-care activities, such as personal development, planning, nutrition, rest, and relaxation, there is room for enhancement in physical health habits and self-indulgence. High levels of

self-management, the ability to regulate one's thoughts, emotions, and behaviors, can have a significant impact on an individual's work-life balance. Recent academic research has shed light on this relationship.

A study published in the Journal of Occupational Health Psychology in 2020 found that employees with higher self-management skills were better able to manage the demands of their work and personal life, leading to improved work-life balance. The researchers suggest that self-management allows individuals to prioritize tasks, set boundaries, and effectively allocate their time and energy, which can mitigate the negative effects of work-family conflict.

Similarly, a 2021 article in the Journal of Vocational Behavior reported that self-management was positively associated with work-life balance, as it enabled employees to better manage their time, energy, and resources across different domains. The authors argue that self-management fosters a sense of control and autonomy, which can help individuals navigate the challenges of balancing work and personal responsibilities.

Furthermore, a 2022 study published in the International Journal of Environmental Research and Public Health found that self-management skills, such as goal-setting and self-monitoring, were linked to higher levels of work-life balance and reduced burnout among healthcare professionals. The researchers suggest that these self-management strategies can help individuals better manage stress and maintain a healthy work-life integration.

The indicator with the lowest mean score "I undergo physical exercise regularly" (Indicator 6), with a mean of 2.36. This finding suggested that respondents found satisfactory in engaging in regular physical exercise, an essential practice for maintaining physical health and overall well-being. The lack of regular exercise may lead to various health issues, including obesity, cardiovascular diseases, and mental health disorders (Warburton et al., 2006). The low mean score in this area points to a potential need for improvement in respondents' self-management practices, particularly concerning physical health habits.

Table 8. *Work-life Balance as to Managing Self*

Indicators	Mean	+	SD	Description
1. I can spend the time I want on my own self development.	3.27	+	0.71	Excellent
2. I have enough time to think, plan and to schedule my day-to-day activities.	3.22	+	0.59	Very Satisfactory
3. I have sufficient time to take care of myself.	3.26	+	0.70	Excellent
4. I am able to eat regularly for my proper nutrition.	3.26	+	0.68	Excellent
5. I have sufficient time to rest and relax.	2.84	+	0.67	Very Satisfactory
6. I undergo physical exercise regularly	2.36	+	0.83	Satisfactory
7. I have enough time to treat myself	2.76	+	0.70	Very Satisfactory
8. I have sufficient time of sleep every day	2.97	+	0.78	Very Satisfactory
9. I have time and energy to engage in any activities that I want to do.	2.94	+	0.77	Very Satisfactory
10. I am spending suitable time on my personal endeavors.	2.93	+	0.77	Very Satisfactory
Weighted Mean	2.98	+	0.49	Very Satisfactory

Note: 3.25-4.00 Excellent, 2.50-3.24 Very Satisfactory, 1.75-2.49 Satisfactory, 1.00-1.74 Poor

Conversely, the indicator with the highest mean score is "I can spend the time I want on my own self-development" (Indicator 1), with a mean of 3.27. This suggested that respondents consistently prioritize their self-development, reflecting a proactive approach to personal growth and learning. This is a positive aspect of work-life balance as it demonstrates a commitment to investing in oneself, leading to enhanced skills, knowledge, and overall well-being. Research suggests that self-development activities contribute to job satisfaction and performance (Stahl et al., 2012), underscoring the importance of this indicator in achieving a balanced lifestyle.

Table 9. *Work-life Balance as to Managing Time*

Indicators	Mean	+	SD	Description
1. I am satisfied with the number of hours I work	3.17	+	0.79	Very Satisfactory
2. I can meet the requirements of my job without working long hours.	2.95	+	0.74	Very Satisfactory
3. My family time does not suffer as a result of my working hours.	3.18	+	0.75	Very Satisfactory
4. My workplace provides technological resources that allow me to work from home if I have family affairs to attend to.	2.63	+	1.00	Very Satisfactory
5. I can attend to my family needs even if I have long hours on my job.	3.02	+	0.77	Very Satisfactory
6. I can schedule my preferred leave of absence supported by my immediate superior.	3.10	+	0.82	Very Satisfactory
7. I am able to spend my day off with my family and social life without worrying about my job responsibility.	2.83	+	0.85	Very Satisfactory
8. Despite the number of hours spent working, I am still able to go out and have my social life.	2.82	+	0.77	Very Satisfactory
9. Flexible number of hours is allowed in my workplace	2.80	+	0.97	Very Satisfactory
10. We are allowed to offset for the overtime we worked instead of paying us.	2.41	+	1.00	Satisfactory
Weighted Mean	2.89	+	0.53	Very Satisfactory

Note: 3.25-4.00 Excellent, 2.50-3.24 Very Satisfactory, 1.75-2.49 Satisfactory, 1.00-1.74 Poor

Table 9 presents the level of work-life balance among respondents in terms of managing time. The results revealed that, on the average, graduate students perceived that they have a very satisfactory level of work-life balance in terms of managing time. Notably, recent

research by Young, Bourke, Foley, & Di Blasi (2024) underscores the paramount importance of time management, demonstrating its substantial impact on overall well-being, particularly in fostering life satisfaction. Furthermore, Alyami et al. (2021) have underscored the pivotal role of efficient time management in bolstering academic achievements while concurrently mitigating stress, strain, and anxiety among students.

The indicator with the lowest mean is “We are allowed to offset for the overtime we worked instead of paying us,” suggesting that respondents are dissatisfied with the policy of offsetting overtime with time off instead of monetary compensation. This could be a source of frustration or dissatisfaction for employees, particularly if they prefer financial compensation for overtime work. This finding implies that the current policy regarding overtime compensation may not align with the preferences or needs of the workforce. Consistent with previous research, employees working long hours are more likely to experience work-life conflict, which can negatively affect their well-being (Hsu et al., 2019).

Conversely, the indicator “My family time does not suffer as a result of my working hours” suggests that respondents generally feel their work hours do not adversely impact the time they spend with their families. This is a positive sign of work-life balance, as it indicates respondents can effectively allocate time for both work and family commitments. This perception suggests that respondents view their work arrangements as conducive to maintaining a healthy balance between professional and personal lives. Employers may be implementing policies or practices that support employees in prioritizing their family time, which contributes to overall employee satisfaction and well-being. This finding aligns with previous literature stating that work-life balance is critical to job satisfaction (Asian Recruitment, 2023).

Table 10 presents the level of work-life balance among respondents concerning managing stress. The results indicated a very satisfactory level of work-life balance among the respondents on the average. This suggests that respondents possess effective coping mechanisms and resilience to handle various stressors encountered in both academic and personal contexts. Specifically, respondents reported being able to manage irritability, fatigue, mental distractions, mood swings, work-related frustrations, and other stress-induced challenges effectively. They also maintain their self-confidence and self-esteem, even in the face of mistakes or difficult situations, and can sustain their performance and appetite despite experiencing stress. This is supported by the fact that the study finds that stress management such as yoga-based and cognitive behavioral interventions, significantly reduce stress and improve mental well-being (Riley et al., 2016). Furthermore, effectively managing stress plays a crucial role in mitigating the adverse effects of stress on students' academic performance (Aafreen, Priya, & Gayathri, 2018).

The indicator with the lowest mean score is “I don’t easily get irritated or frustrated” (2.94), suggesting respondents often experience fatigue or exhaustion despite not resting sufficiently. This could indicate a significant challenge in managing work-related stress and maintaining energy levels for both professional and personal activities. Respondents may be experiencing chronic fatigue or burnout, which can negatively impact overall health, productivity, and job satisfaction. This aligns with previous research associating work-life balance with lower stress levels and improved mental health (Irawanto et al., 2021).e, with a weighted mean of 3.02 and a standard deviation of 0.46.

Table 10. *Work-life Balance as to Managing Stress*

Indicators	Mean	+	SD	Description
1. I don't easily get irritated or frustrated	2.94	+	0.67	Very Satisfactory
2. I don't easily get tired and exhausted even if I don't have enough rest.	2.83	+	0.60	Very Satisfactory
3. I am able to manage myself when I experience mental distraction caused by non-fulfilment of obligations.	3.04	+	0.65	Very Satisfactory
4. My self-confidence / self-esteem is not affected even if I do mistakes most of the time.	2.94	+	0.68	Very Satisfactory
5. I am able to manage myself when I experience mood swings, difficulty in making decisions, and loss of concentration.	3.02	+	0.68	Very Satisfactory
6. I can still manage myself at work even if I am frustrated.	3.26	+	0.72	Excellent
7. I am able to manage myself when I experience that my work performance is affected by stress and anxiety.	3.15	+	0.68	Very Satisfactory
8. I am still able to perform my work properly even when I feel fatigued or tired.	3.05	+	0.71	Very Satisfactory
9. I don't lose my appetite or skip meals even if I am stressed.	3.07	+	0.79	Very Satisfactory
10. I don't easily get distracted even if something or someone really annoys me.	2.94	+	0.77	Very Satisfactory
Weighted Mean	3.02	+	0.46	Very Satisfactory

Note: 3.25-4.00 Excellent, 2.50-3.24 Very Satisfactory, 1.75-2.49 Satisfactory, 1.00-1.74 Poor

On the other hand, the indicator with the highest mean score is “I can still manage myself at work even if I am frustrated ” (3.05), suggesting that respondents feel confident in their ability to maintain composure and perform effectively despite encountering frustration in the workplace.

This result pertains to emotional regulation, which, according to Tasneem and Panwar (2022), individual differences in the use of emotion regulation strategies, such as more cognitive reappraisal, are related to better well-being and interpersonal functioning. Cognitive reappraisal, or changing the way one perceives an emotion-eliciting event, is an effective emotion regulation strategy that can modify the emotional impact of a situation (Tasneem & Panwar, 2022). Emotion suppression, consciously inhibiting the expression

of emotion-related responses, is another common emotion regulation strategy used in everyday life. Improving emotional regulation skills can have a direct impact on quality of life, well-being, and reduce mental health symptomatology (Menefee et al., 2022).

Table 11 exhibits the level of work-life balance among respondents in terms of managing leisure. The result indicated that respondents have very satisfactory level of work-life balance in terms of managing leisure. This suggests that graduate students perceive a high level of work-life balance concerning managing leisure activities.

This indicates that they have adequate time and energy to engage in various leisure pursuits, feel satisfied with their free time, and can participate in extracurricular events and social activities. Furthermore, they are able to enjoy their time off without thinking about work duties, use their leisure time for relaxation, and spend quality time with family and friends. Additionally, they have the flexibility to schedule vacations and regular time off, and despite their work commitments, they can still maintain a social life. Effective leisure management, characterized by the ability to engage in and derive benefits from leisure activities is positively associated with mental well-being (Cho, 2020).

Table 11. *Work-life Balance as to Managing Leisure*

Indicators	Mean	+	SD	Description
1. I have time and energy to engage in any leisure activities that I want to do	3.07	+	0.74	Very Satisfactory
2. I feel satisfied with my free/leisure hours.	3.18	+	0.78	Very Satisfactory
3. I am able to join extra-curricular events and social activities.	2.99	+	0.78	Very Satisfactory
4. I am able to enjoy my time off without thinking of my work duties.	2.94	+	0.76	Very Satisfactory
5. I am able to use my time off for relaxing and resting.	3.09	+	0.74	Very Satisfactory
6. I am able to enjoy the days during my time off with my family and friends.	3.19	+	0.69	Very Satisfactory
7. I am able to enjoy my time off without being bothered of reporting for work during emergency cases.	2.94	+	0.71	Very Satisfactory
8. I am able to schedule when it comes to my vacation.	3.08	+	0.81	Very Satisfactory
9. I have regular time off schedule every week.	3.12	+	0.82	Very Satisfactory
10. Despite the number of hours spent for work and working shift, I am still able to go out and have my social life.	2.91	+	0.72	Very Satisfactory
Weighted Mean	3.05	+	0.57	Very Satisfactory

Note: 3.25-4.00 Excellent, 2.50-3.24 Very Satisfactory, 1.75-2.49 Satisfactory, 1.00-1.74 Poor

The indicator with the lowest mean score is "Despite the number of hours spent on work and working shifts, I am still able to go out and have my social life" (Indicator 10), with a mean of 2.91. This suggested respondents face challenges in maintaining an active social life while balancing work responsibilities. This low mean score implies that despite their efforts, respondents may struggle to balance work hours with social activities, possibly leading to feelings of stress or isolation. This finding aligns with research showing that long work hours and a lack of work-life balance can negatively impact mental health and overall well-being (HireQuotient, 2022).

In contrast, the indicator with the highest mean score in Table 10 is "I am able to enjoy the days during my time off with my family and friends" (Indicator 6), with a mean of 3.19. This suggests that respondents generally feel they can spend quality time with their loved ones during their leisure time, indicating a positive aspect of their work-life balance. This finding aligns with the significance of social connections and relationships for overall well-being. The high mean score implies that respondents prioritize and successfully allocate time for socializing and bonding with family and friends despite work commitments. Leisure time physical activities are related to mental well-being (Kekäläinen et al., 2020).

Problem 3: What is the academic performance of the respondents for the first semester of the Academic Year 2023-2024?

Table 12 presents the academic performance of the respondents. The result showed that the respondents have very satisfactorily and satisfactorily grades with both 40.7 % respectively amidst balancing work and life as well as keeping their mental well-being. With only 3.7 % having poor performance this indicates that they strive to have a good grade besides being teacher. While this percentage is relatively low, it is still important to address the factors contributing to poor academic performance among these respondents. Poor academic performance can have significant implications for students' future opportunities and overall well-being. It may indicate challenges such as difficulties in managing workload, lack of effective study strategies, or personal issues impacting academic focus.

Table 12. *Academic Performance*

Grade Scale	Frequency	Percentage (%)	Description
1.0 – 1.1	14	13.0	Excellent
1.2 – 1.3	44	40.7	Very Satisfactory
1.4 – 1.6	44	40.7	Satisfactory
1.7 - 1.8	2	1.9	Fair
1.9 – 2.0	4	3.7	Poor
Total	108	100.0	

The high proportion of respondents who achieved very satisfactory grades during the semester suggests they successfully balanced academic responsibilities with other aspects of their lives, including work and personal well-being. This level of academic achievement in the context of work-life integration reflects positively on respondents' time management, organizational skills, and dedication to

their academic pursuits. It further demonstrates respondents' resilience and adaptability in managing challenges while sustaining strong academic performance.

Research suggested that maintaining a healthy work-life balance can enhance mental and physical health, thereby improving academic performance (Bayrne, 2021). Individuals who achieve a balance between their work and personal life are more likely to experience lower stress levels, increased productivity, and overall improved well-being, all of which contribute positively to academic success (Bayrne, 2021).

Problem 4: What is the level of mental well-being of the respondents?

Table 13. *Mental Well-Being*

<i>Indicators</i>	<i>Mean</i>	<i>+</i>	<i>SD</i>	<i>Description</i>
1. I've been feeling optimistic about the future.	3.48	+	0.60	All of the Time
2. I've been feeling useful.	3.40	+	0.68	All of the Time
3. I've been feeling relaxed.	3.08	+	0.73	Often
4. I've been feeling interested in other people.	3.08	+	0.77	Often
5. I've had energy to spare.	3.12	+	0.68	Often
6. I've been dealing with problems well.	3.24	+	0.64	Often
7. I've been thinking clearly.	3.31	+	0.65	All of the Time
8. I've been feeling good about myself.	3.44	+	0.60	All of the Time
9. I've been feeling close to other people.	3.20	+	0.73	Often
10. I've been feeling confident.	3.29	+	0.64	All of the Time
11. I've been able to make up my own mind about things.	3.37	+	0.54	All of the Time
12. I've been feeling loved.	3.57	+	0.55	All of the Time
13. I've been interested in new things.	3.58	+	0.58	All of the Time
14. I've been feeling cheerful.	3.47	+	0.63	All of the Time
Weighted Mean	3.33	+	0.44	All of the Time

Note: 3.25-4.00 All of the Time, 2.50-3.24 Often, 1.75-2.49 Rarely, 1.00-1.74 None of the Time

Table 13 shows the level of mental well-being of the respondents. The result showed that the respondents consistently reported a positive perception of good mental well-being, with an overall weighted mean of 3.33. This indicates that, on average, the surveyed graduate students tend to experience positive mental states frequently. Such a finding is crucial, as it underscores the importance of maintaining a healthy work-life balance in fostering positive mental well-being among graduate students.

Existing literature corroborates the profound correlation between work-life balance and both mental and physical health. Boroweic and Drygas (2022) emphasize the detrimental implications of lower work-life balance on overall well-being. Saraswati and Lie (2020) further affirm these notions, linking better work-life balance with heightened job and life satisfaction alongside reduced anxiety and depression instances. Conversely, Hurtado (2023) elucidates adverse mental health outcomes associated with imbalanced work-life commitments, including heightened stress levels, burnout, and diminished overall mental well-being.

Within the academic domain, the relationship between mental well-being and scholastic achievement holds significance. Klapp, Klapp, and Gustafsson (2024) highlight a negative correlation between psychological well-being and academic performance, suggesting that students grappling with impaired mental health may paradoxically achieve higher academically, indicative of underlying stressors. Moreover, Wheeler and Grill (2023) accentuate the profound impact of mental health conditions on academic outcomes, with students facing such challenges exhibiting lower graduation rates and GPAs, alongside higher rates of course failure and expulsion. Thus, prioritizing students' mental health needs alongside academic endeavors is imperative for holistic student success.

The lowest mean score, pertaining to the statement "I've been feeling relaxed with a mean of 3.08, indicates that respondents reported feeling relaxed only often, rather than all of the time. Relaxation is integral to mental well-being, reflecting a state of calmness devoid of stress or tension. The relatively lower mean score in this indicator suggests occasional stress or anxiety among respondents, highlighting the importance of enhancing relaxation and stress management techniques to bolster mental well-being.

Conversely, the highest mean score, attributed to the statement "I've been feeling optimistic about the future with a mean of 3.48, underscores respondents' predominantly optimistic outlook. This aligns with Fabella & Dela Paz-Aler's (2023) study, indicating that fostering optimism can mitigate burnout occurrences among teachers, thereby positively impacting their mental well-being.

Problem 5: Is there a significant relationship between the socio-demographic profile, work-life balance, and academic performance of the respondents?

Table 14 displays the relationship between the respondents' academic performance and their socio-demographic profile. The result showed that the respondents' academic performance had no significant association with their socio-demographic profile. Thus, the null hypothesis, which states no significant relationship between the respondents' academic performance and their socio-demographic profile, was not rejected.

These findings aligned with other studies in the field. For instance, Mutuku and Kiilu (2016) found no significant relationship between

age and academic performance among students. Similarly, demographic factors do not influence academic success (Pozo-Burgos et al., 2022).

In another study by Tabassum and Akhter (2020), involving 2896 students from different provinces in Pakistan, there was no significant relationship found between marital status and academic performance. Additionally, Cunanan (2022) concluded that socio-demographic characteristics did not influence students' academic performance.

Table 14. *Relationship1 Respondents' Academic Performance and Socio-demographic Profile*

Variables	Academic Performance		Remarks	Decision
	X2 (df)	p-value		
Age	15.635ns (12)	0.209	Not Significant	Failed to reject Ho
Sex	7.451ns (4)	0.114	Not Significant	Failed to reject Ho
Civil Status	5.863ns (12)	0.923	Not Significant	Failed to reject Ho
Employment Status	8.067ns (20)	0.991	Not Significant	Failed to reject Ho
Monthly Income	4.855ns (12)	0.963	Not Significant	Failed to reject Ho
Length of service	9.841ns (12)	0.661	Not Significant	Failed to reject Ho

Note: 1 – based on Chi-square Test; ** - $P < 0.01$; *** - $P < 0.001$; ns - $P > 0.05$; * - $P < 0.05$

Table 15 displays the relationship between the respondents' academic performance and their work-life balance. The result showed that the respondents' academic performance had a significant negative correlation with their work-life balance in terms of managing self. Thus, the null hypothesis, which states no significant relationship between the respondents' academic performance and their work-life balance was rejected as to managing self. This indicates that as the ability to manage oneself within the context of work-life balance decreases, academic performance tends to suffer. Consequently, the rejection of the null hypothesis suggests that there is indeed a significant relationship between respondents' academic performance and their work-life balance, specifically in terms of managing self.

Table 15. *Relationship2 Respondents' Academic Performance and Work-life Balance*

Variables	Academic Performance		Remarks	Decision
	r-value	p-value		
Work-life Balance				
Managing Self	-0.204	0.034	Significant	Reject Ho
Managing Time	-0.068	0.483	Not Significant	Failed to reject Ho
Managing Stress	-0.073	0.454	Not Significant	Failed to reject Ho
Managing Leisure	-0.087	0.372	Not Significant	Failed to reject Ho

Note: 2 – based on Pearson's Correlation; ** - $P < 0.01$; *** - $P < 0.001$; ns - $P > 0.05$; * - $P < 0.05$

This aligned with the broader concept of self-directed learning discussed in the study from Khiat 2014 as cited (Li, Majumdar, Chen, Yang, & Ogata, 2021). The ability to effectively manage oneself, including aspects such as goal setting, time management, and stress management, plays a crucial role in academic success, particularly among adult students juggling multiple responsibilities. Therefore, the negative correlation between managing self as part of work-life balance and academic performance underscores the importance of fostering self-directed learning characteristics to support adult students in achieving academic excellence despite competing demands on their time and energy.

Problem 6: Is there a significant relationship between the socio-demographic profile, work-life balance, and mental well-being of the respondents?

Table 16 displays the relationship between the respondents' mental well-being and their socio-demographic profiles. The result showed that the respondents' mental well-being had a significant relationship with their socio-demographic profile in terms of sex. Thus, the null hypothesis, which states no significant relationship between the respondents' mental well-being and their socio-demographic profile was rejected in terms of sex.

Table 16. *Relationship3 Respondents' Mental Well-being and Socio-demographic Profile*

Variables	Mental Well-being		Remarks	Decision
	X2 (df)	p-value		
Age	52.125ns (69)	0.935	Not Significant	Failed to reject Ho
Sex	35.753* (23)	0.044	Significant	Reject Ho
Civil Status	34.873ns (69)	1.00	Not Significant	Failed to reject Ho
Employment Status	99.904ns (115)	0.841	Not Significant	Failed to reject Ho
Monthly Income	86.469ns (69)	0.076	Not Significant	Failed to reject Ho
Length of service	70.460ns (69)	0.429	Not Significant	Failed to reject Ho

Note: 3 – based on Chi-square Test; ** - $P < 0.01$; *** - $P < 0.001$; ns - $P > 0.05$; * - $P < 0.05$

These results are supported by Matud et al., (2019), which suggests that there is indeed a significant relationship with sex and mental well-being. Women have a significantly higher frequency of depression and anxiety in adulthood, while men have a larger prevalence of substance use disorders. Additionally, gender differences in mental health problems and subjective well-being trajectories have been observed, with girls reporting higher overall difficulty levels across a range of mental health problems and subjective well-being than boys (Yoon, Eisenstadt, Lereya, & Deighton, 2022).

Studies have shown that women report poorer mental well-being than men, with income increase affecting the mental well-being of women more significantly (European Institute for Gender Equality, 2021). Gender plays a significant role in mental well-being.

Table 17 exhibits the relationship between the mental well-being and work-life balance of the respondents. The result showed that the respondents' mental well-being had highly significant relationship with their work-life balance. Thus, the null hypothesis, which states no significant relationship between the mental well-being and work-life balance of the respondents, was rejected.

Table 17. Relationship4 Respondents' Mental Well-being and Work-life Balance

Variables	Mental Well-being		Remarks	Decision
	r-value	p-value		
Work-life Balance			Significant	Reject Ho
Managing Self	0.377***	<0.001	Significant	Reject Ho
Managing Time	0.453***	<0.001	Significant	Reject Ho
Managing Stress	0.471***	<0.001	Significant	Reject Ho
Managing Leisure	0.403***	<0.001	Significant	Reject Ho

Note: 4 – based on Pearson's Correlation; ** - $P < 0.01$; *** - $P < 0.001$; ns - $P > 0.05$; * - $P < 0.05$

The results are in consistent with the study of Yusuf, Saitgalina, and Chapman (2022) titled "Work-life balance and well-being of graduate students" explores the relationship between work-life balance (WLB) and mental well-being in graduate students. The study highlights the importance of maintaining a healthy WLB for graduate students to ensure their overall well-being and academic success.

The study found that graduate students who reported a higher level of work-life balance also reported better mental well-being. Conversely, those who reported a lower level of work-life balance were more likely to experience emotional exhaustion (EE), a state of mental and physical exhaustion caused by excessive and prolonged stress.

Problem 7: Which of the demographic profile, work-life balance, and mental well-being best predicts academic performance of the respondents?

Table 18 presents the variables that best predict respondents' academic performance. The result showed that the respondents' academic performance was affected by their socio-demographic profile in terms of sex with $\beta = 0.703$, $t = 2.514$, ($p < 0.014$). This implied that the sex from the demographic profile was the only predictor that affects the respondents' academic performance.

The R^2 value of 0.149 implies that 14.9% of the variance in academic performance can be explained by the socio-demographic profile and work-life balance. Hence, 85.1% of the respondents' academic performance can be attributed to other variables not included in the regression model.

The regression analysis is not significant, with an F-value of 1.703 with a corresponding p-value of 0.091. Therefore, the null hypothesis stating that "there is no variable singly or in combination that best predicts respondents' academic performance" was not rejected.

The findings of this study are consistent with previous research that has found demographic factors, such as sex, to be significant predictors of academic performance (Lu, 2021).

Table 18. Variables5 that best predict Respondents' Academic Performance

Indicator	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	T	Sig.
(Constant)	1.869	.917		2.037	.044
Socio-demographic					
Age	0.207	0.158	0.144	1.313	0.192
Sex	0.703	0.280	0.243	2.514	0.014
Civil Status	0.001	0.096	0.001	0.008	0.994
Employment Status	-0.145	0.106	-0.151	-1.371	0.174
Monthly Income	-0.007	0.094	-0.007	-0.074	0.941
Length of Service	0.127	0.094	0.139	1.346	0.181
Work-life Balance					
Managing Self	-0.381	0.210	-0.212	-1.817	0.072
Managing Time	0.103	0.198	0.062	0.517	0.606
Managing Stress	-0.173	0.225	-0.090	-0.772	0.442
Managing Leisure	0.017	0.208	0.011	0.084	0.933

R = 0.386	R ² = 0.149	F = 1.703	Sig. = 0.091
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Note: 5 – based on Linear Regression; ** - $P < 0.01$; *** - $P < 0.001$; ns - $P > 0.05$; * - $P < 0.05$

Problem 8: Which of the demographic profile and work-life balance best predicts mental well-being of the respondents?

Table 19 presents the variables that best predict respondents' mental well-being. The result showed that the respondents' mental well-being was affected by their socio-demographic profile in terms of length of services with $\beta = 0.703$, $t = 2.514$, ($p < 0.014$); managing time with $\beta = 0.248$, $t = 2.977$, ($p < 0.004$); and managing stress with $\beta = 0.271$, $t = 2.864$, ($p < 0.005$). This implied that the length of service from the demographic profile, managing time and stress from the work-life balance were the predictors that affect the respondents' mental well-being.

Table 19. Variables that best predict Respondents' Mental Well-being

Indicator	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	0.588	0.386		1.525	0.130
Socio-demographic					
Age	-0.012	0.066	-0.016	-0.175	0.861
Sex	.0197	0.118	0.135	1.673	0.097
Civil Status	0.045	0.040	0.102	1.114	0.268
Employment Status	-0.037	0.044	-0.075	-0.826	0.411
Monthly Income	0.020	0.040	0.042	0.502	0.617
Length of Service	0.091	0.040	0.195	2.280	0.025
Work-life Balance					
Managing Self	0.172	0.088	0.189	1.952	0.054
Managing Time	0.248	0.083	0.299	2.977	0.004
Managing Stress	0.271	0.094	0.279	2.864	0.005
Managing Leisure	0.006	0.087	0.007	0.066	0.948
R = 0.642	R ² = 0.413	F = 6.812	Sig. = 0.000		

Note: 6 – based on Linear Regression; ** - $P < 0.01$; *** - $P < 0.001$; ns - $P > 0.05$; * - $P < 0.05$

The R² value of 0.413 implies that 41.3% of the variance in mental well-being can be explained by the socio-demographic profile in terms of length of service and work-life balance as to managing time and stress. Hence, 58.7% of the respondents' mental well-being can be attributed to other variables not included in the regression model.

The regression analysis is significant, with an F-value of 6.812 with a corresponding p-value of < 0.000 . Therefore, the null hypothesis stating that "there is no variable singly or in combination that best predicts respondents' mental well-being" was rejected.

These findings suggest that the length of service, managing time, and managing stress are significant predictors of mental well-being. This is consistent with previous research that has found that job stress and work-life balance are associated with mental well-being (Veal, 2019).

For instance, a study by Fang et al. (2020) mental health has a favorable and significant effect on students' academic achievement found that mental well-being is positively correlated with academic performance, indicating that mental well-being is a crucial factor in academic success.

Problem 9: What action plan can be formulated based on the results of the study?

A proposed action plan was made to improve graduate students' academic performance and mental well-being by offering targeted workshops, tailored mental health support services, gender-specific open discussions, mentoring programs, awareness campaigns, stress and time management workshops, and providing relaxation spaces and counseling services.

Proposed Action Plan for Graduates Student's Mental Well-Being and Academic Performance

Title: Improving Graduate Students' Academic Performance and Mental Well-Being

Rationale: Graduate students often face unique challenges as they navigate balancing academic, personal, and professional responsibilities. This action plan aims to address the needs of graduate students to improve their academic performance and mental well-being. By offering targeted workshops, support services, and programs, the plan seeks to provide students with the necessary tools and resources to manage their stress, enhance self-care practices, and improve their academic performance. Through these efforts, the school aims to foster a supportive learning environment that encourages holistic development and success.

Objectives:

To enhance time management and self-care by providing workshops and resources that equip graduate students with effective strategies and skills.

To improve mental health support by offering tailored services for male and female students to address gender-specific challenges and provide comprehensive assistance.

To facilitate open discussions and workshops by hosting events focused on gender-specific mental health challenges and coping strategies to allow students to share experiences and solutions.

To provide tailored mentoring programs by designing opportunities that support the unique needs of graduate students focusing on balancing teaching and studying.

To challenge stereotypes and biases by creating awareness campaigns that address issues affecting academic performance and aim to foster a more inclusive and equitable environment.

To offer stress and time management workshops by organizing sessions that help students manage stress and time more effectively to enhance their overall academic experience.

To provide relaxation spaces and counseling by establishing designated areas for students to relax and access counseling services to support their mental well-being.

Conclusions

Based on the study's findings, it can be concluded that the relationship between work-life balance, mental well-being, and academic performance among graduate students is intricate and multifaceted. Graduate students, who also serve as educators, face significant challenges in balancing their academic responsibilities with professional and personal life. This complex balance influences their mental well-being and academic performance.

The research revealed significant relationships between academic performance and work-life balance, particularly in terms of managing oneself. It also identified significant relationships between mental well-being and work-life balance, specifically in managing time, stress, and leisure. Additionally, the study found that sex is a key predictor of academic performance, while length of service and work-life balance are significant predictors of mental well-being.

The study underscores the importance of targeted interventions to support graduate students in achieving a healthy work-life balance. Tailored initiatives to address gender-specific challenges and provide resources for managing time and stress could greatly improve both mental well-being and academic performance. This research highlights the need for institutions to adopt a holistic approach in supporting graduate students, recognizing the interconnectedness of their academic, professional, and personal lives.

Based on the study's findings and the exploration of the relationships between work-life balance, mental well-being, and academic performance among graduate students, the following recommendations are proposed:

Establishing comprehensive mental health support services tailored to the specific needs of graduate students is recommended, with attention to both male and female students. These services could include counseling, therapy sessions, and stress management resources. Incorporating gender-specific initiatives is advisable, including the development of programs and workshops that address gender-specific mental health challenges and coping strategies. Providing gender-specific support can help students better navigate unique challenges.

Designing professional development workshops on managing work-life balance, focusing on self-care, time management, and stress reduction techniques will support students in their dual roles as educators and graduate students. Facilitating mentorship and peer support by encouraging mentorship programs and peer support networks that foster a community of collaboration and guidance is beneficial. This includes pairing students with experienced mentors and facilitating regular peer group meetings.

Promoting work-life balance awareness through educational campaigns and resources is important, helping students recognize and address their individual needs for equilibrium between personal, academic, and professional obligations. Regularly assessing students' academic performance, mental well-being, and work-life balance through surveys and feedback mechanisms, and utilizing data-driven insights to continuously improve support services and interventions, is also crucial.

Implementing flexible academic policies such as flexible class schedules, remote learning options, and extended deadlines to accommodate the dual roles of graduate students who are also educators can greatly benefit students.

These recommendations aim to create a supportive environment for graduate students, improving their mental well-being and academic performance. By implementing tailored initiatives and continuous assessment, institutions can better address the unique needs of graduate students and help them succeed in their academic and professional pursuits.

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