

Mediating Effects of Self-Efficacy on the Relationship between the Work-Life Balance and Psychological Well-Being: Basis for a Comprehensive Development Plan

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Abstract— Administrative officers play equally significant roles in a school's daily functions; hence, this study was conducted to determine the mediating effects of self-efficacy on the relationship between work-life balance and psychological well-being. Frequency and count, weighted mean, Kruskal-Wallis H-test, Mann-Whitney U-test were used to treat the data. Most participants are middle-aged female full-fledged administrative officers who graduated from a two-year vocational program and have been in service for no more than five years. Generally, participants' work-life balance was considered average. Most of the participants had good standing in all areas of psychological well-being. The overall self-efficacy of the participants was considered high in all aspects. There was no significant difference in the psychological well-being of the participants when grouped by age, designation, highest educational attainment, and years of service. There was a significant difference in the psychological well-being in terms of positive relations and self-acceptance when grouped according to sex. The regression analyses indicate that work-life balance is not a significant predictor of well-being. Similarly, self-efficacy does not significantly predict work-life balance. Meanwhile, self-efficacy is a substantial predictor of well-being. The challenges faced by the participants at work were mostly evident in area of workload and deadlines. Moreover, the coping practices in work environment were mostly demonstrated through taking breaks and engaging in self-care. A comprehensive development plan was proposed to strengthen the participants' psychological well-being, work-life balance, and self-efficacy.

Keywords— Administrative Officers, Psychological Well-Being, Self-Efficacy.

I. INTRODUCTION

Employee well-being is crucial for organizational sustainability and achieving effective goals. Among its facets, psychological well-being has a direct influence on output, job satisfaction, and life satisfaction (Isham et al., 2021). It encompasses a sense of purpose, accomplishment, and emotional stability. Maintaining staff psychological well-being offers advantages, including reduced absenteeism, lower turnover, and improved organizational performance (Dhanabhakym & M, 2023). Administrative staff are essential to the smooth operation of organizations, managing scheduling, communications, and supporting various departments (Epstein et al., 2023). Despite this importance, administrative personnel face challenges such as high workload, multitasking, and limited recognition, which can impact their psychological health (Søvdal et al., 2021).

Work-life balance is a strong predictor of psychological well-being (Borowiec and Drygas, 2022). It refers to effectively managing work, personal, and family obligations. Administrative professionals often struggle with this due to job demands, which can lead to stress,

burnout, and lower job satisfaction if left unaddressed (Susanto et al., 2022). Recognizing and supporting work-life balance is essential. Additionally, self-efficacy—confidence in one's ability to handle tasks—is another key factor in psychological health and work performance (Sabouripour et al., 2021).

Higher self-efficacy fosters resilience, better problem-solving, and job performance, which are crucial for administrative staff coping with challenging workloads (Schwarzer & Warner, 2021).

In the Philippines, Kim and Windsor (2021) argue that self-efficacy reflects a person's confidence in their skills. Administrative staff assess their ability before taking on tasks, with self-efficacy shaping how they respond to adversity and challenges (Cherry, 2024).

It develops through various factors, including culture, gender, job type, environment, and personal roles (Mahsunah and Musbikhin, 2023). For administrative officers, improving self-efficacy supports better psychological well-being and work-life balance, contributing to improved job performance.

The City of San Fernando Schools Division Office offers a unique setting to examine psychological well-being, work-life balance, and self-efficacy among administrative officers. Their varied roles are crucial to organizational success, making this context an ideal setting for study. This research aims to identify challenges and coping strategies that will inform a targeted development framework. Focused research on administrative staff is needed to address gaps, as no prior studies have investigated these topics in this division. A better understanding of these dimensions will help create support systems and plans that enhance staff productivity, well-being, and institutional success.

This study examined the factors that affect psychological well-being among DepEd City of San Fernando administrative officers. Results-informed customized development plans to boost work-life balance and self-efficacy. Enhancing these aspects can foster a supportive and productive environment, improving retention, satisfaction, and performance. The findings also provided a model for other institutions seeking to enhance psychological well-being, work-life balance, and employee self-efficacy.

This study examined the mediating effects of self-efficacy on the relationship between the work-life balance and psychological well-being of administrative officers of Department of Education-Schools Division Office of San Fernando Pampanga SY 2024-2025.

Specifically, it sought to answer the following questions:

1. What is the profile of the administrative officers in terms of:
 - a. age;
 - b. sex;
 - c. designation;
 - d. highest educational attainment; and
 - e. years in service?
2. How may the work-life balance of the administrative officers be described in terms of:
 - a. personal;
 - b. time;
 - c. stress; and
 - d. problems encountered?
3. How may the psychological well-being of the administrative officers be described in terms of:
 - a. autonomy;
 - b. environmental mastery;
 - c. personal growth;
 - d. positive relations;

- e. purpose in life; and
 - f. self-acceptance?
4. How may the self-efficacy of the administrative officers be described in terms of:
 - a. occupational self-efficacy scale;
 - b. other-oriented;
 - c. self-oriented; and
 - d. social self-efficacy scale?
5. Are there any significant differences in the psychological well-being of the administrative officers when grouped according to their profile?
6. How does self-efficacy mediate the relationship between well-being and work-life balance of the administrative officers?
7. What are the challenges and coping practices of the administrative officers in their work environment?
8. What comprehensive development plan may be proposed based on the findings of the study?

II.METHODOLOGY

This study employed a convergent parallel mixed-methods research design, specifically a combination of descriptive correlational and interview approaches. This approach involved gathering data through a survey questionnaire, processing it statistically, conducting interviews with participants, and then performing a theme-based analysis. Analytical studies also generated a framework for getting data—also known as the design or methodology—by systematizing and standardizing data-gathering techniques (Damyanov, 2023). The study's convergent parallel mixed-methods design was ideal, as it allowed for both interviewing participants and conducting a qualitative thematic analysis, enabling them to fully share their perspectives on psychological well-being, work-life balance, and self-efficacy. Therefore, this study was restricted to a set of questionnaires with interview guide questions. According to Crosley (2021), thematic analysis seeks to identify patterns that give meaning. Stated differently, it involved examining recurring themes and patterns in the data collection to determine its underlying meaning. Research questions and objectives mostly guide this technique. As such, it is better to concentrate on the most essential elements of the research questions rather than trying to find every potential theme in the data.

This research used an adopted questionnaire and interview guide questions. The first part of the instrument contained the profile of the participants in terms of age, sex, designation, highest educational qualification, and years in service. Next, the second part focuses on the participants' work-life balance,

examining aspects such as personal, time, stress, and problems encountered, as adapted from Javier & Rosal (2021), "Work-life balance of public teachers in a higher education institution." The third part concerns the participants' psychological well-being, which contains 42 items from Ryff (2019), "Psychological well-being revisited: Advances in the science and practice of Eudaimonia. Psychotherapy and Psychosomatics". Meanwhile, the fourth part contains participants' occupational, other-oriented, self-oriented, and social self-efficacy, adapted from Loeb (2016), "Self-efficacy at work, social, emotional, and cognitive dimensions." The last part is the interview, which contains guide questions on the challenges and coping practices of the administrative officers in their work environment.

The questionnaire data were coded and analyzed using IBM SPSS Statistics 23 and statistical tools, including frequency, percentage, weighted mean, Kruskal-Wallis H-test, Mann-Whitney U-test, and Pearson's r correlation. Frequency and percentage were used to describe the distribution of participants' profiles, while the weighted mean determined their psychological well-being, work-life balance, and self-efficacy.

Before hypothesis testing, assumptions for parametric tests, including the Shapiro-Wilk Normality Test and Levene's Test for Homogeneity of Variance, were checked. The Kruskal-Wallis H-test was used to compare psychological well-being across age, education, and years of service groups.

The Mann-Whitney U-test was used to assess differences in well-being by sex and designation. Regression analysis examined self-efficacy as a mediator between well-being and work-life balance among administrative officers. Lastly, the thematic approach was applied to interview responses. Data were collected, transcribed, and analyzed using the Explication Process (Nakata, 2017).

III. RESULTS AND DISCUSSION

Profile of the Administrative Officers

Data reveals that of the 46 participants, 14, or 30.43%, were between 26 and 30 years old; 9, or 19.57%, were between 41 and 45 years old; 6, or 13.04% were between 36 and 40 years old; and 5, or 10.87% were between 46 and 50 years old. There were also 4, or 8.70%, who were between 21 and 25 years old, 4, or 8.70%, between 31 and 35 years old, and 4, or 8.70%, between 51 and 55 years old. It is also shown that 34, or 73.91% are female, while 12, or 26.09%, are male.

Of the participants with the highest educational attainment, 32 (69.57%) graduated from a two-year course/vocational program. In comparison, 9, or 19.57%, are college graduates, and 5, or 10.87%, are pursuing a master's degree. Regarding the designation, 38 or 82.61% of participants are full-fledged administrative officers, while 8 or 17.39% are acting administrative officers.

The demographics of the 46 participants reveal essential information about their work-life balance, psychological well-being, and self-efficacy. A significant proportion of participants (30.43%) are between 26 and 30 years old. This suggests a young administrative workforce. Younger workers may be energetic and adaptable, but their lack of experience and unclear roles may impact their mental health and self-efficacy. Most administrative officers are women (73.91%). This disparity may indicate gendered institutional administrative expectations. This female predominance may influence work-life balance, especially if society expects women to handle more housework, which could contribute to stress and burnout. A significant 69.57% of respondents hold only a two-year degree or a vocational certificate. This educational background may affect their self-efficacy in doing complex administrative responsibilities.

Furthermore, insufficient educational attainment can constrain career mobility, leading to job dissatisfaction and negatively impacting overall psychological well-being. Most (82.61%) are full-fledged administrative officers. This suggests work security and contentment. However, fewer opportunities for upward mobility may lead to stagnation and lower motivation. The 17.39% of acting administrative officers may worry about job stability and recognition, which can lower their self-efficacy and psychological well-being. These findings underscore the need for a comprehensive development plan that enhances education, promotes gender-sensitive legislation, advances career opportunities, and provides mental health resources. Addressing these issues could improve administrative officers' work-life balance, mental health, and self-efficacy.

Prioritizing work-life balance, psychological well-being, and self-efficacy is crucial for a comprehensive administrative officer plan. These three elements work together to drive employee satisfaction, performance, and organizational effectiveness. Work-life balance, supported by organizational policies, promotes mental health by enabling employees to effectively integrate

their work and family life (Yang et al., 2021). Supporting self-efficacy, which relies on mental health, enables employees to manage both personal and professional roles with confidence. However, prolonged work availability can undermine these benefits and harm well-being and self-esteem (Thörel et al., 2022). Women often face unique challenges in balancing professional and domestic responsibilities, highlighting the importance of gender-sensitive support (Gull and Rush, 2024). Additionally, age diversity necessitates flexible development plans responsive to employees' shifting capacities and life phases. Tailoring strategies to demographic and role-specific needs maximizes satisfaction, learning, and engagement. Altogether, emphasizing these interconnected components builds a strong framework for the growth of administrative officers, ensuring both individual resilience and organizational sustainability.

The work-life balance of the administrative officers in terms of personal, time, stress, and problems encountered.

It can be inferred that the participants' work-life balance (Mean = 3.30, SD = 0.66) is considered average. It is also revealed that the work-life balance of the participants in terms of personal (Mean=3.00, SD=0.93) is also average, where the participants provide the highest rating to indicator 1, "I miss personal matters due to work," (Mean=3.22, SD=0.87) which is described as sometimes, while the lowest is on indicator 2 "I miss family events due to work" and indicator 3 "I miss medical check-up due to work" (Mean=2.89, SD=1.10) and is also described as sometimes.

In terms of time (Mean = 3.61, SD = 0.78), the data reveal that participants have an above-average work-life balance. It can also be gleaned that the participants provide the highest rating to indicator 4, "I tend to check on my emails and text messages for appointments or work for the next day" (Mean=4.11, SD=0.82), which is described as often, while the lowest is on indicator 2 "I work even on weekends" (Mean=3.13, SD=1.11) and is described as sometimes. As to the stress (Mean=3.25, SD=0.90), data shows that it is average, and the participants provide the highest rating to indicator 1, "I feel tired every after work" (Mean=3.89, SD=0.95), which is described as often, while the lowest is on indicator 5 "I have indigestion and heartburn" (Mean=2.76, SD=1.29) and is described as sometimes. The data also show that participants have an average work-life balance in terms of the problems encountered (Mean = 3.34, SD = 0.81). It can also be gleaned that the

participants provide the highest rating to indicator 1, "There are too many deadlines to meet" (Mean=4.07, SD=0.83), which is described as often, while the lowest is on indicator 4, "The office lacks facilities and equipment for me to accomplish my task at a given time" (Mean=2.43, SD=1.26) and is described as seldom.

The findings suggest that frequent missed personal matters and persistent fatigue among administrative officers highlight the need for institutional support, such as flexible scheduling and well-being plans, to help employees better manage individual responsibilities and recover from work-related stress. The tendency to monitor emails and messages outside of work hours suggests that there are blurred boundaries between work and personal life, which may impact long-term well-being. Although stress levels remain moderate and physical symptoms are not severe, early intervention is crucial to prevent the escalation of these issues. The recurring issue of tight deadlines highlights task overload, whereas concerns about facilities and equipment are minimal, implying adequate infrastructure. The predominantly young and female demographic likely contributes to challenges related to emotional labor, multitasking, and the need for evolving coping strategies. These insights underscore the need for contextualized, evidence-based development plans that enhance time management, promote psychological well-being, and strengthen self-efficacy, thereby supporting a balanced and productive work environment.

Work-life balance is crucial for job satisfaction and overall mental well-being. According to Prasad et al. (2025), occupational stress and poor work-life balance have a negative impact on psychological health, underscoring the need for organizational interventions to help individuals balance their personal and professional lives. Participants frequently read work-related emails and messages outside of work hours (M = 4.11), which supports Jalil et al.'s (2023) findings that prolonged connectivity can cause stress and work-life conflict. According to Nwanzu and Babalola (2023), work-life imbalance significantly impacts employee mental health, and the stress levels (M = 3.25) may indicate an excessive burden and inadequate institutional assistance. The high, overwhelming deadlines indicator ranking (M = 4.07) demonstrates the need for systemic organizational improvements to reduce weariness and promote resilience. These findings suggest that administrative officers require a comprehensive development plan to enhance their

mental health, self-efficacy, and work-life balance. This evidence-based, context-sensitive approach would boost productivity and wellness in the workplace.

The psychological well-being of the administrative officers in terms of autonomy, environmental mastery, personal growth, positive relations, purpose in life, and self-acceptance.

Data shows that the psychological well-being of the participants in terms of autonomy (Mean=4.66, SD=0.69) is considered good. It can also be gleaned that the participants provide the highest rating to indicator 5, "I have confidence in my opinions, even if they are contrary to the consensus." (Mean=4.85, SD=0.79), which is described as agree, while the lowest is on indicator 6 "It is not difficult for me to voice my own opinions on controversial matters." (Mean=4.28, SD=0.98) and is also described as agree. In terms of environmental mastery (Mean=4.48, SD=0.66), the psychological well-being of the participants is considered good. It can also be gleaned that the participants provide the highest rating to indicator 1, "In general, I feel I am in charge of the situation in which I live." (Mean=4.89, SD=0.92), which is described as agree, while the lowest is on indicator 6 "I have difficulty arranging my life in a way that is satisfying to me." (Mean=3.74, SD=1.42).

It can also be gleaned that the participants provide the highest rating to indicator 1, "In general, I feel I am in charge of the situation in which I live." (Mean=4.89, SD=0.92), which is described as agree, while the lowest is on indicator 6 "I have difficulty arranging my life in a way that is satisfying to me." (Mean=3.74, SD=1.42) and is described as slightly agree. Data on personal growth (Mean=5.13, SD=0.62) reveal that it is considered good. It can also be gleaned that the participants provide the highest rating to indicator 4, "I have the sense that I have developed a lot as a person over time." (Mean=5.33, SD=0.79) which is described as strongly agree, while the lowest is on indicator 5 "I do enjoy being in new situations that require me to change my old familiar ways of doing things." (Mean=4.78, SD=1.19) and is described as agree. As to positive relations (Mean=4.97, SD=0.65) is considered good. It can also be gleaned that the highest rating is provided by the participants to indicator 4, "I enjoy personal and mutual conversations with family members or friends." (Mean=5.26, SD=0.83), which is described as strongly agree, while the lowest is on indicator 2 "Maintaining close relationships has been easy for me." (Mean=4.70, SD=0.89) and is also described as agree.

In terms of purpose in life (Mean=5.09, SD=0.70) is considered good. It can also be gleaned that the participants provide the highest rating to indicator 1, "I live life to the fullest and think about the future." (Mean=5.24, SD=0.87), which is described as strongly agree, while the lowest is on indicator 6 "Some people wander through life, but I am not one of them." (Mean=4.80, SD=0.96) and is described as agree. Similarly, Self-acceptance (Mean=4.70, SD=0.78) is considered good. It can also be gleaned that the participants provide the highest rating to indicator 1 "When I look at the story of my life, I am pleased with how things have turned out." (Mean=4.94, SD=0.88) which is described as agree, while the lowest is on indicator 7 "When I compare myself to friends and acquaintances, it makes me feel good about who I am." (Mean=4.28, SD=1.34) and is also described as agree.

Results show that administrative officers had strong psychological well-being, particularly in terms of personal growth, life purpose, and autonomy. High ratings show personal progress, purpose, and confidence in beliefs and decisions. The best signs indicate strong internal motivation, contentment, personal growth, and an optimistic outlook. The slightly lower ratings in life satisfaction, sporadic hesitation to share thoughts on contentious matters, and self-comparison with peers indicate areas that may need targeted support. The subtleties reveal that emotional resilience, assertiveness, and self-worth are essential even when people feel in control and purposeful. This notion highlights the need to create growth plans that address deep psychological needs, such as social expression confidence, personal fulfillment, and intrinsic self-acceptance. Customizing interventions to address these nuanced deficits can improve administrative officers' mental health and job performance.

The mental health of administrative officers involves autonomy, environmental mastery, personal growth, meaningful connections, purpose, and self-acceptance. Self-efficacy is linked to professional confidence (Kang et al., 2024), and autonomy scores (M = 4.66) are high, especially in concept confidence (M = 4.85). Environmental mastery is strong (M = 4.48), and participants feel in control (M = 4.89); however, life satisfaction is challenging (M = 3.74), suggesting a need for better personal-professional balance (Pradhan et al., 2020). Personal advancement (M = 5.13) and purpose in life (M = 5.09) remain positive, supporting research that links development opportunities to well-being and self-efficacy (Huard et al., 2021; Naoreen, 2020).

Growth-focused training may reduce minor aimlessness ($M = 4.80$) and unwillingness to change ($M = 4.78$). Positive relationships ($M = 4.97$) suggest strong social ties, but tight partnerships ($M = 4.70$) may benefit from workplace support (Liu et al., 2022). Self-acceptance ($M = 4.70$) is generally good, but social comparison ($M = 4.28$) suggests that treatments may be needed to boost intrinsic drive and self-worth (Bhattarai et al., 2024).

The self-efficacy of the administrative officers in terms of occupational self-efficacy scale, other-oriented, self-oriented, and social self-efficacy scale.

The findings reveal that the participants' occupational self-efficacy (Mean=3.11, SD=0.41) is considered high. It can also be gleaned that the participants provide the highest rating to indicator 4, "My past experiences in my job have prepared me well for my occupational future." (Mean=3.30, SD=0.59), which is described as agree. At the same time, the lowest is indicator 6, "I feel prepared for most of the demands in my job" (Mean=2.87, SD=0.65), and is also described as agreeing.

Regarding other-oriented (Mean=2.94, SD=0.34), the participants' self-efficacy is considered high. It is also shown that the participants provide the highest rating to indicator 4, "I help other people at work get into the mood that best suits the situation." (Mean=3.22, SD=0.51), which is described as agree. At the same time, the lowest is indicator 2, "I realize what causes other people to feel negative emotions at work" (Mean=2.76, SD=0.52), which is also described as agree. The participants' self-efficacy is considered high on self-oriented (Mean=2.93, SD=0.40). It is also shown that the highest rating is provided by the respondents to indicator 1, "I correctly identify my own negative emotions at work." (Mean=3.20, SD=0.75), which is described as agree, while the lowest is on indicator 4, "I get into the mood that best suits the situation at work." (Mean=2.50, SD=0.78) and is also described as agree. The participants' self-efficacy is considered high regarding the social self-efficacy (Mean=2.98, SD=0.40). It is also shown that the participants provide the highest rating to indicator 1, "I start a conversation at work with someone I don't know very well." (Mean=3.14, SD=0.65), which is described as agree, while the lowest is indicator 5 "I manage a conflict situation with people at work." (Mean=2.50, SD=0.78) and is also described as agree. Overall, the self-efficacy of the administrative officers is considered high, as given by the overall mean of 2.99, with a standard deviation of 0.25.

Administrative officers in the study showed high self-efficacy, indicating confidence in their professional abilities. Several locations have growth potential. While participants believe their past experiences have prepared them, many are uncertain whether they are ready for all the work requirements. This suggests that while people may be skilled in many areas, they may require assistance with more complex tasks. High other-oriented self-efficacy in directing the emotional climate around them, such as influencing colleagues' moods, but low in perceiving others' negative emotions. This highlights the importance of emotional intelligence training, particularly in managing coworkers' emotions. Interpersonal communication and empathy training may help them tackle job issues. Despite knowing their job dissatisfaction, self-oriented self-efficacy participants struggle with mood adjustment.

Enhancing emotional regulation may help employees handle high-pressure circumstances and maintain emotional balance at work. People can start conversations with unknown coworkers but struggle to resolve problems, according to social self-efficacy statistics. Conflict resolution is essential to an effective and collaborative workplace, suggesting that skills may need improvement. Administrative officers generally possess high self-efficacy in various areas, but they need to improve in emotional intelligence, adaptability, and conflict management. Targeted development may boost their mental health and career.

Administrative officers' assessments of occupational, other-oriented, self-oriented, and social self-efficacy reveal strengths and weaknesses. While participants are confident in managing professional expectations, they are unsure about their readiness for all workplace challenges. Faisal et al. (2022) found that work-life balance improves self-efficacy and job performance, suggesting the necessity for tailored training regimens to prepare for complicated activities.

Individuals with other-oriented self-efficacy can regulate their emotional surroundings but struggle to discern their coworkers' negative feelings. Jalil et al. (2023) emphasize the importance of conflict resolution training for enhancing workplace productivity.

Overall, specialized development plans that focus on emotional intelligence, emotional regulation, and conflict management can improve administrative officers' mental health, job performance, and self-efficacy.

The significant differences in the psychological well-being of the administrative officers when grouped according to their profile.

The result of the analysis using the Kruskal Wallis H-test indicates that there is not enough evidence to claim that there exists a significant difference in the psychological Well-Being of the administrative officers in terms of autonomy ($H=4.94$, $p=0.55$), environmental mastery ($H=7.09$, $p=0.31$), personal growth ($H=4.42$, $p=0.62$), positive relations ($H=5.87$, $p=0.44$), purpose in life ($H=3.92$, $p=0.69$), and self-acceptance ($H=5.18$, $p=0.52$) when grouped according to their age. This is supported by the overall H-value of 5.96, which is significant at $p = .43$ and statistically greater than the alpha level of .05, thus failing to reject the null hypothesis.

Also, the result of the analysis using the Mann-Whitney U-test indicates that there is not enough evidence to claim that there exists a significant difference in the psychological Well-Being of the administrative officers in terms of autonomy ($U=182.00$, $p=0.58$), environmental mastery ($U=137.00$, $p=0.09$), personal growth ($U=177.00$, $p=0.50$), and purpose in life ($U=147.50$, $p=0.15$) when grouped according to their sex, as provided by the p-values that are statistically greater than the alpha of .05, thus, failing to reject the null hypothesis. However, significant differences are found in positive relations ($U = 124.00$, $p = 0.04$) and self-acceptance ($U = 77.50$, $p = 0.001$). This was supported by the overall U-value of 113.50, which is significant at $p = .02$, and is statistically less than the alpha of .05, thus rejecting the null hypothesis.

Moreover, the result of the analysis using the Mann-Whitney U-test indicates that there is not enough evidence to claim that there exists a significant difference in the psychological Well-Being of the administrative officers in terms of autonomy ($U=138.50$, $p=0.69$), environmental mastery ($U=149.50$, $p=0.94$), personal growth ($U=137.50$, $p=0.67$), positive relations ($U=142.00$, $p=0.77$), purpose in life ($U=139.00$, $p=0.70$), and self-acceptance ($U=112.50$, $p=0.25$) when grouped according to their designation as provided by the p-values that are statistically greater than the alpha of .05, thus, failing to reject the null hypothesis.

In addition, the result of the analysis using the Kruskal Wallis H-test indicates that there is not enough evidence

to claim that there exists a significant difference in the psychological Well-Being of the administrative officers in terms of autonomy ($H=0.21$, $p=0.90$), environmental mastery ($H=0.36$, $p=0.83$), personal growth ($H=0.15$, $p=0.93$), positive relations ($H=0.01$, $p=1.00$), purpose in life ($H=0.63$, $p=0.73$), and self-acceptance ($H=4.50$, $p=0.11$) when grouped according to their highest educational attainment. This is supported by the overall H-value of 0.17, which is significant at $p = 0.92$ and statistically greater than the alpha of 0.05, thus failing to reject the null hypothesis.

Further, the result of the analysis using the Kruskal Wallis H-test indicates that there is not enough evidence to claim that there exists a significant difference in the psychological Well-Being of the administrative officers in terms of autonomy ($H=0.13$, $p=0.94$), environmental mastery ($H=1.45$, $p=0.48$), personal growth ($H=0.51$, $p=0.77$), positive relations ($H=0.25$, $p=0.88$), purpose in life ($H=3.23$, $p=0.20$), and self-acceptance ($H=4.65$, $p=0.10$) when grouped according to their years in service. This is supported by the overall H-value of 1.19, which is significant at $p = 0.55$ and statistically greater than the alpha level of 0.05, thus failing to reject the null hypothesis.

How does self-efficacy mediate the relationship between well-being and work-life balance of the administrative officers?

It can be gleaned from the result of regression analysis that model 1, with a regression equation of ($F(2,45) = .023$, $p=.880$), with R^2 of .001, is not significant. Data also show that work-life balance ($B = -.018$, $SE = .121$, $p = .880$) is not a significant predictor of well-being.

Similarly, the analysis indicates that model 2 with the regression equation of ($F(2,45) = .029$, $p=.866$), with R^2 of .001, is not significant. The data also reveal that self-efficacy ($B = -0.010$, $SE = 0.058$, $p = 0.866$) is not a significant predictor of work-life balance.

Self-efficacy ($B = 0.841$, $SEB = 0.290$, $p = 0.006$) is found to be a significant predictor of well-being. This was further proven by the significant equation found in model 3 with a regression equation of ($F(2,45) = 8.433$, $p=.006$), with R^2 of .161.

Model 4 ($F(2,45) = 4.126$, $p = .023$), with R^2 of .161, which is a significant regression model, further explains that Self-efficacy ($B = .840$, $SE = .112$, $p = .006$) is a significant predictor of well-being.

Table 1. Relationship between Variables

Dependent	Predictors	B	SE	t	Sig.	R ²	F	Sig.	Remarks
(1) Well-being	Constant	4.90 1	.408	12.0 2	<.00 1	.00 1	.023	.880	Failed to Reject (Not Significant)
	Work-Life Balance	-.018	.121	-.152	.880				
(2) Work-life	Constant	3.02 3	.194	15.5 5	<.00 1	.00 1	.029	.866	Failed to Reject (Not Significant)
	Self-efficacy	-.010	.058	-.170	.866				
(3) Well-being	Constant	2.32 5	.869	2.68	.010	.16 1	8.43 3	.006	Reject Significant
	Self-efficacy	0.84 1	.290	2.90	.006				
(4) Well-being	Constant	2.36 1	.963	2.45	.018				Reject Significant
	Self-efficacy	0.84 0	.112	.401	.006	.16 1	4.12 6	.023	
	Work-life	-.010	.293	-.013	.928				

at .05 level of Sig.

Further analysis using the Sobel test, which is a mediation test, indicates that the indirect effect between work-life balance and well-being via self-efficacy is not statistically significant, Test statistics (.172), SE (.049), p-value (.863).

The regression analyses indicate that work-life balance is not a significant predictor of well-being among the respondents, as demonstrated by the non-significant results in Model 1 ($F(2, 45) = 0.023$, $p = 0.880$; $R^2 = 0.001$). This suggests that even when individuals perceive a balance between work and personal life, it may not necessarily lead to improvements in their overall well-being. Model 2 similarly demonstrates that self-efficacy does not significantly predict work-life balance ($F(2, 45) = 0.029$, $p = 0.866$; $R^2 = 0.001$), suggesting that an individual's confidence in their talents may not directly influence their management or perception of work-life demands.

Models 3 and 4 demonstrate that self-efficacy is a substantial predictor of well-being (Model 3: $B = .841$, $SEB = .290$, $p = .006$; Model 4: $B = .840$, $SEB = .112$, $p = .006$). The findings indicate that individuals with elevated self-efficacy levels generally report enhanced well-being, underscoring the significance of internal psychological resources over external factors, such as work-life balance, in promoting well-being. The Sobel test also indicates that self-efficacy does not mediate the association between work-life balance and well-being, as the indirect effect is not statistically significant (Test statistic = .172, $p = .863$). This discovery highlights the direct relationship between self-efficacy and well-being,

suggesting potential intervention areas that aim to enhance individual self-belief and competence.

The challenges and coping practices of the administrative officers in their work environment.

This section discusses the challenges and coping strategies, as well as the work-life balance and well-being of the administrative officers based on the interview sessions conducted with ten (10) participants. The discussions were divided into three groups, namely challenges at work, coping strategies, and work-life balance and well-being.

Challenges at Work

Navigating Role Demands and Workload Pressures

This theme elucidates the fundamental challenge of adaptation faced by administrative officers (AOs), particularly those freshly appointed or in interim roles. Participants reported feeling inundated by concurrent deadlines, inadequate orientation, and an abrupt increase in responsibilities. For some individuals, undertaking a new or unfamiliar role without formal training can result in culture shock, increased pressure, and ambiguity surrounding expectations. The emotional burden of the workload is intensified by unexpected situations that necessitate prompt action, frequently without sufficient support or preparation. This topic indicates that deficiencies in structural onboarding and elevated task expectations jeopardize the well-being and performance of newly appointed AOs. The pressure arises not only from the volume of duties but also from the ambiguity surrounding role boundaries and the lack of institutional support during transitions. New AOs are often stressed

by role ambiguity, which is characterized by a lack of clarity regarding job objectives and responsibilities. In education, imprecise role expectations hurt job performance and emotional well-being, according to Deng et al. (2022). Higher role clarity helps employees handle stress and responsibilities, according to their research. In nursing, role clarity reduces emotional weariness and boosts job satisfaction (Rabiul et al., 2023).

Strategies for Managing Tasks and Uncertainty

Despite the challenges, participants demonstrated adaptive behaviors and proactive strategies to manage their duties effectively. These tactics encompass practical instruments such as time management, prioritization, the use of templates, and extending working hours. Social tactics emerged, with participants emphasizing the importance of peer support, benchmarking, and guidance from superiors in navigating ambiguous instructions or new tasks. This topic embodies resilience and self-regulation. It demonstrates that, even without formal procedures, AOs cultivate individual and communal coping mechanisms to sustain efficiency. Nonetheless, their dependence on informal networks and self-created strategies indicates a deficiency in institutionalized supervision or support systems. Individual adaptability and proactive techniques are increasingly valued for operational effectiveness in dynamic and high-pressure contexts. People often employ adaptive behaviors, such as time management, task prioritization, and peer support, to overcome role-related challenges in the absence of clear guidelines or sufficient institutional support (Tadesse et al., 2025).

Emotional and Psychological Adaptation

This theme reveals the emotional effort inherent in administrative positions. Participants reported experiencing emotional exhaustion, judgment, or alienation, particularly when others, such as teachers, poorly received their decisions. The endeavor to stay cool under scrutiny or discontent—without confrontation—reflects the unseen strain of upholding professionalism among relational and political conflicts. Emotional control constitutes a professional competency, particularly for female AOs, who manage interpersonal expectations and implicit constraints. This subject underscores the impact of workplace relationships on morale, particularly when employees perceive a lack of support or experience unjust evaluations of their decisions. Organizational and psychological research has focused on how

administrative workers experience emotional weariness, moral judgment, and alienation. Research consistently shows that administrative professionals often bear a heavy emotional toll, particularly when others, including instructors, criticize their decisions. In complex relationships and political situations, maintaining professionalism is especially difficult. Participants often struggle to maintain emotional regulation, a professional competency now recognized as essential. It is particularly true for predominantly female administrative officers (AOs), who frequently face higher interpersonal expectations and implicit social constraints (Lolai et al., 2023; Ogunfowora, 2022).

Coping Strategies

Self-Regulation and Personal Strategies

Self-regulation and personal techniques demonstrate how individuals inwardly govern their tasks, emotions, and concentration. Participants reported adopting practices such as obtaining adequate sleep, enumerating and prioritizing tasks, and segmenting them into smaller, more manageable components to foster momentum. Mary underscored the significance of sufficient relaxation, whilst Jose noted the necessity of itemizing chores to maintain organization. Alexa engaged in reflective practice, assessing her ability to resolve a problem autonomously before requesting assistance. These activities demonstrate a robust feeling of personal agency and underscore the significance of goal orientation and intrinsic coping strategies for sustaining productivity. Self-regulation, including sleep management, task prioritizing, and reflective practice, helps manage cognitive load and boost job efficiency. Adequate sleep improves cognitive performance, emotional regulation, and task efficiency (Barnes et al., 2023; Almarzouki, 2022). Work productivity and focus are lower with sleep disturbances (Turner et al., 2023).

Social Support and Collaboration

Social support and teamwork proved to be essential mitigators of stress, especially when managing ambiguous or substantial workloads. These subject underscores interpersonal relationships, including soliciting advice, assigning responsibilities, and promoting transparent communication. Maria emphasized the emotional and professional significance of possessing a supportive team and mentors. Liza emphasized the significance of transparent communication in addressing misconceptions, while Risa remarked on her efforts to seek assistance from

school administrators in managing her responsibilities. These tactics demonstrate that teamwork and community in the workplace are essential for alleviating stress and improving problem-solving capabilities. Social support and teamwork are essential for alleviating stress, especially when individuals have substantial or ambiguous workloads. Research consistently demonstrates that interpersonal ties, mentorship, and transparent communication substantially enhance psychological well-being and job satisfaction. Idoudi et al. (2024) discovered that collaboration improves emotional resilience, particularly in high-stress environments like hospitals during the pandemic.

Systems and Workflow Optimization

Systems and workflow optimization involves the application of structural tools, routines, and templates to enhance productivity and alleviate the cognitive load associated with recurring operations. Participants, including Princess and Julia, articulated how the development of templates and the upkeep of logs facilitated a more systematic approach to their task management. Risa also underscored the significance of prioritization as a strategic workflow approach. These observations suggest that establishing personal systems enhances consistent performance and mitigates cognitive stress, particularly in high-pressure administrative environments. Systems and process optimization are essential for improving productivity and minimizing cognitive overload in high-stress work settings. The utilization of structural instruments, including templates, logs, and prioritization techniques, has demonstrated enhancement in job management and the promotion of efficiency. Cao and Zhang (2023) discovered that the application of task prioritizing strategies during the COVID-19 pandemic enhanced hospital operations and alleviated system stress, illustrating the efficacy of systematic methodologies in administrative settings. Nair (2024) underscored the need for well-defined boundaries and routines in handling substantial workloads, highlighting that organizational tools such as logs enhance employee resilience.

Work-Life Balance and Well-being

Maintaining Personal Well-Being and Boundaries

The participants' experiences illustrate two primary tactics for attaining work-life balance and well-being: establishing personal limits and fostering confidence via development and support. The initial technique, preserving personal well-being and limits, emphasizes how individuals proactively safeguard their time for

rest, family, and leisure, despite significant job pressures. The result entails restricting prolonged work hours, designating weekends for recuperation, and participating in hobbies or social engagements to alleviate stress. Participants reinterpreted stress not merely as detrimental but as a catalyst for motivation, employing deliberate breaks or cognitive adjustments to maintain equilibrium and concentration. For example, Alexa indicated that she restricts her overtime and alleviates stress with recreation and social interaction. Participants highlighted two essential tactics for achieving work-life balance: establishing personal limits and cultivating confidence via support and development. Allocating time for rest, family, and hobbies proved crucial for stress management and the maintenance of well-being, even during substantial workloads. Guo et al. (2024) underscored that leisure engagement and job crafting mitigate burnout and enhance interpersonal and coping abilities. Simultaneously, mentorship fosters professional resilience. Jackson et al. (2022) established that mentorship enhances confidence and emotional resilience, bolstering participants' perceptions of deriving strength from supportive relationships.

Building Confidence and Resilience Through Experience and Support

The second technique focuses on cultivating confidence and resilience via experience and support. As participants gained familiarity with their duties, they reported increased competence and composure in their tasks. This burgeoning confidence is intricately linked to support mechanisms, including mentorship, collaboration, and organizational tactics that promote learning and development. Marites articulated this development, observing that she no longer experiences a loss of attention and has gained more confidence in task completion over time. These themes collectively underscore the significance of safeguarding one's emotional space and cultivating professional competence as essential elements for maintaining well-being in challenging work contexts. Barbieri et al. (2024) discovered that perceived organizational support improves motivation and performance among public sector personnel, consistent with participants' views of feeling respected and empowered. Guan (2023) demonstrated that flexible work arrangements enhance personal development and self-assurance, hence fostering workplace happiness and efficacy.

The comprehensive development plan based on the findings of the study.

The administrative officers have equally crucial responsibilities in a school system to function soundly and by the various orders and laws. These kinds of duties and responsibilities have challenged the psychological well-being, work-life balance, and self-efficacy of administrative officers because aside from the demanding school workload, they also have to perform guiding and assisting teachers and school heads who are very diverse considering various needs and situations such as lack of support, attitude problems, financial incapacity and more. Hence, this comprehensive development plan was developed to address the need to improve the psychological well-being, work-life balance, and self-efficacy of administrative in the Division of City of San Fernando.

IV. CONCLUSIONS

The researcher concluded the following based on the data presented:

1. Most participants are middle-aged female full-fledged administrative officers who graduated from a two-year course or vocational plan and have been in the service for over five years. This suggests a young administrative workforce. Younger workers may be energetic and adaptable, but their lack of experience and role clarity may affect their mental health and self-efficacy. Furthermore, insufficient educational attainment could constrain career mobility, leading to job discontent and impacting general psychological well-being
2. The participants' work-life balance was generally considered average. Specifically, regarding personal stress and problems encountered, and an above-average work-life balance in terms of time. On a deeper note, the findings indicate that frequent missed personal matters and persistent fatigue among administrative officers' point to the need for institutional support, such as flexible scheduling and well-being programs to help employees better manage individual responsibilities and recover from work-related stress.
3. Most of the participants were in good standing in all areas of psychological well-being. The mean for personal growth was the highest, while autonomy was the lowest, but it was still considered good. The marginally lower scores in specific indicators—such as challenges in achieving life satisfaction, intermittent reluctance to voice opinions on contentious issues, and self-comparison with peers—underscore areas that may require targeted

assistance. The nuances indicate that although individuals perceive themselves as generally in control and purposeful, there were underlying demands about emotional resilience, assertiveness, and self-worth. This concept emphasizes the necessity of crafting development plans that transcend superficial well-being by addressing profound psychological requirements, including confidence in social expression, personal fulfillment, and intrinsic self-acceptance. Customizing interventions to address these nuanced deficiencies can enhance overall mental well-being and job performance among administrative officers.

4. The participants' overall self-efficacy was considered high in all aspects. The occupational self-efficacy scale had the highest mean, while self-oriented had the lowest mean but was still considered high. However, some locations have growth potential. While participants believe their past experiences have prepared them well, they are uncertain about being totally prepared for all job needs. This shows that while individuals may be competent in many areas of their roles, they may need additional support or resources to prepare for more difficult tasks.
5. There was no significant difference in the participants' psychological well-being when grouped according to age, designation, highest educational attainment, and years in service. Meanwhile, there was a significant difference in the participants' psychological well-being in terms of positive relations and self-acceptance when grouped according to their sex.
6. The regression analyses indicate that work-life balance is not a significant predictor of well-being among the respondents. Similarly self-efficacy does not significantly predict work-life balance. On the other hand, self-efficacy is a substantial predictor of well-being. The Sobel test also indicates that self-efficacy does not mediate the association between work-life balance and well-being, as the indirect effect is not statistically significant. This discovery underscores the direct significance of self-efficacy in predicting well-being, indicating potential intervention areas aimed at enhancing individual self-belief and competence.
7. The challenges at work of the participants were evident through workload and deadlines, role transition and lack of experience, coping strategies and task management, clarity and communication of instructions, response to unexpected issues,

emotional and psychological impact, and support systems. Meanwhile, the coping practices of the administrative officers in their work environment were shown by taking breaks and self-care, task prioritization and listing, support systems, open communication and resolution, autonomy and reflection, templates and systems, environmental focus, task chunking and simplification, delegation and task management, and purpose-driven focus. The results included prioritizing personal time, coping through recreation and hobbies, work confidence through experience and support, and constructive stress management.

8. A comprehensive development plan was proposed to strengthen and address the participants' psychological well-being, work-life balance, and self-efficacy.

V. RECOMMENDATIONS

Based on the findings of the study and the conclusions, the following are recommended:

1. The participants may pursue a college graduate degree to work on being a full-fledged administrative officer. Likewise, participants with units in master's degrees may complete their schooling.
2. The participants' work-life balance may be improved by attending personal matters and family events, managing emails and text messages for appointments and not working longer hours, prioritizing health matters, and handling deadlines systematically by listing tasks according to urgency and importance. For instance, Novianti et al. (2024) assert that a favorable work-life balance enhances individual experiences and fortifies organizational resilience, indicating that when administrative officers, perceive support in their personal, health and professional domains, they are more inclined to bolster the stability and adaptability of their institutions.
3. The participants' psychological well-being may be enhanced by voicing their opinions on controversial matters, satisfyingly arranging their own lives, enjoying being in a new situation that requires changing old familiar ways, maintaining close relationships, aimlessly wandering life, and feeling good when comparing themselves to friends and acquaintances. In addition to building positive relations and self-acceptance, the participants may consider sex differences. Likewise, Mancini et al. (2022) discovered that enhanced social connection favorably affects psychological well-being,

indicating that addressing stress via social engagement may provide protective advantages. Moreover, Yang (2023) investigated the moderating effects of self-acceptance on self-esteem, subjective well-being, anxiety, and depression in elementary school students, reporting that enhanced self-acceptance correlated with better psychological outcomes and less anxiety.

4. The participants' self-efficacy may be sustained through continuous preparation for most of the demands at work, realizing what causes other people to feel negative emotions at work, getting into the mood that best suits the situation at work, and managing a conflict situation with people at work. For instance, Botke and Woerkom (2023) investigated the effects of self-leadership training on detachment and proactivity among human service professionals, revealing that those with greater initial self-efficacy were more inclined to demonstrate positive behavioral modifications in challenging work settings.
5. Challenges at work may be lessened through managing overlapping tasks, various assignments, tight timeliness, and, having seamless work transitions, training and clearing the roles of administrative officers and clarifying guidelines, handling emotional coping and high expectations, and responding to unexpected issues.
6. The Division Office may conduct a series of consultative meetings and focus group discussions with the administrative officers in an informal way, such as "coffee breaks" or "afternoon tea," to continuously monitor their work-life balance, psychological well-being, and self-efficacy. In support, Rozikan et al. (2024) identified self-efficacy as a partial mediator between perceived organizational support, leader-member interchange, and job embeddedness, indicating that enhancing self-efficacy through supportive workplace policies fortifies employees' organizational commitment.
7. Seminars and workshops on work-life balance, psychological well-being, and self-efficacy may be conducted. Likewise, observance of regular working hours may be highly enjoined to allow time for personal recreation as well as family and social activities.
8. The Division Office may innovate an open line of communication through hotlines and social media platforms to easily and immediately coordinate with the administrative officers' concerns, queries, and feedback.

9. Other researchers may conduct similar studies using a purely qualitative approach to more comprehensively analyze the overall status of the administrative officers.

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