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ORGANIZATIONAL JUSTICE AND WORK-LIFE BALANCE: KEY FACTORS PREDICTIVE OF TEACHERS' WELL-BEING

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ABSTRACT

Amid the increasing professional demands and personal responsibilities faced by faculty in private higher education, sustaining teachers' well-being has become critical for faculty retention and institutional productivity. This study determined whether organizational justice and work-life balance predict teachers' well-being in a private higher education institution in Bukidnon, Philippines. Anchored in Organizational Justice Theory, the study examined organizational justice in terms of distributive, procedural, and interactional justice; work-life balance in terms of workplace flexibility, workload management, and support from school leadership; and teachers' well-being in terms of physical, mental, and emotional well-being. A quantitative descriptive-correlational design was employed using total enumeration, yielding 124 valid responses from college instructors. Data were gathered using a validated researcher-made questionnaire and analyzed through descriptive statistics and multiple regression analysis. Findings revealed high levels of organizational justice, work-life balance, and teachers' well-being, with interactional justice, workload management, and mental well-being receiving the highest ratings in their respective domains. Multiple regression analysis showed that organizational justice and work-life balance significantly predicted teachers' well-being, with organizational justice emerging as the stronger predictor. The study underscores that fairness, manageable workloads, and supportive leadership are essential to sustaining teachers' well-being in private higher education institutions.

Keywords: *organizational justice, work-life balance, teachers' well-being, interactional justice, workload management*

INTRODUCTION

Teachers play a pivotal role in promoting learners' academic achievement, holistic development, and overall well-being; however, their ability to fulfill these responsibilities is closely associated with their own well-being. Teachers' well-being encompasses their physical, mental, and emotional functioning (Hascher & Waber, 2021; WHO, 2022) and has implications for teaching effectiveness, professional engagement, and sustained productivity (Berger et al., 2022; Hascher & Waber, 2021).

Despite its importance, teachers continue to face heavy workloads, increasing professional demands, and difficulties maintaining work-life balance, which, when compounded by inadequate organizational support, may contribute to burnout and diminished well-being (Jerrim & Sims, 2021; Gonzales et al., 2022; Ferguson et al., 2022). In the Philippine educational context, long working hours, excessive workloads, and administrative responsibilities remain concerns among teachers (Dela Cruz & Macalisang, 2024).

These challenges may be particularly relevant in private higher education institutions, where instructors' experiences are shaped by employment arrangements, teaching loads, additional assignments, institutional policies, and leadership support. Beyond classroom instruction, college instructors are expected to prepare syllabi and instructional materials, assess student performance, provide academic support, and undertake administrative and other institutional duties. These responsibilities underscore the importance of examining workplace conditions that may influence their well-being, particularly organizational justice and work-life balance.

Previous studies have examined organizational justice in relation to well-being (Herrera et al., 2022; Wang et al., 2022; Çelik & Kalkan, 2022) and work-life balance in relation to well-being (Franco et al., 2021; González-Valero et al., 2023; Badisha & Anilkumar, 2024). However, there remains a need for context-specific evidence regarding how organizational justice and work-life balance jointly predict the well-being of college instructors in private higher education institutions in Bukidnon. Organizational justice concerns fairness in decisions, procedures, and workload allocation, while work-life balance reflects the ability to manage professional and personal commitments. Accordingly, this study sought to determine whether organizational justice and work-life balance significantly predicted the well-being of college instructors in a private, non-stock, and non-profit higher education institution in Bukidnon.

This study is aligned with SDG 3: Good Health and Well-Being (Target 3.4, promoting mental health) and SDG 8: Decent Work and Economic Growth (Targets 8.5 and 8.8, promoting decent work and safe working environments). By examining these predictors, the study may provide evidence to guide institutional initiatives that support employee welfare and sustainable working conditions in higher education.

Theoretical and Conceptual Framework

This study was anchored on the premise that teachers' perceptions of organizational justice and work-life balance may significantly predict their well-being in terms of physical, mental, and emotional health. The framework was supported by theories explaining how workplace fairness, the exchange of resources, job demands, and the management of work and personal responsibilities may be associated with employees' well-being. Specifically, Social Exchange Theory and Organizational Justice Theory provided the theoretical foundations for organizational justice, while the Job Demands–Resources (JD-R) Model, Conservation of Resources (COR) Theory, and Work/Family Border Theory supported the examination of work-life balance.

Social Exchange Theory, associated with Homans (1958) and Blau (1964), posits that social relationships involve exchanges of resources, benefits, and obligations governed by the norm of reciprocity. In an organizational setting, employees may respond to fair treatment, trust, and support with positive attitudes and behaviors toward their institution. Complementing Social Exchange Theory, Organizational Justice Theory explains how employees evaluate the fairness of organizational practices and interpersonal treatment. Drawing on Adams' (1965) Equity Theory and subsequent developments by Greenberg (1987) and Colquitt (2001), organizational justice is examined through distributive, procedural, and interactional justice. Distributive justice concerns the perceived fairness of outcomes and resource allocation, while procedural justice refers to the fairness of the processes used in making decisions. Interactional justice concerns the fairness of interpersonal treatment and the manner in which decisions are communicated, including interpersonal respect and adequate explanations (Bies & Moag, 1986).

Work-life balance is another independent variable that would predict teachers' well-being. In this study, it comprised the workplace flexibility, workload management and support from school leadership. Workplace flexibility refers to the extent to which instructors have reasonable autonomy to adjust their work schedules, organize their tasks, and accommodate personal or family responsibilities without compromising their professional obligations. On the other hand, workload management concerns how teaching responsibilities, administrative tasks, and other institutional assignments are distributed, organized, and managed within the available working time. Meanwhile, Support from school leadership refers to the assistance, understanding, resources, and flexibility provided by school administrators to help instructors fulfill their professional responsibilities.

Taken together, these theoretical and conceptual perspectives establish the basis for examining organizational justice and work-life balance as predictors of college instructors' well-being in a private higher education institution in Bukidnon. Figure 1 illustrates the schematic presentation of the variables in this study.

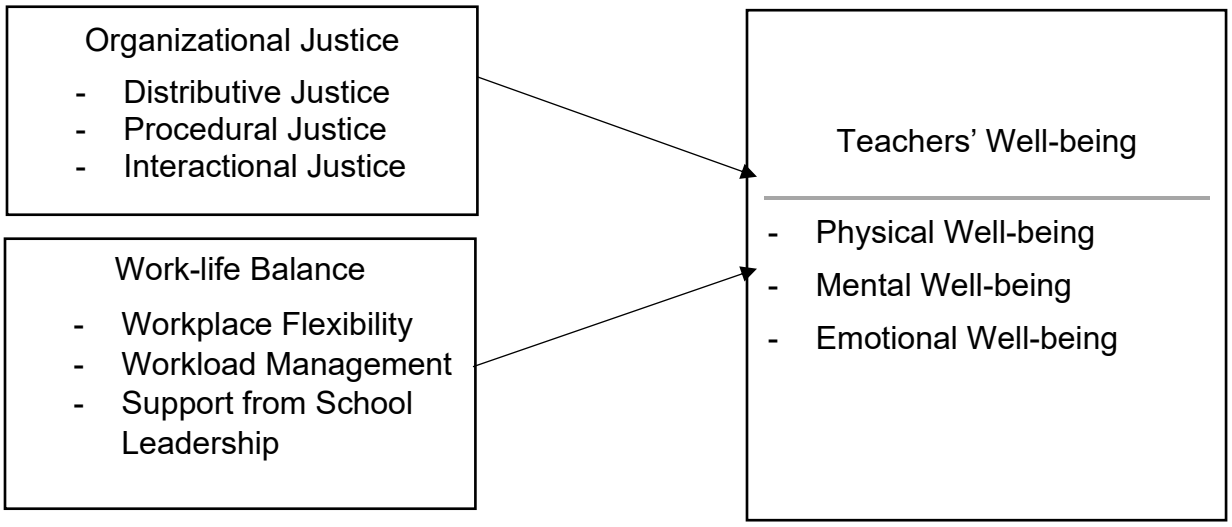


Figure 1. Schematic Presentation of the Study

Research Questions

This study aimed to determine the predictive association between organizational justice and work-life balance to the teachers' well-being in a private higher education institution in one of the cities in Bukidnon. Specifically, it aimed to answer the following questions:

1. What is the level of organizational justice as perceived by college instructors in terms of:
   1.1 Distributive justice;
   1.2 Procedural justice; and
   1.3 Interactional justice?
2. What is the extent of work-life balance among college instructors in terms of:
   2.1 Workplace flexibility;
   2.2 Workload management; and
   2.3 Support from school leadership?
3. What is the level of teachers' well-being in terms of:
   3.1 Physical well-being;
   3.2 Mental well-being; and
   3.3 Emotional well-being?
4. Do organizational justice and work-life balance significantly predict teachers' well-being?

METHODOLOGY

Research Design

This study employed a quantitative descriptive-correlational design. The descriptive approach assessed the levels of organizational justice, work-life balance, and teachers' well-being, while the correlational and regression analyses examined the predictive association of organizational justice and work-life balance on well-being. As a non-experimental design, no variables were manipulated, and findings were interpreted in terms of association and statistical prediction rather than causation (Miksza et al., 2023).

Locale of Study

The research was conducted in a CHED-recognized private college in Bukidnon, Philippines. Although the institution offers TESDA, CHED, and DepEd programs, the study was delimited to the college department.

Respondents and Sampling Method

Total enumeration was employed. All 140 qualified college instructors were invited and a 100% retrieval rate was achieved. Participants were included if they were (a) employed as college instructors in the institution during data collection and (b) willing to provide informed consent. Senior high school teachers, TESDA trainers, and those who declined to participate were excluded.

Research Instruments

researcher-developed questionnaire anchored on related literature was used. The initial pool consisted of 63 items (7 per dimension). After Confirmatory Factor Analysis (CFA), 36 items with loadings below .50 were removed following Hair et al. (2019), retaining 27 items for analysis. The final instrument used a 5-point Likert scale (1=Strongly Disagree to 5=Strongly Agree) measuring organizational justice (distributive, 2; procedural, 3; interactional, 3), work-life balance (flexibility, 4; workload, 3; leadership support, 3), and teachers' well-being (physical, mental, emotional, 3 items each).

For content validity, a panel of experts reviewed the items for relevance, clarity, and alignment with objectives. A pilot test was conducted among 30 instructors from a private college in Bukidnon who were excluded from final participants. Cronbach's alpha indicated very good to excellent internal consistency, and CFA was conducted to verify item loadings onto respective dimensions.

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2; procedural, 3; interactional, 3), work-life balance (flexibility, 4; workload, 3; leadership support, 3), and teachers' well-being (physical, mental, emotional, 3 items *each).*

The researcher constructed the survey instrument using related literature. For content validity, a panel of experts reviewed the items for relevance, clarity, and alignment with the objectives, and their comments and suggestions were integrated. A pilot test was conducted among 30 instructors from a private college in Bukidnon who qualified based on the inclusion criteria but were excluded from the final participants. They were comparable to the target group as they were also CHED instructors from private HEIs in Bukidnon with nearly the same teaching load, rank, and school set-up. The pilot-test results were analyzed through Cronbach's alpha. These results indicated very good to excellent internal consistency. After the main data collection, Confirmatory Factor Analysis (CFA) was conducted to verify whether the items appropriately loaded onto their respective dimensions.

RESULTS AND DISCUSSION

Research Question 1. What is the level of organizational justice as perceived by teachers in terms of: Distributive justice, Procedural justice, and Interactional justice?

Table 1 summarizes the overall ratings across the dimensions of organizational justice. The overall mean of 4.13 (SD = 0.58) indicates that college instructors perceived organizational justice to be High. This suggests that the private college is generally perceived to uphold fairness across distribution of outcomes, procedures, and interpersonal treatment. This is consistent with Qamar et al. (2023), who found that private university teachers perceive higher overall organizational justice compared to public university teachers, and with Xu and Jiang (2024) and Chen et al. (2024), who confirmed among private university lecturers that perceptions of justice are positively associated with job satisfaction and negatively associated with turnover intentions, and that faculty who perceive fairness are more motivated to contribute effectively.

Table 1
Summary Table of Organizational Justice

Dimensions	Mean	Interpretation	SD
Distributive Justice	4.06	High	0.73
Procedural Justice	4.10	High	0.72
Interactional Justice	4.22	High	0.64
Overall Mean	**4.13**	**High**	**0.58**

The dimension that obtained the highest mean was Interactional Justice (*M* = 4.22; *SD* = 0.64). This indicates that respectful and courteous interpersonal treatment, particularly from supervisors, is the most strongly perceived aspect of fairness among private college teachers.

Conversely, the dimension that obtained the lowest mean was Distributive Justice (*M* = 4.06; *SD* = 0.73), although it is still interpreted as high. This suggests that perceptions of fairness in the distribution of workload, rewards, and resources are favorable but comparatively less pronounced than interpersonal and procedural fairness.

Overall, the findings indicate that college instructors generally perceived organizational justice positively in private colleges. The results highlight that respectful treatment, and fair procedures are strongly evident, while fairness in the distribution of outcomes, although high, remains the area with relatively lower perception.

Research Question 2. What is the extent of work-life balance among teachers in terms of: Workplace Flexibility, Workload Management, and Support from School Leadership?

Table 2 consolidates the findings on frequency percentage and mean. The overall mean of 4.17 (*SD* = 0.41) indicates that college instructors' extent of work-life balance is High. This suggests that the institution under study is generally perceived to support teachers in balancing work and personal life. This implies that organizational practices in the private college help teachers manage professional demands while maintaining personal responsibilities. This further implies that college instructors generally perceive themselves as capable of balancing their professional responsibilities and personal commitments. In addition, college instructors can manage their work demands while maintaining time for family, personal interests, and other non-work activities. However, the result also indicates room for improvement in institutional practices and support mechanisms to help instructors achieve an even more favorable work-life balance.

Table 2
Summary Table of Participants' Work-life Balance

Dimensions	Mean	Interpretation	SD
Workplace Flexibility	4.11	High	0.67
Workload Management	4.22	High	0.75
Support from school leadership	4.19	High	0.62
Work-life Balance	**4.17**	**High**	**0.41**

This finding is consistent with recent studies on private college teachers which found that work-life balance is linked to job satisfaction and retention, and with Chen et al. (2024) and Xu and Jiang (2024), who confirmed among private university lecturers that supportive work conditions contribute to positive work experiences.

The dimension that obtained the highest mean was Workload Management (*M* = 4.22; *SD* = 0.75). This indicates that teachers in the private college are capable of organizing, prioritizing, and managing their professional responsibilities.
whereas, the dimension that obtained the lowest mean was Workplace Flexibility (*M* = 4.11; *SD* = 0.67), although still interpreted as High. This suggests that while teachers in private colleges generally perceive flexibility favorably, their ability to manage workload and support from leadership are more strongly experienced than flexibility in work arrangements.

Overall, the findings indicate that college instructors in the private college generally experienced a high level of work-life balance. The results highlight workload management as the most evident aspect, while workplace flexibility, although high, is relatively less pronounced.

Research Question 3. What is the level of teachers' well-being in terms of: Physical, mental and Emotional well-being?

Table 3 gives an overview of the results by frequency, percentage and mean. The overall mean of 4.04 (*SD* = 0.57) indicates that college instructors' overall level of well-being is High. This suggests that teachers in the private college generally experience positive well-being across physical, mental, and emotional aspects. This implies that teachers maintain health and resilience necessary for professional roles. This is consistent with Hascher and Waber (2021), who found that supportive school environments, positive social relationships, and favorable working conditions contribute to teacher well-being, and with recent studies on private college teachers which found that well-being is linked to job performance and retention.

Table 3
Summary Table of Participants' Well-Being

Dimensions	Mean	Interpretation	SD
Physical	4.02	High	0.74
Mental	4.09	High	0.65
Emotional	4.00	High	0.67
Well-Being	**4.04**	**High**	**0.57**

Examining the three domains, mental well-being obtained the highest mean (*M* = 4.09; *SD* = 0.65). This indicates that teachers in the private college demonstrate relatively stronger psychological resilience and ability to manage work-related challenges.

On the other hand, emotional well-being obtained the lowest mean (*M* = 4.00; *SD* = 0.67), although still interpreted as *High*. This suggests that while teachers in the private college generally maintain positive emotional well-being, this aspect is slightly less pronounced compared with mental and physical well-being.
Overall, the findings indicate that college instructors in the private college generally experienced a high level of well-being. Mental well-being emerged as the most evident, while emotional well-being, although High, was relatively less pronounced.

Research Question 4. Do organizational justice and work-life balance significantly predict teachers' well-being?

H_{01}: Organizational justice and work-life balance do not significantly predict teachers' well-being.
H_{02}: Organizational justice does not significantly predict teachers' well-being.
H_{03}: Work-life balance does not significantly predict teachers' well- being

Table 4 presents the multiple regression analysis examining organizational justice and work-life balance as key factors predictive of teachers' well-being.

The model summary shows an R-value of 0.757, an R^2 value of 0.573, and Adjusted R^2 of 0.566, indicating that organizational justice and work-life balance collectively account for 57.3% of the variance in teachers' well-being. The overall regression model was statistically significant, $F(2,121) = 81.141$, $p < .001$. Thus, the null hypothesis stating that organizational justice and work-life balance do not significantly predict teachers' well-being is rejected. This implies that organizational justice and work-life balance are significant predictors of teachers' well-being, suggesting that teachers' perceptions of fairness in institutional policies and practices, as well as their ability to balance professional and personal responsibilities, contribute to explaining variations in their well-being. The finding highlights the importance of promoting fair organizational practices and supportive work arrangements to foster teachers' overall well-being. However, the extent of each variable's contribution should be interpreted based on the regression coefficients and their respective levels of significance.

Table4

Regression Analysis of the Predictive Relationship of Organizational Justice and Work-Life Balance with Well-Being

	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	.415	.366		1.136	.258
Organizational Justice	.677	.064	.688	10.587	.000
Work-Life balance	.199	.091	.142	2.179	.031
Model Summary					
R =0.757	R2 = 0.573	Adj. R2 = 0.566	F= 81.141**	p = .000	

***significant at the 0.01 level *significant at 0.05 level*

The remaining 42.7% of variance suggests that other factors not examined in the present study may also be associated with teachers' well-being. These may include school climate, job satisfaction, teacher self-efficacy, professional development, and interpersonal relationships. These factors were not examined in the present study and therefore cannot be considered predictors based on current findings. Capone, Joshanloo, and Park et.al (2023) found that school climate, efficacy beliefs, and job satisfaction were associated with teachers' mental well-being. This is presented only as contextual literature and not as tested predictors in the present model.

Organizational justice significantly predicts college instructors' well-being with B = 0.677, Beta = .688, t = 10.587, $p < .001$. This means when organizational justice increases by one unit, college instructors' well-being increases by 0.677 while work-life balance is constant. Since p is less than 0.01, $H_0 2$ is rejected. This implies that college instructors' perceptions of fairness in institutional policies, decision-making processes, and the distribution of organizational resources are important in explaining their well-being. When instructors perceive that they are treated fairly and equitably, they may experience greater

psychological comfort, a stronger sense of belonging, and more positive workplace experiences. This highlights the importance of promoting fairness, transparency, and consistency in institutional practices to support college instructors' overall well-being.

This finding aligns with Organizational Justice Theory of Colquitt (2001), which posits that fairness across distributive, procedural, and interactional dimensions fosters trust and mitigates stress. When instructors in private colleges perceive fairness in procedures, resource distribution, and interpersonal treatment, their well-being tends to improve.

Moreover, Work-life balance also significantly predicted college instructors' well-being with B = 0.199, Beta = .142, t = 2.179, p = .031; thus, $H_0$3 was rejected. However, its standardized coefficient (Beta = .142) is considerably smaller than that of organizational justice (Beta = .688). Although statistically significant, its practical contribution is modest, accounting for only about 2.0% unique variance (sr^2 = .017), whereas organizational justice accounted for approximately 39.5% (sr^2 = .395). This suggests that in the private college context, fairness remains the more substantial predictor of well-being, while work-life balance provides supplementary support.

This is interpreted through Border Theory (Clark, 2000), the anchor theory for work-life balance, which explains that ability to manage borders between work and personal life helps reduce occupational stress and enhances well-being, even with a smaller effect size.

Conclusions

This study concludes that college instructors generally perceived organizational justice as high, with interactional justice obtaining the highest assessment and distributive justice the lowest, highlighting the need to ensure fairness in workloads, incentives, and recognition. Work-life balance was also high, indicating effective management of professional and personal commitments, although workplace flexibility obtained the lowest rating, pointing to opportunities for more responsive work arrangements. Similarly, well-being was high, with mental well-being as highest and emotional well-being as lowest, underscoring the need for emotional support and recognition. Furthermore, organizational justice and work-life balance significantly predicted well-being jointly, with organizational justice as the stronger predictor (Beta=.688, p=.000) and work-life balance as significant (Beta=.142, p=.031), explaining 57.3% of variance. These findings are consistent with Social Exchange Theory, Organizational Justice Theory, JD-R Model, COR Theory, and Border Theory. The conclusions should be interpreted in light of the study's cross-sectional design, limited items per factor, and conceptual overlap, warranting caution and further research.

Recommendations

In view of the findings, the following are recommended:

1. For Top Management: Sustain high organizational justice and work-life balance, with attention to distributive justice, workplace flexibility, and emotional well-being which obtained the lowest yet high assessments.
2. For Human Resource Officer: Revisit criteria for workload distribution, performance evaluation, and allocation of rewards to reinforce distributive and procedural justice. Establish explicit policies on workplace flexibility, including time-off for personal matters and minor work adjustments that promote comfort and productivity. Strengthen recognition mechanisms anchored on JD-R and COR Theory.
3. For Deans and Program Heads: Ensure fair distribution of teaching loads while keeping workloads manageable. Provide flexibility in scheduling where allowed. Sustain interactional justice by practicing respectful communication and accessible supervisory support.
4. For College Instructors: Continue effective practices in organizing and prioritizing tasks based on importance as evident in workload management (M=4.27), utilize available support (M=4.24), and strengthen emotional well-being through healthy coping and peer support.
5. For Future Researchers: Replicate using larger and diverse populations, different educational contexts, or mixed-methods designs. Examine additional organizational and personal factors associated with well-being to further validate and extend knowledge.

Compliance with Ethical Standards

The data gathering procedure in this study followed ethical standards to protect the rights and well-being of all college instructors. The study complied with the Data Privacy Act of 2012 (RA 10173) in handling all personal and survey data. The researcher also complied with the AI Tool Utilization Declaration as reflected in Appendix C, as required by the Graduate School.

Upon receiving ethical clearance, the researcher submitted a formal request to the school administration for permission to conduct the study. Before data collection, each instructor was provided with an informed consent form explaining the study's purpose, procedures, expected participation, potential risks and benefits, and the voluntary nature of participation, including the right to withdraw at any time without penalty. The data-gathering procedure adhered to the three ethical principles of the Belmont Report (National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research, 1979): respect for persons, through informed consent and voluntary participation; beneficence, by minimizing potential risks and protecting participants' welfare and confidentiality; and justice, through fair participant selection based on established inclusion criteria. The researcher personally administered and retrieved the questionnaires from July 17 to 22, 2026, allowing instructors to raise questions or concerns. To ensure anonymity and confidentiality, the questionnaires were coded without names or identifying details. Printed questionnaires were stored in a locked office accessible only to the researcher, while electronic files were protected by passwords and stored on an encrypted device. The research data will be retained for at least one year from the date of data collection for possible review or replication, after which printed questionnaires will be shredded and electronic files permanently deleted. Upon

completion of data collection, the responses were organized, encoded, and analyzed using SPSS.

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