

Lifelong Learning and Work-life Balance among the Teacher Training Faculty of State Universities and Colleges: Basis for Human Resource Development Program

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ABSTRACT

This descriptive-correlational research presented lifelong learning and its relationship to work-life balance of teacher training faculty of state universities and colleges in Western Visayas, Philippines. Using researcher-made questionnaires on lifelong learning and work-life balance to gather data from 274 randomly selected teacher education faculty from eight (8) state universities and colleges in Region VI, the study revealed varying levels and significant differences in the level of lifelong learning and work-life balance in the aggregate and in their various dimensions. In particular, significant differences were noted in the level of lifelong learning of the faculty in terms of critical thinking and problem-solving, creativity, communication, and computing when they were grouped according to area of specialization and in terms of critical thinking and problem-solving and computing when they were grouped as to academic rank. A significant difference was also noted in the level of their work-life balance in terms of time management when they were classified as to area of specialization. Finally, there was a positive and significant correlation between lifelong learning and work-life balance. In this sense, lifelong learning is related to work-life balance; hence, teacher education faculty who are equipped with more and better lifelong skills can also create greater balance between work and personal or family life. This study recommends that a human resource development program which will focus on technology use, self, time, and leisure management shall be developed by the institutions to enhance the lifelong learning and work-life balance of the faculty

Keywords: lifelong learning, work-life balance, teacher education faculty, descriptive research Philippines