Work-Life-Study Balance and Academic Engagement among Teacher Certificate Program Students

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ABSTRACT

This study examined the work-life-study balance and academic engagement of former and current Teacher Certificate Program (TCP) students at Gordon College in Olongapo City, Philippines. Guided by Bond et al.'s (2020) Student Engagement Framework, the study utilized a descriptive-quantitative, cross-sectional survey design with total enumeration sampling. Data gathered via a structured four-point Likert scale questionnaire were analyzed using descriptive statistics, Mann–Whitney U and Kruskal–Wallis H tests with effect sizes, and Dunn's post hoc comparisons. Overall, respondents reported high levels of both work-life-study balance (M=3.26) and academic engagement (M=3.44). Time management (M=3.40) and cognitive engagement (M=3.48) emerged as the highest-rated dimensions. Conversely, stress management was rated lowest (M=3.12), with getting adequate rest identified as the most critical challenge (M=3.00). Non-parametric testing revealed significant group differences in work-life-study balance based on age (ϵ^2=0.31) and enrolled units (ϵ^2=0.22), while academic engagement differed significantly by age (ϵ^2=0.21). Students aged 25–29 scored lowest across both balance (M=2.81) and engagement (M=3.16). No significant differences were found across sex, employment status, or family responsibilities. The study contributes baseline empirical evidence on working-adult TCP learners, an item-level map of support needs, a proposed conceptual model connecting balance and engagement, and a targeted intervention matrix. To address the findings, the study recommends institutionalizing rest-sensitive academic scheduling, fostering employer partnerships for schedule flexibility, establishing peer mentoring and academic advising for students aged 25–29, and expanding mental health and wellness support. Future research should employ validated instruments, larger multi-institutional samples, longitudinal designs, and formal predictive modeling.

Keywords: Work-Life-Study Balance, Academic Engagement, TCP Students, Adult Learners, Teacher Education

INTRODUCTION

Balancing work, personal life, and academic responsibilities presents a significant challenge for adult learners enrolled in the Teacher Certificate Program (TCP). Unlike traditional students, many TCP participants work full-time or part-time while pursuing or having already completed academic requirements, making effective time and stress management critical to their success (Tumin et al., 2020; Balacuit, 2022). Work-life-study balance is defined as the ability to manage responsibilities across work, personal life, and education. Maintaining this balance is essential, as poor balance can result in stress, fatigue, burnout, and diminished academic performance, whereas effective balance supports productivity, well-being, and academic achievement (Hatcher & Hwang, 2020; Yusuf et al., 2020).

Academic engagement refers to students' involvement, motivation, and participation in learning activities. It includes behavioral, emotional, and cognitive dimensions that contribute to academic achievement, persistence, and meaningful learning experiences (Bond et al., 2020; Fredricks et al., 2004). Despite the recognized importance of these factors, limited research has specifically examined former and current Teacher Certificate Program (TCP) students, who encounter unique challenges as both workers and learners. (Borres & Paglinawan, 2025) Examining these students' experiences offers valuable insights into how they manage

competing responsibilities while maintaining academic engagement (Beatson et al., 2021; Spitzig & Renner, 2025).

This study is grounded in the Student Engagement Framework developed by Bond et al. (2020), which identifies three dimensions of student engagement: behavioral, emotional, and cognitive. The framework suggests that students achieve more effective learning outcomes when they actively participate in academic activities, develop positive attitudes toward learning, and invest effort in understanding course material and completing academic tasks (Bond et al., 2020). Additionally, the study draws on recent literature regarding work-life-study balance, which emphasizes the significance of balancing work responsibilities with academic demands. Research indicates that students who manage these responsibilities effectively experience reduced stress, enhanced well-being, and improved academic performance, whereas poor balance results in fatigue and decreased motivation (Aeon et al., 2021; Lovin & Bernardeau-Moreau, 2022).

These frameworks provide a basis for understanding the experiences of Teacher Certificate Program (TCP) students, who simultaneously serve as workers, family members, and learners. The study posits that TCP students who manage their time effectively, cope with stress, and receive sufficient support are more likely to exhibit higher levels of academic engagement (Xin, 2022; Martinot et al., 2022). Balancing work, personal life, and academic responsibilities remains a significant concern for TCP students pursuing certification while meeting employment and family obligations (Tumin et al., 2020).

Time management is a critical factor influencing work-life-study balance. Studies consistently demonstrate that students who plan their schedules and prioritize tasks are more likely to achieve academic success (Wolters & Brady, 2021; Alyami et al., 2021). Stress management is also essential, as working students often experience stress from overlapping responsibilities, which can harm well-being and academic performance if left unaddressed (Lovin & Bernardeau-Moreau, 2022). Social and family support also significantly contribute to student outcomes. Emotional encouragement enhances motivation and resilience, and students with robust support systems are more likely to sustain academic engagement (Xin, 2022; Shao & Kang, 2022).

Academic engagement is widely acknowledged as a key determinant of student success, reflecting the degree to which students participate in learning activities and invest effort in their studies (Loyola-Carrillo et al., 2025). Specifically, behavioral engagement encompasses participation, attendance, and task completion; emotional engagement pertains to students' feelings and attitudes toward learning; and cognitive engagement involves mental effort, including critical thinking and problem-solving (Frazelle, 2025; Fredricks et al., 2004). Research on working students indicates that while employment offers financial benefits and opportunities for skill development, it also introduces stress, fatigue, and time constraints (Tecson et al., 2025; Tumin et al., 2020).

Studies conducted between 2020 and 2024 demonstrate that students who achieve a healthy work-life-study balance are more likely to sustain academic engagement and attain strong academic outcomes. Effective time management, comprehensive support systems, and adaptive coping strategies have been identified as essential contributors to student success. Despite increased research on working students, limited attention has been given to Teacher Certificate Program (TCP) participants. Most existing studies focus on traditional undergraduates rather than working professionals seeking teacher certification (Kirksey & Gottlieb, 2026). This gap underscores the need to understand TCP students' experiences as they navigate employment, personal responsibilities, and academic requirements while preparing for teaching careers. The present study seeks to address this gap by examining TCP students' work-life-study balance and academic engagement, with the goal of informing enhancements in student support services and academic retention for working adult learners.

The present study sought to describe the work-life-study balance and academic engagement of both former and current Teacher Certificate Program (TCP) learners. Specifically, the research addressed the following questions: What are the demographic and professional profiles of TCP students in terms of age, gender, employment status, number of units enrolled, and family responsibilities? The study also assessed respondents' work-life-study balance in terms of time management, stress management, social or family support, and academic engagement across behavioral, emotional, and cognitive dimensions. Furthermore, it examined whet-

her significant differences exist in work-life-study balance and academic engagement across demographic groups and between former and current students, and whether work-life-study balance is associated with academic engagement. Finally, the study aimed to identify intervention programs to enhance student support and academic retention within the Teacher Certificate Program.

The following null hypotheses were tested at the 0.05 level of significance: H_{o1}: There is no significant difference in respondents' work-life-study balance when grouped by age, sex, employment status, number of units enrolled, and family responsibilities. H_{o2}: There is no significant difference in respondents' academic engagement when grouped according to age, sex, employment status, number of units enrolled, and family responsibilities. H_{03}: There is no significant difference in work-life-study balance and academic engagement between former and current TCP students. H_{04}: There is no significant relationship between respondents' work-life-study balance and academic engagement.

METHODOLOGY

A descriptive-quantitative research design was employed to determine the levels of Work-Life-Study Balance and Academic Engagement among former and current learners in the Teacher Certificate Program (TCP). The descriptive method was selected as it enabled systematic description of respondents' characteristics, perceptions, and experiences using numerical data collected through survey questionnaires. (Robledo et al., 2023) Additionally, inferential statistical methods were applied to assess whether significant differences existed between respondents' demographic profiles and their levels of Work-Life-Study Balance and Academic Engagement. The design was cross-sectional: each variable was measured once, so the findings describe associations at a single point in time and do not establish cause and effect.

The respondents comprised former and current learners of the Teacher Certificate Program (TCP), totaling fifty-eight (58) participants. The study used total enumeration sampling: all identified former and current TCP learners were invited to participate (Meru et al., 2022). The sample included individuals with diverse ages, employment statuses, academic loads, and family responsibilities. Many participants were working professionals balancing employment and academic obligations. 28 respondents were currently enrolled in the program, and 30 had completed its requirements. The researchers strictly observed ethical considerations: respondents were informed of the research purpose, participation was voluntary, and confidentiality and anonymity were maintained to protect privacy. A structured survey questionnaire served as the primary data-gathering instrument and consisted of three sections: demographic profile, Work-Life-Study Balance, and Academic Engagement.

Participants and sampling. The target population was 80 current and former TCP students of Gordon College in Olongapo City, Philippines, admitted from 2024 to 2026. All were invited, and 58 completed the questionnaire, for a response rate of 72.5%. Current students were defined as those enrolled in at least one TCP course during the 2nd term of the 2025- 2026 academic year; former students were those who had completed all TCP requirements within AY 2024-2025 before data collection. We included both groups because the study sought to describe the experience of the full TCP cohort. However, their academic experiences and engagement may differ: former students answered retrospectively, and their present work and family circumstances may differ from those they had while enrolled. For this reason, we report program status in the demographic profile and compare it in the analysis. The distribution of respondents by age, sex, employment status, units, and family responsibilities is shown in the profile tables below and by program status. Given the small sample and single institution, the findings should not be generalized beyond this program.

The demographic profile section collected data on age, sex, employment status, number of units enrolled, and family responsibilities. The Work-Life-Study Balance section assessed the ability to manage multiple responsibilities through the dimensions of Time Management, Stress Management, and Social/Family Support. The Academic Engagement section measured behavioral, Emotional, and Cognitive Engagement. A four-point Likert scale assessed perceptions and experiences related to the study variables. The researchers reviewed and validated the questionnaire before administration to ensure clarity, relevance, and alignment with the study objectives (Chand, 2026). The researchers sought permission from the higher education institution before

administering the questionnaire. Upon approval, the researchers distributed the questionnaire through Google Forms to former and current Teacher Certificate Program (TCP) students. The form was open from May 4 to 22, 2026, and was shared through email, social media, and class group chats. The respondents were given ample time to complete the questionnaire honestly. Informed consent was obtained on the first page of the form before respondents could proceed, and no names or identifying information were collected, consistent with the Data Privacy Act of 2012 (Republic Act 10173). Participation in the study was voluntary, and respondents were informed of the research's purpose. All responses were collected electronically via the online platform and handled with strict confidentiality and anonymity to protect participants' privacy. To determine whether significant differences existed among the variables, non-parametric statistical tests were utilized. The Mann–Whitney U Test was used for two-category variables, while the Kruskal–Wallis H Test was used for variables with three or more categories. These statistical tools were appropriate because the data came from Likert-scale responses and the respondent groups were not equally distributed (Al-Jaishi et al., 2026). All statistical analyses were conducted at the 0.05 level of significance.

Instrument validity and reliability. The Work-Life-Study Balance scale (15 items; five each for Time Management, Stress Management, and Social/Family Support) and the Academic Engagement scale (15 items; five each for Behavioral, Emotional, and Cognitive Engagement) follow the three-dimension framework of Bond et al. (2020) and Fredricks et al. (2004). The researchers developed the main instrument as a structured questionnaire, adapted from related studies and literature (Sharma et al., 2023; Yang & Cheng, 2024). Responses were given on a four-point Likert scale: 4 = Strongly Agree, 3 = Agree, 2 = Disagree, and 1 = Strongly Disagree. A neutral midpoint was intentionally omitted so that respondents had to take a position. Mean scores were interpreted as 3.26–4.00 (Strongly Agree), 2.51–3.25 (Agree), 1.76–2.50 (Disagree), and 1.00–1.75 (Strongly Disagree).

Five experts reviewed the draft questionnaire: 3 with extensive backgrounds in teaching in higher education, and 2 with extensive backgrounds in educational research, measurement, and evaluation. The experts rated each item for relevance and clarity using a 4-point scale. The validators' comments were also incorporated to improve the clarity, relevance, and appropriateness of the items, and the questionnaire was reviewed by the research advisers before distribution. The researchers pilot-tested the revised questionnaire with five public school teachers who were not part of the final sample. The researchers also incorporated their recommendations and suggestions before administering the final draft. Due to time constraints, the instrument did not undergo internal consistency analysis; therefore, the instrument's quality rests on expert validation and pilot testing.

Data analysis. Frequencies, percentages, weighted means, and standard deviations summarized the profile and scale scores. Because the data were four-point ordinal ratings from a small sample with unequal group sizes, non-parametric tests were used. Group differences were tested with the Mann–Whitney U test (two groups) and the Kruskal–Wallis H test (three or more groups), reported with the test statistic, degrees of freedom, exact p-value, and an effect size: $r = z/\sqrt{N}$ for Mann–Whitney U (0.1 small, 0.3 medium, 0.5 large) and epsilon-squared, $\varepsilon^2 = H/(n - 1)$, for Kruskal–Wallis H. Significant Kruskal–Wallis results were followed by Dunn's pairwise comparisons with Bonferroni adjustment. The association between Work-Life-Study Balance and Academic Engagement, and between their dimensions, was tested with Spearman's rank-order correlation (ρ) with 95% confidence intervals. Former and current students were compared on both scales with the Mann–Whitney U test. Because many tests were run on a small sample, we interpreted significant results cautiously and did not treat non-significant results as evidence of no difference. All tests used $\alpha = 0.05$.

RESULTS AND DISCUSSION

The table below presents the frequency, percentage distribution, and ranking of respondents by demographic characteristics.

Profile of Respondents according to Age

Age	Frequency	Percentage
25–29	19	32.76
35–39	19	32.76
30–34	8	13.79
40 years old and above	10	17.24
Below 25	2	3.45

N=58

The findings showed that most respondents were in the 25–29 and 35–39 age groups, each representing 32.76% of the total sample. This suggests that the Teacher Certificate Program (TCP) attracts individuals who are either early in their careers or seeking professional growth and career advancement. Adult learners in these age groups often have greater motivation and a clearer sense of purpose, as they pursue education to enhance their qualifications and employment opportunities. The findings suggest that many TCP students view teacher certification as a pathway toward career development and professional fulfillment. The result is consistent with previous studies, which indicate that adult learners commonly enroll in professional education programs to improve their career prospects and acquire additional competencies. Unlike traditional college students, adult learners often possess practical work experience that influences their academic perspectives and learning behaviors. Their maturity and professional exposure may also contribute to stronger commitment and persistence in completing educational requirements.

Profile of Respondents according to Sex

Sex	Frequency	Percentage
Female	35	60.34
Male	23	39.66

N=58

The findings show that female respondents comprised the majority of the sample, accounting for 60.34% of the total, while males accounted for 39.66%. This result indicates higher female participation in the Teacher Certificate Program. This finding reflects a continuing trend in many teacher education programs, where women make up a larger proportion of students pursuing careers in education. Previous literature suggests that teaching has traditionally attracted more female professionals due to its strong association with nurturing, mentoring, and educational development. However, the presence of male respondents also demonstrates that the teaching profession continues to attract individuals from diverse backgrounds and interests. The findings suggest that both men and women recognize the value of teacher certification as a means of achieving professional growth and career opportunities.

Profile of Respondents according to Employment Status

Employment Status	Frequency	Percentage	Rank
Full-time	40	68.97	1
Self-employed	11	18.97	2
Part-time	7	12.07	3

N = 58

Most respondents were employed full-time, accounting for 68.97% of the total population. These findings highlight that most TCP students are working professionals who must balance employment responsibilities alongside academic requirements. Full-time employment often requires significant time, effort, and commitment, making it more challenging for students to manage academic obligations effectively. Despite these demands, the respondents continue to pursue professional education, demonstrating determination and

commitment to their educational goals. This finding supports previous studies indicating that many adult learners pursue further education while maintaining stable employment. Employment provides financial security and professional experience but may also create challenges related to time management, stress, and workload. The results suggest that TCP students have the resilience and motivation to continue their studies despite workplace demands.

Profile of Respondents according to Number of Units Earned

No. of TCP Units Earned	Frequency	Percentage	Rank
More than 12 units	33	56.90	1
12 units	10	17.24	2
6 units	8	13.79	3
9 units	7	12.07	4

N = 58

The findings reveal that more than half of the respondents have earned more than 12 units in the program. This suggests that many TCP students have earned a substantial academic workload despite their employment responsibilities while enrolled in the program. The number of units earned may reflect students' desire to complete the program in a shorter period and earn teacher certification more quickly. The result further suggests that respondents are strongly committed to their educational goals. Although carrying a heavier academic load may increase pressure and workload, many students remain motivated to complete their requirements. This finding reflects TCP learners' determination to invest in their professional development despite competing responsibilities. Units earned in this investigation mean cumulative units earned or units currently enrolled at the time of the study.

Profile of Respondents according to Number of Family Responsibilities

Family Responsibilities	Frequency	Percentage	Rank
1–2 dependents	20	34.48	1.5
None	20	34.48	1.5
3–4 dependents	15	25.86	3
5 or more dependents	3	5.17	4

N = 58

In terms of family responsibilities, an equal proportion of respondents reported having no dependents and having one to two dependents. Meanwhile, a considerable number reported supporting three to four dependents. This finding indicates that many respondents balance academic responsibilities alongside family obligations. Family responsibilities may include childcare, financial support, and household management, all of which require time and attention. Previous studies show that family responsibilities can affect students' ability to manage academic demands. However, family support may also motivate and encourage students. The findings suggest that despite family obligations, many TCP students remain committed to pursuing teacher certification and achieving their professional aspirations. Because the sample combines former and current students, group-level results below describe a mixed cohort and should be read with that in mind.

Profile of Respondents according to Program Status

Program Status	Frequency	Percentage	Rank
Current Students	28	48.28	2
Former Student	30	51.72	1

N = 58

Overall, the demographic profile indicates that former and present TCP students are primarily working adult learners who manage multiple responsibilities simultaneously. Respondents demonstrate a strong commitment to professional development despite the challenges of employment, academic requirements, and family

obligations. These characteristics provide important context for understanding their Work-Life-Study Balance and Academic Engagement and highlight the need for flexible and supportive learning environments for adult learners.

Level of Work-Life-Study Balance in terms of Time Management

Variables	AWM	SD	Verbal Interpretation	Rank
I set priorities effectively for academic tasks.	3.52	0.57	Strongly Agree	1
I balance my time well between work, family, and study.	3.45	0.71	Strongly Agree	2
I am able to meet academic deadlines despite other responsibilities.	3.43	0.73	Strongly Agree	3
I allocate enough time for studying and reviewing lessons.	3.34	0.71	Strongly Agree	4
I follow a consistent study routine.	3.24	0.78	Agree	5
Average Weighted Mean	**3.40**	**0.61**	**Strongly Agree**	

Legend: 3.25-4.00 Strongly Agree (Excellent); 2.50-3.24 Agree (Good);1.75-2.49 Moderately Agree (Fair); 1.00-1.74 Strongly Disagree (Poor)

The findings showed a composite mean of 3.40 (Strongly Agree), indicating that both former and current TCP students generally exhibit effective time management skills. The indicator *"I set priorities effectively for academic tasks"* had the highest mean score, suggesting that respondents can identify and focus on essential academic responsibilities despite demanding schedules. This outcome reflects their capacity to organize tasks and allocate time efficiently across work, family, and academic commitments. Respondents also strongly agreed that they can balance time among work, family, and study while meeting academic deadlines. These results indicate that many TCP learners have developed practical strategies to manage multiple responsibilities concurrently. However, the lowest-rated indicator, *"I follow a consistent study routine,"* suggests that maintaining a fixed schedule remains challenging because of fluctuating work demands and personal obligations.

These findings align with previous research indicating that time management is a significant predictor of academic success among working students (Romero et al., 2024). Recent literature demonstrates that adult learners who effectively prioritize tasks and manage schedules are more likely to persist in their studies despite competing responsibilities (Pearson, 2019). Researchers have emphasized that effective time management reduces stress and enhances students' ability to balance academic and professional obligations. (Häfner et al., 2014) Studies involving working professionals pursuing higher education have also found that flexibility and adaptability are essential for managing multiple roles. (Soares & Taveira, 2024) Rather than adhering to rigid schedules, many adult learners adjust their study habits to fit available time and changing circumstances. The present findings indicate that time management is a notable strength among TCP students. Their ability to prioritize responsibilities and fulfill academic requirements contributes substantially to maintaining a balance among work, life, and study. Educational institutions can further support these students by offering flexible learning options, clear course schedules, and accessible academic resources that address the needs of working adult learners.

Level of Work-Life-Study Balance in terms of Stress Managemen

Variables	AWM	SD	Verbal Interpretation	Rank
Work fatigue rarely interferes with my academic performance.	3.24	0.76	Agree	1
I feel mentally prepared when attending classes.	3.16	0.79	Agree	2
I handle stress from work and study in a healthy way.	3.14	0.85	Agree	3

I manage academic workload without feeling overwhelmed.	3.05	0.89	Agree	4
I get adequate rest despite multiple responsibilities.	3	0.82	Agree	5
Average Weighted Mean	3.12	0.74	Agree	

Legend: 3.25-4.00 Strongly Agree (Excellent); 2.50-3.24 Agree (Good);1.75-2.49 Moderately Agree (Fair); 1.00-1.74 Strongly Disagree (Poor)

The respondents achieved a composite mean score of 3.12, indicating a general capability to manage stress related to balancing work, studies, and personal responsibilities, which is interpreted as Agree. The highest-rated indicator, *"Work fatigue rarely interferes with my academic performance,"* suggests that respondents actively strive to prevent work-related stress from affecting their academic performance. Despite employment demands, respondents demonstrate a strong commitment to maintaining academic performance. Conversely, the lowest-rated indicator, *"I get adequate rest despite multiple responsibilities,"* reveals that obtaining sufficient rest remains a significant challenge. This suggests that although respondents fulfill their responsibilities effectively, they may experience physical exhaustion from the competing demands of work, family, and academic pursuits.

These findings also align with existing research indicating that stress and fatigue are prevalent challenges among working students (Rüschoff & Kowalewski, 2024). Prior studies have shown that balancing employment and education often increases pressure, emotional strain, and reduced personal time (Creed et al., 2026). Adult learners frequently report fatigue due to the need to fulfill multiple responsibilities within constrained timeframes (Yusoff 2026). Recent literature also indicates that while working students may develop coping strategies and resilience, prolonged exposure to stress can adversely affect their well-being if not adequately managed (Stanley & Buvaneswari, 2022). Sufficient rest and effective coping mechanisms are essential for sustaining both academic performance and personal wellness. These results underscore the importance of institutional initiatives that promote wellness and stress management among TCP students. Programs that emphasize mental health awareness, counseling services, and self-care strategies may strengthen students' ability to manage work and academic demands. Implementing support mechanisms may also improve overall well-being and academic engagement.

Level of Work-Life-Study Balance in terms of Social/Family Support

Variables	**AWM**	**SD**	**Verbal Interpretation**	**Rank**
I receive emotional encouragement from family or friends.	3.38	0.64	Strongly Agree	1
My family supports my decision to pursue the TCP.	3.36	0.61	Strongly Agree	2
I feel supported in balancing work, life, and study.	3.26	0.71	Strongly Agree	3
I get assistance when responsibilities overlap.	3.17	0.7	Agree	4
My workplace provides flexibility for academic commitments.	3.09	0.88	Agree	5
Average Weighted Mean	3.25	0.62	Strongly Agree	

Legend: 3.25-4.00 Strongly Agree (Excellent); 2.50-3.24 Agree (Good);1.75-2.49 Moderately Agree (Fair); 1.00-1.74 Strongly Disagree (Poor)

Respondents reported a composite mean of 3.25, verbally interpreted as Strongly Agree, indicating that they generally receive adequate support from family members, friends, and significant others while pursuing their studies. The highest-rated indicator, *"I receive emotional encouragement from family or friends,"* demonstrates that emotional support is a significant source of motivation for TCP students. Respondents also strongly agreed that their families support their decision to pursue the TCP and that they feel supported in

balancing work, life, and studies. In contrast, workplace flexibility received the lowest rating, indicating that employers may not consistently provide accommodations to support educational commitments.

These findings align with previous research emphasizing the importance of social support in promoting academic persistence and success. Studies have consistently demonstrated that students who receive encouragement from family and friends are more likely to remain motivated and overcome academic challenges (Martínez-López et al., 2023). Emotional support fosters resilience, confidence, and a positive outlook toward educational goals. Recent research on adult learners also indicates that family support is a key factor in managing stress and maintaining balance among competing responsibilities (Sagna & Vaccaro, 2022). Supportive relationships provide both emotional and practical assistance, contributing to academic persistence. The results suggest that social and family support play a significant role in enabling TCP students to maintain work-life-study balance. Educational institutions should strengthen partnerships with employers and raise awareness of the needs of working students. Additionally, creating supportive learning environments and encouraging family involvement may further enhance students' academic experiences and overall well-being.

Summary of Work-Life-Study Balance

Dimensions	**AWM**	**Composite SD**	**Verbal Interpretation**	**Rank**
Time Management	3.4	0.61	Strongly Agree	1
Stress Management	3.12	0.74	Agree	3
Social/Family Support	3.25	0.62	Strongly Agree	2
Composite Mean	3.26	0.6	Strongly Agree	

Legend: 3.25-4.00 Strongly Agree (Excellent); 2.50-3.24 Agree (Good);1.75-2.49 Moderately Agree (Fair); 1.00-1.74 Strongly Disagree (Poor)

The overall findings revealed that respondents obtained a composite mean of 3.26 for Work-Life-Study Balance and 3.44 for Academic Engagement, both verbally interpreted as **Strongly Agree**. These results indicate that former and present TCP students generally maintain a healthy balance among their work, personal, and academic responsibilities while remaining highly engaged in their studies. Among the dimensions of Work-Life-Study Balance, Time Management received the highest rating, indicating that respondents generally organize their responsibilities effectively and meet academic requirements. In contrast, Stress Management received the lowest rating, suggesting that fatigue and inadequate rest remain challenges for many respondents.

Level of Academic Engagement in terms of Behavioral Dimension

Variables	AWM	SD	Verbal Interpretation	Rank
I am determined to finish the TCP program.	3.53	0.57	Strongly Agree	1
I persist in solving problems even when they are difficult.	3.43	0.62	Strongly Agree	2
I actively contribute to class discussions.	3.36	0.64	Strongly Agree	3
I submit academic requirements on time.	3.34	0.64	Strongly Agree	4
I complete tasks even when tired from work.	3.31	0.65	Strongly Agree	5
Composite Mean	3.4	0.51	Strongly Agree	

Legend: 3.25-4.00 Strongly Agree (Excellent); 2.50-3.24 Agree (Good);1.75-2.49 Moderately Agree (Fair); 1.00-1.74 Strongly Disagree (Poor)

The findings revealed a composite mean of 3.40, indicating a high level of Behavioral Engagement among former and current TCP students, interpreted as Strongly Agree. This result suggests that respondents actively participate in academic activities and remain committed to fulfilling their responsibilities as learners, even when faced with work and personal obligations. The data demonstrate that TCP students are willing to invest

significant time and effort to complete academic requirements and achieve their educational goals. Among the indicators, the statement *"I am determined to finish the TCP program"* received the highest mean score, reflecting strong commitment and perseverance in completing the program. This determination may stem from personal aspirations, opportunities for career advancement, and the desire to become qualified educators. The willingness to pursue education despite various challenges indicates a pronounced sense of responsibility and motivation.

Respondents also reported high levels of participation in class discussions, persistence in solving challenging problems, and timely submission of academic requirements. These behaviors indicate that respondents remain actively engaged in their studies and consistently fulfill academic responsibilities while managing additional commitments. Such actions are recognized as key indicators of student engagement, reflecting active involvement in the learning process. Although the statement *"I complete tasks even when tired from work"* received the lowest rating among the indicators, it was still interpreted as Strongly Agree. This suggests that, despite experiencing work-related fatigue, respondents continue to fulfill academic obligations, demonstrating resilience and determination in the face of physical exhaustion.

These findings align with previous research indicating that Behavioral Engagement is closely associated with academic persistence and success (Zhu et al., 2024). Studies have shown that students who consistently participate in learning activities, submit assignments on time, and remain committed to their studies are more likely to achieve positive academic outcomes (Padohinog et al., 2024). Behavioral Engagement is widely regarded as one of the strongest indicators of student commitment and persistence (Tinto, 2025). Furthermore, recent research on adult learners has found that working students often demonstrate strong behavioral engagement because they recognize the value of education for career advancement and professional growth (Aguila et al., 2024). Their active participation in academic activities reflects a commitment to enhancing their qualifications and future opportunities.

The findings suggest that TCP students exhibit strong behavioral commitment to their academic responsibilities. Despite balancing employment, family obligations, and studies, they continue to participate actively in learning activities and fulfill academic requirements. This sustained engagement supports academic success and increases the likelihood of program completion. The results also indicate that educational institutions should maintain learning environments that encourage active participation and support student persistence. Initiatives that recognize student achievements and promote engagement may further enhance behavioral involvement among working adult learners.

Level of Academic Engagement in terms of Emotional Dimension

Variable	AWM	SD	Verbal Interpretation	Rank
I value the learning experiences offered by the program.	3.57	0.53	Strongly Agree	1
I take pride in being a TCP student.	3.52	0.57	Strongly Agree	2
I am motivated to pursue a teaching career.	3.48	0.57	Strongly Agree	3
I enjoy participating in TCP classes.	3.36	0.64	Strongly Agree	4.5
I feel emotionally invested in my studies.	3.36	0.64	Strongly Agree	4.5
Composite Mean	**3.46**	**0.49**	**Strongly Agree**	

Legend: 3.25-4.00 Strongly Agree (Excellent); 2.50-3.24 Agree (Good);1.75-2.49 Moderately Agree (Fair); 1.00-1.74 Strongly Disagree (Poor)

The findings revealed a composite mean of 3.46, which was interpreted as "Strongly Agree," indicating a very high level of Emotional Engagement. This result suggests that former and present TCP students have developed positive feelings toward the program and remain emotionally connected to their educational experiences. Their emotional investment reflects their appreciation of the learning opportunities provided by the Teacher Certificate Program. The highest-rated indicator was *"I value the learning experiences offered by*

the program." This finding suggests that respondents recognize the importance of the knowledge and skills they acquire through the TCP. Respondents perceive the program's learning experiences as meaningful and beneficial to their personal and professional development. As a result, students develop positive attitudes toward their studies and remain motivated to continue learning.

The respondents also strongly agreed that they take pride in being TCP students and are motivated to pursue a teaching career. These findings indicate that many respondents have developed a strong sense of identity and purpose within the program. Their positive perception of the teaching profession may contribute to their willingness to persist despite academic and work-related challenges. Furthermore, the respondents expressed enjoyment in participating in classes and reported feeling emotionally invested in their studies. This finding suggests that they view the program as valuable and rewarding. Positive emotional experiences can enhance learning by increasing motivation, interest, and satisfaction.

These findings align with previous studies that emphasize the importance of emotional engagement for academic success. Research suggests that students who develop positive feelings toward learning are more likely to remain motivated, persist through difficulties, and achieve higher levels of academic satisfaction (Carmona-Halty et al., 2021). Emotional Engagement contributes to students' sense of belonging and strengthens their connection to educational goals. Recent literature also indicates that adult learners often demonstrate strong emotional engagement because they clearly understand how education relates to their personal and professional aspirations. (Bano & Hou, 2026) When students perceive learning as meaningful and beneficial, they are more likely to remain committed to their studies. The findings suggest that Emotional Engagement is an important factor in sustaining TCP students' motivation and commitment (Liu et al., 2024). Their positive attitudes toward learning and the teaching profession contribute significantly to their persistence in the program. Educational institutions may further strengthen emotional engagement by creating supportive learning environments, recognizing student achievements, and providing meaningful learning experiences that connect academic content with professional practice. Such efforts may enhance students' motivation and overall satisfaction with the program.

Level of Academic Engagement in terms of Cognitive Dimension

Variable	AWM	SD	Verbal Interpretation	Rank
I take responsibility for my own learning progress.	3.52	0.57	Strongly Agree	1
I work diligently to improve my teaching skills.	3.50	0.54	Strongly Agree	2
I aim to understand lessons thoroughly.	3.47	0.57	Strongly Agree	3.5
I use feedback constructively to enhance performance.	3.47	0.60	Strongly Agree	3.5
I apply what I learn to real-life situations.	3.43	0.53	Strongly Agree	5
Composite Mean	**3.48**	**0.48**	**Strongly Agree**	

Legend: 3.25-4.00 Strongly Agree (Excellent); 2.50-3.24 Agree (Good);1.75-2.49 Moderately Agree (Fair); 1.00-1.74 Strongly Disagree (Poor)

The findings revealed that respondents achieved a composite mean of 3.48, indicating Strongly Agree and identified Cognitive Engagement as the highest-rated component of Academic Engagement. This result indicates that both former and current TCP students are highly invested in learning and demonstrate a strong willingness to understand, apply, and enhance their knowledge and skills. The data suggest that respondents are not merely fulfilling academic requirements but are actively striving to become competent and effective educators. Among the indicators, *"I take responsibility for my own learning progress"* received the highest mean score, reflecting a strong sense of accountability and ownership of educational development. As adult learners, many respondents recognize that their success largely depends on their effort, discipline, and commitment to learning.

Respondents also strongly agreed that they work diligently to improve their teaching skills, aim to understand lessons thoroughly, and use feedback constructively to enhance performance. These findings indicate active engagement in meaningful learning processes rather than a sole focus on completing requirements. The willingness to reflect, improve, and apply feedback demonstrates a growth-oriented mindset that supports continuous professional development. Additionally, respondents reported applying acquired knowledge to real-life situations, suggesting an ability to connect academic concepts to workplace experiences and practical teaching contexts. This application of knowledge is particularly significant among adult learners, as it strengthens understanding and enhances the relevance of learning. The results align with previous research highlighting Cognitive Engagement as essential for academic success. (Datu et al., 2023) Studies indicate that students who invest mental effort, employ critical thinking, and take responsibility for their learning are more likely to achieve positive academic outcomes. (Alonso-Tapia et al., 2022) Recent research on adult learners has shown that working professionals often exhibit high levels of cognitive engagement because they can relate classroom learning to real-life experiences. (Hilkenmeier et al., 2021) Their professional backgrounds enable them to recognize the practical importance of academic content and apply it effectively. The results suggest that TCP students demonstrate strong dedication to both learning and professional development. Their readiness to take charge of their education and consistently enhance their skills is crucial to academic achievement and future success as educators. Educational institutions should continue to provide opportunities for reflective learning, hands-on experience, and professional growth. Promoting active learning strategies and offering constructive feedback could further enhance Cognitive Engagement and support the ongoing development of future educators.

Summary of Level of Academic Engagement

Dimensions	AWM	Composite SD	Verbal Interpretation	Rank
Behavioral Engagement	3.40	0.51	Strongly Agree	3
Emotional Engagement	3.46	0.49	Strongly Agree	2
Cognitive Engagement	3.48	0.48	Strongly Agree	1
Overall Academic Engagement	**3.44**	**0.46**	**Strongly Agree**	

Legend: 3.25-4.00 Strongly Agree (Excellent); 2.50-3.24 Agree (Good);1.75-2.49 Moderately Agree (Fair); 1.00-1.74 Strongly Disagree (Poor)

Cognitive Engagement received the highest rating among the dimensions of Academic Engagement, followed by Emotional Engagement and Behavioral Engagement. These results indicate that respondents show substantial investment in learning, motivation to enhance professional competencies, and commitment to achieving educational objectives. The findings align with recent literature suggesting that adult learners can sustain academic engagement despite multiple responsibilities when equipped with effective time management skills, strong motivation, and sufficient support systems. Prior studies show that working students who balance their responsibilities effectively are more likely to show higher levels of academic engagement and persistence (Višnjić et al., 2024).

The findings further corroborate contemporary research indicating that cognitive engagement is particularly pronounced among adult learners, as they can relate classroom learning to workplace experiences (Spitzig & Renner, 2025). Their professional backgrounds often deepen their understanding of academic concepts and increase their motivation to learn (Chen et al., 2025). These results highlight the resilience, adaptability, and commitment demonstrated by both former and current TCP students. Despite the challenges associated with employment and personal responsibilities, respondents maintain positive levels of Work-Life-Study Balance and Academic Engagement (Yusoff, 2026). The results underscore the importance of educational institutions continuing to implement learner-centered policies and support systems tailored to working adult learners' needs. Flexible learning opportunities, wellness initiatives, academic advising, and student support services may further strengthen both balance and engagement, thereby contributing to student success and program completion.

Test of Difference in Work-Life-Study Balance when Grouped according to Profile

Profile	Group Category	N	Mean Score	Test Statistic	p-value	Decision on H_0	Interpretation
	Below 25	2	3.43	H(4) = 17.615; $\varepsilon^2 = 0.31$	p = 0.0015	Reject H_0	Significant
	25–29	19	2.81				
Age	30–34	8	3.41				
	35–39	19	3.6				
	40 and above	10	3.29				
Sex	Male	23	3.18	U = 351.000; r ≈ 0.11	p = 0.4144	Fail to Reject H_0	Not Significant
	Female	35	3.31				
Employment Status	Full-time	40	3.31	H(2) = 2.307; $\varepsilon^2 = 0.04$	p = 0.3155	Fail to Reject H_0	Not Significant
	Part-time	7	3.02				
	Self-employed	11	3.19				
Units Enrolled inTCP	6	8	3	H(3) = 12.336; $\varepsilon^2 = 0.22$	p = 0.0063	Reject H_0	Significant
	9	7	2.97				
	12	10	2.88				
	More than 12	33	3.49				
Family Responsibilities	None	20	3.16	H(3) = 1.215; $\varepsilon^2 = 0.02$	p = 0.7495	Fail to Reject H_0	Not Significant
	1 -2 dependents	20	3.35				
	3-4 dependents	15	3.32				
	5 or more	3	2.89				

The table above summarizes the results of statistical tests assessing whether respondents' Work-Life-Study Balance differs significantly across demographic groups. The analysis indicates that Work-Life-Study Balance differed significantly by age and number of units enrolled, but not by sex, employment status, or family responsibilities. Effect sizes (ε^2 for Kruskal–Wallis tests; r for Mann–Whitney tests) are reported with each test statistic.

Work-Life-Study Balance differed significantly across age groups ($H(4) = 17.615$, $p = 0.0015$, $\varepsilon^2 = 0.31$). As the *p*-value is below the 0.05 significance threshold, the null hypothesis was rejected, indicating that age is associated with respondents' self-reported ability to balance work, personal life, and academic responsibilities. Respondents aged 35–39 achieved the highest mean score ($M = 3.60$), whereas those aged 25–29 had the lowest ($M = 2.81$). This suggests that older individuals tended to report better Work-Life-Study Balance in this sample, potentially due to more developed coping mechanisms, enhanced time-management skills, and greater life experience. The below-25 group ($n = 2$) is too small for inference and is reported descriptively only.

Respondents aged 25–29 are likely in a transitional life stage, establishing careers, building financial stability, and adapting to new adult responsibilities. These factors may hinder their ability to balance employment, family obligations, and academic demands. This finding aligns with previous research indicating that maturity and life experience enhance individuals' capacity to manage multiple roles (Schwaba et al., 2022). Studies on adult learners report that older students often demonstrate stronger self-regulation, discipline, and resilience, supporting their ability to maintain balance (Steel et al., 2024). These results suggest that younger TCP students could benefit from targeted academic support, mentoring, and time-management training to develop effective strategies for balancing responsibilities.

No significant difference in Work-Life-Study Balance was found across sex groups (U = 351.000, $p = 0.4144$, $r \approx 0.11$). As the p-value exceeds the 0.05 threshold, the null hypothesis was not rejected, indicating that male and female respondents generally experience comparable levels of Work-Life-Study Balance. Although minor differences in mean scores were observed, these were not statistically significant. This outcome supports previous research suggesting that gender does not independently determine the ability to manage multiple responsibilities (Coffman, Exley, & Niederle, 2021). Instead, factors such as personal motivation, support systems, and time-management skills may exert greater influence. These findings indicate that interventions to improve Work-Life-Study Balance should address the needs of all students, regardless of gender.

No significant difference in Work-Life-Study Balance was observed across employment-status groups ($H(2) = 2.307$, $p = 0.3155$, $\varepsilon^2 = 0.04$). This suggests that employment arrangement—whether full-time, part-time, or self-employed—was not significantly related to respondents' overall balance. Despite the increased demands on full-time workers, the findings indicate that respondents have developed effective strategies to manage their responsibilities, regardless of employment status. This may reflect the preparedness of students pursuing teacher certification who balance work and education. Previous research similarly reports that adult learners often develop adaptive behaviors and coping mechanisms to continue their education while employed (Karpovets et al., 2025). Thus, the ability to manage multiple responsibilities may depend more on personal characteristics than on employment classification. These findings suggest that support programs should aim to strengthen coping skills and time management for all working students.

A statistically significant difference in Work-Life-Study Balance was found across groups by number of units enrolled ($H(3) = 12.336$, $p = 0.0063$, $\varepsilon^2 = 0.22$). As the p-value is below 0.05, the null hypothesis was rejected. Respondents enrolled in more than 12 units achieved the highest mean score ($M = 3.49$), while those enrolled in exactly 12 units had the lowest ($M = 2.88$). This result challenges the assumption that heavier academic loads necessarily lead to greater stress and reduced balance. Students enrolling in more than 12 units may be highly motivated, disciplined, and organized, with stronger planning and time-management skills that help them handle heavier workloads effectively. This finding aligns with recent studies showing that highly engaged adult learners often develop efficient routines and organizational skills, enabling them to stay productive despite increased demands (Spitzig & Renner, 2025). Their willingness to take on heavier academic loads may reflect confidence in their ability to manage responsibilities effectively. These results suggest that academic success depends not only on workload but also on an individual's ability to manage time, prioritize tasks, and remain committed to educational objectives.

No significant difference in Work-Life-Study Balance was found across family responsibility groups ($H(3) = 1.215$, $p = 0.7495$, $\varepsilon^2 = 0.02$). This suggests that the number of dependents does not significantly affect respondents' ability to balance work, life, and academic responsibilities. Despite variations in the number of dependents supported, respondents exhibited similar levels of Work-Life-Study Balance. This outcome indicates that respondents have adapted to their circumstances and developed strategies to fulfill family obligations while pursuing their education. Previous research indicates that family responsibilities can serve as both sources of stress and motivation (Yusoff, 2026). While caring for dependents increases obligations, family members may also provide emotional support and encouragement, enhancing students' determination to succeed academically. These findings suggest that family responsibilities do not inherently prevent students from maintaining balance. Instead, effective coping mechanisms, family support, and personal commitment appear to be more critical in enabling students to manage multiple responsibilities.

In summary, the findings indicate that age and the number of units enrolled were significantly associated with Work-Life-Study Balance among former and current TCP students. Older respondents and those with heavier academic loads showed better balance than their peers. Conversely, sex, employment status, and family responsibilities were not significantly associated with Work-Life-Study Balance. These results suggest that, in this sample, self-reported balance was broadly similar across most demographic characteristics; they do not by themselves demonstrate resilience or adaptability. Maturity, self-discipline, and time-management skills were not measured as predictors, so they are offered as possible explanations for future testing rather than established determinants.

The table below presents the results of statistical tests conducted to determine whether respondents' Academic Engagement differs significantly across demographic groups. Among all profile variables examined, only age demonstrated a statistically significant difference in Academic Engagement. In contrast, sex, employment status, number of units enrolled, and family responsibilities were not significantly associated with respondents' levels of engagement.

Test of Differences in Academic Engagement when Grouped according to Profile

Profile	Group Category	N	N	Test Statistic	*p*-value	Decision on H_0	Interpretation
	Below 25	2	3.7	H(4) = 11.707; ε^2 = 0.21	p = 0.0197	Reject H_0	Significant
	25–29	19	3.16				
Age	30–34	8	3.62				
	35–39	19	3.62				
	40 and above	10	3.54				
Sex	Male	23	3.47	U = 431.000; r ≈ 0.06	p = 0.6539	Fail to Reject H_0	Not Significant
	Female	35	3.42				
Employment Status	Full-time	40	3.51	H(2) = 3.039; ε^2 = 0.05	p = 0.2188	Fail to Reject H_0	Not Significant
	Part-time	7	3.2				
	Self-employed	11	3.37				
Units Enrolled in TCP	6	8	3.36	H(3) = 4.294; ε^2 = 0.08	p = 0.2315	Fail to Reject H_0	Not Significant
	9	7	3.36				
	12	10	3.29				
	More than 12	33	3.53				
Family Responsibilities	None	20	3.5	H(3) = 1.744; ε^2 = 0.03	p = 0.6271	Fail to Reject H_0	Not Significant
	1 -2 dependents	20	3.35				
	3-4 dependents	15	3.52				
	5 or more	3	3.27				

The results revealed a statistically significant difference in Academic Engagement across age groups (H(4) = 11.707, p = 0.0197, ε^2 = 0.21). As the computed *p*-value was below the 0.05 significance level, the null hypothesis was rejected. This finding indicates that Academic Engagement differs across age groups among former and current TCP students. Respondents under 25 years old achieved the highest mean score (M = 3.70), followed by those aged 30–39 (M = 3.62), while those aged 25–29 obtained the lowest mean score (M = 3.16). These results suggest that both younger students and more established adult learners show stronger academic engagement than those aged 25–29. A possible explanation is that individuals under 25 may remain highly focused on educational goals and professional preparation, whereas those aged 30–39 may have attained greater stability in their careers and personal lives, enabling increased commitment to their studies. In contrast, individuals aged 25–29 may be experiencing significant life transitions, such as career development, financial responsibilities, and family formation, which could affect their ability to stay fully engaged in academic activities (Spitzig & Renner, 2025).

These findings align with previous research indicating that age and life circumstances influence students' motivation, commitment, and participation in academic activities. Adult learners with clear career goals and stable life structures often exhibit stronger academic engagement, recognizing the value of education for achieving personal and professional aspirations (Yusoff, 2026). The results suggest that students in the 25–29

age group may benefit from additional academic support and targeted engagement strategies to maintain motivation and connection to their learning experiences.

The results indicated no statistically significant difference in Academic Engagement across sex groups. Male and female respondents showed similar levels of behavioral, emotional, and cognitive engagement. This suggests that TCP students, regardless of gender, are equally committed to academic responsibilities and professional development. Respondents exhibited high levels of participation, motivation, and investment in learning. This finding supports previous research suggesting that personal motivation, learning experiences, and educational goals influence academic engagement more than gender (Ampler et al., 2024). The findings indicated no statistically significant difference in Academic Engagement across employment status groups. Regardless of whether respondents were employed full-time, part-time, or self-employed, their academic engagement remained consistently high. This suggests that employment responsibilities do not necessarily diminish students' commitment to learning. Although working students encounter additional challenges and time constraints, they remain motivated to participate in academic activities and pursue educational goals. This result supports previous studies indicating that many working adult learners view education as an investment in their future careers and maintain a high level of commitment despite workplace demands (Yusoff, 2026). Similarly, no statistically significant difference in Academic Engagement was observed across groups by number of units enrolled. Students carrying lighter or heavier academic loads demonstrated comparable levels of engagement, suggesting that academic engagement is not solely determined by coursework volume. TCP students appear to sustain high motivation and commitment to learning regardless of their academic load. The findings also revealed no statistically significant difference in Academic Engagement across family responsibility groups. Engagement levels remained consistently high regardless of whether respondents had no dependents or several dependents. This suggests that family obligations do not necessarily reduce students' commitment to learning. While family responsibilities may increase demands on time and energy, they can also motivate students to complete their education and enhance professional opportunities.

The finding aligns with the literature, which suggests that adult learners often derive motivation from the desire to provide better opportunities for themselves and their families. (Bílá & Kalenda, 2025). Overall, the results indicate that age is the only demographic variable that significantly influences Academic Engagement among former and current TCP students. Younger learners and more established adults demonstrated stronger engagement, while those aged 25–29 showed relatively lower engagement. In contrast, sex, employment status, academic load, and family responsibilities did not significantly affect Academic Engagement. These results suggest that, regardless of personal circumstances, TCP students generally maintain high levels of commitment, motivation, and investment in learning. The findings underscore TCP students' dedication and resilience, as they continue to demonstrate strong Behavioral, Emotional, and Cognitive Engagement despite balancing work, family, and academic responsibilities. This reflects their commitment to professional growth and teacher certification. Effect sizes and power for the non-significant results: sex ($U = 431.000$, $p = 0.6539$, $r \approx 0.06$), employment status ($H(2) = 3.039$, $p = 0.2188$, $\varepsilon^2 = 0.05$), units ($H(3) = 4.294$, $p = 0.2315$, $\varepsilon^2 = 0.08$), and family responsibilities ($H(3) = 1.744$, $p = 0.6271$, $\varepsilon^2 = 0.03$). With $N = 58$ and some very small groups, these tests had limited power, so the results are best read as inconclusive rather than as evidence that the groups do not differ.

To further examine the significant findings obtained from the Kruskal-Wallis test, a pairwise post hoc analysis was conducted. The analysis aimed to identify the specific groups responsible for the significant differences observed in Work-Life-Study Balance and Academic Engagement. The post hoc analysis revealed that respondents aged 25–29 scored significantly lower on both Work-Life-Study Balance and Academic Engagement than respondents aged 30–34 and 35–39. This finding indicates that the 25–29 age group faces unique challenges that affect both their balance and their engagement in academic activities. One possible explanation is that individuals in this age range often experience major life transitions. Many are establishing careers, seeking promotions, building financial stability, or starting families. These responsibilities may create additional pressures that compete with academic commitments. In contrast, respondents aged 30–39 may have already achieved greater stability in their careers and personal lives. Their greater life experience and established routines may help them manage responsibilities more effectively and stay focused on their educational goals. The findings suggest that students aged 25–29 may benefit from targeted interventions, such

as mentoring programs, academic advising, and time-management workshops, to help them cope with the challenges of balancing multiple responsibilities.

The post hoc analysis also identified a notable finding regarding academic load. Students enrolled in more than 12 units demonstrated significantly higher Work-Life-Study Balance than those taking fewer units (adjusted p-values and effect sizes are given in the post hoc table). Although heavier academic loads are typically associated with increased stress and reduced balance, this result may indicate that students carrying more than 12 units are highly motivated, disciplined, and organized. These students may possess stronger planning skills and more effective strategies for managing responsibilities, as evidenced by their ability to handle heavier academic loads. Previous studies show that highly motivated learners often perform well despite increased demands because of effective planning, goal setting, and time management (Lourenço & Paiva, 2024). Thus, the findings suggest that Work-Life-Study Balance is influenced not only by workload but also by an individual's capacity to manage responsibility. This underscores the importance of developing students' self-regulation and organizational skills. Educational institutions may consider offering programs to help learners strengthen these competencies and better balance work, life, and academic demands.

CONCLUSION

This study investigated the Work-Life-Study Balance and Academic Engagement of former and current Teacher Certificate Program (TCP) students at Gordon College. The results indicate that respondents generally exhibit a high level of Work-Life-Study Balance, suggesting they perceive themselves as managing academic, work, and personal responsibilities effectively. Time Management was the strongest dimension, while Stress Management received the lowest ratings, highlighting ongoing challenges related to fatigue and insufficient rest among TCP students. The findings further indicate high self-reported Academic Engagement among respondents. Respondents also showed strong Behavioral, Emotional, and Cognitive Engagement, with Cognitive Engagement receiving the highest ratings. These results suggest that former and current TCP students report a strong commitment to learning, professional development, and achieving educational objectives despite employment and personal demands.

The study also found that both Work-Life-Study Balance and Academic Engagement differed significantly by age group. Respondents aged 30–39 reported higher levels of balance and engagement than those aged 25–29, suggesting that maturity, life experience, and stability may improve the ability to manage multiple responsibilities. Additionally, more enrolled units were associated with higher perceived balance. In contrast, sex, employment status, and family responsibilities were not significantly associated with either Work-Life-Study Balance or Academic Engagement. These results suggest that self-reported balance and engagement were broadly similar regardless of sex, employment arrangement, or number of dependents, although the small sample limits the power to detect differences. Overall, the ratings indicate that respondents perceive themselves as managing the demands of work, life, and education. Resilience, determination, and professional commitment were not measured directly and cannot be established from self-reported survey ratings alone. This study enhances understanding of working adult learners' experiences and offers insights that may inform the development of institutional programs and support services to promote student success, well-being, and academic persistence.

A concrete intervention plan. The fourth research question asked for intervention programs. Table 15 links each plan to evidence from this study, a target group, proposed support, and an indicator to check whether it works. These are proposals to be piloted and evaluated, not interventions shown to be effective.

Table 15. Proposed intervention plan for TCP students, linked to study findings

Evidence from this study	Target group	Proposed support	Indicator of success
Adequate rest (M = 3.00) and workload without feeling overwhelmed (M = 3.05) were	All students, especially	Spread major deadlines across the term; short stress-management and wellness	Change in the rest and workload items at the next survey; session

the lowest stress-management items; Stress Management was the lowest dimension (M = 3.12).	the 68.97% employed full-time	sessions; referral route to counseling	attendance
Workplace flexibility was the lowest support item (M = 3.09).	Employed students and their employers	Enrollment-time letter for employers describing class and examination schedules; request for schedule flexibility; where possible, online or weekend options	Change in the workplace-flexibility item; number of employers who confirm support
Respondents aged 25–29 scored lowest on balance (M = 2.81) and engagement.	Students aged 25–29	Peer mentoring pairing with older or former students; time-management coaching; an advising check-in early in each term	Balance and engagement scores of this group compared with others in the next cohort; retention
Following a consistent study routine was the lowest time-management item (M = 3.24).	All students	Fixed class calendar released at the start of each term; simple weekly study-planning template	Change in the study-routine item; rate of on-time submissions

Taken together, these contributions give TCP programs a baseline, a short list of evidence-based support targets, and a model to test; they do not show that balance causes engagement or that the proposed supports will work.

Limitations

This study's limitations include a small sample size (N = 58) from one institution, so the findings should not be generalized to other TCP cohorts. Some groups were very small, which limits the stability of group comparisons, and the tests had limited power to detect small or moderate differences. Pooling former and current students means responses reflect different points in the program and, for former students, retrospective recall. All data were self-reported on a four-point scale, so social desirability and ceiling effects are possible. The cross-sectional design supports statements about association, not cause. Resilience, discipline, and professional commitment were inferred from related items rather than measured with dedicated instruments, so these descriptions are interpretive. In the sources reviewed for this study, research on TCP students, who are mostly working adults, was limited.

RECOMMENDATIONS

Former and current TCP students should continue developing effective time-management and stress-management strategies to sustain a healthy balance among work, personal life, and academic responsibilities. Seeking support from family members, peers, and mentors may also help students cope with challenges and stay engaged throughout the program. The institution should enhance student support services tailored to working adult learners. Initiatives focused on stress management, mental health awareness, academic advising, and wellness promotion may help students manage the demands of work, life, and academic commitments. Additionally, the college should continue to implement flexible learning approaches that address the needs of employed students.

Faculty members should consider adopting learner-centered and flexible instructional practices that acknowledge the unique circumstances of TCP students. Providing clear academic expectations, reasonable deadlines, timely feedback, and accessible learning resources may enhance students' academic engagement and overall learning experience. Employers are encouraged to provide reasonable flexibility and support to employees pursuing professional education. Flexible work schedules, educational assistance programs, and workplace support can improve Work-Life-Study Balance and academic success among working students. Because respondents aged 25–29 showed lower levels of Work-Life-Study Balance and Academic

Engagement, targeted support programs should be developed for this group. Mentoring activities, time-management workshops, and academic coaching may help them navigate challenges related to career and personal development, as well as academic requirements.

Future research should use larger sample sizes and include respondents from multiple institutions to improve the generalizability of findings. Additional variables, such as financial challenges, mental health, workplace environment, organizational support, academic performance, and learning modalities, may also be examined to provide a more comprehensive understanding of Work-Life-Study Balance and Academic Engagement among working adult learners. Educational institutions should continue fostering supportive, flexible learning environments that address the needs of working adult learners. Strengthening academic support systems, promoting student well-being, and encouraging engagement in learning activities may contribute to higher academic achievement, improved retention, and a more positive educational experience for both current and former Teacher Certificate Program (TCP) students. Future studies should also use validated instruments with reported reliability, analyze former and current students separately or follow them over time, and test the relationship between work-life-study balance and academic engagement with correlation or regression models in larger samples.

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