



# Balancing Act: Understanding Faculty Work-life Balance in Professional Physical Therapist Education

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## DESCRIPTION

The work-life balance of faculty in professional physical therapist education is a critical aspect influencing job satisfaction, well-being, and overall productivity. A mixed-methods study delving into this topic can provide valuable insights into the challenges faced by faculty members, their coping strategies, and potential areas for improvement within educational institutions. The quantitative aspect of the study can focus on assessing the current work-life balance of faculty members in professional physical therapist education. This can be done through surveys or questionnaires that gather data on factors such as workload, working hours, job demands, autonomy, support systems, and perceptions of work-life balance. By quantifying these variables, researchers can identify trends, patterns, and areas of concern regarding faculty members work-life balance. Additionally, qualitative methods, such as interviews or focus groups, can provide in-depth understanding and context to the quantitative findings. These qualitative components can explore faculty members experiences, perceptions, and personal strategies for managing work-life balance. By delving into their perspectives, challenges, and coping mechanisms, researchers can gain valuable insights into the lived experiences of faculty members and the impact of work-life balance on their well-being and job satisfaction. Several key themes may emerge from a mixed-methods study on the work-life balance of faculty in professional physical therapist education. Workload and Job demands, faculty members may report high workloads, demanding job responsibilities, and competing demands that can impede their ability to achieve a satisfactory work-life balance. Understanding the specific tasks, responsibilities, and time pressures faced by faculty can inform strategies for workload management and resource allocation within educational institutions. Flexibility and autonomy, flexibility in work schedules, autonomy in decision-making, and control over work arrangements are essential factors influencing work-

life balance. Faculty members may value opportunities for flexible work hours, telecommuting options, and autonomy in designing their teaching and research activities. Exploring the role of flexibility and autonomy in promoting work-life balance can guide policy and practice changes within academic settings. Support systems and resources, adequate support systems, resources, and institutional support are crucial for promoting work-life balance among faculty members. Access to administrative support, teaching assistants, professional development opportunities, and work-life balance programs can enhance faculty well-being and job satisfaction. Identifying gaps in support systems and addressing resource needs can improve the work environment for faculty members. Coping strategies and self-care, faculty members may employ various coping strategies and self-care practices to manage work-related stress and achieve work-life balance. These strategies may include time management techniques, boundary-setting, self-care activities, and seeking social support. Exploring effective coping strategies and self-care practices can inform interventions and support programs tailored to faculty needs. Organizational culture and policies. The organizational culture, norms, and policies within educational institutions significantly impact faculty members' work-life balance. A positive organizational culture that values work-life balance, promotes open communication, and prioritizes employee well-being can contribute to a healthier work environment. Assessing the alignment between organizational policies and faculty needs can guide efforts to create a supportive work culture.

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## CONFLICT OF INTEREST

The authors declare that they have no conflict of interest.

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