



Hybrid and Traditional Work Arrangements: Implications for Productivity and Work–Life Balance in a Higher Education Institution

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Abstract

Background and Aim: The expanding use of flexible work arrangements in higher education has increased interest in their effects on employee performance and well-being. This study examined perceived productivity and work–life balance among faculty and staff under hybrid and traditional work arrangements in a local higher education institution in Tubod, Lanao del Norte, Philippines. It also assessed differences between work arrangements and determined the relationship between work–life balance and perceived productivity.

Materials and Methods: A quantitative descriptive-comparative and correlational design was employed. Fifty faculty and staff members were selected through total enumeration sampling. Data were gathered using adapted versions of the Individual Work Performance Questionnaire and the Work–Life Balance Scale. Means and standard deviations were calculated to describe the levels of perceived productivity and work–life balance. The Mann–Whitney U test was used to examine differences in perceived productivity, while an independent-samples t-test assessed differences in work–life balance. Spearman’s rho was applied to determine the association between the two variables.

Results: Respondents reported high perceived productivity ($M = 4.10$, $SD = 0.59$) and work–life balance ($M = 3.49$, $SD = 0.56$). No statistically significant differences were found between hybrid and traditional employees in perceived productivity ($p = .674$) or work–life balance ($p = .115$). However, work–life balance was positively and significantly associated with perceived productivity ($r_s = .332$, $p = .018$), indicating that employees with better work–life balance tended to report higher productivity.

Conclusion: Hybrid and traditional work arrangements may both support favorable employee outcomes when appropriate institutional support is available. Although work arrangement was not a significant determinant of productivity or work–life balance, employee well-being was positively associated with productivity. Higher education institutions should therefore strengthen workload management, organizational support, and employee-centered policies to promote sustainable performance.

Keywords: Educational Management; Higher Education Institutions; Hybrid Work Arrangements; Employee Productivity; Work–life Balance

Introduction

Economic challenges, advances in technology, and changing organizational priorities have caused major changes in work arrangements across a range of sectors globally (Chung, 2022; Vyas, 2022). With fuel costs on the rise, digital transformation, and institutions trying to improve efficiency in their operations, many organizations have introduced flexible work arrangements such as hybrid work schedules, compressed work weeks, and working from home. In the Philippines, several higher education institutions implemented alternative work arrangements in response to government directives and institutional adjustments during and after the COVID-19 pandemic.

Work arrangements are especially important in the context of higher education institutions, as faculty and non-teaching personnel perform multiple institutional responsibilities apart from the normal office functions. Faculty are engaged in teaching, research, extension activities, student mentoring, and administrative functions, whereas non-teaching personnel provide operational efficiency and institutional support services. In locally funded colleges, these duties are often carried out in resource-constrained environments, with staffing limitations, contractual employment conditions, and increasing institutional demands. These organizational realities may affect employee productivity and work–life balance differently than in a corporate setting.

Employee productivity is an important measure of organizational effectiveness since it indicates how efficiently employees perform institutional responsibilities and how they contribute to the organizational goals. Productivity in academic institutions is not only about completing work but also about ensuring instructional continuity, providing institutional support, improving administrative efficiency, and encouraging employee adaptability. Meanwhile, work-life balance refers to the





employees' ability to effectively manage their professional responsibilities with their personal and family obligations.

Flexible work arrangements are increasingly perceived as strategies that may enhance employee well-being and organizational outcomes. However, results on hybrid and compressed work arrangements are inconsistent. Some studies suggest flexible schedules may increase productivity and work-life balance, while others suggest blurred work boundaries, workload compression, and technological demands may increase stress and adjustment difficulties. Such inconsistencies suggest the need for further context-specific studies, especially in higher education institutions.

This study is based on Herzberg's Two-Factor Theory and Organizational Commitment Theory. Herzberg's model identifies the work arrangement as an organizational factor related to hygiene that affects the satisfaction, stress, and functioning of employees in the workplace. Flexible work arrangements may reduce dissatisfaction by enabling the integration of personal and professional responsibilities. Therefore, a better work-life balance may improve the productivity and performance of employees in the workplace. Organizational Commitment Theory also states that supportive workplace environments and positive organizational practices lead to employee engagement, motivation, and commitment, which then lead to positive productivity outcomes.

There is an expanding body of literature on flexible work arrangements, but few studies have examined both hybrid and traditional work arrangements together in Philippine local higher education institutions, including both faculty and non-teaching personnel. Much of the existing research has been conducted in corporate organizations, international contexts, or remote work experiences during the pandemic. Therefore, there is a lack of local evidence on the impact of different work arrangements on the perception of productivity and work-life balance in academic institutions. The present study seeks to address this gap by examining employee outcomes in hybrid and traditional work arrangements at a local college.

Objectives

General Objective: This study aims to compare employee productivity and work-life balance between hybrid and traditional work arrangements in a local college.

Specific Objectives:

1. To describe the profile of the respondents in terms of age, sex, position, employment status, years of service, and work arrangement.
2. To determine the level of perceived employee productivity.
3. To determine the level of work-life balance among employees.
4. To determine whether there is a significant difference in perceived productivity when respondents are grouped according to work arrangement.
5. To determine whether there is a significant difference in work-life balance when respondents are grouped according to work arrangement.
6. To determine whether there is a significant relationship between work-life balance and perceived productivity.

Hypotheses

H01: There is no significant difference in perceived productivity between employees under hybrid and traditional work arrangements.

H02: There is no significant difference in work-life balance between employees under hybrid and traditional work arrangements.

H03: There is no significant relationship between work-life balance and perceived productivity.

Literature review

Contemporary human resource management has increasingly perceived the structure of work arrangements as a critical issue, as it directly impacts employee productivity, well-being, and organizational effectiveness. Technological advances, organizational priorities, and economic pressures have led to a shift of organizations around the globe toward flexible and hybrid work arrangements in





recent years (Chung, 2022; Vyas, 2022). The changes in the workplace have been more important in higher education institutions where the faculty and staff have many responsibilities other than instruction, such as research, extension activities, administrative work, and student support services. As the workplace evolves, institutions are increasingly adopting flexible work arrangements as potential strategies for enhancing employee functioning while preserving institutional effectiveness.

The productivity of employees continues to be one of the key indicators of an organization's performance. Recent literature does not view productivity as a function of hours worked, but as a measure of employee efficiency, effectiveness, and capacity to fulfill institutional responsibilities. Research indicates that flexible working arrangements may have a positive effect on employee productivity through decreasing fatigue, increasing concentration, and allowing greater control over work tasks (Lewis et al., 2023). Shorter or hybrid work schedules may also encourage employees to use working hours more efficiently, leading to sustained or improved task performance. Researchers, however, stress that positive productivity outcomes are contingent upon a number of organizational factors, such as workload distribution, administrative support, access to technology, and institutional culture (Chung, 2022).

Productivity is especially crucial in higher education institutions, where faculty and staff contribute directly to the continuity of instruction, student learning, the operations of the institution, and the sustainability of the organization. Academic employees tend to merge teaching, administration, research, and community work, and productivity is strongly influenced by organizational support and employees' ability to adapt to changing work conditions. Recent studies show that the implementation of flexible work arrangements in educational institutions can lead to improved work performance and efficiency among employees when the right institutional policies and support systems are in place (Eshun, 2024).

Work-life balance is another frequent theme in the literature on workplace arrangements and employee results. Work-life balance is the ability of an employee to combine professional responsibilities with personal and family obligations successfully. The existing literature has consistently emphasized that work-life balance is one of the significant contributors to the well-being, psychological health, job satisfaction, and organizational commitment of employees (Brough et al., 2014). Work-life balance can be challenging in academic environments, where faculty and staff are often confronted with conflicting role demands, institutional expectations, and workload pressures.

Flexible work arrangements are frequently considered as mechanisms that can assist employees in attaining a more balanced work-life balance. Hybrid schedules and compressed workweeks can provide more opportunities for employees to rest, spend time with family, and participate in personal activities, thereby reducing work-related stress and enhancing overall well-being (Vyas, 2022). However, the literature also shows that flexible work arrangements do not automatically translate into better work-life balance, as blurred work boundaries, increasing workload expectations, and technological demands may still create challenges.

Recent research also indicates a strong relationship between work-life balance and employee productivity. Employees who have a better balance between work and personal duties are more likely to show positive work behaviors, better focus, greater motivation, and better work performance. However, stress and imbalance can make it difficult for employees to remain productive and efficient. Work-life balance significantly impacts employee performance in higher education institutions, showing that employee well-being is a crucial factor in determining workplace outcomes (Eshun, 2024).

In Philippine higher education institutions, work arrangements are not only affected by institutional policies but also by staffing limitations, contractual employment conditions, and resource limitations that are common to locally funded colleges. Such institutional realities may influence employees' perceptions about work productivity and work-life balance differently than in the corporate or international settings. Up to now, Philippine studies have focused primarily on government agencies, private corporations, or remote work experiences during the COVID-19 pandemic, and there is a lack of evidence on hybrid and traditional work arrangements in local colleges.

Although literature on flexible work arrangements is increasing, empirical evidence on Philippine local colleges and universities is limited. Much of the existing research has been conducted in corporate,





international, or large institutional settings and may not fully capture the realities of local higher education institutions. In addition, few studies have simultaneously investigated perceived productivity and work–life balance across hybrid and traditional work settings in academic workplaces. This gap underscores the importance of context-specific research to investigate the impacts of different work arrangements on employee outcomes in higher education institutions.

The literature review reveals work arrangement as an important aspect that impacts employee productivity and work–life balance in organizational settings. Furthermore, prior research has indicated that employees with improved work–life balance are likely to show positive workplace results, including enhanced productivity and performance. This study examines the relationship between hybrid and traditional work arrangements and perceived productivity and work–life balance among faculty and staff at a higher education institution. The study is based on Herzberg’s Two-Factor Theory and Organizational Commitment Theory.

The reviewed literature highlights the significant role of work arrangement in affecting employee productivity and work–life balance in organizational settings. Furthermore, prior research suggests that employees with better work–life balance are more likely to demonstrate positive workplace outcomes, such as higher productivity and performance. This study investigates the relationship between hybrid and traditional work arrangements and perceived productivity and work–life balance of faculty and staff at a higher education institution, drawing from Herzberg’s Two-Factor Theory and Organizational Commitment Theory.

Conceptual Framework

The framework of the study assumes that work arrangement functions as an organizational factor influencing employee productivity and work–life balance. Employees under hybrid and traditional work arrangements may experience differences in flexibility, workload management, time utilization, and adjustment to workplace demands, which may affect their workplace outcomes.

The study includes profile variables such as age, sex, position, employment status, years of service, and work arrangement to describe the respondents and provide contextual understanding of employee characteristics within the institution.

The study’s dependent variables are perceived productivity and work–life balance. Perceived productivity is the self-assessment of employees about their efficiency, task performance, and ability to perform institutional responsibilities. At the same time, work-life balance is about employees’ ability to successfully balance work and personal life.

Furthermore, the framework posits a strong relationship between work–life balance and perceived productivity. The healthier the balance between personal and work life of employees, the better the functioning and productivity of employees in the workplace. Nevertheless, the study also acknowledges that productivity and work–life balance may be affected by other organizational and personal factors such as workload, institutional support, and employment conditions.

The framework is based on Herzberg’s Two-Factor Theory and Organizational Commitment Theory. Herzberg’s theory posits that positive organizational conditions and supportive workplace practices lead to employee satisfaction and performance. Organizational Commitment Theory also explains that supportive work environments enhance employee motivation, engagement, and functioning at the workplace.



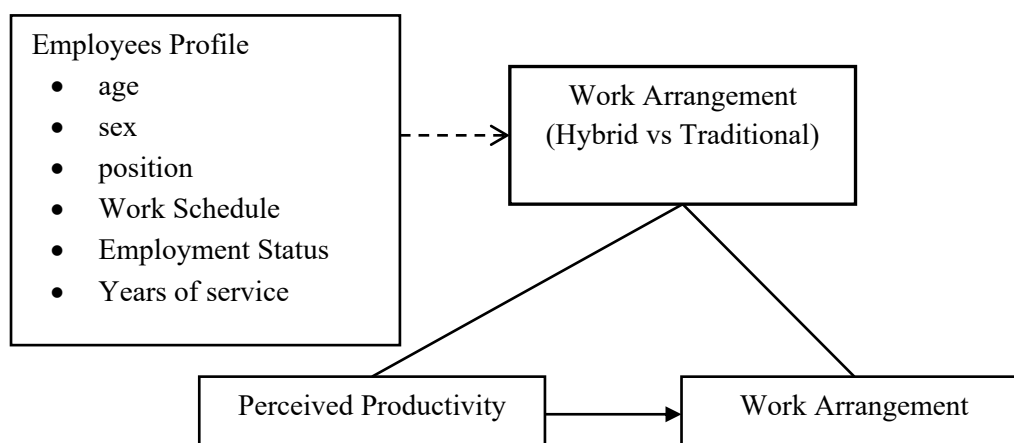


Figure 1. Schematic Diagram

Methodology

Research Design

This study employed a quantitative, descriptive-comparative, and correlational research design. The descriptive approach was used to determine the level of employee productivity and work-life balance among faculty and staff. The comparative design was utilized to examine whether significant differences exist in perceived productivity and work-life balance when respondents are grouped according to work arrangement, specifically hybrid (4-day onsite with online modality) and traditional (5-day onsite) work schedules.

Furthermore, a correlational approach was applied to determine the relationship between work-life balance and perceived productivity. This design is appropriate as it allows the researcher to analyze both group differences and associations among variables without manipulating any conditions.

Research Locale

The study was conducted at Tubod College, a local college funded by the local government unit located in Tubod, Lanao del Norte, Philippines. The institution offers various academic programs and employs both teaching (faculty) and non-teaching (staff) personnel. Tubod College has implemented varying work arrangements in response to recent policy adjustments, where some employees follow a hybrid work setup while others maintain a traditional work schedule. This makes the institution an appropriate setting for examining differences in employee productivity and work-life balance across work arrangements.

Research Respondents

The respondents of the study were the faculty and staff of Tubod College. A total enumeration sampling technique was employed, wherein all employees who met the inclusion criteria were invited to participate in the study. The study involved 50 faculty and staff respondents, resulting in a 100% response rate.

Respondents were required to be currently employed under either a hybrid work arrangement or a traditional work arrangement and must have rendered at least one semester of service under their current work schedule.

Research instrument

A structured questionnaire was used as the primary data-gathering instrument. The questionnaire consisted of three parts: respondents' profile, perceived productivity, and work-life balance. Perceived productivity items were adapted from the Task Performance dimension of the Individual Work Performance Questionnaire developed by Koopmans et al. (2014), while work-life balance items were adapted from the Work-Life Balance Scale developed by Brough et al. (2014).

The adapted questionnaire was validated by experts for clarity and contextual relevance. Further reliability testing showed good internal consistency. Cronbach's alpha coefficients for perceived productivity and work-life balance were .87 and .84, respectively, indicating adequate reliability.



Statistical Treatment

The Shapiro–Wilk test was conducted to test the normality of the data before performing the inferential statistical analyses. Results indicated that perceived productivity scores were significantly non-normal ($p < .05$) and thus the non-parametric Mann–Whitney U was used to test for differences in productivity across work arrangements.

Meanwhile, work–life balance scores met the normality assumption; therefore, an independent samples t-test was employed to determine differences in work–life balance. Spearman’s rank-order correlation was used to investigate the relationship between perceived productivity and work–life balance.

Ethical Considerations

The study was conducted following strict ethical research rules. Consent to collect data was secured from the Tubod College administration. Participation was voluntary, and the respondents were informed about the purpose and objectives of the study.

The questionnaire did not ask for personally identifiable information to protect confidentiality and anonymity, and the results were reported only in aggregate form. The study adhered to the provisions of the Data Privacy Act of 2012 (Republic Act No. 10173). Data collected will be stored securely in password-protected files that only the researcher can access and will be disposed of properly at the end of the study according to institutional data privacy protocols.

Results

Table 1: Respondents' Profile

Profile		Frequency	Percent
Age	21 – 25	11	22
	26 - 30	20	40
	31 – 35	14	28
	36 - 40	0	0
	41 and above	5	10
Sex	Male	16	32
	Female	30	60
	Prefer not to say	4	8
Years of service	Less than 1 year	17	34
	1–3 years	20	40
	4–6 years	8	16
	7–10 years	5	10
Employment Status	Regular/Permanent	7	14
	Contractual	30	60
	Job Order	13	26
Position	Faculty	35	70
	Staff	15	30
Work Arrangement	4-day work week	29	58
	5-day work week	21	42

Table 2 shows the profile of the respondents, where most respondents had worked at the institution for a short time, given that the institution is still in its 8th year of operation. About 40% ($n = 20$) had 1 to 3 years of service, and 34% ($n = 17$) had less than one year. Only 16% ($n = 8$) had worked for 4 to 6 years, and 10% ($n = 5$) for 7 to 10 years.

Most respondents were contractual employees, making up 60% ($n = 30$) of the sample. Job order employees made up 26% ($n = 13$), and only 14% ($n = 7$) were regular or permanent employees. This shows that non-regular employment is still prevalent in the institution.

Faculty members made up most of the respondents at 70% ($n = 35$), while staff employees were 30% ($n = 15$). For work arrangements, 58% ($n = 29$) of respondents worked a four-day week, while 42% ($n = 21$) worked a five-day week.





= 21) had a traditional five-day week. This means most had experience with hybrid or compressed schedules, making it relevant to compare work schedules in this study.

Table 2: Level of perceived productivity among the faculty and staff

Variables	Min	Max	Mean	SD	Qualitative Interpretation
I manage to plan my work so that it is done on time.	2	5	4.28	0.671	Very High
I can perform my work efficiently.	1	5	4.16	0.710	High
I achieve the objectives of my job.	1	5	4.06	0.740	High
I prioritize my tasks effectively.	2	5	4.10	0.647	High
I complete my assigned duties within the expected time.	2	5	3.88	0.746	High
Perceived Productivity (Total)	1.6	5	4.10	0.590	High

Legend: 4.20-5.00 Very High 1.80-2.59 Low
3.40-4.19 High 1.00-1.79 Very Low
2.60-3.39 Moderate

Table 2 summarizes faculty and staff perceptions of productivity, measured by task performance and work efficiency indicators. Respondents reported a high level of perceived productivity, with an overall mean score of 4.10 (SD = 0.590), interpreted as “High.” These results indicate that respondents view themselves as productive and able to fulfill their work responsibilities effectively.

The statement “I manage to plan my work so that it is done on time” received the highest mean score of 4.28 (SD = 0.671), interpreted as “Very High.” This suggests respondents see themselves as highly capable of organizing and managing tasks to meet deadlines. Effective work planning likely reflects strong time management and adaptability.

The indicators “I can perform my work efficiently” (M = 4.16, SD = 0.710), “I prioritize my tasks effectively” (M = 4.10, SD = 0.647), and “I achieve the objectives of my job” (M = 4.06, SD = 0.740) were all rated as “High.” These findings indicate that respondents generally view themselves as competent in fulfilling their responsibilities and maintaining satisfactory performance.

The item “I complete my assigned duties within the expected time” received the lowest mean score of 3.88 (SD = 0.746), though it was still rated as “High.”

Table 3: Level of Work-life Balance among Faculty and Staff

Variables	Min	Max	Mean	SD	Qualitative Interpretation
I am satisfied with my work–life balance.	2	5	3.70	0.839	High
I manage to balance my work and personal life effectively.	1	5	3.64	0.985	High
I feel that my work does not interfere excessively with my personal life	2	5	3.56	0.951	High
I have enough time for rest and leisure despite my workload.	2	5	3.58	0.785	High





Variables	Min	Max	Mean	SD	Qualitative Interpretation
I find it difficult to balance my work and personal life.	1	5	2.98	0.979	Moderate
Level of Work-life Balance (Total)	2.6	4.8	3.49	0.556	High

Legend: 4.20-5.00 Very High 1.80-2.59 Low
 3.40-4.19 High 1.00-1.79 Very Low
 2.60-3.39 Moderate

Table 3 presents the work–life balance levels among faculty and staff, as measured by indicators of their ability to manage work and personal responsibilities. Respondents demonstrated a high level of work–life balance, with an overall mean score of 3.49 (SD = 0.556), classified as “High.” These results indicate that the majority of participants maintained a favorable balance between professional and personal duties. The statement “*I am satisfied with my work–life balance*” received the highest mean score of 3.70 (SD = 0.839), classified as “High.” Similarly, the statements “*I manage to balance my work and personal life effectively*” (M = 3.64, SD = 0.985), “*I have enough time for rest and leisure despite my workload*” (M = 3.58, SD = 0.785), and “*I feel that my work does not interfere excessively with my personal life*” (M = 3.56, SD = 0.951) were also rated as “High.” These findings suggest that most employees are satisfied with their ability to balance work and personal responsibilities. The statement “*I find it difficult to balance my work and personal life*” received the lowest mean score of 2.98 (SD = 0.979), classified as “Moderate.”

Table 4: Difference in the perceived productivity when respondents are grouped according to work schedule

Profile	Perceived Productivity		Mann-Whitney U	p-value
	Mean	Interpretation		
Work Arrangement	4-day work week (hybrid)	4.11 High	283	0.674
	5-day work week (traditional)	4.08 High		

The perceived productivity of respondents on a 4-day workweek was compared with that of those on a traditional 5-day workweek schedule, as shown in Table 4. The 4-day workweek schedule (hybrid) reported a mean score of 4.11, and the 5-day workweek (traditional) reported a mean score of 4.08. The perceived productivity of both groups was rated as “High.” These findings show that, regardless of their work arrangement, employees consider themselves productive.

The Mann–Whitney U test was used to assess whether there was a statistically significant difference between the two groups since the data were not normally distributed. The analysis showed a p-value of 0.674 and a Mann-Whitney U value of 283. The null hypothesis was not rejected since the p-value is greater than the significance level of 0.05. As a result, there is no significant difference in reported productivity between employees who work four days a week and those who work the traditional five days a week.

Table 5: Difference in work-life balance when respondents are grouped according to work schedule

Profile	Work-Life Balance		Independent Samples t-test	p-value
	Mean	Interpretation		
Work Arrangement	4-day work week (traditional)	3.39 Moderate	1.61	0.115
	5-day work week (hybrid)	3.64 High		





The difference in work–life balance between respondents under the 4-day work week (hybrid) and those following the traditional 5-day work week is presented in Table 5. According to the findings, respondents who worked four days a week received a mean score of 3.39, which was qualitatively interpreted as "Moderate." Respondents who worked five days a week, on the other hand, received a higher mean score of 3.64, which is considered "High." According to this research, workers who adhered to the traditional 5-day work schedule reported a better work-life balance than those who worked four days a week.

An Independent Samples t-test was used to assess the statistical significance of the observed difference between the two groups. A computed t-value of 1.61 and a p-value of 0.115 were obtained from the analysis. The null hypothesis was not rejected since the obtained p-value is higher than the significance level of 0.05. As a result, there is no discernible difference in work-life balance between employees who work four days a week and those who work five days a week.

Table 6: Relationship between work-life balance and perceived productivity among the faculty and staff

		Productivity	Work-Life Balance
Productivity	Spearman's rho	—	
	df	—	
	p-value	—	
Work-Life Balance	Spearman's rho	0.332*	—
	df	48	—
	p-value	0.018	—

Using Spearman's rho, Table 6 shows the relationship between faculty and staff perceptions of productivity and work-life balance. The findings showed a p-value of 0.018 and a Spearman's rho coefficient of 0.332. Perceived productivity and work-life balance are positively correlated, as indicated by the obtained correlation coefficient. This implies that the employees' perceived productivity tends to increase as their work-life balance improves. The positive direction suggests that employees who are more adept at juggling their personal and professional responsibilities are more likely to view themselves as effective in carrying out their duties, despite the relationship's comparatively weak strength. Additionally, the calculated p-value of 0.018 is below the 0.05 significance level, suggesting a statistically significant relationship between perceived productivity and work-life balance. Therefore, there is a significant statistical relationship between work-life balance and staff and faculty perceptions of productivity.

Discussion

The outcomes of this study suggest that teachers and staff generally reported excellent levels of perceived productivity and work–life balance irrespective of their work arrangement. The respondents felt themselves able to perform institutional responsibilities well, especially as regards planning the work, prioritizing the tasks, and working efficiently. These results are in line with prior research showing that employees with more autonomy and flexibility to manage their work tend to perform better and have higher levels of well-being (Allen et al., 2013; Gajendran & Harrison, 2007). Likewise, the good appraisal of work-life balance by respondents shows that even with the expectations from institutions and various working hours, employees may have coped well with their professional and personal commitments. Thus, this conclusion is in line with the work–family enrichment perspective





that resources gained in one domain of life may produce positive benefits in another domain of life (Greenhaus & Powell, 2006).

The survey showed that the majority of the respondents were hired on a contractual and job-order basis. This is indicative of the employment situation in many public and local higher education institutions. While the job arrangements were somewhat unstable, respondents nonetheless reported high levels of productivity and positive work-life balance. The finding could reflect the existence of adaptive coping mechanisms among employees and the prevalence of supportive institutional practices that serve to sustain employee performance and well-being. Previous research has demonstrated that organizational support can considerably improve employee engagement, dedication, and productivity independent of employment status (Eisenberger et al., 2002; Bakker & Demerouti, 2017). Furthermore, when employees feel they have sufficient support from their employers, they tend to be motivated and perform well at times of uncertainty about their employment (Meyer et al., 2002).

Additional comparative analyses did not find any statistically significant differences in perceived productivity and work-life balance between workers working in hybrid and traditional work arrangements. This research indicates that the type of work arrangement, per se, may not be a determinant of employee outcomes in higher education institutions. Recent research has produced similar results, indicating that flexible and hybrid work arrangements are not guaranteed to result in improved productivity or well-being (Ipsen et al., 2021; Wang et al., 2021). The success of such arrangements depends on contextual and organizational factors, including leadership support, quality of communication, technological readiness, and workload management. The findings thus question the premise of a natural superiority of mixed work schedules over standard work arrangements. However, they do not emphasize the importance of organizational resources and supportive management practices in enabling employees to be effective in varied job modes (Bakker & Demerouti, 2017).

A statistically significant positive association was also established between work-life balance and perceived productivity. Employees who reported feeling more productive were also more likely to feel they had a better balance between their work and home lives. This finding is in line with prior research that has shown the favorable effect of work-life balance on employee performance, satisfaction, engagement, and psychological well-being (Haar et al., 2014; Kim, 2014). Employees who have less work-family conflict are typically more able to focus on work-related duties and maintain higher levels of performance. However, the correlation coefficient found in this study is relatively low, which shows that work-life balance contributes a tiny share of productivity outcomes. The result shows that employee productivity is influenced by other factors beyond work-life balance, such as workload, organizational support, workplace resources, job security, quality of leadership, employee motivation, and opportunities for professional development (Bakker & Demerouti, 2017; Schaufeli et al., 2009).

The findings were in theoretical support of Herzberg's Two-Factor Theory and Organizational Commitment Theory. Herzberg's model states that hygienic factors and motivational elements affect employee happiness and motivation. Hygienic variables include organizational policies and working circumstances. Motivational aspects include recognition and opportunity for accomplishment (Herzberg et al., 1959). The reported levels of work-life balance and productivity by the respondents were favorable, suggesting that the institution may provide enough support for these areas. Similarly, Organizational Commitment Theory implies that positive organizational experiences are more likely to result in increased levels of commitment and positive work-related behaviors (Meyer & Allen, 1991). The results of this study highlight the significance of fostering supportive work environments that encourage employee well-being and enable successful job performance.

The overall findings imply that higher education institutions can introduce flexible work methods without impacting the employees' productivity and well-being if the right organizational support structures are in place. Institutional efforts should, therefore, be directed at improving employee support systems, reducing workloads, improving communication procedures, and providing sufficient resources for employees regardless of their work arrangement. Such initiatives may help support employee well-being and organizational effectiveness in a changing work environment.





Conclusion

The study found that faculty and staff perceived high levels of productivity and work–life balance in hybrid and traditional work arrangements, and found no significant differences in productivity and work–life balance between employees on the 4-day and 5-day work schedules. However, a weak but positive relationship was found between work–life balance and perceived productivity. This means that employees who experience a better balance between professional and personal responsibilities also tend to perceive themselves as more productive.

The findings indicate that flexible work arrangements can be implemented in higher education institutions without negative effects on employee outcomes, provided that organizational support systems exist. The study also points out the significance of employee well-being, institutional support, and workload management in maintaining productivity and organizational effectiveness in academic workplaces.

Knowledge Contribution

The study contributes to the growing literature on educational management and workplace flexibility by providing localized empirical evidence in the context of a Philippine local higher education institution. The present study examined hybrid and traditional work arrangements involving both faculty and non-teaching personnel within a locally funded higher academic institution, unlike most studies that focus on corporate organizations or international contexts.

The findings revealed no significant differences in perceived productivity and work–life balance between employees under hybrid and traditional work arrangements. These findings suggest that flexible work arrangements may be implemented without significantly reducing employee productivity or work–life balance when supported by effective institutional practices.

This study further contributes to educational management literature by showing that institutional support, workload management, and employee well-being may have a greater impact on workplace functioning than schedule structure alone. The results also challenge the traditional assumption that physical presence at the workplace necessarily leads to higher productivity in academic institutions.

Recommendations

The study's findings suggest that higher education administrators might explore flexible work arrangements such as hybrid work schedules and compressed workweeks if supported by sufficient organizational support systems and workload management strategies.

Institutions are also encouraged to enhance employee wellness initiatives, workload management strategies, and mental health support programs, especially for employees who are struggling to balance personal and professional responsibilities.

Based on the high proportion of contractual and job-order workers identified in the study, institutions may also consider strengthening employment stability and organizational support mechanisms for non-regular employees. This is because employment conditions may impact employee well-being, organizational commitment, and workplace functioning.

Future researchers are encouraged to conduct longitudinal and mixed-method studies involving larger samples and multiple higher education institutions to examine the long-term implications of hybrid work arrangements on employee productivity, work–life balance, and organizational effectiveness.

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