
International Forum
Vol. 23, No. 2
December 2020
pp. 90-104

FEATURE

**Tensions Between Personal Life and Social
Responsibility: A Dilemma of Faculty
Members in Higher Education
in Cavite, Philippines**

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Abstract. *The factors that interweave between the personal life of faculty members and their social responsibility seem to be inextricable. Factors, such as personal financial investments, life projects, and even family sacrifices, shape faculty members' professional development, with a profound impact on the performance of their social responsibility as educators. However, seminal researchers have begun the process of identifying factors that can explain the professional life cycle of educators and are still debating whether the main component is age, professional development, vital crises, or educational policies. Educators manage the tension between personal and social responsibility throughout their professional life cycle. Self-determination plays an active role in how faculty members can embrace this tension positively (Deci & Ryan, 2000). This research study was conducted to find out how faculty members manage to balance their social responsibility and personal life. This case study was conducted in two faith-based institutions of higher education with 10 participants. The findings showed that the faculty did have tensions with family orientations, wellness of the family, socially being responsible, difficulty in balancing personal and social responsibility, work-family conflicts, long hours of work, and quality time spent on social service. However, the faculty was able to manage with emotional health, family life, physical health, spiritual health, professional meetings, and socializing in recreational centers*

Keywords: professional development, personal and social responsibility, professional life cycle, social responsibility, Philippines

Introduction

What is social responsibility? Social responsibility is a person's investment in upgrading the wellbeing of other individuals where there is a transmission of values, traditions, skills, and culture. Social and personal responsibility play a vital role in an individual's life, whether a professor, teacher, or student (Eros, 2011). It helps an individual to promote good deeds, services, and success in the academe. On the other hand, personal life and social responsibility may be quite hectic and unfulfilling (Grant-Vallone & Ensher 2017). The faculty or professionals at present are in search of organizations or institutions that would give a work-life balance (Owens, Kottwitz, Tiedt, & Ramirez, 2018).

The concept of personal responsibility shifts the focus from society to the educators themselves. In this research, personal responsibility is considered as the self-care of faculty throughout their professional career (Skovholt & Trotter-Mathison, 2016). Faculty' self-care is conceived from a holistic perspective and involves emotional, cognitive, spiritual, and physical wellbeing (Knight, 2006). Several studies have pointed to the imbalance between personal life and social responsibility in professors' lives, with a few leaving the profession due to the stress of working environment reasons (Carey, 2012; Bhui, Dinos, Galant-Miecznikowska, de Jongh, B., & Stansfeld, 2016).

Personal life and social responsibility are interconnected in a professional career of a faculty. Hence, a professor may have to see how to balance personal life and social responsibility which means there is a need for a faculty to also see the community at large. Thus, the purpose of this study is to identify whether there is a tension between social and personal responsibility among faculty through their professional career. And if such tension exists, describe how, in what form, and when it is experienced by faculty members.

Review of the Literature

Personal life is quite related to social responsibility in life, and the concept of both and they are interrelated with shared values and mission seem to modulate the energies, resources, and priorities of educational institutions on behalf of the wellbeing of the society as well as the social outcomes (Aguinis & Glavas, 2012; Wigmore-Alvarez & Ruiz-Lozano, 2012). A minimal standard requires human development or improvements in a faculty's wellbeing (Aguinis & Glavas, 2012; Olivera, 2016).

Faculty are subjects of personal and social responsibility since they must maintain a family balance, cultivate their emotional health, and keep good physical condition that enables a full life and prolonged exercise of their social duty and coping with work (Skovholt & Trotter-Mathison, 2016). In a recent study that was conducted in the United States, some faculty have expressed that they somehow can balance personal and social responsibility. However, 17% still expressed the

challenges they faced balancing personal and social responsibility (Hurtado et al., 2012). Another concern is that faculty do occupy full-time positions, which has led to slow progress in balancing both (Synder & Dillow, 2011).

Self-Determination Theory with motivation as the main spoke of the wheel relates a great deal with both social and personal responsibility in a faculty's career. Deci and Ryan (2000) describe two types of motivation that can explain self-determination in people: autonomous and controlled motivation. Faculty who can balance personal and social responsibility are willing to work and enjoy the work deeply as they are impelled by autonomous motivation (Ware & Kitsantas, 2011). identified a close relationship between autonomous motivation and professional commitment of teachers. These levels of commitment were linked to their self-determination, however, not with gender, years of experience, or educational background. This suggests that, despite differences among faculty, their self-determination is a good attribute of balancing personal life and social responsibility.

These situations of imbalance or tensions between self-care or personal responsibility and social responsibility throughout faculty' career were also identified by Day et al. (2006), Eros (2011), Guskey (2002), and Sikes (2005). Most of them describe this tension in the central stages of their professional career, which generally match with personal crises common in the middle age of adulthood. The initial contributions made by Day et al. (2006), Huberman (1989), and Sikes (2005) allow us to glimpse certain tensions derived from the level of involvement of the faculty in their educational responsibility. Work-life balance may help increase job satisfaction for faculty (Yadav & Dabhade, 2013.) and the number of hours given is crucial. Furthermore, a balance between personal life and social responsibility can be described as a transition towards versatile and elastic professional boundaries and the ability to handle personal life and social responsibility in a working environment (Khallash & Kruse, 2012; Schwartz et al., 2019). Teaching, advising, research, and service are faculty roles. The broad variety of positions inherent to the job and the ability to balance are experiences of faculty from all disciplines. Henceforth, the duties and overload of work have caused an imbalance between faculty members' personal life and social responsibility (Al-batayneh & Al-Zoubi, 2020). According to Padilla and Thompson (2016), faculty who are having long hours of working, the demand for responsibilities, and other preparations experienced burnout. Besides, burnout leads to decreased hours with family, loss of leisure activities, and less quality sleep.

However, the personal or self-care responsibility of the faculty has not yet been analyzed from a holistic perspective (Skovholt & Trotter-Mathison, 2016) concerning their social responsibility. Personal life and social responsibility have a great impact on the life of a faculty. The wholistic point of view of personal life has not been explored deeply. The internal factors and external factors play a role concerning a faculty's personal and social needs. This research study has come up with two research questions to dig deep on the issues of personal life and social

responsibility of faculty in higher education. Specifically, the study addressed the following research questions:

1. What are the different tensions that exist between the personal life and social responsibility of faculty?
2. How do faculty deal with or manage tensions between personal and social responsibility?

Methodology

The methodological discussion includes data collection, data analysis, and ethical considerations. The research perspective on this is qualitative research design. It describes how participants explain the meaning of their experiences to create their worlds (Merriam, 2009). This is a case study that focuses on how participants explain and describe their lived experiences (Merriam, 2009). This case here is the tension between personal and social responsibility, and the bounded system consists of the faculty and documents. To achieve the information on tensions that faculty faced, a holistic phenomenon was perceived from the experiences of the participants. Besides, a qualitative case study begins with a thick and detailed description of the phenomenon and the explanations of real-life experiences and situations (Creswell, 2013; Yin, 2014).

Research Context

This study was carried out on two higher educational institutions in Cavite, Philippines. The focus or case was tensions between personal life and social responsibility. The bounded systems were the institutions with the faculty who experience tensions balancing personal and social responsibility. The provided information may be useful and applicable to any institution at large in the Philippines or elsewhere where such experiences are prevalent. The participants selected from the two institutions are postgraduates. One has a PhD and 9 of them have Masters' degree. These participants were once working faculty before they could come for their higher education.

Data Collection

Observations (observation was done on one who is working in another institution), interviews, document reviews (schedules of their previous working hours in their workplaces), and the participants' reflective journals were the main methods to explore the experiences of the participants in this study. In the initial process, there were 12 participants with maximum variations who agreed to participate. However, two dropped because of the restraint of time. Purposeful sampling was used to select participants with criteria that was aligned to help discover, probe, and comprehend the insights of the phenomenon (Merriam, 2009).

The 10 participants were interviewed to dig deep into what kind of tensions they go through when trying to balance a personal and social life.

As a researcher, I prepared a semi-structured interview. This means that I wrote some preliminary questions for my participants to help them understand the phenomenon. As I discussed the questions, I had the flexibility to enquire about the perceptions of my participants. I provided the informed consent forms before the observations and interviews. The interviews were 30 to 40 minutes long each. I videotaped the interviews to ensure and capture all the details. The observation of one participant took 25 to 30 minutes. I had asked my participants to write reflective journals on what they think about balancing personal and social life while working. These reflective journals had open-ended questions where they would reflect what they had been going through concerning balancing personal life and social responsibility. Table 1 is the triangulation matrix that shows the link between the research questions and the data collection sources.

Data Analysis

The analysis of the data is a process by which the data has to make sense to answer the research questions (Merriam, 2009; Merriam & Tisdell, 2016). In this study, the analysis of the data was simultaneous with the data collection. Data were coded, grouped into categories, and eventually, themes were developed. Besides, Taba inductive method was used to generate themes (Taba, 1962). The field notes of observation, interviews, FDG transcriptions, reflective journals, and document analysis were prepared for data analysis. In reporting the findings and results, I considered the data collected from all these sources. Twelve emerging themes have been developed. The triangulation of data consists of field notes of observation, interviews that were done twice for clarity and in-depth understanding, reflective journals, and confidential documents. Some documents were not reflected in the triangulation matrix as they were just solely for the researcher. The documents in the triangulation were the schedules that were shared but not for public display. These are later reported in this study.

Ethical Considerations

I took action to ensure that this study followed ethical considerations. The ethical review board and the administrative committee of my university endorsed the study. Several other essential procedures helped in conducting the study in an ethical manner such as (a) the participants responding to the informed consent form at the outset of the study to show their willingness to participate in the study and giving consent to audio recordings and interviews; (b) explaining to the participants that the data will be confidential and be used for research purposes only and in no other form;

Table 1

Triangulation Matrix for Data Collection

Research Question	Data Source 1	Data Source 2	Data Source 3	Data Source 4	Data Source 5
1.What are the different tensions that exist between the personal and social responsibility of faculty?	Observation & Fieldnotes	In-depth Interview	FGD	Reflective Journal & Documents	Literature Review
2.How do faculty deal or manage with tensions between personal and social responsibility?	Observation	In-depth Interview	FGD	Reflective Journal & Documents	Literature Review

(c) Pseudonyms were used for anonymity of the participants; (d) to ensure that the participants will not experience physical nor mental harm that may arise from the study; (d) giving back the results of the study in written form to them. All these ethical guidelines were addressed in the study.

Researcher’s Reflexivity

The researcher of this study is a Christian educator. I believed that balancing personal and social life is essential in an individual’s professional career. The faculty needs time for both and not to be overloaded with just one aspect as this would lead to an imbalanced life. I believed that the faculty must be physically, mentally, emotionally, and spiritually well balanced. This would ensure the holistic progress of a faculty or individual. I believed that personal life and social life have a great impact on the life of a faculty. This could be a positive reciprocal exchange in a faculty’s life. Encouragement and motivation are needed for adapting and adjusting the personal and social life of a faculty.

Results

The information presented here is written to answer the two research questions and are thematically discussed concisely. The results and findings from other literature are also cited for enriching or giving thick descriptions for this study. Field notes from the observation, documents (confidential) interviews, and reflective journals of the participants are included in a table format as a piece of evidence and support for each theme.

Tensions Between Personal and Social Responsibility

To address Research Question 1, six themes (see Table 2) are being discussed: family orientations, family wellness, social responsibility, difficulty balancing personal life and social responsibility, work-family conflict, and long hours of work and fewer hours of social service. Family plays an essential role, and it is affected when there is negligence from its members as identity comes along with balance on both personal and social responsibility (Cohen-Scale, 2003; Webb, 2017). Social services and family relationships affect the wellness of a person (Umberson & Karas Montez, 2010). A working professional must be physically, mentally, and emotionally fit in a professional's environment. According to Cheung and Tang (2012), a faculty who experiences high levels of emotional dissonance tends to imbibe more negative emotions, leading to dissatisfaction with work and interfering with family boundness and later results in conflicts added stress levels. Interpersonal relationships of faculty are needed, and they can positively or negatively cause tension if not dealt with them effectively (Umberson & Karas Montez, 2010). The faculty who have a positive social connectedness may have long-term health benefits on the central nervous system (Hari et al., 2015). Family wellness plays an essential role in a faculty's life, and if there is push and pull, there is danger in personal life (Adebayo, 2016). Balancing personal life and social responsibility is tough and tedious for a faculty. Another aspect is the work-family conflict, where there is a kind of push and pulls between personal life and social responsibility (Adebayo, 2016). Finally, the long hours of work and less social services have an immense impact on the faculty as a whole, and this has caused frustrations and demotivation (Punia & Kamboj, 2013).

Faculty Managing Tensions Between Personal and Social Responsibility

The results of Research Question 2 reveal six themes (see Table 3) regarding how faculty manage the tension between personal and social responsibility, such as emotional health, family life, physical health, spiritual health, socialization, and in-service. Emotion health matters for attention, memory, and learning. However, positive emotions like joy and curiosity harness attention and promote success.

Table 2
Tensions Between Personal and Social Responsibility

Themes	In-depth interviews	Focus group discussions	Field notes	Reflective journals
1. Family Orientations	<p>"Being a father, a breadwinner for the family is never too easy, and serving people who need my help." (P3)</p> <p>Doing more tasks outside and neglecting the home can be a problem. You come home tired and no more strength." (P3)</p>	<p>"Family and balance on all aspects is important."</p>	<p>The expression of the participant was seen vividly during the interview.</p>	<p>"Yes, balancing the two was hard for me at the time while I was working." (P3)</p>
2. Family Wellness	<p>"When I had to face a problematic situation, I had to sacrifice my son and he keeps waiting for me. I feel so guilty." (P8)</p> <p>You come home tired and no more strength." (P3)</p>	<p>Sacrifice and adjustments are needed"</p>	<p>The faculty would always be in tension trying to cope up with deadlines for work.</p>	
3. Social Responsibility	<p>"I have a difficulty in collaborating with my team members from other cultures as they have different ideas with mine when we are serving the people the result is no time." (P9)</p> <p>I have to be very careful when dealing with sensitive issues." (P9)</p>	<p>"The difficulty of other people thinking negative about me even I do not do anything bad against them."</p>		<p>Since I never have time to discuss issues so minutely it was hard to be open as I might reject a sense of discomfort to my colleagues. All this is because of no time (P6)</p>
4. Difficultly Balancing Personal Life and Social Responsibility	<p>"I had to work long hours and come home tired but yet have to meet home chores." (P1)</p>	<p>"Yes, it is hard to balance both."</p>		<p>In life to balance both is not easy. It takes courage. (P9)</p>
5. Work-family Conflict	<p>"I had too much of work pressure in the office." (P3)</p>			
6. Long Hours of Work, Fewer Hours of Social Service	<p>"I had to stay in office longer than my office hours." (P8)</p>			

Emotions that are pleasant enhance mental flexibility and creativity are keys to novel and evolving demands for a faculty. Further, dysregulated emotional health may cause unhealthy relationships for a faculty (Fiorilli et al., 2017). Being able to regulate unpleasant emotions and the experience of more pleasant emotions have shown health benefits, including fostering greater resilience to any traumatic event. Healthy habits should be inculcated when serving others especially in terms of emotions (Umberson & Karas Montez, 2010). Reconciliation between personal life and social responsibility delivers success in your tasks (Groysberg & Abraham, 2014). Family plays an essential role, and it is affected when its members are negligent as an identity comes along with the balance on both personal and social responsibility (Cohen-Scale, 2003; Webb, 2017). Physical health like sleep, exercise, and diet are elements that improve emotional wellbeing and resilience (Anderson & Platten, 2011). Physical wellbeing is important in an individual (Vandervoort & Skorikov, 2002).

Physical health also matters much in the management of personal and social responsibility. Exercise, proper rest, and sleep can help balance personal life and social responsibility. Physical wellbeing is crucial when trying to balance the life of a faculty (Larson et al., 2019; Vandervoort & Skorikov, 2002).

Spiritual health helps a faculty manage personal life and social responsibility. When there is a supplication to God, there is an understanding that every human being whether which religion he or she belongs, there should be appropriate interventions (Gilligan & Furness, 2006). When a faculty submits all his or her anxieties to God, there would be a balance with the relationship with God, with people, and with the community at large (Thompson, 2012).

Work-life programs help in managing tensions between personal life and social responsibility (Michaels & Greene, 2013). These programs promote the work-life and morale of a faculty. The programs rejuvenate the mental and the physical wellbeing of a faculty and ensure productivity, health, and performance (LeCheminant & Merrills, 2012).

Socialization did help faculty manage the tensions of personal life and social responsibility at some point and helps our system to rejuvenate (Hari, Henriksson, Malinen, & Parkkonen, 2015). When a faculty socialize, it lowers the risk of depression, anxiety, and unwanted stress, and that would help balance personal life and social responsibility (Pietromonaco & Collins, 2017; Sherman et al., 2016). Thus, socialization gives in the positive changes in the brain of a faculty (Hari et al., 2015).

Table 3
Faculty Managing Tensions between Personal and Social Responsibility

Themes	In-depth interviews	Focus group discussions	Fieldnotes	Reflective journals
1. Emotional Health	<p>"I control my emotions when and look at them as that has happened and accept it." (P2)</p> <p>"I prepared myself and well-fortified to serve others and that emotions do not control me." (P2)</p>	<p>"Emotional health is the first to be taken care of when serving others."</p>		<p>"Yes, balancing the two was hard for me emotionally at the time while I was working." (P5)</p>
2. Family Life	<p>"I budget my time, plan early, and schedule ahead and not to neglect my family. I try to balance the work at home, my family and other people." (P4)</p>	<p>"Budgeting and balancing the time and the priorities are essential."</p>	<p>There was a schedule plan on how the faculty divides the time.</p>	<p>"The little time that is spent is somehow worthwhile." (P7)</p>
3. Physical Health	<p>"Rest and sleep early, eat healthy food and do exercise are my regular activities." (P6)</p>	<p>"Rest, sleep, exercise and eating healthy food will help you manage your personal life and social responsibility."</p>		
4. Spiritual Health	<p>"I read my Bible, pray to God daily, and had my daily devotions to strengthen my personal life first and then to others." (P3)</p>	<p>"Prayer, daily devotions and reading the bible."</p>	<p>There was a prayer journal written by the faculty.</p>	<p>"My prayer life has somehow helped me grow at some level." (P2)</p>
5. Work-life Programs	<p>"By attending seminars and workshops on management of health, time, etc., I am at least relaxed and no time to think about my office work or teaching." (P8)</p>			
6. Socializations	<p>"I am happy if there are school professional gathering where I can relax a bit." (P9)</p> <p>"Wellness programs have helped me manage things." (P4)</p> <p>"I feel so glad if friends have a day out at least twice a week." (P10)</p> <p>"I feel relaxed when I go to birthday parties occasionally and that how I feel good." (P6)</p> <p>For me, weddings could be the best times for socializing as I never would get time to meet people when I am too busy. (P4)</p>			<p>"Yes, I feel I can at least socialize but not to the maximum." (P2)</p> <p>"I still need to find time to do more social service." (P4)</p>

Conclusion

Faculty can work effectively only if there is a balance between personal and social responsibility. In-depth learning of social responsibility should be both informal and formal learning. More practices and emphasis should be given towards personal social responsibility. There should be a balance between social responsibility and personal life. Creating a joyful environment for personal and social responsibility is essential. Overloaded activities can cause stress and dysregulate the professional life of a faculty. Dependence on God is vital when serving society as well as taking good care of the family. Encouragement and motivation are needed for adapting and adjusting between social responsibility and the personal life of a faculty.

Furthermore, self-discipline is one aspect that will help balance the personal and social responsibility needs of faculty. Engagement in social service and balancing family life would be good without any frets. Finally, devote your time with God will help faculty balance personal life and put your heart in helping others, especially those who are not in the same faith.

Recommendations

This case study has resulted in some specific recommendations. These recommendations are addressed not only to faculty working in higher education institutions but also to schoolteachers for further study. The following are the recommendations:

1. Faculty and maybe teachers should have not only personal identity but also social identity. These two are essential in the professional environment.
2. A faculty or maybe a teacher may have to recognize his or her capacity in personal and social responsibility. A balance in both aspects is essential to ensure wellness in them. The workload should be adequately distributed among faculty.
3. There should be some work-life programs that would help faculty balance personal life and social responsibility.
4. More socialization through informal gatherings would help a faculty balance between personal and social responsibility.
5. Immersion with the curriculum for training and learning personal and social responsibility is important and crucial. This could be both for the faculty, teachers, and students as well.

6. Total member involvement is essential in an educational institution with balancing personal life and social responsibility. Administrators, faculty, students, teachers, and the whole workforce maybe involve in personal and social responsibility. Educational institutions may create more opportunities for personal and social responsibility for faculty or the workforce.

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