

2024

Occupational Balance And Temporal Satisfaction With Life Among Occupational Therapy Students Amid Transitioning To In-Campus Classes In The Philippines

Paolo Miguel P. Bulan
Velez College

Nikki Y. Pestaño
Velez College

John Ray O. Suerte
Velez College

Follow this and additional works at: <https://encompass.eku.edu/jote>



Part of the [Occupational Therapy Commons](#)

Recommended Citation

Bulan, P. P., Pestaño, N. Y., & Suerte, J. O. (2024). Occupational Balance And Temporal Satisfaction With Life Among Occupational Therapy Students Amid Transitioning To In-Campus Classes In The Philippines. *Journal of Occupational Therapy Education*, 8 (4). Retrieved from <https://encompass.eku.edu/jote/vol8/iss4/3>

This Original Research is brought to you for free and open access by the Journals at Encompass. It has been accepted for inclusion in Journal of Occupational Therapy Education by an authorized editor of Encompass. For more information, please contact laura.edwards@eku.edu.

Occupational Balance And Temporal Satisfaction With Life Among Occupational Therapy Students Amid Transitioning To In-Campus Classes In The Philippines

Abstract

As students transitioned back to on-campus classes, challenges affecting occupational balance (OB) and temporal satisfaction with life (TSWL) influenced their overall health and well-being. This study aimed to assess OB and TSWL among 171 occupational therapy (OT) students in the Philippines and examine the correlation between them. Participants completed the Occupational Balance Questionnaire (OBQ11) and the Temporal Satisfaction with Life Scale (TSWLS). The mean OBQ11 score was 16.71 ± 6.87 , with a median score of 17. Based on this median score, nearly half of students 43.90% ($n = 75$) were classified as having low OB. The TSWLS scores indicated that students were neutral regarding past life satisfaction ($M = 20.85$, $SD = 6.98$), slightly satisfied with present life ($M = 22.86$, $SD = 6.05$), and satisfied with future life ($M = 26.63$, $SD = 4.90$). Significant positive correlations were found between OB and TSWL scores. These findings suggest that while OT students are heavily engaged in academic occupations, they may lack sufficient non-academic activities, leading to an occupational imbalance. The time dedicated to academic tasks impacts their ability to achieve OB and participate in diverse activities. Given the direct beneficial effects of OB on health, promoting balanced participation in both academic and non-academic occupations is crucial. Future research should explore strategies to enhance non-academic engagement and examine the long-term impacts of balanced occupational participation on student well-being.

Keywords

Occupational balance, life satisfaction, occupational therapy students, occupational therapy

Creative Commons License



This work is licensed under a [Creative Commons Attribution-NonCommercial-No Derivative Works 4.0 License](https://creativecommons.org/licenses/by-nc-nd/4.0/).

Acknowledgements

The authors would like to acknowledge the support given by the Dean of Velez College – College of Occupational Therapy and Physical Therapy, Dean Romel V. Cabazor, MA, PTRP, the Velez College Research Director, Dr. Mark N. Abadiano, LPT, the Research Coordinator of the Department of Occupational Therapy, Ms. Jay Arr M. Sale, and the rest of their colleagues for their support. Also, the authors thank the students coming from the different HEIs who participated in this study and the assistance provided by the Philippine Academy of Occupational Therapists, Inc.

Occupational Balance and Temporal Satisfaction with Life Among Occupational Therapy Students Amid Transitioning to On-Campus Classes in The Philippines

Paolo Miguel P. Bulan, OTD, MAOT, OTRP

Nikki Y. Pestaño, MAOT, OTRP, RYT

John Ray O. Suerte, MAOT, OTRP

Velez College

Philippines

ABSTRACT

As students transitioned back to on-campus classes, challenges affecting occupational balance (OB) and temporal satisfaction with life (TSWL) influenced their overall health and well-being. This study aimed to assess OB and TSWL among 171 occupational therapy (OT) students in the Philippines and examine the correlation between them. Participants completed the Occupational Balance Questionnaire (OBQ11) and the Temporal Satisfaction with Life Scale (TSWLS). The mean OBQ11 score was 16.71 ± 6.87 , with a median score of 17. Based on this median score, nearly half of students 43.90% ($n = 75$) were classified as having low OB. The TSWLS scores indicated that students were neutral regarding past life satisfaction ($M = 20.85$, $SD = 6.98$), slightly satisfied with present life ($M = 22.86$, $SD = 6.05$), and satisfied with future life ($M = 26.63$, $SD = 4.90$). Significant positive correlations were found between OB and TSWL scores. These findings suggest that while OT students are heavily engaged in academic occupations, they may lack sufficient non-academic activities, leading to an occupational imbalance. The time dedicated to academic tasks impacts their ability to achieve OB and participate in diverse activities. Given the direct beneficial effects of OB on health, promoting balanced participation in both academic and non-academic occupations is crucial. Future research should explore strategies to enhance non-academic engagement and examine the long-term impacts of balanced occupational participation on student well-being.

Introduction

As classes transitioned back to on-campus after the restrictions of the COVID-19 pandemic, students faced an entirely new context compared to the online classes they experienced during the pandemic. In the context of entry-level occupational therapy (OT) education in the Philippines, it involved rigorous training that covered classroom-based learning for foundational knowledge and supervised direct patient care for practice placements. Occupational therapy education in the Philippines related to entry-level practice is a Bachelor's degree program and takes at least four years to complete (Commission on Higher Education [CHED], 2018). For OT students, transitioning from online to on-campus classes posed unique challenges. Students needed to adapt to new demands and challenges such as social engagement issues, financial losses, and reduced access to digital learning tools (Zhao & Xue, 2023).

Occupational therapy students already face significant emotional and psychological pressures (Constantinidis & Matsukura, 2021; Lewis-Kipkulei et al., 2021), which can be magnified by transitioning back to on-campus classes (Wilson & Wilcock, 2005; Zhao & Xue, 2023). Pressures include academic workload, social adjustments, and complying with practice placement requirements. Research has also shown that transitions can exacerbate student stress and mental health challenges (Dyrbye et al., 2005; Keptner, 2019). The pressures OT students faced during this transition period could significantly affect their occupational balance (OB; Wagman et al., 2012), which in turn influenced their overall life satisfaction, health, and well-being (Robinson-Bert et al., 2021; Salar et al., 2022). Understanding these concepts is important for supporting OT students' well-being and ensuring successful educational outcomes.

Occupational balance (OB) is defined as a subjective experience of having the right amount and variation of occupations (Wagman et al., 2012). Occupational balance encompasses diverse perspectives and interpretations, often portrayed as a subjective and individualized concept. It can be viewed objectively as a spectrum, ranging from optimal to suboptimal balance, or subjectively as the pursuit of balance — finding, maintaining, or restoring it. In general, OB is evaluated through areas of occupation, variations of occupation, and time use (Wagman et al., 2012). Moreover, OB is considered as an outcome of occupational justice (OJ; Serrata Malfitano et al., 2016). The concept of OJ highlights the right of individuals to engage in meaningful occupations that promote health and well-being (Durocher et al., 2014). When an individual's access to occupations is hindered, OB is affected. Thus, maintaining OB impacts overall life satisfaction and well-being (Salar et al., 2022). Studies indicated that students' health was greatly affected by changes in activities because of restrictions or transitions (Guszkowska & Dąbrowska-Zimakowska, 2023; Romero-Tébar et al., 2021; Salar et al., 2022). However, there are limited studies in the context of OT education, particularly in the Philippines where return to on-campus classes happened two years after the pandemic started (Magsambol, 2022). This gap in the literature underscores the need to explore OB among OT students during this transition.

Occupational therapy students transitioning back to on-campus classes after two years of online learning also presented a possible contrast in life satisfaction across different temporal frames. The Temporal Satisfaction with Life Scale (TSWLS) provides a temporal component in assessing past, present, and future life satisfaction (Pavot et al., 1998). This temporal aspect is useful in circumstances wherein individuals experience life changes, such as the transition from online to on-campus classes. Moreover, OB also has a temporal component which pushes for research on OB and the TSWLS.

This study aimed to address the following research objectives:

- Assess the OB of OT students as they transitioned to on-campus classes in the Philippines.
- Evaluate the temporal satisfaction with life (TSWL) of OT students during this transition.
- Examine the correlation between OB and TSWL among OT students.

Methodology

Design

This study used a descriptive cross-sectional design and an online survey administered through Microsoft Forms to collect data on OB and TSWL among OT students in the Philippines as they transitioned back to on-campus classes. This design was appropriate as it enabled collection of data at a single point in time which presented a snapshot of the current condition of OB and life satisfaction throughout this transition. The following variables underwent statistical analysis: sociodemographic profile of OT students, OB, and TSWL while transitioning back to on-campus classes.

Respondents and Sampling

Purposive sampling was used to select respondents who met the following criteria: a) enrolled in a Bachelor of Science in Occupational Therapy (BSOT) program in 2023-2024, b) experienced having online classes in the past two school years, and c) had at least 50% of their current academic load conducted on-campus to ensure exposure to the transition. Recruitment was done primarily through coordination with different program heads of various OT educational programs in the Philippines. Transmittal letters were sent to the respective program heads of OT educational programs in different HEIs in the Philippines as a call for potential survey respondents. Additionally, transmittal letters requesting research assistance through a call for respondents were sent to the Philippine Academy of Occupational Therapists, Inc. (PAOT). Survey links were also posted through social media and through the assistance of the Philippine Academy of Occupational Therapists, Inc. to ensure maximal participation. To ensure maximal response rates, follow-up emails were sent to the respective program heads every two weeks.

A sample size of 296 was determined following a 95% confidence interval and a 5% margin of error based on a total of 1,276 occupational therapy students in the Philippines (World Federation of Occupational Therapists, 2022). However, only a total of 171 responses were gathered from first-year to fourth-year OT students in the Philippines.

Instruments

This study utilized two instruments in gathering data. Both instruments were distributed via Microsoft Forms. These instruments were chosen based on their relevance in measuring OB and TSWL among OT students, particularly when they transitioned back to on-campus classes.

Occupational Balance Questionnaire (OBQ11)

The OBQ11 by Håkansson et al. (2019) was used to determine the OB of OT students as they transitioned to on-campus classes. The questionnaire consists of 11 items rated on a four-point ordinal scale, with 1 indicating 'Strongly disagree' (scored as 0) and 4 indicating 'Strongly agree' (scored as 3). The OBQ11 can be analyzed both at the item level and as a summed score, with individual item scores ranging from 0-3 and a total possible score of 0-33. A higher score indicates higher occupational balance. The OBQ11 has a good reliability score of 0.92 (Håkansson et al., 2019).

The OBQ11 was used in this study based on its comprehensive assessment of OB, which is important in order to understand how OT students manage their activities and roles during the transition back to on-campus classes. While the OBQ11 was initially developed and validated in Western populations, its relevance to Filipino OT students and the Philippine context is supported by studies (Gomez et al., 2023; Streegan & Gomez, 2023) which used this instrument to measure OB in similar contexts. These studies provide evidence of validity of the OBQ11 in the Philippine setting.

Temporal Satisfaction with Life Scale (TSWLS)

The TSWLS by Pavot (2014) was used to determine the overall satisfaction of OT students as they transition to on-campus classes. This scale consists of 15 items rated on a seven-point Likert scale, with 1 indicating 'Strongly disagree' and 7 indicating 'Strongly agree'. The scale includes five statements each regarding life satisfaction in the past, present, and future subscales. The total score for each subscale ranges from 5 to 35, with a score of 20 indicating neutrality (equally satisfied and dissatisfied). Scores between 21 and 25 represent 'slightly satisfied,' 15 and 19 represent 'slightly dissatisfied,' 26 and 30 represent 'satisfied,' and 5 and 9 indicate 'extremely dissatisfied.'

The TSWLS is widely used to assess life satisfaction and has shown good reliability with α ranging from 0.91 to 0.93 in different samples, and a test-retest reliability of $\alpha = 0.83$ (Pavot et al., 1998). It also shows good internal and temporal consistency, as well as convergent validity in studies involving Canadian and Chinese university students (McIntosh, 2001; Ye, 2007).

The TSWLS was used in this study based on its comprehensive assessment on temporal aspects of life satisfaction, which is relevant for students experiencing transitions. Although originally validated in Western populations, its use in international contexts, including studies with Chinese and Spanish versions, supports broader applicability (Guitard et al., 2022). However, recognizing the limitations based on

classical test theory, the researchers acknowledge that the psychometric properties cited are specific to the original samples. Local studies (Doctor et al., 2012; Manalastas & Mondragon, 2006) support the relevance of TSWLS and its applicability in the Philippine setting.

Data Gathering and Analysis

At the time this study was conducted, BSOT programs in the Philippines had completed two years of online classes and were transitioning back to on-campus classes. The survey was conducted from August 2023 to November 2023.

All personal identifiers were removed from the data prior to data analysis to ensure anonymity. De-identified data was then exported to Microsoft® Excel® for Microsoft 365 (Version 2204) for analysis. Descriptive statistics (i.e., measures of central tendency, standard deviation) were used to summarize respondent sociodemographics and scores on the OBQ11 and TSWLS. Frequencies and percentages were used for categorical variables (Age Groups, Sex, Student Load, Year Level, Work, Living Situation) while means and standard deviations were calculated for continuous variables (scores on the OBQ11 and TSWLS). Correlation was assessed using Pearson's correlation coefficients. Statistical significance was set at 0.05.

Ethical Considerations

Approval of the study was given by the Velez College Ethics Review Committee (VCERC-2023-NON-002). Participation in the study was entirely voluntary. Respondents could end the survey at any point. An introductory page on the form explained the study and asked for the respondents' consent. By answering the survey, the respondents consented to provide their personal information to the researchers. Anonymity and confidentiality of the respondents were ensured by the exclusion of any personal identifiers.

Results

Sociodemographic Profile of OT Students

A total of 171 responses were received from 12 HEIs. The response rate may be attributed to the distribution method in respective HEIs which was done through email blast, and follow-up strategies. Key sociodemographic insights include a predominantly young (17-20 years old) and female student population, with most OT students carrying a full academic load while living together with their families (see Table 1).

Table 1*Sociodemographic Profile of OT Students in the Philippines*

Category	Subgroup	Number of Students and Percentage (N = 171)	
		Frequency	Percentage
Age	17 – 20	120	70
	21 – 24	47	28
	25 – 28	1	0.5
	29 – 32	1	0.5
	33 – 36	2	1
Sex	Female	146	85
	Male	25	15
Student Load	Full load / Regular	152	89
	Underload / Irregular	19	11
Year Level	1st year	65	38
	2nd year	53	31
	3rd year	37	22
	4th year	16	9
Work	None	165	96
	Employed part-time (less than 40 hours/week)	3	2
	Employed full-time (40 hours/week)	3	2
Living Situation	Living with family	136	80
	Living alone	33	19
	No answer	2	1

Occupational Balance Among OT Students in the Philippines

Statistical analysis of OBQ11 scores revealed a mean score of 16.71 ± 6.87 , with a median score of 17. Following the OBQ11 guidelines, which suggest using the median as the cut-off (Håkansson et al., 2019), 56.10% (n = 96) had high OB, while 43.90% (n = 75) had low OB (See Table 2).

Table 2*Descriptive Statistics of OBQ11 Scores*

	Total	Low OB	High OB
N	171	75	96
Mean Score	16.71	10.69	21.44
SD	6.87	4.41	4.24

Table 3 summarizes the OBQ11 item scores. Mean scores were presented similarly to a previous study showing item scores of the OBQ11 (Aas et al., 2020). The highest-scoring item was "enough to do during a regular week," suggesting that students felt adequately occupied. Conversely, the lowest-scoring items were "balancing physical, social, mental, and restful occupations," "balancing work, home, family, etc.," and "satisfaction with time spent in restful activity." These findings suggest varying levels of balance among students, with some managing their activities better than others. These findings highlight specific areas where students struggled to achieve balance.

Table 3

Descriptive Statistics of OBQ11 Item Scores

	Mean	SD	Median
Item 1 (enough to do during a regular week)	1.80	0.8	2
Item 5 (time for doing obligatory occupations)	1.74	0.78	2
Item 2 (balancing between others and self)	1.73	0.76	2
Item 9 (balancing obligatory and voluntary)	1.61	0.72	2
Item 3 (time for doing things wanted)	1.49	0.84	2
Item 8 (satisfaction with number of activities)	1.49	0.82	2
Item 10 (balancing energy-giving and energy-taking)	1.48	0.8	2
Item 7 (satisfaction with how time is spent)	1.42	0.82	1
Item 6 (balancing physical, social, mental, and restful occupations)	1.38	0.81	1
Item 4 (balancing work, home, family etc.)	1.35	0.85	1
Item 11 (satisfaction with time spent in restful activity)	1.23	0.95	1

Satisfaction with Life Among OT Students in the Philippines

Table 4 shows the summary of TSWLS scores among OT students in the Philippines as they transitioned to on-campus classes. The TSWLS scores indicated that students were satisfied with future life ($M = 26.63$, $SD = 4.90$), slightly satisfied with present life ($M = 22.86$, $SD = 6.05$), and neutral regarding past life satisfaction ($M = 20.85$, $SD = 6.98$; see Table 4). These findings highlight an overall positive outlook towards the future, possibly influenced by the resumption of on-campus activities and easing of pandemic restrictions.

Table 4*Descriptive Statistics of TSWLS Scores*

	Mean	SD	Description
Future Life Satisfaction	26.63	4.90	Satisfied
Present Life Satisfaction	22.86	6.05	Slightly Satisfied
Past Life Satisfaction	20.85	6.98	Neutral

Significant positive correlations were found between OB and all three temporal dimensions of life satisfaction: past ($r = 0.362$, $p < .001$), present ($r = 0.589$, $p < .001$), and future ($r = 0.345$, $p < .001$; see Table 5). These correlations suggest that better OB is associated with higher satisfaction across different time perspectives.

Table 5*Correlation Between OB and Satisfaction with Life*

Correlations	r	p
OB and Past Satisfaction with Life	0.362	< .001
OB and Present Satisfaction with Life	0.589	< .001
OB and Future Satisfaction with Life	0.345	< .001

Discussion

This study aimed to determine the OBQ11 scores and TSWLS scores of OT students during the transition to on-campus classes in the Philippines, and to explore the correlation between OB and life satisfaction. The main findings are: (a) nearly half of OT students had low OB, with the lowest scores related to restful occupations; (b) OT students were generally satisfied with their future life and slightly satisfied with their present life but are neutral towards their past life; and (c) there were significant positive correlations between OB and TSWL scores. The main findings of this study are discussed in detail below.

Occupational balance is a concept that can be loosely defined as the “right number of occupation and the right variation between occupations in the occupational pattern” (Wagman et al., 2012). This balance is subjective and is influenced by personal perspectives and circumstances. In this study, although OT students engaged in a sufficient number of occupations, there were concerns on balancing physical, social, mental, and restful occupations, as well as satisfaction with time spent in restful activity. This imbalance implies that stakeholders in OT education should help support OB among OT students as it is related to health and well-being (Ramos et al., 2022; Robinson-Bert et al., 2021; Wagman et al., 2012). Moreover, OB influences and is influenced by patterns of daily living (Eklund et al., 2017).

The finding that nearly half of OT students had low OB, particularly related to restful activities, aligns with previous research indicating that academic demands often lead to limited time for leisure and rest (Romero-Tébar et al., 2021). This suggests that OT students may prioritize academic tasks over non-academic activities which can lead to an imbalance. Similar patterns have also been observed in other studies where high academic load is associated with reduced time for leisure and increased levels of stress (Eklund et al., 2017). Therefore, promoting a balance between academic and non-academic occupations is important in maintaining OB and overall health (Guszkowska & Dąbrowska-Zimakowska, 2023).

On the other hand, over half of OT students reported high OB. This group might have effectively managed their time, balancing academic and non-academic occupations. High OB is associated with better mental health and life satisfaction, as balanced engagement in diverse occupations supports health and well-being (Wilson & Wilcock, 2005). Further, exploring the strategies used by these students to maintain high OB could provide insights for developing interventions to support all OT students.

Satisfaction with life refers to the general feeling or opinion of one's life (Toma et al., 2020). This study's findings that students were generally satisfied with their future life and slightly satisfied with their present life but neutral about their past life could be due to the positive outlook associated with the easing of pandemic restrictions and the resumption of on-campus classes. This aligns with studies indicating higher life satisfaction scores among students looking forward to future opportunities (Salar et al., 2022). Satisfaction with life is a predictor of resilience and mental health, emphasizing the importance of addressing factors that influence students' life satisfaction (Tamarit et al., 2023). Likewise, a higher level of satisfaction with life can be associated with a lower occurrence of academic burnout (Wang et al., 2022).

Implications for Occupational Therapy Education

The findings of this study have significant implications for OT education, specifically in addressing the difficulties OT students encounter with OB. Findings of this study show nearly half of the OT students surveyed had low OB, with the lowest scores related to restful occupations. This imbalance can lead to reduced life satisfaction and increased stress, positing the need for interventions in OT education. In the university setting, promotion of OB can be done through occupation-focused interventions that highlight patterns of daily living (Bulan, Lagria et al., 2024). An initial step in achieving OB is helping OT students set goals and restructure a typical day to determine academic and non-academic occupations. Likewise, collaborative efforts from faculty and students are also vital in planning for the balance of assigned tasks regularly (Bulan & San Antonio, 2023). Students' patterns of daily living or time use can be explored to promote OB and health (Kirsh et al., 2019). Stakeholders in OT education can explore concerns over establishing and re-establishing routines that aid in the attainment of OB.

In the context of OT education, students often experience challenges with OB and stress, which suggests concerns in achieving meaningful balance between occupations (Grab et al., 2021). The lower scores in past life satisfaction may be attributed to students' responsibilities at home and mental health concerns during the pandemic (Bulan, Valleser et al., 2024), as well as potential occupational imbalances (Lexén et al., 2023). Addressing these issues is crucial for improving student well-being.

The transition from online to on-campus classes offered more opportunities for OT students to engage in varied occupations which could positively influence their satisfaction with life (Bulan & San Antonio, 2023). Balancing curricular and co-curricular activities is essential as it brings positive effects to students (Law, 2007). Encouraging students to participate in co-curricular activities for leisure can provide the necessary variation in occupations, promoting life satisfaction. Ensuring that students have enough and varied occupations can improve their perception of life and overall well-being.

To support OB among OT students, OT educators can implement several practical interventions. Time management workshops can help students balance academic and non-academic activities effectively, promoting more balanced occupational engagement. Encouraging participation in leisure activities can help students achieve a better balance between work and rest, addressing the imbalance in restful occupations. Providing accessible mental health resources and support can help students manage stress and improve their well-being. Lastly, OT educators and stakeholders can collaborate to plan and balance the tasks given to students to ensure that academic demands do not overshadow non-academic pursuits. By addressing OB and life satisfaction issues, OT educators can foster a supportive learning environment that enhances OT students' academic performance and overall well-being.

Limitations

Although data were collected from 12 HEIs across the Philippines, the response rate was 57.77%, lower than the desired sample size of 296 based on power analysis. This lower response rate may limit the generalizability of the findings. Further, the survey was administered to OT students who are likely more aware of OB concepts, which could introduce bias. The cross-sectional nature of the study does not account for the potential dynamic nature of OB and life satisfaction over time, suggesting that longitudinal studies are recommended to better understand these concepts. Additionally, the different cultural contexts might affect the interpretation of OB and life satisfaction, highlighting the need for further validity and reliability studies in this sample.

Recommendations for Future Research

Future research should focus on longitudinal studies to track changes in OB and life satisfaction over time, providing insights into their evolution and identifying critical intervention periods. Comparative studies across disciplines can highlight unique or common challenges faced by OT students, informing tailored interventions. Qualitative research can also explore in-depth experiences and contextual factors influencing OB and life satisfaction. Intervention studies should evaluate the effectiveness of specific

strategies designed to improve OB and life satisfaction. Cross-cultural validation of the OBQ11 and TSWLS instruments is essential to ensure their reliability and validity across diverse populations. Moreover, exploring factors such as social support, academic workload, and extracurricular involvement can provide a comprehensive understanding of influences on OB and life satisfaction, leading to holistic support systems for students.

Conclusion

During the transition to on-campus classes, nearly half of OT students in the Philippines showed low OB. According to the OBQ11 items, students struggled most with balancing physical, social, mental, and restful occupations; balancing work, home, and family responsibilities; and achieving satisfaction with time spent in restful activities. This study revealed that OT students felt neutral about their past life satisfaction, slightly satisfied with their present life, and satisfied with their future life. Additionally, there were significant positive correlations between OB and TSWL scores. These findings suggest that while OT students are engaged in numerous academic activities, they may lack sufficient non-academic occupations, leading to an imbalance. The amount of time dedicated to academic-related activities plays an important role in achieving OB and allowing timely participation in diverse occupations. Given that OB directly benefits health, promoting students' engagement in varied present and future occupations should be a focus of future research. Exploring strategies to enhance non-academic participation and investigating the long-term impacts of balanced occupational engagement will be essential for improving the well-being and academic success of OT students.

References

- Aas, M. H., Austad, V. M., Lindstad, M. Ø., & Bonsaksen, T. (2020). Occupational balance and quality of life in nursing home residents. *Physical & Occupational Therapy In Geriatrics*, 38(3), 302–314.
<https://doi.org/10.1080/02703181.2020.1750530>
- Bulan, P. M. P., Lagria, M. M. G., Pestaño, N. Y., Suerte, J. R. O., Trinidad, J. F. S., & San Antonio, N. R. (2024). A qualitative exploration on the role of occupational therapy in mental health and psychosocial support for students in the university setting in the Philippines. Early access 2024. *Acta Medica Philippina*.
<https://doi.org/10.47895/amp.vi0.8731>
- Bulan, P. M. P., Valleser, J. K. B., & Rojas, J. A. (2024). Perceived barriers to online learning amid COVID-19 pandemic: A national survey of occupational therapy students in the Philippines. *Philippine Journal of Health Research and Development*. 28(2), 1–7.
- Bulan, P. M. P., & San Antonio, N. (2023). Strategies, facilitators, and barriers in managing academic occupational disruptions: Implications for occupational therapy education. *Acta Medica Philippina*, 58(10), 23–34.
<https://doi.org/10.47895/amp.vi0.7813>

- Commission on Higher Education [CHED]. (2018). CMO No. 52, s. 2017. *Policies, Standards and Guidelines for the Bachelor of Science in Occupational Therapy Education (BSOT) Program* [Internet]. Retrieved July 12, 2022, from <https://ched.gov.ph/wp-content/uploads/2018/04/CMO-No.-52-Series-of-2017-Policies-Standards-and-Guidelines-for-the-Bachelor-of-Science-in-Occupational-Therapy-Education-BSOT-Program.pdf>
- Constantinidis, T. C., & Matsukura, T. S. (2021). Mental health of occupational therapy students: Scoping review. *Cadernos Brasileiros de Terapia Ocupacional* {Brazilian Journal of Occupational Therapy}, 29, e2139. <https://doi.org/10.1590/2526-8910.ctoar2139>
- Doctor, C. M. M., Pajarillo, A. J. N., & Tibayan, I. C. A. A. (2012). *Soldier stressors and life satisfaction in the Philippine Army*. (Unpublished thesis). https://animorepository.dlsu.edu.ph/etd_bachelors/11159/
- Durocher, E., Gibson, B. E., & Rappolt, S. (2014). Occupational justice: A conceptual review. *Journal of Occupational Science*, 21(4), 418–430. <https://doi.org/10.1080/14427591.2013.775692>
- Dyrbye, L. N., Thomas, M. R., & Shanafelt, T. D. (2005). Medical student distress: causes, consequences, and proposed solutions. *Mayo Clinic Proceedings*, 80(12), 1613–1622. <https://doi.org/10.4065/80.12.1613>
- Eklund, M., Orban, K., Argentzell, E., Bejerholm, U., Tjörnstrand, C., Erlandsson, L.-K., & Håkansson, C. (2017). The linkage between patterns of daily occupations and occupational balance: Applications within occupational science and occupational therapy practice. *Scandinavian Journal of Occupational Therapy*, 24(1), 41–56. <https://doi.org/10.1080/11038128.2016.1224271>
- Gomez, I. N., Dequito, M. A. J., Dimla, C. F., Garcia, E. F. M., Juan, D. T., Panganiban, S. M., Pineda, M. P., & Rosario, A. A. (2023). Occupational balance among undergraduate occupational therapy students of the University of Santo Tomas during the COVID-19 pandemic. *Philippine Journal of Health Allied Sciences*, 7(1). <https://doi.org/10.36413/pjahs.0701.008>
- Grab, J., Green, M., Norris, J., Pilchik, K., & Fisher, G. S. (2021). Exploring occupational therapy student stress: Professor and student perspectives. *Journal of Occupational Therapy Education*, 5(1). <https://doi.org/10.26681/jote.2021.050103>
- Guitard, J., Jarden, A., Jarden, R., & Lajoie, D. (2022). An evaluation of the psychometric properties of the temporal satisfaction with life scale. *Frontiers in Psychology*, 13. <https://doi.org/10.3389/fpsyg.2022.795478>
- Guszkowska, M., & Dąbrowska-Zimakowska, A. (2023). Occupational balance, changes in occupations and psychological well-being of university students during the COVID-19 pandemic. *Scandinavian Journal of Occupational Therapy*, 30(4), 463–474. <https://doi.org/10.1080/11038128.2022.2143892>
- Håkansson, C., Wagman, P., & Hagell, P. (2019). Construct validity of a revised version of the Occupational Balance Questionnaire. *Scandinavian Journal of Occupational Therapy*, 27(6), 441–449. <https://doi.org/10.1080/11038128.2019.1660801>
- Keptner, K. M. (2019). Relationship between occupational performance measures and adjustment in a sample of university students. *Journal of Occupational Science*, 26(1), 6–17. <https://doi.org/10.1080/14427591.2018.1539409>

- Kirsh, B., Martin, L., Hultqvist, J., & Eklund, M. (2019). Occupational therapy interventions in mental health: A literature review in search of evidence. *Occupational Therapy in Mental Health, 35*(2), 109–156. <https://doi.org/10.1080/0164212X.2019.1588832>
- Law, D. W. (2007). Exhaustion in university students and the effect of coursework involvement. *Journal of American College Health, 55*(4), 239–245. <https://doi.org/10.3200/JACH.55.4.239-245>
- Lewis-Kipkulei, P., Dunn, L. S., & Carpenter, A. M. (2021). Implications for occupational therapy student stress, well-being, and coping: A scoping review. *Journal of Occupational Therapy Education, 5*(1). <https://doi.org/10.26681/jote.2021.050102>
- Lexén, A., Liljefors, V., Nilsson, A., Månsson Lexell, E., & Håkansson, C. (2023). University students' experiences of occupational balance in response to the environmental changes caused by the COVID-19 pandemic. *Occupational Therapy in Mental Health, 1*–16. <https://doi.org/10.1080/0164212X.2023.2237190>
- Magsambol, B. (2022, November 2). After over 2-year hiatus, PH public schools return to full face-to-face classes. *Rappler*. <https://www.rappler.com/philippines/after-over-2-year-hiatus-philippine-public-schools-return-full-face-to-face-classes/>
- Manalastas, E. J., & Mondragon, A. V. (2006). Are you happy now? Agreement of self-, father-, and mother-reports on judgments of life satisfaction of Filipino college students. *Philippine Journal of Psychology, 39*(1), 20–41.
- McIntosh, C. N. (2001). Report on the construct validity of the temporal satisfaction with life scale. *Social Indicators Research, 54*(1), 37–56. <https://doi.org/10.1023/A:1007264829700>
- Pavot, W. (2014). Temporal Satisfaction with Life Scale (TSWLS). In A. C. Michalos (Ed.), *Encyclopedia of quality of life and well-being research* (pp. 6609–6611). Springer Netherlands. https://doi.org/10.1007/978-94-007-0753-5_2993
- Pavot, W., Diener, E., & Suh, E. (1998). The Temporal Satisfaction with Life Scale. *Journal of Personality Assessment, 70*(2), 340–354. https://doi.org/10.1207/S15327752JPA7002_11
- Ramos, R., Röschel, A., Crevenna, R., Jordakieva, G., Andrews, M. R., Dür, M., & Stamm, T. (2022). Occupational balance and depressive symptoms during the COVID-19 pandemic. *Journal of Occupational & Environmental Medicine, 64*(8), 694–698. <https://doi.org/10.1097/JOM.0000000000002567>
- Robinson-Bert, K., Rutt, L., Håkansson, C., & Wagman, P. (2021). Occupational balance and quality of life of OT students during the COVID-19 pandemic. *The American Journal of Occupational Therapy, 75*(Supplement_2), 7512505165p1-7512505165p1. <https://doi.org/10.5014/ajot.2021.75S2-RP165>
- Romero-Tébar, A., Rodríguez-Hernández, M., Segura-Fragoso, A., & Cantero-Garlito, P. A. (2021). Analysis of occupational balance and its relation to problematic internet use in university occupational therapy students. *Healthcare, 9*(2), 197. <https://doi.org/10.3390/healthcare9020197>
- Salar, S., Pekçetin, S., Günal, A., & Akel, B. S. (2022). Time-use, occupational balance, and temporal life satisfaction of university students in Turkey during isolation period of COVID-19. *Journal of Occupational Science, 29*(3), 284–294. <https://doi.org/10.1080/14427591.2022.2031260>

- Serrata Malfitano, A. P., Gomes da Mota de Souza, R., & Esquerdo Lopes, R. (2016). Occupational justice and its related concepts. *OTJR: Occupation, Participation and Health*, 36(4), 167–178. <https://doi.org/10.1177/1539449216669133>
- Streegan, C. J. B., & Gomez, I. N. B. (2023). Occupational balance and quality of life among hospital-based occupational therapists during the COVID-19 pandemic. *Asian Journal of Occupational Therapy*, 19(1), 161–168. <https://doi.org/10.11596/asiajot.19.161>
- Tamarit, A., De la Barrera, U., Schoeps, K., Castro-Calvo, J., & Montoya-Castilla, I. (2023). Analyzing the role of resilience and life satisfaction as mediators of the impact of COVID-19 worries on mental health. *Journal of Community Psychology*, 51(1), 234–250. <https://doi.org/10.1002/jcop.22900>
- Toma, D., Županić, M., & Chusova, Y. (2020). A comparison of temporal life satisfaction of nursing students in the Republic of Croatia and the Republic of Bulgaria. *Croatian Nursing Journal*, 4(1), 103–111. <https://doi.org/10.24141/2/4/1/9>
- Wagman, P., Håkansson, C., & Björklund, A. (2012). Occupational balance as used in occupational therapy: A concept analysis. *Scandinavian Journal of Occupational Therapy*, 19(4), 322–327. <https://doi.org/10.3109/11038128.2011.596219>
- Wang, Q., Sun, W., & Wu, H. (2022). Associations between academic burnout, resilience and life satisfaction among medical students: A three-wave longitudinal study. *BMC Medical Education*, 22(1), 248. <https://doi.org/10.1186/s12909-022-03326-6>
- Wilson, L., & Wilcock, A. (2005). Occupational balance: What tips the scales for new students? *British Journal of Occupational Therapy*, 68(7), 319–323. <https://doi.org/10.1177/030802260506800706>
- World Federation of Occupational Therapists. (2022). *Human Resources Project 2022*. <https://wfot.org/resources/occupational-therapy-human-resources-project-2022-numerical>
- Ye, S. (2007). Validation of the Temporal Satisfaction with Life Scale in a sample of Chinese university students. *Social Indicators Research*, 80(3), 617–628. <https://doi.org/10.1007/S11205-006-0010-2>
- Zhao, X., & Xue, W. (2023). From online to offline education in the post-pandemic era: Challenges encountered by international students at British universities. *Frontiers in Psychology*, 13. <https://doi.org/10.3389/fpsyg.2022.1093475>