

Perception of STEAM Teachers on the Influence of Work-Life Balance on Well-being and Teaching Performance

Crystal B. Quintana*

crystalbquintana@yahoo.com

Felixberto M. Mercado

Amelita O. Balagtas

Manuel S. Enverga University Foundation

Abstract Perception on the influence of work-life balance on well-being and teaching performance of higher education institution Science, Technology, Engineering, Agriculture and Mathematics (STEAM) teachers in Region IV-A CALABARZON (CAVITE, LAGUNA, BATANGAS, RIZAL AND QUEZON) was explored in this descriptive research. Work-life benefits available in educational institutions include equal access to promotion, training and sickness leaves. Using weighted mean and frequency, teacher-respondents confirmed that their personal life is sometimes affected by work. Qualitative data gathered through semi-structured interviews identified the perceived impact of work-life balance to the well-being and teaching performance of STEAM teachers which included effects on physical health, job and family satisfaction, psychological well-being, emotional state and relationship with students when teaching, time-management, and burnout tendencies. Results of this study may assist educational institutions to develop, review, and provide written policies on work-life balance of teachers as well as non-teaching personnel.

Keywords: teaching performance, well-being, work-life balance

Introduction

The teaching profession is a time-demanding work that seems to be stressful taking a toll on teacher's personal lives and even his/her health. With this idea, it is imperative that teachers strive for a work-life balance. A teacher will not be able to perform optimally if he is ill, stressed, or unhappy (Belli, 2016). As stated by Jain, Giga, and Cooper (2013), psychological and physical well-being in many occupations are linked to job stress. Job stress and pressure brought about by organizational change can increase an employee's ill-being putting considerable financial burden on educational institutions.

Work-life balance (WLB) has become a popular research area in diverse fields such as human resource management, sociology, education and even gender studies (Kluczyk, 2013). Most of these researches specifically focus on work-life balance policies in companies, WLB and organization policies, WLB and organisation culture, and WLB and work commitment (Lazar, Osoian & Ratiu, 2010). However, aside from researches on teacher's work satisfaction, very few studies investigated on the work-life balance of teachers. Thus, this current research centers on the well-being of the teachers in the tertiary education especially those handling STEAM subjects. STEAM enrollment in the Philippines is currently rising according to CHED and to maintain an upward enrolment, funding for facilities, training and scholarship program should be available for teachers (Legarda, 2017). As teaching competence also depends on the well-being of teachers, this research highlights the teacher's work-life balance issues and how their teaching performance is affected by their well-being or ill-being.

Work-life Balance and the Teaching Profession

Work-life balance (WLB) is a very important issue in an educational institution. It goes beyond prioritizing one's

personal life and work. Great teachers may love what they do as they show immense dedication and passion in teaching but they are still human beings who need to find their way towards work-life balance for the longevity of their career.

With the fast-paced transformation of the Philippine education system, a great deal of burden lies on training of teachers in preparation for the enhanced basic education curriculum. Today, teachers are required to exert more effort to address these concerns leaving their personal life compromised. Educational institutions must create a community that fosters work-life programs that would address even home issues that can detract teachers from work. Bryan (2015) further implies that individuals who achieve greater balance between dual roles as employees and family members have healthy well-being and are more effective workers.

Well-being and Teaching Performance

Peng and Ilies (2011) explained that employee health and well-being can be achieved by understanding the work-family integration. Apparently, societal changes, dual career households, and increased family obligations are some issues that affect work-family balance. Thus, greater integration between work and family roles should be balanced so that role ambiguity can be avoided and well-being is achieved.

When work and family roles encounter event or situation that is perceived threatening, demanding or challenging, stress which is the adversary of well-being occurs (Lazar, Osoian & Ratiu, 2010). Stress is a phenomenon that has psychological and physiological effects. Job stress can also lead to organizational problems such as low productivity, increased absenteeism and turnover as well as employee problems, such as alcohol and drug abuse and ill-being (Bell, Rajendran, & Theiler, 2012).

Teacher effectiveness is the ability of the teacher to improve student learning as measured by student achievement,

class observation, principal evaluation, analysis of classroom artefacts, portfolios, self-report of practice and student evaluation. Though teachers are not exclusively responsible for students' learning, teachers have the greatest effect on the teaching-learning situation (Little, Goe, & Bell, 2009). Workers who cannot find balance in their work and family are less committed and may also suffer from burnout and may perform less; employers must consider work system designs that promote motivation, happiness, and productivity among employees (Melo, 2015). According to Cascio (2010), employees including professors who are dissatisfied with their jobs tend to come late for work consequently quitting their jobs. They have poor job attitudes that lead to lower productivity and organizational performance.

Hence, the present study has a potential effect in the field of education specifically on the development of human resource management in the CALABARZON region. Work-life balance is an important factor in achieving work-life satisfaction of the teachers. Furthermore, it is a very significant issue to address if maximum performance is required from them. A closer look at the satisfaction of teachers in the work-life situation was done along with the identification of its influence on the effectiveness of the teachers' performance and well-being. Likewise, the study provides the impetus to adapt, update, develop, or enhance the work-life programs that will eventually improve the work-life situation of professors towards a more effective teaching performance.

Purposes of the Research

The study sought to identify the perception of STEAM teachers in Higher Education Institutions (HEIs) in CALABARZON on the influence of work-life balance on the well-being and teaching performance.

Specifically, it sought to answer the following questions:

1. What are the work-life balance practices of STEAM teachers?
2. What is the extent of work-life balance of the STEAM teachers in HEIs in CALABARZON in terms of:
 - a. Work interference with personal life (WIPL); and
 - b. Personal life interference with work (PLIW)?
3. What is the perceived influence of the work-life balance on the well-being and teaching performance of STEAM teachers?

Methodology

Research Design

The current study used descriptive research applying several methodological approaches (quantitative and qualitative). Specifically, the research followed concurrent triangulation design wherein quantitative and qualitative data cross-validated, confirmed, or corroborated the survey findings (Research Rundowns, 2009). The survey identified the work-life balance practices and the extent of work-life balance of the respondents in their respective educational institutions. Interview highlighted the influence of work-life balance on the well-being and teaching performance of STEAM teachers.

Participants and Sampling of the Study

A purposive non probability sampling (convenience sampling) was utilized and stratified according to schools, teaching discipline and availability to participate. A total of 161 tertiary education STEAM teachers from five autonomous universities, four state universities and one institution granted center of development in IT from Region IV-A CALABARZON

participated in this research. Respondents were mostly 26-35 years old, married, full time and holder of MS or MA and working 31 hours or more per week.

Instruments

The survey on work-life balance practices, with 23 items based on relevant literature and studies, used a five-point Likert scale to identify if benefits are: *available and used, available and not used, not available but needed, not available and not needed* and if respondents are *unaware* (See Appendix A). A work-life balance questionnaire adopted under written permission from Rose (2010), used as part of an online survey for teachers, was utilized in this study to identify the extent of their work-life balance categorized under two main constructs: Work interference with personal life (WIPL) and Personal life interference with work (PLIW) (See Appendix B). This is a 12-item test wherein respondents were asked to indicate the frequency of their experience using the five-point time related scale. Qualitative data were also gathered using semi-structured interview questions to investigate the influence of work-life balance on the well-being and teaching performance of STEAM teachers (See Appendix C). A pilot test for the survey questionnaire was administered to 33 teachers who were not part of the research samples. Reliability analysis resulted in a .78 Chronbach Alpha for the research instrument, found to be reliable.

Data Collection

Prior to the administration of the survey questionnaire, considerable preparations were made including the request for approval of the universities/colleges that were chosen as locale for the study. The survey was distributed to the respondents who were chosen based on their teaching specialization and on their willingness to answer the questionnaire. In order to corroborate the result of the survey, an interview was done with

10 respondents-- one from each institution. After the informed consent form was signed by the respondents, the interview and audio recording were carried out the same day the survey was gathered from them. One-on-one audio recorded interview, which lasted about 15 minutes, was done in the faculty room/or office of the participants.

Data Analysis

The researchers collected qualitative and quantitative data to address the identified questions. Researchers used frequency and percentage to identify the work-life balance practices of the STEAM teachers and weighted mean to examine the extent of work-life balance of the respondents. Empirical data that were generated from the survey were corroborated by the data from the interview and cross-referenced with the review of available literature on the topic being investigated. Researchers transcribed, coded, and interpreted data collected from the interview using interpretive phenomenological analysis.

Results and Discussion

This section presents the data gathered from the survey and the interview. Here, work-life balance practices are investigated and work-life conflicts and its influence to teaching performance and well-being were highlighted. Inferences and insights were drawn along with cited relevant literatures in the discussion and interpretation of data.

Work-life Balance Policies/Practices

Table 1 reveals the respondents' high regard to "*equal access to promotion, training and development which is available and used*" with 4.27 Average Weighted Mean (AWM). However, it can be noted that *sickness leave* benefit is available but not used with 4.18 AWM. It can also be noted that, 39% of the 23

provisions were not available but were perceived needed by the respondents.

Table 1. Work-Life Balance Policies/Practices

Work-life Balance Policies/Practices	Sci	Tech	Engg	Agri	Math	Ave Mean
1 Equal access to promotion, training and development	4.36	4.14	4.15	4.44	4.24	4.27
2 Sickness leave	3.90	4.08	4.09	4.39	4.42	4.18
3 Telephone for personal use	4.00	4.54	3.79	4.11	4.06	4.10
4 Compressed working hours	4.38	3.89	3.85	4.17	3.85	4.03
5 Paid maternity/ paternity leave	3.79	3.68	4.00	4.28	4.21	3.99
6 Sabbatical/Study/Training leave	3.95	3.89	3.76	4.33	3.82	3.95
7 Health programs	3.67	3.95	3.38	4.39	3.70	3.82
8 Opportunity for emergency leave if care arrangements for children or other dependents break down	3.54	3.57	3.47	4.33	3.73	3.73
9 Bereavement leave	3.31	3.49	3.09	4.39	3.48	3.55
10 Flexi-time e.g. part-time work, night/day shifts	3.64	3.49	3.50	3.44	3.64	3.54
11 Birthday leave	3.41	3.35	3.18	4.44	3.27	3.53
12 Counselling services for employees/ teachers	3.18	3.84	3.12	4.00	3.39	3.51
13 Career breaks	3.10	3.46	3.09	4.06	3.55	3.45
14 Part-time work e.g. working fewer hours than full-time worker	3.82	3.27	3.44	3.17	3.21	3.38
15 Telecommuting	3.44	3.32	3.18	3.22	3.12	3.26
16 Parenting or family support program	3.18	3.43	2.97	3.00	3.15	3.15
17 Safety at work during pregnancy	3.15	3.30	2.79	3.33	3.15	3.14
18 Parental Leave (care for sick parent)	2.77	2.97	3.18	3.11	2.97	3.00
19 Cultural/religious leave	2.92	3.11	3.00	3.00	2.67	2.94
20 On-site-child-care center	2.28	3.05	2.76	3.44	2.85	2.88
21 Elderly care	2.59	2.95	2.79	2.56	2.85	2.75
22 Lactation breaks	2.54	2.81	2.82	2.39	2.52	2.62
23 Child care arrangements	2.41	2.97	2.50	2.44	2.27	2.52

4.21-5.00 (Available and used), 3.41-4.20 (Available but not used), 2.61-3.40 (Not available but needed), 1.81-2.60 (Not available and not needed), 1.00-1.80 (Unaware)

At a glance, most of the provisions were available but not used. As stated by Participant 6 (P6), work load affects their

advantage to use the available benefits. He said, “...*sa wellness ay hindi ko po sya nagagamit kasi gawa po ng workload*” [in terms of wellness, I was not able to use it due to workload].

There were also other benefits that the teachers availed of according to the participants. P1 mentioned “... *scholarship... naka-gain akong scholarship. Then, ah, sa amin kasi yung balance dito ay sa job promotion...medyo nakaka-relieve ng stress na mapo-promote ka.*” [scholarship...I gained scholarship. Then here in our school, the balance here is in the promotion. Promotion relieves stress knowing that one is promoted]

The results propose the need for the schools to evaluate the work-life balance policies and to introduce work-life balance or family responsible practices to consequently bring about benefits such as talent retention and increased employee engagement (Benito-Osorio, Muñoz-Aguado & Villar, 2014). Moreover, ACE’s *An Agenda for Excellence: Creating Flexibility in Tenure-Track Faculty Careers* (Bryan, 2015) mentioned that institutional leaders must create hospitable environments that welcome diverse faculty and develop policies and programs that encourage flexible career paths while addressing work-life issues, help avoid stagnation and burnout, and maintain excellence in teaching and innovative research.

The availability of work-family friendly policies, according to Amah (2010), results to the decrease in the level of work-family conflict. This availability of work-family policies encourages favorable organizational culture and sufficient conditions for effectively managing family-work conflict. “Family-friendliness” and work-life balance should be a win-win relationship in a way that company profits at the same time as the employees enjoy the benefits. Furthermore, Benito-Osorio, Muñoz-Aguado and Villar (2014) claim that when employees find the impossibility of meeting the demands of balancing work and life, organizations suffer the consequences of employees’ diminished productivity, motivation and commitment.

Extent of Work-life Balance: Work interference with personal life (WIPL) and Personal life interference with work (PLIW)

Table 2 discloses the extent of work-life balance in terms of work interference with personal life. As can be seen, the respondents were often too tired to do some things they like to do after work with an average weighted mean (AWM) of 2.57. This exhaustion from work reflects the reality that job often hinders the respondents from participating in personal activities. Based on Table 2, their job or career keeps them from spending the amount of time they would like to spend with their family (AWM=3.11). It also reveals that other kinds of interference are sometimes experienced by the respondents, underscoring the fact that work has the tendency to interfere with family life of the STEAM teachers promoting work-life balance conflicts.

Table 2. Extent of Work-Life Balance in Terms of Work Interference with Personal Life

Work Interference with Personal Life	Sci	Tech	Engg	Agri	Math	Ave Mean
1 My family/friends dislike/s how often I am preoccupied with my work while I am at home.	3.46	3.14	3.03	3.50	3.09	3.24
2 My job or careers keeps me from spending the amount of time I would like to spend with my family.	3.26	2.97	3.12	3.33	2.88	3.11
3 My job or career interferes with my responsibilities at home, such as yard work, cooking, cleaning, repairs, shopping, paying the bills, or child care.	3.33	2.76	3.06	3.56	2.79	3.10
4 My work takes up time that I'd like to spend with family/friends.	3.08	3.00	2.91	3.22	2.67	2.98
5 On the job, I have so much work to do that it takes away from personal interests.	2.9	2.51	2.47	3.00	2.52	2.68
6 After work, I come home too tired to do some of the things I'd like to do.	2.46	2.41	2.65	2.89	2.45	2.57

4.21-5.00 (Never), 3.41-4.20 (Seldom), 2.61-3.40 (Sometimes), 1.81-2.60 (Often), 1.00-1.80 (Very often)

Furthermore, Technology, Engineering, and Mathematics teachers revealed that having so much to do in work interfere with their personal interests. It can be gleaned that teachers are loaded with work and work-related assignments that they can no longer engage in their hobbies or spend quality time with their family.

This is supported by the responses of the teachers from the interview that include:

“actually sometimes, kapag medyo may pressure sa school, syempre naapektuhan yung mga family life.” [Actually sometimes, if there is pressure in school, family life is affected.] (Participant 1)

Low work-life balance can result to employee burnout, job stress, poor psychological and physiological health, substance abuse, and diminished family functioning. With the high work-life conflict, workers have reduced job satisfaction, low organizational commitment, and low productivity and performance (Bell, Rajendran & Theiler, 2012). Haddon and Hede’s (2009) research is consistent with this result as 60% of their participants agreed that their work keeps them from activities at home and they are often too frazzled to participate in activities at home. Teachers often provide magnitude to their work life as compared to family life resulting to compromised family affairs.

Table 3 shows the extent of work-life balance in terms of personal life interference with work. As revealed, there was a low perception on how family life affects the work life of the respondents. With 3.49 AWM, *being too tired at work because of the things they have to do at home* received the lowest response indicating that the respondents’ work is seldom affected by family life. Science teachers also perceived that their personal life never takes up time that they would like to spend at work, with the highest weighted mean of 4.41.

Table 3. Extent of Work-Life Balance in Terms of Personal Life Interference with Work

Personal Life Interference with Work	Sci	Tech	Engg	Agri	Math	Ave Mean
1 My superiors and peers dislike how often I am preoccupied with my personal life while at work.	4.36	3.78	4.06	4.33	3.97	4.10
2 My home life keeps me from spending the amount of time I would like to spend on job- or career-related activities.	4.28	3.41	4.00	4.28	3.67	3.93
3 My personal life takes up time that I'd like to spend at work.	4.41	3.65	3.68	4.17	3.76	3.93
4 My home life interfered with my responsibilities at work, such as getting to work on time, accomplishing daily tasks, or working overtime.	4.13	3.54	3.79	4.00	3.82	3.86
5 My personal demands are so great that it takes away from my work.	4.03	3.59	3.59	3.94	3.61	3.75
6 I'm too tired at work because of the things I have to do at home.	3.62	3.14	3.71	3.61	3.39	3.49

4.21-5.00 (Never), 3.41-4.20 (Seldom), 2.61-3.40 (Sometimes), 1.81-2.60 (Often), 1.00-1.80 (Very often)

Meanwhile, “*superiors and peers disliking how often they are preoccupied with their personal life while at work*” received the highest weighted mean. This result implies that the respondents across discipline perceived that they have positive relations with their superiors in terms of balancing personal life and work. This statement is the least to become the reason for personal life interference with work. It can be noted that the high average means for all the statements revealed in general, that the respondents’ personal life does not often interfere with their work. As Participant 8 suggests:

“*...maraming pagkakataon nagsasakripisyo ng oras ay yung family mo at saka yung personal life.*” [In many instances, family time and personal life are sacrificed.]

On the contrary, one participant claimed that it is important to avoid such time conflict, thus:

“Kasi ang principle ko, ang trabahong para school ay sa school lang. Hindi ko dinadala sa bahay. Yung para sa bahay, sa bahay lang...” [My principle is that work in school stays in school. I do not bring it at home. And work at home stays at home...].

Note that the respondents give high regard for their careers making sure that family life does not interfere with it. Personal demands, home life, and home responsibilities were not regarded as obstruction to the STEAM teachers' job performance. Furthermore, participants give importance to work-life satisfaction resulting from successfully meeting the demands of work and personal life. Gregory and Milner (2009) state that there are three general categories where work–life balance priorities are considered to fall: working time arrangements; parental leave entitlements; and childcare. Increased organizational commitment and job satisfaction may be achieved when these needs are met through organizational work–life programmes. Furthermore, Sundaresan (2014) claims that working women need to exert enormous pressure as they need to cope with virtually two full time jobs – one at the office and the other at home as they face greater challenges in the family and workplace.

Influence of Work-life Balance on the Well-being of STEAM Teachers

The general well-being of the respondents was identified to corroborate the results of the influence of work-life balance on the well-being of the respondents using the Psychological General Well-Being Index (PGWBI) of Dupuy (2002). Interestingly, the PGWBI result (Appendix B) shows that the

STEAM teachers consistently have the highest score on *self-control*. Overall, the global score of the STEAM teachers indicates the need to improve their general well-being.

While the STEAM teachers are experiencing moderate stress, participants reveal that stress can be a result of the imbalance between work and family life. Respondents reveal that stress can be sourced from teaching preparations and dealing with peers:

“you’d fall to the rigors of the job, yung preparations, yung stress with siguro co-workers ... Basta, I try to avoid as much stress as much as possible...” (Participant 2)

Other respondents claim that medical issues can elevate from being stressed at work:

“Ah siyempre, pag ikaw ay stressed, mararamdaman mo baka magkasakit ka di ba? Gawa ng pressure halimbawa, lagi kang stress, mataas parati ang iyong blood pressure.”[Of course, if you are stressed, you will have...you might get sick, don’t you? Because of pressure, for example, you will always be stressed. You will have high blood pressure.] (Participant 1)

“Di ba pag stress ka, yung buong... physically, emotionally, at saka yung psychologically may effect talaga yun...meron pa ring connect yung tatlong yon...it’s a matter of balancing talaga.” [If you are stressed physically, emotionally, and psychologically, there really is an effect...there is a connection among these three. It really is a matter of balancing.] (Participant 10)

Furthermore, a respondent mentions that stress can cause troubled family relationships, time mismanagement, and stress due to financial issues:

“Oo naman, kasi yung pagod dito, yung stress dito pag dating ng bahay, dala-dala mo pa rin. Pero pag sobrang stress mo, pagdating mo sa bahay parang iniisip mo na lang ay matulog o magpapahinga, eh pano kung meron kang anak, meron ka asawa na wala ring trabaho na pagsinita ka ay parang ang init ng ulo mo. [Yes, of course. You usually bring home the stress and fatigue from work. When I am not yet tired, I can still cook when I come home. But if you feel so stressed, sometimes, you just want to sleep or rest. How about if you have children or wife who stays at home who will nag you and eventually will piss you off. (Participant 4)

Efficient management of quantity and quality time was given importance by one participant in order not to compromise family time due to work schedule and vice versa.

“Tawag ko dun yung quality time at yung quantity time. Kalimitan ang una mong masasakripsisyo ay yung family mo. If work demands it, pinakamadaling i-reason out natin ay yung...because we always think na maiintindihan nila. [I call it quality and quantity time. Usually, you sacrifice your family time. Even in your experience, if work demands it, family usually gives way with the perception that the family always understands.] (Participant 8)

Conclusively, the identified stressors can be classified as detrimental to physical health, job and family satisfaction, time management, and psychological well-being. As stated, stress can be a result of the imbalance between work and

family life. The participants also mentioned that stress brought about by work-life conflict can cause sickness, troubled family relationships, distressed peer and student relationships, and physical, emotional and psychological stress (Sundaresan, 2014). Moreover, the participants confirm that the lack of balance in work and life can also result to anxiety due to lack of time to support children, too much work preparations, financial issues, and mismanagement of quality time (Gregory & Milner, 2009). Participants even claim that these stresses are really experienced by teachers, which consequently affect work (Punia & Kamboj, 2013).

Likewise, the participants believed that when balance is achieved, contentment and satisfaction may also be achieved. Coping strategies are also highlighted to be very substantial cause of having work-life balance. Kumari and Selvi's (2015) findings posit that work-life balance and employee well-being have impact on employee commitment, absenteeism, turnover, productivity, and overall performance. It was revealed in their study that demands and pressure from work and family domains have adverse impact on family satisfaction.

As well-being is associated with happiness, satisfaction, vitality, optimism, passion, and self-actualisation (Seligman as cited in Kluczyk, 2013), absence of negative effects and achievement of individuals' full potential can be experienced if well-being is achieved. Thus, work-life balance programs that focus on practices maximizing resources for the growth and development of the employees must be available (Kim, 2013). While the impact of work-life balance to the well-being of the STEAM teachers are discovered, the well-being of the respondents articulates that they are generally experiencing moderate stress.

Influence of work-life balance on teaching performance of STEAM teachers

In order for an employee to continue to be productive in the company, the administrators must provide improvement on their work life balance incentives. As a consequence, the employee will be more effective and efficient in the delivery of services. Work life balance is an important factor that brings about employee performance (Obiageli et al., 2015). Employees can control their working environment in order to suffer less stress-related ill-health. Organizations can implement various work-life balance initiatives that may assist employees to better balance their work and family responsibilities, gain improvements in well-being, and provide organizational benefits.

As resulted from the interviews, participants revealed that emotional concerns while doing the job and unhealthy relationship with students and colleagues are impacts of well-being to their teaching performance:

“...may impact yan sa estudyante, kasi sa pagtuturo... mapapansin mo lang na malungkot ako pero nagtuturo ako, ...magtataas ka ng boses... may pagkakataon na magagalitka.” [There really is an impact on your students and on your teaching performance. You will just notice that you are unhappy... you will raise your voice or get angry easily.] (Participant 1)

As stated by the respondents, stress can result from preparation for teaching assignments and other work-related activities. Effective teaching performance can also be affected by too much work load. As participants reveal:

“Seven preparations... Tapos ako din po ang pinadalangin i-assign na (mentions the position)...”

tapos may contest pa rinpo kami. Siguro medyo sa oras na ito nakakastress po sya” [At this time? Now that I have seven preparations, then they assigned me as (mentions the position)...then there is a contest in. Maybe this time is really stressful.] (Participant 4)

“In a way po meron, ah. Depende po sa... situation. Magiging effective na teacher ka efficient and effective kung balanced yung work load at personal life.” [In a way, there is. But it depends on the situation. We can be effective and efficient teachers if we can balance work load and personal life.](Participant 6)

Another participant stated that lack of patience, burnout, ineffectiveness in teaching performance, and difficulty in focusing on work are the negative impacts of work-life imbalance to teaching performance.

“Malaki kasi, like for example...mabu-burnout ka kasi talaga pag wala ka work-life balance eh. So if your burnout, baka hindi ka rin talaga maka perform sa klase mo. So kailangan...may time management.” [It has great effect, for example, we feel burnout if we do not have work-life balance. And we cannot perform in class well. So we need... time management.] (Participant 9)

Positively, a teacher who is assisted in handling work-life conflicts can experience enjoyment in teaching, appreciation of the teaching life, and proper time management. This result matches the statement that workers who cannot find balance in their work and family are less committed and may also suffer from burnout and perform less. Thus, employers must consider work system designs that promote motivation, happiness, and productivity among employees (Melo, 2015). Employees, including professors who are dissatisfied with their jobs, tend

to come late for work or quit more often. They have poor job attitudes that lead to lower productivity and organizational performance (Cascio, 2010). Moreover, Burdzińska and Rutkowska (2015) posit that work-life conflict can also lead to lower loyalty to the organization and reduced job satisfaction and reduced feelings of well-being.

In order for an employee to continue to be productive in the company, the administrators must provide improvement in their work life balance incentives. As a consequence, the employee will be more effective and efficient in the delivery of services. Work life balance is an important factor that brings about employee performance (Obiageli et al., 2015). Employees can control their working environment in order to suffer less stress-related ill-health. Organizations can implement various work-life balance initiatives that may assist employees to better balance their work and family responsibilities, gain improvements in well-being, and provide organizational benefits.

In contrast to the aforementioned studies, Nart and Batur (2013) found that work-family conflict and job stress have effects on organizational commitment of primary level teachers but have no effect on their job performance. This might be because teachers are personally committed to educate future generations without getting affected by many negative events and their dedication towards the professionalism (Nart & Batur, 2013).

Conclusion and Recommendations

The study identified the influence of work-life balance on the well-being and teaching performance of STEAM Teachers in HEI's in CALABARZON. Specifically, it aimed to achieve the following objectives: to survey the work-life balance practices of STEAM teachers; to find the extent of work-life balance

of the STEAM teachers in terms of work interference with personal life (WIPL), and personal life interference with work (PLIW); and to highlight the perceived influence of the work-life balance on the well-being and teaching performance of STEAM teachers.

STEAM teachers disclosed that they lack opportunity to avail of the work-life balance benefits provided for them. The work-life balance practice commonly available and used by the STEAM teachers is the equal access to promotion, training and development while sickness leave is commonly available but not used by STEAM teachers. Personal life of the STEAM teachers is sometimes affected by their work as they often come home too tired to do things they would like to do. They also revealed that their work is seldom affected by their personal life.

The well-being of the STEAM teachers is influenced by the work-life balance as it affects their physical health, job and family satisfaction and psychological well-being. Specifically, STEAM teachers may be physically, emotionally and psychologically stressed due to work preparations, troubled family relationships, time mismanagement, financial issues, difficulty in dealing with students, and compromised time with children. Respondents emphasized that coping strategies and learning to control emotion should be learned to avoid drastic results of stress. STEAM teachers are moderately distressed which means their work-life balance must be improved.

In terms of teaching performance, work-life balance has an effect on the STEAM teachers' emotional state and relationship with students when teaching, their willingness to accept other work-related assignments, their enjoyment and appreciation towards teaching profession, efficiency and effectiveness in work, time-management, and burnout tendencies.

Apparently though, educational institutions create work-life balance infrastructures and work-life balance framework focusing on the assessment of work-life balance policies and improvement of physical health, job and family satisfaction, well-being, time management, and stress management which could help in building a family-friendly culture in educational institutions. General Well-Being Assessment may also be part of the human resource department program to ensure that best assistance is given to those teachers who need support.

Though the study was able to generate the general perceptions of STEAM teachers on the influence of work-life balance on well-being and teaching performance, the study failed to identify the impact of work-life balance on the well-being and teaching performance of teachers. Replication of this study using quantitative and qualitative method is further recommended. As this study falls short of using in-depth interviews to study coping mechanism styles of teachers toward work-life conflicts, case study analysis may be done by future researchers. Future researchers may also conduct comparative analysis of work-life balance culture in different colleges and universities to strengthen work-life balance programs (Rife & Hall, 2015).

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Appendix A

For the section below, please tick (/) under the sub-heading that best suits your response to the statements below that express the availability and use of the work-life balance related benefits in your institution.

	Work-life Balance Policies/ Practices	Available + used	Available +not used	Not available + but needed	Not available +not needed	Unaware
1	Flexi –Time e.g. part-time work, night/day shifts					
2	Compressed working hours e.g. working approx 40 hours in fewer than 5 days					
3	Telecommuting – e.g. having the flexibility to work from home using a computer					
4	Part-time work e.g. working fewer hours than full-time worker					
5	On-site-child-care center e.g. child-care available at the location of the company					
6	Paid maternity/ paternity leave					
7	Sickness leave					
8	Elder care e.g. the company provides financial support for elder care					
9	Parental Leave (care for sick parent)					
10	Lactation breaks (time off to express milk or breastfeed babies if needed)					
11	Child Care Arrangements e.g. when the company offers assistance in locating a child-care when needed					
12	Sabbatical/ Study/training leave (allows teachers to take time off for study or training)					
13	Opportunity for emergency leave if care arrangements for children or other dependants break down					
14	Career breaks (e.g. allows teachers to take time off to care for and support a sick family or household member)					

15	Birthday leave					
16	Bereavement leave (e.g. allows teachers to take a minimum leave of 2 days after the death of a family or household member)					
17	Cultural/religious leave (allows teachers to take time off for cultural/religious reasons; public holidays excluded)					
18	Safety at work during pregnancy (e.g. changing the work of a pregnant teacher to avoid long periods of standing or lifting heavy objects)					
19	Telephone for personal use (e.g. allowing teachers to contact family members if needed)					
20	Counselling services for employees/teachers					
21	Health programs (e.g. Quit Smoking programs, fluvaccinations on site, Dietary Advice programs, Exercise facilities)					
22	Parenting or family support program (the institution provides a formal educational program on parenting)					
23	Equal access to promotion, training and development					

Appendix B**Work-Life Balance Questionnaire (adopted from Rose, 2010)**

Please indicate the frequency with which you manifest each of the statements by putting a check (/) mark on the column corresponding to your answer, using the guide below.

Statements		Never	Seldom	Sometimes	Often	Very Often
		5	4	3	2	1
1	After work, I come home too tired to do some of the things I'd like to do.					
2	On the job, I have so much work to do that it takes away from personal interests.					
3	My family/ friends dislike/s how often I am preoccupied with my work while I am at home.					
4	My work takes up time that I'd like to spend with family/ friends.					
5	My job or career interferes with my responsibilities at home, such as yard work, cooking, cleaning, repairs, shopping, paying the bills, or child care.					
6	My job or careers keeps me from spending the amount of time I would like to spend with my family.					
7	I'm too tired at work because of the things I have to do at home.					
8	My personal demands are so great that it takes away from my work.					

9	My superiors and peers dislike how often I am preoccupied with my personal life while at work.					
10	My personal life takes up time that I'd like to spend at work.					
11	My home life interfered with my responsibilities at work, such as getting to work on time, accomplishing daily tasks, or working overtime.					
12.	My home life keeps me from spending the amount of time I would like to spend on job- or career-related activities.					

Appendix C

Interview Guide:

Are you familiar with work-life balance or work life- benefits?

What work-life benefits/programs are available in your school?

Do you think there is anything that your company should provide you with regards to work-life balance?

Do you have any experience of conflict between your personal life and work?

Five as the highest, how do you assess your teaching performance?

Can you share experiences you have with regards to how work-life balance affect your teaching performance?

Can you share experiences you have with regards to how work-life balance affect your well-being?

Appendix D

General Well-Being of STEAM Teachers

General Well-Being	Final Score				
	Sci	Tech	Engg	Agri	Math
Anxiety	66	59	72	66	65
Depressed Mood	79	65	78	74	75
Positive Well-Being	70	64	70	69	70
Self-Control	81	71	79	77	78
General Health	68	61	65	69	64
Vitality	69	63	65	66	67
Global Well- Being Score	71	63	71	70	69

Legend:

73-110 *Positive Well-Being*

61-72 *Moderate Distress*

0-60 *Severe Distress*