

Perception of STEAM Teachers on the Influence of Work-life Conflicts on Well-Being and Teaching Performance

Dr. Crystal B. Quintana

Associate Professor/Registrar, Manuel S. Enverga University Foundation-Candelaria, Inc.

ABSTRACT

The influence of work-life conflicts to the wellbeing and teaching performance of teachers were explored in this descriptive research. Specifically, it identified the work-life conflict experienced by STEAM teachers in terms of time, strain and behavior. Using descriptive survey method, structured questionnaire was utilized to measure the stress experienced by the 161 teacher-respondents. Qualitative data were also gathered through semi-structured interviews from the purposively selected STEAM teachers. Results indicated that respondents experience time-based and strain-based conflicts. Having to do school work at home to meet what is expected of them and having insufficient opportunity to rest and prepare are the causes of their stress. Moreover, a number of themes emerged regarding the influence of work-life conflicts to 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 should 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, work-life conflicts, work-life balance, well-being