

Work-Life Balance of Teachers in Private Schools: A Qualitative-Phenomenological Study

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Abstract

Teaching in a private school involves demanding jobs that, even beyond classroom time, teachers are exerting efforts that affect their personal lives. This qualitative phenomenological study was conducted to unfold the lived experiences of private school teachers in terms of work-life balance in General Santos City, Philippines. There were six (6) full-time classroom teachers who served as participants in the study, coming from six private schools with high student populations. The data coming from the participants were analyzed through thematic analysis. Findings showed that teachers' negative work-life balance is shaped by unfriendly class schedules, added workloads, lack of qualified teachers, and abrupt schedules of activities with positive connotations on favorable rest days, as well as considerate immediate heads. These conditions commonly resulted in decreased productivity, high levels of stress, and high rates of absenteeism, taking into consideration that good heads result in loyal employees. Despite these challenges, teachers employed various coping mechanisms such as intrinsic motivation, job commitment, family support, better salary and benefits, and good relationships with workmates. The study highlights that management should enhance the work-life balance of teachers through fair treatment of employees, workforce planning, giving incentives and recognition, proper job assignment and scheduling, and lessening employee turnover by having institutional planning in promoting teacher well-being and organizational sustainability.

Keywords

Work-life balance, teachers, private schools, lived experiences, instructional leadership.