



# **Quality of Work Life and Psychological Well-Being of Public Elementary Teachers in Panabo City Division**

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## **ABSTRACT**

Teachers' psychological well-being is achievable when they experience a high quality of work life. It has been asserted that the quality of work life impacts teachers' psychological well-being, although this relationship had not been specifically examined in the local context. This study explored the extent of the quality of work life and psychological well-being among public elementary teachers in the Panabo City Division. Additionally, it investigated the association between these variables. Using probability sampling, 200 public elementary school teachers were selected as respondents. Employing a descriptive-correlational survey method, the data collected were analyzed using Mean and Product-Moment correlation. The results indicated a moderately high quality of work life and a high level of psychological well-being. Moreover, a significant relationship between the two variables was found. Based on these findings, it is recommended that higher officials in the Department of Education identify ways to support teachers in achieving robust psychological well-being, emphasizing the importance of quality of work life. It is evident that the entire school community must collaborate to enhance the quality of work life.

Keywords: Quality of work life, psychological well-being, descriptive correlation, Panabo City Division, Philippines

## **1. Introduction**

Understanding teachers' psychological well-being is crucial for safeguarding their mental health and fostering both professional and personal development. Research on the levels of well-being among teachers and the factors influencing it is deemed essential for enhancing the school environment and implementing interventions to improve the quality of education. Psychological well-being involves an individual's assessment of their ongoing happiness and satisfaction with their physical and mental health, and it is linked to various psychosocial factors, including life and work satisfaction. Conversely, poor psychological well-being among teachers is associated with dissatisfaction and work-related stress.

Excessive stress can have detrimental effects on an individual's body, mind, and psychological state (Panigrahi, 2017). Teachers in many countries experience high levels of work-related stress, and it is reported that approximately 30 percent of teachers leave the profession due to this stress (Lasebikan, 2016). The high stress levels and the inability to manage this stress adversely affect teachers' well-being (Vesely et al., 2014). Clearly, teachers face psychological challenges that impact their profession, which is recognized as emotionally demanding (Smiley, 2020).

Today's global competitive environment places workers under significant stress, affecting their Psychological Well-Being (PWB). Public school teachers are not immune to this stress. They often feel burned out, unhappy, uninspired, or dissatisfied due to factors such as high teacher-student ratios, inadequate physical school conditions, and low salaries (Maraşlı, 2005). In Turkey, 66.9 percent of teachers suffer from burnout syndrome; 37 percent experience irritability and stress; 18.6 percent feel worthless; and 31.9 percent face violence from parents or students. Other studies corroborate that teachers experience burnout at various levels and reveal that teachers are more prone to burnout than workers in other professions (Ilgan et al., 2015).

In the Philippines, teaching is widely regarded as one of the most stressful professions, significantly impacting the psychological well-being of educators. Public school teachers are burdened with extensive paperwork and heavy workloads. Former DepEd Secretary Leonor Briones highlighted that it's not just teachers who face this burden; the entire government service is overwhelmed and under immense pressure (Terrazola, 2018). This underscores the overwhelming workload experienced by public school teachers, who are tasked with various work-related duties such as generating reports, preparing instructional materials, fulfilling school assignments, and managing other related tasks on top of their typical six-hour teaching load each day. This workload contributes to a decline in teacher performance, falling short of the desired Proficiency Level. Consequently, the primary task of teaching is often sidelined amidst the multitude of additional responsibilities and roles teachers are required to fulfill (David et al., 2019).

In Panabo City, the researcher noted a correlation between teachers' heavy workloads and their psychological well-being. Teachers expressed a sentiment that their compensation does not adequately reflect the burdens they face in their profession. Factors such as overcrowded classrooms, subpar working conditions, inadequate facilities and teaching materials, and limited opportunities for career advancement have all contributed to the erosion of teachers' psychological well-being. These conditions foster a daily atmosphere of anxiety, tension, and worry among educators.

However, these observations lacked formal empirical backing. No comprehensive studies had been conducted in Panabo City to examine the relationship between psychological well-being and the quality of teachers' work life. This deficiency spurred the researcher to delve into the state of teachers' work life quality and psychological well-being. Furthermore, the researcher aimed to investigate the interplay between these two variables. It is hoped that this endeavor will yield insights into enhancing both the quality of teachers' work life and their psychological well-being, which can be valuable for educational institutions seeking to support teachers in achieving positive mental health outcomes.

This study drew on various concepts and theories to underpin the variables examined. Primarily, it was grounded in Ryff's model (Ryff, 1989), which presents a psychological well-being paradigm emphasizing humanistic ideals (Keyes et al., 2002). This model focuses on flourishing and understanding the diverse paths to individual, organizational, and societal well-being (Lambert et al., 2018). Six dimensions are central to this model: autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, and self-acceptance. Additionally, as noted by Collie et al. (2012), school culture is identified as one of the contextual factors influencing psychological well-being.

Another theory informing this study is Bandura's Social Cognitive Theory (SCT) (1977), which elucidates how individual experiences, the behaviors of others, and environmental factors shape individual health behaviors. SCT highlights the role of social support in fostering expectations, self-efficacy, and leveraging observational learning and reinforcements to effect behavior change. In the context of this research, SCT suggests that the quality of work life may significantly impact teachers' psychological well-being, where a poor quality of work life can lead to diminished psychological well-being.

Furthermore, Kristof's person-environment fit model (1996) is another theoretical framework supporting this study. This model draws from interpersonal theories and positive psychology, emphasizing human potential, strengths, dynamism, and optimal functioning (Schaufeli & Bakker, 2001). Unlike stress remediation, this model focuses on identifying factors that influence and enhance well-being. By pinpointing factors with positive effects, schools can implement strategies to bolster teachers' well-being effectively.

Additionally, this study was informed by the concept of Quality of Work Life (QWL) as proposed by Lau and May (1998). QWL is perceived as a crucial component of overall life quality, involving a continual process of enhancing work conditions to make them favorable for individuals within an organization. It encompasses strategies aimed at increasing employee satisfaction and improving working conditions. Organizations that prioritize QWL tend to attract high-performing workers who feel valued and secure, leading to improved performance.

In the context of this research, teachers' well-being is viewed through the lens of the quality of their working life. According to Rethinam and Ismail (2007), the quality of working life denotes workplace efficiency that fosters employees' well-being and satisfaction within an organization. The quality of teachers' working life is indicative of how well the school organization and working environment support and fulfill psychological, social, political, and economic needs by offering ample opportunities for growth and self-development. Schools play a pivotal role in providing an improved and more conducive working environment to enhance the quality of teachers' working life. Conversely, as noted by Maslow (1954), dissatisfaction with the quality of working life can adversely affect employees across various levels and positions within an organization.

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## Methodology

### *Research Design*

This study utilized a quantitative research approach, specifically employing a descriptive-correlational research design. Quantitative research involves the collection and analysis of numerical data to identify patterns, make predictions, test causal relationships, and generalize findings to broader populations. In contrast, qualitative research focuses on non-numerical data (Bhandari, 2021). Descriptive-correlational studies, as used in this research, aim to describe variables and the naturally occurring relationships between them (Creswell, 2013). This study was descriptive in nature as it sought to determine the extent of the quality of work life and psychological well-being of public elementary teachers. Additionally, it was correlational because one of its objectives was to explore the relationship between the quality of work life and psychological well-being among public elementary teachers in the Division of Panabo City.

### *Research Respondents*

This study involved 200 public school elementary teachers from the Division of Panabo City. According to Memon et al. (2020), a sample size of 200 is adequate for conducting Pearson Correlation analysis, thus satisfying the requirements of this study. In terms of inclusion and exclusion criteria, all public school elementary teachers in the Panabo City Division had an equal opportunity to participate. Specifically, teachers who had at least three years of experience in the public school system and were between the ages of 30 and 35 were eligible. These criteria were chosen to ensure that the respondents were suitable for assessing their quality of work life and psychological well-being. Private school teachers and those from other districts were not included in the study. Additionally, respondents were given the option to withdraw from the study if they felt uncomfortable or unwilling to complete the survey questionnaire. Their decision to withdraw was respected, and their welfare was a top priority throughout the study.

### *Research Instruments*

A survey questionnaire which was divided into two sections was utilized in this academic journey. The first section was focusing about quality of work life while the second section was about psychological well-being.

The questionnaire on quality of work life was proposed by Catapan, Bonfim, Panucci-Filho, da Veiga and Catapan, (2014). It has a total of 27 items. It comprises the following indicators: working conditions for human capacity development (10 items), social integration in the work organization (8 items),

future opportunity for growth and employment security (3 items), work and space for recreation (3 items), and remuneration and compensation (3 items). The alpha coefficient for the 27 items is .73, suggesting that the items have relatively *high* internal consistency.

The questionnaire on psychological well-being of teachers was a standardized instrument downloaded from the internet and adapted from Ryff (1989). It has total items of 42. It is divided into 6 subscales namely; autonomy which has 10 items, environmental mastery with 12 items, personal growth with 12 items, purpose in life with 12 items, positive relations with 12 items and 8 items for self-acceptance.

The questionnaire was contextualized to the local setting. Refinement of the questionnaire was made possible through the assistance of the adviser and expert validators who evaluated the contents of the questionnaire for construct validity. For reliability statistics, results revealed an average Cronbach's alpha of .78 suggesting that the items have relatively high internal consistency. This implied that the survey instrument is reliable.

## Table

**Table 1**

### Summary on the Extent of Quality of Work Life

No	Indicators	Mean	Descriptive Equivalent
1	Working Conditions for Human Capacity Development	3.32	Moderately Extensive
2	Social Integration in the Work Organization	3.52	Extensive
3	Future Opportunity for Growth and Employment Security	3.47	Extensive
4	Work and space for Recreation	3.29	Moderately Extensive
5	Remuneration and Compensation	3.29	Moderately Extensive
<b>Overall</b>		<b>3.38</b>	<b>Moderately Extensive</b>

Table 1 provides the summary on the extent of quality of work life. It is exhibited that the overall mean of quality of work life is 3.38, which is in a moderately extensive level. This means that quality of work life is occasionally evident.

Data show that all five (5) indicators reveal a varying result ranging from moderately to extensive level. As arranged chronologically, social integration in the work organization has the highest mean score (3.52). This is followed by future opportunity for growth and employment security (3.47), working conditions for human capacity development (3.32), work and space for recreation (3.29), and remuneration and compensation (3.29). The findings of this study, indicating a moderately extensive quality of work life, underscore the significance of the concept of Quality of Work Life (QWL) in creating a better work environment for employees, as noted by Hermawati (2017). According to Jabeen et al. (2018), QWL represents employees' efforts to enhance various aspects of their work environment, including working conditions, responsibilities, safety, security, benefits, and compensation. This concept emphasizes the importance of respecting employees' humanity in the workplace, as QWL focuses not only on improving work but also on how work can enhance employees' lives. Therefore, organizations must provide the necessary resources for employees to implement QWL practices within the organization (Dechawatanapaisal, 2017).

Moreover, Paais et al. (2020) highlighted that QWL has a broader impact on society. Employees who experience satisfaction in their workplace are likely to carry over these positive feelings to their families and communities. QWL is essential for managing the pressures of modern life and serves as a means to fulfill organizational responsibilities while balancing work and family life (Bagtasos, 2011). Furthermore, QWL is associated with individuals' intentions to improve their work situations. Intentions, in this context, refer to personal motivations to persevere in a particular situation, whether it is beneficial or not (Pradana et al., 2020).

**Table 2**

### Summary on the Extent of Psychological Well-Being

No	Indicators	Mean	Descriptive Equivalent
1	Autonomy	3.52	Extensive
2	Environmental Mastery	3.50	Extensive
3	Personal Growth	4.32	Very Extensive

4	Positive Relations	3.49	Extensive
5	Purpose in Life	4.25	Very Extensive
6	Self-Acceptance	4.27	Very Extensive
<b>Overall</b>		<b>3.89</b>	<b>Extensive</b>

Table 2 provides the summary on the extent of psychological well-being. It is exhibited that the overall mean of psychological well-being is 3.89, which is in an extensive level. This means that the psychological well-being is oftentimes evident.

Data show that the six (6) indicators reveal a varying result ranging from extensive to very extensive level. As arranged chronologically, personal growth has the highest mean score (4.32). This is followed by self-acceptance (4.27), purpose in life (4.25), autonomy (3.52), environmental mastery (3.50), and positive relations (3.49).

The encouraging findings of this study align with Zaki's (2016) assertion regarding the universal importance of psychological well-being to employees, regardless of their occupation. Well-being is crucial for individuals to thrive in their lives, encompassing happiness, purposeful living, and personal growth. It represents a dynamic state wherein individuals can develop their potential, effectively and creatively engage in their work, and foster strong, positive relationships with others, thereby contributing to society. Well-being is a highly desirable state for humans, as emphasized by Ryan and Deci (2001), who suggested that individuals with good well-being tend to experience greater success and lead more fulfilling lives. Its impact extends across various domains, including teaching, government, therapy, and parenting, as all these endeavors aim to enhance people's lives.

Furthermore, the findings support Benevene et al.'s (2020) contention that teacher well-being transcends mere absence of setbacks and workplace stressors, encompassing the notion of healthy and functional educators. In essence, teacher well-being refers to the ability of educators to maintain a positive and dynamic balance between their personal resources and professional challenges. This equilibrium yields numerous positive outcomes within the academic sphere, including fostering positive relationships between teachers and students, enhancing teachers' instructional performance, increasing job satisfaction levels, and boosting students' achievement levels.

**Table 3**

**Significance of the Relationship Between the Extent of Quality of Work Life and Psychological Well-Being of Teachers**

Quality of Work Life				
Indicators	Dependent Variable	r-value	p-value	Decision on Ho
Working Conditions for Human Capacity Development		0.563	0.000	Ho is Rejected
Social Integration in the Work Organization		0.585	0.000	Ho is Rejected
Future Opportunity for Growth and Employment Security		0.577	0.000	Ho is Rejected
Work and Space for Recreation	<b>Psychological Well-Being</b>	0.555	0.000	Ho is Rejected
Remuneration and Compensation		0.549	0.000	Ho is Rejected
<b>Overall</b>		<b>0.566*</b>	<b>0.000</b>	<b>Ho is Rejected</b>

\*Significant at 0.05 significance level.

Presented in Table 3 are the data on the significance of the relationship between quality of work life and psychological well-being of teachers. Reflected in the hypothesis, the relationship was tested at 0.05 level of significance. The overall r-value of .566 with a p-value of <0.05 signified the rejection of the null hypothesis. It means that there is a significant relationship between quality of work life of psychological well-being of teachers. This shows that quality of work life is correlated with psychological well-being of teachers.

The findings of this study are consistent with research conducted by Monkevicius (2014), which revealed that conducive working conditions, fostering positive values, optimism, and utilizing personal potential for the benefit of both the individual and the organization, contribute to sustained flourishing and happiness. Consequently, both the quality of work life and well-being have emerged as critical topics within organizational behavior studies (Duyan, Aytac, Akyildiz & Laar, 2013). Studies in industrial/organizational psychology indicate that the quality of work life serves as a significant predictor of overall life satisfaction and employees' psychological well-being (Martel & Dupuis, 2006; Sirgy et al., 2001). For instance, higher job demands often result in increased workplace stress, negatively impacting employees' health and well-being (Iacovides, Fountoulakis, & Kaprins, 2003).

Similarly, Rathi (2009) demonstrated a significant relationship between employees' QWL and psychological well-being, highlighting QWL as a crucial predictor of psychological well-being. Additionally, Donaldson, Sussman, Dent, Severson, and Stoddard (1999) found that QWL significantly predicted employees' psychological well-being. Moreover, Bradshaw's (2008) research indicated that quality of work life serves as the most influential predictor of well-being in the workplace, providing a strong rationale for implementing well-being policies within organizations.

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## Conclusions

Based on the findings of this study, the following conclusions were offered:

The degree of quality of work life indicates that certain aspects are occasionally observed in schools. Specifically, conditions for human capacity development, opportunities for recreation, and compensation are occasionally evident, while social integration within the organization and prospects for future growth and job security are often present. On the other hand, the degree of psychological well-being among teachers is often observed. In particular, personal growth, a sense of purpose in life, and self-acceptance are consistently evident, while autonomy, mastery of the environment, and positive relationships are frequently observed. Additionally, there is a correlation between the quality of work life and the psychological well-being of teachers, leading to the rejection of the null hypothesis.

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## Recommendations

The following suggestions were offered based on the conclusions of the study:

The higher officials in the Department of Education may craft effective policies, programs, projects, interventions and activities which may intensify the quality of work life and the psychological well-being of teachers. They may craft an assessment tool that will surely evaluate the working conditions for human capacity development, work and space for recreation, and remuneration and compensation so that they could make a very concrete intervention that would address the concerns of those dimensions. Webinar about psychological well-being may be conducted to ensure that teachers are well-guided.

Furthermore, school principals may find means in enhancing the quality of work life of teachers specifically on working conditions for human capacity development, work and space for recreation, and remuneration and compensation. Moreover, they may also craft other interventions strengthening teachers' psychological well-being of teachers.

Teachers may take an effort keep on upgrading themselves. They may attend various seminars, webinars, or any undertaking that would help them reinforce their psychological well-being. They may also find means to help their school head to achieve the quality of work life in the school life.

Future researchers may explore relevant information about quality of work life and psychological well-being of teachers. Also, other means of research approach may be utilized to further explore the involved variables in this study.

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