



## The Mediating Effect of Professional Self Esteem on the Relationship between School Climate and Quality of Work Life in Public Schools

*Lorna T. General, Myra M. Plarisan*

University of Minadanao

### ABSTRACT

The purpose of this study was to determine the mediating effect of professional self-esteem on the relationship between school climate and quality of work life in public schools. Utilizing quantitative, non-experimental design via correlational technique, data were obtained from 300 respondents of the study who are teachers among public elementary schools in Mati North District. The researcher utilized stratified random sampling technique and a face-to-face survey mode of data collection. The researcher also utilized the statistical tools mean, Pearson r, and Medgraph using Sobel z-test. From the results of the study, it was found that there is a very high level of school climate and high quality of work life and very high level of professional self-esteem. There is a significance on the relationship between school climate and quality of work life, school climate and professional self-esteem and professional self-esteem and quality of work life. Further, work life balance has partial mediating effect on the relationship between school climate and quality of work life of public elementary school teachers.

Keywords: *education school climate and quality of work life, quality work life balance, professional self-esteem philippines SDG Indicator: #4 (Quality Education)*

### INTRODUCTION

The concept of Quality of Work Life (QWL) is essential for understanding the overall well-being of employees within an organization. However, several problematic issues can hinder the achievement of high QWL. One major concern is job stress and workload. Employees often experience high stress levels due to excessive work demands, unrealistic expectations, or lack of control, which can lead to burnout and reduced productivity. Robert Karasek's Job Demand-Control Model highlights how excessive demands coupled with low control can lead to stress, impacting quality of work life negatively (Erturk, 2022).

Recognizing the importance of quality of work life of employees, the researcher conducted an extensive review of literature for possible variables that may have bearing with it. A number of literatures showed that professional self-esteem and school climate have something to do with quality of work life. According to Othod (2020), professional self-esteem of an individual contributes to his/her quality of work life. Professional self-esteem typifies the fundamental and preeminent beliefs of a culture; these primary beliefs deal with an individual's affinity with one another and with their world as explained by Kalliny, Saran, Ghanem and Fisher (2021); Lamoreaux and Morling (2012); McCarty and Hattwick (1992).

Most importantly, organizations have embraced and carried out the quality of work life approach but has faced hellacious challenges. It fails to recognize that employees have life outside of work (Ogakuwu, Ede, Manafa, Okeke, & Onah, 2024) and that there is a necessity to manage the impact of working life on workers' families. Furthermore, there has been an amplification of concerns today pertaining to adequate remuneration, suitable working hours, urbane working conditions and many others (Singh, A2022).

It was mentioned by several authors Mulyani, Salameh, Komariah,

Timoshin, Hashim, Fauziah, & Ul din, (2021) who said that the school climate plays a vital role in shaping the quality of work life (QWL) for teachers. School climate refers to the overall atmosphere of the school, encompassing elements such as relationships among staff, the level of support from administrators, the quality of student-teacher interactions, and the safety and inclusivity of the environment. Concretized by a study conducted by Akter, Tang, & Adnan, (2021). argues that a collaborative, supportive school climate is essential for fostering teacher well-being and engagement. He suggests that teachers who work in a climate where they feel part of a cohesive team are more likely to have higher levels of professional satisfaction and a positive sense of self-worth, contributing to improved QWL.

It is on the above context that the researcher decided to conduct the study dealing with the three variables as a construct of quality of work life. While there are existing studies on the link of each mentioned variable to quality of work life, those studies are in bivariate relationships only with quality of work life and conducted separately by different researchers. This study however is a superior version of those individual studies considering that it covers

the three variables in the study with the hope of producing a quality of work life specifically for professional self-esteem and school climate making this study a meaningful contribution to new knowledge.

To fill this gap, the present study aims to address a self-esteem through which school climate relates to quality of work life. The author argues that professional self-esteem forms a mediator between climate relates and quality of work life. Taking the resource-based view (Yu, Yao, Chen, Zhu, & Yan, (2023) into consideration, higher levels of positive perceptions school climate are associated with higher levels of positive perceptions of quality of life, which provides additional support for (Scherrer, Hank, & Preckel, 2023).

This study aims to examine the moderated mediation model of factors influencing professional self-esteem on school climate in the quality of work life of teacher. More specifically, it addresses the objectives. The study aimed to determine the mediating effect of professional self-esteem on the relationship between school climate and quality of work life among public elementary school teachers in the Division of Mati City. The following objectives were created in particular, to describe the level of school climate in terms of classroom practices, and school atmosphere kinds and comes from different source. To determine the level of quality of work life of public elementary school teachers in terms of remuneration and compensation, work conditions, immediate opportunity to and to measure the level of professional self-esteem among public school teachers in terms satisfaction, knowledge development, commitment, adaptation, and communication.

To ascertain the significance of the relationship between school climate and professional self-esteem; professional self-esteem and quality of work life. And to determine the significance of mediation of professional self-esteem on the relationship between and quality of work life and professional self-esteem.

The null hypotheses will be tested at the significant level of 0.05. It will test if there is no significant relationships between school climate and professional self-esteem; professional self-esteem and quality of work life. And to determine the significance of mediation of professional self-esteem on the relationship between and quality of work life. And, none of the domains of school climate and self-esteem significantly influence the quality of work life.

Communication skills are very much related to one's sense of self-esteem. A sense of self-concept and esteem influence the degree of confidence and directly related to their way of communication. Based on Bamusibule, Kato, Mugizi, & Muloopa, (2024) self-esteem is one of the ways that we feel about ourselves, to which we value ourselves. It is a sense of personal worth we associate with our self-concept. A person who has low self-esteem will always belittle themselves despite outward success. Self-esteem is an important measure into how and why people perceive certain things to be true (Barber, Walters, Chartier, & Temertzoglou, 2022).

Having low self-esteem and poor communications skills are always become major problems among students. According (Byra, & Domagała-Zyśk, 2022) among the reasons for the occurrence of unemployment among graduates is due to the lack of confidence in terms of communicating. A student's self-esteem has a significant impact on almost every aspect of their lives, in terms of their daily activities, dealing with life's challenges, and interacting with others. Self-esteem also can have a marked effect on academic performance. Low self-esteem can lessen a student's desire to learn, her ability to focus, and her willingness to take risks. Positive self-esteem, on the other hand, is one of the building blocks of school success; it provides a firm foundation for learning. (Bolat, 2023).

Quality of work life is a process by which interest groups in the organization will learn how to work better together, how to determine for themselves what activities, changes and improvements are desirable and effective to the organization to be more efficient; as teachers at technical schools have different integration in the organization, work life and social dependence, overall living space from the other theoretical schools, thus, leading to different development of human capability and growth opportunities (Cheung, Chao, Lau, Leung, & Chui, 2022).

Moreover, good work life balance is most essential for every individual to be more efficient and effective thereby attaining job satisfaction which in turn ensures success in his or her ventures. Work-life balance is vital to teacher effectiveness and satisfaction in the context of student learning. Researches have proved that a good quality work life balance results in the wellness of the faculty and also improved student behavior. Moreover, good work life balance gives a feel of job satisfaction and also helps to achieve higher retention rates

in the institution (Al-Alawi, Al-Saffar, AlmohammedSaleh, Alotaibi, & Al-Alawi, 2021).

Figure 1 shows the conceptual model showing the relationships of the variables. The independent variable is the school climate which has two indicators, namely: classroom practices, and school atmosphere. The dependent variable is the quality of work life which focuses on working conditions for human capacity development, social integration in the work organization, culture opportunity for growth and employment security, work and space for recreation and remuneration and compensation.



anytime their participation in the research process if they felt uncomfortable about the study since they are given the free-will to participate without any form of consequence or penalty.

### **Materials and Instrument**

There were 3 research instruments used in this study. On the first independent variable School Culture Scale (SCS). School Culture Scale was developed by Brinton (2007). This SCS instrument consists of 35 items divided into six (6) with Cronbach Alpha result of .975 which implies that the items have relatively high consistency, having subscales of the problem demands, control, support, relationship and role. collaborative leadership, teacher collaboration, professional development, unity of purpose, collegial support, and learning partnership.

The survey on quality of work life was adapted from Devadoss and Minnie (2013). The said instrument was designed to measure the quality of work life based on five factors, namely: working condition for human capacity development, social integration in the work condition, culture opportunity for growth and employment security, work and space for recreation and remuneration and compensation, and to measure the level of professional self-esteem among public school teachers in terms satisfaction, knowledge development, commitment, adaptation, and communication.

The closer the Cronbach's alpha coefficient is to one, the larger the internal constancy of the items in the scale (Gliem & Gliem, 2003) with Cronbach Alpha result of .912 which implies that the items have relatively high consistency 0.4 is unacceptable. For professional self-esteem among public school teachers in terms satisfaction, knowledge development, commitment, adaptation, and communication with Cronbach Alpha result of .841 which implies that the items have relatively high consistency 0.4 is unacceptable. The results of the validation by the experts of panel reveals an average mean score of 4.26 with its descriptive interpretation of very good. The instrument was designed in a very comprehensive form with the help of the expert validators to provide the respondents with ease and comfort in answering each question and in understanding the objective of the study. The 5 point Likert scale was used with the following range of means with its descriptions 4.20 – 5.00 or Very High which means measures are always manifested; 3.40 – 4.19 or High which means measures are often manifested; 2.60 – 3.39 or Moderate which means measures are sometimes manifested; 1.80 – 2.59 or Low which means measures are seldom manifested; and 1.00 – 1.79 or Very Low which means measures are not manifested at all. The study covered from the period July 2021-March 2024.

### **Design and Procedures**

The quantitative, non-experimental design of research using correlational technique was used in this study. The correlational technique is a non-experimental design in which the researcher investigates the relationship between two or more variables in a natural setting without manipulating or controlling them. Researchers analyze the intensity of correlations between variables in correlational studies by looking at how changes in one variable are associated with changes in the other variable (Cresswell, 2013). Apparently, correlational studies have independent and dependent variable with the effects of independent variable is observed on the dependent value (Patidar, 2013). The researcher chose this design to aligned the variables based on the discussion of the aforementioned related literature. This technique was appropriate since the study aimed to determine whether professional self-esteem, school climate and quality of work life provided relationship to teacher efficacy of public elementary school teachers (Creswell, 2014).

For the fast facilitation of the survey questioner, the researcher adopted the online mode of data gathering thru goggle forms where the item-questions were encoded together with the instructions on how to accomplish the survey questioner. After the retrieval of the questionnaires, the data will be collated and tabulated and the appropriate statistical tools were employed by the Statistician to derive the necessary data for interpretation and further analysis. Based from the findings of the study, conclusions and recommendations were formulated.

As to the statistical tools and for more comprehensive interpretation and analysis of the data, the following were employed: Mean was used to determine the level of school culture, quality of work life and professional self-esteem. This answered research objectives 1, 2 and 3. Pearson r - was applied to determine if the relationships were significant between school culture and professional self-esteem; professional self-esteem and quality of work life and school culture and professional self-esteem; teacher empowerment and teacher efficacy.

---

## **RESULTS AND DISCUSSION**

The presentation, analysis and interpretation of the acquired data are depicted in this part of the paper based on the research objectives of this study. The flow of presentation on the stated topic is as follows: level of school culture, level of quality of work life and level and professional self-esteem. Correlation between school culture and professional self-esteem; professional self-esteem and quality of work life; and school culture and quality of work life.

### **School Culture**

The first objective was to determine the level of school culture which

**Table 1**

*Level of the School Climate*

Indicator	SD	Mean	Descriptive Level
Classroom Practices	0.50	4.37	Very High
School Atmosphere kinds and comes from different source	0.56	4.24	Very High
<b>Overall</b>	<b>0.35</b>	<b>4.30</b>	<b>Very High</b>

was measured through a survey questionnaire with the following indicators: classroom practices, and school atmosphere. Shown in Table 1 are the data on the level of school culture. Computations yield a grand mean of 4.30 or very high with a standard deviation of 0.35 and this indicates that the school culture always manifested. The highest items are classroom practices with a mean score of 4.37 with the standard deviation of .050. and the lowest item is school atmosphere kinds and comes from different source with a mean score of 4.24 with the standard deviation of .056.

A very high level of school climate typically indicates that the school environment is highly supportive, positive, and conducive to both personal and professional growth for all members of the school community, including teachers, students, and staff. When the school climate is at a very high level, it often means there is a strong sense of trust, respect, and collaboration among teachers, students, and administrators. Teachers feel supported by colleagues and leaders, and students feel safe, valued, and respected.

These manifestations are evident in the claims of several authors (Akin et al., 2023; Bochner et al., 2022) claim that a positive school climate is crucial for both the academic success of students and the well-being of teachers. They argue that when the school climate is nurturing, it fosters a supportive environment that allows both teachers and students to thrive. Teachers, in particular, experience greater job satisfaction and are less likely to experience burnout when they work in a positive climate characterized by trust, respect, and collaboration.

#### Quality Of Work Life

Shown in Table 2 is the level of quality of work life. The overall mean score obtained on the quality of work life is 3.90 with a standard deviation of 0.30, described as *high*. This means that the quality of work life is oftentimes observed. Specifically, the mean ratings of the indicators of quality of work life are disclosed as follows: *social integration in the work condition* obtained a mean rating of 4.33 or *very high*; *culture opportunity for growth and employment security* amassed a mean rating of 3.44 or *high*. The overall high response of teachers means that the domain of quality of work life are observed most of the time.

A high level of Quality of Work Life (QWL) indicates that employees, including teachers, are experiencing a positive and fulfilling work experience across various dimensions of their professional life. In addition, Employees with high QWL experience a physically and psychologically safe work environment. Their health and safety are prioritized, and they feel protected from physical hazards or negative emotional impacts.

This supported by Zee and Koomen (2022), a supportive and inclusive

Table 2

#### Level of Quality of Work Life

Indicator	SD	Mean	Descriptive Level
Working Condition for Human Capacity Development	0.77	3.43	High
Social Integration in The Work Condition	0.65	4.33	Very High
Culture Opportunity for Growth and Employment Security	0.86	3.44	High
Work and Space for Recreation	0.53	4.31	Very High
Remuneration and Compensation	0.58	4.18	High
<b>Overall</b>	<b>0.39</b>	<b>3.90</b>	<b>High</b>

school climate, where teachers feel respected, valued, and empowered, directly influences their professional self-esteem and overall QWL. Teachers in such environments experience higher job satisfaction, reduced stress, and increased motivation, which ultimately leads to better outcomes for students.

#### Professional Self-Esteem

Shown in Table 3 is the level of professional self-esteem. The overall mean score obtained on the professional self-esteem is 4.28 with a standard deviation of 0.30, described as very high. This means that the professional self-

Table 3

## Level of Professional Self-Esteem

Items	SD	Mean	D.E.
Preparing very well for the work they do.	0.57	4.56	Very High
Making up thier mind without too much trouble for changes in thier work,	0.62	4.54	Very High
Learning new skills necessary to their work.	0.58	4.34	Very High
Having pretty happy with their job	0.71	4.37	Very High
Having able and eager to impart their knowledge to others	0.87	4.07	High
never worry about any changes in their work.	0.67	4.04	High
Keeping thier knowledge up-to-date.	0.60	4.53	Very High
encouraging others with what they are doing.	0.68	4.05	High
Doing research to increase the quality of work.	0.73	4.33	Very High
Taking me a long time to get used to anything new in my work.	0.86	4.07	High
Working with experience and knowledge.	0.67	4.04	High
doing the best work that they can.	0.59	4.49	Very High
Taking long time to get used to anything new in work.	0.62	4.51	Very High
Continuing to work hard in their profession.	0.58	4.36	Very High
Thinking that professions would be easy.	0.67	4.37	Very High
Considering working elsewhere.	0.84	4.11	High
Putting too much effort in their profession.	0.73	4.03	High
Having no pressures.	0.63	4.42	Very High
are enthusiastic to learn new skills necessary to their work.	0.69	4.16	High
Enjoying happy with their job	0.73	4.25	Very High
Being able and eager to impart their knowledge to others	0.84	4.14	High
Having a responsibility to stay in that profession for a reasonable period of time.	0.73	4.03	High
Having the right choice of the profession.	0.59	4.40	Very High
Having a responsibility to stay in that profession for a reasonable period of time.	0.67	4.37	Very High
have the right choice of the profession.	0.84	4.11	High
Contining to work hard in their profession.	0.73	4.03	High
Thinking that professions would be easy.	0.63	4.43	Very High
Considering working elsewhere.	0.70	4.16	High
Putting too much effort in their profession.	0.73	4.24	Very High
Having no pressures.	0.84	4.12	High
<b>Overall</b>	<b>0.30</b>	<b>4.28</b>	<b>Very High</b>

esteem is always observed. Specifically, the mean ratings of the indicators of professional self-esteem are disclosed as follows: *satisfaction, knowledge development, commitment, adaptation, and communication*.

A high level of **professional self-esteem** indicates that individuals have a strong sense of self-worth and confidence in their abilities within their professional role. It reflects a positive self-image and a belief in one's capacity to succeed and contribute meaningfully to their work environment. When individuals have high professional self-esteem, they are generally more motivated to perform well in their jobs. They take initiative, set higher personal standards, and strive to achieve professional goals. This motivation often translates into increased productivity and commitment to their work.

The perception of professional self-esteem is very important as it advocates the very essence of professionalism amongst professionals (Bolat, 2023; Byra, & Domagała-Zyśk, 2022; Gavín-Chocano et al., 2024; Pathardikar et al., 2023). Additionally, professional self-esteem is an individual's self-esteem specifically in regard to his or her professional position and acceptance in that professional role. This definition also highlights the sense of the importance of professional position and professional acceptance of individuals that make them professionals in the true sense (Parmer, 2023; Scherrer et al., 2022; Serafin et al., 2022).

### Significance on the Relationship between School Climate and Quality of Work Life

Table 4.1 shows the significance of the relationship between the school climate and quality of work life. It can be gleaned from the table that there is a significant relationship between school climate and quality of work life with an

**Table 4.1**

### Significance on the Relationship between Levels of School Climate and Quality of Work Life

School Climate	Quality Of Work Life					Overall
	Working Condition for Human Capacity Development	Social Integration in the Organization	Culture Opportunity for growth and Employment security	Work and Space for Reception	Remuneration and Compensation	
Classroom Practices	-.014 (0.778)	.085 (0.090)	.104* (0.037)	.048 (0.343)	-.007 (0.895)	.062 (0.214)
School Atmosphere Kinds and Comes from different Source	-.173* (0.001)	-.254* (0.000)	-.951* (0.000)	-.834* (0.000)	-.853* (0.000)	-.828* (0.000)
<b>Overall</b>	-.291* (0.000)	-.304* (0.000)	-.657* (0.000)	-.585* (0.000)	-.679* (0.000)	-.684* (0.000)

**\*Significant at 0.05 significance level.**

overall correlation coefficient of 0.648, which is significant at a 0.05

level. It could be stated that there is a significant relationship between school climate and quality of work life.

Specifically, when the indicators of school climate are correlated with quality of work life, not all the indicators were found to be significant at a 0.05 level of significance, with working condition for human capacity development having a correlation coefficient of .014, in not significant, social integration in the organization with .085 hence not significant, work and space for reception with .048 found to be not significant as reflected by the p-value of .778, .090 and .343.

This indicates that a **positive school climate** plays a pivotal role in enhancing the **Quality of Work Life (QWL)** for teachers. When the school environment is characterized by supportive leadership, collaborative relationships, opportunities for professional development, and recognition, teachers are more likely to experience higher job satisfaction, motivation, and well-being. A positive school climate helps reduce stress, fosters a sense of professional competence, and encourages teachers to feel valued and empowered in their roles. As a result, the overall **QWL** improves, leading to a more engaged, productive, and satisfied teaching workforce. Ultimately, this creates a healthier, more sustainable work environment that benefits both teachers and students.

Another study by Yilmaz and Ozturk (2022) also explored how school climate impacts QWL, highlighting that positive school climates with supportive interpersonal relationships, recognition, and work autonomy directly contribute to increased teacher motivation, engagement, and job satisfaction. Their findings indicated that a nurturing school climate is integral to fostering a high-quality work environment for teachers, which enhances their QWL and reduces the risk of burnout.

#### Significance on the Relationship between School Climate and Professional Self Esteem

Depicted in Table 4.2 is the result of the test of relationship between school climate is significantly related with their level of and professional self-esteem. This relationship was tested at 0.05 level of significance. In particular, it revealed a positive and significant relationship between all indicators of stress level and school climate, as revealed in the p-value of less than 0.05, and with an r value of .560 or significant. When classroom practices is correlated on the overall school climate with an overall value of 560. 112 or significant. While school atmosphere kinds and comes from fiffereent source with an overall value of 628 with an R values where greater than  $p < 0.05$  significant level hence, significant.

The relationship between school climate and professional self-esteem is significant because the school environment plays a crucial role in shaping how teachers perceive their roles and capabilities, which in turn influences their professional self-esteem. A positive school climate, characterized by support, trust, and respect, can lead to higher levels of professional self-esteem among educators, while a negative or toxic school climate can diminish self-worth and job satisfaction.

Several studies conducted on the relationship between school climate and professional self-esteem. One notable study is by Cai et al. (2022), which examined the impact of school climate on teacher self-esteem. They found that

Table 4.2

Significance on the Relationship between Levels of School Climate and Professional Self Esteem

School Climate	Professional Self Esteem
	Overall
Classroom Practices,	-.112* (0.026)
School Atmosphere Kinds and Comes From Fiffereent Source	-.628* (0.000)
Overall	-.560* (0.000)

\*Significant at 0.05 significance level

supportive school climate factors such as positive relationships, professional development, and trust in leadership played a crucial role in boosting teachers' professional self-esteem. Teachers in schools with strong, positive climates reported higher levels of confidence in their teaching abilities and a greater sense of job satisfaction.

Additionally, Gumus et al. (2022) explored how a positive school climate affects teacher well-being and self-esteem. They concluded that when teachers feel valued and supported by their colleagues and school leadership, it significantly improves their professional self-esteem and motivation. The study emphasized that a collaborative, inclusive, and respectful school climate fosters a sense of pride and competency among educators, directly enhancing their professional identity and satisfaction.

#### Significance of the Relationship between Professional Self Esteem and Quality of Work Life

Depicted in Table 4.3 is the result of the test of relationship between

Table 4.3

Significance on the Relationship between Levels of Professional Self Esteem and Quality of Work Life



Quality of Work Life						
Professional Self Esteem	Working Condition for Human Capacity Development	Social Integration in the Organization	Culture Opportunity for growth and Employment security	Work and Space for Recreation	Remuneration and Compensation	Overall
Overall	.199* (0.000)	.241* (0.000)	.617* (0.000)	.498* (0.000)	.553* (0.000)	.574* (0.000)

\*Significant at 0.05 significance level.

professional self-esteem and quality of work life. This relationship was tested at 0.05 level of significance. In particular, it revealed a positive and significant relationship between all indicators of professional self-esteem and quality of work life as revealed in the P-value of less than 0.05, and with an r value of .574. The overall result reflects that professional self-esteem is positively correlated with quality of work life since the overall r-value is .574 with a p value <.05, hence rejecting the null hypothesis. This shows that the increase in professional self-esteem would also likely increase quality of work life.

Teachers with high **professional self-esteem** are more likely to experience **job satisfaction**, which is a core component of **QWL**. When teachers believe in their skills and abilities, they are more likely to feel competent and fulfilled in their work. This confidence enhances their ability to navigate challenges, handle classroom dynamics, and engage in professional development opportunities. As a result, these teachers are likely to report higher levels of satisfaction with their jobs, contributing to a positive **QWL**.

The findings of this study were in line the studies by Skaalvik and Skaalvik (2022) and Bakker et al. (2023) have shown that teachers with high professional self-esteem tend to report higher levels of QWL, as they feel more competent, supported, and satisfied in their roles. Similarly, Gumus et al. (2022) found that positive school climate and professional self-esteem were strongly linked to increased job satisfaction, lower stress, and better overall well-being for educators. These studies further emphasize the importance of fostering **professional self-esteem** as a key factor in enhancing teachers' **QWL**, leading to more engaged, motivated, and resilient educators.

**Mediation Analysis of the Three Variables**

Shown in Table 5 is the regression analysis on the the mediating effect of professional self esteem on the relationship between school climate and quality of work life in public schools. The data in this table were used as input to the medgraph in Figure 1.As evident in the study of Baron and Kenny (1986), there are three stepsto be met for a third variable to be acting as mediator, these arecategorized as steps 1 to 3, step 4 is the final step. In Step 1 (Path C) school climate as independent variable (IV) significantly predicts work life balance, the dependent variable (DV). In Step 2 (Path A) professional self esteem (IV) significantly predicts school climate, the mediator (MV) professional self esteem on the relationship between quality of work-life. The data in this table were used as input to the medgraph in Figure 1. As evident in the study of Baron and Kenny (1986), there are three steps to be met for a third variable to be acting as mediator.

The mediation analysis reveals that, professional self-esteem partially mediate the relationship between school climate and qaulity of work life. The

**Table 5**

**Table 7**

**Mediating Effect : Path Analysis**

PATH	ESTIMATES		SE	C.R.	P
	Unstandardized	Standardized			
SC → PSE	-.115	-.161	.041	-2.822	.005
PSE → WOL	.415	.599	.033	12.684	***
SC → WOL	.056	.114	.023	2.415	.016

The mediating effect of professional self-esteem on the relationship between school climate and Quality of Work Life (QWL) in public schools plays a critical role in understanding how these factors interact to influence teachers' well-being and job satisfaction. When professional self-esteem partially

mediates this relationship, it means that the positive effects of a supportive school climate on QWL are enhanced by teachers' self-perception of their professional abilities and value, but school climate still directly contributes to QWL as well.

However, the fact that professional self-esteem has significant correlation with school climate can influence quality of work life., this finding is in line with the pronouncement of Seashore (2012) that that successful learning requires students to interact closely with teachers and peers.

---

## CONCLUSION AND RECOMMENDATION

Based on the findings of the study, the following conclusions with recommendations were drawn .

A very high school climate is essential for fostering a positive, supportive, and productive work environment for teachers. The results proclaimed that all its domains considerably gained a *very high* descriptive level, pinpointing *school atmosphere kinds and comes from fiffereent source* as the lowest. This suggests that the overall **school climate** in the study has been perceived at a **very high level**, with all its domains showing significant improvement. However, the **school atmosphere** was noted as the lowest domain, potentially indicating that while other aspects of the school climate—such as leadership, collaboration, and communication—are flourishing, the general **school atmosphere** (which may include factors like physical environment, emotional climate, or interpersonal dynamics) could still have areas that need improvement.

*Quality of work life* also highlights a significant response from the locale. The results are known to have a *high* descriptive level, *work and space for recreation* as the lowest. This indicates that teachers experience a generally high Quality of Work Life (QWL), with significant satisfaction and positive perceptions of various aspects of their professional environment. However, the work and space for recreation were identified as the lowest domains, suggesting that while teachers may feel supported in their roles, there could be limitations when it comes to having adequate space for relaxation, breaks, and recreational opportunities.

There is a very high level of professional self-esteem. The results are known to have a *high* descriptive level *Contining to work hard in their profession*.as the lowest. This indicates that teachers generally possess a very high level of professional self-esteem, reflecting their confidence in their abilities and their sense of value in their profession. However, the aspect of continuing to work hard in their profession was identified as the lowest, which suggests that while teachers feel competent and secure in their roles, they may face challenges in maintaining sustained motivation or energy to fully commit to their work over time.

The significant relationship between school climate and Quality of Work Life (QWL) indicates that the overall environment within the school plays a crucial role in shaping teachers' work experiences, satisfaction, and well-being. A positive school climate, characterized by supportive leadership, effective communication, respect, and collaboration, is strongly linked to higher QWL for teachers. This suggests that when teachers feel supported, valued, and part of a positive and cohesive school community, their job satisfaction, motivation, and overall work-life quality improve.

The **partial mediation result** indicates that **professional self-esteem** partially mediates the relationship between **school climate** and **Quality of Work Life (QWL)**. This means that while **school climate** has a direct impact on teachers' QWL, professional self-esteem plays a significant role in strengthening this relationship.

In practical terms, a positive school climate—marked by supportive leadership, effective communication, and mutual respect—directly contributes to a better Quality of Work Life for teachers. However, when teachers' professional self-esteem is also high, this enhances the positive effects of school climate, leading to even greater job satisfaction, motivation, and overall well-being.

This partial mediation suggests that while improving school climate alone can improve QWL, fostering teachers' professional self-esteem can amplify these positive outcomes. Therefore, schools should focus not only on improving the work environment but also on boosting teachers' confidence and self-worth in their professional roles to achieve the most significant improvements in their QWL.

Furthermore, future research should explore the full mediation role of professional self-esteem in the relationship between school climate and Quality of Work Life (QWL), to determine whether other factors might also mediate or moderate this relationship. It would be valuable to examine how specific elements of school climate, such as leadership style, teacher collaboration, and available resources, influence professional self-esteem and QWL in different educational settings. Additionally, longitudinal studies could help to better understand the long-term effects of a positive school climate on teachers' professional growth, job satisfaction, and retention.

Furthermore, the researcher may also recommend that institutionalization of an award committee to look into and recommend exemplary teachers. A yearly awarding ceremony may be conducted for the purpose. Exposure to more challenging assignments which will develop their personalities and potential is a good effort to be done by the school management which in effect will boost the teachers morale and self-esteem. The teachers are able to get out from their comfort zones and exhibit a sense of fulfilment in their teaching profession.

Furthermore, future researches on the use of the variables of the study may be conducted using bigger population and qualitative researches may also be recommended to determine the impact of teachers' personality traits in their teaching profession.

---

## REFERENCES

Akter, K. M., Tang, S. M., & Adnan, Z. (2023). Impact of empowerment and ICT on quality of work life: The mediating effect of trust climate. *Cogent Business & Management*, 10(1), 2176412.

- Al-Alawi, A. I., Al-Saffar, E., AlmoammedSaleh, Z. H., Alotaibi, H., & Al-Alawi, E. I. (2021). A study of the effects of work-family conflict, family-work conflict, and work-life balance on Saudi female teachers' performance in the public education sector with job satisfaction as a moderator. *Journal of International Women's Studies*, 22(1), 486-503.
- Baguri, E. M., Roslan, S., Hassan, S. A., Krauss, S. E., & Zaremohzzabieh, Z. (2022). How do self-esteem, dispositional hope, crisis self-efficacy, mattering, and gender differences affect teacher resilience during COVID-19 school closures?. *International journal of environmental research and public health*, 19(7), 4150.
- Bamusibule, C., Kato, J. K., Mugizi, W., & Muloopa, H. (2024). Impact of Competency and Self-esteem on the Teacher Engagement at Jinja City Primary Schools, Uganda. *East African Journal of Education Studies*, 7(2), 55-69.
- Barber, W., Walters, W., Chartier, P., & Temertzoglou, C. (2022). Examining self-Confidence and self-Perceived competence in Canadian pre-service teachers (PSTs): the role of biographies in physical education teacher education (PETE). *Sport, Education and Society*, 27(3), 347-360.
- Bochaver, A. A., Korneev, A. A., & Khlomov, K. D. (2022). School Climate Questionnaire: a new tool for assessing the school environment. *Frontiers in psychology*, 13, 871466.
- Bolat, O. (2023). The Impact of Self-Esteem on Teacher Leadership: An Experimental Design. *International Electronic Journal of Elementary Education*, 16(1), 99-109.
- Byra, S., & Domagała-Zyśk, E. (2022). Multidimensional assessment of student teachers' self-esteem and attitudes towards inclusive education and people with disabilities. *Teaching Education*, 33(3), 237-253.
- Cheung, A. C. K., Chao, G. C. N., Lau, E., Leung, A. N. M., & Chui, H. (2022). Cultivating the psychological well-being of early-childhood education teachers: The Importance of quality work life. *Applied Research in Quality of Life*, 17(3), 1533-1553.
- Choi, H., Cho, S., Kim, J., & Lee, S. M. (2024). The role of teacher support in the self-esteem of Korean adolescents with burnout. *Journal of Psychologists and Counsellors in Schools*, 34(1), 84-96.
- Cohen, J., McCabe, E. M., Michelli, N. M., & Pickeral, T. (2009). School climate: Research, policy, practice, and teacher education. *Teachers college record*, 111(1), 180-213.
- Erdem, C., & Kaya, M. (2024). The relationship between school and classroom climate, and academic achievement: A meta-analysis. *School Psychology International*, 45(4), 380-408.
- Erturk, R. (2022). The effect of teachers' quality of work life on job satisfaction and turnover intentions. *International Journal of Contemporary Educational Research*, 9(1), 191-203.
- Gavín-Chocano, Ó., Checa Domene, L., Valdivia-Casas, M., & García-Martínez, I. (2024). The impact of self-esteem, optimism and emotional intelligence on the professional development of future primary and pre-school teachers. *Teacher Development*, 1-16.
- Ogakwu, N. V., Ede, M. O., Manafa, I. F., Okeke, C. I., & Onah, S. O. (2024). Quality of work-life and stress management in a rural sample of primary school teachers: an intervention study. *Journal of Rational-Emotive & Cognitive-Behavior Therapy*, 42(1), 135-161.
- Pathardikar, A. D., Maurya, K. K., Sahu, S., & Singh, A. P. (2023). Role-overload and self-esteem affecting teachers career satisfaction: Serial mediation through work engagement and job satisfaction. *Psychology in the Schools*, 60(12), 5227-5244.
- Parmer, L. L. (2022). Student self-efficacy, student self-esteem, and the transformational leadership teaching style. *Journal of Higher Education Theory and Practice*, 22(11).
- Scherrer, V., Hank, P., & Preckel, F. (2023). Development of adolescents' self-esteem and general academic self-concept: Perceived classroom climate makes a difference. *European Journal of Personality*, 37(6), 723-743.
- Serafin, L., Strzaska-Kliś, Z., Kolbe, G., Brzozowska, P., Szwed, I., Ostrowska, A., & Czarkowska-Pączek, B. (2022). The relationship between perceived competence and self-esteem among novice nurses—a cross-sectional study. *Annals of Medicine*, 54(1), 484-494.
- Singh, A. (2022). The mediating role of employee commitment between quality of work-life and job performance of the faculty. *Industrial and Commercial Training*, 54(2), 250-266.
- Tisuela, B. P., & Callo, E. C. Competencies of Classroom Teacher-Counselor towards Students' Self-Esteem Development. *International Review of Social Sciences Research*, 2(3), 88-104.
- Wang, X. Q., Zhu, J. C., Huo, J. Y., Liu, M. F., & Ye, B. J. (2022). Implicit professional identity: assessment and relation with explicit professional identity and well-being of pre-service teachers. *European Journal of Teacher Education*, 45(3), 338-355.
- Xu, L., Li, X., Sun, C., Sun, B., & Li, W. (2023). Relationship between professional identity, career satisfaction, value of competence and growth, and job burnout: A cross-sectional study of primary and secondary school teachers in China. *Psychology in the Schools*, 60(4), 1234-1248.

---

Yagan, E., Özgenel, M., & Baydar, F. (2022). Professional self-understanding of teachers in different career stages: a phenomenological analysis. *BMC psychology*, *10*(1), 57.

Yu, W., Yao, W., Chen, M., Zhu, H., & Yan, J. (2023). School climate and academic burnout in medical students: a moderated mediation model of collective self-esteem and psychological capital. *BMC psychology*, *11*(1), 77.