

Work-Related Quality of Life among Public Secondary School Teachers in the City of Manila, Philippines

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Abstract. This study investigates the Work-Related Quality of Life (WRQoL) among public secondary school teachers in the City of Manila, Philippines, focusing on domains such as General Well-being, Home-Work Interface, Job-Career Satisfaction, Control at Work, Working Conditions, and Stress at Work. The research aims to assess the levels of WRQoL and identify differences based on demographic profiles. A descriptive cross-sectional study was employed, involving 190 secondary public school teachers. Data were collected using a standardized WRQoL questionnaire developed by the Quality of Working Life Research Center at the University of Portsmouth. The study utilized convenience and snowball sampling methods, ensuring voluntary participation and adherence to ethical standards. Results indicate that most respondents exhibit a high quality of life, with significant differences observed in stress at work and area of specialization and age-related differences in home-work interface and working conditions. Specifically, 60% of respondents reported higher overall WRQoL, 27.5% had average, and 12.6% had low WRQoL. The study found no significant gender differences across WRQoL subscales. However, age significantly influenced the home-work interface and working conditions, with younger teachers experiencing more favorable conditions. In conclusion, the study highlights the importance of addressing occupational stress and enhancing working conditions to improve teachers' quality of life. The findings suggest that targeted interventions considering age and specialization could further enhance teachers' work-related quality of life, ultimately benefiting educational outcomes.

Keywords: Quality of life; Work-related quality of life; Secondary teachers; Home-work interface; Job-Career Satisfaction.

1.0 Introduction

Teachers anchor every well-developed education system and are key to societal development. The Philippines has always assigned major relevance to education. This even appears in the country's 1987 Constitution and subsequent yearly releases of government funds. Recent problems, though, with regard to the COVID-19 pandemic, economic recession, and lack of resources have all affected the education system in the country. As the academic frontlines, teachers suffer from changing expectations and performance changes. These circumstances have heightened the risks teachers have to deal with physically and mentally, affecting their quality of life, QoL.

The pandemic has changed the educational system's dynamic, creating new stressors such as resource constraints and vague policies. These have further elevated the stress levels of school personnel. Such stresses can have adverse effects on the teachers' QoL and their work performance as well. Teachers, as key figures in education,

must maintain this balance in order to be able to work effectively. This study determines the work-related quality of life among public secondary school teachers in Manila based on the following domains: General Well-being, Home-Work Interface, Job-Career Satisfaction, Control at Work, Working Conditions, and Stress at Work.

Although work-related quality of life is considered very significant, very few research that consider the specific domains of teachers have considered it a research area of interest. This study, hence, attempts to bridge this gap by evaluating secondary public-school teachers' work-related quality of life and establishing differences based on demographic profiles. In identifying the factors that affect teachers' quality of life, the study is expected to contribute to the improved delivery of education services and support teachers in maintaining a balanced quality of life.

Work-Related Quality of Life (WRQoL)

The World Health Organization (WHO) describes the quality of life (QoL) as “an individual’s perception of their position on life in the context of the culture and value systems in which they live and about their goals, expectations, standards, and concerns. It is a broad-ranging concept affected complexly by the person’s physical health, psychological state, personal beliefs, social relationships, and relationship to salient features of their environment.” It is acknowledged as a significant, multifaceted problem with both good and negative components linked to various aspects of interpersonal interactions (WHO, 2014). This concept represents the premise that quality of life is a subjective assessment anchored within a cultural, social, and environmental setting.

Work-related quality of life, also known as quality of work life, is a concept that encompasses the general well-being of employees. According to Rao et al. (2013), it refers to employees' satisfaction with various aspects of their work life, such as the work itself, financial aspects, working conditions, and skills. Quality of work life is linked to fundamental employment qualities like pay, benefits, working conditions, workload, stress, and opportunities for advancement and career development (Lee et al., 2007). Kumar (2016) defines it as the alignment between employees and their work environment, emphasizing the importance of motivation and job satisfaction for organizational productivity.

Quality of Life for Teachers

The complexity of teaching, with its physical, mental, social, and spiritual demands, significantly impacts teachers' perceived quality of life. An "Educator Quality of Life" survey by the American Federation of Teachers revealed that 61% of educators experience work stress, with 27% reporting bullying incidents (American Federation of Teachers, 2020). In contrast, teachers in Davao City, Philippines, report a good quality of work life, with respect and dignity as key determinants (Bagtasos & Espere, 2010). Factors like wages, benefits, and fair working hours are crucial for motivation and productivity (Kumar, 2016). On the other hand, studies in India found no significant differences in work-related quality of life based on age, sex, or professional membership (Bharathi & Gupta, 2017). Similarly, Rao, Arora, and Vashisht (2013) reported no differences among university professors based on academic designation or subjects taught.

Dimensions of Work-related Quality of Life

Well-being, as defined by the Center for Disease Control and Prevention (2018), involves mental health, life satisfaction, purpose, and stress management. Teacher well-being is critical for educational delivery and student outcomes (Duckworth et al., 2009). Idoiaga-Mondragon et al. (2021) found that psychological health had the highest quality of life scores. Additionally, Sunga (2019) examined the correlation between quality of life and mental health among full-time private school teachers in Malolos, Bulacan, finding a significant inverse relationship. The pandemic has heightened risks to teachers' mental health due to increased stress and uncertainty, compounded by the need to adapt to new educational standards. The pandemic also poses serious risks to teachers' mental health and general well-being due to elevated levels of stress and worry that are made worse by the ongoing uncertainty of the situation. Aside from the possible stress and anxiety that COVID-19 poses to themselves and their families, teachers must also adjust to the latest standard in the context of the educational environment (Besser et al., 2020; Rabacal, n.d.).

Home and work interface, which assesses employees' perceptions of control over their job's timing, location, and manner, contributes to a fulfilling and professional life. Danilewitz (2017) found that Canadian female teachers

experience low quality of life due to stressors related to work-life balance. Similarly, in India, male teachers reported better work-life balance than female faculty. In the Philippines, Canoy (2020) studied public secondary school teachers in Agusan del Sur, revealing that workload demands significantly challenge their quality of life. A notable 20% of respondents reported difficulties attending their children's events due to work commitments.

Job satisfaction reflects employee contentment with their workplace and tasks (Torlak & Kuzey, 2019). Moradi et al. (2012) identified job satisfaction as a composite of job qualities, personal attributes, environment, coworker relationships, supervision, and organizational structure. Sehar and Alwi (2019) found that democratic leadership positively influences teacher satisfaction and engagement. However, Tobias (2017) reported no significant correlation between job satisfaction and leadership styles, possibly due to other factors like job achievements and security.

Control at work, or the perceived empowerment to influence one's work environment, is linked to job satisfaction and organizational commitment (Easton & Laar, 2018; Mohammad et al., 2022). Amoli and Youran (2014) highlighted the positive correlation between teacher empowerment and job satisfaction. Balkar (2015) described "empowering school culture" as encompassing teacher efficacy, satisfaction, social interactions, and leadership. Research by Tindowen (2019) indicates that Catholic University teachers in the Philippines feel valued and empowered but lack participation in decision-making processes. Similarly, Archer and Cameron (2013) found that teachers in Tennessee perceive significant control over their practices but feel limited in leadership and career development opportunities.

In educational systems, it cannot be overstated how important it is to prioritize human resource development. Among the intervention methods that will directly contribute to an increase in the quality of education is a consistent investment in teachers' working conditions. The International Labor Organization (ILO) identified several ways to improve it from increasing their salaries and providing adequate equipment and learning materials to teacher training. The ILO believes that focusing on the teacher's working conditions would solve problems of teacher attrition and job performance.

Improving teachers' working conditions reduces attrition and enhances performance (Geiger & Pivovarov, 2018). In the Philippines, initiatives like Project "TAO" aimed to improve teachers' working conditions, but funding constraints have hindered full implementation (Dadulo & Canencia, 2010). During the pandemic, Robosa et al. (2021) reported significant challenges teachers face, including stress and burnout. Conversely, studies at private institutions like the University of Mindanao show high satisfaction with working conditions, emphasizing professional growth and resources (Maghanoy, 2021).

Stress can influence job performance positively or negatively. While moderate stress can enhance performance, excessive stress is detrimental (Akrani, 2011). Teachers face workloads, lack of resources, and student behavior issues (Leroux & Théorét, 2014). In China, female teachers report lower quality of life due to stress, which worsens with age (Yang et al., 2009). Jaminal (2015) identified job pressure as a primary stressor for teachers in the Caraga region, affecting their classroom functions.

2.0 Methodology

2.1 Research Design

A descriptive cross-sectional study was utilized to describe the profiled characteristics of the respondents during the actual gathering of data. Characteristics include school age, gender, educational attainment, areas of specialization, and years of teaching experience. A comparative design was also used to ascertain the differences between two variables, specifically the respondent's work-related quality and the said profiled characteristics.

2.2 Research Locale

The public secondary schools in Manila, recognized as leaders in providing high-quality education, served as the study's setting. It is divided into six different congressional districts. According to the website of the Department of Education in Manila (DepEd Manila), Districts I, III, IV, and V each have five public secondary schools. In contrast, Districts II and VI each have six public secondary schools. The research locale was chosen for the richness of possible respondents.

2.3 Research Participants

The study used convenience and snowball sampling methods to recruit secondary school teachers within the Division of City Schools, Manila. Convenience sampling enabled selecting participants based on their availability and willingness to participate. Snowball sampling complemented this approach by allowing initial respondents to share the questionnaire with other eligible teachers. Respondents' eligibility in relation to the inclusion criteria was determined as public secondary school teachers within the Division of City Schools of Manila, either male or female, between 21 and 65 years old, and currently teaching full-time as described by the law. Teachers with additional administrative duties aside from actual classroom teaching were also included. Respondents who only work as substitute teachers, work outside of Manila, or teach at the elementary or collegiate levels, on the other hand, were excluded.

The study successfully gathered data from 190 participants, surpassing the initial target of 180 respondents. These participants were distributed across six Division of City Schools, Manila divisions. Specifically, Division 1 included 31 respondents, accounting for 16.3% of the total sample. Division 2 comprised 32 respondents, representing 16.8%. Division 3 had the highest number, with 33 respondents, or 17.4%. Division 4 and 5 each contributed 30 respondents, making up 15.8% of each sample. Lastly, Division 6 included 34 respondents, constituting 17.9% of the total participants. This distribution ensured a well-rounded and representative dataset for the study.

2.4 Research Instrument

The research instrument was initially composed of the respondents' demographics. This section contains questions to capture the basic individual information that determines school affiliation, age, gender, educational attainment, and years of teaching experience. Easton and van Laar (2018) initiated the development and standardization of the Work-Related Quality of Life (WRQoL). This is a 23-question psychometric scale that is designed to measure an employee's perceived quality of life across six domains of their work. The WRQoL scale is a tool that helps people, organizations, consultants, and researchers measure and understand people's quality of life at work. The scale is comprised of items that measure six different dimensions, including general well-being (GWB) for questions number 4, 9, 10, 15, 17, and 21, home-work interface (HWI) for questions 5, 6, and 14, job and career satisfaction (JCS) for questions 1, 3, 8, 11, 18, and 20, control at work (CAW) for questions 2, 12, and 23, working conditions (WCS) for questions 13, 16, and 22, and stress at work (SAW) for questions 7 and 19. The responses are given on a Likert scale with five points, one strongly disagreeing and five strongly agreeing; the scores of the three negatively phrased items are reversed (questions 7, 9, and 19). The score for the Overall WRQoL factor is determined by calculating the average of all 23 WRQoL items (the 24th "Overall" item is not included in this calculation). The mean scores of each subscale can be used for comparative and correlational analysis among different variables.

The WRQoL scale is available for free use under the condition that the user commits to utilizing the scale exclusively for non-commercial, educational, or research reasons only. No fee is charged. The coefficients for Alpha range from 0.72 to 0.90, and the coefficient for the total score is 0.94; this demonstrates that the dimensions have strong internal consistency. Test-retest coefficients ranged from 0.77 to 0.88, with a mean score of 0.87 overall (Easton & van Laar, 2018).

2.5 Data Gathering Procedure

While gathering the necessary information, the researcher employed convenience and snowball sampling methods. Using these various sampling strategies, the researcher was able to select respondents based on their availability and willingness to participate in the study. In addition, the respondents could provide others who satisfied the eligibility requirements with a physical copy of the questionnaire. The Work-Related Quality of Life (WRQoL) is a free-to-use public domain funded by the Department of Psychology at the University of Portsmouth's Quality of Working Life Research. The questionnaires were generated in paper format. A hard copy was personally distributed to the respondents with the help of an authorized school administrator. The researcher was personally present during the on-site implementation to ensure that any queries or questions were addressed. Additionally, the researcher's contact information was included for easy communication in case of queries. The respondents took approximately 10 minutes on average to complete the entire questionnaire.

After the respondents had answered the questionnaire, the researcher gathered the data. Once finished, the researchers filtered the data manually. Responses were considered null if a respondent lacked answers, which would prevent the exact calculation of scores. The researcher ensured that all the responses were complete before enlisting the assistance of a statistician to assist with data computation and interpretation. The researcher, at the same time, prepared materials for the transcription process. The treatment of quantitative data involved tallying responses electronically with Microsoft Excel, followed by analysis using SPSS under the guidance of a statistician. Means and standard deviations were calculated to determine overall and domain scores for work-related quality of life and individual work performance, with weighted means facilitating inferential analysis. Percentages and frequency distributions organized demographic data, such as school affiliation, age, gender, educational attainment, areas of specialization, and years of teaching experience. An independent t-test was used to examine variations based on gender, and a one-way analysis of variance (ANOVA) was used to assess differences across three or more demographic variables, such as age or educational attainment, regarding these outcomes. Tukey's post-hoc test was employed alongside ANOVA to identify specific group differences.

2.6 Ethical Considerations

Upon the dissertation advisor's recommendation, the researcher used informed consent, stating vital information for the study. The researcher guaranteed that participation in this study is entirely voluntary. The researcher does not expect any risk during the entire period of the implementation process; nonetheless, respondents can withdraw at any moment. For reasons of confidentiality, the researcher kept this study's records in a secure file. The data was recorded per the Data Privacy Act of 2012, a.k.a. Republic Act 10173. Only the researcher has password-protected access to the electronic file containing the research records.

3.0 Results and Discussion

3.1 Sociodemographic Profiles of the Respondents

The sociodemographic features of the respondents are shown in Table 1. The study's respondents were predominantly young, with 37% aged 20 to 30, while only 16% were between 51 and 65. Females comprised 70% of the sample. Regarding teaching experience, 24% had 16-20 years, 22% over 21 years, and 17% over 1-3 years. In terms of specialization, the largest group was Filipino teachers (17%), followed by science (12%) and mathematics teachers (11%), with MAPEH teachers being the smallest group at 9%.

Table 1. Sociodemographic profiles of the respondents

Profiles		f	%
Age	20-30 years old	70	37
	31-40 years old	49	26
	41-50 years old	40	21
	51-65 years old	31	16
Gender	Male	58	30
	Female	132	70
Years of Teaching Experience	1 - 5 years	36	19
	6 - 10 years	33	17
	11 - 15 years	35	18
	16 - 20 years	45	24
	21 years and above	41	22
	Mathematics	21	11
	Science	22	12
Area of Specialization	English	18	9
	Filipino	32	17
	Social Studies	21	11
	Home Eco	19	10
	Technical-Vocational	20	10
	MAPEH	17	9
	ESP	20	11

3.2 Work-Related Quality of Life of Secondary Public-School Teachers

Table 2 presents secondary public-school teachers' work-related quality of life (QoL), focusing on its dimensions. Most participants (86) reported an average WRQoL, with 84 indicating higher levels and only 20, or 10.5%, reporting lower levels. In the home-work interface (HWI) dimension, which evaluates institutional support for balancing professional and personal lives, 53.2% reported high WRQoL, while 23.2% reported less favorable conditions. Regarding Job and Career Satisfaction (JCS), 76.3% of participants experienced high WRQoL, 18.9% moderate, and 9.0% low. The Control at Work (CAW) scale showed that 51.6% of respondents believed they had a high control over their work environment, followed by 29.5% with moderate and 18.4% with low control scores. The Working Conditions Score (WCS) revealed that 50.5% of respondents reported high WRQoL related to

resources and job security, 46.8% reported average, and 30.5% reported low levels. Finally, 89 respondents experienced average stress at work, 75 reported a low quality of life, and only 26 indicated a higher quality of life.

Table 2. Level of Work-Related Quality of Life (WRQoL) among the Respondents

	Level of Quality of Life					
	Higher		Average		Low	
	f	%	f	%	f	%
General Well being	84	44.2	86	45.3	20	10.5
Home-Work Interface	101	53.2	45	23.7	44	23.2
Job/Career Satisfaction	145	76.3	36	18.9	9	4.7
Control at Work	98	51.6	56	29.5	35	18.4
Working Conditions	96	50.5	36	18.9	58	30.5
Stress at Work	26	13.7	89	46.8	75	39.5
Over-all WRQoL	114	60	52	27.5	24	12.6

3.3 Gender Differences Across the Subscales of Work-Related Quality of Life

Table 3 revealed no significant gender differences across the subscales of work-related quality of life (WRQoL) among public secondary school teachers. This finding aligns with Balasbas's (2022) study in Davao City, which reported no statistically significant gender-based differences in work-life quality. Similarly, research by Saxena (2018) among teachers in India underscored that school policies and quality-of-life management programs were equally effective for both male and female groups.

Table 3. Comparability of Work-Related Quality of Life (WRQoL) among respondents according to gender

WRQoL Subscale	Gender	N	X + SD	t-value	p-value	Decision
General Well being	Male	58	3.57 + 0.53	0.002	0.969	Accept
	Female	132	3.62 + 0.57			
Home-Work Interface	Male	58	3.67 + 0.7	2.802	0.096	Accept
	Female	132	3.83 + 0.77			
Job/Career Satisfaction	Male	58	4.05 + 0.5	0.032	0.859	Accept
	Female	132	4.09 + 0.54			
Control at Work	Male	58	3.79 + 0.61	0.969	0.326	Accept
	Female	132	3.78 + 0.71			
Working Conditions	Male	58	2.72 + 0.76	0.353	0.553	Accept
	Female	132	2.92 + 0.85			
Stress at Work	Male	58	3.86 + 0.56	3.848	0.051	Accept
	Female	132	3.76 + 0.69			
Over-all WRQoL	Male	58	86.14 + 9.76	1.846	0.176	Accept
	Female	132	87.51 + 11.7			

Note: Subscale from the Work-Related Quality of Life Questionnaire by Easton and van Laar (2018).

Accepted the Null since the p-value is greater than 0.05 level of significance.

Mean and Standard Deviation is represented as X±SD

The fact that male teachers' mean scores are higher than female teachers may indicate that they are under more stress. A local study by Manalo (2019) found that male instructors report higher stress levels due to interpersonal issues, role conflicts, and a lack of understanding of their jobs, supporting this conclusion. It found that although there is no discernible gender difference in teachers' occupational stress, male instructors report higher stress levels. The study further suggested that giving male teachers additional authority, involvement opportunities, and decision-making responsibilities can reduce their stress levels.

3.4 Differences in Work-Related Quality of Life Among Respondents According to their Age

Table 4 presents the differences in work-related quality of life among respondents according to age. Only a significant age difference exists between the home-work interface (p-value = 0.000) and the working conditions (p-value = 0.046).

Table 4. Comparability of Work-Related Quality of Life (WRQoL) among respondents according to age

WRQoL Subscale	Age	Mean	SD	F-value	p-value	Sig	Decision
General Well being	20-30	3.688	0.489	2.365	0.072	NS	Accept
	31-40	3.456	0.544				
	41-50	3.550	0.589				
	51-65	3.726	0.635				
Home-Work Interface	20-30	3.938	0.745	6.677	0.000	S	Reject
	31-40	3.388	0.734				
	41-50	3.833	0.675				
	51-65	3.957	0.693				
Job/Career Satisfaction	20-30	4.110	0.542	0.443	0.7223	NS	Accept
	31-40	4.024	0.487				
	41-50	4.046	0.527				
	51-65	4.140	0.568				
Control at Work	20-30	3.905	0.652	1.167	0.324	NS	Accept
	31-40	3.707	0.596				
	41-50	3.742	0.681				
	51-65	3.720	0.710				
Working Conditions	20-30	3.890	0.685	2.713	0.046	S	Reject
	31-40	3.578	0.706				

Stress at Work	41-50	3.742	0.647	2.060	0.107	NS	Accept
	51-65	3.935	0.599				
	20-30	2.793	0.853				
	31-40	2.847	0.751				
	41-50	2.725	0.832				
Over-all WRQoL	51-65	3.177	0.842	2.522	0.059	NS	Accept
	20-30	88.271	11.408				
	31-40	83.816	9.733				
	41-50	86.675	10.319				
	51-65	90.129	12.701				

Note: *Significant at 0.05 level of significance

Tukey's test was used to identify differences in between variables

S = Significant difference; NS – No Significant Difference

3.5 Comparability of Work-Related Quality of Life Among Respondents According to Teaching Experience

The result also yielded no significant difference in the work-related quality of life and the respondent's teaching experience, as seen in Table 5. All the probability values are above the 0.05 level of significance, thus accepting the null hypothesis. This signifies that the well-being of teachers is equally the same regardless of the longevity of their teaching career.

Table 5. Comparability of Work-Related Quality of Life (WRQoL) among respondents according to teaching experience

WRQoL Subscale	Teaching Experience	Mean	SD	F-value	p-value	Sig	Decision
General Well being	1 – 5 years	3.646	0.533	0.680	0.614	NS	Accept
	6 – 10 years	3.685	0.593				
	11 – 15 years	3.583	0.543				
	16 – 20 years	3.496	0.486				
	21 years and above	3.632	0.620				
Home-Work Interface	1 – 5 years	3.740	0.871	0.650	0.625	NS	Accept
	6 – 10 years	3.964	0.777				
	11 – 15 years	3.722	0.706				
	16 – 20 years	3.595	0.738				
	21 years and above	3.868	0.663				
Job/ Career Satisfaction	1 – 5 years	4.109	0.518	0.349	0.840	NS	Accept
	6 – 10 years	4.122	0.649				
	11 – 15 years	4.093	0.500				
	16 – 20 years	3.996	0.483				
	21 years and above	4.089	0.496				
Control at Work	1 – 5 years	3.760	0.689	0.569	0.684	NS	Accept
	6 – 10 years	3.928	0.758				
	11 – 15 years	3.824	0.475				
	16 – 20 years	3.722	0.624				
	21 years and above	3.729	0.702				
Working Conditions	1 – 5 years	3.833	0.808	0.668	0.617	NS	Accept
	6 – 10 years	3.847	0.735				
	11 – 15 years	3.787	0.586				
	16 – 20 years	3.651	0.694				
	21 years and above	3.829	0.588				
Stress at Work	1 – 5 years	2.953	0.700	0.875	0.474	NS	Accept
	6 – 10 years	2.824	0.944				
	11 – 15 years	2.847	0.782				
	16 – 20 years	2.702	0.827				
	21 years and above	2.965	0.862				
Over-all WRQoL	1 – 5 years	87.906	12.491	1.42	0.229	NS	Accept
	6 – 10 years	88.027	12.749				
	11 – 15 years	87.167	9.269				
	16 – 20 years	84.333	10.589				
	21 years and above	88.302	10.586				

Note: *Significant at 0.05 level of significance

Tukey's test was used to identify differences in between variables

S = Significant difference; NS – No Significant Difference

3.6 Comparability of Work-Related Quality of Life Among Respondents According to Area of Specialization

Lastly, Table 6 provides a comparative analysis of Work-Related Quality of Life (WRQoL) among respondents based on their area of specialization, covering several subscales: General Well-being, Home-Work Interface, Job/Career Satisfaction, Control at Work, Working Conditions, Stress at Work, and Overall WRQoL. Notably, in the Stress at Work subscale, scores vary from 2.500 in Social Studies to 3.833 in ESP, and a significant difference is observed (F-value: 2.187, p-value: 0.030). Lastly, in the overall WRQoL, the mean scores ranged from 85.524 in Social Studies to 89.381 in Mathematics, with no significant differences (F-value: 0.329, p-value: 0.954).

Table 6. Comparability of Work-Related Quality of Life (WRQoL) among respondents according to area of specialization

WRQoL Subscale	Area of specialization	Mean	SD	F-value	p-value	Sig
General Well being	Mathematics	3.706	0.695	0.264	0.977	NS
	Science	3.644	0.573			
	English	3.620	0.517			
	Filipino	3.651	0.536			
	Social Studies	3.516	0.560			
	Home Eco	3.614	0.481			
	Tech-Voc	3.558	0.550			

Home-Work Interface	MAPEH	3.520	0.603	0.925	0.497	NS
	ESP	3.575	0.550			
	Mathematics	3.810	0.688			
	Science	3.712	0.737			
	English	3.611	0.551			
	Filipino	4.052	0.758			
	Social Studies	3.619	0.798			
	Home Eco	3.719	0.870			
	Tech-Voc	3.817	0.662			
	MAPEH	3.863	0.913			
Job/ Career Satisfaction	ESP	3.633	0.748	0.185	0.993	NS
	Mathematics	3.789	0.655			
	Science	4.143	0.561			
	English	4.144	0.525			
	Filipino	4.037	0.346			
	Social Studies	4.104	0.607			
	Home Eco	4.016	0.527			
	Tech-Voc	4.096	0.446			
	MAPEH	4.017	0.580			
	ESP	4.088	0.537			
Control at Work	Mathematics	3.746	0.674	0.675	0.712	NS
	Science	3.939	0.579			
	English	3.630	0.646			
	Filipino	3.917	0.605			
	Social Studies	3.810	0.688			
	Home Eco	3.684	0.741			
	Tech-Voc	3.667	0.658			
	MAPEH	3.902	0.724			
	ESP	3.717	0.660			
	Mathematics	3.794	0.645			
Working Conditions	Science	3.833	0.747	0.281	0.972	NS
	English	3.722	0.639			
	Filipino	3.906	0.758			
	Social Studies	3.778	0.609			
	Home Eco	3.667	0.762			
	Tech-Voc	3.733	0.645			
	MAPEH	3.706	0.706			
	ESP	3.833	0.626			
	Mathematics	3.167	0.856			
	Science	2.523	0.698			
Stress at Work	English	3.194	0.667	2.187	0.030	S
	Filipino	2.891	0.868			
	Social Studies	2.500	0.791			
	Home Eco	3.132	0.684			
	Tech-Voc	2.825	0.832			
	MAPEH	2.647	0.981			
	ESP	2.850	0.829			
Over-all WRQoL	Mathematics	89.381	12.687	0.329	0.954	NS
	Science	86.000	11.322			
	English	87.056	8.558			
	Filipino	88.750	12.292			
	Social Studies	85.524	10.505			
	Home Eco	86.684	11.081			
	Tech-Voc	85.550	11.297			
	MAPEH	87.471	11.684			
	ESP	86.500	10.841			

Note: *Significant at 0.05 level of significance

Tukey's test was used to identify differences in between variables

S = Significant difference; NS = No Significant Difference

In the DepEd 2020 – 2021 education data, there is a total of 30,017 junior high school and 3,997 senior high school in the National Capital Region (NCR), among which more than 5,000 teachers are assigned in the division of Manila. In terms of gender, according to the census as presented by the study of Olores-Regalado is 2017, the teaching profession in the Philippines is predominantly occupied by women. In both public elementary and secondary schools, the number of female school teachers exceeds that of male teachers. Despite the predominance of women in the teaching profession, male administrators continue to hold the top occupational positions and receive the highest salaries. In the study, it also reveals that majority of the teachers are not yet done or not engaged in graduate studies. The study of David et al., (2020) even suggested that there is a great disparity of enrolment to graduation ratio in a state university in Manila with only 10:1. The study suggests that in order to ensure successful degree completion without compromising the quality of thesis and dissertation research, it is advisable to consider revisiting and implementing evidence-based practices.

Given that a significant proportion of the participants exhibit moderate levels of overall well-being, it is important to examine the variables that impede their ability to attain higher standards of living, including physical health. Amit and Malabarbas (2020) conducted a study among 200 public-school teachers in the Philippines, which found that musculoskeletal disorders have an impact on the physical wellbeing of teachers. The lower back and legs were the areas with the highest incidence of musculoskeletal discomfort. The outcome serves as a reliable measure of how school administrators, curriculum and policy designers, and other stakeholders ought to improve the

working environment of educators. This finding has been replicated in various studies conducted in Asia, as evidenced by Althomali et al. (2021) and Wang et al. (2019). Moreover, the mental well-being of educators may also be a contributing factor, given that the nation is only beginning to resume normalcy in the wake of the COVID-19 pandemic. The mental wellbeing of secondary school teachers in Batanes was investigated by Billote et al. (2022). The findings suggest that the individuals experience moderate levels of anxiety, depression, and stress. The impact of the pandemic and the suspension of face-to-face instruction had a noteworthy effect on teachers, particularly in terms of work-related stress.

Remarkably, majority of the teachers have a higher home-work interface. The result supports the study conducted by Ramos & Galleto in 2020. It revealed that the majority of teachers in the district of Zamboanga del Sur had a healthy balance between their schoolwork and personal life outside of work. In addition to personal, academic, curriculum and instruction planning, classroom administration, and social accomplishments, they were also extraordinarily productive. Therefore, scheduling tasks and organizing activities frees up time that can be used for other purposes, such as boosting productivity.

The result of obtaining higher job and career satisfaction among respondents also supports the study conducted by Bona in 2020. Overall, the findings indicated that teachers are highly satisfied with their teaching profession in terms of the organization's supervision and planning, functions within the school, workplace conditions, relationship with the principal, pay, and benefits. In addition, instructors concur that they are pleased with training, professional development, and available resources. This is true in the Division of Manila; according to their website, there are numerous activities that ensure the welfare of their teachers. These include continued procurement of teaching materials, in-service trainings, and promotion, among others.

The respondents' scores on the subscales of control at work and working conditions were found to be higher. According to Caliba's (2022) study, the establishment and development of a cooperative atmosphere within the school's premises are closely interrelated. This finding suggests that various measures have been implemented to foster a collaborative environment, such as enabling all members of the school to participate in decision-making processes and empowering them to become influential and significant contributors. Lastly, the stress at work subscale scores reveals that majority only have average quality of life. With this, occupational stress together with general wellbeing must be given attention due to its possible relationship with work performance. Mingoa (2017) found that elementary and secondary school teachers experience significant levels of stress. Many reasons contribute to this, including those within the realm of work, such as excessive paperwork, unrelated extra responsibilities, overcrowded classrooms, and inept superiors, as well as those within the realm of the personal, such as interpersonal relationships, and the economic, such as a low wage and high cost of living.

The result of the study regarding home-work interface and age is supported by the study conducted by Richert-Kamierska & Stankiewicz in 2016, which found a statistically significant difference in how people view their life-work balance based on their age, with a focus on people in the 55–70 age group compared to those who are younger. According to Rook (2020), the multi-generational definition of work-life balance may also affect the difference in results. Boomers, or those who were born in the 1960s, are competitive and employer-loyal, placing their careers above all other aspects of their lives. They labor long hours and frequently neglect family and school occasions. While younger generations, such as Generation X, are more likely to make a career switch when dissatisfied with their current job or career path.

There is also a difference in working conditions and quality of life among respondents according to age. A possible reason for the difference is the capacity of younger teachers to switch working environments easily, such as by applying for more productive work abroad. There is no doubt that due to their academic expertise, particularly in teaching the English language, Filipino educators are highly regarded abroad. Since many non-English countries are now incorporating English as a subject or course into their curricula, Filipino instructors are in high demand abroad. It is important to determine their teaching experience since it does not only affect wellbeing but also teaching effectiveness (Kini & Podolsky, 2016). It is also remarkable to note that the study conducted by Kourmoussi & Alexopoulos (2016) found an inverse relationship between seniority and stress levels among teachers. Specifically, it was observed that as teachers grew older, they experienced lower levels of stress in relation to work-related stress factors, time management, professional distress, and professional investment

stressors. Analogously, extended tenure was found to be linked with diminished occupational distress, as well as lower levels of stressors related to professional discipline and motivation, and a decreased perception of stress.

Aside from the fact that different subjects have different demands, the study conducted by Co et al. in 2021 stated that mismatched subject assignments at the elementary, secondary, and tertiary levels are one of the issues that have garnered significant attention. The phenomenon of instructors teaching non-discipline-specific subjects without adequate education or training has been overlooked. The result of the study further stated that the lived experiences of secondary teachers demonstrated difficulties, obstacles, and widespread negligence that increased their stress at work. The study is limited only to comparative study to lay a foundation for future investigation. It does not determine the causal relationship and predictive values of the variables. It will only focus on the perception of the respondents on their work-related quality of life does determine other factors that are not within the scope of the study. Due to convenience sampling, the samples collected for this study are unlikely to be representative of all secondary public-school teachers in the Philippines.

4.0 Conclusion

This study ascertained the work-related quality of life among public secondary school teachers in the division of Manila. The study concludes that in terms of home-work balance, job/career satisfaction, control over one's work environment, and working circumstances, most secondary public-school teachers in Manila enjoy higher quality of life. On the other hand, average levels of overall well-being and workplace stress are present. The study also determines the multi-faceted aspects of individual work performance of the respondents. The result shows that majority of the respondents are goal oriented in finishing their task performance. Most of the respondents are also actively participating in meeting and school consultations as part of their contextual performance. Lastly, a vast majority of the respondents do not make problems bigger than they seem.

The results show that both male and female secondary public-school teachers have equal levels of general wellbeing, home-work interface, job satisfaction, control at work, working conditions and occupational stress. However, there is only a significant difference in terms of age with the home-work interface and the working conditions. The results of the study on individual work performance shows that only counterproductive behavior and educational attainment have a significant difference, rejecting the null hypothesis. The study can be used for policy implementation to enhance understanding of work-related quality of life and individual performance. It suggested examining additional sociodemographic factors, such as socioeconomic status and school location, and extending research to private school teachers. Future studies could explore health-related quality of life for teachers with orthopedic disabilities and those nearing retirement. Investigating factors that help teachers manage work-related stress and assessing their application in other divisions were also recommended. Strengthening contextual work performance through volunteer opportunities aligned with teachers' interests was advised. The researcher suggested examining the causal relationship between counterproductive work behavior and educational attainment, particularly for younger teachers balancing graduate studies or family commitments. Lastly, Educational administrators were encouraged to support initiatives promoting teacher welfare and work-life balance.

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Indicate the contribution of each author:

Nil Edward F. Panuelos – editing, writing, data analysis, supervising

Maria Socorro B. Pili – data analysis, encoding, writing

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7.0 Conflict of Interests

There is no conflict of interest during the duration of the research undertaking

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