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# QUALITY WORK LIFE AND TEACHERS' DEDICATION OF PUBLIC ELEMENTARY SCHOOLS

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## ABSTRACT

*The study aimed to determine the extent of quality work life and the level of teachers' dedication of public elementary schools. This study employed a non-experimental quantitative research design utilizing descriptive-correlation method. Validated questionnaire and Universal sampling procedure were utilized considering the minimal number of teachers in the research locale. One hundred twenty (120) public elementary school teachers were the respondents of the study. Using mean, Pearson-r, and regression analysis, the findings revealed that the quality of work life was extensive while the extent of teachers' dedication of public elementary schools was also extensive. Moreover, the overall results disclosed that indicators for the quality of work life were positively correlated to the teachers' dedication of public elementary schools. Further, results from the regression analysis revealed the following have a strong influence of quality work life on the teachers' dedication of public elementary schools: job characteristics, compensation, and working conditions. It is recommended that the Department of Education should allocate sufficient funds to guarantee that schools have access to the infrastructure, technology, and teaching materials required to support efficient teaching and learning. For teachers to manage stress and maintain a healthy work-life balance, it also offers support services like counselling, mental health support, and wellness programs.*

**KEYWORDS:** *Quality work life, teachers' dedication*

## INTRODUCTION

Proficiency in communicating, listening, teamwork, flexibility, empathy, and patience are some of the attributes of a good teacher. Engaging students in the classroom, emphasizing real-world learning, exchanging best practices, and fostering a lifetime love of learning are further traits of good teaching. A teacher's effectiveness and satisfaction in the context of students' learning are greatly impacted by their work-life balance. Research has repeatedly shown that a healthy work-life balance contributes to faculty wellbeing and better student behavior.

Globally, work is an integral part of everyday life as it is the livelihood or career. On an average, people spend around twelve hours per day in the workplace which forms one third of their entire life. Hence work should yield satisfaction, give peace of mind, fulfilment of having done a task and having spent time fruitfully, constrictively, and purposefully. Even if it is a small step towards the lifetime goal, at the end of the day it should give satisfaction, eagerness to look forward to the next day. This has led to the quest for improvement in quality of work life (Manju, 2019).

In connection of this, Education International (2017) stated that quality teaching is essential for quality learning. The teaching and learning environment should be designed in a way that supports teachers and other education employees in their missions. In this regard quality of work life is very important to teacher. Hence, there is a need to study on the quality of work life of teachers

According to the Teacher Statistics for the Philippines (2019), Philippine public-school teachers are overworked (based on high learner: teacher ratio, teaching hours per day, and teaching hours per year). With long working hours and larger class sizes, teachers are unlikely to have the time, energy and opportunity for professional development and lesson plans especially when the curriculum is changing so often. Also, the faculty in teaching institutions lacks advanced degrees.

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In this case, the teachers sometimes feel lazy to render their service to the learners because they feel that the government are not making education as one of their priorities for improvement. The researcher being in the Second District of Quezon believes that the Secondary School Teachers in this district are also experiencing these scenarios. Due to these scenarios, teachers cannot lend most of their times in preparing their lesson plans to deliver quality teaching. Teachers also need to be appreciated to further improve their commitment and quality of work life. Unemployment is faced by many countries as one of their problems. In the Philippines, according to the Philippine Statistics Authority the rate of unemployment was assessed. One of the factors of unemployment is the disparity in skills between what employers required and what graduates have (Abdullah, 2016). The teacher has a powerful and abiding influence in the formation of the character of every future citizen. Teacher acts as a pivot for the transmission of intellectual and technical skills and cultural tradition from one generation to the other. So, teachers must work in more dignity and with ample operational freedom. (Pani, 2015).

Moreover, the teachers are the focus of this study which identifies the main issues on how they maintain holistic lifestyle. By this way, they could render quality service to their clientele which also radiates on other groups such as the school managers, parents, community, and the policy makers. Their roles are very significant because their influencing ability would nurture the minds of the future citizen of this country. In other words, quality of work life should maximize which makes them contended in the different dimensions of the study.

## METHODOLOGY

### Research Design

This study used the non-experimental quantitative research design utilizing correlational method. According to Briones (2021), descriptive correlational method is used to determine the relationship between two or more variables and to ascertain their relationship. More to the point, Hussen (2021) emphasizes that this method is used since the study provides a description of individuals and aims to explain the nature of the data.

This study is descriptive in nature since it assesses the quality work life of public secondary schools in Tugbok District, Division of Davao City. This is correlational since quality work life and teachers' dedication of public elementary school.

### Research Respondents

This study was conducted in fifteen (15) schools of Tugbok District, Division of Davao City. The respondents were composed of 120-selected teachers of Tugbok District, Division of Davao City. They have been in the service for at least five to ten years teaching experiences in the Department of Education (DepEd) and teacher commitment should be emphasized in the fields of education because commitment was an internal force coming from within teachers themselves who had needs for greater responsibility, variety, and challenge in their work as their level of participation in education had grown at public elementary school. Random sampling technique will be employed in this study. However, Lamanan Elementary School and Kanacan Elementary School with 100 percent of respondents were involved. For the rest of the schools, fifty percent were given the questionnaires. The schools are equidistantly located in the whole district, which can be reached by means of land transportation facilities. The environment is conducive to educational research.

### Research Instrument

This study used an adapted questionnaire on organizational culture. This was patterned and adapted by the researcher from Quality Work Life of Walton (1975) as cited by Ojos (2018). He suggests eight aspects in which employees' perceptions towards their work organizations could determine their QWL which makes its measurement easy and practicable. He explains quality of work life in terms of eight broad conditions of employment that constitute desirable quality of work life (QWL). He proposed the same criteria for measuring QWL. Those conditions/criteria include adequate and fair compensation.

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**Data Analysis**

The following statistical tools were used in the analysis and interpretation of the responses in this study.

Mean. It was used to determine the extent of quality work life of public elementary school in Tugbok District, Division of Davao City.

Pearson Product Moment Correlation Coefficient (Pearson-r). This statistical tool was used in determining the significant of quality work life and teachers' dedication of public elementary schools in Tugbok District, Division of Davao City.

Multiple Linear Regression. This was utilized to determine the significant of quality work life influence teachers' dedication of public elementary schools in Tugbok District, Division of Davao City.

## RESULTS AND DISCUSSION

Presented in this chapter are the results of the data gathered. Two sets of research were employed to determine the extent of quality work life and teachers' dedication of public elementary schools in Tugbok District, Division of Davao City.

**Findings**

This non-experimental research using correlation design in this study aimed to determine the extent of quality work life and the extent of teachers' dedication of public elementary schools. Specifically, this study aimed to determine the extent of quality work life in terms of job characteristics, compensation, and working conditions. Moreover, this also identified the extent of teachers' dedication of public elementary schools in terms of learners, school, and profession. Finally, this study determined the significant relationship between the extent of quality work life and the level of teachers' dedication of public elementary schools.

Using non-experimental research, the extent of quality work life and teachers' dedication of public elementary schools was determined. The respondents of the study were the 120-public elementary school teachers in Tugbok District, Division of Davao City.

A modified teacher-made survey questionnaire was adopted from the study of Ojos (2018) and Hussen (2021) was utilized as the main instrument of this study.

Significant findings showed that the extent of quality work life in terms of job characteristics, compensation, and working conditions was extensive.

The extent of teachers' dedication of public elementary schools in terms of learners, school, and profession was also extensive which means that it was oftentimes evident. Hence, the extent of quality work life as demonstrated by public elementary school teachers was extensive.

Results for the test of relationship between the variables of interest in this research. The overall p-value is equal to 0.000 with an R-value equal to 0.765. This means that there is a strong significant positive association between the extent of quality work life and teachers' dedication of public elementary schools of Tugbok District, Division of Davao City. Hence, this study rejects its set null hypothesis. Relatively, the analysis depicts that an increasing manifestation of the teachers in the extent of quality of their work life leads to an increase of their dedication specifically in the public elementary schools of Tugbok District, Division of Davao City.

Finally, indicators of quality work life such as job characteristics, compensation, and working conditions has significantly influenced the teachers' dedication of public elementary schools of Tugbok District, Division of Davao City: Job Characteristics with a p-value of 0.000 and R-value of 0.705, Compensation with a p-value of 0.000 and R-value of 0.584 and Working Conditions which obtained a p-value of 0.000 and R-value of 0.428. This means that there

is a moderate significant positive relationship between the work conditions factor of the extent of quality of work life and teachers' dedication of public elementary schools of Tugbok District, Division of Davao City.

**Conclusions**

Based on the findings of this study, the following conclusions were offered:
The extent of quality work life was extensive.
The extent of teachers' dedication of public elementary schools was also extensive.
There was a positive correlation in the extent of quality work life and the extent of teachers' dedication of public elementary schools based on the indicators.
Based on the results, the following indicators have a strong influence of quality work life on the teachers' dedication of public elementary schools: Job Characteristics, Compensation and Working Conditions.

**Recommendations**

The following interventions were offered based on the conclusions of the study:
The Department of Education should allocate sufficient funds to guarantee that schools have access to the infrastructure, technology, and teaching materials required to support efficient teaching and learning. For teachers to manage stress and maintain a healthy work-life balance, it also offers support services like counseling, mental health support, and wellness programs.

School heads training on effective leadership and management techniques, with an emphasis on supporting teacher well-being and commitment.

Teachers seek support from school administration, peers, or counselors if they are experiencing challenges in their work or personal life. Asking for help is a sign of strength, not weakness.

Lastly, future Researchers may use the findings of this as springboard to conduct a study with a similar subject but with a larger scope to explore other dimensions of the study.

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