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Fostering Supportive School Environments: Understanding Teachers' Perceived Quality of Work Life

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Abstract

This study examined the perceived quality of work life (QWL) among public school teachers and investigated whether differences exist based on sex, age, and marital status. Using a descriptive-quantitative research design, a standardized survey questionnaire was administered to a representative sample of public elementary teachers within the division. Data was analyzed using mean, independent samples t-test, and one-way ANOVA to determine variations across demographic groups. Results indicated that teachers generally perceived their QWL as satisfactory, reflecting a supportive and collegial work environment. The study found no significant differences in satisfaction levels based on gender, age, or marital status among the teachers. These findings point to the importance of institutional factors—such as administrative support, professional development opportunities, and collegial relationships—in shaping overall work experiences.

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Introduction

Teachers play a central role in shaping educational outcomes, yet their work often involves demanding tasks, heavy workloads, and limited resources. How teachers perceive their work environment is important, as these perceptions influence motivation, job satisfaction, and instructional performance. The concept of Quality of Work Life (QWL) refers to employees' satisfaction with various aspects of their job, including compensation, working conditions, opportunities for professional growth, social relationships, and work-life balance (Malik, Mehmood, & Umrani, 2024). Teachers who perceive their quality of work life positively are more likely to demonstrate higher levels of motivation, commitment, and effectiveness in the classroom (Turgutlu & Yaman, 2024).

Over time, the meaning of QWL has evolved. Abdullah et al. (2021) noted that in the 1980s and 2000s, QWL mainly focused on the "desirability" of working conditions. Later, it expanded to include job attitudes and retention, which help stabilize organizations. Leitão et al. (2019) highlighted four key QWL dimensions: a safe work environment, occupational health care, adequate working hours, and fair compensation. Srivastava and Kanpur (2014) emphasized that QWL depends on organizational conditions and practices that promote fairness and human-centered workplaces. Srivastava and Kanpur (2014) argued that employees should be viewed as valuable assets, and administrators should foster work environments that encourage productivity and a positive mindset. Hamad (2018) added that recruiting skilled employees contributes to sustained job satisfaction and organizational resilience. In healthcare, Suri and Baber (2018) found that employee assistance programs and total quality management (TQM) practices further improve QWL by reducing stress and conflict.



Compensation is an important aspect of QWL. Pay and benefits motivate employees and encourage high performance (Mirvis & Lawler, 2014; Walton, 1973;). Determining fair and adequate compensation requires considering individual expectations and workplace context (Nirenberg, 1993; Orpen, 1981). Organizations can evaluate pay through skill requirements, supply and demand, and profit-sharing strategies (Schuler, 1998; Stein, 1983).

Safe and healthy working conditions also influence QWL. Employees should not face physical or psychological hazards, and meeting these basic needs improves engagement and job satisfaction (Orpen, 1981; Swamy et al., 2015). Jobs that allow employees to use and develop skills, gain autonomy, and work meaningfully also increase satisfaction and professional growth (Hackman, 1980). Career development opportunities, including training and promotion pathways, further enhance QWL (Bertrand et al., 1992)

Other important dimensions of quality of work life include social integration, constitutionalism, work–life balance, and social relevance. A work environment characterized by supportive relationships, fair treatment, respect for individual rights, clear boundaries between professional and personal life, and opportunities to contribute meaningfully to society promotes employees' well-being and engagement (Kumari, 2014; Mendoza & Gempes, 2018; Orpen, 1981; Walton, 1973;).

Alongside these organizational and work-related factors, personal characteristics have also been examined as influences on employees' perceptions of quality of work life. Previous studies suggest that age may shape work expectations, stress management, and job satisfaction, with older employees often reporting higher levels of QWL due to greater experience and adjustment, while younger employees may experience lower QWL because of career uncertainty and workload pressures (Sirgy et al., 2001). Sex has likewise been considered in QWL research, as male and female employees may differ in how they experience workplace demands, role expectations, and work–life balance, particularly in teaching where emotional labor and caregiving responsibilities are common (Albuloshi & Aldhafri, 2024; Eagly & Wood, 2016). Marital status has also been linked to QWL, especially in relation to work–life balance and social support, with married and single employees reporting different levels of job satisfaction



and work-related stress (Kanten & Sadullah, 2012; Sirgy et al., 2012a). However, findings across studies remain mixed, indicating the need for further investigation within specific educational and cultural contexts.

Recent research further demonstrates that quality of work life has a significant influence on teacher well-being and institutional performance. Teachers with higher QWL tend to exhibit more positive attitudes, stronger engagement, and greater instructional effectiveness, whereas unfavorable working conditions, heavy workloads, and limited support contribute to stress, burnout, and turnover (Albuloshi & Aldhafri, 2024; da Silva et al., 2024; Ertürk, 2024). These concerns are particularly evident in public school settings, where teachers commonly manage large class sizes, administrative demands, and constrained resources. In Zamboanga City, teachers face similar conditions while striving to maintain high educational standards. Despite ongoing efforts to improve teacher welfare, limited research has examined how teachers perceive their quality of work life in this context or whether such perceptions vary according to age, sex, or marital status. This study seeks to address this gap and provide insights that can inform strategies aimed at improving teacher satisfaction and performance.

Within Zamboanga City Division, a review of the Research Monitoring Dashboard, which serves as a repository of studies conducted by teachers and other stakeholders, indicates that there are very limited recorded studies focusing on teachers' quality of work life. Most of the documented research in the division has concentrated on instructional practices, learner outcomes, and school management concerns, while teachers' work-related well-being has received comparatively little attention. In addition, available records do not adequately examine whether teachers' perceptions of quality of work life differ according to personal characteristics such as age, sex, or marital status. This gap in locally documented research points to the need for a systematic assessment of teachers' quality of work life within the division to provide empirical evidence that can inform school-level and policy-related decisions.

Given the established link between quality of work life, teacher well-being, and institutional performance, the absence of localized evidence in Zamboanga City Division represents a clear contextual and empirical gap. While existing studies highlight the consequences of poor working



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conditions on stress, burnout, and turnover, there is limited documentation on how teachers in this division perceive their own quality of work life or how these perceptions vary across personal characteristics.

This study aims to assess the perceived quality of work life among public school teachers in Zamboanga City and determine whether perceptions differ according to selected personal characteristics. The results intend to provide insights that can support educational leaders and policymakers in enhancing teacher satisfaction and creating more supportive and motivating school environments.

Specifically, this sought to answer the following questions:

1. What is the perceived Quality of Work Life of the public-school teachers?
2. Do male respondents significantly differ in their perceived quality of work life compared to their female counterparts?
3. Do respondents significantly differ in their perceived quality of work life when grouped according to their marital status?
4. Does age significantly influence the perceived quality of work life of public-school teachers?



Theoretical Considerations

The study is anchored on four arrays of theories:

Figure 1 Theoretical Framework

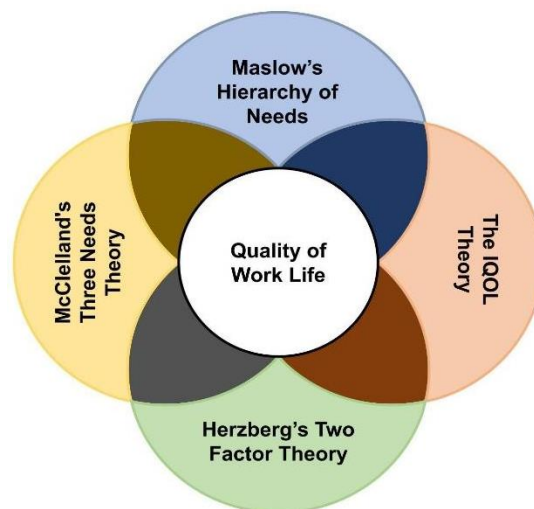


Figure 1 illustrates the relevance of four major theories in understanding the quality of work life (QWL).

Quality of Life (QoL) Theory is derived from Maslow's Developmental Perspective, which posits that human needs are universal and hierarchical. Maslow (1943) argued that individuals prioritize the satisfaction of lower-order needs—biological and safety-related—before pursuing higher-order needs, including social belonging, esteem, and self-actualization. Sirgy (1986) further noted that societies where individuals focus on higher-order needs are considered “developed,” whereas those concentrating on lower-order needs are “less developed.” While QoL and QWL are distinct constructs, they intersect in highlighting that meeting employees' needs across different levels fosters job satisfaction, enhances well-being, and contributes to a positive work environment. Ensuring that teachers' physiological, security, social, and esteem needs are addressed is essential for improving their perceived quality of work life.

Integrative Quality of Life (IQOL) Theory proposed by Ventegodt (2003) offers a holistic understanding of life that encompasses multiple dimensions,



including health, contentment, harmony, significance, and existential depth. IQOL emphasizes that an individual's overall quality of life is influenced not only by physical and mental health but also by social relationships, personal development, and fulfillment. Applying IQOL to QWL underscores the importance of addressing multiple facets of teachers' experiences, both within and outside the workplace, to enhance overall satisfaction and professional well-being.

Herzberg's Two-Factor Theory (1959) differentiates between hygiene factors and motivators in determining employee satisfaction. Hygiene factors, such as administrative policies, supervision, compensation, workplace conditions, and interpersonal relationships, are necessary to prevent dissatisfaction. Motivators, including achievement, recognition, responsibility, and opportunities for advancement, actively promote satisfaction. Integrating Herzberg's framework into QWL highlights the importance of addressing both extrinsic and intrinsic factors to support teachers' engagement, performance, and overall workplace satisfaction.

The relationship between Herzberg's Two-Factor Theory (1959) and QWL is grounded in the distinction between hygiene factors and motivators, which together influence employees' overall well-being and satisfaction in the workplace. Motivators, including achievement, recognition, responsibility, and opportunities for advancement, correspond to intrinsic factors that actively enhance the quality of work life. When organizations provide opportunities for professional growth, acknowledge employees' accomplishments, and allow them to take on challenging responsibilities, employees are more likely to experience higher engagement, satisfaction, and a sense of purpose in their roles.

Hygiene factors, on the other hand, are extrinsic conditions such as salary, working conditions, company policies, supervision, and interpersonal relationships. While these factors do not necessarily increase satisfaction when present, their absence can lead to dissatisfaction. Improving hygiene factors—through fair compensation, safe and comfortable working environments, and supportive interpersonal dynamics—helps maintain baseline satisfaction and prevents negative outcomes that can undermine employees' overall quality of work life. Integrating Herzberg's framework



with QWL highlights that both intrinsic and extrinsic factors must be considered to promote teacher well-being and professional fulfillment.

McClelland's Three Needs Theory (1961) complements this perspective by emphasizing that individuals are motivated by varying levels of achievement, affiliation, and power. The intensity of these needs differs among individuals, and addressing them can enhance motivation, job satisfaction, and overall well-being. In the context of QWL, organizations that recognize and tailor work experiences to meet these psychological needs foster a positive work environment. For example, providing opportunities for achievement through challenging tasks, supporting collaborative work to satisfy affiliation needs, and offering leadership or decision-making roles to address power needs can enhance employees' perceived quality of work life. Together, Herzberg's and McClelland's frameworks underscore the importance of aligning workplace conditions with both extrinsic and intrinsic human needs to improve overall satisfaction and performance.

Methods

This study employed a descriptive quantitative research design within a cross-sectional framework to examine the perceived quality of work life (QWL) among public school teachers in Mercedes District, Division of Zamboanga City. This design was chosen to describe existing conditions and explore differences among variables as they naturally occur, without manipulation or intervention. The cross-sectional approach was particularly appropriate because it allows for the collection of data from a large number of respondents at a single point in time, providing a snapshot of teachers' perceptions across the district and enabling efficient comparison across demographic groups.

The study population consisted of all 637 teachers across the twenty-seven public schools in Mercedes District. Using stratified random sampling, a minimum of 240 teachers was selected to ensure proportional representation across school levels and teaching grades, maintaining a 5% margin of error. Stratification allowed for inclusion of teachers from diverse educational contexts, while random selection minimized potential bias and enhanced the generalizability of the findings.



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Data were collected using the Quality of Work Life (QWL) Questionnaire, originally developed by Walton (1975) and adopted to the educational context of public-school teachers. The instrument comprised eight subscales reflecting distinct dimensions of work life quality: fair and appropriate compensation, working conditions, use of capacities at work, opportunities at work, social integration, constitutionalism, work–life balance, and social relevance and importance of work. Each subscale consisted of several indicators rated on a five-point Likert scale ranging from 1 (Very Dissatisfied) to 5 (Very Satisfied). These dimensions captured both intrinsic and extrinsic aspects of teachers' work life, including remuneration, professional growth, autonomy, workplace relationships, and alignment between work and personal life. The adapted instrument demonstrated strong internal consistency, with Cronbach's alpha coefficients ranging from 0.81 to 0.92 for individual subscales and an overall reliability of 0.89, indicating suitability for assessing teachers' perceptions of their QWL. Prior to the main study, a pilot test was conducted with 30 teachers outside the sample to validate clarity and appropriateness of the adapted questionnaire.

Formal permission was obtained from the Schools Division Office of Zamboanga City, followed by endorsements from the Public Schools District Supervisor of Mercedes District and the principals of participating schools. Questionnaires were personally distributed to ensure proper dissemination and retrieval. Participation was voluntary, with respondents informed of the study objectives and their right to withdraw at any point without consequence. Data collection was conducted during non-teaching hours to minimize disruption to instructional duties.

Ethical standards were strictly observed throughout the study. Informed consent was obtained through a written consent statement included in the survey, which informed participants of the study's purpose, the voluntary nature of participation, and their right to withdraw at any time. All data were kept confidential and accessible only to the researcher. Digital files were stored in password-protected devices, while any printed materials were securely stored. Data will be used solely for academic purposes and securely disposed of after the required retention period. Anonymity was ensured by excluding all personally identifying information. Responses



were coded numerically and reported in aggregate form to prevent identification of individual participants.

Data were analyzed using descriptive and inferential statistics. Mean scores and standard deviations were calculated to determine levels of QWL, while Independent Samples t-tests and one-way ANOVA were employed to examine differences in QWL perceptions across demographic variables, with significance set at $\alpha = 0.05$. Statistical analyses were performed using SPSS version 29 allowing for rigorous and reliable interpretation of the findings.

Results and Discussion

Perceived Quality of Work Life of the Public School Teachers

The perceived quality of work life among public school teachers shows an overall mean score of 3.64, interpreted as Satisfied. Among the eight indicators, “constitutionalism (respect to the laws) at work” obtained the highest mean score of 3.85 with a standard deviation of 0.65, followed by “social relevance and importance of work” (Mean = 3.83, SD = 0.68) and “social integration at work” (Mean = 3.80, SD = 0.70), all interpreted as Satisfied. These findings suggest that teachers place considerable value on fair and consistent application of institutional policies, the meaningfulness of their contributions to the community, and positive interpersonal relationships within the workplace. The high score in constitutionalism indicates that adherence to rules and protection of employee rights strongly contribute to teachers’ sense of security, professional respect, and equitable treatment. Similarly, recognition of the social relevance of their work and the supportive social environment at school reinforces engagement, morale, and commitment to their professional responsibilities. The findings imply that schools that maintain transparent policies and foster collaborative relationships can sustain teacher motivation, reduce conflicts, and improve overall institutional effectiveness.

Conversely, the indicator “fair and appropriate salary (compensation)” received the lowest mean of 3.22 with a corresponding standard deviation of 0.95, interpreted as Neither satisfied nor dissatisfied. This outcome suggests



that financial remuneration remains a pressing concern, reflecting uncertainty regarding the adequacy of compensation relative to workload and responsibilities. These results align with Ertürk (2022), who reported that salary satisfaction is one of the least favorable aspects of teachers' quality of work life. Similarly, Xavier, Pereira, and Marion-Martins (2022) noted that teachers generally express discontent with pay and promotion opportunities, even when perceptions of workplace relationships and institutional climate are positive.

Eledio and Oca (2024) further highlighted that Filipino teachers tend to report high satisfaction in professional belongingness and work relevance but are only moderately satisfied with financial conditions. These findings indicate that while teachers experience positive work environments in many dimensions, dissatisfaction with compensation can diminish overall job satisfaction, reduce motivation, and potentially affect teacher retention. Practically, this suggests that school administrators and local education authorities should prioritize mechanisms to recognize and reward teachers' efforts within the constraints of existing budgets, as even moderate improvements in compensation can strengthen morale, enhance performance, and reinforce teachers' commitment to their profession.

Difference in the Perceived Quality of Work Life of Public School Teachers When Grouped According to Sex

The results of the Independent Samples t-test conducted to determine whether a significant difference exists in the perceived Quality of Work Life (QWL) of public-school teachers when grouped according to sex show that male teachers ($M = 3.67$, $SD = 0.74$) and female teachers ($M = 3.64$, $SD = 0.76$) reported nearly identical levels of perceived QWL. The computed $t(238)$ of 0.267 with a corresponding p-value of 0.606, which is higher than the 0.05 level of significance, signifies that no statistically significant difference exists between male and female teachers in their perceived quality of work life. This result is further supported by the negligible effect size (Cohen's $d = 0.03$), indicating practically no meaningful difference between the two groups.

This result indicates that both male and female teachers perceive their work environments, responsibilities, and professional experiences in a relatively



similar manner. The finding suggests that sex, as an individual demographic characteristic, does not serve as a primary determinant of how teachers evaluate their overall job satisfaction and well-being. This aligns with the idea that structural and organizational factors, rather than personal characteristics, play a more prominent role in shaping employees' quality of work life (QWL). Factors such as school climate, workload management, opportunities for professional growth, collegial support, and leadership practices may exert stronger influence, as they directly affect teachers' daily experiences, professional efficacy, and perceived fairness within the workplace.

From a theoretical perspective, this finding can be interpreted through the lens of Herzberg's Two-Factor Theory, which distinguishes between hygiene factors (e.g., policies, supervision, working conditions) and motivators (e.g., recognition, achievement, professional growth). Both male and female teachers appear to respond similarly to these organizational conditions, suggesting that the division of hygiene and motivator factors is consistent across sexes in the Zamboanga City Division. Practically, this underlines the importance of focusing on institutional interventions that enhance supportive work environments, equitable distribution of workload, and opportunities for professional development, rather than implementing gender-specific measures.

Moreover, the absence of significant gender differences may reflect an inclusive organizational culture within the public school system, where policies, task allocations, and professional expectations are applied consistently. It also implies that efforts to improve QWL should target shared challenges experienced by all teachers, such as access to resources, collegial collaboration, and administrative support, which are likely to have a more meaningful impact on overall job satisfaction and retention than gender-targeted strategies.

This aligns with the study of Balasabas (2022), which revealed no significant difference in the quality of work life between male and female secondary school teachers in Davao City. Similarly, Garcia and Mandigma (2019) reported that male and female elementary teachers in Quezon Province demonstrated comparable levels of satisfaction with their working



conditions, professional relationships, and compensation. These consistent findings suggest that in the context of public education, institutional structures and standardized policies create relatively uniform work experiences across genders.

However, this result diverges from the findings of Alaoufi, Ellala, and Alfrehat (2022), who found that male teachers tend to report higher quality of work life than their female counterparts. Such discrepancies may be attributed to cultural or organizational differences, where gender norms, workload expectations, and access to professional opportunities vary across educational systems. Nevertheless, within Zamboanga City Division, the lack of significant gender-based differences may reflect the equitable implementation of policies, equal distribution of tasks, and the inclusive work culture fostered in the public school system.

Difference in the Perceived Quality of Work Life of Public School Teachers When Grouped According to Age

The results of the One-Way Analysis of Variance (ANOVA) conducted to determine whether there is a significant difference in the perceived Quality of Work Life (QWL) of public school teachers when grouped according to age show that the computed $F(7, 232)$ of 1.707 with a corresponding p -value of 0.108, which exceeds the 0.05 level of significance, indicates no statistically significant difference among teachers across age groups. Teachers from all age brackets—ranging from those under 25 ($M = 3.73$, $SD = 0.74$) to those over 55 ($M = 3.80$, $SD = 0.68$)—reported relatively similar levels of QWL. The small effect size ($\eta^2 = 0.02$) further confirms that age contributes minimally to the variability in teachers' perceptions. In other words, regardless of age, teachers share relatively similar perceptions regarding their work life.

This outcome implies that age does not substantially influence teachers' perceptions of their work environment, job satisfaction, or overall quality of work life. The minimal variation observed across mean scores and standard deviations suggests that differences in age do not meaningfully alter teachers' evaluations of workplace conditions. Rather, it suggests that organizational and contextual factors—such as workload management, leadership support, collegial relationships, and opportunities for professional development—play a more decisive role in shaping teachers'



experiences. Both novice and veteran teachers appear to encounter comparable levels of professional fulfillment and challenges, indicating that career stage alone does not significantly alter perceptions of work life quality.

From a theoretical perspective, this finding aligns with Herzberg's Two-Factor Theory, where satisfaction is influenced more by the presence of motivators, such as recognition and growth opportunities, and the adequate resolution of hygiene factors, such as working conditions and institutional policies, than by demographic variables like age. Similarly, Maslow's Hierarchy of Needs suggests that once basic professional and social needs are met, age-related differences are less likely to impact perceptions of job satisfaction.

Practically, this indicates that interventions aimed at improving teachers' quality of work life should focus on creating supportive work environments, equitable distribution of responsibilities, and accessible professional development for all teachers, regardless of age. Institutional policies, mentoring programs, and collaborative practices are likely to have a more meaningful effect on teachers' engagement, motivation, and retention than measures tailored to specific age groups. The result underscores the importance of fostering a culture that addresses shared challenges and promotes collective well-being across the teaching workforce.

This finding is consistent with the studies of Rostami et al. (2021), Saidykhan and Ceesay (2020), Garcia and Mandigma (2019), Dabiran (2018), and Nanjundeswaraswamy (2013), which all concluded that age does not significantly affect the quality of work life among teachers. Their findings similarly emphasize that regardless of generational differences, educators encounter similar work-related conditions and institutional expectations.

Conversely, this result contrasts with the study of Aviguetero (2021), which reported significant variations in QWL across different age groups. These studies suggested that younger teachers tend to experience higher stress due to adjustment challenges, while older teachers often develop greater resilience and stability. The divergence may be attributed to contextual



differences such as cultural norms, administrative practices, or resource availability within school systems.

In the context of the present study, the findings imply that school systems within the Division of Zamboanga City may have successfully fostered a uniform and equitable work environment across age groups. This suggests that policies promoting inclusivity, collegial collaboration, and continuous professional development have minimized age-related disparities in teachers' perceived quality of work life.

Difference in the Perceived Quality of Work Life of Public School Teachers When Grouped According to Marital Status

The results of the One-Way Analysis of Variance (ANOVA) conducted to determine whether there is a significant difference in the perceived Quality of Work Life (QWL) of public school teachers when grouped according to marital status show that the computed $F(7, 232)$ of 1.581, with a corresponding p -value of 0.195, exceeds the 0.05 level of significance. Teachers across different marital status groups—whether single ($M = 3.60$, $SD = 0.82$), married ($M = 3.66$, $SD = 0.78$), separated ($M = 3.45$, $SD = 0.90$), or widowed ($M = 3.79$, $SD = 0.72$)—reported relatively similar levels of perceived QWL. The small effect size ($\eta^2 = 0.02$) further confirms that marital status accounts for only a minimal proportion of the variance in QWL perceptions. Hence, teachers' perceptions of their work life quality appear to be relatively consistent, regardless of whether they are single, married, divorced, widowed, or in a domestic partnership.

This result indicates that marital status does not appear to significantly shape teachers' perceptions of their work environment or overall job satisfaction. The close clustering of means and standard deviations suggests that teachers, whether single, married, divorced, widowed, or in domestic partnerships, report similar levels of professional fulfillment, challenges, and well-being. This supports the idea that organizational factors—including workload distribution, administrative support, collegial relationships, and access to professional development—have a stronger influence on teachers' perceived quality of work life than personal circumstances such as marital status.



From a theoretical standpoint, this aligns with Herzberg's Two-Factor Theory, which posits that job satisfaction is influenced more strongly by motivators, such as recognition, growth, and achievement, and the resolution of hygiene factors, including working conditions and institutional policies, than by demographic characteristics. Similarly, Maslow's Hierarchy of Needs implies that once fundamental professional and social needs are met, personal demographic variables like marital status have limited impact on perceptions of work life quality.

The lack of significant differences among marital status groups also highlights the importance of equitable organizational practices. Workplaces that ensure fairness, provide professional support, and promote positive relationships allow teachers to focus on their roles without being affected by personal circumstances. These findings suggest that quality of work life is primarily determined by institutional and professional factors, rather than individual demographic variables, emphasizing the need for inclusive policies and support mechanisms that benefit all educators.

The results of this study align with those of Joseph (2022) whose findings similarly indicated that there is no significant difference in the quality of work life when teachers are grouped according to marital status. These studies emphasize that relationship status does not necessarily translate into different work experiences or levels of job satisfaction.

However, the present finding contrasts with the studies conducted by Kislev (2022), who found that married teachers tend to have a higher quality of work life, and Farideh Yaghmaei et al. (2018) and Dabiran et al. (2018), who reported that single teachers experience greater satisfaction with their work life than their married counterparts. These contrasting findings may stem from contextual and cultural differences, as well as varying institutional policies and family-related responsibilities that influence how teachers balance their professional and personal lives.

In the context of this study, the results imply that within the public school system in the Division of Zamboanga City, marital status does not serve as a significant factor influencing teachers' quality of work life. This may suggest a relatively balanced and supportive working environment that allows



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teachers to thrive professionally, regardless of their personal or familial circumstances.

Conclusion

The present study examined the perceived quality of work life (QWL) among public school teachers in the Mercedes District, Division of Zamboanga City, using Walton's (1975) Quality of Work Life framework. The findings show that teachers generally report being satisfied with their work life, with a mean score of 3.64. Among the eight subscales, constitutionalism—or respect for rights and fair treatment—received the highest rating, followed by social relevance and importance of work, and social integration within the workplace. This suggests that teachers perceive their schools as supportive and inclusive environments where their professional contributions are valued and their rights are respected, which positively influences their engagement and sense of purpose.

Despite these positive perceptions, fair and appropriate salary was rated the lowest, indicating ongoing concerns about compensation. While teachers appreciate non-monetary aspects of their work, salary and benefits continue to affect their overall job satisfaction and motivation. This concern may also influence financial security, commitment, and long-term retention.

The study also found no significant differences in perceived QWL when teachers were grouped according to sex, age, or marital status. This suggests that personal demographic factors do not significantly affect how teachers view their work environment. Instead, factors such as workload, leadership support, professional development opportunities, and school climate appear to have a stronger influence on their overall experience and satisfaction.

The results highlight the importance of creating a supportive work environment that recognizes teachers' rights, values their contributions, and promotes positive professional relationships. While teachers are generally satisfied with many aspects of their work, addressing compensation and career growth opportunities remains essential to maintain motivation, well-being, and retention in the public school system.



Recommendations

The findings of this study suggest several ways to enhance the quality of work life for public school teachers in the Mercedes District. Promoting teacher well-being can begin with programs aimed at managing work-related stress and fostering positive relationships among colleagues. Wellness initiatives, team-building activities, or informal gatherings can create opportunities for collaboration, mutual support, and professional camaraderie, which contribute to a more harmonious and productive work environment.

Recognizing teachers' contributions is another important step in improving their job satisfaction. Formal and informal methods of appreciation, such as acknowledgment during staff meetings, recognition programs, or celebrating accomplishments, can help reinforce teachers' sense of professional value and motivation. Regular acknowledgment of efforts not only boosts morale but also strengthens teachers' commitment to their work and to the school community.

Professional development remains a key factor in enhancing teachers' skills and confidence. Local training sessions, workshops, or collaborative forums where teachers share instructional strategies and classroom practices can support continuous growth and professional competence. Mentorship programs or peer-learning opportunities can further provide guidance and encouragement, fostering a culture of lifelong learning within the district.

Open communication between teachers and school administrators is essential to address workplace concerns effectively. Establishing avenues for feedback, consultations, or forums for discussion ensures that teachers feel heard and supported. This transparency can help resolve challenges promptly, strengthen trust, and promote a cooperative and responsive work culture.

Attention to compensation and career advancement remains crucial. While supportive work conditions and positive social interactions improve satisfaction, fair salaries and transparent promotion pathways significantly



affect motivation and long-term commitment. Addressing both professional development and financial considerations enhances teacher satisfaction, reduces turnover, and contributes to the overall quality of education in public schools.

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