

Quality of Work Life in Relation to Job Performance and Stress Level of Teachers in La Paz South District, Division of Tarlac Province

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I. INTRODUCTION

Quality of work life had been prominent in 1990s and basically and widely used in private companies, agencies and hospitals. The concept of quality work life is to monitor employee stability and their satisfaction towards their job. Every teacher deserves to have satisfied and fulfilled life because it leads to wellness within the faculty organization that results to improve students' performance.

Nowadays, many of our employee migrate abroad and work there to earn a living instead of practicing their profession in our own country. Possible reasons for the dissatisfaction of their job were cause by some factors such as compensation and working environment. Roles of managers is to retain their employees and harness their capabilities until they build self-esteem by themselves. Authorities must not mistreat their subordinates and respect also their rights. Creating a harmonious ambiance could build trust and reverence. Hence, quality of work life is a pivotal move to address these issues.

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 have to work in more dignity and with ample operational freedom. (Pani, 2015).

Moreover, the teachers are the main 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.

An abundance of research studies suggested that the quality of work life (QWL) is one of the most significant and efficient tools of human resource management. Quality of work life programs encourage employees, make balance between professional, personal & social life and ultimately enhances employee job satisfaction and commitment which

ultimately leads to overall development of educational institutions (Singh *et al.*, 2015).

Although this model is not based on a specific theory, it has been proved that many researchers around the world used quality of work life as basis for employee stability and producing workers displaying their utmost talent within the organization. Providing an environment that letting the workers grow and show operational freedom would be beneficial in the organizational setting.

Furthermore, quality of work life is multidimensional in nature which is based on the nine-dimension model of Swamy *et al.* (2015). Each dimension entails its own significance on the workers and even in the workplace. Through the results of the study, it would help the teachers to identify the source of work place stress that leads to dissatisfaction and poor performance. Stress became the havoc that divert a productive quality work life into low level or low quality performance. These hindrances might be cause by disturbing stimulus which emanates in the employer, work place and personal disposition. That's how salient quality work life is where the intervention produced in this study would produce possible solutions on mushrooming stressors.

The effects of job stress on productivity and performance of the employees, such as hospitalization, compensation, loss of passion for work, missing datelines, and reduced quality and quantity of work. Therefore, it is crucial to understand the variables that significantly and positively aid in creating this favorable behavior within the organization (Kasraie *et al.*, 2014).

Indeed, quality of work life is required for the success of an individual and an organization. Hence, an in depth on aspects of quality of work life may help in understanding the issues involved and improving the overall performance of an individual and an organization. There it is found that there is a need to study in greater detail about the topic.

The present study will be performed aims at investigating the relationship of quality of work life to stress level, and job performance of teachers in La Paz South District, La Paz, Tarlac.

Statement of the Problem

This study aimed to determine the relationship of teachers' quality of work life to stress level and job performance. Specifically, it sought to answer the following questions:

1. How may the teacher-respondents be described in terms of :
 - a. age,
 - b. sex,
 - c. civil status, and
 - d. teaching experience?
2. How may the teacher-respondents be described in terms of their performance level?
3. How may the teacher-respondents be described in terms of stress level?
4. How may the teacher-respondents be described in terms of their quality of work life?
5. To what extent does the quality of work life of teachers vary along their age, sex, civil status and teaching experience?
6. To what extent does teachers' quality of work life relate to stress level and job performance?
7. What intervention program may be proposed to improve the quality of work life of teachers?

Objectives of the Study

This study aimed to determine the extent of relationship of teachers' quality of work life to stress level and job performance. Specifically, the study has the following objectives:

1. To describe the teacher-respondents in terms of:
 - a. age,
 - b. sex,
 - c. civil status, and
 - d. teaching experience.
2. To describe the teacher-respondents in terms of their performance level.
3. To describe the teacher-respondents in terms of their stress level.
4. To describe the teacher-respondents in terms of their quality of work life.
5. To determine the extent of variation in the quality of work life of teachers along with their age, sex, civil status, and teaching experience.
6. To determine the extent of relationship of teachers' quality of work life to stress level and job performance.
7. To propose intervention program to improve the quality of work life of teachers.

Hypotheses of the Study

1. There is no significant variation among teacher-respondents in terms of quality of work life along with their age, sex, civil status and teaching experience.

2. There is no significant relationship of teachers' quality of work life to their stress level and job performance.

Significance of the Study

The findings of the study could contribute to the following:

To the **school administrators**. They would be guided by the results of the study to develop better and effective working environment, where teachers should be treated as a key element rather than working as a machine. In order to attract and retain teachers, an organization has to develop a high quality of work life.

To the **teachers**. Teacher's role is pivotal in providing education, creating knowledge, facilitate technological advancement and enriching the national culture. In order to attain these goals, the teacher should not only be a committed and devoted but also competent and creative and for that matter they should be provided a better quality of work life. The results of the study will enlighten teachers on the importance of quality work life.

To the **pupils**. As they are the direct beneficiary of this study, whatever results this study would produce, is directly geared towards improving their learning and performance outcome.

To the **parents**. This study may be of great value through informing the parents as it may help develop in them a sense of awareness of the importance of the role they play as partners of teachers for the total development of their child.

To the **community people**. Through information, this study can provide insights on how they can provide help to the school head and teachers for the better learning of the pupils.

To **DepEd Officials and Policy Makers**. The results and findings of the study would serve as an eye opener as solutions and recommendations will be promulgated in planning and adopting Quality of Work Life (QWL) programs to create excellent work condition and job for its employees.

Scope and Limitations of the Study

The study was conducted to determine the relationship of quality of work life to job performance and stress level of teachers. This study was limited to the public elementary teachers in La Paz South District, Division of Tarlac Province for the school year 2016-2017.

Definition of Terms

For clearer and better understanding of this study, the following terms were defined operationally:

IPCRF. It refers to Individual Performance Commitment and Review Form which is used by teacher in evaluating their job performance.

Job Performance. It refers to the result of activities carried out by the teacher in the teaching-learning process that is measured based on their IPCRF rating.

Performance Rating. It refers to the rating of teachers obtained in their performance of job.

Quality. It is attributed to high level of value or excellence.

Quality of Life. It is an overall assessment of a person's well-being, which may include physical, emotional, and social dimensions, as well as stress level.

Quality of Work Life (QWL). It can be defined as an extent which an employee is satisfied with personal and working needs through participating in the workplace while achieving the goals of the organization.

- a) **Low Quality of Work Life-** employees feel a sense of frustration because of low level of wages, poor working conditions, unfavorable terms of employment and inhuman treatment by their superiors.
- b) **Moderate Quality of Work Life-** employees have desirable job and career satisfaction, balance between family and work, and good working conditions.
- c) **High Quality of Work Life -** employees have a high level of organizational recognition, job fulfilment, job performance and a lower level of turnover and personal hostility.

Stress. It refers to an internal state which results from demanding, frustrating or unsatisfying conditions.

Stress Level. It refers to the severity of manifested physical or mental tension resulting from factors that alter an existing equilibrium.

II. REVIEW OF RELATED LITERATURE AND STUDIES

This portion provides related articles and studies which generally aimed to give further knowledge and strengthen the baseline of the study.

Related Literature

Human resource is an asset to the organization; an unsatisfied employee is the first enemy of the organization. To sustain in the competitive market, organizations have to maintain skilled employees. Employees have to be treated as an asset not liability and this is possible only through the humanized job design process, known as Quality of Work Life (Swamy *et al.*, 2015).

While in the last decade, emphasis was only on personal life (out of work), nowadays the concept of QWL has emerged as a main social subject in contemporary management on a global scale. The term "quality of work life" (QWL) originated from the concept of the open socio-technical system designed in the 1970s that helps to ensure autonomy in work, interdependence, and self-involvement

with the idea of "best fit" between technology and social organizations. Although the open socio-technical system is a traditional concept for practice, it assumes that optimal system performance and the "right" technical organization coincide with those job conditions under which, the social and psychological needs of the workers are satisfied (Bolweg, 1976 cited by Mirkamali, 2011).

Quality of work life measures as the favorable working atmosphere that chains and promotes satisfaction by giving employees with rewards, job security and career development opportunity. Therefore, quality of work life and its relationship with employee health and performance has become an explicit objective for many of the human resource policies in modern organizations (Dolan *et al.*, 2007 as cited by Islam, 2012).

The quality of working life (QWL), can be defined from three different perspectives: QWL is a target (e.g., to improve the working place, make the working environment more comfortable, etc.); QWL is a process (it combines the needs of the employees and the goals of the organization); and QWL is a philosophy (the individual is valued as an asset that can be nurtured through knowledge, experience, etc.) (James, 1992 as cited by Ruzevicius, 2007).

According to Lloyd Suttle (1977) as cited by Nair (2013), "Quality of work life is the degree to which members of a work organization are able to satisfy important personal needs through their experiences in the organization." More specifically, QWL may be set into operation in terms of employees' perceptions of their physical and psychological well-being at work. It includes virtually every major issue that labor has fought for during the last two decades. Quality of Working Life is a term that had been used to describe the broader job-related experience an individual has. Whilst there has, for many years, been much research into job satisfaction, and, more recently, an interest has arisen into the broader concepts of stress and subjective well-being, the precise nature of the relationship between these concepts has still been little explored. Stress at work is often considered in isolation, wherein it is assessed on the basis that attention to an individual's stress management skills or the sources of stress will prove to provide a good enough basis for effective intervention. Alternatively, job satisfaction may be assessed, so that action can be taken which will enhance an individual's performance. Somewhere in all this, there is often an awareness of the greater context, whereupon the home-work context is considered, for example, and other factors, such as an individual's personal characteristics, and the broader economic or cultural climate, might be seen as relevant.

Some of the important scopes of the quality of work life, according to Walton (1974), are: 1. adequate and fair compensation 2. safe and healthy working conditions 3. opportunity to use and develop human capacities 4. opportunity to growth and security 5. social integration in the work organization 6. constitution in the work organization 7.

work and total life span and 8. social relevance of work life (Retrieved from www.yourarticlelibrary.com; Accessed date: October 7, 2016).

Walton (1974) explains quality of work life in terms of eight broad conditions of employee that constitute desirable quality of work life. He proposed the following criteria for measuring quality of work life: adequate and fair salary; safe and healthy working conditions; opportunity to use and develop human capacities; opportunity for career growth by expanding one's capabilities, knowledge and qualifications; social integration in the work force by creating freedom from prejudice, supporting primary work groups to have a sense of community and inter personal openness, egalitarianism and upward mobility of teachers; constitutionalism in the work organization; work and quality of life; and social relevance of work. Quality of work life provides for the balanced relationship among work, non-work and family aspects of life. In other words, family life and social life should not be strained by working hours including overtime work, work during inconvenient hours' travel, transfers, and vacations (Manju, 2014).

The Quality of Work Life refers to all the organizational inputs that aim at the employees' satisfaction and enhancing organizational effectiveness. Walton (1974) attributed the evolution of Quality of Work Life to various phases in history. Legislation enacted in early 20th century to protect employees from risks inherent in job and to eliminate hazardous working conditions, followed by the unionization movement in the 1930s and 1940s were the initial steps. Emphasis was on 'job security, due process at the work place and economic gains for the worker'. The 1950s and the 1960s saw the development of different theories by psychologists proposing a positive relationship between morale and productivity, and the possibility that improved human relations that would lead to enhancement of productivity. Attempts at reforms to acquire equal employment opportunity and job enrichment schemes also were introduced. During 1970's, the idea of QWL was evolved, according to Walton (1974), as a broader concept than the earlier developments, and something that includes the values, human needs and aspirations.

The phrase 'Quality of Work Life' (QWL) connotes different meanings to different people. Some consider it an industrial democracy or co-determination with increased employee participation in the decision making process. For others, particularly managers and administrators, the term denotes improvement in the psychological aspects of work to improve productivity. Unions and workers interpret it as more equitable sharing of profits, job security, healthy and congenial working conditions. Still others view it as improving social relationship at workplace through autonomous work groups. Finally, others take a broader view of changing the entire organizational climate by humanizing work, individualizing organizations and changing the structural and managerial systems (Lau, 2001)

Broadly, the concept of QWL involves four major aspects: safe work environment, occupational health care, suitable working time, and appropriate salary. The safe work environment provides the basis for a person to be happy at work. The work should not pose a health hazard for the person. The employer and employees are aware of their risks and rights, and could achieve a lot for their mutual benefit. The working time has been indicated by the State according to the legislation. The concept of QWL is based on the assumption that a job is more than just a job; it is the center of a person's life. In recent years, there has been increasing concern for QWL due to the following factors: increase in education level and consequently job aspirations of employees; association of workers; significance of human resource management; widespread industrial unrest; growing of knowledge in human behavior, etc. (Normala, 2010).

The concept of QWL is gaining increasing attention in the area of Human Resource Management. The QWL encompasses the sum of total healthy experience of individual's experience in various facets of the work life or life at work. The reaction of employees to work depends upon three factors: the personality traits and individual characteristics such as need pattern, tolerance for ambiguity, locus of control, work ethics, values, abilities and skills of the employees; characteristics of the job, such as the amount of challenge it offers, the extent of autonomy one has in doing the job, the extent of skills used in performing the job, and the like; and facilities offered by the organization at the work place such as reward systems and training facilities (Retrieved from <http://shodhganga.inflibnet.ac.in/bitstream>; Accessed date: October 10, 2016).

Many different factors influence the quality of an individual's working life. These factors include working conditions, workplace-stress and job satisfaction. Job satisfaction refers to how far the individuals are satisfied with their position of employment. Factors such as workplace environment, peers, income and work duties influence how satisfied an employee is with the job. When job satisfaction is positive, this contributes to a better quality of working life. An individual who is satisfied with their job is more likely to experience a higher quality of working life than an employee who is dissatisfied or even resentful of the work (Ellis *et al.*, 2002).

Workplace-stress refers to the amount of stress experienced by an employee in the work environment. Workplace-stress is caused by numerous factors, including what duties an individual must perform, or their peer group in a company, and their overall workload. An employee, who has a heavy workload, is also more likely to experience workplace-stress. Workplace-stress often leads to the stress outside the workplace due to the attending to other items of work in an individual's daily life. This stress is the cause of experiencing lower quality of work life (Hosseini, 2010).

Furthermore, other factors which influence quality of work life are: individual employees wage, their working hours, workplace conditions, fairness in the workplace, personal characteristics such as anxiety or depression. An individual who is receiving a low wage, especially in comparison to how difficult their job is, will have a lower quality of working life. Employees who work for too many hours, too few hours or unusual hours are more likely to report that they have a lower quality of working life. An individual who has very few working hours at the work place is not likely to receive enough money to maintain his standard of living, while an individual who is working for too many hours is likely to experience workplace stress and decline in social relationships. The unusual hours can cause a decline in the quality of life due to the fact that individuals with unusual hours are more likely to see a decline in social relationships as well as experience difficulty in attending to normal activities (Jerome, 2013).

Work place conditions are influencing the performance of their work, and it consists of all the factors which act and react on the body and mind of an employee. Fairness in the workplace refers to how fair a workplace is and how fairly it is maintained. When a workplace is not managed fairly, it generally means that every individual in the workplace is not treated equally. When a workplace is considered unfair, this leads to a decline in the quality of working life because an individual worker may feel resentment at being unfairly punished or fired due to the workplace unfairness (Ellis *et al.*, 2002).

In addition, quality of working life may be affected by personal characteristics exhibited by an employee. Personal characteristics can affect a workplace through how it is perceived, or how job duties are performed. An individual who is anxious in social situations, for example, will report a lower quality of working life if this situation requires constant, daily interaction with other people. Other personal characteristics such as shyness, depression and general happiness can also affect the overall quality of working life as these characteristics influence the way the individual performs the duties sincerely (Retrieved from <http://shodhganga.inflibnet.ac.in/bitstream>; Accessed date: October 10, 2016).

In this regard, chronic stressful experience at work can adversely affect physical and mental health. Poor QWL and employment can be seen as a determinant of premature departure from working life. This has been observed in employees with physically or mentally demanding work, with monotonous, repetitive work, and other types of stressful experience. Exposure to poor QWL was also shown to increase intentions to leave the organization and to reduce performance and motivation at earlier stages of employment trajectories (Markham, 2000).

The negative consequences of occupational stress are recognized as major problems for both employees and

organizations. For employees, stress frequently contributes to the risk of accidents, burn-out and illnesses like coronary heart disease, hyper-tension and severe depression. For organizations, stress-related problems result in low job satisfaction, poor quality of performance, increased absence from work and high turnover (Sutherland & Cooper, 1988 as cited by Chitra *et al.*, 2012).

The information below presents the components of quality working life in the works of various authors (cited by Swamy *et al.*, 2015).

Swamy *et al.* (2015) suggested nine-dimension model of quality work life. It includes work environment, organization culture and climate, relation and co-operation, training and development, compensation and rewards, facilities, job satisfaction and job security, autonomy of work, and adequacy of resources.

In the study of Davies *et al.* (1984) components such as: respect from supervisor and trust on employees' capability; change of work; challenge of the work; future development opportunity arising from the current work; self-esteem; scope of impacted work and life beyond work itself; and contribution towards society from the work were included as components of QWL in their work.

Lawler (1982) of UK used the following components of Quality work life: safe work environment; equitable wages; equal employment opportunities; and opportunities for advancement.

Babaet *al.* (1991) encompassed job satisfaction, job involvement, work role ambiguity, work role conflict, work role overload, job stress, organizational commitment, and turn-over intentions as elements on their study about quality work life while Lau *et al.* (2001) comprised: job security, reward systems, training, carrier advancements opportunities, participation in decision making.

Ellis *et al.* (2002) involved the following factors in their study of QWL: poor working environments, resident aggression, workload, inability to deliver quality of care preferred, balance of work and family, shift work, lack of involvement in decision making, professional isolation, lack of recognition, poor relationships with supervisor/peers, role conflicts and lack of opportunity to learn new skills.

Wyatt *et al.* (2001) considered favorable work environment, personal growth and autonomy, nature of job, and stimulating opportunities and co-workers as main elements on their study about QWL. On the other hand, Rethinam *et al.* (2008) embroiled health and well-being, job security, job satisfaction, competence development and the balance between work non work life.

According to Hosseini (2010), components of QWL focused on the following elements: adequate and fair compensation; safe and healthy working conditions; immediate opportunity to use and develop human capacities;

opportunity for continued growth and security; social integration in the work organization; constitutionalism in the work organization; and work and total life space and social relevance of work life.

In the study of NaslSaraji (2006), 14 components were given emphasis. There are: fair pay and autonomy, job security, reward systems, training and career advancements, opportunities, participation in decision making, interesting and satisfying work, trust in senior management, recognition of efforts, health and safety standards at work, balance between the time spent at work and the time spent with family and friends, amount of work to be done, level of stress experienced at work, and occupational health and safety at work.

According to Saklani (2004), QWL can be described through the following components: adequate and fair compensation; fringe benefits and welfare measures; job security; physical work environment; work load and job stress; opportunity to use and develop human capacity; opportunity for continued growth; human relations and social aspect of work life; participation in decision making; reward and penalty system; equity, justice and grievance handling; work and total life space; and image of organization. Other authors like Muftahet *al.* (2011), include physical, psychological and social factors to their works.

Related Studies

Singh *et al.* (2015) did a research paper on quality of work life of teachers. The researcher explored that quality of work life is an important issue from the teacher's perspectives as it affects the teacher's job satisfaction level, commitment, engagement, performance, work life balance, organizational commitment and etc. Therefore, the present study would be of strategic importance to educational institutions to identify the critical and determinants factors that could enhance teacher's quality work life, stress level and performance level.

Nemaetal. (2000) concluded that employees with favorable quality of work life are more committed and maintain a long term relationship with their organizations as compared to those with unfavorable quality of work life. Furthermore, the study was undertaken with one dependent variable. Future research could be done using two dependent variables like job satisfaction and performance.

Mirkamaliet *al.* (2011) suggested that to prevent faculty dissatisfaction the following should be done: deans of universities should be aware of the non-material effects of awards, to encourage the faculties, they should use motivators other than compensation and salary such as, providing adequate conditions for work, perfect appreciation of their work; and develop a sense of belonging and collaboration to do duty, sympathetic understanding etc. These should be considered as satisfying motivators. Consideration of psychological problems – job satisfaction being the most obvious – lead to increased job satisfaction, because job

secured employees spend their strength in doing their jobs, rather than losing it under psychological pressure and stress.

The study of Islam (2012) entitled “Factors Affecting Quality of Work Life: An Analysis on Employees of Private Limited Companies in Bangladesh” tried to examine the factors that have an impact on quality of work life of employees. The seven factors are work load, family life, transportation, compensation policy and benefits, colleagues and supervisor, working environment and working condition and career growth. The outcome of the research indicates that six out of seven factors (work load, family life, transportation, compensation policy and benefit, working environment and working condition and career growth) have significant influence on quality of work life and the remaining factor (colleagues and supervisor) has no significant influence on quality of work life. From the finding, it can be recommended that quality of work life is such a critical concept that might be disturbed due to dissatisfaction of mind set.

NaslSaraji and Dargahi's (2006) study (cited by Swamy *et al.*, 2015) on quality work life identified QWL variables as fair pay and autonomy, job security, health and safety standards at work, reward systems, recognition of efforts, training and career advancement opportunities, participation in decision making, interesting and satisfying work, trust in senior management, balance between the time spent at work and with family and friends, level of stress experienced at work, amount of work to be done, occupational health and safety at work.

The present study is associated with the study of Shekariet *al.* (2014) because both dealt with investigating the relation between quality of working life and employees' performance.

Ramezani (2004) studied the relationship between principals' quality of work life and their performance in high schools of the city of Hamedan in Iran and concluded that if the quality of working life increases, performance will improve.

Sturman (2002) measured employees perceived quality of working life among primary and 285 secondary school teachers in England. The main findings of the study were; teachers experience more job security and support at work and have positive working relationship with colleagues; teachers were dissatisfied with their salaries, responsibility and involvement; roles and responsibilities" negative impact on quality of working life as do hours worked; and senior staff in primary school enjoy a higher quality of working life than others in several respects. Teachers on the whole rated their QWL positively with respect to job satisfaction, job security and to feel supported and informed. Also on the negative side teachers report feeling stressed and to be dissatisfied with their salaries and additional benefits, roles and hours worked.

Kheradmandet *al.* (2010) tested the relationship between QWL and job performance for a sample of 35

employees in DadeveezJooya Company in Iran. Two factor model of the relation between QWL and job performance based on Walton (1975) model of QWL and Hersey and Goldsmith (1980) Achieve model of job performance respectively was operationalized. The Walton model of QWL comprised eight dimensions which were; satisfaction with fair payment, a safe and healthy working environment, an opportunity for continuous growth, balanced role of work, social coherent in the work organization, regulations and rule orientation and developing human capacities. The variables which were included in the model of job performance were; ability, clarity, help, incentive, evaluation, validity and environment. The findings of the research were found to be consistent with those from previous studies on QWL and job performance there by showing positive relationship between the two. This research exhibits optimism concerning the potential of QWL enhancing the performance of employees significantly and reduce absenteeism, minor accidents, grievances and quitting.

The study of Kasraieet al. (2014), “The Relationship between Quality of Work Life, Job Stress, Job Satisfaction and Citizenship Behavior in Oshnaviyeh Hospital’s Staff” and the present study were related since both dealt with the relationship of quality work life and job stress. However, they differed on some aspects. Kasraieet al. focused on hospital’s staff and the present study focuses on teachers as respondents.

Theoretical/Conceptual Framework

Theoretical evidence supports the relationship between quality of work life, stress level and job performance to the organization.

Quality of work life has its roots in the theories of Maslow (1943), Herzberg(1959)and McGregor (1957). The needs for fulfillment as that of Abraham Maslow’s motivational theory of needs hierarchy are comparable with those of the factors of QWL. Basic needs like monetary benefits come first, following with good working conditions.

Later it came- career planning, growth and development of human capabilities to satisfy. Maslow’s esteem needs are comparable with opportunity to use and develop human capabilities. Lastly challenging work is advocated by Walton (1974) to satisfy self-actualization need in need hierarchy. QWL concerns itself with satisfying both hygiene factors and motivators as identified by Herzberg to improve the work life of employees. The assumptions of McGregor can be divided into two sets i.e., those under, Theory X and those under Theory Y gave realization of changing attitudes values and work culture of employees. QWL assumes that all employees basically belong to Theory Y. Thus, it is evident that the QWL has had its origin in these theories of motivation (Jegadeeshwaran, 2014).

Quality of work life though came popular in 1990s and organizations realized its potential to enhance the productivity in the new century. For the current study, five dimensions include control at work, job and career satisfaction, relation and cooperation, working conditions, and work and total life space will be considered for measuring quality of work life based on the nine-dimension model of Swamy et al. (2015).

Based on the overall review of related literatures and the theoretical framework, the conceptual model in which this specific study is anchored will be developed.

As expounded in the literature, QWL has significant impacts on employees’ performance. Stress level and job performance have been taken as dependent variables while, quality of work life as independent variable. In the independent variable quality of work life includes control at work, job and career satisfaction, relation and cooperation, working conditions, work and total life space.

Figure 1 shows the paradigm of the study. The relationship between quality of work life of teachers and their stress level and job performance is illustrated in a schematic diagram as follows:

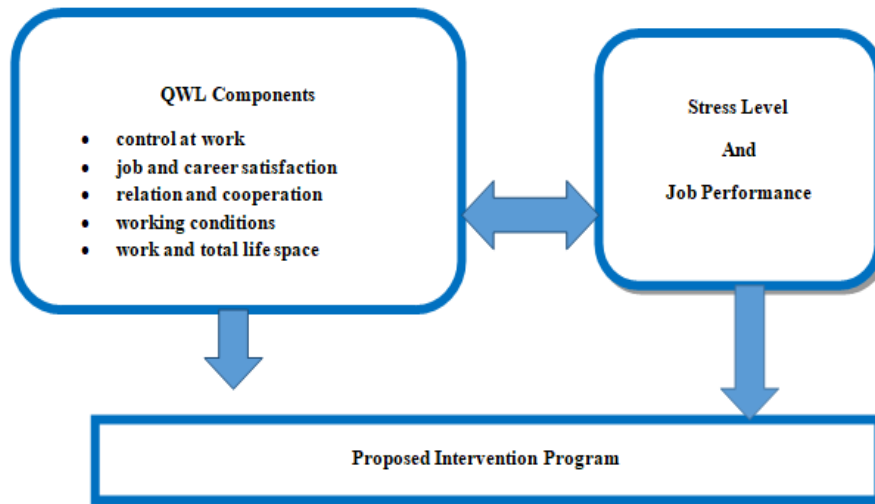


Figure 1. Paradigm of the Study

III. METHODS AND PROCEDURE

This chapter presents the procedures that were used in the collection and treatment of data to answer the problems posted in the first chapter, the subjects, the sources of data and the instruments that were used in gathering data.

Research Design

In this study, descriptive-comparative-correlational design was used. It involves the description, comparison and relationship of variables of the study. As it explores to describe the demographic characteristics of the respondents, to compare the quality of work life among teacher-

respondents and to relate teachers' quality of work life to stress level and job performance.

Location of the Study

The study was conducted in twelve (12) public elementary schools of La Paz South District namely: Balanoy ES, Bantog ES, Caramutan ES, Caut ES, Comillas ES, Dumarais ES, Laungcupang ES, Motrico ES, Paludpud ES, Rizal Multigrade ES, San Isidro Central ES, and Sierra ES during the school year 2016-2017.

Figure 2 shows the map location of the Municipality of La Paz, Tarlac.



Figure 2. Map Location of the Municipality of La Paz, Tarlac.

Respondents of the Study

All elementary school teachers of La Paz South District were the respondents of the study. The following are the list of different schools that were covered in the study.

Table 1. Respondents of the Study

| NAME OF SCHOOL | NUMBER OF TEACHER RESPONDENTS |
|---------------------------|-------------------------------|
| 1. Balanoy ES | 9 |
| 2. Bantog ES | 10 |
| 3. Caramutan ES | 18 |
| 4. Caut ES, | 12 |
| 5. Comillas ES, | 20 |
| 6. Dumarais ES | 18 |
| 7. Laungcupang ES | 9 |
| 8. Motrico ES | 13 |
| 9. Paludpud ES | 8 |
| 10. Rizal Multigrade ES | 6 |
| 11. San Isidro Central ES | 24 |
| 12. Sierra ES | 10 |
| TOTAL | 157 |

Validation of Research Instrument

After the study was approved, the questionnaire on Quality of Work Life and Stress Level was validated to measure their reliability. A reliability was carried out to determine the internal consistency of items in the questionnaire using Cronbach's Alpha Reliability Test.

Data Gathering Instrument

The instrument that was used in this study was a close-ended questionnaire that have developed through the adaption and modification of questionnaire from previous studies (Questionnaire based on Walton's QWL cited by Nowrouzi (2013), Jebel (2013) and Swamy *et al.* (2015)) and Stress Level Questionnaire by Tim Hindle (1998). Table 2 presents the dimensions of QWL.

Table 2. Dimensions of QWL and Question Numbers in the Questionnaire

| Dimensions of QWL | Question number in the Questionnaire |
|--------------------------------|--------------------------------------|
| 1. Control at Work | 1, 2, 3 |
| 2. Job and Career Satisfaction | 4, 5, 6, 7, 8 |
| 3. Relation and Cooperation | 9, 10, 11, 12, 13, 14 |
| 4. Working Conditions | 15, 16, 17 |
| 5. Work and Total Life Space | 18, 19, 20 |

Data Gathering Procedure

The researcher asked and secured permission from the Schools Division Superintendent, and the Principals of the concerned public elementary school to conduct a study.

The researcher personally conducted the survey. Assistance from the school principals and school heads were solicited during the administration of the questionnaire. The Individual Performance Commitment and Review Form (IPCRF) was collated from their principals/school heads as reference of their job performance.

The questionnaires were retrieved after a week to give sufficient time for the respondents to answer the questions.

Unit of Analysis

The elementary schoolteachers in La Paz South District, La Paz, Tarlac were the unit of analysis of the study.

Data Analysis

The SPSS software (Statistical Package for Social Sciences) version 21 was used by the researcher to analyze the data.

For Objective Number 1. To describe the demographic characteristics of elementary teachers, frequency counts and the corresponding percentages were used. Data were presented in textual and tabular forms.

For Objective Number 2. To describe the teachers in terms of their performance level, weighted mean was used. Teachers with 4.50-5.00 rating were categorized as "outstanding", 3.50-4.49 as "very satisfactory", 2.50-3.49 as "satisfactory", 1.50-2.49 categorized as "unsatisfactory" and below 1.49 has descriptive rating of "poor".

For Objective Number 3. To describe the teachers in terms of their stress level, the weighted mean was used. There are three categories including not stressed (1.00-1.49), less stressed (1.50-2.49), stressed (2.50-3.49) and highly stressed (3.50-4.00).

For Objective Number 4. To describe the teachers' quality of work life, the weighted mean was used. The following rating scale was used to guide the interpretation of the mean.

| Scale Range of Mean | Verbal Description |
|---------------------|--------------------|
| 1.00-1.49 | Very Low |
| 1.50-2.49 | Low |
| 2.50-3.49 | Moderate |
| 3.50-4.49 | High |
| 4.50-5.00 | Very High |

For Objective Number 5. To determine the extent of variation in the quality of work life of teachers along with their age, sex, civil status, and teaching experience; One-Way Analysis of Variance (ANOVA) was used.

For Objective Number 6. To determine the extent of relationship of teachers’ quality working life to stress level and job performance, Multiple Linear Correlation was used.

For Objective Number 7. To propose intervention program to improve quality of work life of teachers, the results that were obtained from the study were used as basis of the program which was patterned from the School Improvement Plan.

IV. RESULTS AND DISCUSSION

This portion shows the results and discussion of the study presented in textual and tabular form.

Description of Teacher-Respondents in terms of their Personal Profile

Presented in Table 3 is the profile of teacher-respondents such as age, sex, civil status and teaching experience.

Age

[The table reveals that 50 or 31.85 % of the teacher-respondents fall between 26-35 years old while 43 or 27.39% ages 36-45, 34 or 21.65% ages above 45 and 30 or 19.11% ages 25 and below. This shows that many of the teacher-respondents ages 26-35.

Sex

It can be seen from the table that 127 or 80.89% of the teacher-respondents are female and 30 or 19.11% are male. Based on the result, majority of them are female. According to Plett (2015) teaching is dominated by female teachers but it is an important stream to have a male teacher in, because a lot of students donot have a male role model.

Table 3. Description of Teacher-Respondents in Terms of Age, Sex, Civil Status, and Teaching Experience

| PERSONAL PROFILE | FREQUENCY | PERCENTAGE (%) |
|---------------------|-----------|----------------|
| Age | | |
| 25 and below | 30 | 19.11 |
| 26-35 | 50 | 31.85 |
| 36-45 | 43 | 27.39 |
| Above 45 | 34 | 21.65 |
| TOTAL | 157 | 100.00 |
| Sex | | |
| Male | 30 | 19.11 |
| Female | 127 | 80.89 |
| TOTAL | 157 | 100.00 |
| Civil Status | | |
| Single | 39 | 24.84 |
| Married | 113 | 71.97 |
| Widowed | 5 | 3.19 |
| TOTAL | 157 | 100.00 |
| Teaching Experience | | |
| 1 – 3 years | 51 | 32.48 |
| 4 – 6 years | 26 | 16.56 |
| 7 – 10 years | 13 | 8.28 |
| 11 – 20 years | 39 | 24.84 |
| 21 years and above | 28 | 17.84 |
| TOTAL | 157 | 100.00 |

Civil Status

It can be gleaned fromTable 3 that majority of the teacher-respondents are married (71.97%)while 24.84% are single and only 3.19% are widowed. According to Odanga (2015), marriage influenced the teacher-self-efficacy, because the married ones were seen as emotionally stable. It can also be seen from the table that there are still unmarried teachers. According to Moon (2006), there are single teachers because teaching require individuals to take a great deal of responsibility, but really little power and control. The combination of stress, responsibility and powerlessness creates a great deal of tension that spills over into personal lives, many of these people have a hard time forming relationships with individuals outside their areas.

Teaching Experience

The table reveals that 51 or 32.48% of the teachers teaching between 1-3 years followed by 39 or 24.84% are teaching between 11-20 years, 28 or 17.84% teachers are in the service for 21 years and above while 26 or 16.56% are in the profession for 4-6 years and 13 or 8.28% are teaching between 7-10 years.

It further shows that many of the teachers are new in the service. In the past years, there was a mass hiring of public school teachers by DepEd.

Teachers’ Performance Level

In determining the performance rating of teachers, the DepEd used Individual Performance Commitment Form (IPCRF). The teachers’ performance level is classified as “Outstanding”(4.5-5), “Very Satisfactory” (3.5-4.49), “Satisfactory”(2.5-3.49), “Unsatisfactory”(1.5-2.49) and “Poor” (below 1.49) based on their Individual Performance Commitment and Review Form. Presented in Table 4 is the description of teacher-respondents in terms of their performance level.

The table reveals that all teacher-respondents have *Very Satisfactory* performance level. This means that teachers’ performance exceeded

Table 4. Description of Teacher-Respondents in Terms of their Performance Level

| PERFORMANCE LEVEL | FREQUENCY | PERCENTAGE (%) |
|-------------------------------|-----------|----------------|
| Very Satisfactory (3.50-4.49) | 157 | 100.00 |
| TOTAL | 157 | 100.00 |

expectations and all goals, objectives and target were achieved above the established standards.

Teachers’ Stress Level

Stress refers to an internal state which results from demanding, frustrating or unsatisfying conditions. Presented in Table 5 is the description of elementary school teachersof La Paz South District in terms of their Stress Level.

It shows that 109 or 69.43% of the teacher-respondents are less stressed, 31 or 19.75% are stressed, 12 or 7.64% are highly stressed and only five or 3.18 % are not stressed. This shows that majority of the teacher-respondents are less stressed. This means that teachers experience stress in the school but generally they can tolerate the pressure and burden brought by stressful situations (Newstrom, 2002).

It reveals that concentration on work to forget personal problem, missing out hobbies because of workloads, having insufficient time to read newspapers, to finish outstanding work each day are the main indicators of the stress level of the teachers in La Paz South District.

Table 5. Description of teacher-respondents in terms of their Stress Level

| STRESS LEVEL | FREQUENCY | PERCENTAGE (%) |
|-------------------------------|-----------|----------------|
| Highly Stressed (3.50 – 4.00) | 12 | 7.64 |
| Stressed (2.50 – 3.49) | 31 | 19.75 |
| Less Stressed(1.50-2.49) | 109 | 69.43 |
| Not Stressed (1.0-1.49) | 5 | 3.18 |
| TOTAL | 157 | 100.00 |

Teachers' Quality of Work Life

Another objective of the study is to describe the elementary teachers in La Paz South District in terms of their quality work life. Presented in Table 6 is the description of teacher-respondents in terms of their quality of work life. Quality of work life is measured through five dimensions including control at work, job and career satisfaction, relation and cooperation, working conditions, and work and total life space.

Control at Work

Control at work allows teachers to be given an opportunity to use their skills, abilities and initiative in planning and implementing the work. Control at work obtained a weighted mean of 3.97(high). This means that teachers have a high quality of work life with respect to control at work. This goes to show that teachers are highly involved in decision making, have flexible working hours and receive provision from their school heads.

Table 6. Description of Teachers' Quality of Work Life

| QWL | WEIGHTED MEAN | VERBAL DESCRIPTION |
|-----------------------------|---------------|--------------------|
| Control at Work | 3.97 | High |
| Job and Career Satisfaction | 4.27 | High |
| Relation and Cooperation | 3.95 | High |
| Working Conditions | 3.68 | High |
| Work and Total Life Space | 3.56 | High |

Teacher involvement in decision-making has been advanced for a variety of reason. Most often, participation is thought to enhance communication among teachers and administrators to improve the quality of educational decision-making. It also thought that participation may contribute to the quality of teachers work life (Algoush, 2010).

Job and Career Satisfaction

Job and career satisfaction takes place when teachers are offered opportunities to grow in an organization. The item on having a clear set of goals obtained a weighted mean of 4.54 which indicates very high quality of work life (Appendix TableD.1). It means that teachers have a clear vision in enabling them to do their job.

The job and career satisfaction registered a weighted mean of 4.27 (high). It means that teachers have a high quality of work life with respect to job and career satisfaction. It implies that teachers are able to voice their opinions, and to use their abilities at work.

Job satisfaction reflects the quality of work life of teachers. Diaz *et al.* (2005) said that job satisfaction is an adequate indicator of quality of work life.

Relation and Cooperation

Relation and cooperation as one of the dimensions of quality of work life develops among teachers a sense of belongingness to the organization. The weighted mean (3.95) obtained in relation and cooperation (high). It implies that teachers have a high quality of work life with respect to relation and cooperation. It further implies that teachers experience harmonious relationship with their school and there is a sense of belongingness in their school. Also, teachers prioritized their job and they received support from their co-teachers.

Working Conditions

Working conditions registered a weighted mean of 3.68 which means high. Teachers have a high quality of work life with respect to working conditions. This also means that teachers are satisfied with their work and are encouraged to develop new skills.

Work and Total Life Space

Work and total life space obtained a weighted mean of 3.56 which connotes high quality of work life. That teachers have a high quality of work life with respect to work and total life space. Teachers have sufficient time to spend with their family and enjoy flexible working hours and leave policy.

In summary, teachers have high scores in five dimensions of quality of work life namely: control at work (involve in decision makings, have flexible working hours); job and career satisfaction (have clear set of goals, free to voice opinions, have opportunities to use abilities at work); relation and cooperation (has harmonious relationship with

co-teachers and school heads); working conditions (satisfied with the work-related tasks); and work and total life space (have sufficient time to spend with the family).

Variation of Teachers' QWL Along Their Personal Profile

Presented in Table 7 is the description of variation of Teachers' QWL along their personal profile such as age, sex, civil status and teaching experience were presented in the subsequent tables below.

Age Bracket

It can be seen from the table that there is significant variation on teachers' quality of work life when classified in terms of age. This goes to show that teachers falling under 36 years old and above tends to have a better quality of work life than those teachers falling under 25 years old and below.

In terms of the computed means, their mean differences posted significant variation at .05 level of significance. The result implies that the quality of work life of teachers (36-45 age bracket) have the highest or best quality of work life.

Table 7. Variation of Teachers' QWL Along their Age, Sex, Civil Status, and Teaching Experience

| PERSONAL PROFILE | WEIGHTED MEAN |
|---|------------------------------------|
| Age Bracket | |
| 36-45 years old | 4.07 a |
| above 45 years old | 4.01 b |
| 26-35 years old | 3.87 c |
| 25 years old and below | 3.77 d |
| F computed = 2.947 F critical = 2.664 | LSMD = 0.02 Probability = 0.035 |
| Sex | |
| Female | 3.976 a |
| Male | 3.757 b |
| t computed = -2.0878 t critical = 2.0195 | Probability = 0.0430 |
| Civil Status | |
| Single | 3.81 a |
| Married | 3.98 a |
| Widowed | 3.92 a |
| F computed = 1.652 F critical = 3.055 | Probability = 0.195 |
| Teaching Experience | |
| 7 – 10 years | 4.05 a |
| 21 years and above | 4.04 a |
| 11 – 20 years | 4.03 a |
| 4 – 6 years | 3.98 b |
| 1 – 3 years | 3.75 c |
| F computed = 2.992 F critical = 2.431 | LSMD = 0.02 Probability = 0.021 |

Legend: Means followed by varied letters are significantly different at .05 level of significance

Sex

It can be gleaned from the table that there is significant difference between male and female teachers in terms of quality of work life. It further shows that female teachers have a better quality of work life than male teachers.

The study of Manju (2014) entitled "Quality of Work Life: Perception of School Teachers" found that there is a significant difference between and female school teacher with respect to quality of work life. It was found that the female teachers have a better quality of work life than their male counterparts. He suggested that work assignments should be made challenging enough to expand skills, abilities, and knowledge that create a positive effect on quality of work life.

Civil Status

There is no significant variation among single, married and widowed teachers in terms of quality of work life since the computed F-value (1.652) is less than the F-critical (3.055) associated with the probability of .195.

In terms of the computed means, their mean differences posted no significant variation at .05 level of significance. This result implies that the quality of work life of teachers whether classified as single, married and widowed is comparable.

It conforms to the study of Emadzadeh (2012) that there is no significant variation among single, married and widow teachers in terms of their quality work life.

Teaching Experience

The table reveals that there is significant variation on teacher's quality of work life when classified in terms of teaching experience since the probability is less than .05

In terms of computed means, teachers teaching for more than seven years was comparable in terms of quality of work life. This further implies that they have a better quality of work life than teachers teaching between 1–6 years. This goes to show that the longer the teaching experience the better will be the quality of work life.

Relationship of Quality of Work Life and Job Performance of Public Elementary School Teachers in La Paz South District

Presented in Table 13 is the relationship of quality of work life and job performance of public elementary school teachers in La Paz South District.

Relationship of Control at Work and Job Performance

Table 8 reveals that there is a high significant relationship (probability = .001) between workload and work performance of teachers. The coefficient of correlation of +.260 which is interpreted as low positive correlation. This result implies that the more flexible working hours provided to a teacher is, the better will be his or her job performance.

Relationship of Job and Career Satisfaction and Job Performance

Correlation analysis revealed that there is a high significant relationship between job and career satisfaction and job performance with coefficient of correlation of +.287. This implies that when the level of job satisfaction of a

teacher is high it follows that his or her level of job performance is high as well.

Relationship of Relation, Cooperation and Job Performance

Results revealed that there is a moderate positive relationship between relation and cooperation and job performance with coefficient of correlation of

+0.385. This goes to show that teachers with strong sense of belongingness and harmonious relationship with his or her school head and co-teachers has the tendency to have high job performance.

This conforms the study of Mirkamali in 2011 that suggested that to increase job performance, teachers should develop a sense of belonging and collaboration to do duty.

Table 8. Relationship between Quality of Work Life and Job Performance of Teachers

| QUALITY OF WORK LIFE | COEFFICIENT OF CORRELATION (r) | PROBABILITY |
|-----------------------------|--------------------------------|-------------|
| Control at Work | + .260** | .001 |
| Job and Career Satisfaction | + .287** | .000 |
| Relation and Cooperation | + .385** | .000 |
| Working Conditions | + .210** | .008 |
| Work and Total Life Space | + .209** | .009 |

Legend: ** = highly significant

Relationship of Working Conditions and Job Performance

Data revealed that there is a high significant relationship (probability = .008) between working conditions and job performance of teachers. The computed coefficient of correlation (r) between the variables is +.210 and interpreted as positive correlation. This result means that a teacher with high satisfaction in their work and with comfortable working condition has the tendency to have better job performance.

Relationship of Work and Total Life Space and Job Performance

Table 8 reveals that there is a high significant relationship (probability = .009) between work and total life space to job performance of teacher with coefficient of correlation of +.209. This implies that teachers who have sufficient time for the family, have flexible leave policy and have flexible working hours are expected to have better job performance. This result implies that teachers who can effectively balance their time between family and work have the tendency to perform better.

This result corroborates findings of Ramezani (2004) that if an employee has sufficient time with his or her family, he or she will perform better in the workplace.

Relationship between Quality of Work Life and Stress Level of Teachers

Presented in Table 9 is the relationship between teachers’ quality of work life and stress level. The researcher conceptualized that there is a relationship between the dimensions of quality of work life to stress level.

Relationship between Control at Work and Stress Level

Table 9 reveals that there is no significant relationship between control at work and stress level with probability of .096. This implies that whether teachers have flexible working hours or not their stress level will just be the same.

Relationship between Job and Career Satisfaction and Stress Level

Data revealed that there is no significant relationship between job and career satisfaction and stress level with probability of .057. This means that whether

Table 9. Relationship between Quality of Work Life and Stress Level of Teachers

| QUALITY OF WORK LIFE | COEFFICIENT OF CORRELATION (r) | PROBABILITY |
|-----------------------------|--------------------------------|-------------|
| Control at Work | - .133ns | .096 |
| Job and Career Satisfaction | - .153ns | .057 |
| Relation and Cooperation | - .228** | .004 |
| Working Conditions | .144ns | .073 |
| Work and Total Life Space | - .162* | .042 |

Legend: * = significant
 ** = highly significant
 ns = not significant

teachers view of their work is favorable or unfavorable, their stress level will remain the same.

Relationship between Relation and Cooperation and Stress Level

Results revealed that there is a high negative relationship (probability = .004) between relation and cooperation and stress level with coefficient of correlation of -.228. This implies that when a teacher has low sense of belongingness and harmonious relationship with school head and co-teachers, his or her stress level increases. This result confirms to the findings of Kasraieet al. (2014) that there is inverse correlation between job stress and quality of work life. Increasing teachers’ stress will decrease the quality of work life and vice versa.

Relationship between Working Conditions and Stress Level

Data revealed that there is no significant relationship between working condition and stress level with probability of .073. This implies that teachers stress level is not related to their working environment and workplace in which they work.

It contradicts to the study of Hosseini in 2010 that work-place stress is the cause of experiencing lower quality of work life.

Relationship between Work and Total Life Space and Stress Level

Table 9 reveals that there is a low negative correlation (probability = .042) between work and total life space and stress level with coefficient of correlation (r) of -.162. This implies that if a teacher has more flexible working hours, and leave policy and have sufficient time to spend with family, the teachers will be less stressed.

The results conform to the study of Jerome (2010) that an individual who is working for too many hours is likely to experience workplace stress and decline in social relationships.

Proposed Intervention Strategies to Improve Quality of Work Life of Elementary School Teachers in La Paz South District

Based on the results of the study, the following situations need to be improved. Performance level, although very satisfactory should still be improved by monitoring other targets in the Individual Performance Commitment and Review Form (IPCRF) such as Action Research, Innovation and Income Generating Project. To deal with stress related to

work, indicators such as concentration on work to forget personal problem, missing out on hobbies because of workloads, having insufficient time to read newspapers, to finish outstanding work each day are the main indicators of the stress level of the teachers in La Paz South District. Furthermore, the dimensions of quality of work life such as: control at work, job and career satisfaction, relation and cooperation, working conditions and work and total life space register significant relationship to the quality work life. This goes to show that enhancement and sustainability strategies should be imposed. In relation to stress level, relation and cooperation and balance between work and family must be given emphasis.

To alleviate these situations, the researcher designed an intervention program. Its main objective is to promote better quality of work life, lower stress level and improve job performance of the teachers in La Paz South District.

The researcher patterned his intervention to the School Improvement Plan (SIP) in preparing intervention. The researcher made use of in-depth analysis of the significant findings as basis for the proposed strategies and interventions.

Table 10. Proposed Intervention Strategies to Improve Quality of Work Life of Elementary School Teachers in La Paz South District

| KRA | SCHOOL IMPROVEMENT PROJECT TITLE | PROJECT OBJECTIVE | OUTPUT FOR THE YEAR | ACTIVITIES | PERSON(S) RESPONSIBLE | SCHEDULE | ESTIMATED BUDGET |
|-------------------------|---|---|---|---|---|--------------------------|------------------|
| Improve Job Performance | Create an IPCRF journal | To monitor the key result areas for teachers performance rating | Accomplished IPCRF Targets | Conduct at least one meeting per semester for revisiting the IPCRF key targets | School Head Teachers Staff | Jan-Dec. | ₱10,000 |
| | Establish an action research colloquium per school | To encourage teachers to conduct action research | Established action research colloquium per school | Conduct at least one action research per school year | School Head Teachers Staff Resource Speaker | Summer Break (April-May) | ₱30,000 |
| | “One-Innovation-One-Teacher Project” | To encourage teachers to create their own innovation activity/project per academic year | Created one Innovation of teacher per academic | Create one innovation vis-à-vis to teaching and to improve performance rating | School Heads Teachers Staff | Jan-Dec. | ₱20,000 |
| Lessen Stress Level | Revise Daily Lesson Log (DLL) to Outline Modular lessons | To minimize teachers work load on writing their daily lesson log | Revised DLL to modular lessons | Set at least one week to plan, design and create outline modules substitute for DLL which is teachers burden. | School Heads Teachers Staff | Summer Break (April-May) | ₱10,000 |
| | Conduct of Lecture-Series on: 1. Communication Styles 2. Work Habits 3. Lifestyle Management 4. Behavior Management 5. Personality Enhancement 6. Functional Families 7. Handling Stress Effectively 8. Handling Conflict and Effectively 9. Soft Skills Enhancement 10. Self-Management 11. Other relevant topics | To capacitate the teachers in different concepts related topics | Conducted at least three seminar-workshop per school year | Conduct at least three seminar-workshop per school year | School Head Teachers Staff | Jan-Dec. | ₱ 250,000 |

| | | | | | | | |
|---------------------------|---|---|--|---|--|----------|---------|
| | Conduct a “ Capability building training” for teachers | To develop relation and cooperation to teachers | Conducted a Capability Building Training | Conduct a training that develop teachers sense of belongingness and harmonious relationship | School Head Teachers Staff Students | Dec. | ₱30,000 |
| Improve Quality Work Life | Establish a “Work and Life Balance” corner in the faculty room/or any room available. | To have an avenue to pause and reflect while in the workplace. | Established a “Work and Life Balance” corner | Materials related to requested to be available in the “Work and Life Balance” corner: a. Life Planning b. Recognizing Strengths and Using Them c. Coping Skills and Strategies d. Dealing with Frustrating Situations | School Heads Teachers Staff | Jan-Dec. | ₱10,000 |
| | Adopt and Disseminate a Module or Material on Soft Skills Enhancement for Teachers and Administrators | To adopt and disseminate a module on soft skills enhancement for teachers and administrators | Adopted and disseminated a module on soft skills enhancement for teachers and administrators | Adoption and dissemination of at least two modules on soft skills enhancement for teachers and administrators | School Heads Teachers Staff | Jan-Dec. | ₱10,000 |
| | Development, production and distribution of Information, Education and Communication materials related to QWL, work commitment, job satisfaction and stress | To increase the awareness of the teachers on QWL work commitment, job satisfaction and stress management. | Developed, produced and distributed at least one IEC material per year. | Development, production, and distribution of IEC materials | School Heads Teachers | Jan-Dec. | ₱20,000 |

V. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This portion presents the summary of findings, conclusions and recommendations based on the results of the study.

Summary

This study aimed to determine the relationship of teachers’ quality of work life to stress level and job performance. The descriptive-comparative-correlational design was used in this study. It involved 157 teachers from La Paz South District as respondents.

The data gathering instrument was a close-ended questionnaire that has developed through the adaptation and modification of questionnaire from previous studies (Questionnaire based on Walton’s QWL cited by Nowrouzi(2013); Jebel (2013); and Swamy *et al.* (2015) and Stress Level Questionnaire by Tim Hindle (1998). The data gathered were tabulated and analyzed. Based on the data gathered, the findings are as follows:

In terms of age, 50 or 31.85 % of the teacher-respondents fall between 26-35 years old while 43 or 27.39% ages 36-45, 34 or 21.65% ages above 45 and 30 or 19.11% ages 25 and below. Regarding sex, 127 or 80.89% of the teacher-respondents are females and 30 or 19.11% are males. Majority (71.97%) of the teachers are married, while 24.84%

are single and only 3.19% are widowed. In terms of teaching experience, 51 or 32.48% of the teachers are teaching for 1-3 years followed by 39 or 24.84% who are teaching for 11-20 years, 28 or 17.84% teachers are in the service for 21 years and above while 26 or 16.56% are in the profession for 4-6 years and 13 or 8.28% are teaching for 7-10 years.

All teachers had *Very Satisfactory* performance. This means that teachers’ performance exceeded expectations and all goals, objectives and target were achieved above the established standards.

In terms of stress level, 109 or 69.43% of the teacher-respondents are less stressed, 31 or 19.75% are stressed, 12 or 7.64% are highly stressed and only five or 3.18 % are not stressed.

Teachers have high quality of work life in five dimensions: control at work, job and career satisfaction, relation and cooperation, working conditions and work and total life space.

As to variation of teachers, age, sex and teaching experience were found significant while civil status has no significant variation to their quality of work life.

In terms of relationship of teachers’ quality of work life to performance level: control at work; job and career

satisfaction; relation and cooperation; working conditions, work and total life space were found highly significant.

As to quality of work life of teachers in relation to stress level, relation and cooperation registered high significant relationship to their stress level. With regards to work and total life space, it registered significant relationship to teachers' stress level. Moreover, the above mentioned components posted inverse correlation to the stress level of teachers. Control at work, job and career satisfaction and working conditions posted non-significant relationship.

VI. CONCLUSIONS

Based on the findings, the following conclusions were drawn:

1. Majority of the teachers are female, married, have 1-3 years of teaching experience, and most of them are 26-35 years old.
2. All the teacher-respondents has very satisfactory performance based on the individual performance commitment and review form.
3. Majority of the teachers are less stressed.
4. Majority of the teachers have high quality of work life.
5. Teachers aged 36-45 years old have the most favorable quality of work life. Significant difference exists between the quality of work life of male and female teachers. Female teachers tend to have a better quality of work life than male teachers. The longer the teaching experience the better is the quality of work life.
6. Quality of work life is strongly related to the job performance of teachers. If the teacher's quality of work life is high, his or her level of job performance is high.
7. Teachers who experience harmonious relationship and belongingness in the school have less stress. Work and total life space is significantly related to the stress level of teachers. Thus, teachers tend to have less stress with their work life if a balance with their work and family life is set.

VII. RECOMMENDATIONS

Based on the findings and conclusions, the following are recommended:

1. The current study is limited to 157 teachers in La Paz South District. Future researchers are advised to conduct their study on a more expanded scale.
2. Teachers should revisit their Individual Performance Commitment Review form to monitor other key result areas such as Action Research, Innovation and Income generating Projects (IGPs) to improve their Job Performance.
3. School Heads should provide flexible working hours and balance the workloads of the teachers that cause them stress and conduct interventions such as time and stress management to lower their stress level.
4. School heads and authority should foster harmonious relationship and cooperation within and between schools and develop teachers' capacities in such a way that they feel they are constantly growing. Further, school heads should provide opportunity for teachers to participate in decision making processes about the way their school operates. Participatory management will increase the enthusiasm of teachers as they will have an opportunity to participate with their ideas.
5. Based on the obtained results, the quality of work life of teachers will be able to increase by providing more flexibility in the work assignments, working hours and balancing the teaching loads.
6. Further research using other variables should be undertaken to find out their relationship to teachers' quality of work life.
7. Encourage school principals to implement the proposed intervention program to improve the Quality of Work Life of teachers and basis for evaluation.

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