

Teacher's Professional Development And Quality of Work-Life As Determinants of Teaching Behavior

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ABSTRACT

The study was conducted to determine the teacher's professional development and quality of work-life as determinants of teaching behavior among 334 public teachers in Santo Tomas, Davao del Norte, all public, were selected where the research used a quantitative and descriptive correlation with three sets of research questionnaires answered by the respondents. The research revealed the quality of work life, autonomy of work is the predictor that influenced the teaching behaviors of the teachers. It implies the autonomy of work influences the teaching behaviors of teachers in Sto. Tomas-West District, Davao del Norte. Furthermore, the study hopes to contribute to the knowledge of what other predictors or determinants may affect the teaching behavior in different contexts. This research hopes to make new knowledge and identify the factors in teaching behaviors and could help educators in the teaching-learning process for the benefit of both teachers and students.

Keyword: quality work-life, teaching behavior, determinant, education, Philippines

INTRODUCTION

Teaching behavior in the classroom is a key determinant of the learning environment (Inda-Caro, Maulana, Fernández-García, Peña-Calvo, del Carmen Rodríguez-Menéndez, and Helms-Lorenz, 2019). Teachers can use teaching behavior to assist them enhance their classroom instruction. Tan (2022) concluded that significant references that can be used to identify key elements of teachers' effective teaching behaviors, advance students' comprehensive learning, and support teachers' good transition to online teaching modes and tactics. teaching behaviors affect students' emotional and cognitive experiences in class, as well as how these experiences relate to students' cell phone use, while considering contextual elements that may influence this outcome.

Chen (2018) discovered that integrating different projects, focusing on school education goals, blending teacher professional development and curriculum development practices, crossing over the formats and norms of teacher professional development evaluation, and backing to the nature of education are critical strategies for schools to carry out teacher professional development in the long run to promote student's learning. Additionally, teaching practices, including teaching behaviors, instructional strategies, personality characteristics, and competences, affect students' motivation (Alharbi and Saaty, 2022).

The importance of a quality work life for teachers as educators, institutions, and the nation and government can always be emphasized (Rosyidi, Sasmoko, Indrianti, Manalu, Lubis, Moniaga, and Abu Yazid Bin, 2020). Improving the quality of one's work life can help to improve and balance one's mental health. The current study involved 190 schoolteachers from various schools, with the goal of determining the influence of quality of work life in schoolteachers' mental health (Amish, and Alok Pratap Singh, 2018).

Moreover, Hwang (2022) compared and contrasted employees' quality of life and work-life balance in Lithuania's public and private sectors. The most critical factors of quality of life for private-sector workers are the absence of stress, follow mode, changes, and use of ecological products, whereas, in the public

sector, the absence of stress and ecological products are also significant. However, communication satisfaction and healthy food are essential in the private sector.

It was discovered by Cockpim and Somprach (2020), that all of the teachers' instructional actions are linked to their professional development as teachers. Teacher behaviors that prevent student's learning can be reduced by providing teacher professional development, the most important result of the research is the necessity of ensuring school-based professional development (Özkan, Ye?im Özer Özkan, and Güvendir 2019).

Due to the following context, the researchers resorted to researching to determine whether the teachers' professional development and quality of work-life or both may correlate with the teaching behavior. Although there is literature related to each variable and the context of the foreign educational system, none have come across this study having three variables in one study in the Philippine setting. Hoping this study will discover a new information and add to the teaching behavior, which can help implement an effective teaching-learning process and help the students as the product of the Philippine education system.

METHOD

This chapter presented and described the method used in conducting the research, including the research design, research locale, population and sample, research instruments, data collection, and statistical tools applied in the study.

Research Design

This study utilized quantitative non-experimental descriptive correlational research since this described the quantitative data regarding the teacher professional development, level of work-life quality, and teachers' teaching behavior. Most importantly, this tested the significant influence of teacher professional development and quality of work-life on teaching behavior and identified the domain of teacher professional development and quality of work-life that significantly influence teaching behavior (Gultekin and Kara 2022).

According to Reed (2019), the role of correlation research, which is concerned with establishing relationships between two or more variables in the same population or between the same variables in two populations, is a significant part of a research study. Understanding the associations and relationships among human phenomena is a remaining incentive for scientific investigation in all social science disciplines, and that motivation surpasses even the most differentiated model distinctions between various research methods. The purpose of this descriptive, non-experimental, quantitative correlational study is to examine Teaching Behavior, Teacher's Professional Development, and Quality of Work-life at a public school in Santo Tomas, Davao del Norte.

Research Locale

The study was done at Santo Tomas West District is a public elementary District located at Santo Tomas in Davao del Norte in Region XI. Located in the Philippine province of Davao del Norte, Santo Tomas—officially known as the Municipality of Santo Tomas—is a first-class municipality. It is situated in the second political district of the province and is on the island of Mindanao.

Several multinational companies and cooperatives engaged in commercial production of bananas that are successfully operating in the municipality are significant to Santo Tomas' economic development. The municipality's economy benefits from the production of rice as well. Santo Tomas, which was rated in second position, was among the top 15 richest municipalities in the Davao Region. Numerous public and

private institutions may be found in Santo Tomas.

There were 32 public and private elementary schools, 12 public and private high schools, 4 tertiary schools, and 1 public and 1 private technical vocational school. This district has 13 schools with 334 teachers.

Population and Sample

The research respondents were 334 teachers in Santo Tomas West District. Respondents for the study were planned and considered before were chosen as there were 1,034 total of teachers in Santo Tomas West District. After careful consideration and selection, chosen respondents were selected in Santo Tomas West District, three hundred thirty-four teachers.

The researchers did not include public institutions outside Santo Tomas West District. Unless the research has already been accepted, the respondents can withdraw the involvement without any penalty at any time. Given the situation, the participant may withdraw when he or she feels threatened or uncomfortable responding to the survey questionnaire.

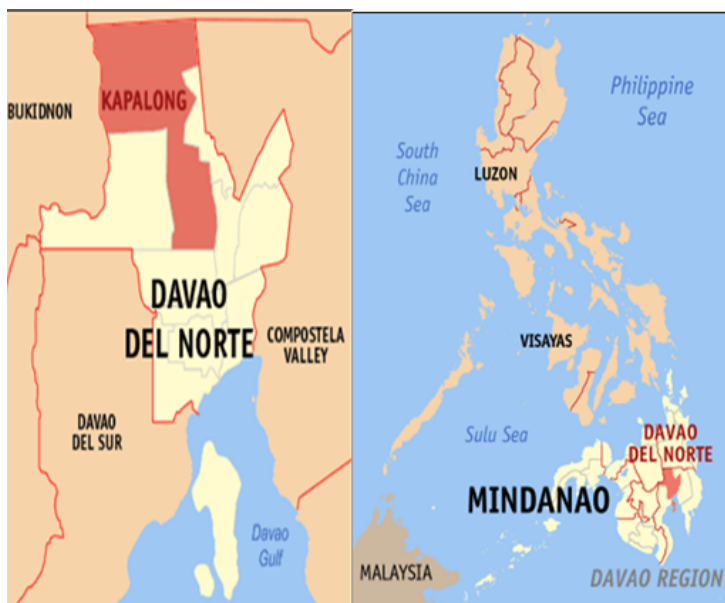


Figure 2. Map of the study's locale

the participant may withdraw when he or she feels threatened or uncomfortable responding to the survey questionnaire.

Research Instrument

The researchers used three sets of questionnaires as a primary tool in getting the desired information needed in the study. The first set was to measure teacher professional development. Then, the second set was used to measure the Quality of Work-life, and the third was to measure the teaching behavior.

Expert validators examined the content validity and reliability of the three questionnaires to guarantee that the measurements were accurate. External validators with competence in social research and statistics validated the survey instruments. The surveys received an average rating of 4 from the validators.

The validators’ rating of the questionnaires resulted in a mean of 4.1. Minor adjustments were made in response to suggestions and recommendations to improve some content and assertions in the context of the instruments.

Pilot testing for a preliminary survey with 30 respondents was undertaken after changes had been made to contextualize the questionnaire. The researchers then provided the findings to a statistician, who confirmed the content’s reliability and validity. Using Cronbach Alpha, the findings from the three sets of questionnaires revealed that the independent variables, teacher professional development and quality of work-life, each received a score of 0.962, while the dependent variable, teaching behavior, received a score of 0.881. The real survey was then done among the teachers in Davao del Norte, where the study was conducted, using Google form documents.

Below are the scores categories and levels with descriptive equivalents. In describing the teacher professional development, the following five-point Likert scale was used:

Range of Means	Descriptive Level	Interpretation
4.20-5.00	Very High	This means that teacher Professional development is always manifested
3.40-4.19	High	This means that teacher professional development is oftentimes manifested
2.60-3.39	Moderate	This means that teacher professional development is sometimes manifested
1.70-2.59	Low	This means that teacher professional development is seldom manifested
1.00-1.69	Very Low	This means that teacher professional development is never manifested

In describing the quality of work-life, the following five-point Likert scale was used:

Range of Means	Descriptive Level	Interpretation
4.20-5.00	Very High	This means that quality of work life is always manifested
3.40-4.19	High	This means that quality of work life is often manifested
2.60-3.39	Moderate	This means that quality of work life is sometimes manifested
1.70-2.59	Low	This means that quality of work life is seldom manifested
1.00-1.69	Very Low	This means that quality of work life is never manifested

While describing the teachers teaching behavior, the following five-point Likert scale was used:

Range of Means	Descriptive Level	Interpretation
4.20 – 5.00	Very High	This means that the teacher teaching behavior is always manifested

3.40 – 4.19	High	This means that the teacher teaching behavior is often manifested
2.60 – 3.39	Moderate	This means that the teacher teaching behavior sometimes manifested
1.70 – 2.59	Low	This means that the teacher teaching behavior is seldom manifested
1.0 -1.69	Very Low	This means that the teacher teaching behavior is never manifested

Data Collection

The survey questionnaires underwent a validation process to ensure content validity. The first draft of the research instrument will be submitted to the research adviser for comments, suggestions, and recommendations to improve its presentation with the corrections to be included and integrated. The final copies were submitted to a panel of experts for refinement. The final revision was made by incorporating the corrections, comments, and suggestions the expert validators gave before gathering data. The ratings of the validators were computed and consolidated to know the status of the questionnaires. Further, the reliability index should be observed through pilot testing on the same target respondents in other places. The data gathered underwent the Cronbach Alpha test to identify the items that were removed and revised so that the questionnaires address the comprehension of the target respondents according to their level before the final conduct.

Before the gathering of data, the researchers composed a letter asking permission to conduct study and the research adviser. After the letter had been signed, the researchers then submitted and secured permission to conduct a study from the Office of the Schools Division Superintendent. The letter then was forwarded through the Office of the School Head.

After that, when permission was granted, the researchers personally administered the questionnaires to the respondents. First, teachers answered the three phases of the questionnaire: Profiling, Quality of Work Life, and Teaching Behavior. The respondents were given enough time to accomplish the questionnaires and reached the required number of responses for the study. The responses were tallied and tabulated in tables for analysis and interpretation. And after that, data were processed statistically to derive answers to this scientific inquiry.

Statistical Tool

The following statistical tools were used in processing data:

Mean. This was used to determine the level of quality of work-life of teachers as observed and the level of observed teaching behavior.

Pearson r. This tool was used to test the significant relationship between quality of work-life and teaching behavior.

Regression Analysis. This was used to determine which domain of quality of work-life significantly influences teaching behavior.

RESULTS

The data obtained from the respondents on the teacher professional development and quality of work-life as determinants of teaching behavior are presented, analyzed, and interpreted in this section based on the research objectives previously stated.

Level of Teacher’s Professional Development

As shown in Table 1, the teacher’s professional development has a mean of 3.93 with a high descriptive level, interpreted as the teacher’s professional development is often manifested. The result shows that experimenting has the highest mean value of 4.10, with the descriptive value and were then followed by keeping up to date with the mean of 4.04, which is high. After which, reflecting and asking for feedback came next with the mean of 3.96, which is also high. Meanwhile, collaborating with colleagues to improve lessons and collaborating with colleagues to improve school development have the lowest mean of 3.78, a descriptive level of high, interpreted as the teacher’s professional development, is often manifested.

Table 1. *Level of Teacher’s Professional Development*

Indicators	SD	Mean	Descriptive Level
Keeping up to date	0.76	4.04	High
Experimenting	0.70	4.10	High
Reflecting and asking for feedback	0.84	3.96	High
Collaborating with colleagues with the aim of improving lessons	0.82	3.78	High
Collaborating with colleagues with the aim of improving school development	0.83	3.78	High
Overall	0.80	3.93	High

Level of Quality of Life

As shown in Table 2, the result of the weighted mean of each criterion computed. The quality of life with an overall mean of 4.00 with a descriptive level of high and interpreted as the teacher quality of work is often manifested. The results revealed that job satisfaction and job security got the highest mean score with a value of 4.29, which is described as very high and is followed by relation and cooperation with a mean value of 4.26 and described as high. It is followed by compensations and rewards, which has a mean of 4.10, which is high.

Moreover, the work environment and adequacy of resources have a mean of 3.98, which is high. Then, the autonomy of work has a mean of 3.89, which is also high, followed by organization culture and climate, which has 3.87 mean, which is also high. Finally, facilities came last, with a mean of 3.49, which has a descriptive high level, interpreted as the teacher quality of work life is often manifested.

Table 2. *Level of Quality of Work-life*

Indicators	SD	Mean	Descriptive Level
Work Environment	0.79	3.98	High
Organizational culture and climate	1.27	3.87	High
Relation and Cooperation	0.87	4.26	Very High
Compensation and Rewards	0.87	4.10	High
Facilities	1.35	3.49	High
Job Satisfaction and Job Security	0.81	4.29	Very High

Autonomy of work	0.90	3.89	High
Adequacy of resources	0.72	3.98	High
Overall	1.01	4.00	High

Level of Teaching Behavior

As shown in Table 3, the level of teaching behavior has an overall mean of 3.74 with a descriptive level of High, interpreted as the level of teaching behavior, often manifested. The results revealed that instructor behavior has the highest mean score with a value of 4.58, which is described as very high and is followed by organizational behavior with a mean value of 4.35 and described as high, followed by socio-emotional behavior with a mean of 3.83. while negative teaching behavior came last with a mean of 2.11, which is low, interpreted as the level of teaching behavior is seldom manifested.

Table 3. *Level of Teaching Behavior*

Indicators	SD	Mean	Descriptive Equivalent
Instructional Behavior	0.60	4.58	High
Negative Teaching Behavior	1.12	2.11	High
Socio-Emotional Behavior	1.05	3.82	High
Organizational Behavior	0.91	4.35	High
Overall	1.33	3.74	High

Significance of the Relationship between Teacher’s Professional Development and Teaching Behavior

As shown in Table 4.1, are the results derived from the influence between teacher’s professional development and teaching behavior. Reflecting and asking for feedback got an overall value of 0.474, collaboration with colleagues with the aim of improving school development with an overall value of 0.445, collaboration with colleagues with the aim of improving school development with 0.434, experimenting 0.417, and keeping up to date .339. In all, teachers’ professional development and teaching behavior got an overall mean of 0.499 with a p-value of <0.05 signified the rejection of the null hypothesis. It means a significant relationship between a teacher’s professional development and teaching behavior. It shows that the teacher’s professional development correlates with teaching behavior.

Table 4.1 *Teacher’s professional development and Teaching behavior*

Teachers’ Professional Development	Teaching behavior				Overall
	Instructional Behavior	Negative Teaching Behavior	Socio-Emotional Behavior	Organizational Behavior	
Keeping up to date	.361**	0.095	.293**	.124*	.339**
	(0.000)	(0.100)	(0.000)	(0.032)	(0.000)
Experimenting	.441**	0.061	.385**	.265**	.417**
	(0.000)	(0.292)	(0.000)	(0.000)	(0.000)
Reflecting and asking for feedback	.377**	.176**	.420**	.252**	.474**

	(0.000)	(0.002)	(0.000)	(0.000)	(0.000)
Collaborating with colleagues w/the aim of improving lessons	.240**	.239**	.423**	.125*	.434**
	(0.000)	(0.000)	(0.000)	(0.031)	(0.000)
Collaborating with colleagues w/the aim of improving school development	.303**	.193**	.455**	.132*	.445**
	(0.000)	(0.001)	(0.000)	(0.023)	(0.000)
Overall	.399**	.187**	.470**	.206**	.499**
	(0.000)	(0.001)	(0.000)	(0.000)	(0.000)

Significance of the Relationship between Quality of Work-Life and Teaching Behavior

As shown in Table 4.2, are the results derived from the influence between quality work-life and teaching behavior. Autonomy of work got an overall value of 0.461, followed by organization culture and climate with 0.456, work environment with 0.445, adequacy of resources with 0.381, compensations and rewards with 0.380, facilities with 0.359, job satisfaction and job security with 0.349, and relationship and cooperations with 0.281. In all, quality of work life and teaching behavior got an overall mean of 0.0500.

Table 4.2. *Quality of Worklife and Teaching Behavior*

Quality of work life	Teaching behavior				Overall
	Instructional Behavior	Negative Teaching Behavior	Socio-Emotional Behavior	Organizational Behavior	
Work Environment	.397**	.216**	.306**	.185**	.444**
	(0.000)	(0.000)	(0.000)	(0.001)	(0.000)
Organization culture and climate	.344**	.232**	.356**	.195**	.456**
	(0.000)	(0.000)	(0.000)	(0.001)	(0.000)
Relation and Cooperation	.389**	0.055	.153**	.186**	.281**
	(0.000)	(0.346)	(0.008)	(0.001)	(0.000)
Compensation and Rewards	.422**	0.104	.264**	.242**	.380**
	(0.000)	(0.073)	(0.000)	(0.000)	(0.000)
Facilities	.318**	.187**	.231**	.153**	.359**
	(0.000)	(0.001)	(0.000)	(0.008)	(0.000)
Job Satisfaction and Job Security	.487**	0.035	.231**	.241**	.349**
	(0.000)	(0.550)	(0.000)	(0.023)	(0.000)
Autonomy of work	.339**	.212**	.387**	.224**	.461**

	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)
Adequacy of resources	.376**	.116*	.299**	.223**	.381**
	(0.000)	(0.044)	(0.000)	(0.000)	(0.000)
Overall	.501**	.182**	.357**	.267**	.500**
	(0.000)	(0.002)	(0.000)	(0.000)	(0.000)

The domain of Teacher’s Professional Development and Quality of Work-Life in their singular and combined capacities significantly influence Teaching Behavior

As shown in Table 5, the results of the test determinants among teacher professional development and quality of work-life influenced teaching behavior. Based on the results, reflecting and asking feedback with a value of .001 is the determinant under teacher professional development that influenced teaching behavior. On the other hand, organization culture and climate, a value of .030, and autonomy of work with a value of .000 are the determinants under the quality of work-life that influenced the teaching behavior.

Exploring individually the p-value of each predictor, teachers’ professional development and quality of work life, autonomy of work has a p-value of .000. Among the indicators, only the autonomy of work is a predictor of quality of work life that its p-value is less than ? .05. The p-value of .000 indicates significant influence to teaching behavior. This implies that the autonomy of work influenced their conceptions of teaching behavior among teachers in public schools in Sto. Tomas West District.

Table 5. Domain of teachers’ professional development and quality of work-life in their singular and combined capacities significantly influence teaching behavior

Independent Variables	(Indicators)	Teaching behavior				
		B	B	Std. error	t	Sig
Teachers’ Professional Development	Constant		1.889	.183	10.342	.000
	Keeping up to date	-0.078	-.046	.039	-1.184	.237
	Experimenting	0.102	.063	.044	1.416	.158
	Reflecting and asking for feedback	0.249	.142	.044	3.253	.001
	Collaborating with colleagues with the aim of improving lessons	0.038	.019	.042	0.449	.654
	Collaborating with colleagues with the aim of improving school development	0.002	.001	.043	0.019	.985
Quality of work-life	Work Environment	0.048	.032	.048	0.662	.508
	Organization culture and climate	0.164	.112	.051	2.187	.030
	Relation and Cooperation	-0.019	-.013	.044	-0.299	.765
	Compensation and Rewards	0.084	.042	.039	1.064	.288
	Facilities	0.070	.039	.037	1.051	.294

	Job Satisfaction and Job Security	-0.106	-.066	.047	-1.408	.160
	Autonomy of work	0.282	.178	.040	4.405	.000
	Adequacy of resources	-0.039	-.020	.038	-0.523	.601

Legend: Teacher’s Professional Development – IV¹

Quality of Work Life – IV²

Teaching behavior – DV

DISCUSSION

This chapter presents the data on teachers’ professional development, quality of work-life, and teaching behavior.

Level of Teacher’s Professional Development

Teacher’s Professional Development refers to the activities that develop an individual’s skills, knowledge, competence, and other characteristics as a teacher. It is defined as keeping up to date, experimenting, reflecting, asking for feedback, collaborating with colleagues to improve lessons, and collaborating with colleagues to improve school improvement.

Using the first indicator, keeping up to date got which all respondents agreed with a descriptive equivalent of high, interpreted as the frequently manifested teacher professional development. The items with a descriptive equivalent of very high starting from the highest are the following: study the subject matter/literature, followed by visit educational sites on the internet, participate in a training course that centers around subject matter pedagogy, and read education/ subject matter pedagogical literature. The lowest item participate in one day conference or study day that centers around the subject matter pedagogy-all interpreted as the teacher professional development is often manifested.

While experimenting is interpreted as the frequently manifested teacher professional development. To trim this up, the item that got the highest score is to try new teaching methods in my lesson, followed by applying and evaluating other forms of assessment, inquiring about new teaching methods in a class, and trying out new applications of ICT in my lesson. The item got the lowest is to test alternative teaching materials in class and interpreted as the teacher professional development, is frequently manifested.

Moreover, reflecting and asking for feedback, and interpreted as the frequently manifested teacher professional development. The item that got first is to reflect on my strong and weak points, followed by adapting my teaching methods in response to students’ reactions, asking students for feedback on the way I teach, and reflecting on the different educational applications of ICT. The lowest item is to invite my colleagues to attend my lesson and is interpreted as the teacher’s professional development, sometimes manifested.

Furthermore, the fourth indicator, collaborating with colleagues to improve the lesson and interpreted as the teacher’s professional development, often manifested. The highest item is the use of peer coaching in case my colleagues and teacher experience teaching problems, followed by discussing the teaching processes the teacher uses in class with colleagues, to make agreements with colleagues about the pedagogical practices, and to discuss lessons with colleagues in an electronic learning environment. Lastly, preparing lessons with colleagues, the item got the lowest mean and interpreted as the teacher’s professional development, often manifested.

Finally, the fifth indicator, collaborating with colleagues to improve school development and

interpreted as teacher professional development frequently manifested. To start with, the item that got the highest is discuss ideas about educational improvement and innovation in my school with my colleagues, interpreted as the teacher professional development is frequently manifested, give an opinion together with colleagues about school organizational matters to the school management, assemble a school working group or committee with colleagues, and think about the design and method of student counseling with colleagues. The item that got the lowest mean is to discuss organizational matters with colleagues in an electronic learning environment, interpreted as the teacher's professional development, often manifested.

The overall result of teacher professional development and teaching behavior supported by Chen (2018) stated that support student learning development, and student learning growth would motivate teacher continuing professional development. Additionally, the teacher professional development contributes to better teaching and learning for students, or teacher professional development has an impact on student learning. Additionally, students exhibit increased motivation and improved behavior (Costa, Nossa, Nossa, and Oliveira, 2022)

Level of Quality of Work-Life

Quality work-life refers to a set of standard practices experienced and observed in the school or learning environment by the teachers in response to the school's possessions and implementations- working of what is available. It is defined through the work environment, organization culture, relation and cooperation, training and development, compensation and rewards, facilities, job satisfaction and security, the autonomy of work, and adequacy of resources.

The first indicator, work environment, interpreted as work-life quality, often manifested. The items' work conditions are good, and the work environment is good and highly motivating- both interpreted as the quality of work-life is continually manifested. Then followed by enough information to discharge responsibilities provided, sufficient opportunities to develop abilities are offered, and the teacher is given a lot of work empowerment to decide about his/her style and pace of work. The item that got the lowest mean is it is hard to take time off during our work to take care of personal or family matters and interpreted as the quality of work-life, frequently manifested.

Then, organization culture and climate and interpreted as the quality of work-life, frequently manifested. The item that got the highest is proud to be working at present school, there is cooperation among all teachers for achieving the goal, felt free to offer comments and suggestions on performance, every new change that takes place is communicated, the wage policies adopted are good, the teacher is involved in making decisions that affect our work, and discriminated on the job because of gender, and interpreted as the quality of work-life is never manifested.

Relation and cooperation and interpretation as the quality of work-life is always manifested. The items the relationship between principal and teachers are outstanding, the teacher get good support from the teacher's co-teachers, there is a strong sense of belongingness, there is a harmonious relationship with my colleagues, there is a very cordial relationship with my immediate superior, and the teacher is unable to attend to my work due to the demands made by his or her job and interpreted as the quality of work-life is sometimes manifested.

The fourth indicator, compensation and rewards and interpreted as the quality of work-life, always manifested. The following items got a descriptive value of very high: the teacher feel that the teacher is given an adequate and fair compensation for the work he or she does, promotions are

handled fairly, the teacher is praised by his or her superior when he or she does his or her job well, good job of linking rewards to job performance is recognized, and the incentives by considering responsibilities at

work are given and interpreted as the quality of work-life is frequently manifested.

Then the fifth indicator is facilities and interpreted as work-life quality is often manifested. The following items for the highest to the lowest: safety measures adopted by the school are good, good welfare activities are provided by our school, fringe benefits provided are good, social security benefits like EPF/Medical Reimbursement and so on are provided. The lowest item is good transportation facilities are provided interpreted as the quality of work-life, is never manifested.

The next indicator, job satisfaction and job security and interpreted as the quality of work-life are always manifested. The questions that got a descriptive equivalent of very high are the following starting from the highest: the teacher feels comfortable and satisfied with his or her job, job security is good, the teacher feels quite secured about his or her job, conditions in his or her job allows teacher to be as productive as the teacher could be, the teacher feels that my work allows me to do his or her best in a particular area. The procedure followed for job rotation is good, the teacher's earnings are fair when compared to the others doing the same type of work in another school, and a strong trade union is required to protect employees' interests.

Then, the seventh indicator is autonomy of work and interpreted as the quality of work-life, frequently manifested. The item that got them from the highest to the lowest are the following: the teacher's job let him or her use his or her skills and abilities, a part of the teacher's job is allowed to do at home, flexi-time option is allowed, there is a balance between stated objectives and resources provided, and the teacher is ready to take additional responsibilities with his or her job. The item the teacher finds the work quite stressful is the lowest and interpreted as the work-life quality, often manifested.

The final indicator, the adequacy of resources, and interpreted as work-life quality, often manifested. All items got a descriptive value of high are the following starting from the highest: communication and information flow between the departments is satisfactory, followed by resources to facilitate the teacher's performance, are provided and there are well-defined channels for information exchange and transfer.

The result supports the nature of work, relationships with management and coworkers, the environment, and workload have the biggest impact on the quality of work-life. The high priority placed on work-life quality has a direct impact on life quality (Hwang, 2022). In addition, the importance of a quality work life for teachers as educators, institutions, and the nation and state cannot be overstated.

Level of Teaching Behavior

Teaching behavior refers to the positive and negative actions of the teachers in the performance of duties and functions as a teacher. It is defined through instructional, negative, socio-emotional, and organizational behaviors. The first indicator, instructional behavior, and interpreted as the teacher teaching behavior, often manifested. The following are the items from the highest to the lowest: the teacher rules for class behavior are fair, teacher treats every student fairly, teacher uses examples for them [students] to understand, the teacher pays attention to students when state their opinion, if do not understand something, the teacher explains it in another way, the teacher's grade requirements are clear, the teacher answers questions in a way that students understand, teacher appreciates participation, even if it is not always correct, the teacher stays on task, the teacher makes sure my students understand the material before moving to something new, and the teacher starts class on time. Finally, the teacher helps students with their assignments for their class, and the teacher returns their work quickly and interprets the teacher's teaching behavior, often manifested.

The second indicator, negative teaching behavior and interpreted as the teacher's negative teaching behavior, seldom manifested. The items that got the highest mean to the lowest are the following: change

mood quickly, the teacher is easily influenced (e.g., it is easy to get me to talk about something besides the class topic). Depending on the teacher's mood, he or she may not follow through with consequences for misbehavior, the teacher is easily provoked, threaten to punish them when misbehave, depending on the teacher's mood, the teacher may threaten to punish them. The last two items threaten to punish them when students talk with teachers' neighbors and require students to sit alone (e.g., in the hallway, in an empty room, with the librarian) if talk without permission during class time and interpreted as the teacher teaching behavior is never manifested.

The third indicator is socio-emotional behavior and is interpreted as the teacher teaching behavior often manifested. The items are the following, from the highest to the lowest mean: greet the students, smile with to students, and talk with them about their interests, could be a help if students had a problem with school or life, talk with students before or after class, tell jokes or funny stories, talk with to students about school-related problems, show them my emotions (e.g., changes tone of voice, uses facial expressions), talk with my students about non-school related problems (e.g., at home, with other kids), use sarcasm in a funny way.

Furthermore, the last indicator is organizational behavior, interpreted as the teacher teaching behavior, always manifested. The items following starting from the highest from the lowest: correct them when misbehave, make sure understand the classroom rules, and explain to them why their behavior was wrong when misbehave, do not let them use equipment if use it improperly or dangerously, take away a privilege if abuse it and interpreted as the teacher teaching behavior, often manifested.

The result supports Haider, Hussain, and Hafiz Muhammad (2020) study that instructional behavior promotes critical thinking, skill development, and cognitive ideas during the teaching-learning process. The secondary school serves as a springboard for individuals who desire further education. As a result, organizational and instructional teaching behaviors play a critical role in boosting students' academic performance, which is linked with a bit of negative effect but unrelated to a positive effect.

Additionally, parallel to Pittard, Pössel, and Lau (2017), opposing and socio-emotional teaching behavior might be stressors for students who suffer from depression. Hence, promoting instructional and organizational teaching behavior in the classroom and eliminating negative teaching behavior may help students with their depression symptoms.

Significance of the relationship between Teachers' Professional Development and Teaching Behavior

The test results of the relationship between teacher's professional development and teaching behavior. The relationship was tested at a 0.05 level of significance, as reflected in the hypothesis. The overall r-value of .499 with a p-value of <0.05 signified the rejection of the null hypothesis. It means a significant relationship between a teacher's professional development and teaching behavior. It shows that the teacher's professional development correlated with teaching behavior. This support of the study of Cockpim and Somprach (2019) mentioned that there is an impact on teachers' teaching behavior on teacher professional development. Teachers' teaching behaviors are positively connected with teacher professional development. Teachers' teaching behavior was also influenced by characteristics such as teacher professional development and learning leadership, such as creativity and team learning.

Significance of the relationship between Quality of Work-Life and Teaching Behavior

The results of the test of the relationship between quality of work-life and teaching behavior. The relationship was tested at a 0.05 level of significance, as reflected in the hypothesis. The overall r-value of .500 with a p-value of <0.05 signified the rejection of the null hypothesis. It means that there is a significant relationship between quality of work-life and teaching behavior. It shows that the quality of work-life is

correlated with teaching behavior. The finding supports Singh (2022) stating that improving the quality of the faculty's work-life balance and commitment may also help to improve the faculty's overall performance.

The domain of Teacher's Professional Development and Quality of Work-Life in their singular and combined capacities significantly influence teaching behavior

The test determinants among teacher professional development and quality of work-life influenced teaching behavior were revealed in the study. Based on the results, the highest significant value is collaborating, intending to improve school development, reflecting, and asking for feedback with colleagues with the aim of improving lessons, keeping up to date, experimenting, the lowest determinant is reflecting and asking for feedback. The determinant with a highly significant is relation and cooperation, adequacy of resources, and the work environment, facilities, compensation and rewards, job satisfaction and security, organization culture and climate, and autonomy of work.

CONCLUSION

The following were the conclusions based on the results on the teacher's professional development with a descriptive level of high and is interpreted as the teacher's professional development is frequently manifested. The result showed that experimenting has the highest value, both collaborating with colleagues with the aim of improving lessons and collaborating with colleagues with the aim of improving school development with a descriptive level of high.

While the quality of work-life with a descriptive level of high and interpreted as the teacher quality of work is often manifested. The results revealed that job satisfaction and job security have the highest mean while facilities came with the lowest mean with a descriptive high level, interpreted as the teacher quality of work life is often manifested.

Then, the level of teaching behavior with a descriptive level of High, interpreted as the level of teaching behavior is often manifested. The results revealed that instructor behavior has the highest mean, and on the other hand, negative teaching behavior and interpreted as the level of teaching behavior is seldom manifested.

Furthermore, teacher professional development and teaching behavior which means there is a significant relationship between teacher professional development and teaching behavior. On the quality of work-life and teaching behavior which means there is a significant relationship between quality of work-life and teaching behavior.

The test determinants among teacher professional development and quality of work-life influenced teaching behavior were revealed in the study. Based on the results, the highest significant value is collaborating with the aim of improving school development and the lowest determinant is reflecting and asking feedback under teacher professional development. The study revealed that determination, relation and cooperation, the autonomy of work under the quality of work-life.

The test determinants among teacher professional development and quality of work-life influenced teaching behavior, the study revealed. Based on the results, reflecting, and asking feedback is the determinant under teacher professional development that influences teaching behavior. Organization culture and climate and autonomy of work determinants under the quality of work-life that influenced the teaching behavior.

The overall recent findings of the study conform the concepts of quality of work-life and leadership have solid theoretical foundations. Abraham Maslow (1954) identified the stages of human needs and

fulfillment to describe the complexity of human nature. Maslow takes a broad, clear, usable, and simple approach. Physiological needs, Safety needs, social needs, Esteem needs, and Self-actualization requirements are the five need clusters. Additionally, Taufail et al. (2018) stated that job insecurity (JIS) has a direct detrimental influence on employee job satisfaction (JS) and work performance. Job satisfaction and performance are directly influenced by Islamic Work Ethics (IWE).

Additionally, findings are supported by Haider et al. (2020), that both organizational and instructional teaching behaviors are important in improving students' academic performance, which is also linked to a negative effect but not to a good effect. Additionally, Pittard et al. (2017) also supported that negative and socio-emotional teaching behavior could be stressors for students who are depressed. Thus, both organizational and instructional teaching behaviors have a critical role in improving students' academic performance, which is also linked to a slight negative influence but not to a good effect.

RECOMMENDATION

Based on the results and conclusions, the following recommendations are generated from the study.

Administrators may reflect and ask for feedback on teachers' professional development, primarily where reflect on strengths and weaknesses. Also, in the quality of work-life, the organization culture and climate and autonomy of work should be given importance which includes cooperation among co-teachers for achieving goals, being free to give suggestions, and being proud to be working for the current school should be a part of the working environment where teachers feel satisfaction.

In addition, under the teacher's professional development, collaborating with colleagues with the aim of improving school development may be given one of the many focal points on teachers' professional development. Moreover, facilities should be given attention, if not prioritized, by the school management to improve the quality of work-life of teachers. Teachers are encouraged to cooperate in achieving a common goal, comment, and offer suggestions to help others.

Specifically, it is also suggested that there should be at least twice a year team building workshops that would enhance the cooperation among teachers facilitated by a resource person or persons. Further research may be conducted in exploring other domains of that teacher's professional development and quality of work-life that significantly influenced the teaching behavior. Moreover, replication of this study is encouraged to test and validate the results in different contexts.

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