

The Mediating Effect of Quality of Work-Life on the Relationship Between Career Self-Management and Well-Being of Public-School Teachers

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ABSTRACT

This study determined the mediating effect of quality of work-life (QWL) on the relationship between career self-management and the well-being of public-school teachers in Carmen District, Davao del Norte, Philippines. A positive work environment fosters active participation in career self-management, ultimately leading to greater teacher well-being. Employing a quantitative descriptive-correlation design, the study surveyed 300 public elementary and high school teachers. Findings revealed high levels of career self-management, well-being, and QWL among teachers. Seeking advice emerged as the strongest indicator of career self-management, highlighting a collaborative learning culture. While teachers reported high work satisfaction and a strong sense of purpose, there is room for improvement in promoting teacher visibility within the professional community. Significant positive relationships were found between all three variables. This suggests that teachers who actively manage their careers experience greater well-being and perceive a higher quality of work life. Additionally, a positive work environment contributes to teachers' overall well-being. The study further revealed a mediating effect of QWL, indicating that teachers' proactive career management strategies partially influence their well-being through the quality of their work environment. With this, educational leaders can cultivate a supportive work environment by promoting teacher visibility, fostering a positive organizational culture, and providing adequate resources. By addressing these factors, educational institutions can enhance teacher well-being, ultimately leading to a thriving educational community and improved outcomes for all stakeholders.

Keywords: education, quality of work-life, career self-management, teachers' well-being, mediating effect, quantitative, public-school teachers, Philippines

INTRODUCTION

The concept of quality of work life pertains to the systematic approach employed by work organizations to facilitate active and effective participation of their members, regardless of their hierarchical position, in developing the organization's environment, methodologies, and results. The concept of Quality of Work-Life is value-driven that seeks to achieve two primary objectives: enhancing organizational effectiveness and improving the overall quality of work-life for employees. The concept of Quality of employment-life encompasses an individual's subjective evaluation of several aspects of their employment, such as financial compensation, job security, working conditions, interpersonal connections within the organization, and the inherent significance of work in their overall life (Kotresh, 2022).

According to Erturk (2021), enhancing the quality of work among teachers necessitates enhancing their working conditions, job satisfaction, productivity, and social equilibrium. This approach aims to establish improved working conditions by implementing modifications in the existing work environment, thereby enhancing individuals' quality of life. Simultaneously, it seeks to augment organizational productivity and foster the development of employees' skills, ultimately ensuring their contentment. This entails promoting physical and psychological well-being within the work environment and fostering the integration of employees with the overall work setting. The appraisal of working circumstances, employee happiness and dissatisfaction, productivity, the social environment in the organization, management style, and the interaction between work life and social life are all strongly influenced by the quality of teachers' work. The quality of teachers' work plays a crucial role in retaining employees inside a business and ensuring the long-term viability of the workforce.

The quality of work-life plays a pivotal role in shaping the intricate interplay between career self-management and the well-being of public-school teachers. A positive work environment characterized by supportive colleagues, effective leadership, and conducive working conditions can catalyze teachers to engage in career self-management actively. When teachers experience job satisfaction, a healthy work-life balance, and opportunities for professional growth, they are more likely to proactively manage their careers, setting and achieving goals that contribute to their overall sense of fulfillment. Conversely, an unsupportive work environment, marked by excessive workload, lack of resources, and limited opportunities for advancement, can impede career self-management efforts and contribute to heightened stress levels, ultimately negatively impacting the well-being of teachers in the educational setting. Therefore, recognizing and enhancing work-life quality is essential for fostering a positive cycle where career self-management positively influences well-being, creating a more resilient and satisfied teaching workforce (Arslan, 2018).

Several studies have been conducted on the well-being of educators, each of which links distinct aspects. One justification for this is the research conducted by Hirschi (2019), which found that professional self-management is essential in reaching well-being. According to Al-Qutop and Harrim (2011), the quality of work-life (QWL) is a significant factor in determining many aspects of the wellness of an organization's members. According to the findings of the research conducted by Parsa, Idris, Samah, Wahat, and Parsa (2014), the practice of career self-management impacts the well-being of educators.

This study validates the relationship among the three factors, including the distinct dimensions of timing and relevance, contributing unique value. This study aimed to examine the mediating effect of quality of life in the relationship between career self-management and the well-being of public-school teachers. This investigation holds significant potential for enhancing our comprehension of these phenomena. Consequently, the study exhibited a research gap. Based on the aforementioned literature, the researcher expressed a desire to perform a study that investigates the variables in question, thereby highlighting the importance of conducting the study. Nevertheless, the researcher has yet to encounter a study that examines the correlation between the quality of work life, career self-management, and the well-being of public-school teachers in Carmen District, Division of Davao del Norte. Hence, the report identifies a research deficit. Based on the aforementioned literature, the researcher aimed to undertake a study investigating the indicated variables, hence emphasizing the necessity of conducting the study.

Career self-management is a form of vocational conduct that individuals actively participate in throughout their professional trajectories, extending beyond the initial stages of their employment and persisting throughout their whole working lifetimes. Consequently, examining career self-management behavior can broaden the scope of vocational psychology beyond its present emphasis on enduring individual traits, opportunities, and employment associations towards a more fluid and temporally contingent comprehension of the trajectory of one's career. The study of career self-management can provide insights into how individuals attain job satisfaction and incorporate work into their daily lives, shedding light on the personal

and professional value of jobs (Wilhelm & Hirschi, 2019).

According to Benevene et al. (2020), the well-being of all employees is important. Merely possessing good physical health in the workplace does not guarantee overall happiness. In addition, it is imperative to assess the well-being of employees to ensure that they receive more than mere job performance. In the context of educators, the term “well-being” pertains to creating conducive and sustainable work conditions that promote the productivity and health of instructors. Indeed, “physical, psychological, and mental health” typically denotes the absence of any impairment. On the other hand, the concept of “well-being” pertains explicitly to a teacher’s ability to attain a positive state of equilibrium. This equilibrium is contingent upon the teacher’s available resources and the challenges and demands they encounter in various domains, including individual, environmental, physical, mental, psychological, and social aspects.

Work-life quality is a multifaceted concept. It is receiving more attention because numerous researchers have considered various variables related to job satisfaction, job security, wages, etc. However, physical, physiological, and social factors are just a few of the many important factors that contribute to QWL. As a result, efforts have been made to incorporate the preceding factor and create a valid QWL scale. The rationale behind selecting predominant variables is the primary focus of the literature review (Medhi, 2022).

The positive associations discovered between the quality of work-life, career self-management, and the well-being of public-school teachers underscore the intricate interplay between these factors in shaping the overall professional experience. The quality of work-life, encompassing aspects such as a supportive work environment, effective leadership, and a healthy work-life balance, emerges as a pivotal facilitator in fostering positive outcomes (Aruldoss et al., 2020). When teachers operate within a positive work milieu, they are more likely to engage in proactive career self-management, taking control of their professional development and pursuing goals that contribute to their sense of accomplishment. In turn, this active involvement in career self-management is linked to heightened levels of well-being, including job satisfaction, reduced stress, and an enhanced overall sense of fulfillment in their teaching roles (Yagan et al., 2022). These findings highlight the importance of cultivating conducive work environments to empower teachers to manage their careers effectively and promote their overall well-being in the challenging context of public-school education.

This study believes that there is no significant relationship between career self-management and the well-being of teachers. There is no significant relationship between career self-management and teachers’ work-life quality. There is no significant relationship between the quality of work-life and the well-being of teachers. There is no mediating effect of quality of work-life on the relationship between career self-management and the well-being of teachers.

This study was gleaned from the quality-of-life (QOL) theory derived from Abraham Maslow’s (1962) perspective on human development. According to the theory, members of developed societies primarily focus on fulfilling higher-order needs such as social, esteem, and self-actualization needs. In contrast, members of less-developed societies prioritize the satisfaction of lower-order needs, including biological and safety-related ones. Quality of life (QOL) is commonly conceptualized as the degree to which the basic needs of most individuals within a particular community are satisfied. The quality of life in a society is positively correlated with the extent to which the majority’s needs are satisfied. Institutions are purposefully established to cater to the many requirements of individuals within a given society, thereby contributing to the overall quality of life experienced by that society. Societal institutions that fulfill human needs encompass production, maintenance, managerial/political, and adaptive institutions. Each of these societal institutions encompasses a hierarchical dimension. There is a contention that as the quality of life (QOL) improves, there are corresponding hierarchical transformations within societal institutions (Khanderia & Patel, 2023).

This study is supported by the Cognitive Career Theory Model of Career Self-Management of Lent et al. (1994), wherein, under varying cognitive, personal, and contextual influences, individuals direct their career development and navigate career transitions. Changing work environments and unstable economic conditions have made the normative transition from college to work increasingly challenging, requiring college students to acquire adaptable skills and be resilient in the face of adversity. Given these realities, the CSM model emphasizes the concepts of adaptive career behaviors and personal agency and how such qualities can help individuals direct their own career development and manage career changes (Wendling & Sagas, 2020).

This study was also anchored by Ryff (1989) Scales of Psychological Well-Being. The concept of well-being encompasses multiple dimensions. The concept in question is frequently regarded as a defining characteristic of liberal arts education, arising from educational interactions that not only steer students toward the exploration of purpose and trajectory in life but also facilitate the actualization of their inherent capabilities. The Ryff Scale is a concise and direct questionnaire designed to evaluate the psychological aspect of overall well-being. This review analyzes the administration and cost aspects of the Ryff instrument, along with an examination of its theoretical foundation, development process, and psychometric features. Furthermore, it explores the potential applications of this instrument within the context of higher education assessment settings (Seifert, 2020).

Illustrated in Figure 1 is the conceptual framework of this research. This research focuses on determining the mediating effect of quality of work-life on the relationship between career self-management and the well-being of teachers.

The independent variable of the study is the Career Self-Management. Career self-management pertains to knowing where an individual's career is going. This is assimilated to having a compass in the chosen career. A teacher directs his/her career by what truly matters to him/her. Career self-management in this study is indicated by *creating opportunities* that pertain to the self-initiative of the teacher to grow in his career, *enhancing one's visibility* which pertains to a mechanism of the teacher to be more involved in the educational organization and letting everyone know his/her contributions; and *seeking advice* which pertains to the guidance asked by the teacher from more knowledgeable others, colleagues, and other people whom he/she believes can contribute to his/her career development (Runhaar, Bouwmans, and Vermeulen, 2019).

On the other hand, the study's dependent variable is the Teacher's Well-being. Teacher well-being is defined as the condition of the teacher within the limits of his/her job. Well-being includes the following dimensions to be measured: *school connectedness*, which pertains to the feeling of belongingness developed by the teacher as he/she works within the academe; *joy of teaching*, which pertains to the positive emotional investment of the teacher in her teaching career; and *teaching efficacy* which pertains to the teacher doing things correctly concerning her job and the goals of her job (Renshaw, Long, and Cook, 2015).

Nevertheless, the mediating variable of the study is the Quality of Work-Life (QWL). Quality work-life refers to the degree to which employees are satisfied with their personal and professional needs by participating in the workplace and achieving the organization's goals. The significance of QWL in affecting employee well-being and reducing employee turnover affects the provided services. This variable is indicated by the following: *work environment* which pertains to the place where the teacher provides their professional service; *organization and culture climate* which pertains to the environmental factor of teacher's work performance; *relation and co-operation* which points to the emotional engagement and social dynamics a teacher takes; *training and development* which refers to the activities that enhances the professional skill and acumen of the teacher; *compensation and rewards* which serves as reinforcement; *facilities* which pertains to the equipment and available assets the school has to spark teacher's innovativeness and creativity; *job satisfaction and job security* which refers to teacher's feeling of

contentment and happiness with his/her job; *autonomy of work* which points to the idea of providing the teacher the chance of creating and controlling her pace and outputs of work; and *adequacy of resources* which may include physical and socio-emotional aspect and makes it match to the goals and objectives of the teacher (Swamy et. al., 2015).

As this study aimed to bridge the gap about the mediating effect of quality of work-life on the relationship between career self-management and the well-being of teachers, this study shall provide countless benefits to the respondents of the study, who are the teachers of Carmen District. This study anticipated changing the work policies, career development, and mental health protection for teachers while dealing with the unprecedented stress of their jobs. Moreover, this study aimed to provide deep insights into mental health in teaching careers for the Department of Education to ponder. Through this study, the DepEd will be informed of the well-being of the teachers and might be able to give intervention and mental health programs to reinvigorate teachers in their careers.

Nonetheless, future researchers can use this study as a model for conducting a similar study. Because knowledge is not final, future researchers might be able to find some gaps in the study of teacher well-being and career self-management and use it as another framework to make the findings of this study more comprehensive.

To determine the level of career self-management of public-school teachers in terms of creating opportunities, enhancing one's visibility, and seeking advice. To describe the level of well-being of public-school teachers in terms of satisfaction, affect, and purposefulness; To determine the level of quality of work-life of public-school teachers in terms of work environment; organization culture and climate, relation and cooperation; training and development; compensation and rewards; facilities; job satisfaction and job security; autonomy of work; and adequacy of resources. To determine the significant relationship between career self-management and the well-being of teachers; To determine the significant relationship between career self-management and the quality of work-life of teachers; To determine the significant relationship between quality of work-life and the well-being of teachers; To determine the mediating effect of quality of work-life on the relationship between career self-management and the well-being of teachers.

METHOD

This section presents the method that the researchers shall undergo in this endeavor. This section stipulates the design and procedure, the respondents of the study, and the research instrument that shall be used in assessing the teachers' career self-management, well-being, and quality of work life.

Research Respondents

The research population of this study consisted of 300 elementary school and high school teachers from all Carmen District, Davao del Norte schools, who are employed during the 2023-2024 school year. All were regular public-school teachers employed by the Department of Education, Carmen District, Division of Davao del Norte. The population for this academic year comprises an estimated six hundred (600) teachers.

Using the Raosoft calculator helps determine the number of survey respondents needed in this research, improving statistical analysis. Raosoft's sample size calculator helps estimate the right sample size based on confidence, margin of error, and population size. By entering these values into the calculator, researchers can accurately calculate the sample size needed to draw valid inferences from the data. This tool optimizes survey resources to ensure an adequate sample size for accurate results without burdening respondents. By giving researchers a quantitative basis for sample decisions, the Raosoft calculator improves survey planning and research outcomes in various domains (Mazikana, 2019).

This study used a quantitative descriptive-correlation design. Quantitative designs employ an objective perspective and numerical data. This research strategy enabled the researcher to reinforce convergent reasoning using logical results from the general population. On the other hand, the descriptive method aims to accurately and methodically describe a population's behavior, phenomenon, or situation. In this study, the researchers determined the levels of the aforementioned variables and indicators, their differences, and the demographics used. Nevertheless, this study employed correlation because it sought to identify relationships between the mentioned variables (McCombes, 2022).

The samples were selected through random sampling using a randomizing calculator to ensure that all teachers had equal chances of being chosen as respondents. One of the goals of this study was to recognize the existence of the relationship between the factors and the quality of work of teachers. Also, it aimed to confirm if the identified factors were predictors of teacher's self-career management and well-being across selected public-school teachers in Carmen District, Davao del Norte; thus, a random sampling of each school was necessary to evaluate the relationship of the variables. On the other hand, teachers who were not public-school teachers were excluded from the study.

On the other hand, all permanent teachers who were currently teaching during the school year 2022-2023 had an equal opportunity to participate in the study. If teachers felt vulnerable during the study, they were given the option to decline participation. In order to avoid these situations, the researcher ensured that the purpose and objective of the study were adequately communicated to the respondents through orientation and dissemination.

Materials and Instruments

This study used adapted standardized questionnaires in all three variables mentioned. The questionnaires were adapted since the researcher made a few modifications to the survey questionnaires to fit into the research locale's context. The survey questionnaire for the study's independent variable was obtained from the research of Runhaar, Bouwmans, and Vermeulen (2019). *Exploring Teachers' Career Self-Management: Considering the Roles of Organizational Career Management, Occupational Self-Efficacy, and Learning Goal Orientation*. Meanwhile, the survey questionnaire for the study's dependent variable was obtained from the research of Renshaw, Long, & Cook (2015) *Assessing teachers' positive psychological functioning at work: Development and validation of the Teacher Subjective Wellbeing Questionnaire*. Nevertheless, the mediating variable's survey questionnaire was obtained from the research of Swamy, Nanjundeswaraswamy, & Rashmi (2015) *Quality of Work Life: Scale Development and Validation*.

Each indicator of the entire variable mentioned consisted of five (5) questions for the respondents to satisfy. The variable of the study was assessed using a 5-level Likert Scaling system.

The rating of 5, or the range of means of 4.20-5.00, is indicated as Very, meaning that the measure of career-self management, teacher well-being, and quality work-life is highly observed. Moreover, the rating of 4 and the range of means of 3.40-4.19 is indicated as High. This would mean that the measure of career-self management, teacher well-being, and quality work-life is quite observed. Moreover, the rating of 3 and the range of means of 2.60-3.39 indicates Moderate, which means that the measure of career-self management, teacher well-being, and quality work-life is moderately observed. Additionally, the rating of 2 and the range of means of 1.80-2.59 is indicated as Low which would mean that the measure of career-self management, teacher well-being, and quality work-life is poorly observed. Nevertheless, the rating of 1 and the range of means of 1.00-1.79 is indicated as Very Low. This means that the measure of career-self management, teacher well-being, and quality work-life is not observed.

The final questionnaire utilized in this research was the one prepared by Nuuper (2020). The questionnaire

comprises four dimensions. Furthermore, a pilot exam was administered to teachers across all selected schools within the Carmen District to enhance the credibility of the teachers' collected results. The reliability findings of the investigation are documented in Appendix H. The findings of this study indicated that the Cronbach's alpha coefficients of the modified questionnaires exhibit a high level of internal consistency. The study utilized the specified parameter constraint as outlined below.

The questionnaires utilized in this study underwent a validation process, initially obtained from prior research and subsequently updated and altered. The consistency and reliability of the study were assessed by administering a pilot test to teachers who were not involved in the research. The purpose of this action was to evaluate the dependability of the tool.

The survey questionnaires were validated by a committee of examiners in the field of professional education, renowned for their exceptional level of experience. In order to facilitate a precise evaluation of the survey questions' reliability, each examiner was allocated a one-week period to administer paper-based assessments. Each item was evaluated based on several factors, including the clarity of the directions, the presentation, the organization, the suitability, the adequacy, the attainment of the purpose, the objectivity, the scale, and the evaluation.

Research Design and Procedure

This study employed a non-experimental correlational research design. Non-experimental research often encompasses descriptive or correlational approaches, wherein the researcher either describes a scenario or phenomena in its existing state or explores the relationship between two or more variables without any intentional manipulation by the researcher. A correlation coefficient quantifies the association's magnitude and/or direction between two (or more) variables. It is possible that there are many correlations between the two variables. Correlations have the potential to exhibit either positive or negative associations. In order to ascertain the presence of a predictive link between the quality of work-life, career self-management, and well-being of elementary and secondary teachers in Carmen District, Davao del Norte, a predictive correlation approach was employed. Furthermore, using several quantitative variables to examine and predict associations renders the correlational research strategy a suitable selection for this specific investigation (Canonizado, 2021). This design is deemed appropriate as the study's objective is to forecast the correlation, rather than establish causation, among variables. The predictions will undergo empirical validation through the application of statistical methodologies, including various forms of correlation analysis. Therefore, the researcher in this study opted to employ this particular design to ascertain the impact of the independent variables on the dependent variable under investigation.

RESULTS AND DISCUSSION

This chapter presents the data and the conclusions analyzed derived from the respondents' responses on the Mediating Effect of Quality of Work Life on the relationship between Career Self-Management and the Well-Being of Public-School Teachers, Carmen District, Davao del Norte. Following are the subheadings for the tables: level of career and self-management, level of well-being, level of work engagement, the significant relationship between career self-management, well-being, and quality of work life, and significant relationship of quality work of life on the relationship between career and self-management and well-being.

The level of Career and Self-Management

Shown in Table 1 are the descriptive statistic results on assessing the level of career and self-management, which has an overall mean of 4.22 and $SD=0.77$, described as Very High, meaning oftentimes manifested among the respondents. Among the three indicators, seeking advice got the highest mean score of 4.53 and

SD=0.64, described as Very High. Next is creating opportunities, with a mean score of 4.41 and SD=0.74, also described as Very High, followed by being authentic, with a mean score of 4.41 and SD=0.73, described as Very High. Lastly, enhancing one’s visibility got the lowest mean score of 4.31 and SD=0.89, described as High, meaning that all three indicators manifested among the respondents.

Table 1. Career and Self-Management

Indicator	Standard Deviation	Mean	Descriptive Level
Creating opportunities	0.74	4.41	Very High
Enhancing one’s visibility	0.89	4.31	Very High
Seeking advice	0.64	4.53	Very High
Grand Results	0.77	4.42	Very High

The result implies the level of career and self-management skills among teachers in Carmen District, Davao del Norte. Overall, the results indicate a very high manifestation of these skills, with seeking advice, creating opportunities, and being authentic being the standout indicators. Seeking advice emerged as the highest-scoring aspect, underscoring a culture of collaboration and knowledge-sharing within the teaching community. This suggests that teachers actively seek guidance and input from colleagues or mentors to enhance their professional growth and decision-making processes. Additionally, both creating opportunities and being authentic scored impressively high, indicating a proactive approach to career advancement and genuine engagement in their roles.

However, the results also highlight a slightly lower score for enhancing one’s visibility, which suggests a potential area for development among teachers in Carmen District. While still categorized as high manifestation, there may be room for improvement in terms of actively promoting one’s achievements and contributions within the professional community. This aspect could involve activities such as networking, showcasing accomplishments, or participating in professional development initiatives. Teachers can further enhance their visibility and recognition within the educational landscape by addressing this area.

These findings provide valuable insights into the strengths and areas for growth in the career and self-management practices of teachers in Carmen District, Davao del Norte. By leveraging their existing strengths and addressing areas of opportunity, educators can continue to excel in their professional endeavors and make meaningful contributions to the educational community.

The Level of Well-Being of Teachers

Shown in Table 2 are the descriptive statistic results on assessing the level of Well-Being of Teachers, which has an overall mean of 4.61 and SD=0.55, described as Very High, meaning oftentimes manifested among the respondents. Among the three indicators, purposefulness got the highest mean score of 4.69 and SD=0.50, described as Very High. Satisfaction with a mean score of 4.61 and SD=0.55, also described as Very High, and lastly, affect with a mean score of 4.57 and SD=0.56, also described as Very High, meaning that all three indicators manifested among the respondents.

Table 2. Well-Being of Teachers

Indicator	Standard Deviation	Mean	Descriptive Level
Satisfaction	0.55	4.61	Very High
Affect	0.56	4.57	Very High
Purposefulness	0.50	4.69	Very High

Grand Results	0.55	4.61	Very High
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The descriptive statistics provided in Table 2 offer insights into the level of well-being among teachers in Carmen District, Davao del Norte. Overall, the results indicate a very high level of well-being, with purposefulness, satisfaction, and affect emerging as key indicators. Purposefulness stands out as the highest-scoring aspect, highlighting a strong sense of clarity and direction among teachers in their professional and personal lives. This suggests that educators in the Carmen District find meaning and fulfillment in their work, which can positively impact their overall well-being and job satisfaction.

Additionally, satisfaction with their roles and affect or emotional state, also scored impressively high, indicating a high level of contentment and positive emotions among teachers. This suggests that educators in the district derive satisfaction from their work and experience positive emotions, contributing to their overall well-being. A positive affective state is crucial for maintaining resilience and effectively managing the demands of teaching.

These findings underscore the importance of fostering a supportive and positive work environment for teachers in the Carmen District. By recognizing and addressing factors that contribute to purposefulness, satisfaction, and positive affect, educational institutions can promote the well-being of their educators, ultimately benefiting both teachers and students alike. Initiatives aimed at enhancing job satisfaction, providing opportunities for professional growth, and promoting a positive school culture can further contribute to the well-being of teachers and create a conducive learning environment for students.

The Level of Quality of Work-Life

Shown in Table 3 are the descriptive statistic results on assessing the level of quality of work of life, which has an overall mean of 4.43 and SD=0.79, described as Very High, meaning oftentimes manifested among the respondents. Among the nine indicators, training and development got the highest mean score of 4.58 and SD=0.59, described as Very High. Next is job satisfaction and job security, with a mean score of 4.52 and SD=0.65, also described as Very High, followed by adequacy of resources got a mean score of 4.50 and SD=0.62, described as Very High; relation and cooperation got a mean score of 4.48 and SD=0.71, described as Very High. Next is work environment, with a mean score of 4.47 and SD=0.67, also described as Very High, followed by autonomy of work got the mean score of 4.47 and SD=0.72, described as Very High, compensation and reward got the mean score of 4.45 and SD=0.70, described as Very High. Next is facilities, with a mean score of 4.36 and SD=0.85, also described as Very High. Lastly, the organization's culture and climate got the lowest mean score of 4.13 and SD=1.14, which was described as high, meaning all nine indicators manifested among the respondents.

Table 3. Quality of Work Life

Indicator	Standard Deviation	Mean	Descriptive Level
Work environment	0.67	4.47	Very High
Organization Culture and Climate	1.18	4.13	High
Relation and cooperation	0.71	4.48	Very High
Training and development	0.59	4.58	Very High
Compensation and rewards	0.70	4.45	Very High
Facilities	0.85	4.36	Very High
Job satisfaction and job security	0.65	4.52	Very High
Autonomy of work	0.72	4.47	Very High
Adequacy of resources	0.62	4.50	Very High

Grand Results	0.79	4.43	Very High
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The results presented in Table 3 provide valuable insights into the quality of work life among teachers in Carmen District, Davao del Norte. Overall, the results indicate a very high level of quality of work life, with various indicators contributing to this positive assessment. Training and development emerge as the highest-scoring aspect, highlighting the importance of ongoing professional growth and learning opportunities for educators. This suggests that teachers in the district have access to resources and support systems that facilitate their continuous development, ultimately enhancing their effectiveness in the classroom.

Moreover, job satisfaction and job security are also rated very highly, underscoring the importance of feeling valued and secure in one’s employment. These factors are crucial in promoting overall well-being and job performance among teachers. Additionally, the adequacy of resources, relation and cooperation, work environment, the autonomy of work, compensation, and reward, and facilities all received very high scores, indicating a positive working environment characterized by supportive relationships, appropriate resources, and conducive facilities.

However, it is noteworthy that organization culture and climate received a slightly lower score than other indicators, categorized as high manifestation. While still demonstrating a positive quality of work life, this aspect suggests that there may be opportunities for improvement in fostering a more positive and inclusive organizational culture within educational institutions in Carmen District. Addressing this area could involve initiatives to promote transparency, communication, and collaboration, which are essential for creating a harmonious and supportive work environment for teachers.

Overall, these findings highlight the strengths and areas for potential growth in the quality of work life among teachers in Carmen District, Davao del Norte. By leveraging existing strengths and addressing areas for improvement, educational leaders can further enhance teachers’ overall well-being and job satisfaction, ultimately contributing to the overall success and effectiveness of the education system in the district.

The Significant Relationship Career Self-Management, Well-Being, and Quality of Work Life

Table 4 shows the relationship between career self-management and the well-being of teachers, career self-management and quality of work life, and quality of work life and well-being of teachers.

Table 4. Relationship Career Self-Management, Well-Being, and Quality of Work Life

Pair	Variables	Correlation Coefficient	p-value	Decision
IV and DV	Career self-management and well-being of teachers	.619**	0.000	Reject
IV and MV	Career self-mangement and quality of work life	.797**	0.000	Reject
MV and DV	Quality of work life and well-being of teachers	.750**	0.000	Reject

The findings presented in Table 4 indicate significant relationships between career self-management, well-being, and quality of work life among teachers in Carmen District, Davao del Norte. This suggests that how teachers manage their careers is closely intertwined with their overall well-being and the quality of their work life. The significant relationship between career self-management and well-being highlights the importance of teachers’ proactive approaches to managing their professional development and decision-making processes, contributing to their overall sense of fulfillment and satisfaction in their roles.

Furthermore, the significant relationship between career self-management and quality of work life underscores the impact of teachers’ proactive career management strategies on various aspects of their work environment. Teachers who actively seek advice, create opportunities, and enhance their visibility are likely

to experience a higher quality of work life, characterized by factors such as job satisfaction, adequate resources, supportive relationships, and a positive work environment. This suggests that investing in career development initiatives and providing support for teachers' self-management efforts can lead to tangible improvements in the overall quality of their work life.

Moreover, the significant relationship between well-being and quality of work life highlights the reciprocal nature of these constructs. Teachers who experience higher levels of well-being are more likely to perceive their work environment positively and report higher levels of job satisfaction, autonomy, and support. Conversely, a positive work environment and supportive organizational culture can contribute to teachers' overall well-being by providing them with the resources, support, and opportunities they need to thrive professionally and personally. This reinforces the importance of creating and maintaining conducive work environments prioritizing teachers' well-being and contributing to their overall job satisfaction and effectiveness in the classroom.

The Significant Relationship of Quality Work of Life on the Relationship between Career and Self-Management and Well-Being

Shown in Table 5 is the relationship between the independent (Teachers Goal Orientation), and dependent (Work Engagement) variables.

Table 5. Relationship of Quality Work of Life on the Relationship between Career and Self-Management and Well-Being

STEP	PATH	BETA (UNSTANDARDIZED)	STANDARD ERROR	BETA (STANDARDIZED)
Step 1	c	.446	.033	.619
Step 2	a	.608	.027	.797
Step 3	b	.665	.060	.704
Step 4	c'	.042	.046	.058

The findings presented in Table 5 highlight the role of quality work life as a mediator in the relationship between career self-management and well-being among teachers in Carmen District, Davao del Norte. This mediation suggests that how teachers manage their careers influences their overall well-being partially through the quality of their work life. Career and self-management practices, such as seeking advice, creating opportunities, and enhancing visibility, likely impact various aspects of teachers' work environments, such as job satisfaction, resources, and organizational culture. These elements, in turn, contribute to teachers' overall sense of well-being, emphasizing the critical role of a supportive and positive work environment in promoting teacher well-being.

The mediating effect of quality work life underscores the interconnectedness of these constructs and highlights the importance of considering the broader organizational context in understanding teacher well-being. A positive quality of work life, characterized by factors like supportive relationships, adequate resources, and a positive organizational culture, acts as a buffer against the negative impacts of stress and workload on teachers' well-being. By investing in initiatives to improve the quality of work life for teachers, educational institutions can indirectly enhance overall teacher well-being and job satisfaction, ultimately leading to better outcomes for teachers and students.

Moreover, understanding the mediating role of quality work life provides valuable insights for developing targeted interventions to support teacher well-being. Educational leaders can identify specific areas within the work environment that may require improvement and implement strategies to enhance organizational support, promote a positive culture, and provide resources to meet teachers' needs. By addressing factors

contributing to a positive quality of work life, educational institutions can create an environment where teachers feel valued, supported, and motivated, ultimately fostering greater engagement and satisfaction in their roles.

Overall, the findings underscore the importance of recognizing the interplay between career and self-management, quality work life, and teacher well-being. By acknowledging the mediating effect of quality work life, educational leaders can take proactive steps to cultivate a work environment that promotes teacher well-being and supports their professional growth and effectiveness in the classroom. This holistic approach to supporting teachers' well-being is essential for creating a thriving educational community and ensuring positive outcomes for all stakeholders involved.

CONCLUSION AND RECOMMENDATIONS

This section presents the conclusions drawn after accounting for the study's findings. The teachers in Carmen District, Davao del Norte, perceived high levels of career and management, well-being of teachers, and quality work of life. The results also confirm a significant relationship between career and management, the well-being of teachers, and quality work of life among teachers in Carmen District, Davao del Norte.

Similarly, the study reveals a significant relationship between Career self-management and the well-being of teachers among the respondents. This relationship underscores the critical impact of teachers' proactive approaches to managing their professional development and decision-making processes on their overall sense of fulfillment and satisfaction in their roles. Teachers who actively engage in career self-management practices, such as seeking advice, creating opportunities, and enhancing visibility, are more likely to experience higher levels of well-being. This highlights the importance of supporting teachers' self-management efforts and providing avenues for professional growth and advancement within educational institutions. By empowering teachers to take ownership of their careers and providing them with the necessary resources and support, educational leaders can foster a positive work environment conducive to teacher well-being and effectiveness in the classroom.

The study's findings resonate with the Self-Determination Theory (SDT) proposed by Deci and Ryan (2000), which emphasizes the importance of autonomy, competence, and relatedness in promoting individuals' well-being and motivation. According to SDT, individuals are more likely to experience higher levels of well-being when they feel a sense of autonomy in their actions, competence in their abilities, and connectedness to others. In the context of the study, teachers who actively engage in career self-management practices, such as seeking advice, creating opportunities, and enhancing visibility, are essentially exercising autonomy in their professional development. By taking ownership of their careers and making proactive decisions, teachers fulfill their need for autonomy, which, in turn, contributes to their overall well-being. Moreover, by providing support and resources that facilitate teachers' competence and connectedness within the educational community, educational leaders can further enhance teacher well-being and effectiveness in the classroom. Therefore, integrating the principles of SDT into educational leadership practices can serve as a valuable framework for promoting teacher well-being and creating a positive work environment conducive to professional growth and fulfillment.

The study elucidates a noteworthy correlation between Career Self-Management and the quality of work life among the respondents. Through comprehensive analysis, it becomes evident that individuals who actively manage their careers positively impact the overall quality of their work life. This relationship underscores the importance of proactive career planning, goal setting, and continuous development efforts in fostering a conducive work environment. Employees who demonstrate a keen sense of agency and direction in steering their career trajectories tend to experience higher levels of job satisfaction, enhanced work-life balance, and greater overall fulfillment in their professional endeavors. As such, organizations are encouraged to

facilitate opportunities for employees to cultivate their career self-management skills, recognizing its potential to bolster individual well-being and contribute to broader organizational success.

The study's findings are supported by the Social Cognitive Career Theory (SCCT) principles proposed by Lent, Brown, and Hackett (1994). According to SCCT, individuals actively shape their career paths through self-regulatory processes, such as goal setting, decision-making, and self-efficacy beliefs. In the context of the study, employees who demonstrate proactive engagement in managing their careers exhibit a discernible impact on their overall work life quality. By taking ownership of their professional development, setting clear career goals, and actively seeking opportunities for growth, individuals can influence various aspects of their work environment, leading to increased job satisfaction, improved work-life balance, and greater overall fulfillment. Therefore, organizations are encouraged to foster a supportive culture that promotes employees' career self-management skills, recognizing its potential to not only enhance individual well-being but also contribute to organizational success and effectiveness.

The study underscores a compelling correlation between the quality of work life and the well-being of teachers within the surveyed population. Through meticulous analysis, it becomes apparent that the manner in which teachers perceive and experience their work environment directly impacts their overall sense of well-being. Factors such as job satisfaction, work-life balance, professional development opportunities, and interpersonal relationships within the workplace emerge as crucial determinants shaping the quality of work life for educators. Moreover, these elements profoundly influence teachers' psychological, emotional, and physical well-being. Thus, investing in initiatives to enhance the quality of work life for educators holds immense potential for fostering their overall health and happiness, ultimately contributing to a more effective and sustainable educational system.

This study is supported by the quality-of-life (QOL), the theory derived from Abraham Maslow's (1962) perspective on human development. According to the argument, members of developed societies primarily focus on fulfilling higher-order needs such as social, esteem, and self-actualization needs. In contrast, members of less-developed societies primarily prioritize the satisfaction of lower-order needs, including biological and safety-related needs. Quality of life (QOL) is commonly conceptualized as the degree to which the basic needs of the majority of individuals within a particular community are satisfied. The quality of life in a society is positively correlated with the extent to which the majority's needs are satisfied. Institutions are purposefully established to cater to the many requirements of individuals within a given society, thereby contributing to the overall quality of life experienced by that society. Societal institutions that fulfill human needs encompass production, maintenance, managerial/political, and adaptive institutions. Each of these societal institutions encompasses a hierarchical dimension. There is a contention that as the quality of life (QOL) improves, there are corresponding hierarchical transformations within societal institutions (Khanderia & Patel, 2023).

Finally, the significant relationship between self-career management, well-being of teachers, and quality work life underscores a dynamic interplay that profoundly impacts the educational landscape. Self-career management strategies, encompassing proactive actions such as goal-setting, skill development, and career planning, serve as catalysts for enhancing both the well-being of teachers and the quality of their work life. By empowering educators to navigate their professional paths with agency and purpose, self-career management fosters a sense of control and fulfillment, thereby bolstering their overall well-being. In turn, improved well-being among teachers positively influences the quality of their work life, as reflected in heightened job satisfaction, better work-life balance, and more conducive work environments. This reciprocal relationship suggests that investing in initiatives to promote self-care management supports educators' personal and professional development and contributes to a more resilient and thriving educational ecosystem.

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