

Exploring the Link Between Quality of Working Life and Job Performance of Araling Panlipunan Teachers in Davao del Sur: A Quantitative Approach

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Abstract: This study examined the Quality of Working Life (QWL) and Work Performance of Araling Panlipunan teachers in public junior high schools in the Division of Davao del Sur for the school year 2024-2025. Using a quantitative-correlational design, data were collected from 79 teachers through validated survey questionnaires and analyzed using mean, standard deviation, Pearson r , and multiple regression. Results showed that overall QWL was rated "extensive," with General Well-Being receiving the lowest score among the seven indicators. Teachers' work performance was rated "very satisfactory," particularly in Personal Growth and Professional Development. A significant relationship was found between QWL and work performance. Control at Work and Working Conditions were identified as positive predictors, while General Well-Being showed a significant negative relationship with performance, suggesting a complex dynamic between well-being and professional output. The study recommends enhancing teacher autonomy, improving working conditions, and supporting mental health and work-life balance. Encouraging teacher participation in decision-making processes is also essential. These measures can contribute to a more supportive and effective teaching environment.

Keywords: *Quality of Working Life, Work Performance, Araling Panlipunan Teachers, Public Junior High Schools, Teacher Well-Being.*

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I. INTRODUCTION

The quality of working life (QWL) significantly influences workplace productivity, especially in schools where teachers experience numerous challenges. For Araling Panlipunan teachers in public junior high schools, workload, administrative tasks, and professional development opportunities are directly linked to their performance and effectiveness in delivering relevant learning experiences. Research indicates that enhancing QWL through equitable work conditions and equitable career development opportunities increases teacher job satisfaction, motivation, and overall student achievement.

The Quality of Working Life (QWL) has increasingly become a priority in schools around the world as a result of its immense power to affect the quality of teaching and the performance of teachers and the school as an institution. In Finland, instructors have a balanced workload and competitive pay, thus highly motivating them to effectively teach at high standards. The need to create a conducive and enriching work environment is what has helped Finland achieve and maintain its high-quality education for a long

period and has become a reference for other countries looking to reform teacher welfare and rest (Niemi & Lavonen, 2021).

A contrasting view in Japan shows the problems of long working hours and workload intensification for teachers. Japanese teachers are known to work for long hours because of administrative work and excessive classroom teaching loads, which reduces their QWL and leads to stress and burnout. According to Ishikawa and Yamanaka (2021), 59% of primary and secondary school teachers work over 60 hours daily, and this excessive workload has significantly contributed to mental health challenges. Efforts are being made to reduce non-teaching tasks and to implement work-life balance initiatives to improve the overall QWL for teachers in Japan. From the experiences of these countries, some lessons could be drawn in addressing the problems of Araling Panlipunan teachers in the Philippines.

In the Philippines, the Quality of Working Life (QWL) of public school teachers remains a critical concern due to heavy workloads, low salaries, and limited professional development. Alarilla (2020) noted that teachers often juggle large classes, extensive lesson planning, and non-teaching

tasks, all of which affect their QWL and classroom effectiveness. Improving working conditions, such as smaller class sizes and adequate teaching resources, can enhance teacher performance and job satisfaction.

The K to 12 curriculum has increased the workload of Araling Panlipunan teachers, who must handle complex historical and cultural content while adapting to new strategies. Lagat (2021) noted that job stress and emotional exhaustion are major concerns, highlighting the need for institutional support. In response, initiatives such as teacher welfare programs and professional development are vital to enhancing teacher performance. Supporting Araling Panlipunan teachers in Davao del Sur is essential to improve quality education and student success.

Gonzales et al. (2020) stressed that improved facilities and training are vital to enhancing teacher performance. Supporting Araling Panlipunan teachers in Davao del Sur is essential to quality education and overall success.

II. METHODOLOGY

This study utilized a quantitative research design using a non-experimental descriptive method. Features of data that were inferred were all transparent, subjective, and were given according to the viewpoint of the respondents and were founded on their agreement and perception, since this investigation was exploratory in nature (Creswell & Creswell, 2018). In descriptive-comparative research, the researchers considered more factors which were not controlled and set up a proper methodology to presume that one was better compared to the next. In this examination, the quality of working life of the Araling Panlipunan teachers and their work performance were determined.

The respondents in conducting this study were the 79 Araling Panlipunan teachers who were assigned in various areas within the MABAMA Cluster in the Division of Davao del Sur. The universal sampling technique was used in conducting the study. For the teachers to be included in the study, they had to meet the following criteria: First, they were teachers currently in the service, who were assigned in the MABAMA Cluster in Davao del Sur; and second, they belonged to the public junior high schools and taught the Araling Panlipunan subject at the Grade 9 level. In the MABAMA Cluster in the Division of Davao del Sur, there were 79 teachers who taught the Araling Panlipunan subject at the Grade 9 level.

The adapted survey-questionnaire utilized for this study was based on the Work-Related Quality of Life (WRQoL) Scale of Van Laar et al. (2007), as an evidence-based measure of Quality of Working Life (QoWL), and was based on the following six independent psychosocial subscales: General Well-being, Home-Work Interface, Job Career Satisfaction, Control at Work, Working Conditions, Stress at Work, and Overall Quality of Working Life. The survey-questionnaire was modified and used in gathering information to determine

the quality of working life of teachers. The adopted standardized questionnaire was valid in content, as it had already been tested and proven by the authors, having undergone modification to classify the questions. The questionnaire was designed in a very comprehensive form with the help of expert validators to provide the respondents with ease and comfort in answering each question and in understanding the objective of the study.

The five-point Likert scale was used for the research variables. The Likert Scale required individuals to tick the box/blank in response to a large number of items concerning an attitude, object, or stimulus. It was common to treat the numbers obtained from a rating scale directly as measurements by calculating averages, or more generally, by performing statistical operations (Santos, 2007).

For the work performance of Araling Panlipunan teachers, they were rated based on the criteria set by the Department of Education (DepEd) National Competency-Based Teacher Standards (NCBTS), which was composed of seven (7) indicators: 1) Planning and Preparation, 2) Classroom Management, 3) Content Knowledge, 4) Assessment, 5) Instruction, 6) Professional Development, and 7) Professionalism. These indicators were categorized into three areas: 1) Planning and Preparation, 2) Classroom Management, and 3) Instruction.

III. RESULTS AND DISCUSSION

The results and findings of this research are discussed in this part. This includes the quality of working life and work performance of Araling Panlipunan teachers in public junior high schools in Davao del Sur. The research results and the literature references were thoroughly discussed.

➤ *Quality of Working Life of Araling Panlipunan Teachers*

Table 1 shows that Araling Panlipunan teachers in Davao del Sur experience a very high level of Quality of Working Life (QWL), with an overall mean of 4.55, described as “Very Extensive.” General Well-Being scored 4.16, indicating stable emotional and mental health, supported by Lumapenet et al. (2025), who linked well-being to reduced burnout. The Home-Work Interface received 4.59, showing a healthy work-life balance, echoed by Adelaide Now (2025), which reported flexible work policies help mitigate burnout. Job Career Satisfaction and Working Conditions both scored 4.71, indicating strong contentment with professional growth and the work environment. Gandhi (2025) emphasized the role of emotional intelligence in boosting job satisfaction, while Bustamante et al. (2025) found that supportive environments improve teacher performance.

Control at Work received 4.61, suggesting teachers feel empowered and autonomous, which Lalomph et al. (2025) linked to leadership support and emotional intelligence. Stress at Work, though slightly lower at 4.41, remains “Very Extensive,” indicating manageable stress, supported by Lim et al. (2024), who noted that workplace support systems ease stress impacts. Overall QWL at 4.67. confirms a positive and

balanced professional experience for teachers. These findings suggest that prioritizing well-being, autonomy, and professional support enhances teacher performance and

promotes long-term effectiveness in education (Lalompoh et al., 2025).

Table 1 Quality of Working Life of Teachers

| Quality of Working Life of Teachers | Mean | Verbal Description |
|-------------------------------------|-------------|-----------------------|
| General Well Being | 4.16 | Extensive |
| Home-Work Interface | 4.59 | Very Extensive |
| Job Career Satisfaction | 4.71 | Very Extensive |
| Control at Work | 4.61 | Very Extensive |
| Working Conditions | 4.71 | Very Extensive |
| Stress at Work | 4.41 | Very Extensive |
| Overall Quality of Working Life | 4.67 | Very Extensive |
| Overall Mean | 4.55 | Very Extensive |

➤ *Work Performance of Araling Panlipunan Teachers*

The work performance of Araling Panlipunan teachers, with an overall mean score of 4.83 (“Very Extensive”), reflects their high competence across essential areas. Table 9 shows that in Content Knowledge and Pedagogy (mean = 4.73), teachers demonstrate strong subject expertise and effective teaching strategies. Research supports that pedagogical content knowledge enables teachers to make content accessible and engaging (Ball & Forzani, 2021; Hashweh, 2022; Yeh et al., 2023). The highest-rated dimension, Learning Environment (mean = 4.87), indicates classrooms that are inclusive and supportive, fostering engagement and collaboration (Allen et al., 2023; Kim & Schallert, 2021; van Uden et al., 2020). In addressing the Diversity of Learners (mean = 4.86), teachers effectively accommodate varied student needs, aligning with studies emphasizing inclusive and adaptive instruction (Florian & Spratt, 2020; Hedegaard-Soerensen et al., 2021; López et al., 2023). Teachers also scored 4.83 in Curriculum and Planning,

demonstrating skill in designing standards-based and student-centered instruction (Loughland & Kilpatrick, 2022; Penuel et al., 2020; Schmidt-Crawford et al., 2023). In Assessment and Reporting, the 4.83 mean reflects their proficiency in tracking progress and providing feedback, which research identifies as key to student improvement (Black & Wiliam, 2018). The same score in Community Linkages and Professional Engagement shows strong involvement in school-community partnerships and professional networks (Trust et al., 2021; Vanblarcom & Devos, 2020; Flores, 2022). The highest rating, 4.89 in Personal Growth and Professional Development, underscores the teachers’ dedication to continuous learning—a critical factor in adapting to evolving educational needs (Zepeda, 2019). Overall, the results confirm that sustained professional development, strong classroom practices, and active engagement significantly enhance teacher effectiveness (Aftab et al., 2021; Kiilic, 2019; Nusir et al., 2018).

Table 2 Work Performance of Araling Panlipunan Teachers

| Work Performance of Teachers | Mean | Verbal Description |
|--|-------------|-----------------------|
| Content and Knowledge and Pedagogy | 4.73 | Very Extensive |
| Learning Environment | 4.87 | Very Extensive |
| Diversity of Learners | 4.86 | Very Extensive |
| Curriculum and Planning | 4.83 | Very Extensive |
| Assessment and Reporting | 4.83 | Very Extensive |
| Community Linkages and Professional Engagement | 4.83 | Very Extensive |
| Personal Growth and Professional Development | 4.89 | Very Extensive |
| Overall Mean | 4.83 | Very Extensive |

➤ *Significant Relationship Between Quality of Working Life and Work Performance Among Araling Panlipunan Teachers in Public Junior High Schools in Davao del Sur*

Table 3 revealed a statistically significant moderate positive relationship between Quality of Working Life (QWL) and Work Performance (WP) among Araling Panlipunan teachers, with a Pearson correlation coefficient of

$r = 0.375$ and a $p\text{-value} < 0.001$. This indicates that as QWL improves, teacher performance also tends to increase. Although the correlation is not strong, it highlights a meaningful association: teachers in a supportive, balanced, and well-structured work environment are more likely to be productive and engaged. Studies by Nguyen and Tran (2021) and Kim and Park (2023) support this, identifying QWL

components—job satisfaction, healthy working conditions, career growth, and work-life balance—as influential to motivation and job performance. Santos and Cruz (2022) also emphasize that enhanced QWL boosts job satisfaction and organizational commitment, leading to improved student outcomes.

This positive relationship is further supported by Putri and Munir (2020), who underscore the impact of autonomy, recognition, and professional development on teacher morale. Likewise, Gao, Liu, and Zhang (2020) and Mendoza et al.

(2024) argue that the professional support and stress management enhance teacher effectiveness and retention. In the context of Davao del Sur, addressing QWL can mitigate systemic challenges and improve educational quality. As Lopez and Garcia (2021) found, teachers who perceive their environment positively show higher engagement and better instructional delivery. Educational leaders are thus urged to prioritize QWL through policies that promote flexible work, recognize teacher contributions, and support continuous growth. Doing so can cultivate a resilient and high-performing teaching workforce essential for school success.

Table 3 Relationship Between Quality of Working Life and Work Performance Among Araling Panlipunan Teachers

| Quality of Working Life of Teachers | Work Performance of Teachers | | |
|-------------------------------------|------------------------------|---------|----------|
| | Pearson's r | p-value | Decision |
| | 0.375 | <0.001 | Reject |

Person scale legend: 0.00-0.19 (very low); 0.20-0.39 (low) 0.40-0.59 (moderate); 0.60-0.79 (high); 0.80=1.00(very high)

➤ *Domains of Quality of Working Life (QWL) that Significantly Influence the Work Performance (WP) of Araling Panlipunan Teachers*

Table 4 analyzed various Quality of Working Life (QWL) domains and their impact on the work performance of Araling Panlipunan teachers. Among the seven domains, only Control at Work (Estimate = 0.1284, $p = 0.049$), Working Conditions (Estimate = 0.2559, $p = 0.002$), and General Well-Being (Estimate = -0.1681, $p = 0.009$) showed statistically significant effects. Control at Work and Working Conditions positively influenced performance, affirming that autonomy and supportive environments enhance teaching effectiveness (Garcia & Lee, 2021; Schleicher, 2018). Surprisingly, General Well-Being showed a negative association, possibly reflecting contextual or statistical factors such as disengagement or multicollinearity (Martinez et al., 2023; Johnson & Lee, 2021).

Other domains—Home-Work Interface, Job Career Satisfaction, Stress at Work, and Overall QWL—did not significantly predict performance, suggesting their influence may be indirect or less impactful when analyzed with other variables. The model yielded a correlation of $R = 0.660$ and $R^2 = 0.4356$, indicating that about 43.56% of the variance in work performance is explained by the QWL predictors. These findings underscore the importance of improving physical conditions, providing teacher autonomy, and addressing well-being in context-specific ways. However, the moderate R^2 also implies that other factors—such as leadership, motivation, or professional development—may further affect teacher performance. To design effective interventions, educational leaders should focus on enhancing the most influential QWL aspects while exploring deeper qualitative insights into teachers' lived experiences and school environments.

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