

## WORKING WITH A HEART: PERCEIVED QUALITY OF LIFE AMONG SENIOR HIGH SCHOOL TEACHERS IN PUBLIC AND PRIVATE INSTITUTIONS IN BACOR AMIDST PANDEMIC

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### ABSTRACT

*In this global health emergency and challenging situation, understanding teachers' perception of the quality of life must be substantially taken into consideration. This quantitative descriptive research examined the senior high school teachers perceived worth of their life, both in private and public schools in Bacoor, Cavite, Philippines. Similarly, it analyzed significant differences between the extent of perceived life value and the respondents' profile variables. One-hundred-fifteen (115) faculty were selected using a random sampling technique. Data were drawn from the adapted quality of life questionnaire ( $\alpha=.93$ ), prepared, and gathered online thru google form. Data analysis was carried out using percentage, mean, t-test, and ANOVA. The study found out that majority of SHS teachers were aged 21 – 40 years old, are female, with basic entry-degree, and have been teaching for about 1 to 10 years. It was revealed, that amidst the pandemic, teachers were highly satisfied with the social support and relationship they have with their family, relatives, friends, and colleagues. Likewise, they feel somewhat delighted with their physical and psychological well-being, work and time-related activities, and their overall views on life. Furthermore, no significant differences were established between the perceived level of quality of life of teachers when grouped according to their demographic profile. Based on the findings, a HEART (Holistic Empowerment and Aptitude Recalibration for Teachers) program is proposed that was affirmed and endorsed through an online focus group discussion.*

*Keywords – Senior High School Teachers, Public, and Private Institutions, Perceived Quality of Life, Pandemic, Philippines*

### INTRODUCTION

The outbreak of Coronavirus disease 2019 (COVID-19) initiating pneumonia-related infection has affected the lives of people across the globe. It was discovered in Wuhan, China and has spread rapidly and extensively affecting thousands of deaths and mental health problems. The World Health Organization (WHO) considered

the Coronavirus outbreak as a pandemic because of its alarming figure of cases, deaths, and the numerous affected countries. The WHO confirmed the outbreak as a public health emergency and a worldwide concern (Shaukat, Mansoor, and Razzak, 2020 and WHO, 2020).

In this situation, the educational sector was primarily affected especially after the announcement of the school's closure, social



isolation, strict health protocols, and total lockdown. Face-to-face classes were suspended and the sudden transition was formulated and executed without proper training given to teachers (Spanemberg, Simoes, and Cardoso, 2020). Faced with this scenario, new challenges were added to teachers' functions as well as the need to consider certain expertise on the custom of information, communication, and technology and other online media platforms, and judgment in the future of education. Thus, instructors and professors are carrying out a process of adaptation and adjustment towards the new settings with a certain degree of difficulties causing some mental health issues and physical problems (Espino-Diaz, Fernandez-Caminero, Hernandez-Lloret, Gonzales-Gonzales, and Alvarez-Castillo, 2020).

In the Philippines, current cases of teacher-related suicides have been charged to factors involving workloads, social interactions, mental health, and personal issues (Mateo, 2018). In a case of a newly-hired teacher who committed suicide, due to numerous papers works and requirements, a message given calls for a need to help teachers not just financially but also with their emotional and physical state of being (Nelz, 2018). A workforce that is equipped holistically is more likely to perform productively and efficiently. Quality of life is associated with organizational conditions and practices, personal attitude, behaviors, and well-being including leisure time, and social relationships. The existence of positive views on the importance of these existential domains is of great support not only in times of crisis but also in everyday living. (Bernard, Braunschweig, Fegg and Borasio, 2015; and Acheampong, Muhammed and Agyapong, 2016). Quality of life is the notion of a person on his life's situation including cultural perspective and value system. This also includes establishing an association with others and attaining of goals, expectations, standards, and concerns (Hunger, Morosini, and Stobaus, 2016).

Unquestionably, employees are the best asset in an organization. Equipping them with effective training programs and interventions in different facets will guarantee the achievement of the desired quality of services that are linked to

customer satisfaction (Robinos, Perez, and Jonas, 2019). In the course of teaching, teachers are expected to epitomize different characteristics and roles such as being persistent and patient, competent, socially conscious, morally and ethically perceptive, constantly updated, and other attitudes of high standards. With these many beliefs, it must also be recognized the fact that teachers are also human beings, and that to become an "ideal teacher" entails certain support and reinforcement (Hunger, Morosini, and Stobaus, 2016). Anchored to Maslow's hierarchy of needs and quality of life questionnaire designed by Ruiz and Baca (cited by Boixados, Pousada, Bueno, and Valiente, 2009), all these elements have a direct effect on the perceived value of life amongst teachers.

Extensive research works have expressed the need to implement effective development programs for employees. One constant result in the inquiries and collected works is that distinguished advances in education always occur because of varied training and activities aligned to the needs and educational demands. Institutional leaders must ensure that faculty are actively engaged in an effective faculty and staff development program that also gives importance to other facets to maximize both individual worth and institutional effectiveness (Rodriguez and Walters, 2017). Many pieces of training and activities are formulated and scheduled without input from the intended audience, resulting in less satisfaction and failed execution (Beer, Finnstrom, and Schrader, 2015). School initiatives, training, and programs with strong personal and professional components have been shown to yield better student retention, academic achievement, and improved job performance among employees (Kamel, 2016; and Sandamali, et. al., 2018).

The success of an academic institution in terms of delivering its mission and quality policy statement depends largely on teachers. To develop the desired knowledge, skills, and attitudes, understanding teacher's perception of the quality of their life must be substantially taken into consideration, especially in this changing situation (Kamel, 2016; Sandamali, Dinithi Padmasiri, Mahalekamge, and Mendis, 2018; and



Spanenberg, Simoes and Cardoso, 2020). The schools must obtain and utilize human resources effectively by giving them the opportunity for advancement and professional growth considering teachers' outlook on the quality of their life in this so-called "new normal."

**OBJECTIVES OF THE STUDY**

As school leaders and teachers, themselves, the study sought to determine the perceived quality of life among educators in public and private universities during this time of pandemic in Bacoor, Cavite. The main purpose was to encapsulate significant findings that will help the human resource department to understand and evaluate teacher's perception as a whole, and be able to help in the formulation of substantial training needs analysis and program that considers teacher holistic development; thus the study was made to:

1. identify respondents' demographic profile variables;
2. identify the level of perceived quality of life among senior high school teachers in the time of pandemic in terms of social support and relationship; physical health and mental wellbeing; work and time related; and their general satisfaction.
3. determine the significant difference between the respondent's profile and the perceived quality of life amidst the pandemic relative to four aspects; and
4. recommend a HEART program to help improve teachers' quality of life.

**METHODOLOGY**

The quantitative design employing a descriptive method was used in the study. Descriptive was used to describe an individual's characteristics and conditions by studying them as they are in nature (Siedlecki, 2020).

The population comprises about 200 senior high school teachers working in the Department of Education schools in Bacoor, Cavite, and in a private Philippine university. One

hundred fifteen (115) sample faculty participants were computed using the Raosoft sample size calculator with a six percent margin of error and 95% confidence level. Respondents were selected using a random sampling technique thru the fish-bowl system.

Information for this research was drawn using the adapted Quality of Life Questionnaire developed by Ruiz and Baca as cited by Boixados et al., (2009) which includes four facets such as social support and relationship, physical and psychological wellbeing, work and time-related activities, and the general life satisfaction. The instrument was tested for validity and reliability resulting in Cronbach alpha coefficients of 0.89, 0.89, 0.88, and 0.82, respectively with a total consistency index of 0.93. The research instrument was created in the google form with two sections: Section A dealt with teachers' demographic profile such as school affiliated, gender, age, years in the service, and highest educational attainment. Meanwhile, Section B was made up of 40 questions about how teacher-respondents perceived the value of their life in terms of the four facets mentioned earlier. Data gathering was done after the approval of the research and development center of UPHM and the endorsement from the Schools Division Office (July 2021). Communication was done through different social media and other online platforms since face-to-face data gathering is not allowed during this time of the pandemic.

To guarantee the accurateness and reliability of the tabulated data, the research study utilized percentage, mean, T-test, and ANOVA to provide sufficient and substantial interpretation and analysis.

**RESULTS AND DISCUSSION**

**1. Respondents Demographic Profile**

In total, 115 teacher-respondents completed the online survey. Based on the table, about 55% of the SHS teacher-respondents were affiliated with public schools and the majority (46.5%) belong to younger generations. Furthermore, female teachers dominated (67.8%) the teaching profession, mostly (76.5%) just



finished the entry-degree requirement and about 1 – 10 years (73%) in the teaching profession. Findings were identical to studies that revealed that on average, teachers opted to work in public schools because they receive higher salaries and benefits. Also, the majority of teachers were female for the reason that they were less likely to leave the profession due to their natural capability to be more committed and attached to the duties expected of a teacher.

**Table 1**  
Profile of the Respondents

	f	%
School Affiliated		
Public	63	54.8
Private	52	45.2
Age		
Generation Z (1996-Present)	30	26.1
Millennials of Gen Y (1977-1995)	58	20.4
Generation X (1965-1976)	22	19.1
Baby Boomers (1946-1964)	5	4.3
Gender		
Male	30	26.1
Female	78	67.8
LGBTQ+	7	6.1
Educational Attainment		
Bachelor's Degree	88	76.5
Master's Degree Holder	15	13.0
Doctorate Degree Holder	6	5.2
Teaching Methodology Certified	6	5.2
Number of Years in the Teaching Service		
1 – 5 years	42	36.5
6 – 10 years	42	36.5
11 – 15 years	19	16.5
16 – 20 years	4	3.5
21 – 25 years	4	3.5
26 years and above	4	3.5

Legend: f-frequency, % – percentage

Moreover, demographics tell that these teachers belonged to the 21 – 40 age range nowadays with fewer years of experience and usually just completed a traditional teacher education course (Korte & Simonsen, 2018; Aperribai, et al., 2020; Toropova et al., 2020; and Pagtalunan, 2021).

## 2. Perceived Quality of Life Amidst Pandemic

It may be gleaned from Table 2 that SHS faculty, despite the pandemic situation, perceived a great worth of their lives relative to social support and relationship. They exhibited a high level of satisfaction (M=3.58, SD=0.59) which implies confidence in having good relationships with their family and friends; and that they feel loved by people who matter to them.

**Table 2**  
Perceived Level of Quality of Life

	SD	Mean	VI
Social Support and Relationship	0.59	3.58	HS
Physical & Psychological Wellbeing	0.73	3.08	SS
Work and Time Related	0.76	3.01	SS
General Satisfaction	0.71	3.11	SS

Likewise, they were satisfied and emotionally attracted to their partners, felt secured to have associates whom they can rely upon, shared their free time and secrets, and were available when they needed company and support. This result was supported by the research which revealed that teachers perceived high level of satisfaction and utmost quality of life, may it be work-related or personal, and was found to be related to social support and relationship with colleagues (Cetinkanat & Kosterelioglu, 2016; and Ishak, Razak, Hussin, Fhiri and Ishak, 2018), school leaders and administrative staff (Cenkseven and Sari, 2009; Borup and Stevens, 2016; and Benevene, De Stasio and Fiorilli, 2020), and support from non-school such as spouse or partner, family, and friends. Persons who hold a consciousness of having good support from others have better wisdom of value and belonging (Korte and Simonsen, 2018).

Indicated as well was that faculty respondents during this time of pandemic were somewhat satisfied with their physical and psychological well-being (Mean=3.08, SD=0.73). This result indicated a generally positive perception of their mental health condition, the current state of health, body figure, physical image, sleeping situation and lifestyle, satisfaction with



how they execute ways to relax and enjoy, and spending most of the day feeling well. Alike, most teacher-participants have a positive disposition toward their psychological well-being and physical health (Damasio, de Melo and da Silva, 2013; and Hunger, Morosini, and Stobaus, 2016). But, in contrast, the result pronounced that teacher during the pre-pandemic period were previously distressed from psychological and physical welfare (Lizana, Vega-Fernandez, Gomez-Bruton, Leyton, and Lera, 2021). This has to be studied deeper since educators with inferior altitudes of mental well-being and poor health condition demonstrated a significant insufficiency of efficiency and success which directly influences the quality of learning (Damasio, de Melo and da Silva, 2013; and Ilgan, Ozu-Cengiz, Ata, and Akram, 2015).

Similarly, the respondents posited a somewhat degree of quality-of-life satisfaction concerning work and time (Mean=3.01, SD0.76). This indicated that SHS teachers generally feel accomplished, great and productive every day, that their profession and their time are still manageable, that they are happy with the condition of their work and find time to enjoy and do other things using their free time, and pursue post-graduate programs. However, rarely do teachers feel okay when the management uses their free time for other work-related training and matters. A flexible work environment leads to job satisfaction that contributes to the progression of the organization. A healthy work condition gives teachers a sense of productivity, free from making decisions, and privileged (Cenkseven-Onder and Sari, 2009; Punia & Kamboj, 2013; and Akram, Ilgan, Ozu & Shah, 2017). Also, teachers who are content with their work and how time is used by the management feel better (Toropova, Myrberg & Johansson, 2020). Giving equal time to every aspect of human endeavors provide fulfillment with life and adds to its quality (Punia and Kamboj, 2013).

Furthermore, as to the general satisfaction of SHS teacher-respondents, the calculated mean value of 3.11 with a standard deviation of 0.71 established a fair extent of perception. This means that to some degree teachers enjoy their work, regard their life as pleasant, interesting, and fulfilling, are happy with their environment and

approaches to working, and are somewhat satisfied with the compensation that they receive. The results contradict the usual disappointment of teachers in terms of salary and benefits as revealed by the research of Akram, Ilgan, Ozu and Shah (2017) and Ishak, Razal, Hussin, Fhiri and Ishak (2018). Nevertheless, when teachers acknowledge their workplace and life as satisfying and remarkable, the impact of dispositional contentment and job commitment befits greater (Benevene, De Stasio and Fiorilli, 2020; Toropova, Myrberg and Johansson, 2020).

### 3. Significant difference between Perceived Level of Quality of Life and Teachers' School Affiliation

**Table 3**  
*T-test Result on Significant Differences between PQoL and Teachers' School Affiliation*

	t-value	p-value (2tailed)
Social Support and Relationship	0.449	0.65449
Physical & Psychological Wellbeing	0.909	0.36483
Work and Time Related	1.466	0.14555
General Satisfaction	-0.183	0.85457

*Note: The result is significant at p<.05*

It may be gleaned from Table 3 that there were no significant differences among the perceived level of quality of life relative to social support and relationship (t=0.449, p=0.65449), physical and psychological wellbeing (t=0.909, p=0.36483), work and time related (t=1.466, p=0.14555), and overall satisfaction (t=-0.183, p=0.85457) of faculty-respondents when grouped according to school affiliation. Results may indicate that teachers in private and public schools manifest the same degree of awareness, insights, and observations on how they view the worth and value of their life and profession during this time of the pandemic. A similar finding was shown that there were no significant differences between the quality-of-life scores of teachers and the type of institution they were connected to (Damasio, de Melo, and da Silva, 2013).



**4. Significant difference between Perceived Level of Quality of Life and Respondents Profile**

Table above presented that there were no significant differences calculated between the professed level of quality of life in terms of a) social support and relationship [F(3,114)=2.6134, p=0.0964]; [F(2,114)=0.5356, p=0.5868]; [F(3,114)=0.9725, p=0.4085]; and [F(5,114)=1.4700, p=0.2056],

Table 4  
ANOVA Test Result on Significant Differences between PQoL and Respondents Profile

	F-value	p-value (2tailed)
<b>Age:</b>		
Social Support and Relationship	2.1634	0.0964
Physical & Psychological Wellbeing	2.3259	0.0786
Work and Time Related	0.9159	0.4357
General Satisfaction	2.0195	0.1153
<b>Gender:</b>		
Social Support and Relationship	0.5356	0.5868
Physical & Psychological Wellbeing	0.3006	0.7409
Work and Time Related	1.1817	0.3106
General Satisfaction	0.7877	0.4574
<b>Educational Attainment:</b>		
Support and Relationship	0.9725	0.4085
Physical & Psychological Wellbeing	0.7792	0.5080
Work and Time Related	0.8401	0.4747
General Satisfaction	0.2914	0.8316
<b>Years in Teaching Profession</b>		
Social Support and Relationship	1.4700	0.2056
Physical & Psychological Wellbeing	0.7186	0.6108
Work and Time Related	1.0475	0.3937
General Satisfaction	0.5138	0.7654

Note: The result is significant at p<.05

b) physical and psychological wellbeing, [F(3,114)=2.3259, p=0.0786]; [F(2,114)=0.3006, p=0.7409]; [F(3,114)=0.7792, p=0.5080]; and [F(5,114)=0.7186, p=0.6108], c) work and time related, [F(3,114)=0.9159, p=0.4357]; [F(2,114)=1.1817, p=0.3106]; [F(3,114)=0.8401, p=0.4747]; and [F(5,114)=1.0475, p=0.3937]; and d) general satisfaction, [F(3,114)=2.0195, p=0.1153]; [F(2,114)=0.7877, p=0.4574]; [F(3,114)=0.2914, p=0.8316]; and [F(5,114)=0.5138, p=0.7654] when SHS teacher-respondents were clustered according to age, sex,

educational background, and years in the teaching service, respectively.

Related researches, also posited no significant differences between teachers' demographic variables (age, sex, highest educational attainment, and years in the teaching profession) and the perceived levels of overall quality of work-life, the value of life, psychological well-being, and job satisfaction in general (Damasio, de Melo and da Silva, 2013; Ishak, Abd Razak, Hussin, Fhiri and Ishak, 2018; and Toropova, Myrberg and Johansson, 2020). However, one research posited significant differences in terms of teachers' level of perceived quality of life, in particular, to work, in association with profile variables (Ilgan, et al., 2015).

**5. Holistic Empowerment and Aptitude Recalibration for Teachers (HEART) Program**

Teachers are experiencing significant changes in the teaching field during this global health emergency. Facets of the perceived value of life must work collectively to combat sickness and death. Teachers who have better experiences and ways of handling this situation are expected to manage the attainment of their life goals and objectives in a healthier development, moving towards a worthy life (Hunger, Morosini and Stobaus, 2016 and Lizana, et al., 2021). As people worldwide have found themselves coping with the effects of the pandemic in their professional scopes, necessary well-fitted structured teacher training plans must be designed (Aperribai, Cortabarría, Aguirre, Verche and Borges, 2020). This HEART Program was affirmed and endorsed by 15 respondents during a focus group online discussion (August 2021) that focused on providing the following:

**Genuine CARE** (Conflict Administration and Relationship Enrichment) **Program** – this program aims to establish a working climate of collaborators and team players. Teachers will be given training that would promote acceptance of value differences, varied response styles to conflict situations, strategies for managing conflict, and building better rapport with family, friends, and



colleagues. The interpersonal connection ensures a substantial influence on teachers' commitment and work performance, and are less likely to leave the teaching profession. (Acheampong, Muhammed and Agyapong, 2016; Toropova, Myberg and Johansson, 2020).

**Mindful BIBLE** (Breathing, Introspecting, Body training, Listening, and Eating) **Review** – the purpose of this program is to boost the health and mental well-being of teachers. It incorporates activities that can improve mental strength, increase performance, and delivers a deep sense of happiness. When educators recognize their place of work as an environment in which they sense and feel at peace, in good physical shape, encouraged and contented, a healthy mind and physique become superior and viable. Moreover, giving support to teachers' physical and psychological well-being is an indispensable factor in supporting learners and the institution's purposes and objectives (Ilgan, et al., 2015; Aperribai, et al., 2020; and Benevene, De Stasio, and Fiorilli, 2020).

**Bigger SCOPE** (Strengthening Career Orientation and Pedagogical Expertise) **Project** – Maximizing career opportunities and promoting work productivity are the main goals of this project. Teachers are expected to utilize and advance their skills, especially in writing research, time management, use of media and technology, effective communication, and the different new literacies across the realm of the teaching profession. The project will also focus on empowering teachers through life skills enhancement activities. Teachers increased level of proficiency and career progression affect job satisfaction, certainly (Toropova, Myberg, and Johansson, 2020). Teachers' content knowledge and aptitudes are correspondingly intertwined, and advancing these impacts the teaching-and-learning processes and the organizational climate (Opfer, Pedder, and Lavicza, 2011).

**I'm SMARTER** (Self-Managed Aptitudes, Reflective Thinking, and Empowered Resiliency) **Training activities** – these training activities uphold self-empowerment, a sense of

accountability, and resiliency among teachers in handling difficulties and challenges in life and their work. It provides an avenue for taking responsibility for their own actions and decisions, understanding all the consequences and risks, and learning to adapt well in the face of volatile, uncertainty, complex adversity, or other significant sources of difficulties. The provision of a decent, conducive and vigorous work environment for teachers where they feel unrestricted, privileged, reinforced, accomplished and empowered befits a relatively higher level of satisfaction, job interests, and sense of value (Borup and Stevens, 2016; Akram, et al., 2017; and Korte and Simonsen, 2018).

## CONCLUSION

The pandemic and the extended academic institutions' closures have changed the roles of teachers in many aspects. As educators perform a fundamental part in the delivery of meaningful educational experiences, they are also expected to manifest a well-adjusted life, both in private and at work. Generally, teachers were not prepared for the sudden change that calls for a serious examination of how they perceived the value of their life. The approach to reflect the worth of life is to measure the perceived range to which educators' social support and relationship, physical and psychological wellbeing, work and time-related, and general life perspectives are executed, felt, abled, or satisfied.

The majority of the participants are female, working in public schools, aged 40 and below, teaching for about 1 to 10 years, and bachelor's degree graduates. The present study revealed that senior high school teachers, during this time of the pandemic, were highly satisfied with their associations with others and the social support they received. However, teacher-participants exhibited a fair level of happiness in terms of their body and mental well-being, work and time-related endeavors, and their general views about their life. Furthermore, no significant differences were discovered between teachers' demographic profile variables and their perceived level of quality of life.



## RECOMMENDATION

The key suggestion is the proposed Holistic Empowerment and Aptitude Recalibration for Teachers (HEART) platforms to be implemented in one school year both for public and private institutions. The proposed HEART program offers four strategies namely: a) Genuine CARE program; b) Mindful BIBLE review; c) Bigger SCOPE project; and d) I'm SMARTER training activities. Each course targets the four facets of the quality of life instrument and generally aims to create a working environment of collaborators and team players, improve the physical and psychological health of teachers, maximize growth and opportunities in attaining work effectiveness and efficiency, and advocate self-empowerment, responsibility, and resiliency in handling unexpected circumstances.

Furthermore, this study recommends research may focus on the execution and success of the proposed HEART program alongside the sub-courses it offers. Moreover, a similar study might be conducted by employing a comparison of regions, teachers from rural and urban, and a higher number of participants.

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