IMPLICATION OF QUALITY OF WORK LIFE PRACTICES TO TEACHERS’ PREFERENCE TO STAY IN PRIVATE SCHOOLS IN RURAL AREAS OF THE PROVINCE OF PAMPANGA, PHILIPPINES

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Abstract - This study examines the relationship between quality of work life practices in private schools and teachers’ preference to stay in private schools in the province of Pampanga, Philippines. A purposive sampling method was utilized to determine the research respondents. The study adopted a descriptive quantitative correlational survey design and a four-point scale was used to arrive at numerical values for data analysis. The researcher-made questionnaire was validated using Cronbach Alpha to test its reliability and consistency. The survey was administered to 40 school principals and 289 teachers from different private schools to assess the quality of work life practices and teachers’ preference. Quality of Work Life Dimensions of Walton (1973) specifically Adequate and Fair Salary, Safe and Healthy Working Conditions, Opportunity to Develop Human Capacities, Opportunity for Career Growth, Social Integration in the Workforce, Constitutionalism, Work and Quality of Life and Social Relevance of Work stand as major dimensions of this research. The study revealed that six (6) out of the eight (8) Quality of Work Life Practices have significant relationship with Teachers’ Preferences to stay teaching in private schools. Significant correlations between quality of work life practices and teacher’s preference to stay in private schools show statistical significance of P<0.05 to P<0.01 and a correlation coefficient ranging from 0.324 to 0.438 or 10% - 19% degree of correlation. It can be gleaned from the study that quality of work life practices is highly observed and practiced in private schools in the rural areas of Pampanga. However, the over-all moderate level ratings given by the school teachers to their preferences to stay teaching in private schools are areas that need improvement in order to reduce faculty attrition and to retain good and quality teachers.

Index Terms - Human Resource Management, Practices, Preferences, Quality of Work Life, Retention

I. INTRODUCTION
Success in the management of human capital is conceivable when school leaders center their efforts on the improvement of quality of work life of employees to reduce migration, attrition and high turnover rate of private school teachers to the public school system. Equipollent to other organizations or institutions, the center for school change organization stated that human resource management is used in schools to attract, train, develop motivate, evaluate, compensate and retain important members of the educational community [1]. In view of this, schools today should exert utmost effort to build and judiciously maintain a strong human resource management system that meets the standard of the school, the law and the community. At the same time, besides building a suitable system, good practices should also be developed in order to create a work environment that supports the mission and vision of the school and encourages employees to develop and thrive. As we move towards the attainment of the new vision and goals of education in the country, many private schools have yet to realize the full significance of human resource management in achieving institutional goals and the competitive advantage they can gain from having a well functional and strategically structured human resource management practices. As such, private educational institutions are faced with several challenges particularly the high volume of private school teachers transferring to the public school system each year [2]. If this trend will persist private schools will continue to lose its best teachers who are contributors in achieving school goals and success. To address this problem, a system of human resource management practices and policies addressing employee diverse needs should be developed in order to effectively promote an environment that encourage teachers to stay.

In order to attract and retain employees, an educational institution has to develop unique and impressive quality work life practices for its teachers. By doing so, quality work life programs guarantee to produce outstanding work environment where employees work supportively and work involvement is high resulting to a positive contribution in achieving school objectives and goals [3]. This study is intended to provide clear understanding of the position of human resource management quality work life practices in educational institution as a preference indicator of teachers to stay and continue teaching in private schools. The significant results of which would lead to private schools evaluating their current practices to determine organizational effectiveness, enhance existing program or introduce better work life programs and policies that will encourage teachers to continue working in a private institution. This is the challenge to be addressed in order to bridge gap between the present condition and what is ideal.
II. REVIEW OF RELATED LITERATURE

Teachers being one of the most important resources and strength of the educational community should be treated as an important investment in the organization. However, problems such as having unsatisfied employees arises when school leaders are incapable of managing properly its human capital, in this sense, human resources become a challenge to the organization. Therefore, to sustain competitive advantage, organizations just like educational institutions have to maintain skilled, competent and passionate teacher and this is achievable through improving the Quality of Work life practices in the workplace, a practice that humanized work design activities [4].

The most shared and extensively used Quality of Work life model is the concept proposed by Richard E. Walton whose concept summarizes most of the other concepts of other authors [5]. Jayakumar and Kalaiselvi [6] cited in their study the eight dimensions proposed by Richard Walton to measure Quality of Work Life namely, Adequate and Fair compensation, Safe and Healthy Working Conditions, Opportunity to Develop Human Capacities, Opportunity for Career Growth, Social Integration in the Workforce, Constitutionalism, Work and Quality of Life and Social Relevance.

In the study of Moore and Griffen (1998) about organizational behavior as cited from the study of Jofreh, Yasini, Dehsorkhi, & Hayat [7] criteria for measuring quality of work life is briefly defined as:

A. Adequate and Fair Compensation: Equal payment for equal work and the balance between payment and social factors and also other kinds of work.

B. Safe and Healthy Working Condition: Creating physically immune working conditions and specifying rational working hours.

C. Opportunity for Continued Growth and Security: Creating groundwork to improve personal capabilities, opportunities to make use of what one has learned and make progress and assure employment and income.

D. Constitutionalism in the Work Organization: Providing the groundwork for freedom of speech without being afraid of reaction from authorities and the dominance of rules and regulations over individuals.

E. The Social Relevance of Work Life: Employees’ perceptions about their social responsibility in the organization.

F. Total Life Space: Making a balance between working life and other aspects of employees’ life such as education, free time and family life.

G. Social Integration in the Work Organization: Creating an atmosphere in which there is a sense of belongingness to the organization by the employees.

H. Human Progress Capabilities: Providing opportunities such as having independence and self control, access to job related information and various skills at work [8].

III. METHODS AND PROCEDURE

The research study used a descriptive quantitative correlational survey design. This method is appropriate in evaluating the quality of work life practices and assessing its relationship to teachers’ preferences to stay teaching in private schools. Since the foremost aim of the study is to measure, describe and distinguish, a survey method is useful to this study. Calmorin [9] clearly defined this approach as a method that determines relationship between two variables using a statistical data. The study used two research questionnaires namely the quality of work life practices questionnaires (QWL) and teachers’ preference questionnaire (TP). Each research instrument follows the eight quality of work life dimensions and is supported with statements referring to work practices and teachers’ preferences. A four-point scale was used to arrive at numerical values for the data analysis. Responses range from the scale of 4-1, 4 being the highest or described as strongly agree and 1 being the lowest interpreted as strongly disagree. The quality of work life practices dimensions and teachers’ preferences dimensions used in this research is acquired from the model proposed by Richard E. Walton [10]. These are Adequate and Fair Salary, Safe and Healthy Working Conditions, Opportunity to Develop Human Capacities, Opportunity for Career Growth, Social Integration in the Workforce, Constitutionalism, Work and Quality of Life and Social Relevance.

Dimensions found in both research instrument are composed of the following supporting statements made by the researcher:

A. Adequacy and Fair Salary – salary policy, attractiveness of salary, competitiveness of benefits, use of performance-based salary scheme, salary incremental and performance rewards program.

B. Safe and Healthy Working Conditions – work environment/physical comfort, workplace safety, security and orderliness, working hours, time for personal care, management of work pressure and stress and clarity and smoothness of work communication.

C. Opportunities to Develop Human Capacities – work autonomy, self control, employee participation during planning, decision making and feedback.

D. Opportunities for Career Growth – Access to trainings, seminars and workshops, availability of employee developmental programs, alignment of
employee and institutional needs to developmental programs, workplace mobility and career planning.

E. Social Integration in the Workplace – Socialization at work, egalitarianism at work, employee collaboration, team work and employee sense of belongingness.

F. Constitutionalism – Observance of due process, adherence to the rule of law, harmonious and positive work relationship among employees and superiors and awareness towards employee and institutional rules, policies and routines.

G. Work and Quality of Life – work comfort, work safety, job security, compatibility of work and salary, compatibility of work and employee performance, work independence and work loyalty

H. Social Relevance of Work – Meaningfulness of work, Usefulness of work to self, students and the community and Contributory aspect of work to the society.

The instruments used were content and face validated by experts in education and human resource management before these were pilot tested to 30 private school principals and 30 teachers. To ensure the inner consistency of the instrument Cronbach Alpha Coefficient statistical tool was used.

This study was conducted in the Province of Pampanga, Philippines. Specifically, the first and third district of Pampanga covering the municipalities of Magalang, Mexico, Arayat, Candaba, Sta. Ana and San Luis. Using a purposive sampling design, a non-scientific sampling design in selecting samples based on the purpose of the researcher [9], sets of criteria in the selection of participating schools, principals and teachers were developed.

A total of 40 questionnaires answered by school principals were analyzed to identify the quality of work life practices in private schools. At the same time, 289 questionnaires represent the responses of the teachers to identify their preferences for staying in private schools. Statistical Package for Social Scientists (SPSS version 20) was used to further analyze the numerical data. Basic statistics was computed to get the relationship of quality of work life practices and teachers’ preferences to stay, mean value to distinguish the weight of each factor per domain, and its over-all mean value; and Pearson Product-Moment Correlation Coefficient to determine the Relationship and Probability Value to hypothesis testing.

IV. RESULTS

The research instrument that initially has 41 questions considered important in assessing quality of work life practices and teachers’ preferences to stay was pilot tested. The result of the pilot test was then subjected to measurement of the research instrument’s internal consistency. Cronk [11] mentioned that those items with strong reliability are values close to 1.0 and weaker ones are closer to 0.0. However, Cronbach alpha coefficient value of 0.70 and above are considered acceptable [12]. Based on the result, 35 questions were suggested to be part of the final survey questionnaire. The reliability coefficient of the over-all questionnaire gained 0.81 Cronbach’s alpha value and regarded as satisfactory or high.

A. Quality of Work Life Practices

The Quality of Work Life Practices in Private Schools is indicated on Table I. It can be gleaned that all the eight dimensions obtained a mean score that correspond to the descriptive rating of strongly agree.

<table>
<thead>
<tr>
<th>QUALITY OF WORK LIFE PRACTICES</th>
<th>MEAN SCORE</th>
<th>DESCRIPTIVE RATING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adequate and Fair Salary</td>
<td>3.63</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>Safe and Healthy Working</td>
<td>3.72</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>Conditions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Opportunities to Develop</td>
<td>3.61</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>Human Capacities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Opportunities for Career</td>
<td>3.80</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>Growth</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Integration in the</td>
<td>3.66</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>Workforce</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Constitutionalism</td>
<td>3.80</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>Work and Quality of Life</td>
<td>3.69</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>Social Relevance of Work</td>
<td>3.84</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>TOTAL</td>
<td>3.72</td>
<td>Strongly Agree</td>
</tr>
</tbody>
</table>

The range of the highest and lowest mean score fall between 3.84-3.61 which signifies the presence of the different dimensions of quality work life practices in the identified private schools.

1. Adequate and Fair Salary: The over-all mean of 3.63 and descriptive rating of strongly agree only shows that the organization and structure of policy covering salary, employment benefits, salary incremental and employee rewards in private schools are given high importance by the school administration.

2. Safe and Healthy Working Conditions: The over-all mean value of 3.72 and a descriptive rating of strongly agree conveys that private schools believe that quality work environment is imperative for teachers to be most effective in environments that support their work, personal undertakings and professional growth in addition to good training and opportunities for continued learning.

3. Opportunities to Develop Human Capacities: The over-all mean value of 3.61 and descriptive rating of strongly agree signifies that private schools respect the autonomy of teachers to make decisions by engaging them in complex thinking by combining skills and knowledge in order for them to be effective during performance of their tasks. As a result, work
pressure and stress becomes manageable making them feel comfortable, happy and satisfied at work.

4. Opportunities for Career Growth: The over-all mean value of 3.80 and descriptive rating of strongly agree signifies that the support of private schools to their teachers with regards to professional development is highly observed.

5. Social Integration in the Workforce: The over-all mean value of 3.66 and descriptive rating of strongly agree signifies that private schools had established mutually respectful employee-employer relationship through employment equality, regular and consistent communication and team effort.

6. Constitutionalism: The over-all mean value of 3.80 and descriptive rating of strongly agree signifies that private schools promote healthy working relationship in the workplace resulting to positive interactions, increase in productivity, friendship and increase in level of commitment in the organization.

7. Work and Quality of Life: The over-all mean value of 3.69 and a descriptive rating of strongly agree signifies that private schools give considerations to the general welfare of its teachers.

8. Social Relevance of Work: The over-all mean value of 3.84 and descriptive rating of strongly agree signifies that evidently private schools are successful in achieving their goal and mission to make the teaching profession accessible, significant and influential to the society.

In conclusion, Table I revealed that most of the school principals strongly agree that quality of work life practices is given high importance and well observed in most of the private schools based on the total mean score of 3.72.

B. Teachers Preference to Stay
The findings of this study as revealed in Table II imply that the reasons of teachers to stay teaching in private school vary in different dimensions of quality of work life. It can be gleaned from Table II that Social Relevance of Work dimension is the topmost preference of teachers followed by Work and Quality of Life, Safe and Healthy Working Conditions, Constitutionalism, Social Integration in the Workforce, Opportunity to Develop Human Capacities, Adequate and Fair Salary and Opportunity for Career Growth.

It only signifies that maintaining the enthusiasm of teachers towards their profession is an important factor to consider in order to retain quality and important members of the educational community. Besides enthusiasm the results also showed that keeping good quality of work life and providing a safe and healthy workplace can also help in retaining quality and passionate teachers.

Table II further revealed that most of the teachers’ preferences to stay teaching in private schools were in moderate level based on the mean scores obtained ranging from 3.00 to 3.34 and a total mean score of 3.13. It can be gleaned on the table that:

1. Adequate and Fair Salary: The over-all mean value of 3.03 signifies that private school teachers consider the salary/compensation policy, compensation package and benefits of the private schools to be reasonable and acceptable. The results illustrated that the existing salary policy and competitiveness of salary and benefits is observed and maintained by teachers’ in a moderate level of contentment.

2. Safe and Healthy Working Conditions: The over-all mean of 3.17 and descriptive rating of agree signifies that private school teachers appreciate the work atmosphere in private schools.

It appears that the moderate rating obtained in this teachers’ preference dimension is attributed to the trust of teachers to the capacity of private schools to strictly materialize the mandate of the institutions’ policy and regulations to all employees.

3. Opportunities to Develop Human Capacities: The over-all mean value of 3.03 and descriptive rating of agree signify that private school teachers acknowledge the effort of private schools in providing them with work freedom or autonomy. As a result, work system in private schools is seen to have possessed a team sport mechanism rather than an individual race.

4. Opportunities for Career Growth: The over-all mean value of 3.00 and descriptive rating of agree signify that private school teachers are moderately satisfied with the developmental programs the school offers. Based on the result, they find these developmental programs favorable and aligned to their personal and professional needs and the needs of the school. Nevertheless, though moderately satisfied and favorable, this dimension needs improvement.

5. Social Integration in Workforce: The over-all mean value of 3.12 and descriptive rating of agree signify that private school teachers are moderately
satisfied with the organizational culture and climate in the workforce. Moreover, the table further suggests that teachers feel they have more to offer to the school than just teaching within their classroom.

6. Constitutionalism: The over-all mean score of 3.15 and descriptive rating of agree signify that there is a moderate trust and collaborative relationship that exist in the workplace between the teachers and its superiors. It also implies that though it is in moderate level, teachers see the importance of having a strong partnership built on respect, commitment and trust.

7. Work and Quality of Life: The over-all mean value of 3.20 and descriptive rating of agree signify that teachers are moderately satisfied with the over-all work and quality of life in the workplace. Furthermore, though salary is moderately compatible to the over-all performance of the employee and work condition, it seems to appear as a subject that needs attention and improvement.

8. Social Relevance of Work: The over-all mean value of 3.34 and a descriptive rating of agree signify that private school teachers exhibit a moderate level of enthusiasm to their profession and work. It also illustrates that private school teachers need a boost in their morale.

C. Correlation between Quality of Work Life and Teachers Preference to stay teaching in private schools

Table III represents the correlational table between quality of work life practices and teachers’ preferences to stay teaching in private schools. It can be gleaned from the table that each quality of work life practices dimensions is correlated to teachers’ preferences criteria to reveal the relationship between the two variables.

It can be further understood from the table that the result of the study only accepted variable relationship results that fall under correlational coefficient range starting from 0.20 to 0.39 with degree of correlation interpreted as weak positive to 0.80 to 1.00 range of correlation and degree interpretation of very strong positive [13]. Furthermore, to interpret the level of significance, r-value and p-value were compared. The acceptable level of magnitude of significance is P<0.05 and P<0.01 [14].

As depicted on the table of correlation, six out of eight domains of quality of work life practices have significant relationship with the teachers’ preferences to stay teaching in private school. Specifically, the following relationships were obtained:

<table>
<thead>
<tr>
<th>Variables</th>
<th>r-value</th>
<th>r²</th>
<th>%</th>
<th>Degree of Correlation</th>
<th>p-value sig.2-tailed</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>QWL-A*TP-E</td>
<td>0.370*</td>
<td>0.144</td>
<td>14.36</td>
<td>Weak positive</td>
<td>0.016</td>
<td>Significant</td>
</tr>
<tr>
<td>QWL-D*TP-A</td>
<td>0.357*</td>
<td>0.158</td>
<td>15.76</td>
<td>Weak Positive</td>
<td>0.011</td>
<td>Significant</td>
</tr>
<tr>
<td>QWL-C*TP-C</td>
<td>0.329*</td>
<td>0.108</td>
<td>10.82</td>
<td>Weak positive</td>
<td>0.038</td>
<td>Significant</td>
</tr>
<tr>
<td>QWL-C*TP-D</td>
<td>0.324*</td>
<td>0.105</td>
<td>10.50</td>
<td>Weak Positive</td>
<td>0.041</td>
<td>Significant</td>
</tr>
<tr>
<td>QWL-C*TP-E</td>
<td>0.427**</td>
<td>0.182</td>
<td>18.23</td>
<td>Moderate positive</td>
<td>0.006</td>
<td>Significant</td>
</tr>
<tr>
<td>QWL-D*TP-A</td>
<td>0.331*</td>
<td>0.11</td>
<td>10.96</td>
<td>Weak Positive</td>
<td>0.037</td>
<td>Significant</td>
</tr>
<tr>
<td>QWL-E*TP-A</td>
<td>0.398*</td>
<td>0.158</td>
<td>15.84</td>
<td>Weak positive</td>
<td>0.011</td>
<td>Significant</td>
</tr>
<tr>
<td>QWL-E*TP-A</td>
<td>0.438**</td>
<td>0.192</td>
<td>19.18</td>
<td>Moderate Positive</td>
<td>0.005</td>
<td>Significant</td>
</tr>
<tr>
<td>QWL-F*TP-E</td>
<td>0.328</td>
<td>0.108</td>
<td>10.76</td>
<td>Weak positive</td>
<td>0.039</td>
<td>Significant</td>
</tr>
<tr>
<td>QWL-F*TP-H</td>
<td>0.343*</td>
<td>0.118</td>
<td>11.76</td>
<td>Weak Positive</td>
<td>0.030</td>
<td>Significant</td>
</tr>
</tbody>
</table>

1. The Adequate and Fair Salary (QWL-A) dimension has managed to obtain a single relationship specifically with teachers’ preferences on constitutionalism (TP-F) with r-value of 0.379 and interpreted as weak positive.

2. The Safe and Healthy Working Conditions (QWL-B) dimension finishes with only one relationship against the preferences of teachers particularly in adequacy and fairness in of salary (TP-A) with significance level of 0.011 (P<0.05) and 0.397 r-value.

3. The Opportunity to Develop Human Capacities (QWL-C) dimension were able to attract three teachers’ preferences namely Opportunity to Develop Human Capacities (TP-C) at .329 or weak positive, Opportunity of Career Growth (TP-D) at .324 or weak positive and Social Integration in the Workplace (TP-E) at .427 or moderately positive with significant and highly significant interpretation respectively.

4. The Opportunity of Career Growth (QWL-D) dimension appeared to be solely significant to teachers’ preference in adequacy and fair salary (TP-A) with r-value of 0.331 or weak positive and p-value of 0.037 interpreted as significant.

5. The Social Integration in the Workplace (QWL-E) has a weak positive relationship with the preferences of teachers concerning adequate and fair salary (TP-A) obtaining an r-value of 0.398 and p-value of 0.011.

6. Teachers’ preferences on Adequacy and Fair Salary (TP-A), Social Integration in the Workplace (TP-E) and Social Relevance of Work (TP-H) gained a weak positive to moderate positive degree of correlation to
the constitutionalism (QWL-F) dimension of quality of work life with r-value of 0.438, 0.328 and 0.343 respectively and p-valued of <0.05 and <0.01.

7. The relationship of quality of work life dimension on Work and Quality of Work Life (QWL-G) to teachers’ preferences dimensions shows no significance in all areas.

8. Similarly, the relationship of quality of work life dimension on Social Relevance of Work (QWL-H) to teachers’ preferences dimensions shows no significance in all areas.

The result can be attributed to the vital role of what quality of work life practices play to the over-all preference of private school teachers.

V. EDUCATIONAL IMPLICATIONS

The following are the educational implications of this study:

1. The private schools can increase their competitiveness by improving their compensation management system and policy by looking at other aspects or factors of compensation rather than simply focusing on salary rate. Alignment of teachers’ salary therefore, should consider work experience, professional credentials and over-all performance.

2. Compensation contributes to the attractiveness of the work condition. The workplace appeals to teachers’ perception of having a more secure, positive and motivating environment.

3. The demonstration of exceptional leadership of school administrators improves ethical climate, teacher involvement, professional development, capacity building leading to the achievement of a successful and ideal work environment. This is possible when school leaders are able to determine teachers’ needs and areas of school operation where they can contribute positive effect.

4. The use of trainings, seminar and workshops as a medium for professional development is essential for organizational growth. Schools invest to these kinds of activities foreseeing the positive impact it will bring to the institution in the future. This largely influences the entirety of the school by setting high and quality standards and continuous improvement. When teachers grow and develop and become assets of the organization, their performance equates to higher compensation resulting to a win-win situation.

5. The relationship between social interaction in the workforce and compensation to increased work productivity is associated to school management functions being participatory and collaborative. This leads to teachers feeling a high sense of belongingness and work involvement.

6. Although power is associated to control, school leaders should still consider the opinion of its colleagues specially those in the teaching positions. The efforts of the school leaders to involve teachers in all aspects of the design, implementation, and evaluation of the system and in bargaining agreements bring a culture of shared accountability making its employees feel valued and recognized.

CONCLUSION

It can be concluded that Quality Work Life Practices has significant relationship with the teachers’ preference to stay in private schools. Dimensions such as Adequate and Fair Salary, Safe and Healthy Working Conditions, Opportunity to Use and Develop Human Capacities, Opportunity for Career Growth, Social Integration in the Workforce and Constitutionalism when improved can influence the teachers’ preference to stay teaching in the private school.

RECOMMENDATION

Based on the analysis and interpretation of data, this study proposes the development of a Faculty Retention Manual for Private Schools. This will help private schools to increase retention and to lessen the attrition rate of their teachers.

REFERENCES


Implication of Quality of Work Life Practices to Teachers’ Preference to Stay in Private Schools in Rural Areas of the Province of Pampanga, Philippines


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