

THE IMPACT OF QUALITY OF WORK LIFE ON TEACHERS' WORK ENGAGEMENT

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Abstract

The main aim of this study is to investigate the impact of quality of work life (QWL) on teachers' work engagement. The specific objectives are to assess teachers' perceptions of their QWL and work engagement, examine the relationship between QWL and work engagement, investigate the impact of QWL on work engagement, and propose a QWL model for enhancing teachers' work engagement. Both quantitative and qualitative methods were used. Using proportionate stratified sampling, 603 teachers from 32 Basic Education High Schools in Mandalay City Development Area were selected as samples. Instruments were developed by the researcher after reviewing the related literature. The reliability coefficients for QWL and work engagement were 0.94 and 0.95 respectively. Statistical analysis, including descriptive statistics, Pearson product moment correlation, multiple regression, and path analysis, was run. The findings indicated that teachers perceive a high QWL and work engagement, with a positive and strong correlation between QWL and work engagement. The dimensions of QWL—"working environment," "developmental opportunities," "interpersonal relationships," "work-life balance," and "work-related attitudes"—predict teachers' work engagement significantly. The path model shows the direct and indirect effects between variables, explaining 48% of the variance in work engagement. The qualitative study, comprising interviews and observations, supports the quantitative findings. This study concludes that prioritizing a high QWL is essential for enhancing teachers' work engagement.

Keywords: Quality of Work Life, Work Engagement, Teacher's Work Engagement

Introduction

With the purpose of creating an education system that can fulfill the rapidly evolving needs of the emerging economy technology-based society and align with ASEAN regional qualification standards, the Myanmar government has launched the education system reform. Teachers play a key role in the successful rollout of the new curriculum, the adoption of the new interactive pedagogy, and the application of a new assessment system (Ministry of Education [MOE], 2016). The engaged teachers are innovative, passionate, highly productive, and harness available resources at their disposal towards goal attainment; they do not work just for payment or fringe benefits but for the love of their job, which they accord priority attention to (Oyeh & Oluwuo, 2018). Efforts to improve teachers' work engagement are the most serious management challenges. Therefore, it is predominantly important for school administrators to reduce teacher burnout and to promote environments that contribute to the proliferation of engagement (Schaufeli, 2013). Previous research (Abebe & Assemie, 2023; Erturk, 2022) indicates that a good QWL can increase teachers' job satisfaction, enhance their organizational commitment, and reduce their turnover rates. With the recognition of engagement as critical, this study is intended to study the impact of QWL on teachers' work engagement.

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Significance of the Study

A nation's prosperity in today's competitive world is largely dependent on the knowledge, abilities, and competencies of its citizens. National building and national cohesion depend heavily on education. Teachers play a crucial role in educational practice directly and are responsible for student learning achievements (Runhaar, 2017). This is because there is convincing international research evidence that highlights a crucial role to be played by teachers in the successful implementation of education system reform (MOE, 2016). Particularly in Myanmar, work engagement has been studied not only in educational institutions but also in companies, factories, and hospitals. In their studies, it was observed that only work-related factors were taken into account for enhancing work engagement.

Clark (2000) highlighted that changes in society that required individuals to have significant responsibilities both at home and at work fueled further inquiry into the interdependencies between work and home life. To fill the research gap, it is necessary to study how to promote teachers' work engagement by considering both aspects of work life and personal life. The interest in how to promote teachers' work engagement triggers the researcher to investigate the impact of the QWL on teachers' work engagement. It is researchable due to the fact that current education system reform is in need of a great workforce and quality teachers. The current study provides empirical data and useful knowledge regarding the aspects of establishing high QWL for teachers. The information obtained offer new insight to scholars as well as practitioners in designing strategies that will help enhance teachers' work engagement. The findings of this study will fill this gap and extend the knowledge of the QWL and work engagement of teachers in Basic Education High Schools.

Aim of the Study

The main aim of this study is to investigate the impact of the QWL on teachers' work engagement at Basic Education High Schools in Mandalay City Development Area. The specific objectives of this study are:

1. to examine the teachers' perceptions of their QWL at selected Basic Education High Schools in Mandalay City Development Area,
2. to find out the teachers' perceptions of their work engagement at selected Basic Education High Schools in Mandalay City Development Area,
3. to examine the relationship between QWL and teachers' work engagement,
4. to explore the impact of the QWL on teachers' work engagement, and
5. to develop a proposed model of QWL for enhancing teachers' work engagement.

Research Questions

1. What are the teachers' perceptions of their QWL at selected Basic Education High Schools in Mandalay City Development Area?
2. What are the teachers' perceptions of their work engagement at selected Basic Education High Schools in Mandalay City Development Area?
3. Is there any relationship between the QWL and teachers' work engagement?
4. Does the QWL have an impact on teachers' work engagement?
5. What is the proposed model of QWL for enhancing teachers' work engagement?

Scope of the Study

The scope of this study is limited to Basic Education High Schools in Mandalay City Development Area. The participants in this study are teachers who have at least one year of teaching experience at their current schools.

Definitions of Key Terms

Quality of Work Life. QWL is defined as the impact of the workplace on satisfaction in work life (job satisfaction), satisfaction in non-work life domains, and satisfaction with overall life (Sirgy et al., 2001).

Work Engagement. Work engagement is defined as the harnessing of organization members selves to their work roles; in engagement, people employ and express themselves physically, cognitively, emotionally, and mentally during role performance (Kahn, 1990).

Teacher's Work Engagement. Teacher's work engagement is defined as a motivational construct reflecting the voluntary allocation of teachers' resources and energy across teaching-related activities (Klassen et al., 2012).

Operational Definitions

Quality of Work Life. In the current study, QWL refers to job-related experiences in schools covering five dimensions: working environment, developmental opportunities, interpersonal relationships, work-life balance, and work-related attitudes that the participant teachers have. Teachers' perceptions of their QWL were determined by the mean values they rated on a four-point Likert scale questionnaire of 60 items. The level of teachers' perceptions of their QWL increases with the mean values of the responses.

Work Engagement. In this study, work engagement is teachers' approach to the workplace that is characterized by physical, cognitive, and emotional attachment to the workplace and social engagement with students and colleagues. Teachers' work engagement was measured using a four-point Likert scale consisting of a total of 48 items in four dimensions: cognitive engagement, emotional engagement, physical engagement, and social engagement. The higher the mean values, the greater the level of teachers' work engagement.

Theoretical Framework

In creating a high QWL, complete satisfaction is not a sufficient condition for sanity and mental health (Walton, 1973). According to Dr. Khin Zaw (2001b), it is also necessary to consider the satisfaction of those needs: the need for relatedness, transcendence, rootedness, a sense of identity, and a frame of orientation and devotion. Maslow's needs hierarchy theory, Herzberg's motivation-hygiene theory, and spillover theory were used for the study of the QWL. In addition, the dimensions of QWL were explored through an extensive review of the relevant literature. Moreover, an interview was carried out with thirty teachers from six Basic Education High Schools in Pyin Oo Lwin Township in order to study the current conditions of the schools and the nature of the current study area. Then, five dimensions of QWL were identified: *working environment*, *developmental opportunities*, *interpersonal relationships*, *work-life balance*, and *work-related attitudes*.

In *working environment*, there are two components: the physical working environment and the psychological working environment of the school. The physical working environment includes aspects of the school that include the general physical setting, environmental factors,

and resource availability. The second component of the psychological working environment is associated with psychological aspects that consist of personal relationships at school, a fun and engaging atmosphere, and empowerment. *Developmental opportunities* are composed of two components: professional development and personal development. Professional development is the process of developing the necessary knowledge and skills that teachers require to carry out their role effectively. Secondly, personal development is the result of activities that improve personal skills such as problem-solving skills, creativity, and critical thinking.

Interpersonal relationships are comprised of four portions: interaction between principal and teachers; interaction among teachers; interaction between teachers and students; and interaction between teachers, and parents and the community. The interactions are based on open discussion, colleague support, harmonious relationships, and showing trust and mutual respect. *Work-life balance* comprises three components: work interference with personal life, personal life interference with work, and work/personal life enhancement. Teachers do not have enough time for relaxation, family obligations, and personal affairs because of work. In contrast, teachers experience conflict in school because of family issues and socioeconomic issues. Then, if work and personal life enhancement occur, teachers feel pleasant and confident about themselves at work because of the support of their family members.

Regarding *work-related attitudes*, there are three components, namely job satisfaction, organizational commitment, and job involvement. Job satisfaction is concerned with teachers' pleasurable or positive emotional state resulting from satisfaction with career expectations and opportunities. Organizational commitment represents the relative strength of teachers' identification with the school. Job involvement indicates the extent to which teachers are interested in and committed to assigned tasks, viewing their work as a principal part of their lives, and the eagerness of a person to work hard and apply effort beyond normal job expectations.

On the other hand, to study teachers' work engagement, theory of work engagement (Kahn, 1990), the conservation of resources theory (Hobfoll et al., 2017), the teacher engagement model (Klassen et al., 2013), and the model of work engagement (Macey & Schneider, 2008) were used, and four dimensions were identified: *cognitive engagement*, *emotional engagement*, *physical engagement*, and *social engagement*.

Cognitive engagement is defined as the intentional and actively focused awareness of one's tasks, objectives, or organizational activities, that is characterized by willingly calling one's attention to and having positive thoughts about one's work with the purpose of improving one's effectiveness at those tasks, objectives, or activities (Kuok & Taormina, 2017). Teachers' cognitive engagement is related to their attention, absorption, goal clarity, line of sight, and self-confidence. *Emotional engagement* refers to the experience of feeling or having an emotional connection to one's organization or something or someone within it (Kahn, 1990). Teachers need to have emotional attachment to the school, emotional attachment to the profession, and emotional attachment to the organization's members.

Physical engagement refers to observable behaviour in the work context and includes innovative behaviours, initiative, proactive behaviours and going above and beyond what might otherwise be expected (Leiter & Bakker, 2010). Teachers' physical engagement is characterized

by their adaptive behaviour, proactive behaviour, seeking feedback or negotiation, being eager to accept and carry out the assigned tasks, and role expansion. *Social engagement* refers to the experience of connectedness with other people, who could be colleagues or anyone that the work role provides an interface with (Soane et al., 2012). Social engagement with students deals with teachers' ability to create a warm and friendly relationship with students. Social engagement with colleagues is concerned with how teachers can build strong relationships with their colleagues.

Review of Related Literature

Quality of Work Life

In the late 1950s, the concept of QWL was gradually establishing itself in the specific context of working conditions in industrialized nations (Martel & Dupuis, 2006). In the late 1960s, according to Lawler (1982), the term QWL was introduced as a way of focusing on the effects of employment on health and general well-being and ways to enhance the quality of a person's comfort on the job experience. In 1979, Richard Walton, who can be considered the major contributor to the concept of QWL, conducted extensive research on QWL. The aim of QWL is to enhance the overall workplace atmosphere within the organization so that the teachers enjoy working because they perceive their working environment as pleasant and conducive to positive interactions with one another (Kondalkar, 2007). Shamir and Solomon (1985, as cited in Narehan et al., 2014) defined QWL as a comprehensive construct that includes well-being related to an individual's job and the degree to which work experiences were rewarding, fulfilling, and reduced stress. Nordenfelt (1996) possessed similar ideas, and he claimed that QWL is something that has to do with the values of welfare or well-being. Kaur (2016) defined QWL in education as the connection that exists between the teachers and the working milieu within the universities. The definition of QWL points to an equilibrium between the work or career and personal lives of an employee with job satisfaction and refraining from job stress (Inarda, 2022). Aside from its different meanings, there is agreement that QWL mainly emphasizes organizational members' well-being and organizational effectiveness.

Work Engagement

Employees' psychological connection with their work has gained critical importance in the information and service economy of the 21st century (Leiter & Bakker, 2010). The concept of work engagement has garnered attention in both the practitioner and academic communities (Shuch, 2011). Macey and Schneider (2008) described engagement as a broad construct consisting of state, trait, and behavioral forms that connote a blend of affective energy and discretionary effort directed to one's work and organization. Engagement is a two-way process: organizations must work to engage the employee, who in turn has a choice about the level of engagement to offer the employer (Cook, 2008). Everyone shares responsibility for developing vibrant, engaging work environments (Leiter & Bakker, 2010). Work engagement is the involvement of the self and the presence of positive work-related feelings (Rich et al., 2010). Teachers' work engagement is an essential aspect of achieving the success of school organizations. Leiter and Bakker (2010) viewed teachers' work engagement as an essential factor in improving the performance of teachers and the efficiency level of educational organizations, which are reflected by enthusiasm, dedication, and job absorption. Although the definition and

meaning of engagement in the practitioner literature often overlap with other constructs, in the academic literature, it has been defined as a distinct and unique construct that consists of cognitive, emotional, and behavioral components that are associated with individual role performance (Saks, 2006).

Methodology

Population and Sample

All teachers from Basic Education High Schools in Mandalay City Development Area (MCDA) were regarded as the population of this study. For the quantitative study, data were collected from 603 teachers at 32 Basic Education High Schools from seven townships of the MCDA through a questionnaire survey using the proportional stratified sampling method. For the qualitative study, a stratified, purposeful sampling method was employed, and six principals and 36 teachers from three strata—large schools, medium schools and small schools—participated.

Instrumentation

The questionnaire, which included three parts, was developed by the researcher based on the related literature. In part I, teachers' demographic data were asked, and in part II, teachers' perceptions of their QWL were investigated using 60 items, and each item was rated on a four-point Likert scale ranging from strongly disagree (1) to strongly agree (4). Part III includes 48 items for measuring teachers' perceptions of their work engagement. Items were developed on a four-point Likert scale ranging from 1 to 4 (1 = never, 2 = sometimes, 3 = often, and 4 = always). In qualitative study, data collection was conducted through the use of triangulation, which included interviews and observations. The interview form for principals was composed of five items, whereas the interview form for teachers was organized with seven items. Furthermore, observation checklists were also used.

Data Collection Procedure

A panel of experts who had special knowledge of the area of educational administration and supervision reviewed the instrument before the pilot study. The obtained reliability coefficient (Cronbach's alpha) for QWL was 0.94, and for teachers' work engagement, it was 0.95. The permission of the responsible persons for data collection was requested. The questionnaires were delivered to the selected schools between September 22, 2022, and October 30, 2022. The participants were given two weeks to complete the questionnaires. Then, all completed questionnaires were collected. Data were cleaned, coded, and prepared for analysis.

Data Analysis

Using the Statistical Package for Social Science software (SPSS), the assumption of normality was checked using two measures: kurtosis and skewness. Then, descriptive statistics and the Pearson product moment correlation were utilized. Multiple regression analysis was also conducted to find out the potential factors of QWL affecting teachers' work engagement. Finally, the Analysis of Moment Structures (Amos) statistical module was also run for conducting the path analysis to develop a path model. Qualitative data analysis was carried out through a multistage process of organizing, categorizing, synthesizing, and interpreting the interview and observation (Gay et al., 2012).

Research Findings

Phase I: Quantitative Study

Investigating the Perceptions of Teachers of Their QWL

The dimension with the greatest mean value was “working environment” (3.25), followed by “work-related attitudes” (3.17), “interpersonal relationships” (3.15), “developmental opportunities” (3.13) and “work-life balance” (2.98). The overall mean value is 3.13, with a standard deviation of 0.24 (see Table 1).

Table 1 Mean Values and Standard Deviations for QWL Perceived by Teachers (N=603)

Dimension	Mean	SD	Remark
Working Environment	3.25	0.35	High Level
Developmental Opportunities	3.13	0.33	High Level
Interpersonal Relationships	3.15	0.32	High Level
Work-Life Balance	2.97	0.26	Moderate Level
Work-Related Attitudes	3.17	0.33	High Level
Overall QWL	3.13	0.24	High Level

Note. The scoring direction is as follows:

1.00 – 2.00 = Low Level 2.01 - 3.00 = Moderate Level 3.01 – 4.00 = High Level

The overall mean value of QWL fell between 3.01 and 4.00. Therefore, it can be said that teachers from all selected schools perceived a high level of QWL. Specifically, except for “work-life balance”, the last four dimensions perceived by selected teachers were at a high level. The level of teachers’ perceptions of their “work-life balance” was moderate.

Investigating Teachers’ Perceptions of Their Work Engagement

The mean value of overall work engagement perceived by teachers was 3.23 with a standard deviation of 0.23. The mean value of “emotional engagement” was the highest (3.28), followed by “social engagement” which had a mean value of 3.23, “cognitive engagement” which had a mean value of 3.21, while “physical engagement” reported the lowest mean (3.19) (see Table 2). The overall mean value fell in the range of 3.01 to 4.00, indicating that teachers exhibited a high level of work engagement.

Table 2 Mean Values and Standard Deviations for Teachers’ Perceptions of Their Work Engagement (N=603)

Dimension	Mean	SD	Remark
Cognitive Engagement	3.21	0.32	High Level
Emotional Engagement	3.28	0.37	High Level
Physical Engagement	3.19	0.32	High Level
Social Engagement	3.23	0.34	High Level
Overall Work Engagement	3.23	0.23	High Level

Note. The scoring direction is as follows:

1.00 – 2.00 = Low Level 2.01 - 3.00 = Moderate Level 3.01 – 4.00 = High Level

The Relationship Between QWL and Teachers' Work Engagement

Pearson correlation coefficient illustrated that there was a high positive correlation between QWL and work engagement, $r(601) = .69, p < .01$ (see Table 3). It can be assumed that teachers who experience the relatively high QWL tend to exhibit a high level of work engagement.

Table 3 Correlation Between QWL and Teachers' Work Engagement

	QWL	Work Engagement
QWL	1	.69**
Work Engagement	.69**	1

** . Correlation is significant at the .01 level (2-tailed).

The Potential Factors of QWL Affecting Teachers' Work Engagement

Firstly, the major assumptions were tested, including linear relationship, homoscedasticity, no multicollinearity, and multivariate normality. Since the assumptions were met, the multiple linear regression analysis was computed.

Table 4 Means Values, Standard Deviations and Intercorrelations for Teachers' Work Engagement and Predictors Variables

Variable	Mean	SD	1	2	3	4	5
Work Engagement	3.23	0.23	.52***	.54***	.58***	.44***	.59***
Predictors Variables							
1. Working Environment	3.25	0.35	1.00	.52***	.70***	.29***	.57***
2. Developmental Opportunities	3.13	0.33		1.00	.63***	.28***	.48***
3. Interpersonal Relationships	3.15	0.32			1.00	.31***	.62***
4. Work-Life Balance	2.97	0.26				1.00	.51***
5. Work-Related Attitudes	3.17	0.33					1.00

Note. *** $p < .001$

It was found that teachers' work engagement was positively and significantly correlated with "working environment" ($r = .52, p < .001$), "developmental opportunities" ($r = .54, p < .001$), "interpersonal relationships" ($r = .58, p < .001$), "work-life balance" ($r = .44, p < .001$), and "work-related attitudes" ($r = .59, p < .001$) (see Table 4).

Table 5 Simultaneous Multiple Regression Analysis for QWL Variables Predicting Teachers' Work Engagement

Variable	B	Std. Error	Beta	t	p	R	R ²	Adjusted R ²	F
(Constant)	1.1	.10		10.10	.000***	.79	.48	.48	112.99
Working Environment	.07	.03	.10	2.45	.016*				
Developmental Opportunities	.17	.03	.22	5.68	.000***				
Interpersonal Relationships	.14	.04	.18	3.83	.000***				

Variable	B	Std. Error	Beta	t	p	R	R ²	Adjusted R ²	F
Work-Life Balance	.17	.03	.19	5.28	.000***				
Work-Related Attitudes	.17	.03	.21	5.18	.000***				

Note. * $p < .05$, *** $p < .001$

The combination of variables to predict teachers' work engagement includes "working environment", "developmental opportunities", "interpersonal relationships", "work-life balance" and "work-related attitudes", $F(5, 597) = 112.99$, $p < .001$ (see Table 5). The adjusted R squared value was .48. This indicated that 48 % of the variance in teachers' work engagement was explained by the model. According to Cohen (1988), this is a large effect. The beta weight suggested that accessing "developmental opportunities" contributes most to predicting teachers' work engagement and that possessing positive "work-related attitudes" appears to be the second best predictor of teachers' work engagement. Moreover, having a desirable "work-life balance", establishing good "interpersonal relationships" and having a desirable "working environment" also contribute to this prediction.

Developing a Model of QWL for Enhancing Teachers' Work Engagement

This model indicated a reasonably good fit to the data as Goodness-of-Fit Index (GFI) = .99, Adjusted Goodness-of-Fit Index (AGFI) = .95, the Normal Fit Index (NFI) = .99 and the Comparative Fit Index (CFI) = .99, and Tucker-Lewis Index (TLI) = .97, Root Mean Square Error of the Approximation (RMSEA) = 0.07 and all were linked theoretically. All the observed fit index values satisfied the recommended criteria.

Table 6 Summary of Causal Effects for the Path Model (Work Engagement)

Outcome	Determinant	Causal Effects		
		Direct	Indirect	Total
Work Engagement ($R^2 = .48$)	Working Environment	.11*	.22**	.33**
	Developmental Opportunities	.22**	.28**	.50**
	Interpersonal Relationships	.19**	.15**	.34**
	Work-Life Balance	.18**	.14*	.32**
	Work-Related Attitudes	.22**	-	.22**

Note. * $p < .05$, ** $p < .01$

According to Table 6, the path analysis indicated that "working environment" had a significant direct effect on "work engagement" and a significant indirect effect on "work engagement" through "interpersonal relationships" and "work-related attitudes" as mediators. Its total effect on "work engagement" was 0.52. "Developmental opportunities" also had a significant direct effect on "work engagement" and an indirect effect on "work engagement" through "working environment" and "interpersonal relationships" as mediators. The total effect on "work engagement" was 0.50. "Interpersonal relationships" had a significant direct effect on work engagement. Through the mediation of "work-related attitudes" and "work-life balance", "interpersonal relationships" also had a significant indirect effect on "work engagement". The

total effect was 0.34. “Work-life balance” also had a significant direct effect on “work engagement” and a significant indirect effect on “work engagement” through “work-related attitudes” and “developmental opportunities” as mediators. Its total effect on “work engagement” is 0.32. Among them, “work-related attitudes” had only a direct effect on work engagement, and its effect was 0.22.

The path model can explain 48% of the variance in work engagement.

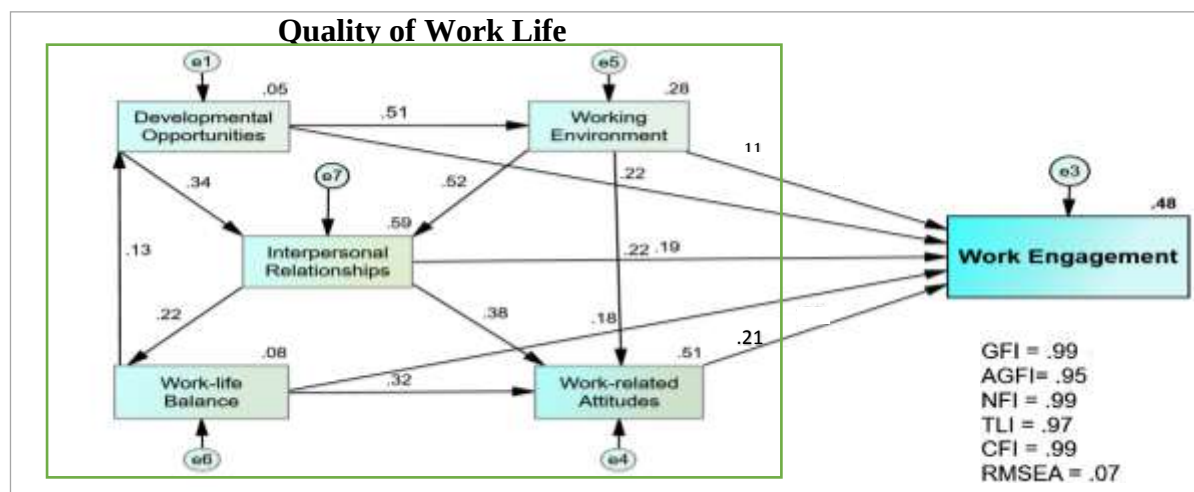


Figure 1 Proposed Model of QWL for Enhancing Teachers' Work Engagement

Phase II: Qualitative Research Findings

The follow-up qualitative study, including interviews and observation, was also undertaken.

Interview Responses of Principals

The interview form for principals included five items that can explore the QWL in their schools and work engagement of teachers.

Creating a Supportive Teaching and Learning Environment. All principals from both groups paid attention to teaching and learning effectiveness. However, the principals of Group A could create a conducive learning environment for both students and teachers. The principals of Group B faced inadequate resources, and weak parent participation.

Support for Professional Development. Both groups' responses were not different. They arranged professional development activities in their respective schools and encouraged teachers to engage in professional development activities.

Delegation of Duties. Principals from both groups delegated duties according to teachers' specializations, expertise, interests, and hobbies. Principals from Group A practice delegation of authority to teacher leaders. Principals from both groups supported teachers' personal issues and allowed them to take leave if it was necessary. Principals from Group A practiced a supportive atmosphere.

Principals' Approaches to Addressing the Challenges Faced by Teachers. Principals from Group A had no difficulty regarding teaching. They regularly undertook classroom observation, and practiced authority delegation in handling the disciplinary problems of students.

Principals from Group B often faced some difficulties in handling the disciplinary problems of students because of the local context.

Principals' View on Teachers' Engagement. Principals from Group A were satisfied with teachers' engagement. One principal from Group A pointed out that at the lower secondary level, teachers stuck to traditional teaching methods due to ineffective online new curriculum training courses during the COVID-19 pandemic. Although principals from Group B were satisfied with half of the teachers' engagement in their work, they had to motivate and encourage some teachers who lacked enthusiasm and held pessimistic attitudes, to engage cognitively, emotionally, and physically in their work.

Interview Responses of Teachers

The interview form for teachers included seven items investigating their perceptions, experiences, practices, and suggestions on the QWL and their work engagement.

Working Environment. Most of the teachers ($n = 17$, 94%) from Group A feel satisfied with the physical condition of their schools, such as spacious classrooms, support for teaching aids, and duty delegation. In contrast, most of the teachers ($n = 13$, 72.22%) from Group B feel discontented with the supply of teaching aids, adequacy of students chairs and desks, classroom conditions, duty delegation, and students' behaviour. Both groups share a common concern about the challenges of student-teacher ratio.

Developmental Opportunities. Both groups exhibited similar practices for professional development, involving reading blogs, journals, and books, watching educational videos, and engaging in discussions with experts. One school from Group A ($n = 2$, 11.11%) organized unique efforts such as KG to Grade 5 refresher courses, updating the school library, and instructing teachers for assembly speeches. Differences between the groups are noted in the organization of meetings for continuing professional development and the management of school libraries.

Interpersonal Relationships. All teachers from Group A ($n = 18$, 100%) and some teachers from Group B ($n = 6$, 33.33%) exhibited positive relationships between principals and teachers. However, two principals in Group B were criticized for weak disciplinary practices. Interactions among teachers in both groups were characterized by friendliness and openness. Teacher-student relationships were close and friendly in both groups. Both groups faced challenges with overaged children. Group A experienced more extensive parental participation and interest in children's education, while Group B faced issues of parents' lower engagement due to socioeconomic factors. Teachers in Group B sometimes had to deal with disrespectful parents.

Work-Life Balance. Over half of the teachers ($n = 10$, 55.56%) from Group A could balance work and personal life, but they sometimes missed family or social occasions because of their work. Although some teachers ($n = 6$, 33.33%) from Group B could balance work and personal life, most ($n = 12$, 66.67%) were not satisfied with work-life balance. They encountered unfairness in duty delegation and a high student-teacher ratio and consequently, some had a heavy workload.

Work-Related Attitudes. Both groups of teachers share common reasons for entering the teaching profession. More than half of the teachers ($n = 10$, 55.56%) from Group A and half of the teachers ($n = 9$, 50%) from Group B chose the teaching profession because of their passion or

parental encouragement. Three teachers from Group A and four teachers from Group B became teachers due to their desire for employment. They valued the school uniform and were dedicated to the success of their students. All teachers express a collective desire for effectiveness in their respective schools.

Work Engagement. Teachers from both groups employed modernized teaching methods and utilized teaching aids in their teaching. A few teachers from Group A ($n = 2$, 11.11%) faced the problem of a high student-teacher ratio, whereas teachers from Group B ($n = 4$, 22.22%) encountered the issues of a lack of parents' interest in their children's education and a high student-teacher ratio. Again, most teachers from Group A ($n=12$, 66.67%) were open to constructive criticism and actively sought suggestions from colleagues for improving their teaching. However, some teachers in Group B ($n=4$, 22.22%) have experienced destructive criticism.

Suggestions for the Improvement of the Schools. Both groups expressed concerns about collaboration among stakeholders and aspects of school infrastructure. Group A emphasized on the importance of effective teaching methods and a well-equipped library, while Group B placed a strong emphasis on principals' leadership skills, disciplinary practices in schools, and the urgent need for infrastructure improvement.

The Results of Observation

To get the live data, the observation was also conducted with (11) factors. In the case of schools in Group A, all schools have enough school buildings, but some need renovation; all schools have green spaces, such as gardens, trees, and plants on their campuses; all schools maintain cleanliness in classrooms and hallways; two schools implement effective COVID-19 prevention measures, while the last school does not have any activities, although it provides sinks and soap near toilets; two schools have appropriate student-teacher ratio with child-centered seating arrangements, while the other school has acceptable class size in secondary levels but overcrowded classes at the primary level; most classrooms of all schools have good lighting and ventilation, but some need electric lighting, and fans are installed in some classrooms to enhance ventilation; all schools have adequate student desks and chairs; all schools have various teaching aids such as educational toys and sport facilities; all schools have electronic devices such as computers, printers and sound boxes; and one school systematically manages and uses laboratory equipment, while the other two store them systematically, but some equipment are unusable and requiring restocking.

In the case of schools in Group B, one school has sufficient buildings, but some are old with classrooms not meeting standards, while the other two schools have unusable buildings due to decay, water damage or safety concerns; one school has some trees and plants, but not in a systematic way, while the other two face challenges in proper greening due to waterlogged areas; two schools have poor cleanliness and hygiene, and one school has fair cleanliness and hygiene but all struggle with disorganized and cluttered classrooms; two schools have hand-washing facilities, while the third has no COVID-19 prevention activities; one school has a reasonable student-teacher ratio, while two have overcrowded classrooms and traditional teaching method prevails; most classrooms in all schools have good lighting and ventilation, but some need electric lighting or more windows; in all schools, the desks and chairs are not enough and not in

good condition; none of the schools have enough teaching aids, with some classrooms relying on charts; in two schools, teachers lack access to electronic devices, while teachers in other schools can use electronic devices in rotation; and all schools have laboratory equipment but do not use it.

Conclusion and Discussion

Discussion

Regarding **first research question**, findings suggested that teachers generally had a high level of QWL, meaning that, as noted by Aviguetero (2021), teachers have a high level of organizational recognition, job fulfillment, job performance, and lower level of turnover and personal hostility. Specifically, the perceptions of “working environment” were the highest. According to the results of open-ended questions and interviews, both principals and most teachers stated that they are quite satisfied with the physical condition of their respective schools. The common difficulty they face is an inadequate number of teachers. Observation results prove that most of the schools have a sufficient number of buildings, though some need renovation. However, teaching aids are not adequately provided in two schools in Group B. A possible explanation for this is that the study area is the city development area, and therefore, most of the schools have adequate infrastructure, school facilities, and instructional materials supported by the government. Furthermore, almost all of the principals of the selected schools are well experienced not only in administration but also in teaching.

Concerning **second research question**, the present study results revealed the high level of work engagement among teachers. These findings suggested that selected teachers were cognitively, emotionally, and physically engaged in their work. Moreover, teachers, as social workers, were able to establish positive relationships with both colleagues and students. The results of the open-ended questions revealed that teachers use various strategies and practices to teach effectively, such as following a monthly schedule, and adjusting to individual students’ needs and backgrounds. Again, according to the results of principals’ interview, at the lower secondary level, junior teachers prefer traditional methods of teaching. They have limited training opportunities on the new curriculum because of the sudden shift to online teaching during COVID-19 pandemic. In contrast, principals in Group B argued that most of the teachers are responsible for their duties, but some teachers lack enthusiasm, so they prefer using traditional teaching methods. Again, teachers’ interview results showed that teachers employ a child-centered approach, are willing to accept positive criticism, and actively seek suggestions from colleagues for improving their teaching. Klassen et al. (2013) claimed that effective teaching is dependent on teachers who are motivated, fully engaged in their work, and engaged not just cognitively and emotionally, but also socially. Engaged teachers are regarded as being psychologically present, fully there, attentive, feeling, connected, integrated, and focused in their role performances (Rich et al., 2010).

As regards **third research question**, the positive relationship exists between teachers’ perceptions of their QWL and work engagement. In the same way, this result is in line with self-determination theory, which states that environmental conditions that foster people’s innate psychological needs and tendencies towards personal growth enable optimum well-being. According to Deci and Ryan (1985), three inherent psychological needs (autonomy, relatedness

and competence) are essential to personal growth and well-being. The findings can reflect Macey and Schneider's (2008) model, which proposes that engagement is a consequence of both environmental conditions and dispositional characteristics and their interactions.

For **fourth research question**, the research findings pointed out that QWL dimensions such as working environment, developmental opportunities, interpersonal relationships, work-life balance and work-related attitudes have an impact on teachers' work engagement. The results of this study are also supported by the JD-R model (Schaufeli & Bakker, 2004), which posits that work engagement can be predicted by balance of demands and resources within the work environment. Consistent with these findings, socio-technical system theorists asserted that the highest levels of productivity can only be achieved in an organization that integrates individual and organizational needs into the design of work itself (Pasmore et al., 1982). The regression model of the present study, 48% of variance in work engagement, follows the study of Kanten and Sadullah (2012) who postulate that 50% of the variance in work engagement is explained by QWL.

As for **fifth research question**, when developing a model of QWL for enhancing teachers' work engagement, there were direct and indirect effects of QWL dimensions on teachers' work engagement. As noted by Smith et al. (2016), people will choose whether or not to engage themselves in relation to the resources they get from their organization. Engagement can also be influenced by factors outside the job, such as having to deal with personal issues, which can distract and deplete energy, or in the case of positive events, can result in approaching work with more enthusiasm (Newman et al., 2010). Dr. Khin Zaw (2001a) also explained that most people have their lives pretty well adjusted to the status quo and of course, they expect progressive improvement, but usually piecemeal inside the status quo as a frame of reference. As a result, teachers exert their fullest effort and become engaged in their work. In accordance with the quantitative and qualitative findings and the strong theoretical foundation, the proposed model of QWL for enhancing teachers' work engagement in MCDA is illustrated in Figure 2.

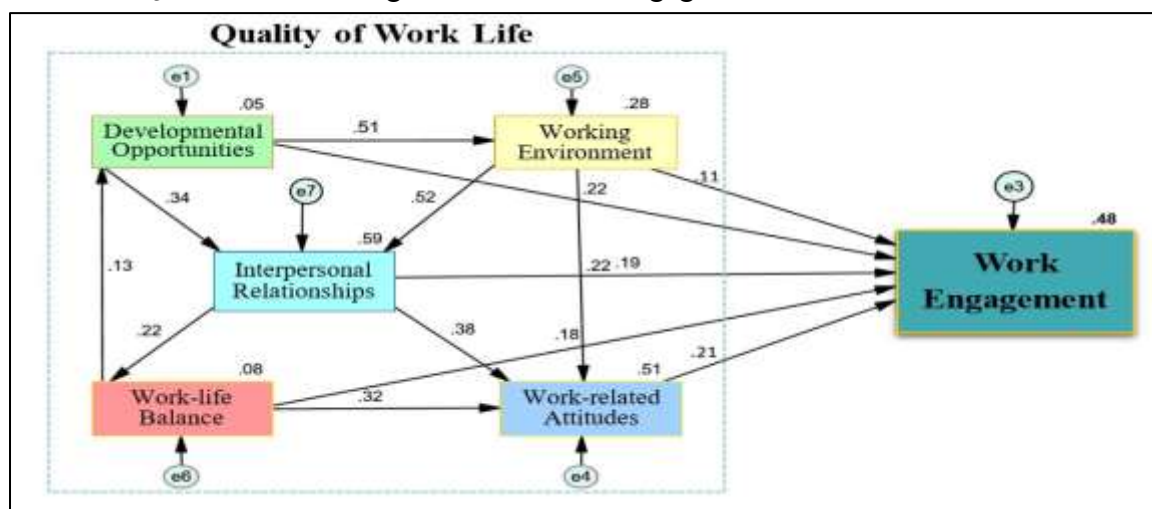


Figure 2 Proposed Model of Quality of Work Life for Enhancing Teachers' Work Engagement

Recommendation

The following recommendations are suggested.

- As **educators and policymakers**, they should allocate resources to address the specific areas for ensuring high QWL for teachers, such as infrastructure improvements; organize professional development activities; emphasize appropriate student-teacher ratios; deal with the problems of specialization mismatches; apply consistent deployment and promotion policies; and consider the academic qualifications of the principals when appointing them to leadership positions.
- As **school principals**, they should allocate resources wisely; focus on maintenance of school buildings, campus and facilities; use motivators such as providing appreciation and recognition; foster open communication channels and deliver constructive feedback; set clear goals and expectations; enforce school disciplines fairly and consistently; design workplace atmosphere in a way that encourages teacher collaboration and cooperation; provide the opportunities for teachers to participate in decision-making; and prioritize and provide continuous professional development opportunities for teachers.
- As **teachers**, they should maintain school property and use it effectively for creating a conducive learning environment; use teaching aids to help students better understand the concepts; seek developmental opportunities; establish open and friendly relationships among colleagues; and take proactive steps to maintain a healthy work-life balance with the recognition of the importance of personal well-being and upholding their professional obligations.
- As **local authorities**, they should focus on having a safe and secure learning environment and should engage in school improvement plans to ensure that the school is responsive and effective for the success and well-being of students and teachers.

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