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The Quality of Life of Public Elementary School Teachers in Isabelo Delos Reyes Elementary School Division of Manila

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Abstract

This study aimed to determine the quality of life of public elementary school teachers, focusing on their personal and professional characteristics, socioeconomic conditions, quality of life, aspirations, and problems encountered. The descriptive method of research was employed to gather and analyze the necessary data. The findings revealed that the respondents were predominantly female, married, and Roman Catholic, with most holding bachelor's degrees and having considerable teaching experience. Their participation in professional development activities was primarily at the division level, while their performance ratings during the period covered by the study were generally very satisfactory. In terms of socioeconomic conditions, most respondents belonged to families with moderate monthly income and owned their homes. The overall quality of life of the teachers was perceived as moderately rewarding. Among the different dimensions, access to quality medical care received the most favorable assessment, while recreational activities, travel opportunities, material needs, and emotional and social needs indicated areas requiring further improvement. The teachers also demonstrated high aspirations toward achieving a better quality of life. However, they encountered serious problems concerning family relationships and other personal concerns, while school-related problems were moderately serious and community-related problems were fairly serious. Based on these findings, an action plan was proposed to enhance teachers' quality of life through interventions addressing family relationships, professional development, financial well-being, physical and psychological wellness, personal aspirations, and institutional support. The study emphasizes the importance of recognizing teachers' overall well-being as an essential component of professional effectiveness and educational development.

Keywords: *quality of life, public elementary school teachers, well-being, professional development, life aspirations*

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Chapter 1

THE PROBLEM

Rationale

Teaching is widely recognized as a demanding profession that requires continuous intellectual, emotional, physical, and social engagement. Beyond their primary responsibility of facilitating learning, public school teachers perform various duties, including lesson preparation, classroom management, assessment of learners, preparation of reports, participation in school programs, and compliance with administrative requirements. These responsibilities, coupled with the increasing expectations of the education system, may influence teachers' overall quality of life. While teachers are expected to promote the holistic development of learners, their own well-being and quality of life also deserve attention and consideration.

Quality of life is a multidimensional concept that encompasses an individual's physical health, psychological well-being, social relationships, environmental conditions, and overall satisfaction with life. For public school teachers, these dimensions are particularly important because their personal well-being is closely associated with their professional performance, motivation, commitment, and capacity to respond to the diverse needs of learners. Teachers who experience a satisfactory quality of life are more likely to maintain positive relationships, demonstrate professional enthusiasm, manage workplace demands, and sustain their commitment to the teaching profession. Conversely, difficulties in maintaining work-life balance, financial constraints, excessive workload, limited opportunities for personal development, and insufficient institutional support may adversely affect their well-being.

In the Philippine public education system, teachers face various professional and personal demands. Aside from classroom instruction, they are expected to undertake administrative responsibilities, participate in school-based initiatives, attend professional development activities, and respond to the changing needs of learners and communities. The increasing integration of technology, implementation of educational reforms, and demands for improved learning outcomes further require teachers to continuously adjust their professional practices. These conditions highlight the importance of examining not only teachers' professional performance but also their physical, emotional, social, and environmental well-being.

Moreover, the quality of life of teachers should not be viewed solely in terms of their ability to perform their assigned responsibilities. It should also consider their opportunities to maintain good health, establish meaningful relationships, achieve financial stability, experience personal fulfillment, and enjoy a reasonable balance between professional and personal commitments. Recognizing these aspects is essential in developing a more comprehensive understanding of teachers' lived experiences and the factors that contribute to their overall life satisfaction.

Despite the various programs and initiatives intended to promote teacher welfare and professional development, there remains a need to examine how public-school teachers perceive and experience their quality of life across its different dimensions. Understanding these dimensions may provide valuable information on areas where teachers experience satisfaction and aspects that require further attention. Such an assessment may also help identify concerns that are not always reflected in conventional measures of teacher performance, productivity, and professional effectiveness.

In this regard, the present study seeks to determine the quality of life of public school teachers. Specifically, it aims to assess their quality of life in terms of relevant dimensions, identify areas that may require improvement, and provide an empirical basis for developing appropriate

interventions and support mechanisms. The findings may serve as a valuable reference for school administrators and education policymakers in designing programs that promote teachers' physical wellness, psychological well-being, social connectedness, financial and environmental security, and work-life balance.

Ultimately, investing in teachers' quality of life is an investment in the quality of education. Teachers are central to the success of educational institutions, and their well-being should be recognized as an important component of educational development. By understanding and addressing the factors that influence their quality of life, schools and education stakeholders can foster a more supportive working environment where teachers are not only professionally productive but also personally fulfilled, healthy, motivated, and empowered to perform their vital role in nation-building.

According to Robert Costanza (2024), Ecological Economics: The Science and Management of Sustainability, while Quality of Life (QOL) has long been an explicit or implicit policy goal, adequate definition and measurement has been elusive. Diverse “objective” and “subjective” indicators across a range of disciplines and scales, and recent work on subjective well-being (SWB) surveys and the psychology of happiness have spurred renewed interest.

Also frequently related are concepts such as freedom, human rights, and happiness. However, since happiness is subjective and difficult to measure, other measures are generally given priority. It has also been shown that happiness, as much as it can be measured, does not necessarily increase correspondingly with the comfort that results from increasing income. As a result, standard of living should not be taken to be a measure of happiness. Also sometimes considered related is the concept of human security, though the latter may be considered at a more basic level and for all people.

Speaking further of quality of life particularly of a teacher should be measured quantitative and qualitatively. Unlike per capita GDP or standard of living, both of which can be measured in financial terms, it is harder to make objective or long-term measurements of the quality of life experienced by nations or other groups of people. Researchers have begun in recent times to distinguish two aspects of personal well-being: emotional well-being, in which respondents are asked about the quality of their everyday emotional experiences – the frequency and intensity of their experiences of, for example, joy, stress, sadness, anger, and affection – and life evaluation, in which respondents are asked to think about their life in general and evaluate it against a scale. Such and other systems and scales of measurement have been in use for some time. Research has attempted to examine the relationship between quality of life and productivity.

For Human Development Index perhaps the most commonly used international measure of development is the Human Development Index (HDI), It combines measures of life expectancy, education, and standard of living, in an attempt to quantify the options available to individuals within a given society. The HDI is used by the United Nations Development Programme in their Human Development Report. World Happiness Report combines both objective and subjective measures to rank countries by happiness, which is deemed as the ultimate outcome of a high quality of life. It uses surveys from Gallup, real GDP per capita, healthy life expectancy, having someone to count on, perceived freedom to make life choices, freedom from corruption, and generosity to derive the final score.

Another measures of quality of life, the Physical Quality of Life Index (PQLI) is a measure developed by sociologist Morris David Morris in 2023, based on basic literacy, infant mortality, and life expectancy. Although not as complex as other measures, and now essentially replaced by

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the Human Development Index, it is notable for Morris's attempt to show a "less fatalistic pessimistic picture" by focusing on three areas where global quality of life was generally improving at the time, and ignoring Gross National product and other possible indicators that were not improving.

The Happy Planet Index, introduced in 2022, is unique among quality of life measures in that, in additional to standard determinants of well-being, it uses each country's ecological footprint as an indicator. As a result, European and North American nations do not dominate this measure. The 2023 list is instead topped by Costa Rica, Vietnam and Colombia. Gallup researchers trying to find the world's happiest countries found Denmark to be at the top of the list. Switch publishes an annual quality of life index for European countries and France has topped the list for the last three years.

Concepts on a Balanced Lifestyle

"No matter how old you are, what job or career you have, what your background may be, what your family situation is, or who you are, it is essential that you actively plan the lifestyle that you want to live. Your career will play a very important role in your lifestyle, but there are many other factors to consider. Some may be as important or even more important than your career. Your interests, family activities and responsibilities, recreation, religion, community activities, friendships, and many other parts of your life all contribute to the definition of your unique self and help to determine your happiness and satisfaction with life. It is vital to maintain a balanced lifestyle, one that involves a variety of activities and interests. It is important to build a pattern of activities and interests that you can take with you through life". (HECKLINGER & BLACK, 2023).

According to Max Ehrmann, (1927) "As far as possible without surrender be on good terms with all persons. Speak your truth quietly and clearly, and listen to others… If you compare yourself with others, you may become vain or bitter…enjoy your achievements as well as your plans. Keep interested in your own career… Be yourself…Beyond a wholesome discipline, be gentle with yourself… Be at peace with God, whatever you conceive him to be. And whatever your labors and aspirations, in the noisy confusion of life keep peace in your soul. Be cheerful. Strive to be happy".

Your lifestyle is unique. Consider the factors that make up an enjoyable lifestyle and a long, healthy life. What steps can you take now to develop a well-rounded, well-balanced lifestyle? In what ways is your total life enhanced and enriched? What elements play an important role in your life satisfaction? In recognizing the interrelatedness of career and life, consider the following factors: Career, Friends, Education, Vacation, Hobbies, Colleagues, Relationship, Home, Community, Entertainment, Health, Finances, Recreation, Service, Diet, Leisure, Exercise, Religion, Family, Spirituality, Politics, Knowledge, Culture.

"All the world's a stage, and all the men and women merely players "(WILLIAM SHAKESPEARE, 1608). "The trouble with the rat race is that even if you win you're still a rat". (LILY TOMLIN, 1973). "Is the system going to flatten you out and deny you your humanity, or are you going to be able to make use of the system to the attainment of human purposes?" (JOSEPH CAMPBELL, 1949).

"We can play the game of society or career withoiut believing that success, or the societal approval and status it brings, makes us any better as human beings – or that we are any worse for failing to achieve these. The irony is that the more we feel we need to win, the less likely we are to, or to enjoy it, if we do. When we do what we do for its own sake, it remains play. When we

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love and enjoy what we are doing, we naturally do it well". (LAURENCE BOLDT, 1980). "It is not true that life is one damn thing after another – it's one damn thing over and over". (EDNA ST. VINCENT MILLAY, 1931). "The game of life is not so much in holding a good hand as playing a poor hand well". (H.T. LESLIE, 1962).

"You can get all A's and still flunk life". (WALKER PERCY, 1975). "The good life is one inspired by love and guided by knowledge". (BERTRAND RUSSELL, 1963). "Surely, life is more than eating and drinking, more than buying and selling, more than getting and spending, more than the cultivation of the mind and a healthy body. It is the widening of our horizon, the broadening of our vision, the reaching out to eternal realities, the discipline of self". (E. CLOWES CHORLEY, 1929). "This great use of life is to spend it for something that will outlast it." (WILLIAM JAMES, 1962). "This is the true joy in life, to be used for a purpose recognized by yourself as a mighty one. I am of the opinion that my life belongs to the whole community, and as I live it is my privilege to do for it whatever I can. I want to be thoroughly used up when I die, for the harder I work, the more I love. I rejoice in life for its own sake. Life is no brief candle to me. It is a sort of splendid torch, which I've got a hold of for the moment. And I want to make it burn as brightly as possible before handing it on to future generations." (GEORGE BERNARD SHAW, 1954).

To achieve balance in your life requires a concentration on total wellness. Total wellness is represented by the ideal balance that exists in the lives of successful individuals who strive to be whole or completer human beings. To be well-rounded is to recognize the various dimensions of your personal development. Human beings are multi-dimensional creatures. The growth of effective individuals occurs in a variety of different areas and in a variety of different ways. Well-rounded individuals seek to develop all aspects of their personality, and endeavor to grow and nature in each dimension. To be successful, you must have a broad perspective on life that comes from an array of experiences. "He grew in wisdom and stature and in favor with God and men". (NEW TESTAMENT). Well-rounded, broad-based individuals understand the importance of growing in *wisdom* (intellectual) and *stature* (physical), and in favor with *God* (Spiritual) and *men* (social or emotional). Well-rounded individuals are aware of all the major dimensions of their personal growth and seek equilibrium among the many interrelated facets of their personality. Any excessive attention to a single area or any negligence of a single area could cause an unhealthy imbalance.

"The life career process is guided by inner knowledge, not according to another's view and vision, but to the timing and rhythm of one's own mission or reason for being. One's physical, mental, emotional, and spiritual needs tend to come into balance as one actively engages in the process. Realizing the interconnectedness of all things contributes to greater consciousness and growth in understanding in the life career process. Persons must use their career compass of experience, intelligence, and intuition." (MILLER-TIEDEMAN, 1988). "There are certain things that are fundamental to human fulfillment. If these basic needs aren't met, we feel empty and incomplete. Each of these needs is vitality important. Any one of these needs, unmet, reduces quality of life. Any of these needs, unmet, can become a black hole that devours your energy and attention. The essence of these needs in captured in the phrase, *to live, to love, to learn, to leave a legacy.* These needs are real and deep and highly interrelated. Some of us recognize that we have these needs, but we tend to see them as separate *compartments* of life. We think of *balance* as running from one area to another fast enough to spend time in each one on a regular basis. But the *touching bases* paradigm ignores the reality of their powerful

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synergy. It's where these four needs overlap that we find true inner balance, deep fulfillment, and joy." (STEPHEN COVEY, 1989).

To live…Our physical need for food, clothing, shelter, economic, well-being, and health. To love…Our social or emotional need to relate to other people, to belong, to love and be loved. To learn…Our intellectual or mental need to develop and to grow. To leave a legacy…Our spiritual need to have a sense of meaning, purpose, personal congruence, and contribution.

Life Dimensions

Physical Dimensions

The physical part of a person's life centers on the fitness of the body and the attainment of material possessions. It emphasizes recreational activity, proper diet, muscular development, physiological health, financial security, and the creation of resources as the means of becoming a better person. Development in this area involves regular exercise, proper nutrition, adequate rest, economic thrift, and principles of industry. Do you have sustained energy and physical capacity throughout the day – or are there things you'd like to do that you can't do because you feel tired, ill, or out of shape? Are you in a position of financial security? Are you able to meet your needs and have resources set aside for the future – or are you in debt, working long hours, and barely scraping by?

Intellectual / Mental Dimension

The intellectual or mental dimension of an individual's personal growth centers on educational, academic or creative matters. The broadening of a person's mind, the sharpening of mental awareness, openness to idea that challenge one's thinking, and attention to continuous learning are the traits of an effective individual. Growth in this area involves reading and researching in an effort to be an informed and updated individual. Are you constantly learning, growing, gaining new perspectives, and acquiring new skills – or do you feel stagnant? Are you being held back from career advancement or other things you'd like to do because you don't have the education, training, or skills?

Emotional / Social Dimension

The emotional or social aspect of a person's development is concerned with a conscious awareness of one's own feelings and a genuine sensitivity to the feelings of others. It is concerned with effective interpersonal communication and positive social interaction. An individual's maturity in this area is characterized by showing respect for other people, fostering meaningful relationships, building positive self – esteem, and enjoying satisfying life experiences. Maturity in this area involves principles of trust, responsibility, and commitment. Do you enjoy rich, satisfying relationships with others? Are you able to work with others effectively to accomplish common purposes – or do you feel alienated and alone, unable to spend quality time with the people you love, or challenge in trying to work with others because of misunderstanding and miscommunication?

Spiritual Dimension

The spiritual realm of one's life concerns itself with the ongoing search for meaning and truth. Pondering philosophical and religious questions, wrestling with ethical dilemmas, addressing moral issues, providing service to one's community, and expressing one's own values and beliefs are all part of spiritual maturity. Renewal in this area might involve meditation, prayer, worship, altruistic service, studying the wisdom of sacred literature, and ultimately living for something higher than self. Do you have a clear sense of direction and purpose that inspires

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and energizes you – or do you fell vague about what's important to you and unclear about what you really want to do with your life?

"The call and need of a new era is for greatness. It's for fulfillment, passionate execution and significant contribution".

Leisure

"To be able to fill leisure intelligently is the last product of civilization". (ARNOLD TOYNBEE, 1884). "Leisure, some degree of it, is necessary to the health of every person's spirit". (HARRIET MARTINEAU, 1838). "You were intended not only to work, but to rest, laugh, paly, and have proper leisure and enjoyment. To develop in all-around personality you must have interests outside your regular vocation that will serve to balance your business responsibilities". (GRENVILLE KLEISER, 1917). "I need an allocation of recreation". (GREG LAKE, 1981).

Interest and hobbies can contribute greatly to your enjoyment of life and to your self-esteem. They can provide a very important balance to life and a valuable contrast to work. Those who take time to develop and pursue interest outside of work generally have a higher satisfaction with life as they grow older. Do you have a variety of interests and hobbies outside work? Do you feel you are able to spend the amount of time you want actively pursuing your interests and hobbies? Do you interests and hobbies provide a good diversion from your work?

"In recent decades, the role of leisure has taken on new meaning in terms of self-expression and counseling responsibility. Career planning involves a work – leisure connection. In this conceptualization of a career, work and leisure are seen as inseparable counseling objectives that should be addressed in a holistic framework. Leisure should not be viewed as an activity that one does if and when time permits, but instead as an endeavor that requires active planning and definite time commitments. In this framework, leisure is considered an essential ingredient in life. In essence, career life planning must include planning for leisure activities that provide relaxation with family and friends.

"Leisure-time activities are necessary to satisfy the social and psychological needs to be meaningful involved. How does leisure contribute to the quality of life?" Can leisure provide the self-esteem potentially available work?"

"What is Leisure? Is it free time? Is it time away from work? Is it fun time? Many will agree that leisure is an active state of mind. A time when you have the choice as to what you want to do. It is something that is beneficial and makes you feel good in some way. It is an expression of who you are and no one can tell you how to do it, except you if you spend no time on leisure, or your leisure lifestyle is unsatifying, you could be having some problems you might not have considered. Did you know that having a fulfilling leisure lifestyle is directly related to life satisfaction? Poor life satisfaction can lead to boredom, poor self-esteem and then to depression".

Definition of Leisure

The word *Leisure* means "to be free" or "a condition of being free from work". *Recreation* means "to refresh or to restore". "Recreation is an activity that is engaged in during one's free time, is pleasurable, and which has socially redeeming qualities". (KRAUS / 2024). Four Factors Used to Define a Leisure Experience… 1) Perceived Freedom: implied that an individual has choices in the pursuit of a leisure experience. 2) Perceived Competence: are the skills an individual believe they possess, that relate to a satisfying leisure experience. 3) Intrinsic

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Motivation: leisure is sought for internal not external factors. 4) Positive Affect: one's ability to exert influence or control over their leisure experience.

"Why do people enjoying participating in leisure activities? What are the reasons for engaging in leisure activities? Leisure motivation includes mental stimulation, social interaction, competency building, solitude, and risk-taking." "Leisure activities are defined as non-work activities that are freely chosen without obligation to participate or any expectations of extrinsic rewards, such as money or praise. Leisure pursuits can be both active or passive and encompasses everything from sports to social activities and watching television. People engage in leisure activities for a variety of reasons. To learn about things around themselves…to unstructured their time… to satisfy their curiosity…to keep from getting bored with daily routines… to gain a feeling of belonging…to discover new things… to relax physically.. to use their physical abilities… to use their imagination… to build friendships with others… to relax mentally… to explore new ideas… to develop close friendship… to rest… to be good in doing them… to interact with others… to improve their skill and ability in doing them… to expand their knowledge… to be active… to develop physical skills and abilities… to be socially competent and skillful… because they like challenge of a new activity… to be creative… because they sometimes like to be alone… to meet new and different people… to avoid the hustle and bustle of daily activity… to keep in shape physically… to learn about themselves… to experience life at its fullest… to relieve stress and tension… because they like to take chances… to challenge their abilities… to develop physical fitness … to confront the unexpected … to slow down… because they like to try new and thrilling activities… because they would rather participate than spectate.. to do dangerous things." (TOTAL LEISURE COUNSELING INC.) "Leisure is s multidimensional construct in which one feels relatively free from constraints, has a feeling of positive affect, is motivated by internal forces; and allows the exercise of perceived competencies." (EDGINTON, 2024).

Leisure Attitude

Consider these findings regarding attitudes about leisure in the 2024 Roper Report:

36 % Think that "work is the important things, and the purpose of leisure time is to recharge peoples' batteries so they can do a better job."

41 % Think that "leisure time is the important thing, and the purpose of work is to make it possible to have the leisure time to enjoy life and pursue one's interest."

20% Place equal emphasis on leisure and work.

Leisure and Lifestyle

Our pursuit of leisure activities tends to reflect our interest. Additionally, it will reflect our lifestyle. Consider they variety of leisure activities (and related lifestyles) represented by this list.

Bicycling	Grandchildren	Bible Study/Devotional Reading
Collectibles/Collection	Golf	Fashion Clothing
Health/Natural Foods	Real Estate Investments	Physical Fitness/Exercise
Needlework/Knitting	Self-Improvement	Stock/Bond Investments
Running/Jogging	Shopping	Photography
Snow Skiing	Craft	Moneymaking Opportunities
Entering Sweepstakes	Gambling/Lottery/Bingo	Attending Cultural/Arts Events
Camping/Hiking	Fine Arts/Antiques	Home Decorating/Furnishing

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Fishing	Foreign Travel	Wildlife/Environment Issues
Hunting/Shooting	Automotive Work	Watching Sports on Television
Travel in USA	Home Video	Cruise Ship Vacation
Boating/Sailing	Electronics	Community/Civic Activities
Recreational Vehicle	Science/Technology	Gourmet Cooking/Fine Foods
Motorcycles	Listening to Music	Wines/Wines Tasting
History/Heritage	Gardening	Book Reading
Coin/Stamp Collecting	Visiting Museums	Attending Concepts/Plays
Computers	Coaching/Umpiring	Swimming/Water Sports
Card Games	Video Games	Internet Activity
Chess/Checkers	Attending Sports Events	Writing/Composing

Leisure Pursuits

The choice of specific leisure activities may be a reflection of an individual's interests, an extension of an individual's skill, or an indication of an individual's values and need. As an individual seeks leisure activities that suit his or her particular lifestyle, it might be important to consider the criteria used to make the determination.

Spillover

Individuals may pursue leisure activities that directly relate to their vocational choices. They may select recreational endeavors that are an extension of their work skills, thereby engaging in leisure activities that are very similar to their work activities. The individual's talent and abilities on the job are said to "spillover" into his or her a vocational pursuits. With the approach to seeking leisure, a carpenter might relax by doing woodwork, a scientist unwinds by playing chess, and an accountant enjoys collecting coins.

Compensation

Individuals may pursue leisure activities that do not relate to their vocational choices. They may select recreational endeavors that provide a break or diversion from their work responsibilities, thereby engaging in leisure activities that are very different from their work activities. The individual seeks to "compensate" for certain unmet needs. With this approach to seeking leisure, and elementary school teacher, after a long day with young children, might relax interacting, socializing or conversing with mature adults.

Non-Job Activities

Career and life planning can be very effective when one understands the integrated nature of all the worthwhile activities in one's life. A breakdown of the time spent in a typical day generally looks like this:

Work-related activities	8 hours
Sleep	8 hours
Leisure and other non-job activities	8 hours

In summation, one-third of one's life is spent at work, another one-third of one's life is spent sleeping, and still another one-third of one's life is spent in leisure and other non-job activities. It may swell be of critical concern how the last one-third is spent.

Among the variety of non-job activities that the average person engage in are the following examples.

Recreation	Home Repair	Shopping/Errands
Hobbies	Family	Entertainment

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Education	Vacation/Travel	Sports
Community Service	Religious Activity	Physical Fitness
Civic/Political Activity	Club Membership	Professional Development

How can you make appropriate use of non-job time? How do your interests, skills and values relate to your choices concerning such things as leisure activities, social and political causes, membership in organizations, travel destinations, types of hobbies varieties of entertainment, and community service? In what ways are your choices of non-job activities a reflection of who you are?

Community Service

"The sole meaning of life is to serve humanity." (LEO TOLSTOY, 1863). Extra intellectual and material gifts bring with them the privilege and responsibility of sharing with others less fortunate. Service is the rent we pay for living. It is the very purpose of life and not something you do in your spare time". (MARIAN WRIGTH EDELMAN, 1967).

"An individual has not started living until he can rise above the narrow confines of individualistic concern to the broader concerns of all humanity." (MARTIN LUTHER KING JR., 1952).

"When people are serving, life is no longer meaningless." (JOHN GARDNER, 1976).

"I am never weary of being useful… In serving others I cannot do enough. No labor is sufficient to tire me." (LEONARDO DA VINCI, 1516).

"We cannot live only for ourselves. A thousand fibers connects us with our fellowman." (HERMAN MELLVILLE, 1880).

"Meaningfulness begins with recognizing that you are not alone, that you are part of the human community, that everything you do sends a ripple through the entire human family. Allow your natural compassion to suggest creative ways that you can serve this family of yours. Meaning I not found in acquisition, but in feeling ourselves a part of something greater." (LAURNCE BOLDT, 1980).

Be an Activist

Community service and voluntarism is an important part of enhancing the quality and balance of your life. Your special skills, abilities and talent can b put to good use in service to others. You may choose to donate your time, resources and energies in any number of ways that contribute to the community. You can be an advocate or activist in behalf of some humanitarian cause. You can truly make a difference in your community and in the lives of other people…

Teaching adults to read… Delivering meals to the homebound… Visiting the sick or elderly… Building house for low-income families… Participating in a fund-rising walk-a-thon… Being a companion to a child… Tutoring… Comforting terminally ill patients… Providing food, clothing and shelter to the homeless… Helping victims of natural disasters…

What problems in your world, nation, and community cry out most powerfully to you as needing action? What elements of human suffering speak to your heart? What injuries do you want to fight against? What human aspirations do you want most to champion or support? What is your part to play in making the world a better place?

Be a Volunteer

"There is no higher religion than human service. To work for the common good is the greatest creed." (ALBERT SCHWEITZER, 1960). "Volunteering creates a national character in which the community and the nation take on a spirit of compassion, comradeship, and confidence".

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(BRIAN O'CONNEL, 2022). "We are all dependent on one another, every soul of us on earth." (GEROGE BARNARD SHAW, 1940).

"Be servant of peace… Weep with those who are sorrowful, rejoice with those who are joyful. Teach those who are ignorant. Care for those who are sick. Serve your family… Serve your neighbors… Serve your cities… Serve the poor. Join others who serve. For in the end it will be the servant who lead us all. "SARGENT SHRIVER, 2022). "Our country has become a great nation because it people have engaged, from the earliest years, in voluntarism. They have shown concern for each other in good, as well as in bad, times. We must do everything within our power to nurture caring and giving." "It is at the grass roots, in the heart of every citizen that we will succeed or fail. We are taking a stand in this country for the proposition that if we challenge people to serve and we give them a chance to fulfill their abilities, more and more and more we will all understand that we must go forward together." (BILL CLINTON / US President, 2022).

"Do all the good you can, by all the means you can, in all the ways you can in all the places you can, at all the times you can, to all people you can, a long as ever you can." (JOHN WESLEY, 1760). "A person starts to live when he can live outside of himself. A person's value to the community primarily depends on how far his feelings, thoughts, and actions are directed towards promoting the good of his fellows. Only a life lived for others is a life worthwhile." (ALBERT EINSTEIN, 1940). "Character, self-discipline, determination and serve are the genuine substance of life, and the true measure of our success." (MARIEN WRIGHT EDELMAN, 1986). "It is one of the beautiful compensations of this life that no one can sincerely try to help another without helping himself". (RALPH WALDO EMERSON, 1872).

Civic Involvement

"Each time a person stand up for an ideal, or acts to improve the lot of others, or strikes out against injustice, he sends forth a tiny ripple of hope." (ROBERT KENNEDY 1965). "Why serve? Why get involved in helping your community? Because, as I know from my experience, and as you will learn from yours, community service changes your life. It helps you to understand people with different backgrounds and different perspectives. When you understand those differences better, you will have a better understanding of yourself. You'll discover strengths you never knew you had. And you will form the kinds of bonds with other people that can only come from working together toward a common goal. And as you change yourself through service, you will make an even more important change. Through service, you will help change your community forever and for the better. It is only by helping to transform our communities that we can make our country healthy, safe, literate, and free." (ELI SEGAL / Corporation for National Service). "If you're not here to serve somebody, if there's going to be no integrity to your journey, no honor to it, then why are you here?" (HARRY BELAFONTE, 1986).

"Civic literacy requires more than knowledge and information; it includes the exercise of personal responsibility, active participation, and personal commitment to a set of values. Democratic literacy is a literacy of doing, not simplied of knowing. The test of a civic education involves the empowerment of persons as well as the cultivation of minds." (RICHARD MORRILL, 2023). "I don't know what your destiny will be, but one thing I know: the only ones among you who will be really happy are those who have sought and found how to serve." (ALBERT SCHWEITZER, 1960). "Begin with your community and work outward." (HENRY GOLDSTEIN, 1965).

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Professional Involvement

Any individual seeking to grow and develop as a professional has much to gain through active involvement in relevant organizations and clubs that are devoted to the support and promotion of a particular field. Through membership in professional associations, the individual is afforded opportunities to network with fellow professionals, gain leadership experience, and expand knowledge of the field. Such organizations introduce its members to key players and prominent figures in the field, sponsor educational conferences, and provide updated career information.

In planning the worthwhile activities related to a successful and satisfying career and life, membership in professional associations should not be overlooked. Most individuals who are actively involved in their state, regional or national association report they have a sense of improved morale, sustained motivation, and camaraderie regarding their professional identification.

Relationship

As you go through life, it is very important to maintain healthy interpersonal relationship by reaching out to others. It is not necessary for you to have a wide variety of relationship. Usually the quality of the relationship is more important than the quantity. There is some evidence that those who are "joiners", who participate regularly in activities with others, are generally more satisfied with their lives and actually live longer.

Invest time and energy in your interpersonal relationships. Maximize your positive relationships with family, friends, partners, peers, colleagues and associates. Look for activities and organizations that provide opportunities for interaction with others. These relationships may well be the source of your personal support groups and professional network of contacts.

Do you have friends you see regularly? Do you have associates at work? Do you have regular contact with your family? Do you have people you can share your concerns with? Do you have people you can turn to for help? Do you spend enough quality time with family and friends? Do you communicate well with the people in your life? Do you ever feel lonely?

Health

Quality of life is dependent on good health. Physical, mental and emotional health is inter-related. Your health is a function of physical exercise, proper diet, adequate sleep, stress management, safe behavior, medical treatment and preventive medicine.

Regular physical activity is vital…walking, hiking, running, jogging, tennis, biking, swimming, dancing, golfing. Exercise regularly so that it becomes a part of your regular routine. Look for ways to increase the amount of your daily physical activity. A healthy diet includes fruits and vegetables and grain products. Be careful with dairy products and red meat. Eat more fish and poultry. Certain vitamin and minerals can be beneficial. Excess fat and calories can be harmful. Managing the stress in your life enhances your overall health. It is well known that too much stress or the inability to deal with it can have a negative impact on your health.

By avoiding self-injurious behavior, it is possible to gain some control over your health. You can easily undermine your chances for good health and long life by engaging in self-destructive behavior. Smoking, excessive drinking and drug abuse are examples of hazardous activity. Reckless and unsafe driving holds great potential for danger. Unprotected sexual activity is also risky behavior. It is very important to obtain prompt medical assistance for health problems that emerge. Also, don't limit a visit to the doctor's office to immediate problems. Be preventive. Make arrangements to have a routine medical examination. Neglect of a physical problem or the

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failure to have regular checkups is unwise.

Finances

"When I was young I thought money was the most important thing in life; Now that I am old I know that it is." (OSCAR WILDE, 1868). "money is a terrible master but an excellent servant.: (P.T. BARNUYM, 1867). One key to a satisfying lifesty;e is to be in control of your finances. It is important to make the most of your financial resources. It is essential to have sufficient money to meet basic physical needs and to provide a certain degree of independence, stability and security. Consider these key factors in managing your personal finances…

Define your financial goals related to home ownership, retirement, educational, children, recreation and lifestyle. Establish a pattern or habit of saving. Make wise investment. "Maintain an emergency fund" (E.T, TIMBOL, 1868). Carry adequate insurance on life, disability, home and car. Plan for your retirement with an individual account that will supplement or replace pension plans or social security. Develop a budget and live within your means.

Lifelong Learning

You must never stop learning. No matter what your age or life stage, it is important that you continue to learn. Your continuing education will realty enhances the quality and balance of your life. Lifelong learning allows you the opportunity to… Change careers or jobs… Learning or update skills… Pursue interests and hobbies… Meet people… Keep mentally alert and physically active… Develop support systems… Expand your knowledge… Exchange ideas… Meet challenges and take risks… Increase self-esteem… Earn a degree. Your personal effectiveness and professional development depend on your commitment to lifelong learning. There are a variety of options related to your own continuing education… College courses… adult education program… Corporate training programs… Travel and study groups… Professional associations… Magazine and journal subscriptions… Workshops and seminar… Reading and research.

Lifelong Decisions

Life is all about making decisions. Choosing your college major is only the beginning of the wide range of choices that lie ahead. Effective decision-making is a skill that is useful throughout life. What other decisions will you be called upon to make? Attending graduate school… Selecting the right company to work for… Relocating… Finding a mate… Deciding if and when to get married… Making sensible investment… Buying a home… Pursuing business ventures… Becoming a parent… Vacationing… Joining organizations… Voting… Being political active… Making donations… Participating in religious activities… Participating in the community… Changing jobs… Planning for retirement… Making a will…

Life Planning

"Life means to have something definite to d, a mission to fulfill. And in the measure in which we avoid setting our life to something, we make it empty. Human life, by its very nature, ha to be dedicated to something." (JOSE ORTEGA Y GASSET, M 1945).

Schools and authorities are required to publish gender equality schemes. Providing opportunities for male and female teachers to balance their work with other aspects of their life will help reduce the disadvantage experienced by women working within the teaching profession.

(a) Head teachers are required by their conditions of employment (see below for more detail) to address this area. Governing bodies also have health, safety and welfare responsibilities. See section below "Who is responsible for improving work-life balance' for more information on health and safety responsibilities.

(b) Attention to work-life balance issues also has other 'knock on' effectives including:

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- Reduced stress and sick leave, leading to financial savings on supply cover;
- Improved outcomes for pupils in primary classes in particular where classroom teachers are not affected by ill health absence;
- A more motivated workforce with high morale;
- Better communication within the workplace;
- Making it easier for disabled teachers to stay in the profession when they acquire impairments or impairments change;
- Improved pupil behavior and learning as staff wellbeing increases (TSN Survey);
- Promoting gender equality, because the long hours associated with full time teaching contracts discourage women seeking promotion and mean women are over represented in part time teaching;
- A recognition that working excessive hours might actually reduce staff effectiveness. Staff should be valued for their skills experience and contribution, not their working pattern;
- Increase job satisfaction;
- Fewer problems with recruitment and retention – a god work-life balance policy will give schools an 'edge' when seeking to attract and retain staff of the highest caliber;
- Work-life balance is not mainly about doing less – it is about maintaining, or even raising, performance by living healthier, more productive, lives.

Purpose of the Activity

- To begin to develop ideas about the meaning of quality of life.
- To understand that we all have common basic needs
- To know that people's needs are often met in unequal ways.
- To think about how energy helps to improve quality of life.

Despite advances in health care and increase in life expectancy overall, Americans with less than a high school education have life expectancies similar to adults in the 1950s and 1960s.

Background sustainable development has three key aspects; social sustainability, environmental sustainability and economic sustainability. It has been likened to a three legged stool – remove one of the legs and it will topple over. When energy solutions are developed to reduce carbon emissions and improve the environment (environmental sustainability) their impact on quality of life (social sustainability) and a availability money (financial sustainability) should also be considered.

In developed countries like UK, where most people have a good standard of living, 'sustainable energy' is often discussed just in environmental terms. However, there are many countries and regions where people lack the resources even to meet their basic needs.

This activity has two parts. The first part is to start pupil thinking about basic needs and what they need for good quality of life, using one of the Ashden films as a starter. The second part uses a range of Ashden films to think about how sustainable energy can help to improve the quality of life for people in different ways.

A cross-sectional study was conducted using cluster sampling. The study population was composed of 3570 school teachers working in 64 primary and middle schools in Heping District in Shenyang, China. A demographic questionnaire, the 36-item short-form health survey (SF-36) and the occupational stress inventory revised edition were employed to collect demographic variables and assess quality of life and occupational stress. Multivariate stepwise linear regression analyses were performed to study the relationship between quality of life and occupational stress.

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The mean score for both male and female teachers in this study were significantly lower than those for the Chinese general population for all dimensions of quality of life, except mental health and vitality (P<0.05). male teachers scored significantly higher than female teachers for physical functioning, bodily pain, vitality and physical health (P<0.05). Age, role overload, role insufficiency, vocational strain, psychological strain, physical strain, recreation and rational coping were significantly associated with both the physical and mental component summaries of the SF-36 (P<0.05). Gender, physical environmental and self-care appeared to be robust indicators of physical health (P<0.05), while role insufficiency, interpersonal strain and social support were strong indicators of mental health (P<0.05).

In Chine, teachers have a lower health status than the general population. The quality of life of female teachers is worse than that of male females, and deteriorates with age. Occupational stress and strain induce worsening physical and mental conditions for teacher, while coping resources could promote their health. This study suggests that having adequate coping resources, especially social support, in workplaces may be an important factor for improving teachers' quality of life. Moreover, psychological interventions should be set up for teachers, and psychological counseling should be provided to relieve stress and enhance quality of life.

Quantitative Measurement

Unlike per capita GDP or standard of living, both of which can be measured in financial terms, it is harder to make objective or long-term measurements of the quality of life experienced by nations or other groups of people. Research have begun in recent time to distinguish two aspects of personal well-being: Emotional well-being, in which respondents are asked about the quality of their everyday emotional experiences – the frequency and intensity of their experiences of, for example, joy, stress, sadness, anger, and affection – and life evaluation, in which respondents are asked to think about their life in general and evaluate it against a scale. Such and other system and scales of measurement have been in use for some time. Research has attempted to examine the relationship between quality of life and productivity.

Human Development Index

Perhaps the most commonly used international measure of development is the Human Development Index (HDI), which combines measures of life expectancy, education, and standard of living, in an attempt to qualify the options available to individuals within a given society. The HDI is used by the United Nations Development Programme in their Human Development Report.

World Happiness Report

Also developed by the United Nations and published recently along with the HDI, this report combines both objective and subjective measures to rank countries by happiness, which is deemed as the ultimate outcome of a quality of life. It uses surveys from Gallup, real GD per capita, healthy life expectancy, having someone to count on, perceived freedom to make life choices, freedom from corruption, and generosity t derive the final score. The Physical Quality of Life Index (PQLI) is a measure developed by sociologist Morris David Morris in the 1970s, based on basic literacy, infant mortality, and life expectancy. Although not as complex as other measure, and now essentially replaced by the Human Development Index, the PQLI is notable for Morris' attempt to show a "less fatalistic pessimistic picture" by focusing on three areas where global quality of life was generally improving at the time, and ignoring Gross National Product and other possible indicators that were not improving.

The Happy Planet Index, introduced in 2022, is unique among quality of life measures in that, in addition to standard determinants of well-being, it uses each country's ecological footprint

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as an indicator. As a result, European and North American nations do not dominate this measure. The 2023 list is instead topped by Costa Rica, Vietnam and Colombia.

Gallup researchers trying to find the world's happiest countries found Denmark to be at the top of the list. Switch publishes an annual quality of life index for European countries. France has topped the list of the last three years.

A 2023 study by two Princeton University professors looked at 1,000 randomly selected U.S. residents over an extended period. It concludes that their life evaluations – that is their considered evaluations of their life against a stated scale of one to ten-rise steadily with income. On the other hand, their reported quality of emotional daily experiences (their reported experiences of joy, affection, stress, sadness, or anger) levels off after a certain income level (approximately $75,000 per year); income above $75,000 does not lead to more experience of happiness or to further relief of unhappiness or stress. Below this income level, respondents reported decreasing happiness and increasing sadness and stress, implieding the pain of life's misfortunes, including disease, divorce, and being alone, is exacerbated by poverty.

In Healthcare

Within the field of health cares, quality of life is often regarded in terms of how it is negatively affected, on an individual level, a debilitating weakness that is not life-threatening, life-threatening illness that is not terminal, terminal illness, the predictable, natural decline in the health of an elder, an unforeseen mental/physical decline of a loved one, chronic, end-stage disease processes. Researchers at the University of Toronto's Quality of Life Research Unit define quality of life as "The degree to which a person enjoys the important possibilities of his or her life" (UofT). Their Quality of Life Model is based on the categories "being", "belonging", and "becoming", respectively who one is, how one is not connected to one's environment, and whether one achievers one's personal goals, hopes and aspiration.

Use in International Development

Quality of life is an important concept in the field of international development since it allows development to be analyzed on a measure broader than standard of living. Within development theory, however, there are varying ideas concerning what constitutes desirable changes for a particular society, and the different ways that quality of life is defined by institutions therefore shapes how these organizations work for its improvement as a whole.

Organizations such as the World Bank, for example, declare a goal of "working for a world free of poverty", with poverty defined as a lack of basic human needs, such a food, water, shelter, freedom, access to education, healthcare, or employment. In other words, poverty is defined as a low quality of life. Using this definition, the World Bank works towards improving quality of life through neoliberal means, with the stated goal of lowering poverty and helping people afford a better quality of life.

Other organizations, however, may also work towards improved global quality of life using a slightly different definition and substantially different methods. Many NGOs do not focus at all on reducing poverty on a national or international scale, but rather attempt to improve of life for individuals or communities. One example would be sponsoring of this type may still talk about fighting poverty, the methods are significantly different.

Improving quality of life involves action not only by NGOs, but also by governments. Global health has the potential to achieve greater political presence if governments were to incorporate aspects of human security into foreign policy. Stressing individuals basic rights to health, food, shelter, and freedom addresses prominent inter-sectoral problems negatively

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impacting today's society and may lead to greater action and resources. Integration of global health concerns into foreign policy may be hampered by approaches that are shaped by the overarching of defense and diplomacy.

WHO Quality of Life-BREF (WHOQOL-BREF)

The World Health Organization Quality of Life (WHOQOL) project was initiated in 2024. The aim was to develop an international cross-culturally comparable quality of life assessment instruments. It assesses the individual's perceptions in the context of their culture and value systems, and their personal goals, standard and concerns. The WHOQOL instruments were developed collaboratively in a number of centers worldwide, and have been widely field-tested.

The WHOQOL-BREF instrument comprises 26 items, which measure the following broad domains: physical health, psychological health, social relationships and environment. The WHOQOL-BREF is a shorter version of the original instrument that may be more convenient for use in large research studies or clinical trials.

Teaching Philosophy, Goal and Aspirations

The process of life-long learning, sharing of knowledge and skills is one of my deepest passions in the teaching and training fields. I enjoy teaching both onsite and online utilizing traditional methods along with current computer technology combined with effective teaching strategies and approaches which engages students and learners in a motivating enriching learning experience.

In relation to teaching any subject area, I strongly believe that students should be taught the basics or fundamentals, and then guided and encouraged to apply and share concepts learned to various scenarios related to the subject area. They must also be allowed to be creative, explore and experiment with new ideas, as well as make and learn from their mistakes. With higher cognitive applications, students must be able to learn how to solve and overcome problem tasks, as well as apply critical thinking and supported with justified solutions. The end product of successful teaching is when the learner or student is able to utilize and apply the fundamentals of what have been taught to higher levels of learning, while achieving their maximum and fullest potential lifelong learning goals.

Rapid changes in technology have caused a great impact in the effectively delivery of teaching and training methods for learners and students of different learning styles. My current goal of pursuing the studies in Instructional Design for Online Learning is not only to expand and keeping current with knowledge and skills as an instructor, but also be able to impact information from my research, project assignments and practical experience to fellow colleagues. I hope to be able to someday train and collaborate with administrators and instructors to utilized fully what technology has to offer to enhance education.

I also hope to continue working on research that involves computer technology and its impact on education for learners of different ages, ethnicity, culture and educational backgrounds. Topics will include; (a) how instructors, trainers and administrators can utilized technology fully and affectively in the teaching and learning environment, (b) how online classes affect traditional teaching methods, and (c) future changes in technology and its impact on education on administrators, instructors and learners. I strongly believe that an effective instructor is one who not only actively pursues life-long for personal gains, but also has a vision of reaping valuable results which will affect learners as well as the educational institution or organization.

PROMOTING INCLUSION IN RECREATION AND LEISURE ACTIVITIES: AN INFORMATION PACKAGE

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Recreation and leisure activity was a critical dimension of the quality of life for all people, including those with developmental disabilities. There are a vehicle through which people have fun, meet new friends, and develop skills and competencies. Yet, traditionally, recreation/leisure activities are given low priority as an area in which support and assistance are provided. Many people are still limited to segregated recreation and leisure choices. When other opportunities are offered, they often involve taking groupings of people with disabilities to large public settings (e.g. malls, theaters, restaurants), while very little support is offered for individualized participation in community settings that offer greater opportunities for social connections and relationships. While not all people with disabilities need support to participate in recreation and leisure activities, others, particularly those with more severe disabilities, may not have any access to integration recreation and leisure unless support are available.

In the recent past, an increasing number of human service agencies have been placing an emphasis on supporting children and adults with disabilities in a wide range of community recreation/leisure activities and settings, on an individualized basis. At the same time, more community organizations and settings have opened their doors, in inclusive and supportive ways, to participants with disabilities. This information package highlights some of these efforts. It includes a brief overview of key issues in supporting people to be involved in integrated recreation and leisure, including: identifying interests, identifying community resources, support strategies, facilitating friendships, and collaboration between human service and community organizations. This overview is followed by copies of selected articles describing examples of inclusion in recreation/leisure activities and discussing issues related to this. Finally, the packet contains an annotated bibliography. Identifying Interests: Getting to Know the Person in figuring out how best to assist a person to become involved in recreation and leisure activities, it is important to begin by getting to know the person (Walker, 2024: Walker, Edinger, Willis & Kenney, 1988). This involves spending time with the person, and possibly with others who know him or her well, in order to learn about the person's family; his or her background; experiences; racial, cultural, and/or ethnic identifications; customs; tradition; strengths; like or dislikes; and so forth. Some people will have had very limited opportunities to try a variety of activities in different settings with different people. Families may be hesitant about inclusion because of past experiences in which there was inadequate support either for physical participation and/or for social interactions and relationships within the context of participation. Based upon past messages from professionals, families may worry that their son or daughter will have difficulty communicating ideas about potential interests. Thus, exploration of interest takes time, exploring and trying out different activities and settings. Over time, however, one can begin to "discover interests" of a person which might be further developed or pursued through recreation and leisure involvements. O'Brien and Lyle (1987) speak to the importance of interests: Interests link the personal and the social. They express individual gifts, concerns, and fascinations and call for activities, information, and tools. Shared interest founds associations. People point to interest when they describe what gives their lives meaning.

Over time, people may establish a "leisure identity" (McGill, 1987). This involves developing an interest to the extent that it becomes one of the primary defining characteristics of a person.

Community Resources: Knowing Your Community

In order to assist people to become involved in recreation/leisure activities, one must be aware of what opportunities or possible opportunities exist within the neighborhood and community (Center on Human Policy, 2024; Center for Urban Affairs and Policy Research, 1988).

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This involves: (a) findings out about use of various neighborhood and community places (who use them, when for what purposes); (b) finding out about local organizations and associations (where and when do they meet, what does it mean to be a member, etc.); and (c) finding out where people go and what people do who are of various ages, gender, racial/ethnic groups, religious affiliations, share similar interests, and so forth. This type of information can be gathered through means such as: observation of people and settings, through spending time in the neighborhood; reading community newspapers, bulletin boards, and directories; and talking to a variety of people who know something about the neighborhood and/or community.

Supporting People n Integrated Recreation and Leisure Activities

In order to bet assist people to participate in integrated settings, it may be necessary to provide some support or accommodations. Supports must be both individualized and flexible (Schlein, Ray and Green, 2023); Taylor, Knoll, & Biklen, 1987; Walker an Edinger, 1988; Walker, Edinger, Willis and Kenney, 1988); both the types and levels of support should be based on the needs and desires of the particular person. Thee supports should fit into the rhythms and routines of the settings or activity. There are many different types of possible supports and accommodations; many of these will benefit all participant, not just those with disabilities (Komissar, Hart, Friedlander, Tufts and Paiewonsky, 2023). Support can involve such things as physically assisting the person to be part of the activity, and/or assisting him or her to be a part of social interactions (this is discussed in more detail in the section on "Facilitating Friendships"). I can involve helping the person acquire particular skills and competencies, adaptation of part or all of an activity, and/or use of adaptive devices and equipment.

Support can sometimes be provided by someone who is already present within a specific setting (e.g., the regular camp counselors and counselors-in-training might be able to support a camper with disabilities by building in an extra counselor for their unit at camp), or it can be provided by someone who come into the setting, on a short term or ongoing basis, specifically for the purpose. In this case, it is important to remember that the support person need not necessarily have a background in the field of developmental disabilities; rather, it might be more important that the person knows about and enjoys the activity and is able to spend time and be creative in figuring out best to support the person (with consultation from parents, and/or those in the disability field when and where needed). Related to this, it is important for this person providing support to involve him-or herself with others ion the setting, not just the person with a disability. On this basis, he or she can act as a link through which others can get to know and interact with the person, as well. Support need not entail always being directly at the person's side, as this may result in isolating the person from others in the setting (for example, an adult who supports a child with disabilities in a setting with other children may serve as a barrier to other children feeling free to interact with the child). Collette Savard (1988, pp. 39-40) writes about the dilemmas related to this in assisting her teenage son. Olivier. "Seventeen-years old do not want adults 'hanging around' with them. It becomes a vicious circle. Until Olivier builds close relationships with his peer he will need to be accompanied by adults, but while he is being accompanied by adults he is not likely to build close relationships with his peers."

Facilitating Friendship

Many recreation and leisure activities offer opportunities for meeting others, engaging in social interactions, and developing friendships. It is often these relationships that make leisure activities most meaningful. Therefore, a key component of support involves assisting children and adults to have social interactions and relationships (Heyne, Schleien, & McAvoy, n.d.; Schleien,

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Ray & Green, 2023). This may entail some level of bridge building or facilitating; that is, intentionally creating and supporting social interactions between the person with disabilities and others. There are no set rules to follow; bridgebuilding must be a individualized, creative efforts, based upon a close relationship between the bridgebuilder and the person he or she is supporting, and upon the particular circumstances or setting (Mount, Beeman & Ducharme, 1988).

Teaching Social Skills Through Recreational Activities

Use Tips For Student With Learning Differences

Social skills are difficult for most of our students with Asperger's and learning differences. Many students may be uncomfortable making eye contact or may not understand subtle social cues or facial expressions. Some students may be confused or distressed when new or unfamiliar activities are presented. Students may also struggle with peer interactions.

Recreational activities can help in many ways make students' social interactions more comfortable. Students should be required to attend some social activities each week. One way staff can mentor student is by allowing them to experience new and different things.

Self-care and grooming are keys to how one is perceived and accepted by the community. Self-care can be taught for any community experience. The first perception that people get can make or break a social interaction. Recreational activities offer an opportunity to teach grooming, dress and manners appropriate to the event. What is appropriate for a local ball game would not be acceptable at a Broadway play.

Any trip that involves interacting with the community can be a positive experience. Pre-teaching allows staff to reduce anxiety students may have. For instance, asking a clerk for help finding can be challenging from some of our students. Knowing students' needs and rehearsing strategies prior to the interaction can prove to be helpful. Role playing can also be a useful strategy.

Attending activities with students and observing their behavior is the best way to help students gain better social skills. Some students I have observed have trouble with large crowds of people. If you are aware of this student's issue, you can teach the student to arrive early before the crowd, or later when the crowd has dispersed. This can relieve social anxiety. Students may not know the source of their apprehension, but can relieve social anxiety. Student may not know the source of their apprehension, but by experiencing social situations that cause discomfort we are provided with a teaching opportunity.

Staff can work together with students to identify the source of discomfort, and together, develop techniques to improve a student's comfort level. Once students learn techniques that work for them, they will be able to experience things that they would not before. These strategies are important for the student to learn so they can make adjustments independently and live a life not limited by their social inadequacies.

Residential staffs are present in any facets of the student's lives. Social skills are integral to every aspect of the residential experience for our students. Recreational activities are a medium for social interaction. It allows staff to observe students in social situations that are not available in the school milieu. One example of this is a student I worked with on a shopping trip to the mall.

I looked over at him as he sat on a bench in the middle of the mall stuffing popcorn in his mouth handful after handful. Most of the corn was falling in his lap. This behavior would go unnoticed watching movies in the student lounge. Yet, in the greater community, this behavior drew negative attention to him. Taking trips with students and observing their behavior drew negative attention to him. Taking trips with students and observing their behavior is the best way

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to know where they may need help.

One must be careful not to overstep your relationship with students. Students that you have known only a short time are not likely to accept your feedback. Once you have developed a positive relationship with a student, then you can be an effective role model and mentor. Having a positive relationship with your students is important in order for them to accept your help.

Most hobbies have something in common – they are meditative and character building. Hobbies fill a life with new perspectives and challenges. Teachers can easily become physically and mentally drained in the classroom environment and need hobbies to replenish their creativity. Participating in a hobby is as important for a teacher as eating food of drinking water. Taking regular time out to indulge in hobbies will even help a teacher to become a better role model in class.

1. Dedicate a block of time, at least two hours, every week to your hobby. Use a calendar to schedule time for the hobby. Keep the schedule as regular as possible; schedule time for your hobby on the same day each week.
2. Start an after-school club to get students involved in your hobbies, such as chess, model building or woodworking.
3. Get coworkers involved in your hobby. For example, start a teacher's sports league, book club, food-and-wise group or knitting circle. Inviting others to take part will keep you motivated to participate in your hobby at a time that works with your teaching schedule.
4. Use your hobbies to engage the class. Take some time out to teach students how to write poetry or sculpt with clay, or take them on a field trip to a rock-climbing gym or a nature hike.
5. Use winter and summer vacations to put a deeper focus on you hobby. This works especially well with hobbies that include travel or long stints of solitude.

The different literature and studies read by the researcher have been very beneficial in the conceptualization of the title and the statement of the problems related to the quality of life of the teachers along the different dimensions.

The insights, concepts, and theories found in the literatures and researchers gave so much substance to the present investigation and direction on how the researchers be framed and organized.

The insights of Max Erhomann, Joseph Amphell, Millay Percy, Chorley, James, Tiedman, Covey, Martineal, King, O'Connell and Clinton have directed and contributed much in the decision of what methodology to be used, formulation of the questionnaire, treatment of the data, and above all in the analysis and interpretation of the data.

Actually, the related literatures and studies served as the guiding port of the present study. They provided the researcher pertinent data on how she conducted her study.

A 2023 study by two Princeton University professors, Claude Monet, Vincent Van Gogh, Jackson Pullock, Andy Warhol, looked at 1,000 randomly selected U.S. residents over an extended period. It concludes that their life evaluation – that is, their considered evaluation of their life against a stated scale of one to ten – rise steadily with income. On the other hand, their reported quality of emotional daily experiences (their reported experiences of joy, affection, stress, sadness, or anger) levels off after a certain income level (approximately $75,000 per year), income above $75,000 does not lead to more experiences of happiness nor to further relief of unhappiness or stress. Below this income level, respondents reported decreasing happiness and increasing sadness and stress, implieding the pain of life's misfortunes, including disease, divorce, and being alone,

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is exacerbated by poverty.

Gross National Happiness (GNH) and other subjective measures of happiness are being used by the governments of Bhutan and the United Kingdom. The World Happiness report, issued by Columbia University is a meta-analysis of happiness globally and provides an overview of countries and grassroots activities using GNH. The OECD issued a guide for the use of subjective well-being metrics in 2023. In the U.S., cities and communities are using a GNH metric at a grassroots level.

The Social Progress Index measures the extent to which countries provide for the social and environmental needs of their citizens. Fifty-two indicators in the areas of basic human needs, foundations of wellbeing, and opportunity show the relative performance of nations. The index uses outcome measures when there is sufficient data available or the closest possible proxies.

The term quality of life is also used by politicians and economist to measure the livability of a given city or nation. Two widely known measures of livability are the Economist Intelligence Unit's Where – to – be – born Index and Mercer's Quality of Living Reports. These two measures calculate the livability of countries and cities around the world, respectively, through a combination of subjective life-satisfaction surveys and objective determinants of quality of life such as divorce rates, safety, and infrastructure such measures relate more broadly to the population of a city, state, or country, not to individual quality of life.

Some crimes against property (e.g., grafted and vandalism) and some "victimless crimes" have been referred to as "quality – of – life crimes". American sociologist James Q. Wilson encapsulated this argument as the Broken Window Theory, which asserts that relatively minor problems left unattended (such as litter, graffiti, or public urination by homeless individuals) send a subliminal message that disorder in general is being tolerated, and as a result, more serious crimes will end up being committed (the analogy being that a broken window left broken showed an image of general dilapidation).

Wilson's theories have been used to justify the implementation of zero tolerance policies by many prominent American mayors, most notably Oscar Goodman in Las Vegas, Richard Riordan in Los Angeles, Rudolph Guiliani in New York City and Gavin Newsom in San Francisco. Such policies refuse to tolerate even minor crimes, proponents argue that this will improve the quality of life of local residents. However, critics of zero tolerance policies believe that such policies neglect investigation on a case – by – case basis and may lead to unreasonably harsh venalities for crimes.

Now in the Philippines quality life of Filipino people can be scored in terms of socio-economic conditions like family income and status of dwelling whether it is owned, rented or living with extended family. In another picture quality life can also be expressed in terms of recreational activities being engage in travels outside the community, access to quality medical care, availment of fashion, buying expensive cars, dresses, jewellery etc.

The condition of the quality life of majority of the Filipinos is an issue to be attended to by the government and other local organizations before it will get worse. There are majority groups who could hardly cope with their medical care needs, poor housing conditions and worst is they have no homes of their own. They live in the squatter areas, under the bridge and vacant lots at their own risk. They have insufficient nutrition to enjoy life. This situation of Filipinos with regard to quality of life is experienced by so many professionals. Their quality of life can be traced or measured in terms of income, relaxation, food and nutrition, health care, leisure, stability of savings, education and many other forms.

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The teachers as one group of professionals experience the dreaded problems on quality life. They are well known to be loan practitioners, due to insufficient income to finance their needs and of their families. Some of their problems are related to medical care, social life, leisure, food, and shelter.

This is the reason why the researcher is motivated to conduct this study on "The Quality of Life of Public Elementary Schools Teachers in Selected Schools in Zone 3 in the Division of Pangasinan I to find out the condition or the plight of these teachers with regard to their standard of living or the so called quality of life they are enjoying as destined by God to live a decent comfortable life. This study addresses itself on the demographic profile of the teachers, their professional characteristics, socio-economic status, how they perceive their quality of life and of their families in terms of recreational activities, travels in the community or outside the country, access to quality medical care, and fashionable lifestyle.

This study has challenged so much the researcher to assess the quality of life of the teachers who are the transformers, builders, and producers of leaders of the government. In so doing, this study can provide insights to the government for it to do something to help them enjoy life.

Theoretical Framework

This study is anchored on the theory of Robert Constanza (2024), Ecological Economics: "The Science and Management of Sustainability, on quality of life". He underscored that quality of life is the general well-being of individual and societies. It includes field international development health care and problems. It should not be confused with the context of standard of living which is based primarily on income. Instead standard indicators of the quality of life includes not only wealthy and employment, but also built environment, physical and mental health, education, recreation and leisure time, and social belonging.

While quality life has long been the aspiration of everyone specifically the teachers who are the foci of the study, objective and subjective indicators access a range of disciplines and scales and recent work on subjective well-being surveys and the psychology of happiness have spurred renewed interests.

Another theory is the quality of health care. Quality of life is often regarded in terms of how it is negatively affected. On an individual level, it is a debilitating weakness that is not life threating, a life threatening illness that is not terminal, a terminal illness on the predictable natural decline of elders.

In this study the healthcare well-being of the teacher is profoundly addressed to. It underscores the quality of life or degree of quality of life a teacher enjoys in terms of the important possibilities of her life. It is based on the model categories "being", "belonging", and "becoming", respectively: who one is, how one is connected to one's environment, and whether one achieves one's personal goals, hopes and aspirations.

Another theory on quality life is exemplified by the World Health Organization (WHO) quality of life. It stresses the individual's perceptions in the context of their culture and value systems and their personal goals, standards, and concerns. It works on the domains, physical health, psychological health, social relationships, and environment.

The aspiration of every teacher to enjoy healthcare will inspire the teacher to perform his duties and responsibilities in school, house, and society. He will become a self-motivated professional enjoying general life characterized with the opportunities to enjoy recreational activities like travelling locally and internationally and have access to quality medical health care, fashion and fulfillment of his aspirations relative to the enjoyment of quality life.

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Conceptual Framework

Article 11 of Republic Act. 7836 otherwise known as the Philippine Teachers Professionalization Act of 2024, discusses the behaviour, characteristics and condition of the quality of life of a teacher. It is believed as it is observed that a quality life of teachers contributes to their effective performance.

As persons they have different needs to be met in order to become happy and self-disposed individual professionals. Their aspirations must also be accorded attention.

These teachers must meet their socio-economic status in stable level to become debt free, they must have houses of their own, meaningful savings for the future, and of course enjoy life to the fullest by being able to join and engage in different group activities for recreation such may include being able to enjoy travelling locally and / or internationally, having access to quality health care, enjoying buying fashionable dresses and jewelry, going shopping and many more aspects of excellent quality life.

This investigation has adopted the Input-Process-Output flow of concept since the results of the analysis of the data collected were made the basis of proposing intervention measures to address the needs and problems of the public elementary school teachers relative to their aspirations for a quality life.

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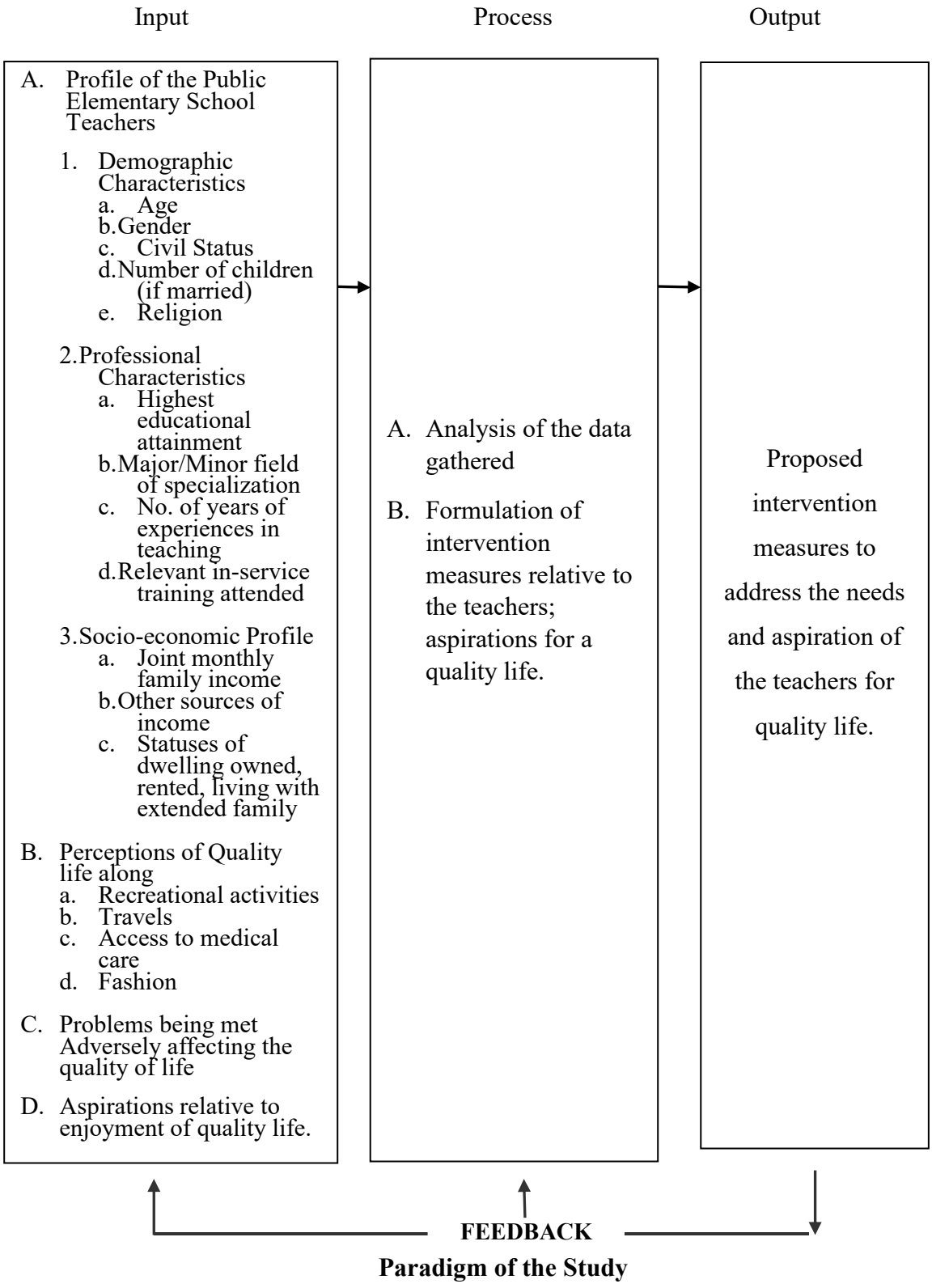

Paradigm of the Study

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Statement of the Problem

This study sought to assess the quality of life of the public elementary school teachers in selected schools in Isabel Delos Reyes Elementary School Division of Manila, during the school year 2025 – 2026.

Specifically, it sought to answer the following sub-problems:

1. What is the profile of the public elementary teachers in the selected schools in Tondo, Division of Manila in terms of the following.
   1.1 Demographic Characteristics
      a. Age,
      b. Gender,
      c. Civil Status,
      d. No. of children, and
      e. Religion?
   1.2 Professional characteristics
      a. Highest educational attainment,
      b. Major/minor field of specialization,
      c. No. of years of experience in teaching, and
      d. Relevant in-service training attended?
   1.3 Socio-economic status
      a. Joint monthly family income (if married),
      b. Other sources of income,
      c. Status of dwelling (owned, rented, living with extended family),
      d. How stable are the public elementary school teachers in the selected schools in relation to their position in terms of their annual income and other quality of life indicators based on their self – reports and documentary analysis,
      e. Payroll,
      f. Statement of Assets and Liabilities (SALN),
      g. Stability of family income,
      h. Travels outside the community/country,
      i. Access to quality medical health care,
      j. Materials needs (fashion, e.g. can afford to buy expensive dresses, jewelry) and
      k. Emotional, Social and other needs?
2. What are the problems being met by the public elementary school teachers that are adversely affecting the quality of their life and how serious are they?
3. What are the aspirations of the public elementary school teachers relative to the aforementioned indicators for the enjoyment of a quality life?
4. Based on the findings, what intervention measures can be proposed to address the needs of the public elementary teachers relative to their aspirations for a quality life?

Scope and Delimitation of the Study

This study deals on the quality of life of the public elementary school teachers in the selected schools in Isabel Delos Reyes Elementary School Division of Manila. It sought to assess their profile in terms of their demographic characteristics like age, gender, civil status, number of children (if married), and religion; their professional characteristics such as highest educational attainment, major/minor field of specialization; number of years of experience in teachings, and relevant in-service trainings attended; their social-economic status like joint monthly family

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income (if married), other sources of income, and status of dwelling (owned, rented, living with extended family).

Other concerns of this study are the teachers' perceptions on the quality of their life in terms of recreational activities being engaged in, travels locally or internationally; access to quality health care and others like fashion, concerns such as buying expensive dresses and jewelry. It also assessed problems met by the public elementary school teachers that are adversely affecting the quality of their life and how serious they are, as well as their aspirations relative to their enjoyment of quality life. Finally, based on the findings, this study proposed intervention measures as output to address the needs of the public elementary school teachers relative to their aspirations for a quality life.

The time frame of this study is within the school year 2026–2027, covering the selected public elementary schools in the Division of Manila City.

Significance of the Study

The results of this investigation will be of great significance to the following groups of people, institutions or organizations.

To the Teachers. This study will be of profound importance to the teachers since they will have an idea on how they can improve the quality of their lives. They will be gaining some information on how they could access on their needs along recreational activities, or travels for relaxation; access to quality health care, engage in some fashionable lifestyles, and augment their income to meet their financial stability.

Furthermore, the teachers will be able to realize their aspirations for a better quality of life for themselves and their family.

The proposed intervention measures can be utilized by the teachers as their guides in achieving multi-faceted aspects of a quality life. Hence, having a satisfaction for a better quality life they would be able to render effective service for the school, community and nation.

To the School Administrations. The findings, conclusion and recommendations from this research, can serve as an eye opener to understand and support their teacher enjoy life, a quality life so that they can function effectively particularly in instructional aspects and improve the performance of their pupils.

To the Educational Planners. The results of the investigation can eventually help the educational planners to ease their burden that may affect or contribute to the burden of effective quality life of the teacher. They could help the teachers design some fruitful life such as income – generating activities, assistance for training and scholarship to improve their educational profile, and maybe by giving them extra regular free medical check-up.

To the Different Government. Organizations of leaders, congressman, senate. This study can serve as the guide for the different government organizations so that they can design laws, policies and principles to improve the quality life of the Filipino particularly the teachers. They could even extend some incentives for the teachers like travel incentives, building recreational facilities for the teachers and their families housing projects, programs and reforms for teachers, educational benefits and security benefits, it may also include loan benefits with a very low interest to make it affordable for the teachers and finally, increasing the salary of teachers to meet the demands of high prices.

Definition of Terms

The following terms as used in this study are defined lexically and operationally.

Demographic characteristics. These refer to the characteristics of the respondents

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teachers such as age, gender, civil status, number of children and religion.

Professional characteristics. These refer to the highest educational attainment, major/minor of specialization, number of years of experience in teaching, and relevant in-service training attended by the teacher respondents.

Socio-economic status. These refer to the condition of the respondents concerning their joint monthly income, other sources of income, and status of their dwelling which may be owned, or rented, or living with their extended family.

Quality of life. It means the general well-being of individuals and societies. In this study it covers the standard indicators of the quality of life that includes built environment, physical and mental health, education, recreation, leisure time, and social belongings.

Recreational activities. These are the different activities of teachers for them to relax and ease their tensions and stress like ballroom dancing, malling, engaging in sports, and other forms of relaxations.

Travels locally and internationally. These refer to the opportunities of the teachers to enjoy visiting other beautiful places locally or internationally for enjoyment and self-fulfillment.

Access to medical care. It is referred to as the opportunity of teachers to have access to the facility for medical attention for better health anytime needed by them.

Interventions / Measures. It is referred to the different activities to improve the quality of life of the teachers. Furthermore, it is a matrix composed of the suggested ways and means to enhance the life of the teachers particularly along physical, health, moral, financial, leisure, socio-economic well-being of the teachers.

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Chapter 2

RESEARCH METHODOLOGY

This chapter presents the research design, the sources of data, instrumentation and data collection tools for data analysis.

Research Design

The study necessitated the use of the descriptive normative design for it described to some extent the level of quality of life of public elementary school teachers in Tondo Division of City Schools Manila.

The descriptive method of research is an organized attempt to analyze, interpret, and report the present status of anything, group of person, set of conditions, or any other phenomenon that a researcher wishes to study.

This study used the descriptive methods as it described the extent of the quality of life of the public elementary school teachers on the selected schools in the Division of Manila.

Descriptive research as defined by Best A. (2019) is an organized body of principles that analyzes, interprets, and report the present status of anything, group of thins, person and sets of conditions of phenomenon.

The researcher used this method because he wants to know and describe the extent of the quality of life of the teaches along the different areas or dimensions like socio-economic, education, health and social activities and others. It is therefore imperative that the situation of the public elementary teachers the Division of Manila is statistically described.

Sources of Data

This investigation comprises all the Public Elementary School. Teachers from the Division of Manila. The teachers' respondents will be taken in random using the SLOVEN formula to determine the number of teacher-respondents from the said Schools Division in Manila.

Table 1 present the distribution of the teacher respondents from the different school Districts.

Table 1
Distribution of Respondents

SCHOOLS	NUMBER OF TEACHERS	SCHOOL ADMINISTRATORS
1. A. C. Herrera Elementary School	15	1
2. Barrio Obrero Elementary School	14	1
3. Lapu-Lapu Elementary School	16	1
4. F. G. Calderon Integrated School (Elementary)	14	1
5. Antonio Luna Elementary School	15	1
6. Mariano Ponce Elementary School	16	1

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7. Melchora Aquino Elementary School	14	1
8. Plaridel Elementary School	15	1
9. Francisco Benitez Elementary School	16	1
10. Lakan Dula Elementary School	16	1
11. Gregoria de Jesus Elementary School	14	1
12. Librada Avelino Elementary School	15	1
13. Arsenio H. Lacson Elementary School	15	1
14. T. Paez Integrated School (Elementary)	14	1
15. J. P. Rizal Elementary School	16	1
16. Emilio Jacinto Elementary School	15	1
17. Gen. Vicente Lim Elementary School	15	1
18. Teodoro R. Yangco Elementary School	14	1
19. A. V. Hernandez Elementary School	16	1
20. Manuel L. Quezon Elementary School	15	1
TOTAL	**300**	**20**

Instrumentation and Data Collection

The questionnaire will be the main instrument to be used in gathering the data from the respondents needed in the study. This will be supplemented with library research and the internet.

In the preparation of the questionnaire, the researcher will review questions from similar researchers. He will make an exhaustive and careful study on the principles of questionnaire construction. He will also ask the assistance of some of her colleagues, principals as well as her adviser. It will be up of the parts, they are as follows:

Problem 1. Profile of the public elementary school teachers in Tondo, Division of Manila

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along:

a. Demographic profile life age, gender, civil status, number if children if married, religion.
b. Professional profile like highest educational qualification, major/minor field of specialization, number of years of teaching, relevant in-service training, socio-economic profile, fashion, buying jewelry, dresses, etc, good savings, own real state properties.

Problem 2. How stable are the public elementary school teachers in the schools in relation to their position in terms of their annual income based on the documentary analysis in terms of their Payroll, Statement of Assets and Liabilities (SALN), Stability of family income, Travels outside the community/country, Access to quality medical health care, Materials needs (fashions, e.g. can afford to buy expensive dresses, jewelries) and Emotional, Social and other needs.

For problem 3 on the seriousness of the problems met 5 Likert scale and weighted mean with descriptive equivalent will be used.

5	4.50-5.00	Very Serious Problem
4	3.50-4.49	Serious Problem
3	2.50-3.49	Moderately Serious Problem
2	1.50-2.249	Slightly Serious Problem
1	1.00-1.149	Not a Problem

For problem 4 on the aspiration of the public elementary school teachers relative to the five indicators for quality life, frequency and percentage was also used.

Tools for Data Analysis

The data that will be gathered from the questionnaire will be classified, tallied, tabulated, analyzed and interpreted.

For problem 1 frequency count and percentage was used to determine the perceptions of the two groups of respondents on the questions asked.

Problem 2 on how the teachers perceived their quality life and their families in terms of researcher, the average weighted mean was used.

The weighted mean will be obtained by adding the product of frequencies of responses by the weight for each descriptive equivalent, the dividing the result by the number of respondents. To get the overall weighted mean, the weighted mean were added then divided by the number of items. Similar procedure was done for all the frequency of responses.

In the computation of the weighted mean, the following formula will be used (Calmora, 2022).

$$WM = \frac{TWV}{N}$$

Where:

WM = Weighted Mean
TWV = Total Weighted Mean
N = Number of Cases

For problem 5, the intervention measures that can be proposed to address the needs and

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problems of public elementary school teachers' quality of life.

Chapter 3

RESULTS AND DISCUSSION

This chapter presents the analysis and interpretation of the data collected using the questionnaire composing of the profile of the respondents as their age, gender, civil status, number of children, religion, highest educational qualification, number of years of teaching, in service training, socio-economic profile and status of dwelling, perceptions of their quality life and their family like recreational activities, travel outside the country, access to quality medical health care. Included in the analysis are the problems met along family relation, school, community and others.

Demographic Profile. Age; Gender; Civil Status; Number of Siblings and their Religion.

Table 2a presents the Personal Profile of the respondents.

It can be noted that 60 of the respondents belonged to the bracket of 46 to 50 followed by the 57, then 54, and 49. The least number was 51 and above.

The findings implied that the teacher respondents had he right age of maturity which can be described as more responsible and focused on their job commitment.

Majority of the respondents were female proven by 244 or 73 percent while there were only 89 or 27 percent males.

Table 2a
Demographic Profile of the Public Elementary School Teachers as to Age, Gender, Civil Status number of Children and Religion

A. Age	**Frequency**	**Percentage**	**Rank**
21 – 25	38	11	6
26 – 30	43	13	5
31 – 35	49	15	4
36 – 40	54	16	3
41 – 45	57	17	2
46 – 50	60	18	1
51 – 60	19	5.7	7
61 – 65	13	3.9	8
B. Gender			
Male	89	27	2
Female	244	73	1
C. Civil Status			
Single	63	19	2
Married	245	74	1
Widow/er	15	5	3
Separated	10	3	4
D. Number of Children			
1 – 5	250	75	1
6 – 10	80	24	2
11 – 15	3	9	3

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16 and above	0	0	4
E. Religion			
Roman Catholic	210	63	1
Baptist	15	5	2
Muslim	2	.6	6
Born Again Christian	12	.04	3
Iglesia Ni Cristo	10	.03	4
Methodist	1	.003	7
Jehovah's Witnesses	0	0	8.5
Iglesia Independencia Filipina	8	.02	5
Others please specify	0	0	8.5

The findings implied that the teaching profession is more penetrated by females who love taking care of children like mothers.

With regard to the civil status of the respondents, most of them were married proven by 24 percent or 245; followed by single with 63 or 19 percent; 15 or 5 percent were widower and 16 or 3 percent were separated.

The finding means that most of the respondents have families of their own. It may implied further that marriage is still the aspiration of every teacher as part of their social life.

Looking at the table further, it could be said that most of the teachers who are married have 1 to 5 children; proven by 250 or 75 percent; 80 or 24 percent have 6 to 10; and the least is 11 to 15 with 3 or 9 percent.

The findings implied that these teachers try to control the number of their children or the size of their families. Most of them are Roman Catholic proven by 210 or 63 percent and no one of them is Jehova's Witnesses.

The findings implied that respondents are Christians and that they adhere to the Christian Doctrine of love of God and love of neighbour.

Professional Characteristics: Highest Educational Qualification; Number of Years of Teaching, Relevant In-service Training attended for the last 5 years; Scholarship Grant; Involvement and Performance for the 3 Years.

Table 2b presents the Professional Characteristics of the Respondents

Table 2b
Professional Characteristics of the Public Elementary School Teachers as to Highest Educational Qualification: Number of Years of Teaching; Relevant In-service Trainings attended for the last 5 years; Scholarship Grant; Involvement and Performance Rating for the 3 Years

A. Highest Educational Attainment	Frequency	Percentage	Rank
BS Degree Graduate	198	59	1
MA/MS Degree Graduate	47	14	2
Ph.D./Ed.D./DS Graduate	25	8	4.5
BS Degree with MA Units	35	11	3
MA, MS Degree with Doctoral Degree	28	8	4.5

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Units			
B. Number of Years of Teaching			
1 – 5	18	5	6
6 – 10	85	26	2
11 – 15	104	32	1
16 – 20	75	23	3
21 – 25	25	8	4
26 – 30	21	6	5
31 and above	5	2	7
C. Relevant in-service training attended for the last 5 years			
School	3	.009	5
District	89	27	2
Division	160	48	1
Regional	86	26	3
National	5	2	4
International	0	0	6
D. Scholarship Grant			
Local	20	6	1
National	5	2	2
International	0	0	3
E. Involvement as			
Facilitator	20	6	2
Trainer / organizer	7	2	3
Participant	306	92	1
F. Performance Rating for the 3 years			
2023 – 2023			
Very Satisfactory	290	87	1
Satisfactory	43	13	2
Poor	0	0	3
2023 – 2023			
Very Satisfactory	300	90	1
Satisfactory	33	10	2
Poor	0	0	3
2023 – 2023			
Very Satisfactory	315	95	1
Satisfactory	18	5	2
Poor	0	0	3

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It could be gleaned in the table that 198 or 59 percent are BS degree graduate followed by MA, MS degree graduate with 47 or 14 percent, the BS degree with MA units is 35 or 11 percent and the least was Ph.D. or Ed.D. graduate with 25 or 8 percent.

The findings implied that the teacher have not fully upgraded their educational qualification by taking up their graduate courses.

There are 104 or 32 percent of the respondents who have 11 to 15 years of teaching experience; followed by 6 to 10 with 85 or 26 percent, then 16 to 20 with 75 or 23 percent; and 21 to 25 with or 8 percent. The least is 31 and above with 5 or 2 percent.

The findings implied that the teachers have earned enough number of teaching experiences which mean that they are familiar with their duties and responsibilities as well as managing teaching and learning process.

For the in-service training attended for the last 5 years, it could be noticed that majority of the respondents attended division level of training with 160 or 48 percent; followed by district with 89 or 27 percent; then regional with 86 or 26 percent; national with 5 or 2 percent; and finally, school level with 3 or .009 percent.

The findings implied that the seminar / trainings mostly attended by the respondents are re-echoed seminar wherein the administrators are the ones who share it that may affect the efficiency and competence.

On the scholarship grant, it could be conducted that most of them attended local scholarship with 20 or 6 percent, followed by national with 5 or 2 percent. It could be seen further that not all of the respondents have scholarship grant as there are only 25 of the 333 respondents have been given scholarship grant.

On involvement in the seminar trainings; most of them are participant with 306 or 92 percent; followed by facilitator with 20 or 6 percent; only 7 or 2 percent are trainor / organizer.

The findings implied that respondents have not given enough opportunity to lead seminar training by becoming facilitator or trainors.

The findings implied that the teachers have consistent very impressive performance ratings. It means further that they have been doing their multiple jobs and responsibilities skilfully and excellently.

Socio – Economic Profile: Joint Monetary Family Income; Other Sources of Income; and Status of Dwelling.

Table 2c presents the Socio-Economic Profile of the Respondents.

Table 2c

Socio-Economic Profile of the Public Elementary School Teachers as to Joint Monetary Family Income; Other Sources of Income; and Status of Dwelling

A. Joint Monetary Family Income	**Frequency**	**Percentage**	**Rank**
P15,000 – P25,000	123	40	2
P26,000 – P35,000	158	47	1
P36,000 – P45,000	50	15	3
P46,000 – P55,000	5	2	4
P56,000 – P65,000	4	1	5
P66,000 and above	3	.0009	6
B. Other Sources of Income			

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Entrepreneurial	150	45	1
Sari-sari store	12	4	2
Piggery/goat/poultry	8	2	3
Canteen	3	.009	4
Other please specify	0	0	5
C. Status of Dwelling			
Owned	210	63	1
Rented	29	9	3
Living with extended family	94	28	2

It could be deducted that majority of the respondents have joint family income of P26,000 to P35,000 (158); followed by P15,000 to P25,000 (123); and P36,000 to P45,000 (50) respondents. The least is P66,000 and above with 3 or .009 percent.

The findings implied that the income of the family to sustain to economic needs of the family sincere majority of them have at least 1 to 5 members.

Their status of dwelling, suggested that majority of the respondents have their own houses with 210 or 63 percent; followed by living with their extended family proven by the 94 or 28 percent.

The findings implied that it is the primary aspirations of the teachers to have a dwelling place of their own.

Quality of Life

Table 3 presents the perceptions of the respondents teachers on quality of life and their families.

It could be noted that the recreational activities of the teachers was moderately rewarding proven by the total average weighted mean of 3.58.

The findings implied that they have the high aspirations to engage in recreational activities as family outing and seeing movies with their families. It implied further that these aspirations not for themselves alone but include their family as success of harmony and bonding and ways of relaxation.

Along travel outside the country / community it could be noticed that it is also moderately rewarding proven by the total average weighted mean of 3.29.

The findings implied that the teachers have greater aspirations to travel particularly visiting the beautiful tourist spots in the Philippines as well as international tour to attend conferences and business meetings.

On the access to quality medical health care the teachers found it to be very rewarding proven by the total average weighted mean of 4.30.

The finding implied that the respondents value to high the importance to access to quality medical care for themselves and their families.

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Table 3
Perception of the Teachers on Quality of Life and Their Families in Terms of Recreational Activities; Travels Outside the Country / Community; Access to Quality Medical Health Care; Material Needs and Emotional, Social and Other Needs

A. Recreational Activities	**Weighted Mean**	**Descriptive Equivalent**
a. Engage in ballroom dancing activities.	2.59	SR
b. Family outing/relaxation	4.21	VR
c. Engage in sports activities with family and friends	2.39	FR
d. Seeing movies with family	4.30	VR
e. Family swimming, gardening, party together with friends.	4.41	MR
Total Average Weighted Mean	**3.58**	**MR**
B. Travels outside the community / country		
a. Visits the beautiful tourist spots in the Philippines	4.30	VR
b. Tour other countries in Asia like Hongkong, China etc.	2.30	FR
c. Family sponsored trip to Asia, Europe and America	2.10	FR
d. Free medicine	4.35	VR
e. Petition tour of family	3.40	MR
Total Average Weighted Mean	**3.29**	**MR**
C. Access to quality medical health care		
a. Periodic medical check up	4.31	VR
b. Availment of hospital confinement when needed	4.40	VR
c. Free medicine and vitamins	4.29	VR
d. Free medical check up of family member	4.40	VR
e. Availment of discount of medical expenses	4.10	MR
Total Average Weighted Mean	**4.30**	**VR**
D. Material needs (foods, shelter, basic needs, fashion, dresses, jewelries, physical needs.		
a. Enjoy quality dining with family member	4.21	MR
b. Experience wearing fashionable dresses, jewelries	2.10	FR
c. Enjoy shopping dining with friends	3.20	SR
d. Buying home furniture, decors, accessories, appliances.	3.31	MR
e. Have time for physical exercise and body wellness	3.10	MR
Total Average Weighted Mean	**3.18**	**SR**
E. Emotional, Social and other needs		
a. Having stress free life style	4.10	MR

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b. Have time to engage in social cultural activities with family and friends	2.15	FR
c. Enjoy simple but comfortable living	3.91	MR
d. Membership with different service oriented organizational and activities.	3.62	MR
e. Have peaceful, happy and contented life with family security.	4.42	VR
Total Average Weighted Mean	**3.64**	**MR**
Overall Average Weighted Mean	**3.59**	**MR**

For material needs like food, shelter, basic needs, fashion dresses, jewelry and physical needs they are felt by the respondents as satisfactory rewarding proven by the total weighted mean of 3.18. It implied that they don't consider them as quality high as their other aspirations. They found them to be ordinary needs particularly on wearing fashionable dresses and enjoying shopping and dining with friends.

Finally, the teachers believed that emotional, social, and other needs are moderately rewarding proven by the total average weighted mean of 3.64. The findings implied that emotional and social needs are of value to them particularly on having peaceful, happy and contented life with family security.

Considering the table as a whole respondents teachers perceived and believed that the quality of life along the five domains were moderately rewarding proven by the overall total average weighted mean of 3.59.

The findings implied that the quality of life of these teachers are of great importance to them. Their aspirations of having very rewarding life be it professional, emotional, material, recreational, medical and even travel within and outside the country are at high.

Aspirations Relative to Enjoyment of Quality Life

Table 4 presents the perceptions of the respondent teachers on quality of life and their families in terms of their aspirations relative to their enjoyment of quality of life.

Table 4
Perceptions of the Teachers on Quality of Life and their Families in Terms of Aspirations Relative to Enjoyment of Quality Life

Aspirations relative to your enjoyment of quality of life	Weighted Mean	Descriptive Equivalent
1. I want to have higher salary.	3.75	H
2. I dream to travel abroad or visit other beautiful places in the Philippines.	3.73	H
3. Aspire to send my children to school for professional degree in college.	3.11	MH
4. To be promoted to higher rank or position.	4.28	EH
5. Aspire to have a house of my own for my family.	4.30	EH
6. Dream to have good savings for my future and my family.	4.41	EH
7. Want to own a car.	2.61	MH
8. Aspire to engage in good recreational activities for relaxation and stress release.	2.40	FH
9. Join some social organization for service to humanity.	3.10	MH

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10. Buy some fashionable dresses, jewelry, beauty products and have a regular visit to derma, massage, salon and other beauty activities.	1.80	FH
11. To have a regular medical check-up with my family.	3.68	H
12. To own reasonable number of real state properties.	4.11	EH
13. To have peaceful, stress free, stable life.	4.27	MH
14. To be of service to my community and fellowmen	3.10	H
15. To live a simple, happy and comfortable life.	3.40	H
Total Average Weighted Mean	**3.47**	**H**

It could be noted that the aspirations of quality life of the teachers is high proven by the total average weighted mean of 3.47.

Considering the data in detail, it could be realized that 4 of the indicators are extremely high. They are as follows: to be promoted to higher rank 4.28; aspirations to have a house of their own 4.30; dream to have a good savings; 4.41; and to own reasonable number of real estate property 4.11. There are also indicators which are rated as high like: want to high salary 3.75; dream to travel abroad or visit beautiful places in the Philippines 3.76; have regular medical check up 3.68; be of service to community and fellowmen 3.10; and to live simple happy and comfortable life 3.40. There is one however which is rated fairly high, it is buying some fashionable dresses, jewelry, beauty products, and have a regular visit to derma clinic 1.80.

Analysing the findings on the aspirations of the teachers on quality life, it could mean that these teachers have been dreaming aspiring, and wanting to live a good quality life. However, their aspirations are hampered by their salary or income that is insufficient to fulfil their aspirations for life.

Problems Met by the Teachers

Table 5 presents the perceptions of the respondents teachers on the seriousness of the problems met in their aspirations to have quality of life.

It could be noted that the problem encountered by the teachers in their aspirations for quality life is moderately serious proven by the total average weighted mean of 3.02.

Viewing the table in detail, it could be found out that there are 9 of the problem which are described as serious. They are the following: lack of financial stability 4.20; no house of their own 4.20; low income to finance the education of children 4.11; too much intervening activities in school 3.91; lack of means to engage in socio-cultural activities 4.21; so savings 3.26; and poor access to medical health care 4.18.

Table 5
Problems Met by the Teachers in their Aspirations to Quality Life

A. Family Relationship	**Weighted Mean**	**Descriptive Equivalent**
1. They have no much time to discuss problems, issues together due to the hectic schedule of the parents and children.	4.21	VSP
2. Lack of financial stability to finance the family needs.	4.20	S
3. Too much loan.	3.10	MSP
4. Indifferent activities of some members of the family.	2.41	FS

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5. No house of their own.	4.20	S
Total Average Weighted Mean	**3.62**	**S**
B. School		
1. Low income to finance the education of their children.	4.11	S
2. Too much intervening activities in school and home and the community.	3.91	S
3. Poor access to promotion	2.75	MS
4. Lack of support of the school heads to the activities of the leader.	1.80	FS
5. No house of their own.	1.76	FS
Total Average Weighted Mean	**2.89**	**MS**
C. Community		
1. Poor community relationship.	1.74	LS
2. Lack of time to be involved in the different community activities.	1.80	FS
3. Poor facilities of the community for the socio-cultural activities.	1.49	LS
4. Unstable peace and order situation in the community.	1.78	FS
5. Poor coordination between the school and the community particularly on school improvement program.	2.10	FS
Total Average Weighted Mean	**1.78**	**FS**
D. Others		
1. Lack of means to engage in socio-cultural affairs.	4.21	S
2. Inability to have savings for immediate needs of the family.	3.26	S
3. Poor access to medical health care.	4.18	S
4. Lack of savings for the future needs.	4.16	S
5. Unstable job of some members of the family.	3.15	MS
Total Average Weighted Mean	**3.79**	**S**
Overall Total Average Weighted Mean	**3.02**	**MS**

Considering the problems as per domains, it could be said that the problems are basically serious like family relationship 3.62; school moderately serious 2.89; community fairly serious 1.78; and others are serious with 3.79 total average weighted mean.

The findings implied that these teachers are not contented with the quality life they are enjoying. It could be implied that they are not happy and contented financially, socially, educationally, materially, recreationally, and other needs as human beings.

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Table 6
Net Income of Teachers in Zone 3 Based on Payroll and SALN 2023 – 2023

Location	No. of Teachers by Position	Teacher I			Teacher II			Teacher III			Master Teacher I			Master Teacher II			Summary
		No.	Authorized Salary	Net Salary	No.	Authorized Salary	Net Salary	No.	Authorized Salary	Net Salary	No.	Authorized Salary	Net Salary	No.	Authorized Salary	Net Salary	TI to MT2 Net Salary Received
Tondo	259	75	18,549	3,250	74	19,940	3,800	76	21,436	4,500	14	26,878	6,743	20	29,028	5,895	4,837.60
Tondo	2.72	102	18,549	3,624	50	19,940	4,204	86	21,436	4,800	16	26,878	5,340	18	29,028	6,004	4,794.80
Tondo	187	30	18,549	3,340	59	19,940	4,350	72	21,436	4,020	12	26,878	5,386	14	29,028	6,039	4,627
Tondo	195	40	18,549	3,900	38	19,940	4,384	89	21,436	5,006	18	26,878	5,634	10	29,028	5,095	4,803.80
Tondo	279	80	18,549	3,224	123	19,940	4,128	42	21,436	5,136	15	26,878	5,784	19	29,028	5,348	4,724
Tondo	320	71	18,549	3,613	72	19,940	4,319	134	21,436	4,916	23	26,878	5,320	20	29,028	5,863	4,806.20
Tondo	177	16	18,549	3,534	84	19,940	4,360	63	21,436	5,120	8	26,878	5,263	6	29,028	5,784	4,824
Tondo	159	46	18,549	3,613	20	19,940	4,385	80	21,436	5,349	11	26,878	5,426	2	29,028	5,693	4,893.20
Tondo	163	24	18,549	3,819	20	19,940	4,246	104	21,436	5,123	12	26,878	5,149	3	29,028	5,234	4,708.20
Total	**2023**	**484**	**18,549**	**3,546**	**540**	**19,940**	**4238.4**	**746**	**21,436**	**4885.5**	**129**	**26,878**	**5004.5**	**112**	**29,028**	**5661,2**	**4,779.82**

Based on their payroll or net take-home pay, 80% of the teachers from Teacher I to Master Teacher II positions received only a net income of 3,000 to 5,000 far from their actual salaries ranging from 10,000 to 20,000 due to mortgage in so many salary loans obtained from private and government lending institutions. This means that the salaries of these teachers was not sufficient, yet attaining a quality life is not so affordable.

With regards to their Statements of Assets, Liabilities and Net worth (SALN), only 20% of them have a positive net worth, while the rest of the teachers have negative net worth due to excessive liabilities applied by the teachers just to augment their insufficient income.

Very few of them have other source of income.

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Proposed Intervention Measures to Address to the Needs of the Public Elementary Schools Relative to their Aspirations for Quality Life

I. Objective:

The Government through the Department of Education promotes a zero-tolerance policy for any act of teacher's abuse, exploitations, discrimination and other forms of abuses and look into the best humanistic quality life of the teachers as God created them to enjoy a sustainable human life.

II. Principles:

1. Schools shall be conducive to work and teachers shall have the right of expressions and perform their tasks, duties and responsibilities free from fear.
2. All teachers shall be protected from all forms of abuse and bullying to develop self-esteem and self-confidence.
3. Schools shall advocate a positive and non-violent mode of disciplinary actions of the teachers to foster self-discipline and self-esteem.
4. School Heads shall take steps to prevent discrimination of all sorts and ensure that the appropriate interventions, counselling, and other services are provided for the victims of such abuses, exploitations, and discrimination.
5. All Teachers shall respect the rights of others and refrain from committing any acts of violence and bullying.
6. All schools shall establish Teachers Protection Committee (TPC) which shall be composed of but no limited to:
    a. School Heads / Administrators – Chairperson
    b. Guidance Counselors / Teacher – Vice Chair
    c. Representatives of the Teachers as designated by the faculty club.
    d. Representatives of the Parents as designated by the PTA.
    e. Representatives of the Pupils/Students as designated by the Supreme Students Council and
    f. Representatives from the Community as designated by the Barangay Council.

III. Action to be Undertaken (Implementation)

1. Send teachers to graduate schooling and seminars or related training for free to assert their right to grow professionally and academically.
2. Increase the salary of the teachers from the basic salary to a competitive salary for Teacher I and avail or enjoy meritorious promotion; as well as lessening the load of their subjects and proper works to have time for their families and have social activities.
3. Provide teachers affordable housing to improve their dwelling status.
4. Strictly recommended and plea for immediate attention for the provision on:
    a. Excellent recreational activities for teachers
    b. Travel outside the country
    c. Access to quality medical care
5. Comfortable, stable emotional, social and other needs.
6. Other needs and aspirations shall be provided for by the Government through the Department of Education the following:
    a. Education of their children free from the basic to tertiary levels
    b. Savings/Financial benefits for their future and their family in package (Pag-Ibig, GSIS, Phil Health etc.)

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c. Regular medical check up and services of all kinds for free.
d. Acquire reasonable number of real state property.
e. Live modest, happy and comfortable life.

IV. Policies / Programs and Services to be undertaken to improve the Quality of Life of the Teachers

1. Teachers assigned in far flung areas must be provided with a descent residential and hazard pay.
2. Provide budget allocation and expenditures for teachers care and safety needs.
3. Putting up transit centers for teachers.
4. Promote the acceptance of fundamental principles on teacher's right for descent work standards and employment.
5. Provide livelihood programs for teachers to augment their income.

General Objective:

To improve the overall quality of life of public elementary school teachers through responsive programs and interventions that promote physical wellness, emotional and social well-being, financial stability, professional growth, family relationships, and work-life balance.

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Areas of Concern	Target / Layunin	Activities / Gawain	Persons Involved	Time Frame	Budgetary Requirements	Success Indicators
1. Personal and Family Well-Being	Strengthen family relationships and help teachers balance professional and family responsibilities.	Conduct family wellness seminars, parenting sessions, family day activities, and work-life balance orientations.	School Heads, Teachers, Guidance Designates, Resource Speakers	Quarterly	₱10,000	Improved family relationships and increased participation in family-oriented activities.
2. Professional Growth and Development	Expand opportunities for professional advancement, scholarships, and leadership development.	Conduct capability-building programs, scholarship orientations, professional development training, and train-the-trainer activities.	Schools Division Office, School Heads, Teachers, Training Providers	Throughout the School Year	₱20,000	Increased teacher participation in professional development, scholarship opportunities, and training facilitation.
3. Recognition and Professional Motivation	Sustain teachers' very satisfactory performance and strengthen professional commitment.	Implement teacher recognition programs, mentoring activities, appreciation ceremonies, and performance feedback sessions.	School Heads, Department Heads, Teachers	Quarterly	₱8,000	Increased teacher motivation, professional engagement, and recognition of exemplary performance.
4. Financial and Socioeconomic Well-Being	Enhance teachers' financial management skills and	Conduct financial literacy seminars, budgeting	School Heads, Teachers, Financial Literacy	Semiannually	₱10,000	Improved financial management awareness and

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	promote economic security.	workshops, savings orientations, and information sessions on available employee benefits.	Resource Persons, Cooperatives			increased participation in savings and financial planning activities.
5. Physical, Emotional, and Social Wellness	Improve teachers' physical health, access to wellness services, recreational opportunities, and social relationships.	Organize medical and dental consultations, sports activities, recreational programs, mental health awareness sessions, and wellness activities.	School Heads, Teachers, Health Personnel, Guidance Designates, Community Partners	Quarterly	₱15,000	Increased participation in wellness activities and improved awareness of physical and psychological well-being.
6. Personal Aspirations and Life Satisfaction	Support teachers in achieving their personal goals and improving their overall quality of life.	Conduct goal-setting workshops, personal development sessions, self-care activities, and individual life-planning orientations.	School Heads, Teachers, Guidance Personnel, Resource Speakers	Twice a Year	₱8,000	Teachers develop personal development goals and demonstrate greater engagement in activities that promote life satisfaction.
7. Family, Workplace, and Community Concerns	Address serious family-related and personal problems and strengthen	Establish teacher support groups, confidential counseling	School Heads, Guidance Designates, School Counselor	Throughout the School Year	₱12,000	Improved access to support services, timely referrals,

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	support systems for teachers.	and referral services, stress management sessions, conflict resolution activities, and community support initiatives.	Associates, Teachers, Community Partners			and increased teacher participation in support programs.

Chapter 4

SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter points out the summary of the significant findings of the study, conclusions derived, and the recommendations made based on the analysis of the data gathered by the researcher.

Summary of Findings

The findings of the study are summarized as follows:

1. In terms of personal and demographic characteristics, the majority of the respondents were female, married, had one to five children, and were Roman Catholic. This indicates that most of the respondents had established family responsibilities and personal circumstances that may influence their overall quality of life.
2. In terms of educational and professional qualifications, most of the teachers held bachelor's degrees, while a considerable number had extensive teaching experience. Their participation in professional development activities was primarily at the division level. Although some had availed themselves of local scholarship opportunities, participation remained limited. Most of the respondents attended seminars as participants rather than as facilitators or trainers.
3. The performance ratings of the teachers during the three years were generally very satisfactory, with an increasing proportion of respondents obtaining this rating over the years. This indicates that the teachers consistently demonstrated satisfactory professional performance despite the demands and responsibilities associated with their work.
4. Regarding their socioeconomic conditions, most of the respondents belonged to families with a monthly income ranging from ₱26,000 to ₱35,000 and owned their respective homes. These conditions suggest a degree of residential stability, although financial circumstances may still influence their ability to meet various family and personal needs.
5. The quality of life of the teachers was generally perceived as moderately rewarding. Among its dimensions, access to quality medical care received the highest assessment and was considered very rewarding. Recreational activities, travel outside the community, material needs, and emotional, social, and other needs were generally assessed as moderately rewarding or satisfactory.

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6. The teachers demonstrated high aspirations toward achieving and enjoying a better quality of life. This indicates their strong desire to improve their personal circumstances, strengthen their well-being, and attain greater satisfaction in their professional and family lives.
7. The problems encountered by the teachers varied across different aspects of their lives. Family-related concerns and other personal problems were considered serious, while school-related problems were moderately serious. Community-related problems were assessed as fairly serious. These findings highlight the need for appropriate interventions addressing teachers' personal, family, professional, and social concerns

Conclusions

Based on the findings of the study, the following conclusions were drawn:

1. The personal and demographic characteristics of the teachers reflect the importance of considering their family responsibilities, personal circumstances, and social backgrounds in understanding their overall quality of life.
2. Although teachers possess academic qualifications and professional experience, opportunities for scholarships, advanced professional development, and leadership roles in training activities may still be strengthened to support their continued professional growth.
3. The consistently very satisfactory performance ratings of the teachers demonstrate their professional commitment and capacity to fulfill their responsibilities despite the various personal and work-related demands they encounter.
4. The socioeconomic conditions of the teachers, particularly their family income and homeownership, provide some degree of financial and residential stability. However, these circumstances do not necessarily guarantee complete satisfaction with their overall quality of life.
5. The moderately rewarding assessment of teachers' quality of life indicates that, while certain aspects such as access to medical care are satisfactory, other dimensions, particularly recreational, material, emotional, and social needs, require further improvement.
6. The high aspirations of teachers toward enjoying a better quality of life reflect their willingness and desire to improve their personal well-being, family conditions, and overall life satisfaction.
7. The serious problems encountered in family relationships and other personal concerns indicate the need for comprehensive support mechanisms that address teachers' personal, social, emotional, and professional well-being.

Recommendations

In light of the findings and conclusions of the study, the following recommendations are offered:

1. School administrators may consider the personal and family circumstances of teachers in planning school activities, assigning additional responsibilities, and implementing employee welfare programs. Appropriate support mechanisms may be established to help teachers balance their professional duties and family obligations.
2. The Schools Division Office may strengthen professional development opportunities by providing scholarships, continuing education programs, specialized training, and leadership development activities. Teachers may also be encouraged to serve as facilitators, trainers, and resource speakers to enhance their professional competencies.
3. School heads may sustain and strengthen initiatives that recognize teachers' accomplishments and professional contributions. Regular performance feedback, recognition programs, mentoring, and supportive supervision may be implemented to maintain teachers' motivation and professional commitment.

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4. School administrators and concerned stakeholders may explore programs that promote teachers' financial literacy, responsible financial management, and access to appropriate welfare benefits. These initiatives may help teachers manage their financial obligations and improve their socioeconomic well-being.
5. The Schools Division Office and school administrators may develop wellness and recreational programs that promote physical fitness, emotional well-being, social interaction, and work-life balance. Activities such as wellness sessions, sports programs, medical consultations, and family-oriented activities may be considered to improve teachers' overall quality of life.
6. Teachers may be encouraged to establish personal development goals and participate in activities that promote self-care, lifelong learning, healthy relationships, and financial stability. School administrators may provide appropriate opportunities and institutional support to help teachers achieve their aspirations.
7. School administrators, guidance personnel, and concerned stakeholders may establish a comprehensive teacher support program addressing family relationships, workplace concerns, community involvement, and other personal difficulties. Counseling services, stress management activities, peer support groups, and referral mechanisms may be provided to help teachers cope with their identified problems.

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