RELATIONSHIPS BETWEEN WORK LIFE QUALITY OF TEACHERS WITH WORK COMMITMENT, STRESS AND SATISFACTION: A STUDY IN KUCHING, SARAWAK, MALAYSIA

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Abstract.   This study examined the relationships between quality of work life and work commitment, work stress and work satisfaction. This study also investigated the differences in work life quality, work commitment, work stress and work satisfaction based on demographic variables and the relationships amongst the variables. Questionnaire data was collected from a cross-sectional survey administered to 110 permanent teachers at a government secondary school in Kuching, Sarawak, Malaysia. Findings in this study showed that the respondents only had moderate work life quality. There were also moderate relationships between work life quality and work commitment, stress, and satisfaction but there were no differences in the quality of work life based on demographic variables. However there were differences in work commitment based on gender. This research also revealed that there were also no differences in work stress and satisfaction based on the same demographic variables. Similarly, the findings suggested that work commitment, work stress and satisfaction were not significantly correlated. Work life quality of teachers could still be improved to ensure that students gain maximum benefits from teaching and learning practices in the classrooms.

Keywords: Work life quality; work commitment; work stress; work satisfaction

Abstrak.   Kajian ini bertujuan mengkaji hubungan antara kualiti kehidupan bekerja dengan komitmen kerja, tekanan kerja dan kepuasan bekerja. Seterusnya kajian ini juga menentukan perbezaan dalam kualiti kehidupan bekerja, komitmen kerja, tekanan kerja dan kepuasan bekerja berasaskan pemboleh ubah demografi serta hubungan di antara pemboleh ubah yang dikaji. Data diperolehi berasaskan soal selidik daripada kajian berbentuk tinjauan dalam kalangan 110 guru tetap di sebuah sekolah menengah di Kuching, Sarawak, Malaysia. Dapatan kajian menunjukkan bahawa responden mempunyai kualiti kehidupan bekerja yang sederhana. Di samping itu, terdapat hubungan yang sederhana antara kualiti kehidupan bekerja dan komitmen kerja, tekanan kerja dan kepuasan bekerja guru. Tidak terdapat perbezaan dalam kualiti kehidupan bekerja berasaskan ciri-ciri demografi. Namun terdapat perbezaan dalam komitmen kerja berasaskan jantina guru, tidak terdapat perbezaan dalam tekanan kerja dan kepuasan bekerja berdasarkan ciri-ciri demografi yang sama. Begitu juga, dapatan kajian menunjukkan tidak terdapat hubungan antara komitmen kerja, tekanan kerja dan kepuasan bekerja. Namun, kualiti kehidupan bekerja perlu ditingkatkan untuk memastikan pelajar mendapat faedah maksimum daripada proses pengajaran dan pembelajaran dalam bilik darjah.

Kata kunci: Kualiti kehidupan bekerja; komitmen kerja; tekanan kerja; kepuasan bekerja

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1.0   INTRODUCTION

The Malaysian government unveiled its *Vision 2020* in the early 1990s to steer the country towards achieving the status of an industrialized country by the year 2020 (Mahathir bin Mohamad, 1991). Undoubtedly, education plays a central role in developing the needed human resources to attain the vision. Amongst others, commitment of teachers is widely believed to be the crux in the performance of schools (Firestone & Rosenblum, 1988). Teacher commitments are certainly related to work satisfaction (Leonard, 2002). Thus, there is a need to explore the work life quality of teachers in relation to their commitment to work, stress and work satisfaction, especially when teachers are increasingly found to be unprofessional and demoralized in their works (Louis, 1998).

2.0   REVIEW OF RELATED LITERATURE

2.1   Work Life Quality of Teachers

Work life quality had been defined as the sum of perceived stress, or lack of stress, and perceived satisfactions, or dissatisfactions (Pelsma, Richard, Harrington, & Burry, 1989). Reviews of the work life quality indicators in organizational literatures identified seven criteria consistent with issues expressed in educational reform literatures. These were respect (Firestone & Rosenblum, 1988), participation in decision making (van der Berg & Sleegers, 1996), frequent and stimulating professional interactions among peers (Newman, Rutter, & Smith, 1989), structures and procedures that contributed to a high sense of efficacy (Rosenholz, 1989), opportunity to acquire and make full use of existing skills and knowledge and to experiment (van den Berg & Sleegers, 1996), adequate resources to perform the job and a pleasant working environment (Cohn, Kottkamp, McCloskey & Provenzo, 1987), and congruence between personal goals and the school's goals (Cohn *et al.*, 1987).

2.2   Work Commitment of Teachers

Commitment is part of teachers' affective or emotional reactions to their experiences in a school setting (Ebmeier & Nicklaus, 1999). Current conceptualizations of teachers' work commitment can be directly linked back to research on organizational commitment carried out in the 1970's by Kanter (1974) and Mowday, Steers, and Porter (1979). However, the profession of teaching is unique in a number of ways. Its very nature involves a complex and rich combination of working relationships with not only the organization (schools and education systems) but with a number of other stakeholders including parents, students and colleagues. To consider the idea of teachers' work commitment only in the terms adopted by Kanter (1974) and Mowday *et al.* (1979) ignores many of the factors that are integral to teaching.

2.3 Work Stress of Teachers

Stress is present in a person-environment relationship that threatens or taxes personal resources, and as a mental state in response to strains or daily hassles. The most significant findings in the literature were that if teachers and principals were experiencing high levels of stress in schools, this was likely affected the students (Borg & Riding, 1993; Carr, 1994). According to Smith and Bourke (1992), there were four major sources of stress that concerned teachers, namely, conflicts, students and physical conditions, time pressures and opportunities for rewards and recognitions.

2.4 Work Satisfaction of Reachers

Teachers' work satisfaction was defined by Chakravorty (1990) as the fit between the abilities and skills of an individual and teaching demands and requirements, and it had been extended more holistically to include morale and positive affects (Hart & Conn, 1992). According to Smith and Bourke (1992), work satisfaction of teachers was influenced by workloads and conditions of employment, relationships with students, as well as administration and senior staffs.

2.5 Relationships between Quality of Work Life and Work Commitment, Stress and Satisfactions

Literature on the work life quality tend to regard the outcome of improved job conditions to influence preference for remaining in the job and a sense of identification with the organization (Reyes, 1990). The study by Louis (1998) showed significant positive relationships between the seven respective dimensions of work life quality and teachers' commitment. The nature of work stress, dissatisfactions, negative affects, and the classroom environment may have negative impacts on teachers' feelings, emotions, and behaviors (Waugh & Hyde, 1993). For instance, Ho (1996) found that teachers with high levels of stress had lower job satisfaction. Meanwhile, Leonard (2002) reported that teachers who were less dissatisfied with their works were less stressed.

2.6 Demographic Variables and Teachers' Work Life Quality, Work Commitment, Stress and Satisfaction

Tsui, Leung, Cheung, Mok and Ho (1994) in a study on teachers' organizational commitment reported no significant differences in teachers' organizational commitment based on demographic characteristics such as gender and educational levels but teachers who stayed longer in the profession tend to be more committed to their schools. Meanwhile, Zembylas and Papanastasiou (2004) and Hutchinson (1990) also reported there were no differences in work satisfaction of teachers based on demographic variables such as gender, qualification and teaching experiences. Similar

findings were reported by Hutchinson (1990). However, Fraser, Draper and Taylor (1998) reported that female teachers felt less satisfied with their influences over school policies compared to male teachers. They also reported significant differences in work satisfaction based on work experience; teachers who stayed longer at the job consistently had greater ratings of dissatisfactions.

3.0   RESEARCH METHODOLOGY

3.1   Research Design

This study used a "*Cross-Sectional Survey*" research designed to identify the work life quality amongst teachers that might influence work commitment, work stress and work satisfaction. Data for this study was collected from a predetermined population (Fraenkel & Wallen, 1993).

3.2   Samples of the Study

The samples of this study consisted of 110 in-service teachers of government secondary school in Kuching, Sarawak, Malaysia.

3.3   Research Instrument

Data for this study was collected using a questionnaire consisting of five sections: Section A (*Background of Teachers*), Section B (*Work Life Quality of Teachers*), Section C (*Work Commitment of Teachers*), Section D (*Work Stress of Teachers*) and Section E (*Work Satisfaction of Teachers*). Section A explored the basic demographic factors of the respondents. Items from Section B and C were adapted of Reyes (1990) whilst the formulation of items in Section D was based on the research instrument found in Smith (1990). Items from Section E were adapted from Smith and Bourke (1992).

3.4   Pilot Survey and Reliability of Research Instrument

A pilot test was carried out in September 2006 with 40 teachers from a government secondary school in Kuching, Sarawak, Malaysia. The reliabilities coefficients of the instrument are shown in Table 1.

The Cronbach's Alpha Coefficients for Section B ranged from 0.634 for *Resources* to 0.943 for *Sense of Respect.* Generally, a Cronbach's Alpha Coefficients of 0.7 is considered adequate. All items in Section B meet this yardstick except for those in the subpart *Resources.* However, the reliability indices in Section B were comparable to those reported by Louis (1998): "the relatively low alpha for resources was not viewed as a problem, since the individual items intentionally tapped different aspects of

Table 1 Reliability analyses of the questionnaire

		Cronbach's Alpha Coefficients
Section B	Work Life Quality of Teachers	
	Sense of Respect	0.943
	Sense of Influence	0.940
	Collegial Work	0.932
	Develop/use skills	0.793
	Feedback	0.832
	Resources	0.634
	Goal Congruence	0.916
Section C	Work Commitment of Teachers	
	School	0.810
	Students	0.865
	Body of Knowledge	0.763
Section D	Work Stress of Teachers	
	Conflicts	0.716
	Students and Physical Conditions	0.439
	Time Pressures	0.859
	Rewards and Recognitions	0.732
Section E	Work Satisfaction of Teachers	
	Workloads and Conditions	0.468
	Student Relationships	0.906
	Administrations and Senior Staffs	0.684

resources and there is no strong reason to assume that these should be logically connected." The Cronbach's Alpha Coefficients for the three subparts of Section C were satisfactory. The problematic item in Section D was the subpart containing *Students and Physical Conditions*. The alpha-value could be increased to 0.604 by removing item 5 in *Students and Physical Conditions*. However, this item was kept and reworded instead from "Having to teach subjects you would not have chosen" to "Having to teach subjects you were not trained for." This was essential as the item was important and not measured elsewhere in Section D. Meanwhile, the questionable item in Section E was item 8 in *Workloads and Conditions*: "The number of hours of non-teaching duties each week." However, this item was retained without alterations as it was related to item 4 in the same section: "The number of hours you teach each week."

3.5 Analysis of Data

The data analysis was carried out based on the research questions of the study using descriptive statistics (Means, Standard Deviations, and Frequencies) and inferential statistics (Pearson's Moment Correlations, Independent t-tests and One-Way Anovas).

4.0 FINDINGS

4.1 Work Life Quality of Teachers

In Section B of the questionnaire, the respondents were asked about work life quality in terms of *Sense of Respect, Sense of Influence, Collegial Work, Develop/ use Skills, Feedback, Resources* and *Goal Congruence*. The means, standard deviations, frequencies and percentages of the respective items are summarized in Table 2.

Table 2   Descriptive statistics of work life quality amongst teachers

Work Life Quality	Mean	SD	Very Bad	Bad	%	Neutral	%	Good	Very Good	%
Respect	3.94	0.761	3	34	4.2	183	20.8	449	211	75.0
Influence	3.12	1.127	191	174	27.7	375	28.4	442	138	43.9
CollegialWork	3.45	0.823	13	64	14.0	197	35.8	218	58	50.2
Develop/ use Skill	3.73	0.818	3	23	5.9	137	31.1	203	74	63.0
Feedback	2.57	0.919	37	125	49.0	121	36.6	37	10	14.2
Resources	3.48	0.974	14	28	12.7	118	35.8	124	46	51.5
Goal Congruence	3.95	0.819	4	15	4.3	101	23.0	198	122	72.7
Total	3.46	0.892								

As stated in Table 2, a high percentage of the respondents (75%; Mean = 3.94, Std. Dev. = 0.761) generally believed that they were respected by fellow teachers and principal. Majority of teachers (72.7%; Mean = 3.95, Std. Dev. = 0.819) also believed that their work efforts were congruent with the goals of the school. Generally, they agreed (63%; Mean = 3.73, Std. Dev. = 0.818) that they could acquire and use skills required for effective teaching and learning. However, almost half of the respondents believed that there was a lack of meaningful feedback given by the department heads and peers (49%; Mean = 2.57, Std. Dev. = 0.919). Notwithstanding that, they also felt that their influences over matters in the school especially those related to curriculum and budget were not particularly significant (43.9%; Mean = 3.12, Std. Dev. = 1.127). Meanwhile, collegial supports at the workplace (50.2%; Mean = 3.45, Std. Dev. = 0.823) and the availability of teaching and learning resources (51.5%; Mean = 3.48, Std. Dev. = 0.974) were also not particularly satisfactory. However, the overall scores indicated that the respondents were moderately satisfied with the quality of work life (Mean=3.46, Std. Dev. = 0.892).

4.2 Relationships between Work Life Quality and Work Commitment, Stress and Satisfaction

According to the Pearson's Moment Correlation Coefficient analysis, there existed a significant but weak positive relationship between work life quality and work

Table 3 Relationships between Work Life Quality and Work Commitment

	Work Commitment	
Work Life Quality	*r*	*p*-**value**
Sense of Respect	0.199	0.019
Sense of Influence	0.156	0.051
Collegial Work	0.278	0.002
Develop/use Skills	0.238	0.006
Feedback	0.128	0.019
Resources	0.234	0.007
Goal Congruence	0.173	0.035

Note: r = Pearson's Moment Correlation Coefficient

commitment ($r = 0.294$, $p = 0.001$). Similar analyses were also performed to determin the relationships between various aspects of work life quality and work commitment, as shown in Table 3. There were significant but weak positive relationships between *Sense of Respect, Collegial Work, Develop/ use Skills, Resources* and work commitment.

On the other hand, Pearson's correlation analysis yielded a significant but weak negative relationship between work life quality and work stress ($r = –0.315$, $p < 0.0005$). Similar analyses were also carried out between the various aspects of work life quality and work stress as shown in Table 4. There was a significant and moderately strong negative relationship between *Resources* and work stress; and also significant but weak relationships between *Sense of Influence, Collegial Work, Develop/ use Skills* and work stress.

Table 4 Relationships between work life quality and work stress

	Work Stress	
Work Life Quality	*r*	*p*-**value**
Sense of Respect	–0.078	0.210
Sense of Influence	–0.215	0.013
Collegial Work	–0.220	0.011
Develop/use skills	–0.193	0.022
Feedback	–0.103	0.143
Resources	–0.507	0.000
Goal Congruence	–0.107	0.133

As for the relationship between work life quality and work satisfaction, Pearson's correlation analysis resulted in a significant but weak positive relationship ($r = 0.246$, $p = 0.005$). Similar analyses were carried out between the various aspects of quality of work life and teachers' work satisfaction as shown in Table 5. There were also significant

Table 5   Relationships between work life quality and work satisfaction

	Work Satisfaction	
Work Life Quality	*r*	***p*-value**
Sense of Respect	0.386	0.378
Sense of Influence	0.030	0.000
Collegial Work	0.204	0.016
Develop/use skills	0.355	0.000
Feedback	–0.075	0.219
Resources	0.130	0.088
Goal Congruence	0.233	0.007

but weak positive relationships between *Sense of Respect, Develop/use Skills, Goal Congruence, Collegial Work* and work satisfaction.

4.3   Differences in Work Life Quality, Commitment, Stress and Satisfaction Based on Demographic Variables

Independent t-tests were carried out to determine the differences in teachers' perceived work life quality, work commitment, teaching experiences and teaching works based on gender. The results are shown in Table 6.

Table 6   Differences in work life quality, commitment, stress and satisfaction based on gender

Variables	Gender	n	Mean	Std Dev.	*t*	df	*p*-value
Work Life	Male	22	3.44	0.454	–0.281	108	0.779
Quality	Female	88	3.47	0.462			
Work	Male	22	4.02	0.418	–2.041	108	0.044*
Commitment	Female	88	4.24	0.450			
Work	Male	22	2.98	0.510	–0.017	107	0.986
Stress	Female	87	2.99	0.630			
Work	Male	22	3.37	0.356	1.082	108	0.282
Satisfaction	Female	87	3.25	0.485			

Note: * p < .05

There were generally no differences in terms of work life quality, work stress and work satisfaction based on gender. However, female teachers appeared to have higher work commitment (Mean = 4.24) than the male counterpart (Mean = 4.02; *t* = –2.041, *p* = 0.044).

Meanwhile, One-way ANOVAs were carried out to determine the differences in work life quality, work commitment, stress and satisfactions based on qualifications. The results are shown in Table 7. The findings showed no significant differences in

Table 7 Differences in work life quality, commitment, stress and satisfaction based on qualifications

Variables	Sources	SS	df	MS	F	Sig.
Quality of Work Life	Between Groups	0.632	3	0.211	1.001	0.396
	Within Groups	22.295	106	0.210		
	Total	22.927	109			
Work Commitment	Between Groups	0.313	3	0.104	0.507	0.678
	Within Groups	21.778	106	0.205		
	Total	22.091	109			
Work Stress	Between Groups	2.271	3	0.757	2.128	0.101
	Within Groups	37.366	105	0.356		
	Total	39.638	108			
Work Satisfaction	Between Groups	0.633	6	0.211	0.984	0.403
	Within Groups	22.74	106	0.215		
	Total	23.373	109			

terms of work life quality, work commitment, stress and satisfactions based on the academic qualifications of respondents.

As shown in Table 8, teaching experiences also did not appear to have an impact on the quality of work life, work commitment, stress and satisfaction.

Table 8 Differences in work life quality, commitment, stress and satisfaction based on teaching experiences

Variables	Sources	SS	df	MS	F	Sig.
Work Life Quality	Between Groups	1.465	6	0.244	1.172	0.327
	Within Groups	21.462	103	0.208		
	Total	22.927	109			
Work Commitment	Between Groups	2.16	6	0.361	1.863	0.094
	Within Groups	19.93	103	0.193		
	Total	22.091	109			
Work Stress	Between Groups	1.254	6	0.209	0.555	0.765
	Within Groups	38.384	102	0.376		
	Total	39.638	108			
Work Satisfaction	Between Groups	2.509	6	0.418	2.064	0.064
	Within Groups	20.864	103	0.203		
	Total	23.373	109			

4.4 Relationships Amongst Teachers' Work Commitment, Stress and Satisfaction

Results of the Pearson's correlation analysis showed that work commitment was not correlated with work stress ($r = -0.068$, $p = 0.243$). Furthermore, as shown in Table 9, the three aspects of work commitments were also not correlated with work stress.

Table 9   Relationships between aspects of work commitment and work stress

	Work Satisfaction	
Work Commitment	*r*	*p*-**value**
School	–0.141	0.072
Students	0.019	0.423
Body Knowledge	–0.022	0.410

Meanwhile, for relationship between work commitment and work satisfaction, Pearson's correlation analysis showed that there was no significant relationship ($r = 0.136$, $p = 0.078$). Results of further analyses as shown in Table 10 indicated no relationships between commitment to school, commitment to students and commitment to body of knowledge and work satisfaction.

Table 10   Relationships between aspects of work commitment and work satisfaction

	Work Satisfaction	
Teacher Work Commitment	*r*	*p*-**value**
School	0.137	0.077
Students	0.135	0.080
Body Knowledge	0.066	0.247

Similarly, Pearson's correlation analysis resulted in no significant relationship between work stress and work satisfaction ($r = –0.058$, $p = 0.273$). Likewise, the four dimensions of work stress investigated were also not significantly correlated with work satisfaction (see Table 11).

Table 11   Relationships between aspects of work stress and work satisfaction

	Work Satisfaction	
Work Stress	*r*	*p*-**value**
Conflicts	–0.051	0.297
Students and Physical Conditions	–0.064	0.253
Time Pressures	–0.016	0.434
Rewards and Recognitions	–0.072	0.229

5.0 DISCUSSIONS

5.1 Work Life Quality

Overall, the respondents rated their quality of work life as moderately good. The findings in this study indicated that the most highly rated aspect of work life quality amongs teachers were *Goal Congruence* followed by *Sense of Respect* and *Develop/use skills.* Teachers generally believed that their efforts were in congruence with the educational goals set by the school. This was consistent with studies by Cohn *et al.* (1987) and Louis and Miles (1990). On the whole, the respondents believed that they were respected by their peers and efforts made were recognized by the school (Firestone & Rosenblum, 1988). The respondents reacted positively to efforts to *Develop/use skills* to improve classroom teaching which is a crucial issue in promoting improved working conditions for teachers (Newman *et al.*, 1989; van den Berg & Sleegers (1996). However, they generally perceived themselves as not being well respected by the community. The lowest rating of work life quality amongst teachers in this study was *Feedback.* Similar findings were also reported by Louis (1998).

5.2 Relationships between Work Life Quality and Work Commitment, Stress and Satisfactions

The findings indicated a positive but weak relationship between work life quality and work commitment. It is believed that teacher's work commitment can be improved by augmenting their S*ense of Respect, Collegial Work,* and by providing opportunity to *Develop/use Skills* and improving the teaching and learning *Resources* which was similar to the findings reported by Louis (1998). On the other hand, there was a weak negative relationship between work life quality and work stress. Teachers in Malaysian schools generally had little influence over school matters. Besides, low level of *Collegial Work*, lack of opportunities to *Develop/use Skills* and limited teaching and learning *Resources* also resulted in higher work stress. These findings are reported by Boyle *et al.* (1995). Meanwhile, a weak positive relationship existed between work life quality and work satisfaction. Work life quality is important; Rodgers-Jenkinson and Chapman (1991) found that teachers who experienced good working conditions, enjoyed good relationships with other teachers and parents, and who felt being a part of the school structure, tended to report higher levels of job satisfaction.

5.3 Differences in Work Life Quality, Work Commitment, Stress and Satisfactions Based on Demographic Variables

The outcomes of the study indicated no differences in work life quality based on demographic variables such as gender, qualifications and teaching experiences. Conversely, Sturman (2002) reported differences between work life quality based on

teaching experiences. This study showed that female teachers had higher work commitment than male teachers. However, there were no differences between work commitment based on qualifications and experiences. These results were supported by Tsui *et al.* (1994) which reported no differences in teachers' organizational commitment based on demographic characteristics such as educational levels. However, they discovered that teachers who stayed longer in the profession tended to be more committed to their school. Meanwhile, the study also failed to find significant differences in work stress based on demographic variables such as gender, qualifications and experiences. Similarly, according to Antoniou, Polychroni and Walters (2000), no significant differences were found in stress for males and females. However, Antoniou, Polychroni and Vlachakis (2006) observed that female teachers reported higher degree of stress compared to males. They also discovered that less experienced teachers showed higher levels of stress and burnout. The same findings were reported by Kyriacou & Sutcliffe (1979). Consistent with the findings reported by Zembylas and Papanastasiou (2004) and Hutchinson (1990) the findings of this study suggested no differences in work satisfaction based on demographic variables such as gender, qualifications and experiences. These findings, however, were opposed to the findings of Kicker and Loadman (1997) and Fraser *et al.* (1998).

5.4 Relationships Amongst Teachers' Work Stress, Commitment and Satisfactions

The results of the study showed that teachers' work commitment was not correlated with work stress. In contrast, Sturman (2002) and Kyriacou (1990) reported that work commitment was affected by levels of work stress amongst teachers. However, consistent with other research findings (Lester, 1998; Thompson, McNamara & Hoyle, 1997), this study reported no relationship between work commitment and work satisfaction, though Pang (2003), Kushman (1992), Reyes and Hoyle (1992) and Fresko, Drora and Nasser (1997) reported otherwise. Furthermore, the outcomes of the study suggested no relationship between work stress and work satisfaction even though Reyes and Hoyle (1992), Ho (1996) and Rosenholtz and Reyes (1990) found that work satisfaction and teacher stress were significantly related.

6.0 SUGGESTIONS

Generally, this study showed that teachers had only a moderate quality of work life. The school management needs to ensure more congruence between educational agendas set by the school and teachers' teaching and learning processes. Although teachers generally felt respected by the school's communities, more need to be done to improve public perceptions of the teaching profession. Teachers must also be given more opportunities to develop their teaching skills and also to practice these skills in the classrooms. Collegial work should be encouraged amongst teacher in order to

provide constructive feedbacks to teachers concerning their teaching and learning practices. The school management should also strive to improve the teaching and learning resources available in the school and actively involve the teachers in the decision-making process of the school.

As the improvement of teaching and work life quality could result in higher work commitment, decreased work stress, and better work satisfaction, the school management ought to take up this cue and focus more on improving the work life quality of teachers. Hopefully, this action would ensure that student benefit from better classroom teachings. Furthermore, the school management should not target its improvement activities only on selected group of teachers as the levels of work life quality, work satisfaction, work stress and work commitment are generally found to be independent of gender, work experiences and qualifications.

Future research in Malaysian context should take into consideration the following suggestions. Firstly, future research should include more secondary schools and also examine the effects of the various types of schools such as urban-rural and the impacts of school size. Furthermore, qualitative data (observations and interviews) ought to be collected to further validate the results obtained from questionnaires. Other factors that could impact on work life quality such as additional responsibilities, educational changes, school environments, school effectiveness, school improvements and also organizational behaviors should also be investigated.

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