

**LEARNING ENVIRONMENT, PSYCHOLOGICAL WELLNESS AND
QUALITY OF WORK LIFE AMONG PUBLIC SECONDARY
SCHOOL SCIENCE TEACHERS**

JECELIN B. PAILANO, LPT

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ABSTRACT

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ADVISER: HELEN W. NOEL, Ph.D.

This study was conducted to determine interrelationships among the learning environment, psychological wellness, and quality of work life among public secondary school science teachers in MABAMA Cluster. Utilizing an Exploratory sequential design, data were gathered from 105 science teachers across all public secondary schools in MABAMA through standardized questionnaires assessing the physical, social, and instructional dimensions of the learning environment, indicators of psychological wellness such as stress, resilience, and job satisfaction, and components of quality of work life including workload balance, professional growth opportunities, and institutional support.

Statistical analyses, including Mean ,Standard Deviation, Pearson R , and Multiple regression Analysis , revealed significant positive relationships between supportive learning environments and both psychological wellness

and quality of work life. Furthermore, psychological wellness was found to mediate the relationship between the learning environment and quality of work life. These findings underscore the importance of fostering a healthy and supportive school environment to enhance the well-being and professional satisfaction of science educators. Recommendations include strengthening administrative support systems, implementing teacher wellness programs, and promoting a collaborative and resource-rich teaching environment to sustain a high quality of work life among public school teachers.

Keywords: learning environment, psychological wellness, quality of work life, science teachers, public secondary schools, teacher well-being, school climate, job satisfaction