

Employees Quality of Work-Life, Job Enrichment and Satisfaction

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Abstract - This study examined the employees' quality of work life, job enrichment, and job satisfaction in the Department of Education (DepEd) within the Province of Capiz, Philippines, for the year 2024. A total of 73 non-teaching employees from the Capiz and Roxas City Divisions participated, selected through purposive sampling from the Administrative, Technical, and Operations units. A researcher-made questionnaire served as the primary instrument, adapted from Andaleza and Martir (2023) for quality of work life and job enrichment, and from Schweyer, Rosenbaum, and Lin (2024) for job satisfaction. The tool consisted of four parts- profile, quality of work life, job enrichment, and job satisfaction and was subjected to validity and reliability testing prior to administration. Data collection was conducted in one day during office hours, involving only employees who were present and willing to participate. Data were analyzed using frequency count, percentages, mean, Mann-Whitney U Test, Kruskal-Wallis H Test, and Spearman's rho. Results showed that most respondents were old, highly educated, mid-level in service, non-permanent, and concentrated in rank-and-file positions, with representation across all units. Employees consistently rated their quality of work life as "very high", job enrichment to a "great extent", and job satisfaction "high". No significant differences were found in employees' quality of work life, job enrichment, and job satisfaction when classified by age, educational attainment, length of service, employment status, position, or unit of assignment. A strong and significant relationship was observed between quality of work life and job enrichment, whereas the associations of quality of work life with job satisfaction and job enrichment with job satisfaction were weak and not statistically significant.

Keywords: *Employees' Quality of Work Life, Job Enrichment, and Job Satisfaction*

I. INTRODUCTION

Background of the Study

Employees are the foundation of every organization, and their performance rests on the quality of work life, the extent of job enrichment, and the level of job

satisfaction they experience. These elements together determine how effectively individuals contribute to organizational growth and sustainability.

Quality of Work Life (QWL) emphasizes employee well-being, balance, and supportive practices such as training and appraisal (Patra, 2022). Job enrichment complements Quality of Work Life by adding meaningful tasks, autonomy, and growth opportunities, giving employees greater control and feedback (Swain, 2026).

Job enrichment directly links to job satisfaction, which involves relationships, compensation, advancement, and organizational culture. Satisfied employees show stronger engagement and innovation, while dissatisfaction often leads to detachment and reduced productivity (Malkani, 2024; Gray, 2024). Together, these three dimensions form a vital framework for sustaining motivation, productivity, and organizational success.

Quality of Work Life, job enrichment, and job satisfaction are therefore vital in shaping employee experiences and organizational outcomes. Globally, their importance is recognized, and in the Philippines, the Department of Education (DepEd) depends on its workforce to sustain quality education. The motivation and well-being of DepEd employees are central to effective service delivery.

However, few studies have examined these three variables together in the Schools Division of Capiz and Roxas City, where employee satisfaction directly shapes educational services. This gap highlights the need for localized research on how QWL, job enrichment, and job satisfaction interact in this context.

This study addresses the gap by evaluating these dimensions among DepEd employees in the province of Capiz. Findings will help administrators

strengthen workforce motivation and organizational development, benefiting employees through improved practices and enhancing educational outcomes for the community.

II. STATEMENT OF THE PROBLEM

This study aimed to evaluate employees' quality of work life, job enrichment, and satisfaction within Schools Division of Capiz and the Schools Division of Roxas City, under the Department of Education (DepEd) in the Province of Capiz, Philippines, during the year 2024.

Specifically, this study sought to answer the following questions:

1. What is the profile of the respondents when classified according to age educational attainment, length of service, employment status, position, and unit of assignment?
2. What is the level of employees' quality of work life in the Department of Education (DepEd) when taken as a whole and when classified according to age, educational attainment, length of service, employment status, position, and unit of assignment?
3. What is the extent of job enrichment in the Department of Education (DepEd) as assessed by the respondents when taken as a whole and when classified according to age, educational attainment, length of service, employment status, position, and unit of assignment?
4. What is the level of employees' job satisfaction in the Department of Education (DepEd) when taken as a whole and when classified according to age, educational attainment, length of service, employment status, position, and unit of assignment?
5. Are there significant differences in the level of employees' quality of work life in the Department of Education (DepEd) when classified according to age, educational attainment, length of service, employment status, position, and unit of assignment?
6. Are there significant differences in the extent of job enrichment in the Department of Education (DepEd) as assessed by the respondents when classified according to age, educational attainment, length of service, employment status, position, and unit of assignment?
7. Are there a significant differences level of employees' job satisfaction in the Department of Education (DepEd) when classified according to age, educational attainment, length of service, employment status, position, and unit of assignment?
8. Are there significant relationships among employees' quality of work life, job enrichment and job satisfaction?

Hypotheses:

1. There are no significant differences in the level of employees' quality of work life in the Department of Education (DepEd) when classified according to age, educational attainment, length of service, employment status, position, and unit of assignment.
2. There are no significant differences in the extent of job enrichment in the Department of Education (DepEd) as assessed by the respondents when classified according to age, educational attainment, length of service, employment status, position, and unit of assignment.
3. There are no significant differences level of employees' job satisfaction in the Department of Education (DepEd) when classified according to age, educational attainment, length of service, employment status, position, and unit of assignment.
4. There are no significant relationships among employees' quality of work life, job enrichment and job satisfaction.

Theoretical Framework

To examine employees' quality of work life, job enrichment, and job satisfaction within the Schools Division of Capiz and Roxas City under the Department of Education (DepEd), the study was guided by two interrelated theoretical foundations. For quality of work life, the study applied Maslow's Quality of Life Theory (1962), rooted in the hierarchy of needs and self-actualization. Maslow emphasized that fulfilling human needs from basic security to personal growth leads to happiness, freedom, and well-being. This theory supported the idea that employees' quality of work life is enhanced when organizations provide conditions that meet both fundamental and higher-level needs, thereby

fostering a positive and productive workplace environment.

For job enrichment and job satisfaction, the study was anchored on Herzberg's Motivation-Hygiene Theory (1959), also known as the Two-Factor Theory. Herzberg distinguished between motivators, such as achievement, recognition, and responsibility, which promote job satisfaction, and hygiene factors, such as salary, company policies, and supervision, which prevent dissatisfaction. His theory emphasizes that eliminating dissatisfaction does not automatically create satisfaction; rather, organizations must enrich jobs by providing meaningful tasks, opportunities for growth, and recognition to foster motivation and satisfaction. This framework guided the study in understanding how the nature of work and organizational practices shape employees' satisfaction and performance.

Together, these theories provided the foundation for the present study by explaining how employees' quality of work life, job enrichment, and job satisfaction are shaped within organizational contexts. Maslow's Quality of Life Theory emphasized the fulfillment of human needs as essential to well-being and growth, while Herzberg's Motivation-Hygiene Theory highlighted how meaningful work, recognition, and responsibility foster satisfaction, and how workplace conditions prevent dissatisfaction. Their significance in this study lies in offering a holistic framework that connects employees' internal needs with external organizational practices, enabling a deeper analysis of how DepEd employees in Capiz experience their work environment and how these factors shape their satisfaction and overall quality of work life.

Conceptual Framework

The aim of this study was to explain the relationship among variables using the conceptual framework presented in Figure 1. The independent variables included the respondents' demographic profile, specifically age, educational attainment, length of service, employment status, position, and unit of assignment, while the dependent variables were employees' quality of work life, job enrichment, and job satisfaction.

In terms of age, respondents were classified as "young" (39 years old and below) and "old" (40 years old and above). It was assumed that older employees,

with longer tenure and greater familiarity with institutional practices, may experience higher levels of job enrichment and satisfaction, contributing to an improved quality of work life.

In terms of educational attainment, respondents were grouped as Bachelor's degree holders, Master's degree holders, and Doctorate degree holders." It was presumed that those with higher educational qualifications were more likely to be entrusted with enriched roles and responsibilities, thereby enhancing their job satisfaction and overall work life quality.

In terms of length of service, employees were categorized as "below 10 years," "11–20 years," and "above 21 years." Longer tenure was assumed to provide greater opportunities for job enrichment and stability, which in turn could lead to higher satisfaction and improved quality of work life.

In terms of employment status, respondents were classified as "regular/permanent," "contractual," and "job hire." Permanent employees were expected to experience greater security and organizational support, which may positively shape their satisfaction and work life quality compared to contractual or job hire staff.

In terms of position, employees were categorized as "managerial," "supervisory," or "rank-and-file." Managerial staff were presumed to experience higher levels of job enrichment and satisfaction due to their strategic roles and broader responsibilities, while rank-and-file employees may have limited access to such opportunities.

In terms of unit of assignment, respondents were grouped as "administrative," "technical," and "operations." It was assumed that employees in technical and operations units may encounter distinct challenges and opportunities that shape their evaluations of job enrichment, satisfaction, and quality of work life differently from those in administrative roles.

Lastly, the researcher posited that quality of work life, job enrichment, and job satisfaction are positively interconnected. When employees are provided with enriched roles and supportive organizational practices, they are more likely to feel valued and motivated, which enhances their

satisfaction and overall quality of work life. These concepts are illustrated in Figure 1.

Research Paradigm

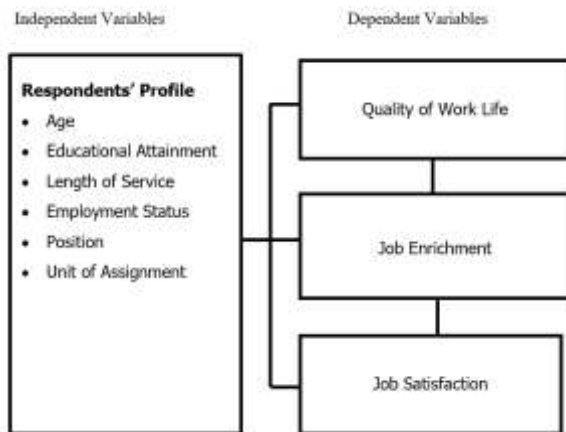


Figure 1. Schematic Diagram Showing the Relationship between the Independent and the Dependent Variables of the Study

Significance Of the Study

The findings of this study hold substantial significance for various stakeholders, including DepEd officials, school administrators, human resource officers, employees, local communities, the researcher, and future researchers.

Department Education Officials. The results provide DepEd officials with evidence-based insights to strengthen organizational policies and programs that enhance employee well-being. These findings can guide strategic planning, professional development initiatives, and support systems that improve teaching quality and administrative efficiency.

School Administrators. For school heads and administrators, the study offers practical guidance in designing work environments that foster job enrichment and satisfaction. By understanding the factors that influence employees' quality of work life, administrators can implement management practices that motivate staff and improve school performance.

Human Resource Officers. The study informs HR officers about the importance of aligning job roles with employee capabilities, providing recognition, and ensuring fair policies. These insights can help in developing training programs, career pathways, and retention strategies that promote satisfaction and productivity.

Employees. Teachers and staff benefit directly from the study's emphasis on improving quality of work life. A supportive and enriched work environment enhances motivation, reduces dissatisfaction, and fosters professional growth, leading to greater fulfillment in their roles.

Local Communities. As beneficiaries of educational services, communities stand to gain from a more motivated and satisfied workforce. Improved employee performance translates into better teaching outcomes and more effective delivery of educational programs, enriching the lives of students and families.

Researcher. The study contributes to the researcher's understanding of organizational behavior in the education sector. The insights gained provide a basis for recommending strategies that enhance employee satisfaction and strengthen institutional effectiveness.

Future Researchers. This study serves as a reliable reference for future investigations into employee well-being and organizational practices in education. It lays the groundwork for exploring related variables, testing new interventions, and expanding knowledge on job enrichment and satisfaction in public institutions.

Definition of Terms

The following terms are defined conceptually and operationally to ensure clear understanding of the study.

Job Enrichment. a strategy used to motivate employees by giving them increased responsibility and variety in their jobs. It involves creating meaningful roles through feedback, encouragement, communication, and autonomy (Valier, 2023).

In this study, job enrichment referred to the set of methods designed to enhance DepEd employees' satisfaction, motivation, and engagement within the Schools Division of Capiz and the Schools Division of Roxas City in 2024. Respondents rated their experiences using a five-point Likert scale: "5 – Strongly Agree," "4 – Agree," "3 – Moderately Agree," "2 – Disagree," and "1 – Strongly Disagree." These ratings were interpreted as: to a very great extent, to a great extent, to a moderate extent, to a low extent, or to a very low extent.

Job satisfaction is a critical aspect of employee well-being and organizational success. It refers to the level of contentment and fulfillment that employees experience in their roles within an organization (Malkani, 2024).

In this study, job satisfaction was defined as the overall sense of happiness, motivation, and engagement experienced by DepEd employees in their respective roles within the Schools Division of Capiz and the Schools Division of Roxas City, under the Department of Education (DepEd) in the Province of Capiz, Philippines, during 2024. Respondents evaluated their job satisfaction using a five-point Likert scale, with options ranging from 5 – Strongly Agree to 1 – Strongly Disagree. The responses were interpreted as indicators of assessed job satisfaction: Very High, High, Average, Low, and Very Low, respectively.

Quality of Work Life (QWL), a framework that addresses employees' needs and enables them to participate meaningfully in decisions that shape their work environment (Sivaramakrishna and Kannaji Rao, 2018).

In this study, Quality of Work Life was defined as the overall sense of well-being, comfort, and job satisfaction experienced by employees in the Department of Education (DepEd) within the Schools Division of Capiz and the Schools Division of Roxas City, in the Province of Capiz, Philippines, during 2024. Respondents evaluated their quality of work life using a five-point Likert scale, with options ranging from 5- Strongly Agree to 1-Strongly Disagree. The responses were interpreted as indicators of assessed quality of work life: Very High, High, Average, Low, and Very Low, respectively.

Scope and Limitations of the Study

This study focused on determining the levels of employees' quality of work life, job enrichment, and job satisfaction in the Department of Education (DepEd) within the Province of Capiz, Philippines, for the year 2024. The respondents consisted of 73 DepEd employees from two divisions: Capiz Division and Roxas City Division. Respondents were selected through purposive sampling, as they were specifically assigned to the Administrative, Technical, and Operations units of their respective offices. Their inclusion was deliberate, given the

nature of their tasks, which directly relate to organizational support, enrichment of roles, and overall work-life quality.

A researcher-made questionnaire served as the primary data-gathering instrument. The tool was adopted from Andaleza and Martir (2023) for Quality of Work Life and Job Enrichment, and from Schweyer, Rosenbaum, and Lin (2024) for Job Satisfaction. The questionnaire was composed of four parts: Part I gathered the demographic profile of respondents (age, educational attainment, length of service, employment status, position, and unit of assignment); Part II measured the employees' Quality of Work Life; Part III assessed Job Enrichment; and Part IV evaluated Job Satisfaction. The instrument was subjected to validity and reliability testing prior to administration.

Data collection was conducted within a single day, specifically during the time frames of 8:00–11:00 AM and 1:00–5:00 PM. Only those employees who were present, available, and willing to participate at the time of the survey were included. This purposive selection resulted in a total of 73 respondents. While this approach ensured that the study captured the perspectives of staff directly engaged in administrative, technical, and operational functions, it also limited the scope of the findings to those who were accessible during the specified period. Consequently, the results may not fully represent all employees across the divisions, particularly those who were unavailable or unable to participate on the day of data collection.

Data collected were tabulated and analyzed using appropriate statistical tools, including frequency count, percentages, mean, Mann-Whitney U-Test, Kruskal-Wallis H-Test, and Spearman's rho.

III. REVIEW OF RELATED LITERATURE AND STUDIES

Conceptual Literature

On the Employees' Quality of Work life

The concept of Quality of Work Life (QWL) has become increasingly important in organizational studies, as it directly shapes employee well-being, satisfaction, and overall effectiveness. Employees, defined as individuals who perform tasks for an

organization in exchange for compensation (Collins, 2024), spend a significant portion of their daily lives in the workplace. This reality makes the quality of their work environment a crucial determinant of both personal fulfillment and organizational success.

Quality of work life is an essential function of human resource management that addresses various aspects of the work environment to facilitate employee development and motivation. It reflects employees' perceptions of their work experience, which can vary individually. For some, QWL means participation in decision-making and industrial democracy; for others, it emphasizes psychological well-being, equitable profit sharing, job security, and healthy working conditions. Administrators and managers often view QWL as improving workplace relationships through autonomous workgroups, while broader perspectives see it as humanizing work and transforming organizational and HRD climates (Arya, 2023).

QWL is a multidimensional construct that emphasizes employee well-being, satisfaction, and balance between work and personal life. It involves organizational practices such as training, motivation, appraisal, and development, while also addressing workplace stress, work-life balance, job satisfaction, and subjective well-being. In modern organizations, QWL has become increasingly relevant due to globalization, technological change, and competitive pressures, making it a critical aspect of both individual and organizational success (Patra, 2022).

Historically, the concept of QWL emerged in the 1970s and gained traction in the 1980s as globalization, automation, and new technologies raised concerns about working conditions and employee well-being. Today, QWL remains a major issue for organizations and is considered a core component of human resource management and corporate social responsibility. Its goal is to measure and improve the employee experience by focusing on well-being rather than just productivity or efficiency. In practice, QWL is built on five pillars: health and safety at work, fair compensation and benefits, opportunities for career development, work-life balance, and supportive organizational culture (Busque, 2023/2025).

Scholars have long debated the conceptual clarity of QWL. Since the 1950s, it has been discussed as a

multidimensional construct referring to the overall favorableness of the work environment in relation to employee well-being, satisfaction, and organizational effectiveness. QWL programs aim to balance work demands with employee health, safety, and motivation, while also addressing workplace stress, work-life balance, job satisfaction, and subjective well-being. As globalization and technological change reshape organizations, QWL has become increasingly important for both researchers and practitioners, requiring reliable models and measurement instruments to evaluate and improve employee experiences (Carneiro & Paz, 2021; Afroz, 2018).

Finally, QWL in human resource management underscores the favorableness of the job environment and its impact on employees' overall well-being. A positive QWL yields job satisfaction, peace of mind, and fulfillment, while poor QWL can lead to stress and imbalance. In the modern knowledge economy, QWL emphasizes balancing work with personal life, addressing employees' needs and aspirations, and redesigning jobs to foster healthier, more meaningful work experiences (Pant, 2022).

On Job Enrichment

Job enrichment is a job design approach that adds meaningful content and challenging responsibilities to existing roles, making work more stimulating and rewarding. Unlike job enlargement, which expands duties horizontally, job enrichment increases responsibility, autonomy, and skill variety, giving employees greater authority and opportunities for growth. Often combined with job rotation, it broadens experience across roles and departments. The ultimate goal is to enhance motivation, satisfaction, and performance by creating jobs that inspire creativity, accountability, and long-term engagement (Bonifacio, 2025).

As a redesign strategy, job enrichment focuses on enhancing the quality of work rather than simply adding tasks. It aims to increase morale, engagement, and skill development by expanding autonomy, responsibility, and opportunities for growth. For instance, an IT technician might be assigned to conduct code reviews or prepare reports for management, thereby making the role more meaningful and impactful. Through job enrichment,

organizations foster motivation, productivity, and long-term commitment (Baumgartner, 2025).

Job enrichment is also viewed as a motivational approach that expands the scope of an employee's role by diversifying tasks, empowering employees to take on higher-level duties, and increasing accountability. This strategy enhances job satisfaction, self-worth, and productivity, while fostering proactive behavior and stronger engagement with organizational goals (Herrity, 2025). Similarly, it is considered a workplace strategy designed to make roles more engaging and fulfilling by increasing variety, responsibility, and meaning. Unlike job enlargement, which simply adds similar tasks, job enrichment empowers employees with greater autonomy, decision-making authority, and opportunities for personal growth. It shifts the focus from repetitive, task-oriented work to roles that inspire creativity, problem-solving, and stronger organizational commitment (Humand Team, 2024).

The process of job enrichment involves enhancing roles by adding meaningful tasks, increasing autonomy, and providing opportunities for personal and professional growth. It makes work more satisfying and purposeful by expanding skill variety, giving employees more control over how they perform tasks, and offering constructive feedback. Employees who find their work meaningful are more motivated, productive, and committed, making job enrichment a vital strategy for organizational success (Swain, 2026).

Beyond financial incentives, job enrichment emphasizes intrinsic motivators such as recognition, feedback, and opportunities for growth. It creates a healthy work environment where employees feel valued, challenged, and connected to organizational goals. By fostering psychological safety and encouraging a growth mindset, job enrichment enhances satisfaction, productivity, and work-life balance (Nikoloska, 2026).

Also referred to as vertical job expansion, job enrichment makes positions more satisfying by adding new sources of motivation and responsibility. It increases autonomy, authority, and control over how work is performed, transforming routine tasks into meaningful roles. The goal is to enhance employee happiness, productivity, and retention by giving staff greater ownership of their work and opportunities for growth (Heisler, 2018).

Job enrichment is further described as a work design approach that incorporates motivational elements into existing roles to make them more inspiring and rewarding. It involves adding responsibilities, increasing autonomy, expanding skill variety, and providing meaningful feedback. Unlike job enlargement, which simply broadens tasks, job enrichment focuses on creating meaningful work experiences that connect employees more deeply to organizational success (Wade, 2026).

Rooted in Herzberg's motivation theory, job enrichment is a form of job redesign that adds motivational elements to roles, making them more satisfying and meaningful. It seeks to reverse boredom and dissatisfaction by expanding job descriptions vertically, giving employees more autonomy, responsibility, and opportunities for achievement. This approach enhances productivity and human satisfaction by fostering accountability, appreciation, and personal development, ultimately promoting self-actualization, higher morale, and a positive work environment (Ziwewe, 2024).

Finally, job enrichment emphasizes motivators such as achievement, recognition, and growth, which drive satisfaction beyond basic hygiene factors like pay or working conditions. By transforming routine jobs into meaningful opportunities that increase autonomy, accountability, and creativity, organizations can better engage employees particularly Millennials and Gen Z who increasingly seek purpose and fulfillment in their work (Vasconcelos, 2023).

On Employees' Job Satisfaction

Job satisfaction is a central concept in organizational psychology, reflecting employees' subjective evaluation of their work experience. It encompasses feelings of contentment, fulfillment, and happiness derived from job roles and the work environment. As a multidimensional construct, it is shaped by both intrinsic factors such as autonomy, skill development, and the nature of the work, and extrinsic factors like compensation, leadership, communication, and organizational fairness. High job satisfaction is strongly linked to retention, productivity, and performance, as satisfied employees demonstrate greater commitment, engagement, and discretionary effort. Ultimately, job

satisfaction is a cornerstone of organizational success, influencing both individual well-being and collective outcomes (Baxi & Atre, 2024).

Defined as the level of contentment employees feel with their jobs, job satisfaction extends beyond daily duties to include satisfaction with colleagues, managers, organizational policies, and the impact of work on personal life. It is a positive emotional response shaped by multiple drivers, including challenging work, convenience (such as flexible hours and access to tools), appreciation from management, competitive pay, and opportunities for career progression. Since satisfaction varies across individuals, organizations must adopt a multidimensional approach to foster engagement, retention, and productivity (Punna & Dixit, 2023).

Job satisfaction also encompasses the broader work environment, including relationships with colleagues and supervisors, compensation and benefits, opportunities for advancement, and organizational culture. Employees who are satisfied with these aspects are more engaged, motivated, and committed, leading to higher performance, creativity, and innovation. Conversely, dissatisfaction reduces productivity, detachment, and turnover, making job satisfaction critical for organizational stability and growth (Malkani, 2024; Gray, 2024).

Beyond individual factors, job satisfaction is closely tied to workplace culture. When culture emphasizes ethics, identity, and employee needs, it strengthens productivity and creates a sustainable foundation for organizational growth. Dissatisfaction, however, undermines engagement and weakens performance, highlighting job satisfaction as a vital factor for long-term success (Brodowicz, 2026). Moreover, psychological capital plays a mediating role, linking organizational culture to job performance and influencing both job and life satisfaction. High satisfaction enhances productivity and engagement, while low satisfaction diminishes overall well-being (Aggarwal, 2024).

Finally, job satisfaction is shaped not only by organizational practices but also by interpersonal dynamics. Workplace aggression, for example, directly influences employees' attitudes toward stress, the meaningfulness of work, and turnover intentions. When aggression is present, satisfaction declines and turnover intentions rise, demonstrating

that job satisfaction reflects both organizational culture and interpersonal relationships. This makes it a critical factor in retaining employees and sustaining organizational stability (Caillier, 2020).

Related Studies

Foreign Studies

Quality of Work Life (QWL) has been widely examined as a foundation for employee well-being and organizational success. Francis and Fonceca (2023) highlighted QWL's broad influence on job satisfaction and workplace outcomes, defining it as employees' perceptions of rewards, security, working conditions, relationships, and the intrinsic meaning of work. Their findings revealed that poor QWL was associated with stress, absenteeism, sickness, and turnover, while maintaining QWL through flexible schedules, wellness initiatives, mental health support, and recognition reduced burnout and fostered a positive work environment. Yuan Liang, Zhuo-Jie Yang, and Tung-Ju Wu (2026) complemented this by conducting a systematic review of QWL research, identifying nine thematic clusters and proposing a comprehensive conceptual framework at both individual and organizational levels. They emphasized future directions for integrating technological changes with employee well-being.

Siagian et al, (2024) further explored the impact of QWL and work-life balance on job satisfaction, with perceived organizational support serving as a mediating factor. Drawing on data from 290 members of the Tulang Bawang Police, their study revealed that both QWL and work-life balance had significant positive effects on job satisfaction, while perceived organizational support mediated these relationships. The findings reinforced the importance of supportive environments, balanced work-life demands, and prioritizing employee well-being to strengthen satisfaction. Ahmed, Khudari, Hussein, and Jais (2023) added to this perspective by examining faculty members in private colleges in Baghdad. Their study found that both QWL and job enrichment significantly influenced employee retention, underscoring the importance of organizational structure, physical environment, job security, and opportunities for personal growth. They concluded that desirable working conditions and enriched job roles are essential strategies for sustaining long-term commitment.

Job enrichment has also been studied extensively across international contexts, showing its strong influence on motivation, satisfaction, and performance. Lameck (2021) found that enriched job characteristics such as meaningfulness, responsibility, and feedback positively influenced job satisfaction among local government workers in Tanzania. In Nigeria, Mac-Ozigbo and Daniel (2020) demonstrated that job depth, training, and task significance enhanced organizational performance and employee commitment among non-teaching university staff. Awan, Riffat-Un-Nisa, Anwar et al. (2023) examined teachers in Pakistan and revealed that both job enrichment and job enlargement positively affected motivation and performance, with motivation partially mediating the relationship between job design and performance outcomes. Likewise, Mohd Zin et al. (2022) found that job enrichment, transformational leadership, and recognition significantly improved job satisfaction among employees of the United Malays National Organization (UMNO) in Malaysia, emphasizing the importance of integrating enrichment strategies with leadership practices.

Job satisfaction, as a multidimensional construct, has been linked to workplace culture, interpersonal dynamics, and organizational support. Ordoñez, Susana, and Simon (2023) examined the link between job satisfaction and customer satisfaction, concluding that positive perceptions of the work environment increase satisfaction, while workplace stress reduces it. Caillier (2020) showed that workplace aggression undermines job satisfaction by reducing meaningfulness and increasing turnover intentions, thereby threatening organizational stability. Maheswari and Dixit (2023) defined job satisfaction as the level of contentment employees feel with their roles, extending beyond daily duties to include satisfaction with colleagues, managers, and organizational policies. Their study emphasized that workplace culture, management practices, and organizational support directly affect productivity and retention. Chen (2023) further investigated professors' job satisfaction in a university setting, identifying service, instruction, advising, and research as central duties. Consistent with motivator-hygiene theory, Chen found that the university work environment and the nature of academic work were the strongest predictors of

satisfaction, concluding that professional development, flexibility, grievance mechanisms, and reward systems are essential to enhance faculty satisfaction.

Local Studies

In the Philippine context, Andaleza and Martir (2023) examined organizational support, job enrichment, and employees' quality of work life (QWL) among 277 workers from five Local Government Units (LGUs) in Iloilo Province. Results showed that organizational support and job enrichment were rated "to a very great extent," while QWL was rated "very high." Strong correlations among these variables indicated that supportive structures and enriched job roles significantly enhance employees' work-life quality.

Rosales et. al, (2013) investigated job satisfaction and burnout among nurses in three government hospitals in Samar. Findings revealed moderate burnout and slight dissatisfaction, with emotional exhaustion scoring highest. A significant relationship was found between burnout and job satisfaction, suggesting that burnout negatively affects the quality of care. The study proposed job enrichment programs to increase satisfaction and reduce burnout among nurses.

Research on public school nurses also highlighted the importance of QWL in sustaining employee satisfaction and care provision. Using Walton's QWL scale, 57 nurses reported high overall QWL, though opportunities at work and social integration scored lowest. Age was found to significantly influence QWL, while sex, marital status, education, and work experience showed no differences. The study concluded that continuous professional growth and stronger social integration opportunities are needed to further improve nurses' QWL.

Lumbao and Ferraren (2023) investigated work-life quality among employees in a national government entity. Results indicated generally positive QWL, with favorable ratings in training, compensation, autonomy, and resource adequacy. The authors emphasized that fostering a positive work environment, effective communication, teamwork, and sufficient resources are critical for enhancing engagement, retention, and organizational success.

Licudan-Credo and Naparota (2022) assessed job satisfaction and QWL among government employees

in Zamboanga del Norte. Findings revealed high levels of satisfaction and QWL, with no significant differences across demographic variables. Importantly, a significant positive relationship was found between job satisfaction and QWL, suggesting that improvements in workplace conditions directly enhance satisfaction. The authors concluded that management strategies and working environments should be strengthened to further boost both job satisfaction and QWL in local government units.

Bengco (2023) examined determinants of job satisfaction and retention among non-teaching personnel in Kalayaan, Laguna. Results identified organizational culture, growth opportunities, work-life balance, and collegial relationships as major contributors, alongside recognition, job security, and compensation. The study recommended strengthening organizational culture and support systems to build a stable and motivated workforce.

Alilio et. al, (2024) explored the moderating role of QWL on the relationship between occupational self-efficacy and organizational commitment among Filipino Gen Z employees. Findings showed that healthier QWL strengthened organizational commitment and enhanced the translation of self-efficacy into dedication and loyalty. The study concluded that QWL is a critical factor in sustaining Gen Z's engagement, highlighting its importance for organizations seeking to retain younger employees.

Relevance of Related Literature and Studies

The conceptual literature and previous studies reviewed are highly relevant to the present investigation, as they emphasize the interconnected roles of quality of work life (QWL), job enrichment, and employee satisfaction. These themes were consistently explored in both foreign and local contexts, providing a strong foundation for examining employees in government institutions.

Foreign studies such as those by Lameck (2021), Mac-Ozigbo and Daniel (2020), Awan et al. (2023), and Mohd Zin et al. (2022) demonstrated that enriched job roles, supportive environments, and recognition significantly enhance motivation, satisfaction, and performance. Similarly, Ordoñez, Susana, and Simon (2023) and Siagian et al. (2024) highlighted how organizational climate, QWL, and work-life balance directly shape satisfaction and

commitment, reinforcing the importance of supportive structures in sustaining employee well-being.

Local studies further strengthen this connection. Andaleza and Martir (2023) found strong correlations among organizational support, job enrichment, and QWL among LGU employees in Iloilo, while Licudan-Credo and Naparota (2022) confirmed that improvements in workplace conditions directly enhance satisfaction in Zamboanga del Norte. Rosales et al. (2013) emphasized the need for job enrichment to reduce burnout among nurses, and Lumbao and Ferraren (2023) identified positive QWL dimensions such as training, compensation, and autonomy as critical for engagement and retention. More recently, Alilio et al. (2024) showed that QWL moderates the relationship between self-efficacy and organizational commitment among Gen Z employees, underscoring its role in sustaining loyalty among younger workers.

In summary, both foreign and local studies converge on the idea that supportive environments, enriched job roles, and strong QWL are essential drivers of employee satisfaction, motivation, and retention. These findings provide meaningful perspectives and empirical grounding for the present study, ensuring that the investigation into QWL, job enrichment, and satisfaction among LGU employees in Iloilo is anchored in credible and contextually relevant scholarship.

IV. RESEARCH METHODOLOGY

Research Design

This study employed a descriptive correlational research design to evaluate employees' quality of work life, job enrichment, and job satisfaction within the Schools Division of Capiz and the Schools Division of Roxas City, under the Department of Education (DepEd) in the Province of Capiz, Philippines, during 2024. This design was appropriate for describing existing workplace conditions and examining the relationships among the key variables.

Descriptive research, as noted by Gihar (2022), systematically collects data without manipulating variables, providing a clear snapshot of current practices and employee experiences. Siedlecki (2020) affirms that it portrays phenomena as they

occur in real life, yielding authentic insights into organizational processes. Complementing this, the correlational approach measured the extent of relationships among variables without implying causation. According to Bhandari (2021), correlational research identifies how variables move in relation to each other, revealing meaningful associations.

By integrating descriptive and correlational methods, this study offered a comprehensive overview of respondents' demographic profiles specifically age, educational attainment, length of service, employment status, position, and unit of assignment while uncovering significant associations among quality of work life, job enrichment, and job satisfaction. This framework allowed for deeper insights into workplace dynamics without asserting direct cause-and-effect relationships.

Respondents of the Study

The data for this study were gathered from employees of the Department of Education (DepEd) within the Province of Capiz, Philippines, specifically from the Schools Division of Capiz and the Schools Division of Roxas City. The respondents comprised a total of 73 employees purposively chosen from the Administrative, Technical, and Operations units of their respective division offices.

Purposive sampling was employed to ensure that only employees directly engaged in administrative, technical, and operational functions were included in the study. Data collection was conducted within a single day, specifically during the time frames of 8:00–11:00 AM and 1:00–5:00 PM. Only those employees who were present, available, and willing to participate at the time of the survey were included. While this approach ensured that the study captured the perspectives of non-teaching employees actively involved in division operations, it also limited the scope of the findings to those accessible during the specified period. Consequently, the results may not fully represent all employees across the divisions, particularly those who were unavailable or unable to participate on the day of data collection.

Table 1. The Distribution of Respondents

Department / Unit	N	%
Administrative	16	21.9
Technical	29	39.7

Department / Unit	N	%
Operations	28	38.4
Total	73	100.0

Data Gathering Instruments

To collect data for this study, a researcher-made questionnaire was administered to employees of the Department of Education (DepEd) in the Schools Division of Capiz and the Schools Division of Roxas City, Province of Capiz, Philippines. The instrument was developed based on relevant literature and adopted from Andaleza and Martir (2023) for Quality of Work Life and Job Enrichment, and from Schweyer, Rosenbaum, and Lin (2024) for Job Satisfaction. It was divided into four parts.

Part I gathered demographic information, including age, educational attainment, length of service, employment status, position, and unit of assignment, to provide context for analyzing relationships among variables.

Part II focused on Quality of Work Life. Respondents rated their experiences using a five-point Likert scale: 5 – Strongly Agree, 4 – Agree, 3 – Moderately Agree, 2 – Disagree, and 1 – Strongly Disagree. These ratings were interpreted as Very High, High, Average, Low, and Very Low.

Part III assessed Job Enrichment, referring to methods designed to enhance employees' satisfaction, motivation, and engagement. Responses were rated on the same five-point Likert scale, interpreted as to a very great extent, to a great extent, to a moderate extent, to a low extent, or to a very low extent.

Part IV evaluated Job Satisfaction, defined as the overall sense of happiness, motivation, and engagement experienced by employees in their respective roles. Respondents rated their satisfaction using the five-point Likert scale, with interpretations ranging from Very High to Very Low.

The instrument was designed to capture both descriptive data and relational insights on employees' quality of work life, job enrichment, and job satisfaction. To interpret the scores, the researcher used scales of means with corresponding interpretations, ensuring that responses were

systematically analyzed and meaningfully represented.

Employees' Quality of Work Life

Scale of Means	Descriptive Rating	Interpretation
4.21 – 5.00	Very High	DepEd employees experience strong well-being, comfort, and job satisfaction, and are actively and consistently engaged in shaping their work environment.
3.41 – 4.20	High	DepEd employees experience well-being, comfort, and job satisfaction, with regular but not deep involvement in shaping their work environment.
2.61 – 3.40	Average	DepEd employees experience moderate well-being, comfort, and job satisfaction, with occasional and irregular involvement in shaping their work environment.
1.81 – 2.60	Low	DepEd employees experience limited well-being, comfort, and job satisfaction, with infrequent involvement in shaping their work environment.
1.00 – 1.80	Very Low	DepEd employees experience very limited well-being, comfort, and job satisfaction, with little to no involvement in shaping their work environment.

Job Enrichment

Scale of Means	Descriptive Rating	Interpretation
4.21 – 5.00	To a Very Great Extent	All DepEd employees consistently experienced enhanced roles, with new and challenging tasks that added variety and depth to their work.
3.41 – 4.20	To a Great Extent	Most DepEd employees consistently experienced enhanced roles, with new and challenging tasks that added variety and depth to their work.
2.61 – 3.40	To a Moderate Extent	Some DepEd employees consistently experienced enhanced roles, with new and challenging tasks that added variety and depth to their work.
1.81 – 2.60	To a Low Extent	Few DepEd employees consistently experienced enhanced roles, with new and challenging tasks that added variety and depth to their work.
1.00 – 1.80	To a Very Low Extent	Very few DepEd employees consistently experienced enhanced roles, with new and challenging tasks that added variety and depth to their work.

Job Satisfaction

Scale of Means	Descriptive Rating	Interpretation
4.21 – 5.00	Very High	All DepEd employees experienced strong happiness, motivation, and engagement in their roles, reflecting a very high level of fulfillment in their work.
3.41 – 4.20	High	Most DepEd employees experienced strong happiness, motivation, and engagement in their roles, reflecting a very high level of fulfillment in their work.
2.61 – 3.40	Average	Some DepEd employees experienced strong happiness, motivation, and engagement in their roles, reflecting a very high level of fulfillment in their work.

1.81 – 2.60	Low	Few DepEd employees experienced strong happiness, motivation, and engagement in their roles, reflecting a very high level of fulfillment in their work.
1.00 – 1.80	Very Low	Very few DepEd employees experienced strong happiness, motivation, and engagement in their roles, reflecting a very high level of fulfillment in their work.

Validity of the Instrument

The improved researcher-made questionnaires were submitted for validation with the assistance of five research experts, three from the industry sector and two from the graduate school research panel. The Good and Scates Criteria for Validation was employed to evaluate whether the questions were appropriate, clear, reasonable, non-superficial, typical, and sufficiently inclusive, resulting in an average score of 5.0.

The questionnaire was carefully modified to suit the specific objectives of the study, drawing insights and structure from a review of related literature. It was then reviewed and validated by a panel of jurors selected for their expertise in research methodology, testing and assessment, and the English language. Validity, as defined by Frankel and Wallen (2017), refers to the appropriateness, meaningfulness, correctness, and usefulness of the inferences that a researcher makes.

The comments, corrections, and suggestions of the validators regarding the items in the checklist were carefully considered and incorporated into the final draft of the research instrument before it was subjected to reliability testing.

Reliability of the Instrument

To determine the reliability of the questionnaire designed to measure Employees' Quality of Work Life, Job Enrichment, and Job Satisfaction, the instrument was pilot-tested among 30 DepEd employees from schools' division of Passi City within Region VI. These individuals were not part of the actual survey population but shared similar demographic characteristics with the intended respondents. The pilot testing was conducted to refine the questionnaire for clarity, ease of completion, and accurate recording of responses during the actual data collection phase.

The data gathered from the pilot test were tallied and subjected to a reliability analysis using Cronbach's

alpha, a statistical method that evaluates the internal consistency of responses across a set of related items within each construct. A Cronbach's alpha coefficient of 0.80 or higher was considered acceptable, indicating that the items reliably measured the intended concept. As Saunders, Lewis, and Thornhill (2019) explain, alpha values range from 0 to 1, with higher values reflecting stronger internal consistency.

The reliability results of the instrument demonstrated high internal consistency across all three constructs. The Quality of Work Life scale yielded a Cronbach's alpha of 0.91, the Job Enrichment scale registered 0.89, and the Job Satisfaction scale produced a coefficient of 0.89. These results confirm that the questionnaire was a reliable tool for assessing the key dimensions of the study.

Data Gathering Procedure

After the validity and reliability of the questionnaire were established, the instrument was reproduced and prepared for distribution. Formal permission was secured from the Schools Division Offices of Capiz and Roxas City to conduct the study among the target respondents. A list of employees assigned to Administrative, Technical, and Operations units was obtained and properly profiled to determine and reach the required number of respondents.

The researcher personally administered the questionnaire to ensure proper conduct throughout the research process. Data collection was carried out within a single day, specifically during the time frames of 8:00-11:00 AM and 1:00–5:00 PM. Only employees who were present, available, and willing to participate at the time of the survey were included. Respondents' names were not recorded in any part of the study, and they were assured that they would not be subjected to any emotional or physical harm.

The collected responses were carefully documented, tallied, tabulated, analyzed, and statistically treated using appropriate tools such as SPSS and Microsoft Excel. Proper documentation of dates and materials

used in the study was maintained to ensure transparency and avoid issues of plagiarism or misrepresentation. A communication letter was also presented to individuals who assisted in the validation and verification of the questionnaire items, ensuring that the final instrument was well organized, ethically sound, and suitable for the study's objectives.

Statistical Tools Used

This study employed several statistical tools to analyze the data gathered from the respondents. These tools included frequency count, percentage, mean, Mann-Whitney U test, Kruskal-Wallis H test, and Spearman's rho. Each tool was applied to address specific aspects of the research problem and to ensure accurate interpretation of the results.

Frequency Count. This was used to determine the distribution of respondents based on their demographic profile, such as age, educational attainment, length of service, employment status, position, and unit of assignment. It also identified the frequency of responses for each item in the questionnaire.

Percentage. This was applied to present the proportion of respondents within each demographic category, offering a comparative view of the sample composition and the rate index of the given variables. **Mean.** This was employed to determine the overall assessment of the respondents' perspectives when taken as a whole and when classified according to demographic variables such as age, educational attainment, length of service, employment status, position, and unit of assignment.

Mann-Whitney U Test. This was used to determine whether there were significant differences in the respondents' assessments when classified according to demographic variables with two groups, such as employment status.

Kruskal-Wallis H Test. This was applied to assess significant differences in the respondents' assessments when classified according to demographic categories with more than two groups, such as age, educational attainment, or unit of assignment.

Spearman's rho. This was utilized to measure the significant relationships among the study's key variables, specifically employees' quality of work life, job enrichment, and job satisfaction.

All statistical analyses were conducted at the 0.05 level of significance to ensure statistical reliability.

V. RESULTS AND DISCUSSIONS

This section presents the results summary of the study, the discussions of conclusions drawn based on the findings, and the recommendations offered for future action and policy direction for the study on employees' quality of work life, job enrichment, and job satisfaction.

Summary

This study aimed to evaluate employees' quality of work life, job enrichment, and job satisfaction within Schools Division of Capiz and the Schools Division of Roxas City, under the Department of Education (DepEd) in the Province of Capiz, Philippines, during the year 2024.

Specifically, this study sought to answer the following questions:

1. What is the profile of the respondents when classified according to age, educational attainment, length of service, employment status, position, and unit of assignment?
2. What is the level of employees' quality of work life in the Department of Education (DepEd) when taken as a whole and when classified according to age, educational attainment, length of service, employment status, position, and unit of assignment?
3. What is the extent of job enrichment in the Department of Education (DepEd) as assessed by the respondents when taken as a whole and when classified according to age, educational attainment, length of service, employment status, position, and unit of assignment?
4. What is the level of employees' job satisfaction in the Department of Education (DepEd) when taken as a whole and when classified according to age, educational attainment, length of service, employment status, position, and unit of assignment?
5. Are there significant differences in the level of employees' quality of work life in the Department of Education (DepEd) when classified according to age, educational attainment, length of service, employment status, position, and unit of assignment?

6. Are there significant differences in the extent of job enrichment in the Department of Education (DepEd) as assessed by the respondents when classified according to age, educational attainment, length of service, employment status, position, and unit of assignment?
7. Are there a significant differences level of employees' job satisfaction in the Department of Education (DepEd) when classified according to age, educational attainment, length of service, employment status, position, and unit of assignment?
8. Are there significant relationships among employees' quality of work life, job enrichment and job satisfaction?

A total of 73 employees from the Capiz and Roxas City Divisions participated, selected through purposive sampling from the Administrative, Technical, and Operations units.

Data were gathered using a researcher-made questionnaire adapted from Andaleza and Martir (2023) for Quality of Work Life and Job Enrichment, and from Schweyer, Rosenbaum, and Lin (2024) for Job Satisfaction. The instrument consisted of four parts: demographic profile, quality of work life, job enrichment, and job satisfaction.

VI. FINDINGS

1. The profile of the 73 respondents from the Schools Division of Capiz and Roxas City under the Department of Education (DepEd) showed that 76.7% were aged 40 and above, while 23.3% were 39 and below. In terms of educational attainment, 45.2% were master's degree holders, 28.8% held bachelor's degrees, and 26.0% had doctorate degrees. By length of service, 49.3% had served 11–20 years, 26.0% had below 10 years, and 24.7% had more than 21 years. Regarding employment status, 39.7% were contractual, 38.4% were job hires, and 21.9% were regular/permanent employees. For position, 46.6% were rank-and-file, 34.2% managerial, and 19.2% supervisory. Finally, by unit of assignment, 39.7% were in Technical, 38.4% in Operations, and 21.9% in Administrative.

2. The level of employees' quality of work life in the Department of Education (DepEd) was rated "Very High" ($M = 4.26$) when taken as a whole, indicating strong satisfaction with workplace conditions, leadership support, flexibility, and recognition. When

classified by age, younger employees ($M = 4.33$) and older employees ($M = 4.22$) both rated "Very High." By educational attainment, bachelor's degree holders ($M = 4.21$), master's degree holders ($M = 4.31$), and doctorate holders ($M = 4.23$) all reported "Very High" levels. For length of service, those with below 10 years ($M = 4.33$), 11–20 years ($M = 4.21$), and above 21 years ($M = 4.25$) consistently rated "Very High." In terms of employment status, regular/permanent employees ($M = 4.36$), job hires ($M = 4.23$), and contractual employees ($M = 4.21$) also reported "Very High." By position, managerial employees ($M = 4.30$) and rank-and-file employees ($M = 4.24$) rated "Very High," while supervisory employees ($M = 4.19$) rated "High." Finally, by unit of assignment, administrative employees ($M = 4.36$), operations ($M = 4.23$), and technical employees ($M = 4.21$) all rated "Very High."

3. The extent of job enrichment in the Department of Education (DepEd) was rated "To a Great Extent" ($M = 4.04$) when taken as a whole, showing that employees consistently experience opportunities for continuous learning, skill development, confidence building, and autonomy in their roles. When classified by age, younger employees ($M = 4.12$) and older employees ($M = 4.01$) both rated job enrichment "To a Great Extent." By educational attainment, bachelor's degree holders ($M = 4.00$), master's degree holders ($M = 4.10$), and doctorate holders ($M = 4.02$) all reported "To a Great Extent." For length of service, those with below 10 years ($M = 4.11$), 11–20 years ($M = 4.00$), and above 21 years ($M = 4.03$) consistently rated "To a Great Extent." In terms of employment status, regular/permanent employees ($M = 4.14$), job hires ($M = 4.02$), and contractual employees ($M = 4.00$) also reported "To a Great Extent." By position, managerial employees ($M = 4.08$), rank-and-file employees ($M = 4.03$), and supervisory employees ($M = 3.98$) all rated "To a Great Extent," with supervisory roles slightly lower. Finally, by unit of assignment, administrative employees ($M = 4.14$), operations ($M = 4.02$), and technical employees ($M = 4.00$) all reported "To a Great Extent."

4. The level of employees' job satisfaction in the Department of Education (DepEd) was rated "High" ($M = 3.93$) when taken as a whole, showing that non-teaching employees generally experience favorable satisfaction with their work, particularly in terms of motivation, pride in organizational affiliation, recognition, and purpose. When classified by age, younger employees ($M = 4.01$, High) and

older employees ($M = 3.91$, High) both rated “High.” By educational attainment, bachelor’s degree holders ($M = 3.90$, High), master’s degree holders ($M = 3.99$, High), and doctorate holders ($M = 3.92$, High) all reported “High.” For length of service, those with below 10 years ($M = 4.01$, High), 11–20 years ($M = 3.90$, High), and above 21 years ($M = 3.93$, High) consistently rated “High.” In terms of employment status, regular/permanent employees ($M = 4.04$, High), job hires ($M = 3.92$, High), and contractual employees ($M = 3.89$, High) also reported “High.” By position, managerial employees ($M = 3.98$, High), rank-and-file employees ($M = 3.92$, High), and supervisory employees ($M = 3.88$, High) all rated “High,” with supervisory roles slightly lower. Finally, by unit of assignment, administrative employees ($M = 4.04$, High), operations ($M = 3.92$, High), and technical employees ($M = 3.89$, High) all reported “High.”

5. There were no significant differences in the level of employees’ quality of work life in DepEd when classified by age ($p = 0.299$), educational attainment ($p = 0.223$), length of service ($p = 0.319$), employment status ($p = 0.280$), position ($p = 0.272$), and unit of assignment ($p = 0.280$). Mean ranks showed only minor variations, with younger respondents (43.88) slightly higher than older (37.32), post-graduate respondents (46.03) higher than college graduates (35.72) and high school graduates (36.36), and employees with below 10 years of service (45.40) higher than those with 11–20 years (35.76) and above 21 years (38.12). Across employment classifications, regular/permanent employees (46.33) rated higher than contractual (35.16) and job hires (38.40). By position, managerial staff (43.34), rank-and-file (38.70), and supervisory staff (31.20) reported comparable assessments. Unit ratings showed administrative employees (46.33) slightly higher than operations (38.40) and technical staff (35.16).

6. There were no significant differences in the extent of job enrichment in DepEd when classified by age ($p = 0.284$), educational attainment ($p = 0.212$), length of service ($p = 0.304$), employment status ($p = 0.266$), position ($p = 0.259$), and unit of assignment ($p = 0.266$). Mean ranks showed only minor variations, with younger respondents (41.69) slightly higher than older (35.46), post-graduate respondents (43.72) higher than college graduates (33.93) and high school graduates (34.55), and employees with below 10 years of service (43.13) higher than those with 11–20 years (33.97) and above 21 years (36.21).

Across employment classifications, regular/permanent employees (44.01) rated higher than contractual (33.40) and job hires (36.48). By position, managerial staff (41.18), rank-and-file (36.76), and supervisory staff (29.64) reported comparable assessments. Unit ratings showed administrative employees (44.01) slightly higher than operations (36.48) and technical staff (33.40).

7. There were no significant differences in the level of employees’ job satisfaction in DepEd when classified by age ($p = 0.285$), educational attainment ($p = 0.212$), length of service ($p = 0.304$), employment status ($p = 0.267$), position ($p = 0.259$), and unit of assignment ($p = 0.267$). Mean ranks showed only minor variations, with younger respondents (41.79) slightly higher than older (35.54), post-graduate respondents (43.83) higher than college graduates (34.02) and high school graduates (34.63), and employees with below 10 years of service (43.24) higher than those with 11–20 years (34.06) and above 21 years (36.31). Across employment classifications, regular/permanent employees (44.13) rated higher than contractual (33.48) and job hires (36.57). By position, managerial staff (41.28), rank-and-file (36.85), and supervisory staff (29.71) reported comparable assessments. Unit ratings showed administrative employees (44.13) slightly higher than operations (36.57) and technical staff (33.48).

8. There was a strong and significant relationship between employees’ quality of work life and job enrichment ($r = 0.617$; $p = 0.000$). In this case, the null hypothesis was rejected, showing that supportive workplace conditions are closely linked to opportunities for learning, autonomy, and skill development. However, the relationship between quality of work life and job satisfaction was weak and not significant ($r = 0.067$; $p = 0.680$), and the relationship between job enrichment and job satisfaction was also weak and not significant ($r = 0.226$; $p = 0.162$).

VII. CONCLUSIONS

1. The majority of DepEd non-teaching employees are older, highly educated, mid-level in service, mostly non-permanent, and concentrated in rank-and-file positions, with representation across technical, operational, and administrative units. This profile reflects a workforce that combines experience, advanced qualifications, and

diverse roles in support of education delivery.

2. DepEd employees experience strong well-being, comfort, and job satisfaction, and are actively and consistently engaged in shaping their work environment.
3. Most DepEd employees consistently experienced enhanced roles, with new and challenging tasks that added variety and depth to their work.
4. Most DepEd employees experienced strong happiness, motivation, and engagement in their roles, reflecting a very high level of fulfillment in their work.
5. The non-teaching employees of DepEd, regardless of age, educational attainment, tenure, employment status, position, or in unit of assignment, consistently experience similar levels of quality of work life in DepEd offices, reflecting uniform workplace conditions, supportive relationships, and strong organizational support.
6. The non-teaching employees of DepEd, regardless of age, educational attainment, tenure, employment status, position, or unit, consistently experience similar levels of job enrichment in DepEd offices, reflecting uniform opportunities for continuous learning, autonomy, and skill development.
7. The non-teaching employees of DepEd, non-teaching employees of DepEd, regardless of age, educational attainment, tenure, employment status, position, or unit, consistently report similar levels of job satisfaction, reflecting uniform workplace conditions, recognition, and organizational support. This highlights a stable and cohesive work environment across DepEd offices.
8. In DepEd offices, while supportive workplace conditions and enriched jobs are clearly connected, job satisfaction rests more on organizational aspects such as compensation, benefits, and career growth opportunities. These dimensions strengthen the overall employee experience but remain independent rather than statistically connected to workplace conditions or job enrichment.

VIII. RECOMMENDATIONS

Based on the findings and conclusions, the following actionable recommendations are proposed for key stakeholders to strengthen workforce development and improve service delivery in DepEd offices:

1. Department of Education Officials may reinforce equitable HR systems by reviewing compensation, benefits, and career growth policies. They should ensure that organizational aspects directly supporting job satisfaction are prioritized alongside workplace conditions.
2. School Administrators may sustain supportive workplace environments by maintaining recognition programs, balancing workloads, and providing targeted support for supervisory roles, which consistently rated slightly lower.
3. Human Resource Officers may expand job enrichment initiatives by offering continuous learning opportunities, skill development programs, and autonomy-enhancing practices. They should also promote consistency across technical, operations, and administrative units.
4. Employees may actively engage in professional development and enrichment programs, pursue career growth opportunities, and participate in recognition and motivation systems to strengthen pride and fulfillment in their roles.
5. Local Communities may benefit from improved service delivery as DepEd employees with higher satisfaction and enriched roles are more motivated and efficient. Communities should continue supporting DepEd initiatives that enhance employee well-being.
6. School Division HR Units may institutionalize standardized recruitment, training, and appraisal processes to ensure fairness and transparency across classifications, thereby sustaining a cohesive work environment.
7. The Researcher may use the findings to recommend evidence-based policies that highlight the importance of compensation, benefits, and career growth in shaping job satisfaction, while documenting the strong link between quality of work life and job enrichment.

8. Future Researchers may build on this study by exploring how organizational aspects interact with workplace conditions and job enrichment, and by investigating strategies to further enhance supervisory roles and sustain employee satisfaction.

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