

Assessing the Key Factors Affecting the Teachers' Quality of Work Life: Focusing on High School Teachers in the Cambodian Context

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Abstract

Quality of work life is a core element relating to many factors of teacher performance and educational quality in Cambodia. To improve the quality of education, it is necessary to improve the quality of teachers' work life, because teachers are the main drivers of educational quality. Given its important, the main purpose of this study was to identify the key factors affecting the quality of work life of Cambodian high school teachers. This study also examines the similarities and differences between the key factors affecting the quality of work life based on the demographic information and analysis the relationship between the variables of those key factors. A cross-sectional quantitative design was utilized, involving a sample total of 760 high school teachers from different demographic characteristics from 3 representative provinces and 1 capital city participated in this study. The instrument used in this study was the set of questionnaires which was adapted and prepared by researcher with its reliability at 0.97. Collected data were analysed using statistical methods such as descriptive statistics, t-test, One-way ANOVA, Pearson correlation, and multiple linear regression. There were many implications for improving quality of work life and while organizational alliance had a strong affecting quality of work life. The findings revealed that, overall, the quality of working life of Cambodian high school teachers was at a high level ($M=3.55$, $SD=0.55$). Ranks from the highest to the lowest mean values were: organizational alliance, job satisfaction, organizational climate, organizational culture, and quality of work life, respectively. Pearson correlation analysis revealed significant positive relationships among all studied factors. However, multiple regression analysis indicated unexpected negative pathways for job satisfaction and organizational alliance when controlling for other variables, suggesting complex context-specific dynamics. This reversal, while statistically significant, warrants cautious interpretation given potential multicollinearity among predictors and is discussed further in light of measurement and construct-validity considerations. These baseline insights offer critical implications for educational policymakers seeking to refine teacher-centric support frameworks and institutional environments in Cambodia.

Keywords: Key Factors, Quality of Work Life, Affecting, High School Teachers, Cambodian Context

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1. Introduction

According to the Constitution of the Kingdom of Cambodia (Royal Government of Cambodia, 1993), Cambodia has clearly and thoughtfully recognized the right of all citizens to receive education, with the state being responsible for protecting the right of citizens to receive educational quality at all levels. This cannot be achieved without the participation of teachers. Scholars have determined that a teacher is a person who should be respected because he or she elevates, that is, makes all students and society as a whole stand out with a high profile (Noun, 1995). Improving the quality of general secondary education to meet minimum standards is the goal of the Secondary Education Improvement Project (SEIP), which is financially supported by the World Bank. The project aims to strengthen school management, improve the quality of teaching and learning at the grade level by improving teacher qualifications, providing mentoring and proper assessment of teacher competence, and improving teaching support structures. It has also been argued that teacher appreciation is an improvement in their status (World Bank, 2019; HangChuan, 2024).

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The teacher policy also aims to motivate and retain teachers by improving their working and living conditions through salary, benefits, social welfare, general benefits, and retirement benefits (Ministry of Education, Youth and Sports, 2013). These are all considerations for the quality of teachers' work life.

Many studies have examined the quality of work life of teachers. According to (Rossi et al., 2009), they investigated the positive and negative effects of stress on quality of work life. Similarly, another one also studied the quality of work life of teachers by comparing public school teachers in Turkey and Pakistan. Their findings indicated that the quality of work life of Pakistani teachers was higher than that of Turkish teachers. The results of other studies suggest that it is important to understand how teacher motivation changes across different stages of the teaching career, from entry into the profession to retirement. In addition, attention should be given to teacher efficacy and teachers' beliefs about their ability to perform specific tasks (Rossi et al., 2009; Akram et al., 2017; Watt & Richardson, 2008; Tschannen-Moran & Woolfolk Hoy, 2001). According to Pramahathip (2020), factors influencing the quality of work life of teachers at Preah Parayit Dhamma School were examined, and the results indicated that organizational culture had a direct influence on job satisfaction. However, many of these studies were conducted in regional and global contexts rather than in the Cambodian context.

In Cambodia, based on Oum and Sok (2021) found that respondents who were previously employed in other sectors decided to return to the teaching profession because it offered long-term job security and better working conditions compared to their previous jobs, which were mostly private-sector positions characterized by strict and demanding workloads. In addition, another study also investigated the quality of work life of civil servants at Takeo Provincial School in Cambodia based on Walto (1973) of quality of work life (Vong, 2011). Although this study examined quality of work life within the Cambodian context, it did not specifically focus on teachers.

Based on the studies reviewed above, many scholars have examined the topic of quality of work life with different dimensions, particularly the quality of work life of teachers in the education sector. However, to the best of the researcher's knowledge, there has been no specific study investigating the main factors influencing the quality of work life of secondary school teachers in Cambodia. In this study, Quality of Work Life (QWL) is conceptualized as the dependent variable, while job satisfaction, organizational culture, organizational climate, and organizational alliance are designated as the independent variables. Although QWL functions as the dependent variable in the regression model, its descriptive mean score is also reported in Table 3 alongside the independent variables solely for comparative descriptive purposes, and should not be interpreted as placing QWL on the same conceptual level as the predictor variables.

In this research, three main purposes were formulated: (1) to identify the key factors affecting the quality of work life of high school teachers in Cambodia; (2) to examine differences in the factors affecting the quality of work life of high school teachers in Cambodia based on gender, age, educational qualifications, and teaching experience; (3) to analysis the relationship between the factors affecting the quality of work life of high school teachers in Cambodia. To address the above research objectives, this study seeks to answer the research questions: (1) What are the key factors affecting the quality of work life of high school teachers in Cambodia?; (2) Are there significant differences in the factors affecting the quality of work life of high school teachers in Cambodia based on gender, age, educational qualifications, and teaching experience?; and (3) What relationships exist among the factors affecting the quality of work life of high school teachers in Cambodia?

2. Literature Review

2.1. *Quality of Work life*

Before 1960, although the term Quality of Work Life (QWL) was not formally used, early practices such as profit-sharing reflected initial efforts to improve workers' conditions (Goode, 1989). Today, QWL is recognized as a multidimensional concept that enhances organizational efficiency through improved work-life balance and work environment (Kumar & Jyoti, 2018). It is defined as the beneficial relationship among work, home, the individual, and the organization (Bagtasos, 2011), and is closely linked to intrinsic motivation, job satisfaction, and workplace relationships (Hackman & Oldham, 1975). In education, QWL significantly influences teachers' effectiveness by encompassing factors such as motivation, commitment, leadership, and collaboration, and it is strongly associated with job satisfaction, organizational commitment, performance, mental health, and overall well-being (Kumar & Jyoti, 2018; Hackman & Oldham, 1975; Sirgy et al., 2001; 2011; Greenberg & Baron, 2008).

2.2. Job Satisfaction

Job satisfaction (JS) is a key concept in organizational psychology, defined as a positive emotional response to one's job and work environment (Herzberg, 1959). It is closely linked to job conditions, with indicators including regular attendance, motivation, and commitment to organizational success (Rethinam & Ismail, 2008), and comprises factors such as working conditions, financial benefits, and attitudes toward management, the organization, and colleagues (Storey, 2016; Judge, et al., 2001). While low job satisfaction can reduce performance and organizational effectiveness, research generally shows that higher job satisfaction is positively associated with job performance, commitment, lower turnover, and improved employee behavior and well-being (Rethinam & Ismail, 2008; Locke, 1976; Spector, 1997; Weiss, 2002).

2.3. Organizational Culture

According to Schneider et al. (2011) identified four key areas of organizational culture research: leadership, national culture, organizational effectiveness, and its moderating role. Subsequent studies further outlined eight components—shared goals, decision-making, communication, innovation, accountability, action orientation, reward fairness, and internal development and highlighting its impact on workplace behavior and effectiveness (Lockwood, 2003; Gordon & DiTomaso, 1992).

2.4. Organizational Climate

Research on organizational climate emerged in the 1970s (Schneider et al., 2011), defining it as the perceptions and meanings individuals attach to their work environment. It emphasizes that a healthy work environment is essential for employee well-being and effective performance, as poor health negatively affects behavior and organizational outcomes (Gibson et al., 2012; Denison, 1996; Bakker & Demerouti, 2007). Organizational climate significantly influences motivation, communication, and overall effectiveness, with a positive climate enhancing employee satisfaction, productivity, and high performance (Bagtasos, 2011; Herzberg, 1959; Schneider, 1990; Schein, 2010).

2.5. Organizational Alliance

According to the National Khmer Language Council (2022), an alliance refers to a bond of connection, while in organizations it denotes a strategic relationship for mutual goals, comprising agreement, work, and relationship dimensions. Organizational alliance promotes job satisfaction, commitment, and performance while reducing turnover intentions, making it a key factor in organizational success and effectiveness. Crucially, "organizational alliance" is defined in this educational context as the strategic bonds, shared agreements, and relational synergy among teaching staff and school management serves as a structural mechanism that facilitates mutual goal attainment (Ireland et al., 2002; Mohr & Spekman, 1994; Bordin, 1979).

3. Methods

3.1. Research Design

To answer each of the research questions as stated above, this study used quantitative methods (Welman et al., 2005). Therefore, cross-sectional quantitative research design is most appropriate and was chosen to be used in this study on this topic of the study.

3.2. Research Participants

The participants for this research refer to high school teachers in Cambodia who are teaching in schools from grades 7 to 12. According to the Education Indicators and Statistics 2023-2024 (Ministry of Education, Youth and Sport, 2024), Cambodia has a total of 30,147 teachers across the country, in all 25 capitals and provinces. This Study utilized a stratified purposeful sampling approach to select four target locations representing Cambodia's four distinct geographical regions: Phnom Penh (Central Plains), Siem Reap (Tonle Sap), Preah Sihanouk (Coast and Sea), and Stung Treng (Plateau and Mountain) (Ministry of Planning, 2019). The sub-population across the four representative jurisdictions totaled 7,596 teachers and which a sample size was approximately determined to be 10% (Roscoe, 1975) of the teachers from each target province and yielding a final sample of 760 teachers (Ministry of Education, Youth and Sport, 2024). Within each school, individual participants were selected utilizing convenience and voluntary participation methods. This dual-method approach reflects a common two-stage design in educational survey research: purposeful stratification at the regional level ensured that the four selected provinces adequately represented Cambodia's geographic diversity, while convenience and voluntary sampling at the individual level was necessary given

constraints in obtaining a complete sampling frame of teachers within each school. It should be noted, however, that this non-random selection at the individual level means participants may not be fully representative of all teachers in the sampled schools—those who volunteered may differ in motivation, availability, or engagement compared to non-participants. Consequently, while findings offer valuable regional insights, generalization to the broader population of Cambodian high school teachers should be made with appropriate caution. The details of the target sample are shown in Table 1.

Table 1. Sample Size Determination and Regional Distribution

No.	Region	Target Province	Population	Sample (10%)
1.	Central Plains	Phnom Penh	4,925	493
2.	Tonle Sap	Siem Reap	1,918	192
3.	Coasts and Seas	Preah Sihanouk	510	51
4.	Plateaus and Mountains	StungTreng	243	24
Total			7596	760

It is acknowledged that the use of convenience and voluntary sampling at the individual level, layered on top of purposeful selection of regions, introduces a risk of selection bias and may limit the representativeness and generalizability of the findings to the broader population of Cambodian high school teachers. This limitation is further discussed in Section 5.3.

3.3. Research Instruments and Data Collection

The instrument used in this research is a survey questionnaire. The researchers used a questionnaire to ask three experts who are professors and have been teaching at various universities in Phnom Penh to examine and translate the content of the main and secondary indicators of factors affecting the quality of work life of secondary school teachers in Cambodia, using the Back-translation Technique according to the theory of (Brislin et al., 1973). After the questionnaire content has been approved, the researcher will prepare a survey questionnaire in a form of reliability verification to ask experts to review, evaluate, and score the Index of Item Objective Congruence (IOC) according to the theory of (Rovinelli & Hambleton, 1977). by the coherence of the questionnaire content, with the highest score set between 0.95 and 1.

The questionnaire was divided into two main sections. Section 1 gathered demographic information about the participants. Section 2 examined teachers' perceptions of their quality of work life. This section comprised five subsections, with items rated on a five-point Likert scale ranging from strongly disagree to strongly agree. The quality of work life was assessed using a five-point Likert scale, where 5 = highest level, 4 = high level, 3 = moderate level, 2 = low level, and 1 = lowest level. This research has determined the criteria for Interpreting the scores of the questionnaire on the level of perspectives related to the main factors influencing the quality of work life of secondary school teachers in Cambodia, with the mean value of the indicator scores as determined by the principles (Srisa-ard, 2003; Mok, 2015) as follows:

4.51-5.00	refers to the highest level of work-life quality
3.51-4.50	refers to the high level of work-life quality
2.51-3.50	refers to the average level of work-life quality
1.51-2.50	refers to the low level of work-life quality
1.00-1.50	refers to the lowest level of work-life quality

The reliability of the questionnaire was assessed using Cronbach's alpha coefficient to evaluate internal consistency. Cronbach's alpha values range from 0 to 1, with higher values indicating greater reliability. Based on the criteria proposed by (George & Mallery, 2003), reliability coefficients were interpreted as follows: $\alpha > 0.90$ (excellent), $\alpha > 0.80$ (good), $\alpha > 0.70$ (acceptable), $\alpha > 0.60$ (questionable), $\alpha > 0.50$ (poor), and $\alpha < 0.50$ (unacceptable).

To determine the reliability of the questionnaire, Cronbach's alpha coefficients were calculated for the overall instrument and for each of the five dimensions of teachers' quality of work life among high school teachers in Cambodia. The reliability results are presented in Table 2.

It is worth noting that the reliability coefficients across all five dimensions converged closely around $\alpha = 0.97$. This uniformity may be attributed to the relatively small number of items within each sub-dimension combined with high inter-item correlation, as items across dimensions were derived from a single, conceptually cohesive instrument

measuring interrelated aspects of teachers' quality of work life. While such convergence is uncommon, it is not implausible in instruments with strong construct overlap; nonetheless, readers should interpret dimension-specific reliability with appropriate caution, as it may reflect item redundancy rather than distinct measurement of each construct.

Table 2. QWL Questionnaire Cronbach's Alpha Values

Section	Dimension	Number of items	Cronbach's Alpha
1	Quality of Work Life	5	0.97
2	Organizational Climate	8	0.97
3	Organizational Culture	8	0.97
4	Job Satisfaction	5	0.97
5	Organizational Alliance	3	0.97
Total		29	0.97

For this research, data collection was conducted with secondary school teachers in Cambodia. The researcher checked the validity of each questionnaire in accordance with Daniel's theory (Daniel, 2014).

3.4. Data Analysis Procedures

Regarding data analysis, the researcher used descriptive statistics to analyse frequencies, percentages, mean values, and standard deviations, and used inferential statistics to analyse the comparison of the quality of work life of high school teachers in Cambodia based on the teachers' perspective, the analysis by gender was hypothesized using t-test (Independent samples t-test). The analysis by age, qualification level, and work experience was hypothesized using F-test (One-way ANOVA). The correlation analysis was also performed considering the factors affecting the quality of work life of high school teachers in Cambodia using linear correlation models (Correlation, Multiple Correlation, and Stepwise Regression).

4. Result and Discussion

4.1. Results

The results of the statistical analyses done to determine the research questions are presented in this session. Particularly, the analysis is aimed at answering the research questions presented in the introduction above.

4.1.1. Results for the Research Question One

The first research question was asked: “*What are the key factors affecting the quality of work life of high school teachers in Cambodia?*”

The collected data were analysed using descriptive statistics such as frequency, percentage, mean, and standard deviation. The main results of the overall research by section are presented in Table 3.

Table 3. Teachers' Quality of Work Life by Components

No.	Quality of Work Life of High School Teachers	Survey Sample (n=760)		Rank	Interpret
		M	SD		
1.	Quality of Work Life	3.34	0.50	5	Average
2.	Organizational Climate	3.52	0.59	3	High
3.	Organizational Culture	3.48	0.59	4	Average
4.	Job Satisfaction	3.69	0.56	2	High
5.	Organizational Alliance	3.72	0.55	1	High
Total		3.55	0.55		High

As shown in Table 3, the findings indicate that the overall quality of work life among high school teachers in the capitals and provinces of Cambodia was at a high level, with a mean score of 3.55 (SD = 0.55), based on teachers' perceptions.

4.2. Results for the Research Question Two

The second research question was asked: “*Are there significant differences in the factors affecting the quality of work life of high school teachers in Cambodia based on gender, age, educational qualifications, and teaching experience?*”

The collected data were analysed using descriptive statistics such as frequency, percentage, mean, and standard deviation and inferential statistics such as independent sample t-test, and One-way ANOVA. This study analysed the study variables of gender, age, qualification level, and work experience of a research sample of 760 teachers who are currently teaching in high schools, as shown in Table 4.

Table 4. Demographic Characteristics of the Research Samples (n = 760)

Gender	Numbers (N)	Percentage (%)
Male	432	56.85
Female	328	43.15
Total	760	100
Age	Numbers (N)	Percentage (%)
<40 Years old	348	45.80
40-45 Years old	285	37.50
>50 Years old	127	16.70
Total	760	100
Qualification	Numbers(N)	Percentage (%)
<Bachelor	222	29.20
=Bachelor	391	51.40
>Bachelor	147	19.30
Total	760	100
Experience	Numbers(N)	Percentage (%)
<10 Years	160	21.10
10-20 Years	336	44.20
>20 Years	264	34.70
Total	760	100

According to Table 4, the researchers collected demographic data from a sample of 760 secondary school teachers across all four capitals and provinces. The sample was categorized based on gender, age, qualification level, and work experience. In terms of gender distribution, the results indicate that 432 respondents were male secondary school teachers, representing 56.85% of the sample, while 328 respondents were female secondary school teachers, accounting for 43.15%. In terms of age distribution, the results indicate that 348 high school teachers were under 40 years old, representing 45.80% of the sample. This was followed by teachers aged between 40 and 45 years, totalling 285 respondents (37.50%). The smallest proportion consisted of teachers aged over 50 years, with 127 respondents, accounting for 16.70% of the sample. With regard to qualification level, the findings show that the majority of secondary school teachers held a bachelor's degree, totalling 391 respondents (51.40%). This was followed by 222 teachers with a bachelor's degree or lower qualification, representing 29.20% of the sample. The smallest proportion consisted of teachers with qualifications higher than a bachelor's degree, accounting for 147 respondents (19.30%). Regarding teaching experience, the results show that the largest proportion of respondents had between 10 and 20 years of teaching experience, with 336 teachers representing 44.20% of the sample. This was followed by 264 teachers who reported more than 20 years of teaching experience, accounting for 34.70%. In contrast, the smallest group consisted of teachers with less than 10 years of teaching experience, totalling 160 respondents (21.10%).

The main results of inferential statistics for the overall research by section are presented in Tables 5 and 6. As shown in Table 5, comparing teachers' perceptions on the quality of work life of high school teachers in Cambodia by gender, the results of the study show that the quality of work life section has a statistically significant difference at the 0.001 level, while there is no difference in other sections.

As shown in Table 6, a comparison of teachers' perceptions on the quality of work life of high school teachers, divided by age and teaching experience, the results of the study show that all dimensions of the quality of work life of high school teachers have statistically significant differences at the <0.001 level. However, when comparing teachers' perceptions on the quality of work life of high school teachers by teacher qualification level, there is no difference in the dimensions of the quality of work life of high school teachers.

Table 5. Gender Comparison of Teachers' QWL Perceptions (n = 760)

	Gender	Male (n=432)		Female (n=328)		t	p-value
		M	SD	M	SD		
1.	Quality of Work Life	3.29	0.52	3.41	0.46	-3.291	0.001
2.	Organizational Climate	3.51	0.61	3.54	0.56	-.741	0.459
3.	Organizational Culture	3.51	0.52	3.44	0.47	1.825	0.068
4.	Job Satisfaction	3.64	0.60	3.72	0.53	-1.862	0.063
5.	Organizational Alliance	3.71	0.60	3.73	0.47	-.531	0.595

* $P < 0.05$, ** $P < 0.01$, *** $P < 0.001$ **Table 6.** Teachers' QWL Perceptions by Age, Qualification, and Experience (n = 760)

Age	Df	SS	MS	F	p-value
Quality of Work Life					
Between Group	2	5.766	2.883	3.524	<0.001
Within Group	758	162.300	0.215		
Total	760	168.066			
Qualification Level	Df	SS	MS	F	p-value
Quality of Work Life					
Between Group	2	1.958	0.979	4.455	0.012
Within Group	758	166.109	0.220		
Total	760	168.066			
Teaching Experience	Df	SS	MS	F	p-value
Quality of Work Life					
Between Group	2	5.271	2.636	12.239	<0.001
Within Group	758	162.795	0.215		
Total	760	168.066			

4.3 Results for the Research Question Three

The second research question was asked: “What relationships exist among the factors affecting the quality of work life of high school teachers in Cambodia?”

Table 7. Relationships Among Variables Affecting Teachers' QWL (n = 760)

Correlation	F-CLI	Relationship
F-QWL	Pearson Correlation	0.610**
	Sig.(2-tailed)	0.000
	N	760
	F-CUL	
	Pearson Correlation	0.660**
	Sig.(2-tailed)	0.000
	N	760
	F-SAT	
	Pearson Correlation	0.460**
	Sig.(2-tailed)	0.000
	N	760
	F-ALI	
	Pearson Correlation	0.380**
	Sig.(2-tailed)	0.000
	N	760

The main results of relationships affecting the quality of work life of Cambodian high school teachers for the overall research by section are presented in Tables 7, 8 and 9.

The main objective of this research question three is to find out the relationship between the five main affecting factors that affect the quality of work life of Cambodian teachers (C-WQL) at the high school level in Cambodia, including: (1) Quality of work life (F-QWL); (2) Organizational climate (F-CLI); (3) Organizational culture (F-CUL); (4) Job satisfaction (F-SAT); and (5) Organizational alliance (F-ALI).

As shown in Table 7, the result pointed significant positive relationships among the study variables. There are significant positive correlations between Quality of work life(F-QWL) and Organizational culture(F-CUL) ($r=0.660$, $p < 0.001$), Quality of work life(F-QWL) and Organizational climate(F-CLI) ($r=0.610$, $p < 0.001$), Quality of work life(F-QWL) and Job satisfaction(F-SAT) ($r=0.460$, $p < 0.001$), Quality of work life(F-QWL) and Organizational alliance(F-ALI) ($r= 0.380$, $p < 0.001$), respectively.

Overall, the correlations ranged from weak-to-moderate ($r = 0.380$, $p < 0.001$) to moderate-to-strong ($r = 0.660$, $p < 0.001$), indicating that higher levels of one variable were associated with higher levels of the other variables, consistent with guidelines for interpreting correlation strength (Cohen, 1988).

Table 8. F-test for Simple Linear Regression (N=760)

	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	88.319	1	88.319	578.989	0.000
	Residual	115.626	758	0.153		
	Total	203.945	759			
2	Regression	94.424	2	47.212	326.324	0.000
	Residual	109.521	757	0.145		
	Total	203.945	759			
3	Regression	103.520	3	34.507	259.769	0.000
	Residual	100.424	756	0.133		
	Total	203.945	759			
4	Regression	105.003	4	26.251	200.313	0.000
	Residual	98.942	755	0.131		
	Total	203.945	759			

As shown in Table 8, the result indicated that there are positive and statistically significant relationships between Quality of Work Life (QWL) and the studied variables ($p < 0.001$). This suggests that organizational factors have a strong influence on the quality of work life of high school teachers in Cambodia.

Table 9. Coefficient Output

	B	SD	B	T	p
Constant	1.196	0.100		11.948	0.000
F-CLI	0.219	0.034	0.264	6.496	0.000
F-CUL	0.668	0.028	0.658	24.062	0.000
F-SAT	-0.361	0.044	-0.406	-8.275	0.000
F-ALI	-0.131	0.039	-0.136	-3.363	0.000

As shown in Table 9, the result indicated that results confirm that organizational factors significantly influence QWL among high school teachers in Cambodia. However, both variables, job satisfaction(F-SAT) and organizational alliance(F-ALI) are statistically significant predictors, the direction of their relationships deviates from established theoretical expectations, indicating potential issues related to construct validity, measurement specification, or context-specific dynamics that warrant further investigation. while both variables are statistically significant predictors, the direction of their relationships deviates from established theoretical expectations, indicating potential issues related to construct validity, measurement specification, or context-specific dynamics that warrant further investigation. This result is shown that, overall, the regression analysis revealed that Job Satisfaction ($\beta = -0.406$, $p < 0.001$) and Organizational Alliance ($\beta = -0.136$, $p < 0.01$) were significant negative predictors of QWL, while Organizational Culture and Climate were positive predictors.

4.2. Discussion

Based on the findings of the demographic characteristics of high school teachers, the distribution of gender, age, qualification level, and teaching experience reflects broader trends in the teaching workforce and may influence perceptions of Quality of Work Life (QWL). First, the gender distribution indicates that male teachers (56.85%) slightly outnumber female teachers (43.15%). This finding is consistent with patterns observed in some developing contexts,

where male teachers are more represented at higher levels of education. According to UNESCO (2019), gender disparities in the teaching profession often vary by educational level, with female teachers more concentrated in primary education and males more represented in secondary education. This gender composition may influence workplace dynamics, leadership roles, and perceptions of work life quality. Second, the age distribution shows that the majority of teachers are under 40 years old (45.80%), followed by those aged 40–45 (37.50%), and a smaller proportion over 50 (16.70%). This suggests a relatively young to mid-career workforce. Research by OECD (2020) highlights that younger teachers tend to be more adaptable to innovation and educational reforms, while more experienced teachers contribute to institutional stability and mentoring. Therefore, the age diversity observed in this study may support both innovation and continuity within schools. Third, regarding qualification levels, most teachers hold a bachelor's degree (51.40%), while only a small proportion possess higher qualifications (19.30%). This finding aligns with studies in developing countries indicating that many teachers meet minimum qualification requirements but have limited access to advanced academic training. According to World Bank (2019) reports that improving teacher qualifications and access to professional development is essential for enhancing teaching quality and student outcomes. The relatively low proportion of postgraduate qualifications suggests a need for continued investment in teacher education. The results on teaching experience indicate that the majority of teachers have between 10 and 20 years of experience (44.20%), followed by those with more than 20 years (34.70%). This suggests that most respondents are experienced educators. According to Darling-Hammond (2017), teaching experience is strongly associated with improved instructional practices and student achievement, particularly when combined with ongoing professional development. However, the smaller proportion of early-career teachers (21.10%) highlights the importance of induction and mentoring programs to support new teachers. Regarding gender differences, the independent samples t-test revealed a statistically significant difference in overall QWL perceptions between male and female teachers ($p = 0.001$). Notably, female teachers reported a significantly higher mean score ($M = 3.41$, $SD = 0.46$) compared to male teachers ($M = 3.29$, $SD = 0.52$). This aligns with specific regional literature suggesting that female teachers may find higher psychological safety or job stability within secondary school environments despite balancing domestic expectations. Overall, the demographic profile of the sample reflects a moderately experienced and qualified teaching workforce with balanced age distribution and slight male dominance. These characteristics are likely to influence teachers' perceptions of QWL and should be considered when interpreting the study's findings. The results also suggest the importance of policies aimed at enhancing teacher qualifications, supporting early-career teachers, and promoting gender balance in the teaching profession.

Based on the results of the level of quality of work life of high school teachers on average, teachers perceive their working conditions, environment, and professional experiences positively. This result is consistent with existing literature, which emphasizes that favourable organizational conditions contribute significantly to higher levels of QWL. According to Greenberg & Baron (2008), QWL is influenced by factors such as adequate compensation, safe working conditions, opportunities for growth, and social integration within the workplace. A high mean score in this study may indicate that these elements are being met to a reasonable extent within Cambodian secondary schools. Furthermore, the findings align with research by Sirgy et al. (2001), who argues that employees' perceptions of well-being at work are closely linked to satisfaction of personal and professional needs. In the context of teachers, positive perceptions of QWL may reflect supportive school environments, manageable workloads, and opportunities for professional development. In addition, the relatively moderate standard deviation ($SD = 0.55$) suggests a reasonable level of consistency in teachers' perceptions, indicating that most respondents share similar views regarding their work life quality. This homogeneity may reflect standardized policies and working conditions across schools in both capitals and provinces. From a broader perspective, the finding is also supported by reports from World Bank (2018), which highlight ongoing efforts in Cambodia to improve teacher working conditions, including reforms in teacher training, incentives, and school management. These initiatives may have contributed to the generally positive perception of QWL among teachers. However, despite the overall high level of QWL, it is important to interpret this finding with caution. A high mean score does not necessarily imply the absence of challenges. Variations may still exist across different regions, school types, or individual characteristics. Therefore, further investigation into specific dimensions of QWL is necessary to identify areas for improvement.

For comparison results, the Quality of Work Life (QWL) perceptions among high school teachers in Cambodia based on gender showed that there is a statistically significant difference in the overall QWL scores between male and female teachers at the 0.001 level, whereas no significant differences were observed in other sub-dimensions of QWL. This finding aligns with prior research suggesting that gender can influence how employees perceive their work environment and overall quality of work life. For instance, Singh & Jain (2018) note that male and female employees may prioritize different aspects of work, such as professional growth, work-life balance, and social support, leading to differences in overall QWL scores. Similarly, Ahmad et al. (2017) found that male teachers often report higher satisfaction with structural and organizational aspects of work, while female teachers may emphasize relational and psychosocial

components. The significant gender difference in overall QWL observed in this study may reflect underlying social and organizational dynamics in Cambodian secondary schools. Cultural expectations, gender roles, and differential access to professional development or leadership opportunities may contribute to these perceptions. Research by UNESCO (2019) highlights that gender disparities in teaching contexts, especially in Southeast Asia, can affect work experiences, career satisfaction, and engagement. However, the absence of significant differences in specific QWL dimensions suggests that, despite the overall disparity, male and female teachers share similar perceptions regarding certain aspects of their work life, such as work environment, collaboration, and organizational support. This finding indicates that while gender influences the overall perception, many aspects of teachers' professional experiences are similarly experienced across genders, potentially due to standardized policies and working conditions across schools.

According to the results of comparison of teachers' perceptions on the quality of work life of high school teachers, divided by age and teaching experience, the results of the study showed that significant variations in teachers' perceptions of Quality of Work Life (QWL) when analysed by age and teaching experience, with all dimensions showing statistically significant differences at $p < .001$. In contrast, no significant differences were observed when perceptions were compared by teacher qualification level. The significant differences by age and experience are consistent with prior research suggesting that both career stage and tenure influence how teachers perceive their work life. According to Nguyen & Pham (2019), older and more experienced teachers often report higher QWL because they have adapted to organizational expectations, developed coping strategies, and may hold more stable positions or leadership roles. Similarly, teachers in mid-career stages may perceive greater workload pressure and role ambiguity, influencing lower QWL perceptions in certain dimensions. This aligns with Darling-Hammond (2017), who notes that teaching experience can affect satisfaction, autonomy, and perceived support, all of which are central to QWL. The finding that qualification level did not result in significant differences in QWL perceptions suggests that the level of formal education (e.g., bachelor's vs. postgraduate degrees) may not strongly influence teachers' everyday experiences of work life quality. This aligns with Sirgy et al. (2011), who emphasizes that QWL is more strongly influenced by organizational and contextual factors, such as workplace culture, climate, and job demand, rather than formal qualifications alone. In the Cambodian context, standardized policies, similar workloads, and uniform access to resources across schools may contribute to this homogeneity.

The results of the correlation and regression analyses provided robust evidence regarding the relationships between Quality of Work Life (QWL) and key organizational factors among high school teachers in Cambodia. First, the results showed strong positive correlations between QWL and organizational factors, including organizational culture (F-CUL, $r = 0.660$, $p < 0.001$), organizational climate (F-CLI, $r = 0.610$, $p < 0.001$), job satisfaction (F-SAT, $r = 0.460$, $p < 0.001$), and organizational alliance (F-ALI, $r = 0.380$, $p < 0.001$). These findings are consistent with prior research emphasizing the importance of supportive organizational environments in enhancing teachers' perceptions of work life quality. For instance, Schein (2010) highlights that organizational culture shapes employees' behaviors, attitudes, and satisfaction, while Litwin & Stringer (1968) argued that organizational climate significantly impacts motivation and engagement. The positive correlations observed suggest that when schools foster strong cultures and climates, teachers experience higher QWL. Second, the regression results in Table 9 confirm that organizational factors significantly predict QWL among high school teachers, highlighting the strong influence of organizational culture ($\beta = 0.658$) and organizational climate ($\beta = 0.264$) on teachers' work life quality. These findings align with Sirgy et al. (2011), who emphasize that organizational structures, leadership, and work environment are key determinants of employees' overall well-being and satisfaction. However, the regression analysis also revealed an unexpected negative relationship for job satisfaction (F-SAT, $\beta = -0.406$, $p < 0.001$) and organizational alliance (F-ALI, $\beta = -0.136$, $p < 0.001$). While both predictors are statistically significant, the negative coefficients deviate from established theoretical expectations. This phenomenon strongly points toward multicollinearity or a statistical suppression effect. Because organizational culture, climate, and satisfaction are deeply intertwined, entered simultaneously into a linear model, they share substantial variance. In the Cambodian context, this could also indicate that when organizational alliances or specific job expectations become overly rigorous, they may transition into hidden administrative burdens or peer pressures, thereby inadvertently dampening a teacher's perceived Quality of Work Life. Similar findings have been reported in studies where contextual factors, measurement issues, or scale coding may reverse expected effects (Singh & Jain 2018; Ahmad et al. 2017). In the Cambodian context, these negative associations may reflect factors such as: (1) measurement or coding issues – items for F-SAT or F-ALI may have been reverse-coded, leading to an apparent negative effect; (2) context-specific dynamics – strong alliances or high expectations may inadvertently increase workload, role ambiguity, or pressure, reducing perceived QWL; and (3) construct validity considerations – certain aspects of job satisfaction or organizational alliance may not align directly with teachers' perceived quality of work life in local schools.

To further examine whether these unexpected coefficients stem from multicollinearity, Variance Inflation Factor (VIF) values were reviewed; VIF scores below the conventional threshold of 5 (or 10) would suggest that suppression effects, rather than collinearity, better explain the reversal. Contextually, this pattern may reflect the bureaucratic and hierarchical structure common in Cambodian public school administration, where strong organizational alliances or high job-related expectations can translate into added administrative duties, informal peer obligations, or pressure to conform—factors that, while indicative of a well-integrated institution, may simultaneously erode teachers' day-to-day sense of work-life balance. This pattern echoes findings from other Southeast Asian developing-country contexts, where formal organizational cohesion does not always translate into perceived individual well-being.

These findings underscore the importance of contextualizing QWL research within local educational systems, particularly in developing countries, where cultural norms, administrative structures, and resource limitations may influence expected relationships differently than in other settings (UNESCO, 2019; World Bank., 2018).

5. Conclusion and Recommendations

5.1. Conclusion

Based on the findings of this study, Cambodian high school teachers generally report a high Quality of Work Life (QWL), shaped mainly by demographic and organizational factors. Gender, age, and teaching experience influence perceptions, with male, older, and more experienced teachers reporting slightly higher QWL, likely due to cultural norms, stability, and professional growth, while qualification level has no significant effect. Positive perceptions are linked to supportive environments, manageable workloads, and professional development, though differences still exist across schools and individuals (Sirgy et al., 2001; Greenberg & Baron, 2008).

Beyond confirming the generally high QWL among Cambodian high school teachers, this study's most distinctive contribution lies in its counterintuitive findings: the negative regression pathways for job satisfaction and organizational alliance challenge the assumption—common in QWL literature from Western and higher-income contexts—that these constructs uniformly enhance perceived work-life quality. This suggests that in resource-constrained, hierarchically structured educational systems such as Cambodia's, strong institutional alliances and heightened job expectations may carry a hidden cost, manifesting as additional administrative or social burden rather than support. Rather than being treated as a statistical anomaly to be explained away, this finding should be read as evidence that QWL frameworks developed elsewhere require contextual recalibration before being applied to developing-country school systems.

Organizational culture and climate strongly and positively affect QWL, but unexpected negative relationships with job satisfaction and organizational alliance suggest possible context-specific or measurement issues. The shifting of job satisfaction and alliances into negative predictors highlights the critical necessity of avoiding administrative oversaturation and ensuring that collaborative systems do not mutate into stress-inducing workloads. Future research should further investigate these unexpected results and refine context-appropriate approaches to improving teacher well-being (Rethinam & Ismail, 2008; Schein, 2010).

5.2. Recommendations

5.2.1. Recommendations for Practices

For practical implementation, educational leaders and policymakers in Cambodia should adopt a comprehensive and systematic approach to enhancing the Quality of Work Life (QWL) of high school teachers. This includes strengthening organizational culture and climate by cultivating supportive, transparent, and collaborative school environments that emphasize recognition, collegiality, and participatory decision-making. Strategic support across career stages is also critical, with structured mentoring and induction programs for early-career teachers, alongside continuous professional growth and leadership opportunities for mid- and late-career educators. Furthermore, promoting gender equity must remain a priority by ensuring equitable access to professional development, leadership positions, and institutional decision-making processes. In parallel, schools should critically review workload distribution, collaboration mechanisms, and incentive structures to mitigate stress, reduce role ambiguity, and enhance overall job satisfaction without undermining positive organizational relationships.

5.2.2. Recommendations for Further Study

For future research, there is a pressing need to further investigate the unexpected negative relationships identified between job satisfaction, organizational alliances, and QWL, as these findings indicate nuanced and potentially context-specific dynamics. Subsequent studies should adopt more diverse methodological approaches and examine variations

across regions, school types, and institutional contexts within Cambodia to generate more precise and contextually relevant insights. Additionally, longitudinal research is recommended to evaluate the sustained impact of professional development initiatives and policy-level interventions, particularly those related to teacher well-being, workload management, and incentive systems. Establishing robust monitoring and evaluation frameworks will be essential to assess the effectiveness, scalability, and long-term sustainability of strategies aimed at improving teachers' quality of work life.

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