

The Influence of Job Stressors, Work Engagement Organization, Citizenship Behavior, and Organization Commitment on Quality of Work Life Among Public School Teachers: A Prediction Model

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Abstract

The purpose of this study is to develop a predictive model on quality of work life among public school teachers in Region XI, Philippines considering the impact of job stressors, work engagement, organizational citizenship behavior, and organizational commitment. The survey questionnaires employed in this research were adapted and contextualized to fit to the school context and were administered to 400 public school teachers. This research study utilized stratified random sampling. The data was analyzed with the use of weighted mean, Pearson r, and regression analysis. The results have observably very high level of quality of work life, along with low level of job stressors and very high levels of work engagement, organization citizenship behavior, and organizational commitment. Additionally, significant relationships were observed between work engagement and quality of work life, between organizational citizenship behavior and quality of work life, and between organization commitment and quality of work life. However, there was no significant relationship between job stressors and quality of work life. Henceforth, the outcomes suggested that only work engagement and organization commitment served as significant predictors of public school teachers' quality of work life, with work engagement wielding the most significant impact. On the other hand, job stressors and organization citizenship behavior did not serve as significant predictors of the quality of work life. This study contributes to the body of knowledge by extending the application of the Job Demands-Resources Theory in the context of public elementary school teachers in the Philippine setting, particularly in Region XI. It provides empirical evidence that personal and organizational resources—specifically work engagement and organizational commitment—play a more substantial predictive role in enhancing quality of work life than job demands. The study also enriches existing literature by integrating multiple organizational variables into a single predictive model, thereby offering a localized and data-driven framework that future researchers and policymakers may use to design interventions aimed at improving teachers' well-being and retention.

INTRODUCTION

Despite the critical role that teachers play in educational outcomes, many educators continue to experience significant detriments to their quality of work life (QWL), which, in turn, undermine their job satisfaction,

well-being, and retention (Bella, 2023; Althammer, Wöhrmann, & Michel, 2024). In fact, Melián González (2025) and Singh (2024) stressed that teachers' perceptions of QWL are only moderate in dimensions such as working conditions, work–family balance, and work related stress while their sense of control over work remains weak, contributing to elevated turnover intentions. These problematic issues underscore a pressing need for systematic interventions and policy measures to enhance the work environment, support structures, and personal and professional growth of teachers (da Silva, Beretta, Gil, Delfino, Leite, Ferrari, Tebar, & Christofaro, 2024).

The QWL of teachers is a critical determinant of both educational outcomes and educators' overall well-being. A high QWL fosters job satisfaction, motivation, and commitment, which in turn enhances teaching effectiveness and the student learning experience (Kaur & Sharma, 2021). In addition, a strong quality of work life encourages innovation and engagement in pedagogical practices, empowering teachers to adopt student-centered and creative teaching strategies. Therefore, investing in teacher's QWL is essential not only for retaining qualified personnel but also for sustaining the quality of education and fostering a positive, productive learning environment.

Furthermore, QWL of teachers is strongly influenced by the presence and intensity of job stressors, which include workload, role ambiguity, interpersonal conflicts, and organizational demands. Research indicates that excessive job stress negatively affects teachers' psychological well-being, job satisfaction, and overall productivity, thereby diminishing their perceived quality of work life (Sharma & Kaur, 2022). Teachers experiencing high levels of stress report lower engagement, increased absenteeism, and higher turnover intentions, highlighting the detrimental impact of stressors on both professional and personal domains (Li et al., 2021). Conversely, reducing job stress through supportive policies, participative decision-making, and access to professional development programs has been shown to enhance teachers' QWL, fostering motivation, commitment, and innovation in teaching practices.

Organizational citizenship behavior (OCB) refers to voluntary, extra-role behaviors exhibited by employees that go beyond formal job requirements, such as helping colleagues, showing initiative, and promoting a positive organizational climate (Sumarsi & Rizal, 2022). Studies suggest that teachers who demonstrate higher levels of OCB tend to perceive a better quality of work life (QWL), as these behaviors foster supportive relationships, social cohesion, and a sense of accomplishment at work (Afsar & Umrani, 2021). On the other hand, environments that encourage OCB while neglecting teachers' well-being can paradoxically lead to role overload and burnout, suggesting that the relationship between OCB and QWL is moderated by organizational support and recognition (Alzyoud et al., 2022).

Besides, organizational commitment reflects employees' emotional attachment, loyalty, and dedication to their organization. For teachers, a strong organizational commitment has been shown to positively influence their QWL as committed teachers are more likely to feel satisfied with their work environment, perceive fairness in policies, and actively engage in professional responsibilities (Ahmed & Tariq, 2021). Empirical studies indicate that teachers with higher affective commitment experience lower stress levels, improved work-life balance, and greater motivation to perform effectively, thereby enhancing both personal well-being and institutional outcomes (Fatima & Lodhi, 2022). Also, low organizational commitment can lead to disengagement, job dissatisfaction, and higher turnover intentions, which negatively impact teachers' QWL. These findings underscore the importance of fostering organizational commitment through supportive leadership, recognition, and professional development to sustain a positive work environment in public schools.

The QWL of teachers is a multifaceted construct influenced by both individual behaviors and organizational factors. Job stressors, such as excessive workload, role ambiguity, and interpersonal conflicts, have been consistently found to negatively impact teachers' QWL by increasing burnout, reducing job satisfaction, and lowering overall well-being (Sharma & Kaur, 2022; Li et al., 2021). On the other hand, organizational citizenship behavior (OCB), the voluntary, extra-role actions exhibited by teachers, can enhance QWL by fostering positive workplace relationships, collaboration, and a sense of accomplishment; however, without adequate organizational support, high OCB may exacerbate role overload and stress (Afsar & Umrani, 2021; Alzyoud et al., 2022). Similarly, organizational commitment, reflecting teachers' emotional attachment and loyalty to their institutions, positively influences QWL, as committed teachers report greater job satisfaction, lower stress, and better work-life balance (Ahmed & Tariq, 2021; Fatima & Lodhi, 2022). Together, these factors suggest a complex interplay in which reducing job stressors, encouraging supportive OCB, and fostering organizational commitment can synergistically improve teachers' QWL, thereby promoting their professional effectiveness, well-being, and retention in educational institutions.

Also, both Guhao (2022) and Cabayag & Guhao (2024) studies claim that teachers having excellent performance at work, a high level of self-efficacy, and grounded in a transformational style of leadership are apparently highly committed employees. This denotes that a good level of WE and work performance are determinants of high organizational commitment. In addition, Membredo & Guhao Jr. (2022) stated that organizational commitment can be increased by cultivating work opportunities and teachers' QWL among the teacher-employees.

Despite growing research on factors influencing teachers' quality of work life (QWL), several gaps remain in the current literature. Most studies have examined job stressors, organizational citizenship behavior (OCB), or organizational commitment in isolation, without investigating how these variables simultaneously interact to influence teachers' QWL (Sharma & Kaur, 2022; Afsar & Umrani, 2021; Ahmed & Tariq, 2021). While it is established that high job stress negatively impacts QWL and that OCB and organizational commitment can enhance it, few studies have examined the combined effects of these factors in public school settings, particularly in developing countries where institutional support and resource constraints may amplify stressors. Furthermore, limited research has addressed the moderating or mediating role of OCB and organizational commitment in the relationship between job stressors and QWL. Understanding this complex interplay is critical for developing holistic strategies that not only reduce stress but also foster supportive behaviors and commitment, ultimately improving teachers' well-being, retention, and professional effectiveness. Addressing this gap can provide policymakers and school administrators with practical insights to enhance the work environment and educators' overall quality of life.

The QWL of teachers has emerged as a pressing concern in contemporary education due to its direct impact on teacher well-being, performance, and retention. Increasing job stressors, including heavy workloads, role ambiguity, and work-life imbalance, have been reported to cause burnout and reduce job satisfaction among educators (Sharma & Kaur, 2022). At the same time, organizational citizenship behavior (OCB) and organizational commitment, which have the potential to enhance QWL, are not consistently supported or encouraged in many public-school environments, particularly in resource-constrained contexts (Afsar & Umrani, 2021; Ahmed & Tariq, 2021). The urgency of this study lies in its potential to address this critical gap by providing empirical evidence on how these factors collectively affect teachers' QWL, thereby informing school administrators, policymakers, and educational

stakeholders on strategies to improve **educators'** working conditions and overall well-being. Enhancing QWL is not only essential for sustaining teacher motivation and performance but also for ensuring the delivery of quality education, making this study highly relevant to the educational sector.

Although a substantial body of recent research has examined teacher well-being variables such as job stress, work engagement, organizational citizenship behavior (OCB), organizational commitment, and quality of work life (QWL), these constructs are typically studied in isolation or in limited pairwise combinations. For instance, studies have linked work engagement to QWL (Schaufeli, 2022), organizational commitment to OCB (e.g., Meyer & Allen, 2021), and job stress to teacher burnout (Skaalvik & Skaalvik, 2021), yet few recent studies integrate all four predictors into a single predictive model within the **public-school** context. Consequently, the combined and simultaneous influence of job stressors, engagement, OCB, and commitment on teachers' QWL remains underexplored, highlighting the need for a more comprehensive and integrative modeling approach.

The urgency of this study arises from the rising prevalence of work stress and declining teacher well-being in public schools, which have been linked to reduced teaching effectiveness, higher burnout, and increased turnover intentions, yet remain inadequately addressed in current research frameworks. Current literature tends to investigate variables such as job stress, engagement, and organizational behaviors separately, which limits school administrators' ability to develop holistic interventions that improve the work conditions and retention of public-school teachers. Furthermore, given that the quality of work life is a strong predictor not only of teachers' job satisfaction but also of their commitment and discretionary work behaviors, a predictive model incorporating job stressors, engagement, OCB, and commitment is vital for shaping education policies that enhance teacher well-being and institutional performance. Considering global teacher shortages, intense workload demands, and growing expectations placed on educators, such integrated research is critical for informing practices that support sustainable teaching careers and high-quality education delivery.

The investigated **d** the variables that predict the quality of work life among public elementary school teachers. The following objectives are articulated to determine whether job stressors, work engagement, organizational citizenship, and organizational commitment predict quality of work life. It has the following specific objectives.

The first objective determined the level of job stressor among public school teachers in terms of: time spent outside of work; self-assessment of one's ability as a teacher; relationships with other teachers; social interactions outside of teaching; and duties outside of teaching (Naono-Nagatomo, Abe, Yada, Higashizako, Nakano, Takeda, & Ishida, 2019). The second objective assessed the level of work engagement of public-school teachers in terms of vigor, dedication, and absorption (Schaufeli, Bakker, & Salanova, 2006). The third objective evaluated the level of organizational citizenship behavior of public-school teachers in terms of—altruism, conscientiousness, civic virtue, courtesy, and sportsmanship (Podsakoff, MacKenzie, Moorman, & Fetter, 1990).

Subsequently, the fourth objective ascertained the level of organizational commitment of public-school teachers in terms of affective commitment, continuance commitment, and normative commitment (Meyer & Allen, 1990). The fifth objective described **d** the level of quality of work life (QWL) in terms of: work environment; organization culture and climate; relation and co-operation; training and development; compensation and rewards; facilities; job satisfaction and job security; autonomy of work; and adequacy of resources (Swamy, Nanjundeswaraswamy, & Rashmi, 2015). The sixth objective determined **d** the significant correlation between: teacher job stressor and quality of work life; work engagement and quality

of work life; organizational citizenship behavior and quality of work life; and organizational commitment and quality of work life.

Finally, develop an equation model to predict the quality of work life, influenced by job stressors, work engagement, organizational citizenship behavior, and organizational commitment, among public school teachers. The following null hypotheses were tested at the 0.05 level of significance, stating that there is no significant relationship between: teacher job stressor and quality of work life; work engagement and quality of work life; organizational citizenship behavior and quality of work life; and organizational commitment and quality of work life. No variable predicts the quality of work life among public school teachers.

This research study is primarily anchored to Job Demands-Resources (JD-R) Theory (Demerouti, Bakker, Nachreiner, & Schaufeli, 2001), which suggests that in the workstation, school teachers were exposed to bombarded workloads and work demands (job stressors) that lead to workers' emotional strain, thus, inflicting teachers' health contributing to the defect in teachers' quality of work life. On the other side are the job resources (work engagement, autonomy, and employees' support & commitment) that lead to school teachers' heightened motivation, cultivating employees' engagement and strengthened commitment towards the organization. By this, the elements of organizational citizenship behavior, organizational commitment, and work engagement all serve as reinforcing agents in sustaining the quality of work life among teachers. The JD-R framework helps explain how job stressors (JS), work engagement (WE), organizational citizenship behavior (OCB), and organizational commitment (OC) shape the quality of work life (QWL) among public school teachers.

The supporting theories of this investigation are the Conservation of Resources (COR) Theory (Hobfoll, 1989) and the Social Exchange Theory (SET) (Homans, 1958). Conservation of Resources (COR) Theory (Hobfoll, 1989) explicated the manner in which job demands contributed to the exhaustion or loss of the company's resources, leading to stress, and how teachers consistently pursue acquiring and maintaining resources, leading to motivation. Thus, emphasizing the ability of teachers to maintain work engagement and commitment to ensure the quality of work life. This discussion also includes how job stressors negatively impacted the job space and the workers' engagement in the organization. Also, Social Exchange Theory (SET) (Homans, 1958) elucidated organizational support and mutual exchanges of worker-employer work relationship in the organization as main agents in cultivating stress-free working environments, which in turn augmented organizational citizenship behavior (OCB) and organizational commitment, enhancing QWL in the process.

The theories give comprehensive understandings that enlighten the elements of the study investigated, especially the ordeals experienced by the public-school teachers. Personally, JD-R theory captures the context of teachers' overwhelming job demands and the affluent of job resources in the workplace. On the other hand, COR theory deepens it by underscoring the significance of conserving and replenishing resources in the organization. Meanwhile, SET theory highlights the reciprocal relationships in the workplace. This theory cites support from the administration, vis-à-vis respect from subordinates, which bolsters a healthier work environment and committed workmates.

As shown, the conceptual model illustrated in Figure 1 unveils the direct causal relationship between the dependent variable and the independent variables. As shown, the independent variables of this study are job stressors, work engagement, organizational citizenship behavior, and organizational commitment. On the other hand, the dependent variable is the quality of work life. The conceptual model demonstrates the direct relation between the independent variables to the dependent variable of the study.

Teacher stress is conceptualized as the first independent variable in this study and is measured using indicators such as time spent outside of work, self-assessment of teaching ability, relationships with other teachers, social

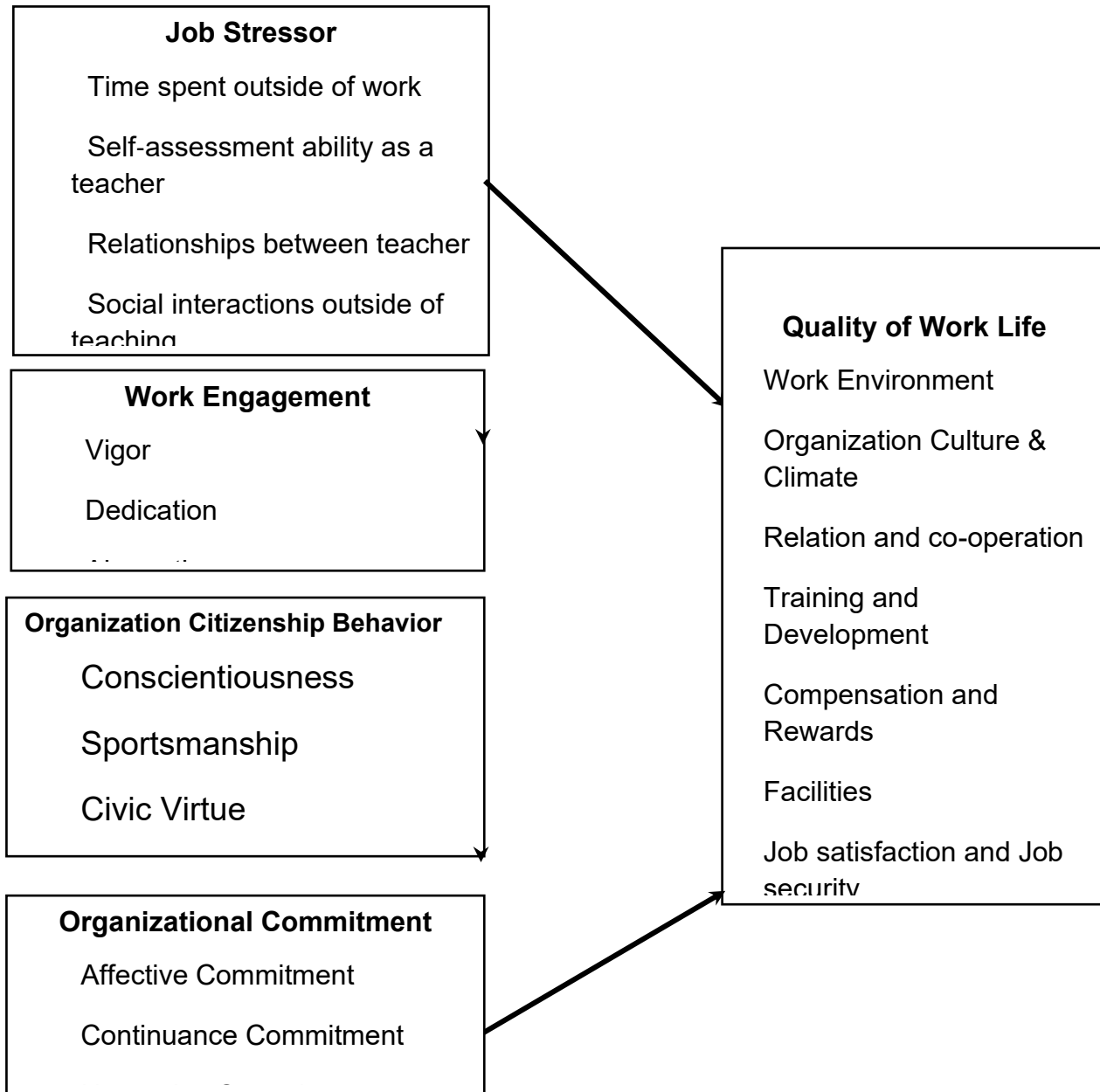


Figure1. The Conceptual Framework of the Study

interactions beyond teaching responsibilities, and duties performed outside instructional tasks, consistent with the framework proposed by Naono-Nagatomo et al. (2019). The second independent variable, work engagement, is adopted from the model developed by Schaufeli, Bakker, and Salanova (2006), which conceptualizes engagement as a positive, fulfilling work-related state characterized by vigor, dedication, and absorption.

This variable is measured using the following indicators: Vigor (VI), Dedication (DE), and Absorption (AB). Additionally, Habeeb S. (2019) conceptualizes the third independent variable, organizational

citizenship behavior. This study gauges the use of the following indicators: altruism, conscientiousness, civic virtue, courtesy, and sportsmanship. The fourth independent variable is organizational commitment (OC), based on the studies by Meyer & Allen (1990) and Meyer and Allen (1991).

The idea is agreed by Angle and Perry (1983) that previously identified the characteristics and factors in understanding organizational commitment and its constructs, namely: affective commitment, continuance commitment, and normative commitment. The latent dependent variable of this study is the quality of work life (QWL) adapted from the work of Swamy, Nanjundeswaraswamy, & Rashmi, (2015) and Srinivasaiah, Devappa Renuka, & Nanjundeswaraswamy, (2023) with a staggering nine dimensions namely; Organization culture and climate, Work environment, Relation and co-operation, Training and development, Job satisfaction and Job security, Autonomy of work, Compensation, and Rewards, Adequacy of resources, and. Facilities.

Apparently, this study highlights global importance and development as this study aims to be individually productive and globally competitive. As well, this study is complementary to both SDG 4 (Quality Education), which fosters quality learning, and SDG 8 (Decent Work and Economic Growth), which highlights sustainable work opportunities and economic growth of the public-school teachers. This study significantly carries social values, as it highlights social well-being and progress, thereby driving individual productivity among public-school teachers. In this, the teachers provide quality service as evidenced by a positive work climate and work system (Ogunola, 2022). Furthermore, teachers' strong and healthy relationships and work environment can lead to much higher teachers' job satisfaction, enthusiasm, and fulfillment, and even increased work performance (Sumarsi & Rizal, 2022).

Additionally, the direct beneficiaries of this research are the public-school teachers in the Department of Education. The outcomes of this study would make them verily aware of the factors that improve their work engagement, commitment, outlook, and quality of work life. Thus, the study's results are constructive for public school teachers in improving their work-life quality. In addition, this study may offer DepEd officials a wide array of substantial bases for formulating dependable recommendations to adopt, accept, or consider the best prediction model for increasing the quality of work life among public school teachers in the department.

This study also aids future researchers in probing other latent predictors of quality of work life and in using other techniques, approaches, and/or methods of research to address the prevailing problems in the quality of work life of public-school teachers working in DepEd. Also, the outcome of this study guides future researchers as they expand their understanding by investigating the specific actions that could be taken to better understand dilemmas involving the examined variables.

II. METHOD

This section details the research design, participants, instruments, and procedures employed in the study. It explains the basis for selecting the respondents, the tools used in collecting the data, and the steps taken to ensure validity and reliability. This section also describes the process of administering the instruments and systematically collecting responses. Finally, it outlines how the collected data were organized, analyzed, and interpreted to address the research objectives.

Research Respondents: This study employed stratified random sampling from the total population of 14,571 public elementary school teachers in the Department of Education Region XI in the Philippines. Stratified sampling involves selecting samples from different groups within a large group. This ensured

that each smaller group was well-represented in the sample. This helps researchers better understand the larger group by allowing them to choose specific smaller groups to include in the sample (Lynn, 2019). Thus, a sample size of 423 respondents, calculated using Raosoft, ensured statistical significance within this extensive population. For the distribution of respondents, 139 teachers are from Davao City Division, 54 teachers were from Davao Del Norte, 43 teachers were from Davao Del Sur, 36 teachers were from Davao Occidental, 48 teachers were from Davao Oriental, 18 teachers were from Digos City, 15 teachers were from Island Garden City of Samal, 19 teachers were from Mati City, 21 teachers were from Panabo City and 29 teachers were from Tagum City.

Additionally, standards were established for participants to meet to be included as study responders. They must hold permanent status in public schools, earning the positions of teacher I through teacher III and master teacher I through master teacher V, within the Department of Education Region XI. They must have served the department for three (3) years or above. To reiterate, they must be employed as a public-school teacher in an elementary school. Additionally, if they were able to answer the given questionnaire, and could be of any gender. Those who responded were expected to provide accurate information on the research for job stressors, work engagement, organizational citizenship behavior, organizational commitment, and the quality of work life.

However, teachers holding head-teaching posts such as teacher-in-charge, retired teachers, resigned DepEd teachers, para-teachers, substitute teachers, school heads in positions of head teacher I-IV & principal I-IV, and teachers in private institutions were not included as respondents. This also includes those holding non-teaching posts, such as AdAs (Administrative Assistant), school guards, school nurses, and even non-permanent positions such as LSB (Local School Board) or PSB (Provincial School Board). Moreover, the respondents were allowed to withdraw from the survey if their interest forbade, were uncertain about the confidentiality of the data, if giving time for the survey or not their priority due to previous commitments. The researcher gave the questionnaire to other interested participants. Data gathering was conducted from March 2024 to November 2024.

III. MATERIAL AND INSTRUMENT

Instruments were used in this study. Information for the study's five components—job stressor, work engagement, organizational citizenship behavior, organizational commitment, and quality of work life gathered via primary data. The survey questions used in the study were drawn from several related studies. To make the instrument more appropriate to the present and local environment, restructuring was done. The Cronbach's alpha coefficient is used to assess the internal consistency and reliability of each measuring instrument. Pearson's square was used to test the hypothesis of the study, whose significance value was set at a confidence level of at least 95 percent ($p < 0.05$).

Six (6) subject-matter experts were hired to validate the instrument, thereby increasing its suitability and credibility. Pilot testing was conducted after validation with 50 public elementary teachers. Cronbach's alpha was used to assess the questionnaire's validity. According to Gliem and Gliem (2003), the greater the internal consistency of the scale's items, the closer Cronbach's alpha coefficient is to 1.0. Additionally, according to Bonett and Wright (2014), the type of application determines the acceptable reliability level. Furthermore, the population reliability value should be highlighted rather than the sample reliability value. According to George and Mallery's (2003) general rule of thumb, a result is considered excellent if it is equal to or greater than 0.9; good if it is equal to or greater than 0.8; acceptable if it is equal to or greater than 0.7; questionable if it is equal to or greater than 0.6; poor if it is equal to or greater than 0.5; and

unacceptable if it is less than 0.5. Additionally, a score between 0.80 and 0.90 is regarded as extremely acceptable by Santos (1999). This survey used instruments to calculate Cronbach's alpha for the validity and reliability of the analyzed and computed data. As noted, the 50 respondents used for pilot testing are not included among the 400 actual respondents in the study.

The questionnaire on job stressors was adapted from the work of Naono-Nagatomo et al. (2019). It comprised of twenty-two (22) items and has five (5) indicators namely: time spent outside work with five (5) items, self-assessment of one's ability as a teacher with five (5) items, relationship with other teachers with five (5) items, social interactions outside of teaching with five (5) items, and duties outside of teaching with only two (2) items. The pilot testing result for this questionnaire garnered a Cronbach's alpha score of .789, indicating that the result for the internal consistency is acceptable or moderate

The questionnaire on work engagement was adapted from the work of Schaufeli, et. al. (2002). The said tool has thirteen (13) items in all, with three indicators, namely: vigor with four (4) items, dedication with five (5) items, and absorption with four (4) items. The pilot testing results for this questionnaire yielded a Cronbach's alpha of .787. The questionnaire on organizational citizenship behavior was adapted from Habeeb's (2019) study. This tool used nineteen (19) questions encompassing five latent dimensions: conscientiousness (3 items); sportsmanship (5 items); civic virtue (4 items); courtesy (3 items); and altruism (4 items). The pilot test results for this questionnaire yielded a Cronbach's alpha of .789.

The questionnaire on organizational commitment was adapted from Meyer & Allen (1990). This tool used fifteen (15) questions encompassing three major latent dimensions, namely: affective commitment with five (5) items, continuance commitment with five (5) items, and normative commitment with five (5) items. The pilot testing results for this questionnaire yielded a Cronbach's alpha of .877.

The questionnaire on the quality of work life of teachers is adapted from the study by Swamy, Nanjundeswaraswamy, & Rashmi (2015), who conducted an in-depth analysis of the predictors and then established a cataloging system for acceptable relationships among the study's elements. It included forty-two (42) questions with nine (9) major latent constructs namely: work environment with five (5) items; organization culture and climate with five (5) items; relation and co-operation with five (5) items, training and development with four (4) items; compensation and rewards with five (5) items; facilities with five (5) items; job satisfaction and job security with five (5) items; autonomy of work with five (5) items; and adequacy of resources with only three (3) items. The pilot testing results for this questionnaire yielded a Cronbach's alpha of .911, indicating excellent internal consistency.

This is the scale used to interpret the means of indicators among public school teachers. The range of means was interpreted using descriptive equivalents to determine the extent to which the measures were manifested among public school teachers. A mean score between 4.20 and 5.00 was interpreted as Very High, indicating that the measure was always evident across all questionnaires. Scores ranging from 3.40 to 4.19 were categorized as high, signifying that the measure was frequently evident. A mean score between 2.60 and 3.39 was considered moderate, indicating that the measure was sometimes evident. Meanwhile, scores between 1.80 and 2.59 were classified as low, suggesting that the measure was seldom evident. Lastly, a mean score of 1.00 to 1.79 was interpreted as very low, indicating that the measure was not evident among public school teachers across all questionnaires.

The instruments' reliability was shown by the calculated Cronbach's alpha. The five questionnaire sets were submitted to the panel of 6 six experts/examiners for validation and approval. The tools will be given an assessment of the instruments' construct validity. Before it was given to the audience, the final edit was produced by combining the expert validators' alterations, remarks, and advice.

The five-set questionnaires yielded an average score of 4.00, indicating a very good level of descriptive equivalence, indicating that they precisely captured the concepts they intended to gauge. The survey's five sets of questionnaires undergo pilot testing to assess their reliability. The job stressors questionnaire has a Cronbach Alpha of .789, the work engagement questionnaire received a .812 Cronbach Alpha, the organizational citizenship behavior questionnaire established .787 Cronbach Alpha, the organizational commitment questionnaire received a .812 Cronbach Alpha, the organizational citizenship behavior questionnaire established .877 Cronbach Alpha, and lastly the quality of work life questionnaire gathered a .911 Cronbach Alpha level. Henceforth, based on these very high, high, and moderate Cronbach's Alpha results, the questionnaires are indeed reliable tools to use.

Design and Procedure: This research study used a quantitative, descriptive correlation design. This descriptive correlational technique was used to assess the relationship among constructs with varying levels of measurement (Panda, 2023). It is descriptive because it utilizes descriptions and interprets the meanings of the garnered averages. It is a correlation because it examines the relationship between two or more variables. Second, to examine the interactions observed among the study as data were organized, analyzed, and interpreted using appropriate statistical tools (Creswell, 2014).

Subsequently, the mean was utilized to measure the level of job stressors, evaluate the level of work engagement, and measure the level of organizational citizenship behavior, measure the level of organizational commitment, and assess the level of quality of work life among public school teachers in Region XI. Pearson product-moment correlation was employed to determine the interrelationship among job stressors, work engagement, organizational commitment, organizational citizenship behavior, and quality of work life among public school teachers. Regression analysis was utilized to determine the important predictors of public-school teachers' quality of work life.

The researcher adhered to appropriate steps in gathering the research data for the study. After the survey questionnaires were validated by expert validators, permission was generated to conduct the research study. The researcher then wrote a letter to the Regional Director requesting permission to conduct the research in regional schools. After the approval, the researcher sought permission from the Division Superintendents to dispose of the questionnaires. Once approval is confirmed from the Division Superintendents, the researcher then took consent from the public elementary school principals and set schedules for the dissemination of the questionnaires. Guidelines were given to the teacher-respondents; queries were given to ensure that understanding among them is secured. After the retrieval of the questionnaires the scheduled date and time, the data were checked, organized, examined, and interpreted accordingly and confidentially. To reiterate, the gathered data were recorded and presented to the statistician for computation and analysis.

In adherence to the ethical protocol in performing data collection, the researcher of the study keenly observed absolute ethical standards in conducting the study. As per UMERC Protocol No. 2024-250, all means were taken to prevent unethical practices, just as fabrication of data, falsification of information, plagiarism, and conflict of interest. Also, by tracking the protocol assessments and standard criteria set by the University of Mindanao Ethics Review Committee (UMERC). The participants were given the option to voluntarily contribute without any form of coercion, deceit, or cost during the study. Furthermore, following the Data Privacy Act of 2012, the researcher ensured that the respondents' private information was kept confidential. The researcher of the study also safeguarded that information garnered from the survey questions was correct, and the sources of the information were recognized correctly. Overall, before, during, and after the study, the researcher observed all ethical standards established by UMERC.

After defending the research successful, the researcher submitted the final version of the manuscript for the grant of a certificate of compliance from the UMERC, which was issued prior to the official conduct of the data collection process.

IV. RESULTS AND DISCUSSION

This section presents the analysis and interpretation of the data gathered from the responses of public elementary school teachers in Region XI. The results are aligned with the set research objectives and address the conclusions on the null hypothesis, integrating a thorough review of the pertinent literature to support and confirm the research outcomes.

Job Stressor: Revealed in Table 1 is the level of job stressors manifested by public school teachers in Region XI. The overall mean rating was 1.81, which was low, with a standard deviation of 0.30. The low level of job stressors can be attributed to the low levels of these indicators: The indicator with the lowest mean is *time spent outside of work*, which received a mean rating of 1.36, or *very low*, and the indicator with the highest mean is the *relationship between teachers*, which received a mean rating of 1.98, or *low*.

Table 1
Job Stressor

Indicator	SD	Mean	D.E.
Time spent outside of work	0.25	1.36	Very Low
Self-assessment ability as a teacher	0.48	1.86	Low
Relationship between Teacher	0.46	1.98	Low
Social interactions outside of teaching	0.49	1.94	Low
Duties outside of teaching	0.64	1.89	Low
Overall	0.30	1.81	Low

The overall low level of job stressors does not reflect teachers' frustration with the complex academic tasks and inadequate training. This further indicates that the effect of mental exhaustion from hectic tasks does not strain teachers' collegial relationships. In addition, the burden of unplanned after-hours duties and dissatisfaction with non-instructional responsibilities, such as school maintenance, indicate a lack of clear job boundaries and a poorly defined role description in the organization.

This result is also consistent with the findings of Kärner and Höning (2021) and Smith (2023), who state that the presence of mental exhaustion stemming from teachers' collegial relationships and inadequate teacher training is often overlooked or downplayed. This is supported by McCarthy (2019), who argues that only a minority of teachers experience strain due to the complexity of teaching tasks. Also, the growing unmanageability of time compelled teachers to perform after-hours duties to meet deadlines. Teachers have grown a sense of dissatisfaction, feeling they must take on extra duties outside their teaching role just to keep the school running safely (Blazek, Morrison, Sulz, & Gleddie, 2025).

Work Engagement: Shown in Table 2 is the level of work engagement (WE) manifested by public school teachers in Region XI. The work engagement grand mean rating was 4.38, indicating very high engagement, with a standard deviation of 0.24. The very high level of work engagement can be attributed to the very high levels of these indicators: The indicator with the lowest mean is *absorption*, which reflected a mean rating of 4.28 or *very high*; and the indicator with the highest mean value is *vigor*, which obtained a mean rating of 4.50 or *very high*. The very high level of work engagement shown by public

school teachers indicates that they can work for extended periods while learning the lesson to be taught. Teachers also learn to inspire themselves to teach more. Because of the intense focus at work, teachers tend to forget things around them.

This showmanship in the workplace displays a high level of dedication and passion as they perform their teaching job. This result connects with the outcomes of the studies of Zhang, He, & Fu-(2021) and Gong and Wang (2023) who both notice how teachers enthusiastically work for a very long period just to complete the work job. Thus, teachers are making ways to inspire themselves in teaching since they have exuded the passion for doing it. In

Table 2
Work Engagement

Indicators	SD	Mean	D.E.
Vigor	0.42	4.50	Very High
Dedication	0.37	4.36	Very High
Absorption	0.34	4.28	Very High
Overall	0.24	4.38	Very High

connection to that, Atkinson, Allen, & Waterman (2021) give note pertaining to how the cognitive demands of teachers in teaching resulted in forgotten tasks due to intense focus on performing classroom management endeavors and instruction implementation.

The very high level of organizational citizenship behavior displayed among teachers shows a strong sense of consciousness of what is going on in the workplace. A school environment that veers off from fault-finding practices cultivates engaging workmates and teachers who are willing to attend even meetings that are not required and optional, just to respond to the necessity of the school. Apparently, teachers working in this kind of work environment do not abuse the rights of their co-teachers and are even hospitable to the new teachers of the school by helping to orient them and assist them with what to do, even if they are not compelled to perform such.

Organizational Citizenship Behavior: Depicted in Table 3 is the level of organizational citizenship behavior expressed by public school teachers in Region XI. The grand total mean rating was 4.29, described as very high with a standard deviation of 0.17. The very high level of organizational citizenship behavior can be attributed to generally very high levels of these indicators, namely: The indicator with the lowest mean value is civic virtue, which reaped a mean rating of 4.17 or high; and an indicator with the highest mean rating is conscientiousness, which cast a mean rating of 4.44 or very high.

This result is in consonance with the findings of Choong and Ng (2024), which claims that trust forms a bond among teachers to help or assist other teachers who are in need in the school. Likewise, emphasized that high OCB contributed sense of willingness to attend meetings and other affairs that can contribute to the improvement of the school, even if it is beyond their prescribed duties. On the other side, Choong, Ng, & Lau (2025) narrate that a high rate of self-

Table 3
Organization Citizenship Behavior

Indicators	SD	Mean	D.E.
Conscientiousness	0.38	4.44	Very High

Sportsmanship	0.44	4.33	Very High
Civic Virtue	0.38	4.17	High
Courtesy	0.43	4.26	Very High
Altruism	0.28	4.23	Very High
Overall	0.17	4.29	Very High

consciousness of the teachers at school is formed as they are engaged in trust and fair treatment by their leaders. Also, Hsieh, Chien, Yen, & Li (2022) noted that teachers with high OCB have positive, proactive, and supportive job behavior that removes the attitude of fault-finding and unwillingness, protecting the rights of others working inside the school.

Organizational Commitment

Exhibited in Table 4 is the level of organizational commitment (OC) established by public school teachers in Region XI. The grand mean rating was 4.34, described as *very high* with a standard deviation (SD) of 0.27. The very high level of organizational commitment can be ascribed to the very high levels of these indicators, namely: The indicator with the lowest mean grade is *normative commitment*, which revealed a mean rating of 4.00 or *very high*; and the indicator with the highest mean rate is *affective commitment*, which attained a mean rating of 4.62 or *very high*. The very high level of organizational commitment that is shown by teachers suggests that they strongly feel connected to the organization they belong. Nevertheless, the personal outlook of the teacher views leaving the department as a thing that would not significantly create an interruption in their career life. This signifies a weak level of continuance commitment. Also, this eventuality develops among teachers' loyalty and forms some sense of indebtedness, as they feel they owe a great deal to the organization.

Table 4
Organizational Commitment

Indicator	SD	Mean	D.E.
Affective Commitment	0.41	4.62	Very High
Continuance Commitment	0.55	4.40	Very High
Normative Commitment	0.42	4.00	Very High
Overall	0.27	4.34	Very High

The results reflect similarities with the studies of Dwiyantri, Rozana, Na'imah, & Rafiyana (2022) and Hutabarat, Pratiwi, & Suci (2024), who both observe that strong and high affective commitment among teachers (workers) signifies a resilient emotional link to their school. Likewise, Akartuna, & Serin, O. (2022) and Costan, Gonzales, Gonzales, Valle, Dela Cruz, Alcantara, & Ocampo (2022) note the observations pertaining to the lessening of continuance commitment rate as not a significant factor in predicting turnover intentions, which signpost among teachers the feeling of leaving the department would not disrupt their teaching businesses. As well, the perceived moderate level of normative commitment of teachers reflects the sense of loyalty and indebtedness in them, which forms a motivation to stay and the belief that they owe so much to the organization (Cekin & Erdem, 2023).

Quality of Work Life: Highlighted in Table 5 is the level of quality of work life conveyed by public school teachers in Region XI. The grand total mean rating was 4.37, indicating a very high level, with a

standard deviation (SD) of 0.16. The very high level of quality of work life can be associated to generally very high levels of these constructs namely: This indicator with the lowest mean score is job satisfaction and job security which acquired a mean rating of 4.20 or very high; and the indicator that acquired the highest mean score is compensation and rewards which gained a mean rating of 4.51 or very high. This contention has similarity to the research findings of Panuelos, & Pili (2025) and Balunganon (2024) that good performance and a high rate of teachers’ retention is overt because of the opportunities being provided that let them express their freedom to use skills and abilities, good access to training, and provision of benefits for social security including their well-being. Rahimi, Hejazi, Lou, & Heidarzadeh (2024) also noted that teachers’ innovation stems from school heads who are setting up an environment that supports sufficient communication and information, freedom to express their best selves, and opportunities to suggest improvements for the betterment of their own work.

Table 5
Quality of Work Life

Indicator	SD	Mean	D.E.
Work Environment	0.32	4.42	Very High
Organization Culture and Climate	0.54	4.38	Very High
Relation and Co-Operation	0.41	4.29	Very High
Training and Development	0.40	4.48	Very High
Compensation and Rewards	0.36	4.51	Very High
Facilities	0.39	4.37	Very High
Job Satisfaction and Job Security	0.38	4.20	Very High
Autonomy of Work	0.37	4.27	Very High
Adequacy of Resources	0.40	4.43	Very High
Overall	0.16	4.37	Very High

Likewise, cultivating a positive emotional climate that accentuates QWL and even job satisfaction helps teachers in figuring out how to manage themselves to balance work and personal business alongside time in taking care of both personal and school-related endeavors, and it takes recognition from the school head, all takes place (Erden, 2025; Ogunola, 2022).

Significance of the Relationship between Job Stressors and Quality of Work Life

Shown in Table 6 is the data on the correlation of the independent variable job stressor to the dependent variable quality of work life. The results revealed that job stressors were not significantly related to quality of work life, as the overall r- value was 0.048 and the p-value was greater than 0.05. This suggests that when job stressors among public elementary school teachers are low, the quality of work life among teachers is better.

Table 6 Significance of the Relationship between Stressor and Quality of Work Life

Job Stressor	Quality of Work Life									
	Work Environment	Organization Culture	Relation and	Training and	Compensation	Facilities	Job Satisfaction	Autonomy	Adequacy of	Overall

		and Climate	Co-operation	Development	and Rewards		a & Job Security	of Work	Resources	
Time Spent Outside of Work	.048 (0.341)	.055 (0.273)	-.025 (0.622)	.113* (0.024)	.056 (0.266)	-.006 (0.900)	-.012 (0.807)	-.009 (0.858)	.002 (0.960)	.063 (0.207)
Self-Assessment ability as a Teacher	.034 (0.492)	.094 (0.061)	-.003 (0.955)	.189* (0.000)	.013 (0.800)	-.024 (0.631)	-.079 (0.117)	.041 (0.412)	-.013 (0.800)	.077 (0.124)
Relationship between Teacher	.057 (0.254)	.185* (0.000)	-.015 (0.768)	.148* (0.003)	-.028 (0.579)	.046 (0.363)	-.061 (0.222)	.092 (0.067)	-.089 (0.075)	.107* (0.032)
Social Interactions outside of Teaching	-.023 (0.647)	.055 (0.272)	-.056 (0.268)	.069 (0.171)	-.099* (0.047)	-.059 (0.240)	-.071 (0.154)	-.033 (0.516)	-.131* (0.009)	-.087 (0.083)
Duties outside of Teaching	.031 (0.533)	.016 (0.755)	-.029 (0.561)	.113* (0.024)	.073 (0.144)	-.022 (0.655)	-.037 (0.464)	-.057 (0.256)	-.018 (0.722)	.019 (0.702)
Overall	.042 (0.399)	.121* (0.016)	-.040 (0.423)	.195* (0.000)	.004 (0.944)	-.024 (0.637)	-.085 (0.089)	.005 (0.924)	-.082 (0.103)	.048 (0.340)

*Significant at 0.05 significance level

Hence, the null hypothesis stating that there is no significant relationship between job stressors and quality of work life was accepted. The relationship is weak, which means that job stressor has nothing to do with

the quality of work life of public elementary school teachers. The quality of work life of public elementary school teachers is not dependent on job stressors. With regard to the indicators of the independent variable job stressor, it was observed that when duties outside of teaching were correlated with the dependent variable quality of work life, the overall r-value was .019, with a p-value greater than 0.05; likewise, not significant. When time spent outside of work was not correlated with the indicators of the dependent variable, quality of work life, the overall r-value was .063 ($p > 0.05$); hence, not significant.

When self-assessment ability as a teacher was correlated with the dependent variable, quality of work life, the results showed an overall r-value of .077 and a p-value greater than 0.05; thus, not significant. When social interactions outside of teaching were correlated to the dependent variable quality of work life, the results unveiled an overall r-value of .087, with a p-value is more than 0.05; thus, not significant. Lastly, when *the relationship between the teacher* and the dependent variable, quality of work life, was correlated, the overall r-value was .107, with a p-value less than 0.05; henceforth, significant. This showed that virtually all probability values indicated no significant correlations. Therefore, this outcome accepts the null hypothesis, stating that there is no significant relationship between job stressors and quality of work life.

This indicates that no association is found between job stressors and quality of work life among public school teachers. The teachers' stress in the teaching environment does not significantly affect how individuals perceive QWL. This also means that even if teachers are stressed at work, these stressors do not affect their work satisfaction or overall work experience. Among the indicators *relationship between teachers* of job stressors was found to be significant. This means that teachers feel mentally exhausted in their relationships with their co-teachers.

The results indicate that job stressors are not significantly associated with quality of work life (QWL), as reflected by an r-value of 0.048 and a p-value greater than 0.05. The outcome is consistent with previous research, such as Sarno and Nabe (2023), who reported that job stress did not simply affect quality of work life without considering the elements of well-being and organizational support. Likewise, Aruldoss, Kowalski, and Parayitam (2021) and Eisapareh et al. (2022) also emphasize that job stressors do not predict quality of work life. It suggests that structuring a supportive working environment can effectively put a cushion in the formation of job stressors at the workplace to workers' quality of work life.

The abovementioned studies were also supported by Hosein Pour, Sheivandi Cholichch, & Sedaghat (2025), who observed that the elements of teachers' quality of work life were not significantly affected by the facets of occupational job stressors. On the other hand, both Isaal, Factolarin, Otom, & Umbay (2022) and Sun et al. (2022) found similar observations pointing to job stressors as not significant indicators among front liners' (including teachers') quality of work life during the pandemic. The merging outcomes of these studies only suggest improving the quality of work life to further strengthen good mental health and a culture of support in reducing job stressors in the workplace (Adams & Nguyen, 2022).

Significance of the Relationship between Work Engagement and Quality of Work Life

Presented in Table 7 is the data on the correlation of the independent For the dependent variable quality of work life, the overall r-value was .297, with a p-value less than 0.05, indicating significance. When dedication was correlated with the dependent variable, quality of work life, the results showed

Table 7

Significance of the Relationship between Work Engagement and Quality of Work Life

Work Engagement	Quality of Work Life									
	Work Environment	Organization Culture and Climate	Relation and Co-operation	Training and Development	Compensation and Rewards	Facilities	Job Satisfaction & Job Security	Autonomy of Work	Adequacy of Resources	Overall
Vigor	.030 (0.546)	.312* (0.000)	.079 (0.116)	.458* (0.000)	.202* (0.000)	-.037 (0.466)	.000 (1.000)	.074 (0.137)	.212* (0.000)	.395* (0.000)
Dedication	.757* (0.000)	.028 (0.579)	.635* (0.000)	.018 (0.723)	.172* (0.001)	-.039 (0.440)	-.048 (0.336)	-.030 (0.554)	-.008 (0.874)	.378* (0.000)
Absorption	.028 (0.574)	.141* (0.005)	.065 (0.195)	.553* (0.000)	.056 (0.265)	.112* (0.025)	-.063 (0.211)	.041 (0.414)	.090 (0.071)	.297* (0.000)
Overall	.422* (0.000)	.266* (0.000)	.405* (0.000)	.547* (0.000)	.234* (0.000)	.012 (0.809)	-.056 (0.267)	.048 (0.335)	.164* (0.001)	.547* (0.000)

*Significant at 0.05 significance level.

an overall r-value of .378 ($p < 0.05$); thus, significant. When vigor was correlated with indicators of the dependent variable, quality of work life, the overall r-value was .395 ($p < 0.05$); hence, significant. This shows that all probability values indicate significant correlations. Hence, the null hypothesis stating that there is no significant relationship between work engagement and quality of work life was rejected. The relationship is strong, indicating that work engagement is associated with the quality of work life of public elementary school teachers in Region XI. The quality of work life of public elementary school teachers has been found to depend on facets of work engagement. This implies that high work engagement among public elementary school teachers means that teachers are energetic and well-absorbed in their work in the institution. Thus, creating impressions that teachers showed persistence in studying their lessons, were inspired to teach more, and were highly focused to the point that they were less aware of what was happening around them.

The research outcome suggests a significant positive relationship between work engagement constructs, namely: *vigor*, *dedication*, and *absorption*, vis-à-vis the elements of quality of work life (Abebe & Assemie, 2023). Apparently, both Algabre, Gempes, & Ligan (2023) and Albar, Hamidah, & Susita (2025) confirm that work engagement positively predicted quality of work life for it blended well with its elements (compensation and rewards, training and development, and autonomy at work), which

manifested a positive work environment, good workers' relations in the institution (Sun et. al., 2022), and improved teachers' self-efficacy (Guhao, 2022).

Correspondingly, research investigation by Simarmata, Pasinringi, and Thamrin (2020) and Orgambidez, Borrego, and Vázquez-Aguado (2020) agreed that these findings in the context of healthcare show all the constructs of work engagements were relevant and positively linked in examining the aspects of QWL compensation, training opportunities, culture, and work satisfaction. The idea was concurred by Binu-Raj, Subramani, & Jan (2024) and Toscano-deCairo, Vesga-Rodríguez, & Avendaño-Prieto (2020), who found a relevant set of observations just in the context of higher education. Likewise, these studies provide a strong claim that higher levels of work engagement are related to a higher quality of work life for teacher-employees in the context of education or healthcare.

Significance of the Relationship between Organizational Citizenship Behavior and Quality of Work Life

Table 8 presents the data on the correlation between the independent variable, organizational citizenship behavior, and the dependent variable, quality of work life. The marks show that organizational citizenship behavior had a weak significant relationship to quality of work life, as the overall r-value was 0.134 and the p-value, which was apparently less than the 0.05 level of significance. This implies that some facets (sportsmanship and altruism) of organizational citizenship behavior among public elementary school teachers are relevant to improving the quality of work life.

Consequently, the null hypothesis stating that there is no significant relationship between organizational citizenship behavior and quality of work life was still rejected. With regard to the indicators of the independent variable, organizational citizenship behavior, it was found that when consciousness was correlated with the indicators of the dependent variable, quality of work life, the overall r-value was -.070 ($p > 0.05$); therefore, not significant. When sportsmanship was correlated with the dependent variable quality of work life, the results showed an overall r-value of .333 and a p-value of less than 0.05; thus, significant. When *civic virtue* was correlated with the dependent variable variable quality of work life, the overall r-value computed was .002, with a p-value greater than 0.05; hence, not significant.

When *courtesy* was correlated with the dependent variable quality of work life, the overall r-value was -.073, with a p-value greater than 0.05; thus, not significant. When *altruism* was correlated with the dependent variable quality of work life, the overall r-value was .092, with a p-value greater than 0.05; thus, not significant. This suggests that only sportsmanship among the elements of organizational citizenship behavior has a strong and significant correlation with the facets of the quality of work life. Despite that, the p-value of 0.066 indicated a marginally significant relationship with quality of work life but failed to attain the threshold value of $p < 0.05$; thus, it was still marked as not significant.

The relationship is relatively weak, but it still shows a significant positive relationship with the construct of quality of work life. This means that organizational citizenship behavior has partially affected the quality of work life of the public elementary school teachers in Region XI. The quality of work life

Table 8

Significance of the Relationship between Organizational Citizenship Behavior and Quality of Work Life

Organizational Citizenship Behavior	Quality of Work Life						Job Satisfaction and Job Security	Autonomy of Work	Adequacy of Resources	Overall
	Work Environment	Organization Culture and Climate	Relation and Cooperation	Training and Development	Compensation and Rewards	Facilities				
Conscientiousness	-.025 (0.620)	.006 (0.901)	.025 (0.613)	.069 (0.168)	.027 (0.589)	-.136* (0.007)	.018 (0.724)	-.225* (0.000)	-.034 (0.502)	-.070 (0.164)
Sportsmanship	.060 (0.230)	.645* (0.000)	.051 (0.306)	.114* (0.022)	.164* (0.001)	-.074 (0.137)	.069 (0.166)	-.039 (0.437)	-.001 (0.988)	.333* (0.000)
Civic Virtue	.080 (0.110)	-.136* (0.007)	.149* (0.003)	-.088 (0.078)	.018 (0.713)	-.081 (0.105)	.037 (0.455)	.040 (0.428)	.051 (0.308)	.002 (0.970)
Courtesy	.011 (0.822)	-.144* (0.004)	-.008 (0.871)	-.159* (0.001)	.021 (0.681)	.110* (0.028)	.030 (0.552)	-.009 (0.852)	-.054 (0.285)	-.073 (0.148)
Altruism	.021 (0.679)	-.043 (0.388)	.068 (0.174)	-.064 (0.204)	.017 (0.737)	.065 (0.194)	.006 (0.912)	.231* (0.000)	.065 (0.193)	.092 (0.066)
Overall	.068 (0.177)	.188* (0.000)	.122* (0.015)	-.050 (0.315)	.119* (0.017)	-.057 (0.252)	.075 (0.133)	-.032 (0.529)	.002 (0.962)	.134* (0.007)

*Significant at 0.05 significance level.

of public elementary school teachers has surprisingly shown a strong dependence on only one facet of organizational citizenship behavior: *sportsmanship*. This means that teachers showed no apparent behavior that would lead them to find fault with their co-teachers, and at the same time, do not spend time complaining about unimportant matters.

Empirical studies by Thamrin et al. (2023) and Luqman (2020) affirmed the relationships between the facets of Organizational Citizenship Behavior (OCB) and Quality of Work Life (QWL). Fadhlurahman and Prapanca (2023) asserted that the elements of both QWL and OCB positively influence performance

and produce outcomes for workers (teachers). Thus, Sabanal & Guhao Jr. (2024) agreed that by exposing employees to transcendental and servant kind of leadership styles heighten OCB.

This fact underscores the importance of fostering a supportive and motivating work environment and sportsmanship to enhance the rate and quality of both outcomes and employees’ performance (Hermanto, Srimulyani, & Pitoyo, 2024; Park and Kim, 2024). In a similar vein, Dissanayake, Wachissara, & De Silva (2021) emphasizes the constructs of QWL as a crucial determinant in assessing OCB. This eventuality also suggests that improving the quality of work-life enables leaders to navigate and solidify autonomy among workers in the workplace.

Moreover, another study by Kidron and Vinarski Peretz (2025) affirms the findings, claiming the important involvement of organizational citizenship behavior (OCB) in operating quality of work life (QWL). The research of Romero & Guhao Jr. (2024) strongly highlighted the importance of good human resource practices, high work engagement, and well-structured professional development schemes as factors that positively influence the facets of OCB (Ardiano & Ekowati, 2025). Considering these in the work process would apparently elicit greater workplace happiness.

Significance of the Relationship between Organizational Commitment and Quality of Work Life

Table 9 presents the data on the correlation between the independent variable, organizational commitment, and the study's dependent variable, quality of work life. Regarding the indicators of the independent variable, organizational commitment, it was found that when affective commitment was correlated with the indicators of the dependent variable, quality of work life, the overall r-value was .299 ($p < 0.05$); therefore, significant. When *continuance commitment* was correlated with the dependent variable, quality of work life, the results revealed an overall r-value of .442 ($p < 0.05$); thus, significant. When *normative commitment* was correlated with the dependent variable quality of work life, the overall r-value was -.127, with a p-value still less than 0.05, indicating a significant relationship. This presented that all probability values of the investigated elements of organizational commitment have significant correlations with the components of quality of work life. Henceforth, the null hypothesis states that there is no significant relationship between organizational commitment and quality of work life was rejected. The relationship is strong, indicating that organizational commitment has a significant effect on the quality of work life among public elementary school teachers in Region XI. On the other hand, the quality of work life of public elementary school teachers has shown strong dependence on the constructs of organizational commitment. This implies that a high level of organizational commitment among public elementary school teachers manifests *as overt loyalty, a motivation to stay longer, a willingness to work beyond formal working hours, and high performance for the organization.*

Table 9

Significance of the Relationship between Organizational Commitment and Quality of Work Life

Orga nizati onal Com mitm ent	Quality of Work Life									
	Wor k Envi ron	Organi zation Cultur e and	Relati on and Co-	Traini ng and Develo pment	Compe nsation and Rewar ds	Facili ties	Job Satisf action and Job	Autono my of Work	Adeq uacy of Resou rces	Ove rall

	ment	Climat	opera				Secur			
	t	e	tion				ity			
Affect	.580									
ive	*	.131*	.053	.193*	.132*	.091	-.045	.020	-.001	.299
Com	(0.0	(0.000)	(0.286	(0.000)	(0.008)	(0.070	(0.692	(0.692)	(0.977	(0.0
mitm	00)))))	00)
ent										
Conti	.041									
nuanc	(0.4	.913*	.048	.124*	.150*	-.014	-.010	.056	-.025	.442
Com	12)	(0.000)	(0.333	(0.013)	(0.003)	(0.788	(0.841	(0.260)	(0.617	(0.0
mitm))))	00)
ent										
Norm	.038									
ative	(0.4	-.067	.034	-.057	-.071	-.189*	-.059	-.065	-.007	-.127
Com	53)	(0.181)	(0.492	(0.253)	(0.154)	(0.000	(0.242	(0.193)	(0.895	(0.0
mitm))))	11)
ent										
Over	.351									
all	*	.661*	.080	.155*	.134*	-.063	-.062	.014	-.022	.392
	(0.0	(0.000)	(0.110	(0.002)	(0.007)	(0.212	(0.215	(0.774)	(0.668	(0.0
	00)))))	00)

*Significant at 0.05 significance level.

Parallel to these are observations of Abebe and Assemie (2023) and Jafari et. al. (2024), who both established in their study stated how school staff exhibits considerably strong levels of organizational commitment, which still cite the well-addressed aspects of just compensation, organized incentives/rewards, and work balance in the workstation. Hence, confirmed that the quality of work life and supportive leaders positively influence and improve the levels of organizational commitment by way of reassuring employees of a supportive, motivating work environment, functional facilities, and well-orchestrated opportunities for employees’ professional expansion (Damayanti & Prohimi, 2023; Guhao, 2022; Phanusant & Sangwipak, 2022).

Furthermore, Binu Raj, Subramani, and Jan (2024) found that increased quality of work life levels proportionally improves organizational commitment, even alongside employees' work engagement. Nuevo (2023) confirms that cultivating balance and work strengthens workers’ quality of work life. Consequently, Cabayag & Guhao Jr. (2024) also asserted that good job performance and transformational leadership prompt motivation, which apparently increases the components of teachers' organizational commitment.

The extent of Influence of Predictor Variables on Quality of Work Life

Reflected in Table 10 is the extent of influence of predictor variables on the quality of work life of public-school teachers in Region XI. It can be inferred that the predictor variables, namely: job stressors; work engagement; organizational citizenship behavior; and organizational commitment, have an F-value of

62.166, denoting that the combined independent variables, such as work engagement and organizational commitment, have significance towards the dependent variable of the study, which is the quality of work life. The R²-value is .386, or 38.6% of the variance in quality of work life. This also pertains that the remaining 61.4% are then influenced by other contributing factors. The overall R-value is .662 with $p < 0.05$, revealing that only two of the predictor variables, namely the work engagement and organizational commitment, are statistically relevant in explaining the quality of work life of public-school teachers in Region XI.

Table 10
The extent of Influence of Predictor Variables on Quality of Work Life

Quality of Work Life (Dependent Variables)				
Independent Variables	β (Standardized Coefficients)	B (Unstandardized Coefficients)	t	Sig.
Constant	2.120	1.96	10.844	.000
Job Stressor (JS)	-.018	-.009	-.441	.660
Work Engagement (WE)	.495	.333	11.955	.000
Organization Citizenship Behavior (OCB)	.038	.035	.939	.348
Organizational Commitment (OC)	.254	.153	6.123	.000
R	.622			
R²	.386			
F	62.166			
p	.000			

The table of standardized beta coefficients indicated that work engagement and organizational commitment are the only predictors of the quality of work life of public-school teachers, with a p-value of .000. Moreover, the t-values of the independent variables are as follows: work engagement t-value is valued 11.955, earning the highest t-value based on the result; seconded by organizational commitment, gaining a t-value of 6.123; followed by organizational citizenship behavior attaining a t-value of .939; and lastly the job stressor with a t-value of -.441, earning the lowest t-value based on the table shown. To reiterate, two of the variables, work engagement and organizational commitment, significantly influence QWL. The data presented that the independent variables, job stressors, and organizational citizenship behavior do not significantly influence QWL.

Among the variables, work engagement has quite a great influence on public school teachers' quality of work life. The B value of .333 shows that for every unit increase in work engagement, there is also a surge of .333 units in the level of public-school teachers' quality of work life. This is followed by organizational commitment, with a B value of .153, indicating that for every unit-level increase in organizational commitment, there is a .153-unit increase in the level of quality of work life among public school teachers. This is followed by organizational citizenship behavior, with the B value of .035 indicating that in every unit-level increase in organizational citizenship behavior, there is also to .035-unit rise in the level of

quality of work life among public school teachers. Job stressors have the least influence on public elementary school teachers' quality of work life. The B value of job stressor is -.009, suggesting that for every additional unit-level increase in job stressor, there is a .009-unit decrease in quality of work life among public school teachers. Henceforth, these variables can navigate the elements of public-school teachers' quality of work life.

Therefore, the prediction model based on Table 10 can be derived as follows:

Prediction Model on Quality of Work Life

$$Y = 1.96 + 0.333 X_1 + 0.153 X_2$$

Where: Y = Quality of Work Life

X₁ = Work Engagement

X₂ = Organizational Commitment

1.96 = Constant (Unstandardized Beta Coefficient)

The prediction model is used to estimate the quality of work life based on the two predictor variables: work engagement (X₁) and organizational commitment (X₂). The derived equation is $Y = 1.96 + 0.333 X_1 + 0.153 X_2$, showing a linear equation in which Y represents the quality of work life (dependent variable) and is predicted by only two (2) independent variables: engagement (X₁) and organizational commitment (X₂).

Besides, X₁ is a predictor variable representing the impact of work engagement on quality of work life, with a coefficient of 0.333, indicating that for every one-unit increase in work engagement, quality of work life is predicted to increase, holding other variables constant. Moreover, X₂ is the predictor variable representing the impact of organizational commitment on quality of work life, with a coefficient of 0.153, suggesting that for every one-unit increase in organizational commitment, the quality of work life is predicted to increase, holding other variables constant. This prediction model set 1.96 as the unstandardized beta coefficient constant, which represents the predicted value of quality of work life when all predictor variables are zero.

The current research found that work engagement affects the quality of work life of public-school teachers. Research studies by Binu Raj et al. (2024) and Jafari et al. (2024) both claim that strong academicians and other workers' work engagement status are more likely to be the result of their being motivated at work, well-absorbed by being focused on the tasks, and finding meaning in what they are doing. This eventuality indicates that employees who are meaningfully engaged in the organization's activities are more likely to experience a higher quality of work life. On a similar vein, the research study by Medina-Garrido, Biedma-Ferrer, & Bogren (2023) found that strengthening work engagement in the organization might provide meaningful opportunities to improve employees' quality of work life and job performance/outcomes.

The research study examines how organizational commitment influences the quality-of-work-life factors of public-school teachers. The outcomes of this study are corroborated by Abebe and Assemie (2023), who reported manifestations in educators' quality of work life and organizational commitment. In this, teachers have formed a strong bond and developed a sense of sympathy towards the institution. In addition, Luengalongkot et al. (2020) scrutinized the same relationship, showing that workers (teachers) sought to extend their stay at the institution. Besides, Nguyen and Can (2024) also point out salient ideas like fostering workers' engagement, a supportive work atmosphere, and fairness (in terms of opportunities and compensation). These all make an impactful contribution to reducing turnover intentions or the mindset of leaving the organization.

CONCLUSION AND RECOMMENDATION

Based on the findings and conclusions of this study, the following recommendations are put forward. The study navigated the degree to which job stressors, work engagement, organizational citizenship behavior, and organizational commitment influence the quality of work life among public school teachers.

The research study explores the influence of job stressors, work engagement, organizational citizenship behavior, and organizational commitment on the quality of work life of public-school teachers. The data reveal that only three out of four independent variables, namely: work engagement, organizational citizenship behavior, and organizational commitment, are significantly correlated to quality of work life. There are only two independent variables out of four, namely, the work engagement and organizational commitment are predictive of the dependent variable of the study, which is quality of work life.

A strong and relevant relationship has been uncovered between public school teachers' work engagement and quality of work life, and between organizational citizenship behavior and quality of work life, and at the same time between organizational commitment and quality of work life. The null hypothesis proposed in this study was compellingly rejected in favor of the dependent variable. However, the null hypothesis regarding the relationship between job stressors and quality of work life was accepted. Based on the research outcomes, the researcher has derived the following conclusions and recommendations.

This study is strongly anchored in the Job Demands-Resources Theory developed by Demerouti et al. (2001), which posits that employee well-being and performance outcomes result from the dynamic interaction between job demands and job resources. In the context of public school teachers, job stressors represent job demands that may deplete energy and reduce quality of work life (QWL), while work engagement, organizational citizenship behavior, and organizational commitment function as job resources that foster motivation, resilience, and positive organizational outcomes. Supporting perspectives from Conservation of Resources Theory and Social Exchange Theory further explain how teachers strive to preserve valuable resources and reciprocate organizational support through commitment and discretionary behaviors. Collectively, these theoretical foundations justify the study's predictive model, demonstrating that strengthening job resources while managing job demands is essential to enhancing teachers' quality of work life.

Recommendation

The prediction model indicates that work engagement was the most influential factor that promoted quality of work life among public school teachers. This demonstrates that the individuals assessed are highly energized, committed, and deeply involved in their work. In this context, the Department of Education may enhance work engagement by sustaining to: reinforce very high level of vigor by implementing structured recognition/incentive programs and activities that promote mental energy—strategies that foster mental strength and motivation towards the teaching profession; support very high level of dedication through implementing mentorship opportunities, professional development plans, and opportunities for autonomy—strategies that nurture deeper sense of meaning in the teaching practice; and strengthen very high level of absorption by promoting emotional engagement through reflective teaching practices and peer collaboration, which can help ignite passion and sense of fulfillment among teachers. Likewise, organizational commitment is among the factors that contribute to a higher quality of work life among public school teachers. This indicates that teachers feel committed and are more likely to experience a meaningful and well-supported teaching life. In this regard, policymakers may enhance organizational commitment among public school teachers by sustaining initiatives that strengthen its three

components. Affective commitment can be reinforced through team-building programs and the creation of an inclusive work environment that fosters a sense of belonging and satisfaction within the organization. Continuance commitment may be supported by implementing policies that provide long-term employment security, competitive financial incentives, and clear career advancement pathways to encourage stability and long-term retention. Meanwhile, normative commitment can be strengthened by institutionalizing recognition programs for years of service, encouraging alumni engagement, and establishing comprehensive Teacher Development Programs aligned with the institution's vision, mission, and goals to cultivate shared values and a strong sense of professional identity among teachers. The level of quality of work life is very high. This specifies a frequent manifestation and increasing levels of: work environment; organizational culture and climate; relations and co-operation; training and development; compensation and rewards; facilities; job satisfaction and job security; autonomy of work; and adequacy of resources, all of which contribute to the rising quality of work life. This means that public school teachers are situated in a positive, motivating, and favorable working environment. The conditions in public schools generally provide teachers with healthy environments for their professional well-being and effectiveness in delivering their teaching services. Such things improve performance and work output among public school teachers, as they perceive less stress in their endeavors within the institution. It is recommended that school administrators and policymakers continue nurturing a supportive work environment for teachers that provides opportunities to further professional development, implement effective compensation and incentive systems, and provide sufficient school resources to improve learning outcomes, teachers' effectiveness, and school performance. Highly observing these facets in the organization bolsters teachers' organizational satisfaction, enhances resilience, improves the quality of both performance and outcomes, and reduces turnover.

It is recommended that curriculum developer, policy makers, and school administrators construct strategic interventions that aim in sustaining schemes for further professional development, transform teachers as part in performing decision-making endeavors, programs heightening recognition and incentives to teachers, and strong school culture of teachers' collaboration. The predictive model presented is perceivably suitable as it truthfully and thoroughly investigate the factors in the conducted study. The research outcomes disprove the second null hypothesis, which asserts that no model can fully explain the level of quality of work life among public school teachers in Region XI.

The research findings of this study primarily support and demonstrate the relevance of the Job Demands-Resources (JD-R) Theory (Demerouti, Bakker, Nachreiner, & Schaufeli, 2001). This suggests that workers in the organization who are duly observing their quality of work life consider the ongoing commotion between job demands (representing job stressors) and work resources (representing work engagement, organizational citizenship behavior, and organizational commitment). When resources are abundant and well-organized, heightened employee motivation, work engagement, and quality of outcomes & performances are manifested, despite the existence of work stressors. In addition, these supporting theories demonstrate that this investigation is relevant to the Conservation of Resources (COR) Theory (Hobfoll, 1989) and the Social Exchange Theory (SET) (Homans, 1958).

Both of these theories support the claim that individuals constantly work to gain, retain, and safeguard resources, whether personal or organizational. COR Theory by (Hobfoll, 1989) suggests that when public school teachers feel a sense of satisfaction with organizational resources (support, incentives, recognition, and a good work atmosphere), a high-quality work-life is strongly manifested. In like manner, Social Exchange Theory (SET) by Homans (1958) emphasizes relationships within organizations, explaining

how teachers perceive impartiality, recognition/incentives, and support from their institutions, and are more likely to display optimistic behaviors. These theoretical frameworks provide the bedrock for understanding among teachers who feel valued and equipped with adequate resources, exhibit greater professional well-being, loyalty, and motivation, thereby reinforcing the predictive validity of the model presented in this research.

Additionally, the findings of this study support the Sustainable Development Goal 8 (Promoting Decent Work and Economic Growth for all) on the working conditions and well-being as pivotal facets of teachers working in public schools. By identifying elements that affect the QWL of the teachers, this study provides strategies leading to improved work productivity and job satisfaction that eventually contribute to a more effective educational system and competent/skilled teachers. This narrative is therefore linking teachers in supporting economic expansion and decent job opportunities, promoting skills and competence, and contributing to the fulfillment of SDG 8 goals.

Through these methodical efforts to implement education, the Department of Education, with a strong alliance of policymakers and school heads, can establish a much stable educational framework that cultivates teachers' quality of work life, engagement, and commitment. This approach towards education will not only contribute to elevating the quality of work life of teachers but also contribute to the improvement of the pedagogical skills and support the economic expansion of teachers in Region XI-setting an ideal model to the whole nation.

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