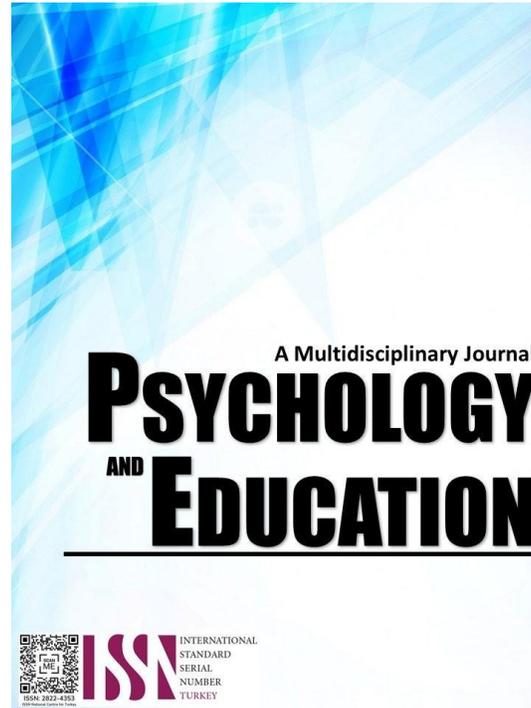


**ORGANIZATIONAL COMMITMENT AND WORK-LIFE BALANCE
AMONG THE HINTERLAND SCHOOL TEACHERS:
BASIS FOR AN ACTION PLAN**



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Organizational Commitment and Work-Life Balance among the Hinterland School Teachers: Basis for an Action Plan

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Abstract

This study explored organizational commitment and work-life balance among teachers in remote hinterland schools, where geographic isolation, limited resources, and financial constraints pose unique challenges. It examined teachers' emotional attachment to the profession, perceived job necessities, and sense of obligation, as well as their efforts to manage workloads, health, and family responsibilities. The study employed a descriptive-correlational research design, involving 103 randomly selected teachers from nine elementary, three integrated, and one national high school. A Fishbowl method was used to ensure fair and unbiased respondent selection. Eligible teachers' names were written on slips of paper, placed in a bowl, and drawn randomly. This method ensured equal chances of participation across schools. Data were collected using an adopted standardized survey questionnaire, divided into three sections: socio-demographic profile, organizational commitment, and work-life balance. The instrument was adopted from validated tools by Hayday (2020) and Marmol (2019). Findings revealed that teachers maintained strong emotional and moral ties to their profession (affective and normative commitment). At the same time, job security and financial concerns significantly influenced their decisions to stay (continuance commitment). Many experienced stress, fatigue, and challenges balancing work and family life. However, strong health support systems, manageable workloads, and encouragement from family were associated with higher levels of commitment. The findings of this study serve as a basis for developing an action plan aimed at enhancing teacher training programs in remote schools, with a focus on mental health support, stress and time management, leadership development, and wellness initiatives to improve teacher retention and performance.

Keywords: *organizational commitment, work-life balance, hinterland schools, descriptive correlational design, fishbowl method, teacher retention, affective commitment, normative commitment, continuance commitment, rural education*

Introduction

In the complex landscape of education, the role of teachers stands as the cornerstone of fostering academic excellence and shaping the future of nations. Their unwavering dedication, commitment, and ability to balance professional responsibilities with personal well-being play a pivotal role in ensuring the holistic development of students. However, amidst the vast diversity of educational settings in the Philippines, teachers working in hinterland schools face unique challenges that may influence their organizational commitment and work-life balance. Despite the importance of these factors, there is a gap in understanding the unique dynamics of organizational commitment and work-life balance in hinterland settings.

Teachers in hinterland schools often navigate multifaceted obstacles that strain their ability to maintain a healthy work-life balance, potentially affecting their dedication to their roles and organizations. Effective leadership in these contexts has the potential to inspire teachers, enhance their motivation, and mitigate the challenges of working in remote areas. The findings of this study will serve as a basis for developing an action plan aimed at enhancing teacher training program in remote schools, with a focus on mental health support, stress and time management, leadership development, and wellness initiatives to improve teacher retention and performance. The outcomes of this study will have significant implications for school leaders, teachers, learners, parents, and other stakeholders, emphasizing the importance of targeted interventions in improving the educational experiences of teachers and students in hinterland schools.

Organizational commitment has three main indicators: affective, normative, and continuance commitment. On the other hand, work-life balance, defined as the harmony between work responsibilities and personal life domains such as family, leisure, and self-care (Gragnano et al., 2020), is critical for sustaining professional effectiveness and personal well-being.

Work-life balance denotes the harmony and integration between work-related responsibilities and personal life domains, including family, leisure, and self-care (Gragnano et al., 2020). This balance can significantly impact teachers' professional satisfaction and performance, as they come from diverse backgrounds and possess varying classifications, competencies, and motivations (SEAMEO INNOTECH, 2020).

In the hinterland schools in the Philippines, public school teachers encounter multifaceted challenges that may influence their organizational commitment and work-life balance. Thus, this research study sought to delve into the intricate interplay between organizational commitment and work-life balance among public school teachers in the hinterland, specifically Initao District of Misamis Oriental. This study aims to address the gap in understanding the factors that shape teachers' commitment to their organizations and the equilibrium they strive to maintain between professional obligations and personal fulfillment.

The study was conducted in January 2025. The findings of this study had significant implications for school leaders, teachers, learners, parents, and other stakeholders, highlighting the importance of organizational commitment and work-life balance for teachers in hinterland schools. The researcher had been in service as a private school teacher for seven years, dedicated to providing and enhancing quality education in private institutions. Thus, the study was feasible and beneficial in contributing valuable insights into the levels of organizational commitment and work-life balance among teachers.

Research Objectives

This study aimed to assess the levels of organizational commitment and work-life balance among hinterland school teachers in the Initao District for the school year 2024-2025. Specifically, this sought to achieve the following objectives:

1. To identify the sociodemographic profile of the respondents in terms of:
 - 1.1. age;
 - 1.2. sex;
 - 1.3. civil status;
 - 1.4. gross income;
 - 1.5. Plantilla position; and
 - 1.6. years in service.
2. To determine the level of organizational commitment towards work-life balance as to:
 - 2.1. affective;
 - 2.2. normative; and
 - 2.3. continuance.
3. To determine the level of respondents' work-life balance as to:
 - 3.1. workload;
 - 3.2. health and wellness initiatives; and
 - 3.3. family relationship and support.
4. To determine the relationship between organizational commitment and work-life balance;
5. To examine the relationship between organizational commitment, demographic profile, and work-life balance among teachers in hinterland schools;
6. To develop an action plan based on the study's findings to improve organizational commitment and work-life balance among hinterland teachers.

Methodology

Research Design

This study utilized a descriptive-correlational research design to examine organizational commitment and work-life balance among teachers in the Initao North and South Districts. The descriptive survey method was employed to gather quantitative data from all teacher respondents, providing a comprehensive, statistically significant understanding of their organizational commitment and work-life balance. A correlational approach was used to explore the relationships between socio-demographic factors such as age, sex, gross monthly income, plantilla position, years of service, and civil status and their influence on teachers' organizational commitment and work-life balance. The aim was to identify key associations and potential predictors that affect these aspects, offering insights into the factors that either promote or impede a healthy work-life balance.

Respondents

A random sampling technique was employed to ensure a representative selection of teacher respondents across the various schools in the districts. The total number of teachers per school is as follows: Aluna Elementary School with 8 teachers and 1 non-teaching staff; Andales Integrated School with 15 teachers and 1 non-teaching staff; Casilohon Elementary School with 3 teachers and 1 non-teaching staff; Kanitoan Elementary School with 9 teachers and 1 non-teaching staff; Kamelon Elementary School with 8 teachers and 1 non-teaching staff; Pontacon Elementary School with 6 teachers and 1 non-teaching staff; Sinalac Elementary School with 7 teachers and 1 non-teaching staff; Tagpaco Elementary School with 5 teachers and 1 non-teaching staff; Gimangpang Integrated School with 19 teachers and 1 non-teaching staff; Kalacapan Elementary School with 8 teachers and 1 non-teaching staff; Oguis Elementary School with 8 teachers and 1 non-teaching staff; Kalacapan National High School with 17 teachers and 1 non-teaching staff; and Tawantawan Integrated School with 24 teachers and 1 non-teaching staff.

The Fish Bowl Method was used for the selection of participants. All eligible teachers' names from each school were written on slips of paper and placed in a bowl. These slips were then randomly drawn to select the participants, ensuring an unbiased process.

Procedure

This study used random sampling to select teachers from Kindergarten to Senior High School in the Initao District. There were one hundred three (103) teachers as respondents of the study; 21 were male teachers and 82 were female teachers, as shown in Table 4.

Permission to conduct the study was requested from the School Division Superintendent of Misamis Oriental. Upon approval, an informed letter was addressed to the Public District Supervisors to schedule visits to each school. Once the schedule was confirmed, questionnaires were distributed in person or through Google Forms to ensure convenience and accessibility for the respondents.

The study employed adopted questionnaires to collect data on Organizational Commitment, covering affective, normative, and continuance commitment, and Work-Life Balance, which included workloads, health and wellness initiatives, and family relationships and support. The adopted questionnaire by Hayday (2020) for Levels of Organizational Commitment consisted of 24 questions, divided into three levels: affective, continuance, and normative. The first eight questions measured affective organizational commitment, questions 1 - 8 assessed continuance organizational commitment, and the remaining eight questions focused on normative commitment. A Likert scale was used, with 4 indicating strongly agree, 3 for agree, 2 for disagree, and 1 for strongly disagree.

Frequency and percentage distributions were utilized to analyze the respondents' socio-demographic profiles. Weighted means and standard deviations were calculated to assess the levels of organizational commitment (affective, normative, and continuance) and work-life balance (workload, self-care, and family relationships and support). Pearson's correlation was used to examine the challenges faced by hinterland teachers in balancing their professional and personal lives. Additionally, linear regression analysis was performed to determine whether significant relationships existed between the respondents' socio-demographic profiles and their work-life balance.

Another adopted questionnaire by Marmol (2019) was used to measure Work-Life Balance. Although the original questionnaire had five indicators, only the most relevant components were selected for this study: workloads, health and wellness initiatives, and family relationships and support. Each component included five indicators, analyzed using the same Likert scale (4 - strongly agree, 3 - agree, 2 - disagree, 1 - strongly disagree).

Confidentiality and voluntary participation were strictly observed as part of the study's ethical considerations. Once final approval was granted, the researcher distributed questionnaires to teachers in various schools across the district. To enhance convenience and ensure a high response rate, Google Forms was also used, allowing respondents to complete the survey at their convenience. The gathered data were then analyzed to address the study's objectives and draw insights into organizational commitment and work-life balance.

To further assess reliability and verify the clarity of its items, the questionnaire was pilot tested in five Naawan District schools namely Pasagodhon, Lubilan, Tagbalogo, Mat-i, and Macabalan Elementary Schools.

Data Analysis

Upon retrieval of the completed questionnaires, the responses were thoroughly checked for accuracy and completeness. Descriptive and correlational statistical methods were then applied to analyze the data. These included frequency and percentage distributions, weighted mean, standard deviation, Pearson's correlation, and linear regression, all of which were used systematically to address the research questions. Initially, frequency and percentage distributions were employed to examine the socio-demographic profiles of the respondents. Then, weighted mean and standard deviation were calculated to evaluate the levels of organizational commitment (affective, continuance, and normative) and work-life balance (workload, health and wellness initiatives, family relationships, and support).

Pearson's correlation was utilized to explore the challenges faced by hinterland teachers in balancing their professional responsibilities with personal fulfillment. Lastly, linear regression analysis was performed to assess the significance of the relationship between the respondents' socio-demographic profiles and their level of work-life balance.

Ethical Considerations

To protect the respondents, their personal information remained confidential, and they provided consent to voluntarily participate in the study. The researcher obtained approval for ethical considerations from the authorized committee before proceeding with the study.

Results and Discussion

This section presents the data gathered to answer the study's problems. It also analyzes and interprets the data collected by the researchers to solve the issues in the study.

Socio-demographic Profile of the Respondents

Table 1. Age

Age	Frequency	Percentage (%)
25 – 29 years old	19	18.4
30 - 34 years old	16	15.5
35 - 39 years old	23	22.3
40 - 44 years old	24	23.3
45 - 49 years old	8	7.8
50 – 54 years old	13	12.6
Total	103	100.0

Table 1 shows the age distribution of the respondents. Most of them, 24 teachers (23.3%), were between 40 and 44 years old. The smallest group had only eight respondents (7.8%), representing the youngest age range. Overall, most of the teachers were in the 40–44 age group.

Teachers in this age group are often in a stage of life where they are focused on guiding the next generation, building strong families, and taking leadership roles in their communities. Their skills and experience make them important team members and mentors. According to Erikson's Psychosocial Stages, this period, known as middle adulthood (ages 40–45), is marked by a desire to provide back through parenting, mentoring, and helping society (Cherry, 2022).

Data from the Philippine Statistics Authority (PSA) has shown that people aged 40–44 are among the most active and productive in the workforce. This supports the idea that teachers in this age group are not only experienced but also play a key role in shaping the future through their work and social contributions.

Table 2. *Sex*

<i>Sex</i>	<i>Frequency</i>	<i>Percentage (%)</i>
Male	21	20.4
Female	82	79.6
Total	103	100.0

Table 2 presents the sex distribution of the respondents. Out of 103 teacher-respondents, 82 (79.6%) were female, while only 21 (20.4%) were male. This data highlights the gender imbalance in the teaching profession, where female teachers continue to outnumber their male counterparts. This ongoing trend reflects a gendered pattern in educational employment, where women dominate teaching roles.

The predominance of female teachers has a wide range of implications for the educational system. Firstly, their strong presence in schools has an important impact on defining school culture and influencing student development. Female educators often serve as mentors and positive role models, particularly for younger students. Additionally, studies show that gender can influence job commitment, satisfaction, and the effectiveness of institutional support programs. For example, female teachers may benefit more from support programs due to their greater caregiving responsibilities, which can affect their professional experience and commitment to teaching.

Research supports these observations. Thompson and Wilson (2023) emphasized that gender differences affect the impact of institutional support, with women benefiting more due to caregiving roles. Card et al. (2022) pointed out the vital role female teachers play in breaking gender stereotypes and inspiring both boys and girls.

According to UNESCO 2023, that teaching is increasingly a female-dominated profession. Globally, women are overrepresented in the teaching force. And their numbers are rising: Since 2015, globally, the proportion of female teachers has increased across primary, lower, and upper secondary levels. In pre-primary education, women make up 94% of the teaching force. But at higher levels of education, their numbers dwindle. Women make up 68% of the teaching force in primary, 58% at lower secondary, 52% at upper secondary, and 43% at tertiary level.

This confirms the continuing trend of female dominance in the teaching profession. The finding highlights not only a gender imbalance but also suggests that women play a significant role in shaping school culture, mentoring students, and contributing to organizational commitment. It also indicates that gender-related factors may influence how teachers experience support systems, job satisfaction, and professional dedication.

Table 3. *Civil Status*

<i>Civil Status</i>	<i>Frequency</i>	<i>Percentage (%)</i>
Single	34	33.0
Married	66	64.1
Widowed	3	2.9
Total	103	100.0

Table 3 displays the respondents' civil status. The results show that the majority of the teacher respondents were married, with 66 out of 103 participants (64.1%) identifying as such. Meanwhile, 34 respondents (33.0%) were single, and 3 respondents (2.9%) were widowed.

These results suggest that most of the teachers are in a stage of life where family responsibilities and professional commitments are balanced. Marriage often plays a crucial role in an individual's career and work commitment, while single teachers may have different professional priorities. The small percentage of widowed teachers indicates that very few respondents have experienced the loss of a spouse.

The civil status distribution of respondents suggests important implications for the teaching profession. Married teachers, constituting the majority, likely contribute greater stability and commitment to their work, as familial responsibilities often reinforce professional dedication. Single teachers, representing a significant portion, may bring more flexibility to their roles and greater focus on career

advancement opportunities. Meanwhile, the small percentage of widowed teachers indicates that while few have experienced spousal loss, this group may benefit from additional support systems to help maintain work performance during challenging life transitions.

Research suggests that married individuals tend to demonstrate higher levels of job stability and organizational commitment (Kwon & Kim, 2021), while single individuals often have more flexibility for career advancement (González-Morales et al., 2019). Widowhood can impact job performance, though work may provide stability during transitions (Umberson & Thomeer, 2020). Additionally, married employees may benefit from spousal support that enhances job satisfaction (Allen et al., 2020).

Table 4. *Gross Monthly Income*

<i>Income</i>	<i>Frequency</i>	<i>Percentage (%)</i>
20,000.00–30,000.00	63	61.2
30,001.00 – 40,000.00	35	34.0
40,001.00 – 50,000.00	2	1.9
50,001.00 – 60,000.00	2	1.9
60,001.00 and above	1	1.0
Total	103	100.0

Table 4 presents the respondents' gross monthly income. The majority of teachers earn between ₱20,000.00 and ₱30,000.00, with 63 respondents (61.2%) falling into this income range. This is followed by those earning ₱30,001.00 to ₱40,000.00, accounting for 34.0% of the respondents. A small percentage of teachers earn higher incomes, with 2 respondents (1.9%) earning between ₱40,001.00 and ₱50,000.00, 2 respondents (1.9%) earning between ₱50,001.00 and ₱60,000.00, and 1 respondent (1.0%) earning ₱60,001.00 or above.

The income distribution highlights that the majority of teachers earn within the mid-range salary bracket (₱20,000.00–₱40,000.00), which suggests a basic level of financial security. However, it also points to potential financial constraints for those in the lower income bracket (₱20,000.00 and below), which could contribute to financial stress and impact job performance and well-being.

The small percentage of teachers earning higher incomes likely reflects individuals in advanced roles or with seniority. These teachers, earning ₱40,000.00 or more, are potentially better compensated for their experience or leadership positions, which can positively influence their job commitment and retention.

This income distribution has important implications for teacher well-being and retention. Teachers earning within the mid-range income bracket likely experience a reasonable level of financial stability but may face limited opportunities for economic advancement. Teachers earning ₱20,000.00 or below may experience financial difficulties that could negatively affect their professional performance and overall satisfaction.

In contrast, teachers in the higher income brackets (₱40,000.00 and above) are better positioned for financial security, potentially contributing to stronger organizational commitment. Their higher income may be a reflection of advanced qualifications, roles, or years of service, which can play a key role in teacher retention.

These findings align with Herzberg's Two-Factor Theory (1966), which categorizes salary as a hygiene factor, where insufficient pay leads to dissatisfaction. Studies (Dicke et al., 2020) have shown that lower-income teachers experience more stress, which can negatively affect their performance, while higher salaries are often linked to improved retention rates (Bennell & Akyeampong, 2007; Nguyen et al., 2013). Furthermore, the Department of Education's Salary Standardization Law reflects these findings, where starting salaries for Teacher I positions are ₱27,000 (Salary Grade 11), and higher salaries typically correlate with more advanced roles and responsibilities (DepEd).

Table 5. *Plantilla Position*

<i>Plantilla Position</i>	<i>Frequency</i>	<i>Percentage (%)</i>
Teacher I	84	81.6
Teacher II	15	14.6
Master Teacher I	4	3.9
Total	103	100.0

Table 5 shows the respondents' plantilla positions. Eighty-four out of 103 respondents (81.6%) hold the position of Teacher I, 15 (14.6%) are Teacher II, and only 4 (3.9%) have reached Master Teacher I. This distribution indicates that most surveyed teachers are in the early stages of their careers, with relatively few advancing to higher ranks.

The predominance of Teacher I positions aligns with DepEd's career-ladder framework as stipulated in DepEd Order No. 7, s. 2023, which require a specified minimum length of service, completion of prescribed professional development units, and satisfactory performance ratings before promotion.

The limited number of higher-ranked teachers suggests potential bottlenecks in career progression. With over 80 percent of teachers at the entry-level Teacher I grade, there is a clear need for enhanced support and targeted development opportunities. The relatively small proportions of Teacher II and Master Teacher I position point to possible systemic barriers such as stringent promotion criteria, limited vacancies, or uneven access to continuing education that may slow career advancement.

These findings underscore the importance of reviewing and strengthening school-level promotion systems. Structured mentorship programs, leadership training, and transparent career-pathway guidelines can help teachers meet the requirements outlined in DepEd Order No. 20, s. 2024. Research shows that visible growth opportunities bolster teacher motivation and organizational commitment (Bennell & Akyeampong, 2007; Nguyen et al., 2013), while career stagnation correlates with lower job satisfaction and higher turnover. Implementing more equitable and transparent advancement processes will be critical to sustaining a motivated and stable teaching workforce.

Table 6. Years of Service

<i>Years of Service</i>	<i>Frequency</i>	<i>Percentage (%)</i>
1 – 5 years	36	35.0
6 – 10 years	32	31.1
11 – 15 years	17	16.5
16 – 20 years	6	5.8
21 – 25 years	12	11.7
Total	103	100.0

Table 6 shows the respondents' years of teaching experience, highlighting key trends in career longevity. The data reveals that 35.0% of teachers have 1-5 years of experience, while 31.1% have 6-10 years, indicating that the majority (66.1%) are in Career Stage 1 according to the Philippine Professional Standards for Teachers (PPST). The remaining respondents represent more experienced educators, with 16.5% having 11-15 years, 5.8% with 16-20 years, and 11.7% possessing 21-25 years of service. This distribution clearly shows a gap between new teachers with less than ten years of experience and a smaller but important group of experienced teachers.

The data shows that most teachers in the survey are still new or in the middle of their careers, about 66% have been teaching for 10 years or less. This means schools are bringing in fresh teachers, but not as many are staying long-term. At the same time, about 34% of teachers have more than 10 years of experience, which is good because they bring knowledge and stability. This mix of new and experienced teachers is normal, but it also means schools need to give the right kind of help at each stage. Newer teachers need training and support to stay in the job, while seasoned teachers need chances to grow so they don't lose motivation. If schools can support both groups well, they'll keep a strong, balanced teaching team.

This career-stage distribution presents both challenges and opportunities for educational institutions. The large number of early-career teachers (66%) underscores the need for comprehensive induction programs, mentorship systems, and stress management resources to reduce attrition rates among new educators. For mid-career teachers, professional development opportunities and clear career pathways are essential to maintain engagement. The seasoned teachers (34%) represent a crucial resource for mentoring and leadership, but require ongoing growth opportunities to sustain motivation. Institutions should implement differentiated support strategies, pairing novice teachers with experienced mentors while creating leadership roles and advanced training for veterans. Such targeted approaches could enhance job satisfaction across all career stages, promoting overall workforce stability.

Existing research corroborates these interpretations. Studies by Ingersoll and Strong (2018) demonstrate that early-career teachers face higher attrition risks without proper support. Conversely, Guarino et al. (2021) found that veteran teachers exhibit stronger organizational commitment through developed professional identities. Day et al. (2017) further confirm that teachers surpassing 10 years typically demonstrate both institutional loyalty and pedagogical mastery. Collectively, these studies emphasize the value of career-stage-specific professional development in maintaining a stable, motivated teaching workforce, validating the need for tailored support systems identified in the current data.

Level of Organizational Commitment towards Work-life Balance as to Affective, Normative, and Continuance

Table 7 shows employees' level of organizational commitment regarding work-life balance. The highest mean score (3.41) reveals strong affective commitment, indicating employees want to stay with the organization long-term. The lowest score (2.95) relates to employees viewing organizational problems as their own.

Table 7. Affective Commitment

<i>Indicator</i>	<i>Mean</i>	<i>Description</i>
1. I would be very happy to spend the rest of my career with this organization.	3.41	Strongly Agree
2. I enjoy discussing my organization with people outside of it.	3.25	Strongly Agree
3. I really feel as if this organization's problems are my own.	2.95	Agree
4. I don't think I could be as attached to another employer.	2.98	Agree
5. I experience myself in the so-called. "Into the family".	3.28	Strongly Agree
6. I feel attached to the work community.	3.33	Strongly Agree
7. I have a strong sense of loyalty to this employer.	3.38	Strongly Agree
8. This employer is of personal importance to me.	3.35	Strongly Agree
Weighted Mean	3.24	Agree

Legend: 3.25–4.00 – Strongly Agree; 2.50–3.24 – Agree; 1.75–2.49 – Disagree; 1.00–1.74 – Strongly Disagree.

The high score suggests employees feel satisfied, valued, and see growth opportunities. The lower score, while still positive, shows room for improvement in employees' sense of ownership regarding organizational challenges. The findings suggest that while employees feel highly committed to the organization and intend to stay long-term (as shown by the high score of 3.41), there is room to strengthen their sense of ownership regarding company challenges (indicated by the lower score of 2.95).

This means the organization is successful in creating a positive work environment that retains employees, but could further enhance engagement by helping staff feel more personally invested in solving organizational problems.

Research shows that stronger employee connections lead to higher retention and more active contribution of ideas and solutions. The organization supports this by involving staff in decision-making, recognizing initiative, and promoting problem-solving, turning job satisfaction into deeper organizational commitment. Research confirms organizational identification improves work engagement (Arshad et al., 2023) and innovative behavior (Zhang & Wang, 2022). These findings show that building stronger organizational identification can both retain employees and encourage them to actively solve company problems.

Table 8. *Normative Commitment*

<i>Indicator</i>	<i>Mean</i>	<i>Description</i>
1. I think people change employers too often.	2.90	Agree
2. I believe that an employee should be loyal to their employer.	3.37	Strongly Agree
3. I think that a person who is constantly changing employers is unethical.	2.80	Agree
4. If I got a better job, I would feel wrong to accept it and leave my current employer.	2.83	Agree
5. Things were better when people stayed with one employer for most of their careers.	3.06	Agree
6. I will continue my employment because I experience loyalty to my own organizations.	3.26	Strongly Agree
7. I think it makes sense to want to be a so-called company man / woman.	3.14	Agree
8. The work must be completed even if free time is spent on it.	3.16	Agree
Weighted Mean	3.06	Agree

Legend: 3.25–4.00 – Strongly Agree; 2.50–3.24 – Agree; 1.75–2.49 – Disagree; 1.00–1.74 – Strongly Disagree.

Table 8 shows the level of organizational commitment related to work-life balance through normative commitment. The highest mean score (3.37) indicates that many employees feel a strong sense of loyalty and obligation to stay with their employer. In contrast, the lowest score (2.80) reflects that while frequent job changes are still somewhat frowned upon, they are becoming more accepted. The high score suggests a culture that values loyalty and long-term employment, consistent with traditional expectations of job security and ethical work practices. However, the lower score points to shifting views, where career mobility is increasingly seen as a valid choice.

These findings align with Meyer and Allen's (2020) organizational commitment theory, which links strong loyalty to lower turnover and higher job satisfaction. Maslow's hierarchy of needs (1943) also supports this, emphasizing that when employees' growth and development needs are met through autonomy, challenges, and education, they become more productive and engaged.

Overall, while workplace loyalty remains important, organizations must adapt by offering opportunities for career growth and development. Doing so can help retain loyal employees while also meeting modern expectations for advancement and personal fulfillment.

Table 9. *Continuance Commitment*

<i>Indicator</i>	<i>Mean</i>	<i>Description</i>
1. It would be really hard for me to quit my job even if I wanted to.	3.25	Strongly Agree
2. Too much of my life would be disrupted if I resigned.	3.17	Agree
3. I would find it scary to resign if I didn't have an alternative job ready.	3.29	Strongly Agree
4. It would be expensive for me to leave my current employer.	3.17	Agree
5. At the moment, staying with my current employer is as mandatory as it is necessary.	3.22	Agree
6. If I hadn't already given so much to this organization, I might consider leaving.	2.87	Agree
7. I find it difficult to adapt to a new work environment.	2.80	Agree
8. I find it harder for me to leave my organization in the future.	3.02	Agree
Weighted Mean	3.10	Agree

Legend: 3.25–4.00 – Strongly Agree; 2.50–3.24 – Agree; 1.75–2.49 – Disagree; 1.00–1.74 – Strongly Disagree.

Table 9 shows employees' continuance commitment, meaning they stay with the company because they feel it's too costly to leave. The highest score (3.29) shows that job security is a big concern, with employees afraid to quit without another job. The lowest score (2.80) suggests that while adjusting to a new work environment is hard, it's not their biggest worry.

This means many employees feel stuck in their jobs due to financial concerns, not because they are passionate or loyal, which matches the idea of continuance commitment (Mitchell et al., 2020). However, the lower score shows that employees are not completely against change and may consider other opportunities if they arise. The findings show that employees want job security but are open to change if something better comes along.

Research by Ena & Djami (2021) shows that when employees are not motivated, they may not be as engaged at work. In conclusion,



employees are staying because they need the job, not because they are loyal. Organizations should offer opportunities for growth and change to create a more engaged and committed workforce.

Levels of Work-life Balance as to Workloads, Health and Wellness Initiatives, and Family Relationships and Support

Table 10. *Workloads*

<i>Indicator</i>	<i>Mean</i>	<i>Description</i>
1. I feel more respected because of my responsibilities in job/at work.	3.13	Agree
2. Generally, I prepare a work schedule to fulfill both my personal and family commitment.	3.16	Agree
3. I feel I can handle the task assigned to me.	3.20	Agree
4. My teaching loads keep me away from my family for only a minimal period of time.	2.83	Agree
5. My responsibility at work gives me insights as to how to help my children's educational activities.	3.14	Agree
Weighted Mean	3.09	Agree

Legend: 3.25–4.00 – Strongly Agree; 2.50–3.24 – Agree; 1.75–2.49 – Disagree; 1.00–1.74 – Strongly Disagree.

Table 10 reveals important insights about employee perceptions of work-life balance when examined through Erikson's Psychosocial Development Theory. Employees demonstrate strong professional competence (mean = 3.20), which aligns with Erikson's "Generativity vs. Stagnation" stage where adults seek meaningful work contributions. However, the lower score on work-family separation (2.83) reflects tensions from the earlier "Intimacy vs. Isolation" stage, suggesting that career demands may be compromising personal relationships.

This psychosocial tension mirrors Greenhaus and Allen's (2020) findings about work-life conflict, revealing how professional fulfillment often comes at the expense of personal connections. Organizations can address this developmental dilemma by implementing flexible work arrangements that honor employees' need for both generativity (through meaningful work) and intimacy (through protected personal time). Mentorship programs could simultaneously nurture professional growth while modeling healthy work-life integration. Family-inclusive policies would support the intimacy needs that underlie long-term wellbeing.

As Kelly and Moen (2021) found, workplaces that recognize these interconnected psychosocial needs create environments where employees can thrive both professionally and personally. The challenge lies in developing organizational cultures that view professional generativity and personal intimacy not as competing priorities, but as complementary aspects of holistic employee development that ultimately benefit both individuals and the organization.

Table 11. *Health and Wellness Initiatives*

<i>Indicator</i>	<i>Mean</i>	<i>Description</i>
1. I have adequate sleep a day.	3.26	Strongly Agree
2. I do not experience such health issues as hypertension, diabetes, headache, migraine, arthritis.	2.76	Agree
3. I seldom experience anxiety in some unfavorable conditions.	2.52	Agree
4. I do not experience having dizziness or blackouts.	2.85	Agree
5. I regularly exercise and engage in physical activities like biking, jogging, walking, hiking etc.	2.63	Agree
Weighted Mean	2.81	Agree

Legend: 3.25–4.00 – Strongly Agree; 2.50–3.24 – Agree; 1.75–2.49 – Disagree; 1.00–1.74 – Strongly Disagree.

Table 11 shows employee perceptions of work-life balance related to health and wellness programs. The overall score of 2.81 (Agree) suggests that most employees have positive, though varied, experiences. The highest score (3.26) indicates that employees generally get enough sleep, while the lowest score (2.52) reflects anxiety in stressful work conditions. The high score for sleep suggests employees manage to rest well despite work pressures, which helps with focus and productivity. However, the lower score for anxiety shows that stress is still a problem, pointing to a gap between physical health and mental well-being. This suggests that wellness programs should address both areas together.

These results align with research showing that sleep is crucial for job performance (Walker, 2021) and that job stress can affect mental health (Sonnetag & Fritz, 2020). Studies also show that holistic wellness programs focusing on physical, mental, and emotional health lead to better outcomes (Smith & Jones, 2022). To improve employee well-being, organizations should provide support for better sleep, stress management, and overall wellness. Offering programs that address both physical and mental health will create healthier, happier, and more productive employees.

Table 12 reveal important insights about employees' work-life balance concerning family relationships, with an overall agreement score of 2.93. Employees show the strongest agreement (3.00) with their ability to adjust home plans when work demands arise, demonstrating flexibility in managing professional and personal responsibilities.

However, they express more difficulty (2.81) in preventing work from interfering with important family events and appointments, indicating that complete separation between work and personal life remains challenging. These findings suggest that while employees have developed effective strategies for integrating work and family life, certain job demands continue to create conflicts with personal



commitments.

Table 12. Family Relationship and Support

Indicator	Mean	Description
1. I always have time to help and support each member of my family.	2.99	Agree
2. I have to change plans at home whenever necessary, without having to compromise my work responsibility.	3.00	Agree
3. I receive no complaints or grievances from my family about what I am supposed to do at home.	2.88	Agree
4. My job does not mesh with my appointments and special events at home.	2.81	Agree
5. I find quality time with my family/relatives despite my work.	2.98	Agree
Weighted Mean	2.93	Agree

Legend: 3.25–4.00 – Strongly Agree; 2.50–3.24 – Agree; 1.75–2.49 – Disagree; 1.00–1.74 – Strongly Disagree.

Erikson’s theory helps understand why employees in your study care deeply about their work while struggling with work-life balance. During middle adulthood, people naturally seek purpose by contributing to their careers (what Erikson calls generativity), which explains their strong work commitment. However, this often clashes with the need for close personal relationships (intimacy), a priority from earlier adulthood that remains unresolved for many. This contrast between integration capability and persistent interference points to an opportunity for organizations to enhance their support systems.

For organizations, these findings suggest several practical steps to improve work-life balance. Implementing more flexible scheduling options, establishing clearer boundaries around work hours, and training managers to be more supportive of employees' personal commitments could help reduce work-family conflicts.

Additionally, creating policies that specifically protect important family events from work interruptions might address the area where employees experience the most difficulty. By building on existing strengths in work-life integration while addressing specific pain points, companies can foster an environment where employees feel better supported in both their professional and personal lives.

Correlation Between the Respondents’ Organizational Commitment and Work-life Balance

Table 13. Relationship Respondents’ Organizational Commitment and Work-life Balance as to Workload

Variables	Workload		Remarks	Decision
	r-value	p-value		
Affective commitment	0.330***	<0.001	Significant	Reject Ho
Normative commitment	0.284**	0.004	Significant	Reject Ho
Continuance commitment	0.179	0.071	Not Significant	Failed to reject Ho

Legend: 1 – based on Pearson’s r Correlation; ns – P > 0.05; * – P < 0.05; ** – P < 0.01; *** – P < 0.001.

Table 13 reveals a statistically significant relationship between work-life balance, particularly in terms of workload and organizational commitment, especially affective and normative dimensions. This significance means the link is not due to chance and indicates a real and meaningful connection in the workplace.

According to Erikson's (1963) psychosocial development theory, this result is deeply important because it shows how workload directly affects employees' psychological well-being and their sense of connection to the organization. When workloads are manageable, employees are more likely to form emotional bonds with their workplace (affective commitment) and feel a moral responsibility to stay (normative commitment). These outcomes align with key developmental needs: in young adulthood, the need for meaningful relationships (Intimacy vs. Isolation), and in middle adulthood, the desire to contribute to society (Generativity vs. Stagnation).

The significance of this finding highlights that excessive workload doesn't just cause stress it can seriously undermine employees’ emotional and moral ties to the organization. Feelings of burnout, isolation, and lack of purpose emerge when work becomes overwhelming.

Therefore, this is not just a human resource issue it’s a developmental and psychological one. Organizations should act on this evidence by optimizing workload, promoting flexible work options, and integrating well-being programs. These interventions aren’t just about boosting morale; they are essential for fostering healthy psychosocial growth, long-term commitment, and meaningful work engagement. The significant relationship found in this study proves that improving work-life balance is a powerful strategy for strengthening both employee well-being and organizational loyalty.

Table 14. Relationship Respondents’ Organizational Commitment and Work-life Balance as to Health and Wellness

Variables	Health and Wellness		Remarks	Decision
	r-value	p-value		
Affective commitment	0.441***	<0.001	Significant	Reject Ho
Normative commitment	0.465***	<0.001	Significant	Reject Ho
Continuance commitment	0.216*	0.028	Significant	Reject Ho

Legend: 1 – based on Pearson’s r Correlation; ns – P > 0.05; * – P < 0.05; ** – P < 0.01; *** – P < 0.001.

Table 14 shows a strong link between employees' organizational commitment and their work-life balance related to health and wellness. The results reject the idea that there is no relationship between the two. These findings support Erikson's psychosocial development theory, especially the stage of Generativity vs. Stagnation seen in mid-career workers. When companies offer health and wellness support, like mental health services, flexible medical options, and stress relief programs, they help employees stay mentally and emotionally healthy. This allows workers to focus on meaningful work (generativity) rather than feeling burned out or stuck (stagnation). As a result, employees develop stronger emotional ties to the company (affective commitment) and feel a sense of duty to stay (normative commitment). When organizations show they care about well-being, employees are more likely to give back with loyalty and dedication.

Table 15. *Relationship Respondents' Organizational Commitment and Work-life Balance as to Family Relationships and Support*

Variables	Family Relationship and Support		Remarks	Decision
	r-value	p-value		
Affective commitment	0.363***	<0.001	Significant	Reject Ho
Normative commitment	0.247*	0.012	Significant	Reject Ho
Continuance commitment	0.150	0.128	Not Significant	Failed to reject Ho

Legend: 1 – based on Pearson's *r* Correlation; ns – $P > 0.05$; * – $P < 0.05$; ** – $P < 0.01$; *** – $P < 0.001$.

Table 15 shows the relationship between the respondents' organizational commitment and work-life balance as to family relationships and support. The result showed that the respondents' work-life balance as to family relationships and support had a significant relationship with organizational commitment in terms of affective and normative commitments. Thus, the null hypothesis was rejected, which states that there is no significant relationship between the respondents' work-life balance as to family relationships and support and the organizational commitment in terms of affective and normative commitments. Using Erikson's psychosocial theory, this makes sense: people who develop a strong identity and form close relationships tend to choose workplaces that match their values and remain loyal. Mid-career employees, focused on making a difference, value organizations that support their family life, which strengthens their emotional and moral commitment. This also connects with Spillover Theory, which says that support at home positively affects work life. In short, work-life balance is not just about policies it reflects deeper life stages and helps build stronger employee loyalty at every career level.

Regression Analysis Between the Respondents' Socio-demographic Profile, Organizational Commitment, and Work-life Balance

Table 16. *Variables that Best Predict Respondents' Work-life Balance as to Workload*

Indicator	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	1.384	.401		3.454	<.001
Age	.046	.042	.142	1.117	.267
Sex	-.099	.112	-.077	-.878	.382
Civil status	-.046	.094	-.046	-.490	.625
Monthly income	.199	.071	.309	2.814	.006**
Plantilla position	-.110	.094	-.138	-1.165	.247
Years of service	-.033	.054	-.083	-.616	.539
Affective	.199	.159	.173	1.251	.214
Normative	-.127	.124	-.121	-1.023	.309
Continuance	.330	.144	.336	2.296	.024*
R = 0.574		R ² = 0.330	F = 5.087	Sig. = <0.001***	

Legend: 1 – based on Linear Regression; ns – $P > 0.05$; * – $P < 0.05$; ** – $P < 0.01$; *** – $P < 0.001$.

Table 16 presents the variables that best predict respondents' work-life balance in relation to workload. The regression analysis reveals that socio-demographic profile and organizational commitment did not significantly affect respondents' work-life balance concerning workload. This indicates that these factors considered as potential constants in the model did not substantially impact respondents' work-life balance in this context. In other words, the baseline work-life balance, represented by the constant term in the regression model, does not significantly change with variations in these variables.

The R^2 value of 0.135 implies that only 13.5% of the variance in work-life balance related to workload can be explained by the socio-demographic profile and organizational commitment. The remaining 86.5% of the variance is likely due to other unmeasured factors that are outside the scope of the current model, pointing to other possible constants influencing the work-life balance that were not included in the analysis.

The regression model's F-value of 1.618 and p-value of 0.121 suggest that the model as a whole is not statistically significant, meaning that the socio-demographic and organizational commitment variables do not provide a meaningful explanation for the respondents' work-life balance related to workload. Consequently, the null hypothesis that socio-demographic profile and organizational

commitment do not significantly predict work-life balance regarding workload cannot be rejected.

These findings align with Maslow's Hierarchy of Needs, which argues that individuals must first fulfill their basic physiological and safety needs which can be viewed as fundamental constants before higher-level needs, such as job commitment or belonging, can influence behavior. In the case of hinterland teachers, where heavy workloads and challenging working conditions exist, their unmet basic needs may serve as constants that impede the influence of higher-level motivations like organizational commitment on their work-life balance.

Table 17. Variables that Best Predict Respondents' Work-life Balance as to Health and Wellness

Indicator	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	1.384	.401		3.454	<.001
Age	.046	.042	.142	1.117	.267
Sex	-.099	.112	-.077	-.878	.382
Civil status	-.046	.094	-.046	-.490	.625
Monthly income	.199	.071	.309	2.814	.006**
Plantilla position	-.110	.094	-.138	-1.165	.247
Years of service	-.033	.054	-.083	-.616	.539
Affective	.199	.159	.173	1.251	.214
Normative	-.127	.124	-.121	-1.023	.309
Continuance	.330	.144	.336	2.296	.024*
R = 0.574 R ² = 0.330 F = 5.087 Sig. = <0.001***					

Legend: 1 – based on Linear Regression; ns – $P > 0.05$; * – $P < 0.05$; ** – $P < 0.01$; *** – $P < 0.001$.

Table 17 reveals that gross income ($\beta=0.309$, $p=0.006$) and continuance commitment ($\beta=0.336$, $p=0.024$) significantly predict work-life balance in health and wellness, accounting for 33% of variance ($R^2=0.330$). Table 19 presents the variables that best predict respondents' work-life balance as to health and wellness. The respondents' work-life balance as to health and wellness was affected by their monthly income with $\beta=0.309$, $t=2.814$, $p=0.006$, and continuance commitment with $\beta=0.336$, $t=2.296$, and $p=0.024$. This implied that the respondents' work-life balance as to health and wellness was affected by their monthly income and organizational commitment in terms of continuance commitment.

The R² value of 0.330 implies that 33.0% of the variance in the respondents' work-life balance as to health and wellness can be explained by the socio-demographic profile and organizational commitment. Hence, 67.0% of the respondents' work-life balance as to health and wellness difference can be attributed to other variables not included in the regression model.

The regression analysis is insignificant, with an F-value of 5.087 and a p-value of <0.001. Therefore, the null hypothesis stating that "the respondents' socio-demographic profile and organizational commitment did not significantly predict work-life balance as to workload" was rejected in terms of monthly income and continuance commitment. These findings align with Maslow's Hierarchy of Needs, where financial stability fulfills basic physiological and safety needs, and continuance commitment addresses security needs, as individuals remain in their positions primarily for job stability. The unexplained variance 67% suggests that other unmeasured factors may relate to higher-level needs (such as belonging, esteem, and self-actualization) that influence health and wellness. The importance of gross income supports Maslow's theory that fulfilling basic needs, like healthcare and nutrition, is essential for optimal wellness. Teachers with sufficient income are better able to meet these physiological needs, contributing to improved health and wellness. Additionally, the significance of continuance commitment reflects the safety aspect of job security, where employees remain in their jobs to maintain stability rather than out of intrinsic motivation.

Table 18. Variables that Best Predict Respondents' Work-life Balance as to Family Relationships and Support

Indicator	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	1.356	.516		2.631	.010
Age	.105	.053	.261	1.971	.052
Sex	-.157	.145	-.098	-1.083	.282
Civil status	.087	.121	.070	.714	.477
Monthly income	.309	.091	.388	3.394	.001**
Plantilla position	-.250	.121	-.255	-2.059	.042*
Years of service	-.110	.069	-.225	-1.593	.115
Affective	.490	.204	.347	2.399	.018*
Normative	.020	.159	.015	.124	.902
Continuance	-.150	.185	-.124	-.809	.420
R = 0.521 R ² = 0.271 F = 3.843 Sig. = <0.001***					

Legend: 1 – based on Linear Regression; ns – $P > 0.05$; * – $P < 0.05$; ** – $P < 0.01$; *** – $P < 0.001$.

Table 18 displays the variables that best predict respondents' work-life balance as to family relationships and support. The respondents' work-life balance as to family relationships and support was affected by their monthly income with $\beta=0.338$, $t=3.3940$, $p=0.001$; plantilla position with $\beta=-0.255$, $t=-2.059$, $p=0.042$; and affective commitment with $\beta=0.347$, $t=2.399$, and $p=0.018$. This implied that the respondents' work-life balance as to health and wellness was affected by their monthly income, plantilla position, and organizational commitment in terms of affective commitment.

The R^2 value of 0.271 implies that 27.1% of the variance in the respondents' work-life balance as to family relationships and support can be explained by the socio-demographic profile and organizational commitment. Hence, 72.9% of the respondents' work-life balance as to family relationships and support difference can be attributed to other variables not included in the regression model.

The regression analysis is insignificant, with an F-value of 3.843 and a p-value of <0.001 . Therefore, the null hypothesis stating that "the respondents' socio-demographic profile and organizational commitment did not significantly predict work-life balance as to family relationships and support" was rejected in terms of monthly income, plantilla position, and affective commitment. These findings align with Maslow's Hierarchy of Needs, where monthly income satisfies physiological and safety needs, enabling employees to secure family essentials. The negative impact of Plantilla positions suggests permanent roles may overburden employees, creating a "security paradox" that strains family time despite meeting basic safety needs. Affective commitment's positive influence reflects belonging and esteem needs; employees emotionally invested in their organization experience greater work-family integration, as workplace fulfillment spills into personal life. The substantial unexplained variance hints at unmet higher-level needs not captured in the model.

To help employees balance work and family life, companies should focus on three key areas. First, pay people enough to live on and offer benefits that support their families - this takes care of basic money worries. Second, look at full-time jobs to make sure the workload isn't too heavy, and give flexible hours so workers have time for their families. Third, build emotional connections at work through mentoring and recognition programs - when employees feel valued at work, it improves their home life too. By tackling money issues, workload problems, and emotional needs together, companies can create a workplace where people don't have to choose between their job and their family.

Conclusions

Hinterland teachers demonstrate strong emotional ties to their profession, underscoring their dedication despite their unique challenges. However, issues such as health concerns, financial instability, and work-family imbalance significantly hinder their overall well-being. The predominance of mid-career, female, and married teachers in these districts reflects broader demographic trends in education, yet their circumstances are compounded by geographic isolation and limited resources. Income disparities and job insecurity emerge as critical factors affecting teacher satisfaction, while affective commitment to teaching appears to strengthen family relationships, a notable silver lining amid their struggles. Nevertheless, excessive workload, occupational stress, and insufficient institutional support remain unresolved, threatening long-term retention and educational quality.

To mitigate these challenges, systemic reforms must prioritize equitable compensation, enhanced health and mental well-being resources, and structured career development opportunities. Policymakers should also consider localized interventions, such as improved transportation, housing incentives, and community-based support networks, to alleviate the isolation faced by hinterland educators. Furthermore, fostering work-life balance through flexible scheduling and family-inclusive policies could strengthen teacher resilience. By addressing these structural and psychosocial barriers, stakeholders can not only improve teacher retention but also ensure sustainable educational development in remote areas, ultimately benefiting students and communities alike.

Based on the findings, analysis, and conclusions made in the study, the following recommendations are set forth. For policymakers and the Department of Education, it is imperative to strengthen professional support systems by designing specialized development programs that cater to the distinct needs of hinterland teachers. These should include facilitative leadership training for school administrators to foster supportive work environments and targeted workshops on stress management, time optimization, and resilience-building tailored to remote teaching contexts. Additionally, structured mentorship initiatives pairing experienced educators with new hires should be institutionalized to strengthen affective commitment and facilitate smoother transitions into hinterland postings. For school administrators, promoting teacher autonomy and participatory decision-making can significantly enhance organizational commitment. Implementing flexible work policies such as adjusted schedules and equitable workload redistribution would improve work-life balance, while introducing comprehensive wellness programs (including mental health support and peer networks) could mitigate feelings of isolation and stress commonly reported by hinterland teachers.

For teachers themselves, active engagement in professional learning communities and leadership training is recommended to strengthen their sense of belonging and professional efficacy. Prioritizing self-care practices and leveraging available resources such as counseling services and wellness activities can help mitigate burnout and sustain long-term commitment to their roles. Finally, for the research community, future studies should employ qualitative methods to explore contextual factors (e.g., community dynamics, infrastructure limitations) that influence work-life balance in hinterland schools. Longitudinal assessments of training programs' effectiveness are also needed to evaluate their sustained impact on teacher retention and well-being. These efforts will ensure that interventions remain responsive to the evolving needs of hinterland educators. By integrating these strategies into a comprehensive training program, stakeholders can empower hinterland teachers to thrive professionally and personally, ultimately benefiting both educators and the

communities they serve.

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