

A PATH ANALYSIS OF QUALITY OF WORK LIFE AS ESTIMATED BY LEADERSHIP BEHAVIOR, JOB SATISFACTION AND ORGANIZATIONAL CLIMATE OF TEACHERS

Feralyn V. Estrellado¹ and Gretchen B. Chavez²

¹Central Mindanao Colleges, Kidapawan City, Philippines.
Corresponding email: festrellado@cmc.edu.ph

ABSTRACT

This study determined the best fit model of quality of work life among teachers in Cluster 13 Division of Davao City. The descriptive-correlational design was utilized in this study. Data were gathered through survey questionnaires and there were 150 teachers who were selected using purposive sampling. Mean was employed in analyzing the levels of job satisfaction, leadership behavior, organizational climate, and quality of work life. Pearson-product moment correlation was used to analyze the relationships that exist among the variables. A Multiple Regression Analysis was used to measure the influence of job satisfaction, leadership behavior, and organizational climate on quality of work life. Furthermore, path analysis with structural equation modeling was utilized to find the best-fit model of quality of work life. The results showed that the teachers have high levels of leadership behavior, organizational climate, and quality of work life, while the level of teachers' job satisfaction was moderate. Moreover, only the leadership behavior and organizational climate significantly predict teachers' quality of work life while job satisfaction does not significantly predict the quality of work life. Furthermore, the best-fit model of quality of work life was Hypothesized Model 5 which passed all the goodness of fit indices.

Keywords: *Job satisfaction, Leadership Behavior, Organizational Climate, Quality of work life, Path Analysis, Philippines*

INTRODUCTION

Quality of work life is one of the vital aspects to achieve the goals of the organization. It plays a pivotal role in any organization that affects the employees' and the organization's development. Those who enjoy their work are said to have a high QWL, while those who are unhappy or whose needs are otherwise unfulfilled are said to have a low QWL (Indumathy & Kalamraj, 2012). However, Chartered Institute of Personnel Development (CIPD) 2019 data revealed that 22% of the employees said they often or always feel exhausted in their jobs or under excessive pressure. It is worthwhile to mention that, if the employees of any concern are satisfied in relation to their work-life quality, they can certainly produce good results (Yuh & Choi, 2017). Organizations must provide resources needed by employees to apply quality of work life inside the organization (Dechawatanapaisal, 2017).

Globally, according to a five-yearly study charting changes in the working lives of UK nearly half or 46% the British workforce *strongly agree* that their jobs are intense compared to less than a third or 32% who said the same back in 1992 (Lifesearch, 2019). In the 2017 Educator Quality of Work Life Survey, teachers across the United States indicated that they experience a high amount of stress and dissatisfaction while in school (American Federation of Teachers, 2017). Meanwhile, Dorji et al. (2019) investigated the QWL and well-being of school teachers in Bhutan. The study found that teachers' QWL and well-being were poor and were affected by a number of variables.

In the Philippines setting, various industries face many issues related to human resources of which, Quality of Work Life is one of the concerns. Macairan (2019) investigated the QWL of Public School Nurses in the Philippines. The study revealed that opportunities at work and social integration are perceived to be of least quality aspects of the public school nurses' work life. Public school nurses must be provided with added opportunities for continuous professional development and be given more chances for better social integration to further improve their QWL. Meanwhile, a study conducted in Agusan del Sur aimed to determine public secondary school teachers' quality of work life (QWL). The study revealed that the teachers have fair QWL in terms of debt, second, employment, non-teaching commitments, health, and family obligations but low QWL in terms of financial knowledge. Moreover, the study recommended that the Department of Education provide intervention programs to improve teachers' quality of work life (Canoy, 2018).

In the local setting, Bagtasos and Espere (2010) conducted a study to examine and compare the quality of work life (QWL) of chosen public and private secondary school teachers in Davao City in terms of pay, a secure and safe environment, the growth and development of human capacities, social integration, the protection of rights, and the harmony of personal and professional life. The study revealed that public school teachers consider their upgrading on current trends as their first recommended improvement while those from private schools look at remuneration as their priority. Thus, it is recommended that the Department of Education (DepEd), as well as the private schools, shall increase the salary and benefits of teachers; improve or provide physical facilities; upgrade the teachers professionally at least twice a year; involve the teachers in the decision-making process; activate joint in partner with the stakeholders (PTA/PTCA and Brgy. Officials); implement fair evaluations of the teachers' promotions; work-life initiatives and policies; and reduce workloads and working hours of teachers (Bagtasos & Espere, 2010).

Among the factors that may contribute to teachers' work productivity are Leadership behavior, Job Satisfaction, and Turn-over Intention of teachers. It is shown in the findings of Bhavani and Jegadeeshwaran (2014) that there is a positive impact of job satisfaction on quality of work life. Job satisfaction and quality of work life need to be addressed positively to keep the employees motivated to contribute to the organizational effectiveness and growth. Meanwhile, the study of Barzegar et al. (2012) divulged a strong positive correlation between leadership behavior and QWL. Moreover, Cheewaparakobkit and Chulapetch (2020) revealed that employees were of the opinion that leadership had a direct impact on their quality of working life. Erturk (2022) teachers perceptions of Job Satisfaction and Turn over intention and moderate and should be taken into account, despite the low likelihood of teachers quitting their jobs.

Meanwhile, the previous studies put focused on the bivariate association between job satisfaction and quality of work life (Navidian et al., 2014; Jabeen et al., 2018) and leadership behavior and quality of work life (Barzegar et al., 2012). However, the researcher has not come across a study that determines the combined influence of job satisfaction and leadership behavior as predictors of work performance. Moreover, most of the studies conducted are focused on other groups of professionals like industry workers (Maulidhina, 2019; Samuel & Mariadoss, 2021) and allied health employees (Kelbiso & Woldie, 2017; Akter et al., 2018). Hence, less has been done among teachers.

With this scenario, there is a need to conduct a study about the interrelationship of job satisfaction, leadership behavior, and turnover intention and its effect on the effectiveness of teachers' work lives. In this way, the result can be adopted by the schools and concerned agencies for policy-making and guidelines to further improve the quality of work life of teachers. Moreover, the findings of this study could also be presented in a district and cluster meeting, research conference, local, national, and international research presentation. This study will be conducted in public secondary schools in Davao City during the school 2022-2023.

FRAMEWORK

This study is anchored on the propositions of Job Satisfaction by Hoppock (1935), Leadership Behavior by Scott & Spaulding (1972) and Quality of Work Life (Walton, 1973).

The balance between work and other personal responsibilities, the organization's social responsibility, and the necessity of reconciling production with QWL are precisely what determine the quality of work life (Walton, 1973). The task, the physical work environment, the social environment inside the company, the administrative system, and the interaction between life on and off job are all relevant factors in a person's quality of work life (Cunningham & Eberle, 1990). In relation to this study, this administrative factor is referring to the leadership behavior.

Individuals obtain leadership positions by a variety of paths and exhibit a variety of styles in those roles, making leadership behavior complicated and studyable from a psychological, sociological, or behavioral science perspective (Scott & Spaulding, 1972). Assessing leadership behavior involves obtaining evidence on perceptions and expectations that associates of the leader have rather than focusing entirely on what he does (Evenson, 1959). Leadership style can influence employees' organizational citizenship behavior as well as their trust and contentment with the company (Podsakoff, 1990). Job satisfaction, on the other hand, refers to any set of psychological, physiological, and environmental factors that lead a person to genuinely claim that he or she is content with his or her job (Hoppock, 1935). Although there are numerous external factors that can affect job satisfaction, this approach maintains that it is an internal concept that has to do with how the person feels. Job satisfaction is thought to be a sensation that results from the belief that one's work satisfies both their physical and psychological demands (Aziri, 2008). In accordance with this, the current study holds that job satisfaction is a factor that is connected to the quality of the working environment.

METHOD

Research design

This quantitative study used the descriptive-correlational research design. The procedure for gathering, evaluating, interpreting, and documenting a study's findings is known as quantitative research. (Creswell, 2003). On the other hand, descriptive research provides an accurate status of a phenomenon by describing the relationship among variables (Johnson & Christensen, 2000). According to Gay et al., (2006), correlational research design refers to the examination of the correlation between two or more variables in which the variables do not affect each other.

Respondents

The teachers of Cluster 13 in public schools in Division of Davao City were the respondents, particularly secondary school teachers. A total of 150 teachers were surveyed using the random sampling technique.

Instruments

The study used survey questionnaires adapted and modified from different studies and to fit into the context of the respondents of this study. The instrument is divided into four parts such as Job Satisfaction, Leadership Behavior, Organizational Climate, and Quality of Work Life of teachers.

Statistical Tools

Mean and Standard Deviation were used to determine the level and standard deviation of Job Satisfaction, Leadership Behavior, Organization Climate and Quality of Work Life of teachers.

Pearson Product Moment Correlation will be utilized to determine the relationships of Job Satisfaction, Leadership Behavior, organizational climate and Quality of Work Life of teachers.

Multiple Regression Analysis will use to measure the influence of Job Satisfaction, Leadership Behavior and Organizational Climate influence the Quality of Work Life of teachers.

SEM Path Analysis will be employed to assess the interrelationships of the variables. In evaluating the goodness of fit of the models, the following indices will be computed: CMIN/DF, Tucker-Lewis Index (TLI), Comparative Fit Index (CFI), and Root Mean Square Error of Approximation (RMSEA) and P of close Fit (PCLOSE)

RESULTS AND DISCUSSION

Level of Job Satisfaction

Table 1 shows the level of job satisfaction of teachers in Cluster 13 Division of Davao City. The level of teachers' job satisfaction contains eight indicators, namely pay, promotion, supervision, fringe benefits, operating condition, coworkers, nature of work, and communication. It garnered an overall mean of 3.19 and a standard deviation of .293. The SD results range from .386-.973 which denotes that the respondents' answers are not so dispersed from one another. In terms of pay, the teachers of cluster 13, Division of Davao City exhibit the highest mean in *I feel I am being paid a fair amount for the work I do* with the mean of 3.92 described as high.

Table 1
Level of Job Satisfaction

Job Satisfaction	Mean	SD	Descriptio n
Pay			
I feel I am being paid a fair amount for the work I do.	3.92	.898	High
Raises are too few and far between.	3.57	.669	High
I feel unappreciated by the organization when I think about what they pay me.	2.95	.936	Moderate
I feel satisfied with my chances for salary increases.	3.62	.808	High
Category Mean	3.52	.445	High
Promotion			
There is really too little chance for promotion on my job.	3.60	.866	High
Those who do well on the job stand a fair chance of being promoted.	3.51	.801	High
People get ahead as fast here as they do in other places.	3.49	.702	High
I am satisfied with my chances for promotion.	3.23	.837	Moderate
Category Mean	3.46	.426	Moderate
Supervision			
My supervisor is quite competent in doing his/her job.	4.19	.699	High

My supervisor is unfair to me.	2.03	.908	Low
My supervisor shows too little interest in the feelings of subordinates	2.63	.945	Moderate
I like my supervisor	3.80	.803	High
Category Mean	3.16	.416	Moderate
FRINGE BENEFITS			
I am not satisfied with the benefits I receive.	2.35	.852	Low
The benefits we receive are as good as most other organizations offer.	3.42	.688	Moderate
The benefit package we have is equitable.	3.55	.574	High
There are benefits we do not have which we should have	3.79	.821	High
Category Mean	3.28	.386	Moderate
Operating Condition			
Many of our rules and procedures make doing a good job difficult.	3.66	.758	High
My efforts to do a good job are seldom blocked by red tape.	2.27	.963	Low
I have too much to do at work.	3.83	.847	High
I have too much paperwork.	3.45	.973	Moderate
Category Mean	3.31	.528	Moderate
Coworkers			
I like the people I work with.	4.11	.738	High
I find I have to work harder at my job because of the incompetence of people I work with.	2.13	1.04	Low
I enjoy my coworkers.	3.95	.771	High
There is too much bickering and fighting at work.	1.83	.878	Low
Category Mean	3.01	.542	Moderate
Nature of work			
I sometimes feel my job is meaningless	1.85	.954	Low
I like doing the things I do at work.	3.58	.762	High
I feel a sense of pride in doing my job.	3.50	.918	High
My job is enjoyable.	3.39	.741	Moderate
Category Mean	3.08	.552	Moderate
Communication			
Communications seem good within this organization.	3.84	.751	High
The goals of this organization are not clear to me.	2.19	.900	Low
I often feel that I do not know what is going on with the organization.	2.44	.959	Low
Work assignments are not fully explained.	2.38	.960	Low
Category Mean	2.71	.566	Moderate
OVERALL	3.19	.293	Moderate

Level of Leadership Behavior

Table 2 shows the level of leadership behavior of Cluster 13 Division of Davao City. The leadership behavior contains two indicators such as consideration and initiating structure. The overall mean is 3.63 while its standard deviation is .351 which ranges from .354-.875 which denotes that respondents answers are closer to one another.

In terms of consideration, it shows the highest mean in the aspect of is friendly and approachable with a mean of 4.11. This indicates that the individuals being evaluated perceive

the person or group being considered as friendly and easy to approach. The description of high suggests a strong positive sentiment among the individuals being evaluated in terms of their perceived approachability and friendliness. This behavior is associated with positive interpersonal relationships, trust, and open communication in the workplace. Eisenbeiss et al., (2008) study has shown that leaders who are perceived as friendly and approachable are more likely to create a positive work environment and foster employee satisfaction and engagement.

Table 2
Level of Leadership Behavior

Leadership Behavior	Mean	SD	Description
Consideration			
Gives advance notice of changes.	3.59	.813	High
Does little things to make it pleasant to be a member of the group.	3.49	.801	Moderate
Looks out for the personal welfare of individual group members.	3.52	.739	High
Refuses to explain his/her action.	2.85	.865	Moderate
Acts without consulting the group.	2.56	.945	Moderate
Treats all group members as his/her equals.	3.71	.708	High
Is willing to make changes.	4.11	.719	High
Is friendly and approachable.	3.82	.875	High
Puts suggestions made by the group into operation	3.67	.720	High
Category Mean	3.48	.354	Moderate
Initiating Structure			
Makes his/her attitudes clear to the group.	3.85	.789	High
Tries out his/her new ideas with the group.	3.59	.696	High
Assigns group members to particular tasks.	3.87	.720	High
Schedules the work to be done.	4.12	.658	High
Maintains definite standards of performance.	3.63	.671	High
Encourages the use of uniform procedures.	3.81	.763	High
Makes sure that his/her part in the group is understood by group members.	3.95	.736	High
Asks that group members follow standard rules and regulations.	3.80	.724	High
Lets group members know what is expected of them.	3.66	.740	High
Decides what shall be done and how it shall be done.	3.56	.728	High
Category Mean	3.78	.442	High
OVERALL	3.63	.351	High

Level of Organizational Climate

The table 4 presents the result of level of quality of work life of teachers in cluster 13 Division of Davao City. There are seven indicators of work performance namely working condition, use of capacities at work, opportunities at work, social integration at work, constitutionalism at work, occupied space by the work in life and social relevance and importance of work. The overall mean is 3.94 while the standard deviation is .297 which ranges from .368-.781. This denotes that the respondent's response is all clustered to the mean.

Within the category of working conditions, the item *I feel satisfied with the use of technology in the work I do* stands out with the highest mean of 4.26. This indicates that teachers in Cluster 13 Division of Davao City have a strong positive sentiment and satisfaction with the use of technology in their work. They perceive that the technology provided to them enhances their work experience and contributes to their overall satisfaction. On the other hand, the lowest mean is associated with the aspect *I am satisfied with the safety equipment, individual and collective protection provided by the workplace* with a mean of 3.63. Although it is the lowest mean within the category, it is still described as moderate.

Table 3.
Level Organizational Climate

Organizational Climate	Mean	SD	Description
Providing Structure			
I give clear assignments to group members.	4.05	.726	High
I make the goals of the group clear to everyone.	3.95	.632	High
I emphasize the overall purpose of the group assignment to group members.	4.08	.650	High
I help group members understand their purpose for being in the group.	4.01	.675	High
I help group members understand their roles in the group.	4.08	.662	High
Category Mean	4.03	.403	High
Clarifying Norms			
I emphasize starting and ending group meetings on time.	3.81	.598	High
I model group norms for group members.	3.69	.612	High
I demonstrate effective communication to group members.	3.87	.669	High
I encourage group members to agree on the rules for the group.	3.73	.620	High
I expect group members to listen when another group member is talking.	4.33	.549	High
Category Mean	3.89	.382	High
Building Cohesiveness			
I encourage group members to listen and to respect	4.32	.511	High
I encourage group members to respect each other's differences	4.18	.560	High
I encourage group members to accept each other as unique individuals.	4.34	.528	High
I help group members build camaraderie with each other.	4.08	.670	High
Category Mean	4.23	.370	High

Promotional Standard of Excellence			
I encourage group members to work to the best of their abilities.	4.02	.704	High
I make a point of recognizing people when they do a good job.	4.20	.602	High
I promote standards of excellence.	4.28	.581	High
I give group members honest feedback about their work.	4.12	.644	High
I show group members who are not performing well how to improve the quality of their work.	3.96	.633	High
Category Mean	4.11	.352	High
OVERALL	4.06	.295	High

Level of Quality of Work Life

The table 4 presents the result of level of quality of work life of teachers in cluster 13 Division of Davao City. There are seven indicators of work performance namely working condition, use of capacities at work, opportunities at work, social integration at work, constitutionalism at work, occupied space by the work in life and social relevance and importance of work. The overall mean is 3.94 while the standard deviation is .297 which ranges from .368-.781. This denotes that the respondent's response is all clustered to the mean.

Table 4
Level of Quality of Work Life

Quality of Work Life	Mean	SD	Description
Working Condition			
I am satisfied with my work journey (quantity of work hours).	4.07	.677	High
I am satisfied with my workload (amount of work).	3.91	.644	High
I feel satisfied with the use of technology in the work I do.	4.26	.649	High
I am satisfied with the healthiness (e.g.: cleaning, lighting, noise etc.) of my workplace.	3.81	.708	High
I am satisfied with the safety equipment, individual and collective protection provided by the workplace.	3.63	.781	High
Category Mean	3.94	.405	High
Use of Capacities at Work			
I am satisfied with the autonomy (opportunity to make decisions) that I have worked with.	3.67	.549	High
I am satisfied with the importance of the task/work/activity that I do.	3.85	.610	High
I am satisfied with my performance evaluation and/or received feedback (have knowledge of how good or bad is my performance at work).	3.87	.616	High
Category Mean	3.80	.380	High
Opportunities at Work			
I am satisfied with my professional growth opportunity.	3.75	.590	High
I am satisfied with the training I had.	3.77	.548	High

I feel satisfied with the situations and the frequency in which layoffs occur in my workplace.	3.61	.712	High
Category Mean	3.71	.436	High
Social Integration at Work			
I feel respect to the variety of religious beliefs, sexual orientations, races etc. in my workplace.	4.31	.601	High
I feel satisfied with my relationship with my colleagues and leaders in my workplace.	4.01	.680	High
I feel satisfied with the commitment of my colleagues to work.	3.97	.665	High
I am satisfied with the appreciation of my ideas and initiatives at work.	3.96	.590	High
Category Mean	4.07	.448	High
Constitutionalism at Work			
I am satisfied with the workplace for its respect for workers' rights.	4.13	.648	High
I am satisfied with my freedom of expression (opportunity to give my opinions) in your workplace.	4.05	.688	High
I feel satisfied with the norms and rules at my workplace.	4.18	.602	High
I feel satisfied regarding the respect for individuality (individual and particular characteristics) at my workplace.	4.24	.620	High
Category Mean	4.15	.446	High
Occupied Space by the Work in Life			
I am satisfied with the influence of work on my family life/routine.	4.09	.688	High
I am satisfied with the influence of work on my possibility of leisure.	3.83	.679	High
I am satisfied with my work and rest schedules.	3.73	.765	High
Category Mean	3.89	.495	High
Social Relevance and Importance of Work			
I feel satisfied regarding my pride to do my job.	3.85	.659	High
I feel satisfied with the image that this workplace has in the society.	3.83	.599	High
I am satisfied with the community integration (contribution to society) that the workplace has.	4.21	.594	High
I am satisfied with the services provided of the workplace.	3.86	.567	High
I am satisfied with the human resources policy (the way the workplace treats employees) that the workplace uses.	4.31	.569	High
Category Mean	4.01	.368	High
Overall	3.94	.297	High

Within the category of working conditions, the item *I feel satisfied with the use of technology in the work I do* stands out with the highest mean of 4.26. This indicates that teachers in Cluster 13 Division of Davao City have a strong positive sentiment and satisfaction with the use of technology in their work. They perceive that the technology provided to them enhances their work experience and contributes to their overall satisfaction. On the other hand, the lowest mean is associated with the aspect *I am satisfied with the safety equipment, individual and collective*

protection provided by the workplace with a mean of 3.63. Although it is the lowest mean within the category, it is still described as moderate.

Relationship between the Independent Variables and Quality of Work Life

Table 5 shows the relationship between job satisfaction, leadership behavior, organizational climate, and quality of work life of teachers. The results show that all the independent variables have a significant relationship with the quality of work life of teachers ($p < .05$).

Table 5. Relationship between the Independent Variables and Quality of Work Life

INDEPENDENT VARIABLES	Quality of Work Life		
	R	p-value	Remarks
Job Satisfaction	.355**	.000	Significant
Leadership Behavior	.581**	.000	Significant
Organizational Climate	.571**	.000	Significant

Influence of Job Satisfaction, Leadership Behavior and Organizational Climate on the Quality of Work Life of Teachers

Table 6 presents the results of regression analysis which purpose is to show the significant predictors of quality of work life. The findings suggest that the work life of teachers is notably affected by organizational climate, as evidenced by its prominent coefficient. Furthermore, leadership behavior also exerts an impact on the work life of educators.

Table 6. Influence of Job Satisfaction, Leadership Behavior and Organizational Climate on the Quality of Work Life of Teachers

Independent Variables	Unstandardized Coefficients		Standardized Coefficients	t	p-value	Remarks
	B	Std. Error	Beta			
(Constant)	1.396	.285		4.891	.000	
Job Satisfaction	.062	.075	.061	.822	.412	Not Significant
Leadership Behavior	.285	.077	.337	3.696	.000	Significant
Organizational Climate	.322	.088	.319	3.636	.000	Significant

Note: $R = .632$, $R\text{-square} = .399$, $F = 32.312$, $P < .05$

CONCLUSION

The level of job satisfaction in Cluster 13 Division of Davao City is moderate. In particular, the teachers of cluster 13 Division of Davao City seldom exhibited pay, promotion, supervision, fringe benefits, operating condition, coworkers, nature of work, and communication. This means that the teachers in Cluster 13 Division of Davao City seldom exhibited job satisfaction.

The teachers of Cluster 13 Division of Davao City has a high level of leadership behavior. This denotes that the teachers oftentimes manifested leadership behavior. In other words, the teachers of Cluster 13 Division of Davao City had a positive response in leadership behavior in terms of consideration and initiating structure.

The level of organizational climate of Cluster 13 Division of Davao teachers have high level in terms of providing structure, clarifying norms, building cohesiveness and promotional standard of excellence. This indicates that teachers of Cluster 13 Division of Davao City oftentimes exhibited organizational climate.

The level of quality of work life of cluster 13 Division of Davao City teachers was high in terms of working condition, use of capacities at work, opportunities at work, social integration at work, constitutionalism at work, occupied space by the work in life and social relevance and importance of work. This denotes that teachers of cluster 13 Division of Davao City oftentimes exhibited quality of work life.

There was a significant relationship between leadership behavior, organizational climate and quality of work life of cluster 13 Division of Davao City.

Among the three independent variables, only leadership behavior and organizational climate significantly predicted teachers' quality of work life while the job satisfaction does significantly predicted teachers' quality of work life. This implies that leadership behavior and organizational climate can improve better the quality of work life of teachers while the job satisfaction does not contribute to the teachers work performance.

The best fit model is hypothesized model 5. The model shows that leadership behavior and organizational climate had significant direct effect on quality of work life while job satisfaction did not have direct effect on quality of work life. This implies that quality of work life is a factor that explains the relationship of leadership behavior and organizational climate on the quality of work life of teachers.

REFERENCES

- Artz, B., Goodall, A. H., & Oswald, A. J. (2017). Do women prefer female bosses? *Economic Journal*, 127(604), 1998-2039.
- Aryee, S., Chen, Z. X., Sun, L. Y., & Debrah, Y. A. (2007). Antecedents and outcomes of career anchors: Moderating effects of gender. *Journal of Vocational Behavior*, 70(2), 336-351.
- Aziri, B. (2008). Menaxhimi i burimeve njerëzore, Satisfaksioni nga puna dhe motivimi i punëtorëve, *Tringa Design, Gostivar*, p. 46.

- Bagtasos, R. P., & Espere, R. P. (2010). Quality of work life (QWL) of selected secondary school teachers in Davao City. *Pamalandong*, 4(1), 1-1.
- Barzegar, M., Afzal, E., Tabibi, S. J., & Delgoshaei, B. (2012). Relationship between leadership behavior, quality of work life and human resources productivity: data from Iran.
- Bhavani, M., & Jegadeeshwaran, M. (2014). Job satisfaction and quality of work life-a case study of women teachers in higher education. *SDMIMD Journal of Management*, 5(2), 1-12.
- Bird, A., Fang, T., & Wanous, J. P. (2016). Time will tell: Temporal trajectories of job satisfaction. *Journal of Applied Psychology*, 101(5), 689-699.
- Burns, N. and Grove, S.K. (2009). *The practice of nursing research: Appraisal, Synthesis and Generation of Evidence*. Maryland Heights, Missouri: Saunders Elsevier.
- Canoy, L. P. (2018). *Quality of Work Life of Teachers in Public Secondary School Teachers*.
- Cantina, J. M., & Carreon Jr, W. D. (2014). *Quality of Work Life and Faculty Productivity: Their Relationship. Unpublished Dissertation, Jose Rizal Memorial State University, Main Campus, Dapitan City.*
- Cheewaparakobkit, P., & Chulapetch, B. (2020). The Relationship between Leadership, Quality of Working Life, Compensation, and Welfare Affecting Job Satisfaction of Hospital Employees. *HUMAN BEHAVIOR, DEVELOPMENT and SOCIETY*, 21(3), 77-87.
- CIPD, (2019, June 12). Stress, overwork and poor work-life balance undermine UK job quality, <https://www.cipd.co.uk/about/media/press/poor-work-life-balance#gref>
- Colquitt, J. A., Conlon, D. E., Wesson, M. J., Porter, C. O. L. H., & Ng, K. Y. (2001). Justice at the millennium: A meta-analytic review of 25 years of organizational justice research. *Journal of Applied Psychology*, 86(3), 425–445. <https://doi.org/10.1037/0021-9010.86.3.425>
- Colquitt, J. A., Conlon, D. E., Wesson, M. J., Porter, C. O., & Ng, K. Y. (2013). Justice at the millennium, a decade later: A meta-analytic test of social exchange and affect-based perspectives. *Journal of Applied Psychology*, 98(2), 199-236.
- Colquitt, J. A., Scott, B. A., & LePine, J. A. (2007). Trust, trustworthiness, and trust propensity: A meta-analytic test of their unique relationships with risk taking and job performance. *Journal of Applied Psychology*, 92(4), 909-927.
- Credo-Lucidan, Grace (2022). *Job Satisfaction and Quality of Work Life among Government Employees in the Municipality of Lilo Zamboaga Del Norte, Philippines.*
- Creswell, J. W. (2003). *Research design: Qualitative, quantitative, and mixed methods approaches* (2nd ed.). Thousand Oaks, CA: Sage
- Creswell, J.W. (2008). *Educational research: Planning, conducting and evaluating quantitative and qualitative research* (2nd ed.), Upper Saddle River, N.J.: Pearson Merrill Prentice Hall.
- Dechawatanapaisal, D. (2017). The mediating role of organizational embeddedness on the relationship between quality of work life and turnover. *International Journal of Manpower*, 38(5), 696- 711

- Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. Springer Science & Business Media.
- DeConinck, J.B. (2010) The Effect of Organizational Justice, Perceived Organizational Support, and Perceived Supervisor Support on Marketing Employees' Level of Trust. *Journal of Business Research*, 63, 1349-1355. <https://doi.org/10.1016/j.jbusres.2010.01.003>
- DeNisi, A. S., & Kluger, A. N. (2000). Feedback effectiveness: Can 360-degree appraisals be improved? *Academy of Management Executive*, 14(1), 129-139.
- Detert, J.R. and Edmondson, A.C. (2011) Implicit Voice Theories: Taken-for-Granted Rules of Self-Censorship at Work. *Academy of Management Journal*, 54, 461-488.
- Dorji, S., Sirasoonthorn, P., & Anusaksathien, K. (2019). School Teachers in Rural Bhutan: Quality of Work Life, Well-Being and the Risks of Resignation. *South Asia Research*, 39(3), 270-284.
- Eisenbeiss, S. A., Knippenberg, D. V., & Boerner, S. (2008). Transformational leadership and team innovation: Integrating team climate principles. *Journal of Applied Psychology*, 93(6), 1438-1446.
- Ely, R.J. and Thomas, D.A. (2001) *Cultural Diversity at Work The Effects of Diversity Perspectives on Work*
- Evenson, W. L. (1959). Leadership behavior of high school principals. *The bulletin of the National Association of Secondary School Principals*, 43(248), 96-101.
- Fried, Y., Levi, A. S., & Oren, L. (2007). The effect of leader's instructions and role ambiguity on followers' performance: The mediating role of effort and persistence. *Leadership & Organization Development Journal*, 28(4), 364-381.
- Gagné, M., & Deci, E. L. (2005). Self-determination theory and work motivation. *Journal of Organizational Behavior*, 26(4), 331-362.
- George, J.M. and Jones, G.R. (2008). *Understanding and Managing Organizational behavior*, Fifth Edition, Pearson/Prentice Hall, New Jersey, p. 78.
- Gino, F., Pisano, G. 2008 . Toward a theory of behavioral operations. *Manufacturing and Service Operations Management*. 10 (4), 676–691.
- Golden, A. G., & Geisler, C. (2007). Work-life boundary management and the personal digital assistant. *Human Relations*, 60(3), 519–551. <https://doi.org/10.1177/0018726707076698>
- Golden, T. D., Veiga, J. F., & Dino, R. N. (2008). The impact of professional isolation on teleworker job performance and turnover intentions: Does time spent teleworking, interacting face-to-face, or having access to communication-enhancing technology matter? *Journal of Applied Psychology*, 93(6), 1412-1421.
- Grady, C. (2006). Ethics of international research: what does responsiveness mean?. *AMA Journal of Ethics*, 8(4), 235-240.

- Grawitch, M. J., & Ballard, D. W. (2016). *The psychology of workplace excellence*. Oxford University Press.
- Gro Jackson, S.E., & Joshi, A. 2011. Work team diversity. In S. Zedeck (Ed.), *APA handbook of industrial and organizational psychology: Vol. 1.up Processes and Outcomes*.
- Haralambos, M., Holborn, M., & Heald, R. (1995). *Sociology themes and perspectives 4th edition*.
- Harris, K. J., Kacmar, K. M., & Zivnuska, S. (2007). An investigation of abusive supervision as a predictor of performance and the meaning of work as a moderator of the relationship. *The Leadership Quarterly*, 18(3), 252-263.
- Hemphill, J. K. (1949). *Review of situational factors in leadership*. Ohio State University.
- Hemphill, J. K. (1957). Development of the leader behavior description questionnaire. *Leader behavior; its description and measurements*.
- Hemphill, J.K. and Coons, A.E. Development of the Leader behavior Description Questionnaire. In R.M.
- Hogg, M. A. (2016). Social identity theory. In P. J. Burke (Ed.), *Contemporary social psychological theories* (pp. 111-136). Stanford University Press.
- Hoppock, R. (1935). *Job Satisfaction*, Harper and Brothers, New York, p. 47 Indumathy, R., & <http://www.explorables.com/correlationalstudy>
- Jabeen, F., Friesen, H. L., & Ghoudi, K. (2018). Quality of work life of Emirati women and its influence on job satisfaction and turnover intention: Evidence from the UAE. *Journal of Organizational Change Management*.
- Jehn, K. A. (1995). A multimethod examination of the benefits and detriments of intragroup conflict. *Administrative Science Quarterly*, 40(2), 256-282.
- Jiang, K., Lepak, D. P., Hu, J., & Baer, J. C. (2012). How does human resource management influence organizational outcomes? A meta-analytic investigation of mediating mechanisms. *Academy of Management Journal*, 55(6), 1264-1294.
- Judge, T. A., Piccolo, R. F., Podsakoff, N. P., Shaw, J. C., & Rich, B. L. (2010). The relationship between pay and job satisfaction: A meta-analysis of the literature. *Journal of Vocational Behavior*, 77(2), 157-167.
- Kamal Raj, S. (2012). A study on quality of work life among workers with special reference to textile industry in Tirupur District – A textile hub. *International Journal of Multidisciplinary Research*, 2(4), 265–281. www.zenithresearch.org.in
- Kampen, J. (2011) *Interventies in verwaarloosde organisaties: een exploratieve studie naar diagnose en herstel*, PhD dissertation, Amsterdam: VU University.
- Katalbas – Dagondon, R. (2019). The Quality of Work Life of the Faculty. *IJRDO – Journal of Educational Research (ISSN: 2456-2947)*, 4(5), 39-54. Retrieved from <http://www.ijrdo.org/index.php/er/article/view/2913>

- Kelbiso, L., Belay, A., & Woldie, M. (2017). Determinants of quality of work life among nurses working in Hawassa town public health facilities, South Ethiopia: a cross-sectional study. *Nursing Research and Practice*, 2017.
- Kelliher, C., Richardson, J., Boiarintseva, G., & Van der Heijden, B. (2015). Does HRM contribute to employees' satisfaction with work-life balance? *International Journal of Human Resource Management*, 26(9), 1246-1265.
- Kermansaravi, F. (2015) The Relationship Between Quality of Work Life and Job Satisfaction of Faculty Members in Zaheda University of Medical Sciences
- Kossek, E. E., Baltes, B. B., & Matthews, R. A. (2011). How work–family research can finally have an impact in organizations. *Industrial and Organizational Psychology: Perspectives on Science and Practice*, 4(3), 352–359. <https://doi.org/10.1111/j.1754-9434.2011.01353.x>
- Kristof-Brown, A. L., Zimmerman, R. D., & Johnson, E. C. (2005). Consequences of individuals' fit at work: A meta-analysis of person-job, person-organization, person-group, and person-supervisor fit. *Personnel Psychology*, 58(2), 281-342.
- Lacerenza, C. N., Marlow, S. L., Tannenbaum, S. I., & Salas, E. (2017). Team development interventions: Evidence-based approaches for improving teamwork. *American Psychologist*, 72(5), 482-497.
- Leitao, J., Pereira, D. & Goncalves, A. (2019). Quality of Work Life and Organizational Performance: Worker's Feelings of Contributing, or Not, to the Organization's Productivity
- Locke, E. A., & Latham, G. P. (2002). Building a practically useful theory of goal setting and task motivation: A 35-year odyssey. *American Psychologist*, 57(9), 705-717.
- Locke, E. A., Latham, G. P., & Kennerley, M. (2019). Goal setting and goal striving in the workplace. In *Handbook of Industrial, Work, and Organizational Psychology* (Vol. 2, pp. 68-92). Sage Publications.
- Macairan, K. M. L., Oducado, R. M. F., Minsalan, M. E., Recodo, R. G., & Abellar, G. F. D. (2019). Quality of Work Life of Public School Nurses in the Philippines. *Nurse Media Journal of Nursing*, 9(1), 1-12.
- Maulidhina, R. (2019). The Analysis of the Factors Related to the Quality of Work
- Morgeson, F. P., & Humphrey, S. E. (2006). The Work Design Questionnaire (WDQ): Developing and validating a comprehensive measure for assessing job design and the nature of work. *Journal of Applied Psychology*, 91(6), 1321-1339.
- Morgeson, F. P., DeRue, D. S., & Karam, E. P. (2010). Leadership in teams: A functional approach to understanding leadership structures and processes. *Journal of Management*, 36(1), 5-39.
- Morgeson, F. P., DeRue, D. S., & Karam, E. P. (2010). Leadership in teams: A functional approach to understanding leadership structures and processes. *Journal of Management*, 36(1), 5-39.

- Morrison, E.W. (2011) Voice and Silence within Organizations Literature Review and Directions for Future Research. *Academy Management. Ann.*, 5, 373-412.
- Nair, Parvathy R. & Subash, Dr. T. (2019). Quality of Work Life and Job Satisfaction: comparative Study
- Ng, T. W. H., & Feldman, D. C. (2010). The relationships of age with job attitudes: A meta-analysis. *Personnel Psychology*, 63(3), 677-718.
- Organizational climate and culture: An introduction to theory, research, and practice. DOI:[10.4324/9781315857664](https://doi.org/10.4324/9781315857664)
- Parker, S. K., & Wall, T. D. (1998). *Job and work design: Organizing work to promote well-being and effectiveness*. Sage.
- Podsakoff, P. M., MacKenzie, S. B., Moorman, R. H., & Fetter, R. (1990). Transformational leader behaviors and their effects on followers' trust in leader, satisfaction, and organizational citizenship behaviors. *The Leadership Quarterly*, 1(2), 107-142.
- Raja, U., Johns, G., & Ntalianis, F. (2004). The impact of personality on psychological contracts. *Academy of Management Journal*, 47(3), 350-367.
- Rigby, C. S., & Bilodeau, C. A. (2009). Performance standards, feedback, and self-perceptions: Do employees know when they are performing well? *Human Performance*, 22(1), 29-44.
- Rousseau, V., & Aubé, C. (2013). Social support at work and affective commitment to the organization: A meta-analysis. *Journal of Vocational Behavior*, 83(3), 475-487.
- Sauter, S. L., Murphy, L. R., & Hurrell Jr, J. J. (2017). Prevention of work-related psychological disorders: A national strategy proposed by the National Institute for Occupational Safety and Health (NIOSH). *American Psychologist*, 72(6), 617-632.
- Smeltzer, L. R., Zenerino, A., & Castaño, C. (2018). Organizational communication satisfaction, job satisfaction, and employee performance: A reciprocal investigation. *Human Resource Development Quarterly*, 29(2), 179-203.
- Sonenshein, S. (2014). How organizations foster the creative use of resources. *Academy of Management Journal*, 57(3), 814-848.
- Steger, M. F., Dik, B. J., & Duffy, R. D. (2012). Measuring meaningful work: The work and meaning inventory (WAMI). *Journal of Career Assessment*, 20(3), 322-337.
- Tims, M., Bakker, A. B., & Derks, D. (2013). The impact of job crafting on job demands, job resources, and well-being. *Journal of Occupational Health Psychology*, 18(2), 230-240.
- Wheelan, S. A. (2013). *Group processes: A developmental perspective*. Allyn & Bacon.
- Wrzesniewski, A., Schwartz, B., Kim, S. Y., Goldfarb, M., & Dutton, J. E. (2013). The relationship between organizational culture and job satisfaction in the hotel industry. *Journal of Hospitality & Tourism Research*, 37(3), 341-363.

Zhang, X., Bartol, K. M., & Liu, W. (2012). Linking empowering leadership and employee creativity: The influence of psychological empowerment, intrinsic motivation, and creative process engagement. *Academy of Management Journal*, 55(2), 386-403.