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The Combined Influence of Job Stress, Perception on Organizational Politics, and Adversity on Quality of Work Life Among Public School Teachers: A Path Model Analysis

Bryan Gay V. Parajele and Eugenio S. Guhao Jr.

Depot Ancestral Domain National High School, Upper Ulip, Monkayo, Davao de Oro, 8805, Philippines

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ABSTRACT

Enhancing teachers' quality of work life requires a clearer understanding of the personal and organizational conditions that shape their experiences in the workplace. This study aims to identify the best-fit path model of quality of working life among 440 public school teachers in Region XI, Philippines, using job stress, perception on organizational politics, and adversity as predictor variables. Respondents for a quantitative, non-experimental descriptive-correlational study design were chosen using stratified random sampling. Multiple regression analysis, path analysis, Pearson product-moment correlation, and descriptive statistics were applied to the data collected using modified and adapted survey instruments. The findings revealed high levels of job stress, perception on organizational politics, adversity, and quality of work life among the participating teachers. The interpretation of job stress was guided by the wording and direction of the questionnaire items, particularly because most indicators were positively worded. These indicators reflected teachers' capacity to cope with work demands, perform their assigned roles, sustain positive interpersonal relationships, access organizational support, engage in professional growth, and manage both work and family responsibilities. The analysis further established significant associations among the variables examined. Among the three models tested, the generated path model 3 showed the best fit and identified important predictive relationships regarding job stress, adversity, perceptions on organizational politics, and quality of working life. Notably, adversity made a greater predictive contribution to employees' quality of work life than job stress. The findings highlight the importance of strengthening teachers' capacity to manage work demands and respond constructively to challenging circumstances while maintaining supportive organizational conditions. The study provides empirical evidence that may contribute to initiatives addressing teacher well-being, quality education, and decent work, consistent with Sustainable Development Goals 3, 4, and 8.

Keywords: *education, quality of work life, job stress, organizational politics, adversity, path model analysis, public secondary school teachers, Philippines*

SDG #3 – Good Health and Well-Being; SDG #4 – Quality Education; SDG #8 – Decent Work and Economic Growth

INTRODUCTION

In the education sector, employees' quality of work life (QWL) is increasingly recognized because teachers' experiences at work are strongly associated with their overall well-being and ability to fulfil their professional obligations. Public school teachers often work in demanding environments characterized by substantial workloads, limited resources, and a range of professional responsibilities. These conditions may influence how teachers perceive and experience their work (Magtalas & Eduvala, 2024). Previous research has also shown that teachers' overall well-being, emotional exhaustion, and quality of work life are all negatively correlated with heavy workloads and challenging teaching conditions (da Silva et al., 2024). In the Philippine context, concerns about compensation, work-life balance, and access to professional support have also been identified as relevant aspects of teachers' workplace experiences (Balunganon, 2024). In addition, organizational barriers, including ineffective communication and inadequate institutional support, may contribute to workplace strain and adversely affect teachers' quality of work life (Panuelos & Pili, 2024). These findings demonstrate the importance of examining the conditions that shape teachers' experiences both within and beyond the workplace.

It has been demonstrated that employees' quality of working life correlates with several aspects of their professional experiences. For instance, Eledio and Oca (2024) found that employees' quality of working life explains the relationship between teachers' well-being and career self-management, underscoring its importance for professional development. Additionally, Ertürk (2022) found that teachers who have a better work-life balance are generally happier in their positions and have fewer plans to leave. Similarly, Puspitasari et al. (2024) found that employees' quality of work life and professional performance were significantly correlated with supportive organizational culture, manageable workload, and favorable working conditions. Rahimi et al. (2024) also reported that a positive quality of work life is linked to teachers' involvement in innovative teaching practices. In a more recent study, da Silva et al. (2025) highlighted the importance of institutional support, sufficient resources, and favorable workplace conditions in sustaining teachers' quality of work life. Collectively, these findings suggest that QWL encompasses more than job satisfaction, as it is also associated with teachers' overall well-being, professional effectiveness, engagement in their responsibilities, and sustained involvement in the teaching profession.

A growing body of literature has explored the association between occupational job stress and employees' quality of work life. Isao (2024) found that workplace-related stressors, particularly workload demands and coworker support, significantly affected employees' quality of work life, highlighting the importance of occupational conditions in shaping perceptions on workplace well-being. Similarly, Mukhlis, Harlianty, and Madila (2024) reported that job stress significantly predicted quality of life and was related to several work-related factors, including workload, role conflict, work-related anxiety, work-life balance, and coworker support. Panuelos and Pili (2024) found that job stress had a substantial impact on public school teachers' quality of work life, particularly among secondary teachers, demonstrating how workplace stress can shape teachers' perceptions on their working environment and professional well-being. Timotius and Octavius (2022) likewise identified a significant relationship between job stress and employees' quality of work life, particularly regarding burnout, exhaustion, and job satisfaction. Earlier findings by Somaratne, Jayawardena, and Perera (2019) further revealed a strong association between work stress and quality of working life, encompassing various dimensions of employees' work experiences, including overcommitment, social distress, recreational capacity, and uncertainty.

The findings of these studies generally indicate that sustained exposure to adverse or excessive occupational stress may be associated with a less favorable quality of work life. However, the meaning of a measured job-stress score depends on how the construct was operationalized. This consideration is particularly relevant to the present study because the job-stress questionnaire consisted largely of positively worded indicators. Rather than directly describing harmful stress, the items addressed teachers' perceived ability to manage work demands, understand their responsibilities, maintain interpersonal relationships, receive organizational support, pursue career development, and balance work and family obligations. Consequently, higher numerical scores should be interpreted in relation to the direction and content of the instrument rather than automatically being equated with greater harmful stress.

Studies looking at occupational performance and psychological outcomes also show a connection between job stress and teachers' well-being at work. Gudelos and Mabitad (2025) reported that sustained workload demands and occupational stress were linked to diminished well-being and teaching performance among senior high school teachers. Similarly, Sun and Dapat (2024) found that job stress among English as a Foreign Language teachers was associated with burnout and lower psychological capital, indicating that prolonged work-related demands may deplete teachers' psychological resources. Huseth-Zosel, Crary, and Orr (2024) likewise documented higher levels of stress and burnout among less experienced teachers, suggesting potential concerns for their well-being and long-term sustainability in the teaching profession. Nevertheless, stress does not invariably produce negative outcomes. Shen and Slater (2021) noted that moderate levels of work stress may contribute to motivation and adaptation, while excessive or prolonged exposure may negatively affect well-being and employees' quality of work life. Therefore, the implications of job stress should be interpreted with consideration of its level, duration, and the manner in which the construct is measured.

Moreover, existing research indicates that employees' perceptions on organizational politics can meaningfully shape their experiences within the workplace. Obeng (2025) reported significant associations among perceptions on organizational politics, psychological well-being, and multiple work-related outcomes. Similarly, Khan et al. (2021) found that stronger employees perceived organizational politics were associated with higher levels of work stress and lower job satisfaction. These findings imply that employees' perceptions on political behavior, perceived unfairness, and self-interested practices within an organization may affect how they perceive and respond to their work environment. However, findings on perceived organizational politics should be interpreted in light of the specific outcomes examined in each study. Evidence linking organizational politics with psychological well-being, job satisfaction, or other workplace outcomes should not be considered direct evidence of its relationship with quality of work life unless QWL was specifically assessed in the research.

Related research on workplace experiences provides insights into how organizational politics may influence teachers' professional experiences. According to Khan, Sheik, and Rehman (2022), university faculty members' job satisfaction was negatively correlated with their perception on organizational politics. Likewise, Chaudhary (2023) found that politicized workplace settings were associated with diminished faculty morale and organizational commitment. Su and Xie (2023) further identified a relationship between perceived organizational politics and employees' quality of work life. In contrast, Asamani, Dramanu, and Ofosu-Amaah (2020) reported associations between organizational politics, work effort, and psychological safety among teachers. Although these studies did not specifically assess quality of work life, their findings provide relevant contextual support, as job satisfaction, employee engagement, morale, organizational commitment, and psychological safety represent important dimensions of workplace experiences and overall employee well-being.

Recent studies have increasingly examined the association between the adversity quotient and employees' quality of work life, as well as other favorable workplace outcomes. In the context of the present study, adversity quotient pertains to an individual's capacity to effectively manage, adapt to, and overcome challenging or unfavorable circumstances. It is represented by dimensions such as control, origin, ownership, reach, endurance, and transcendence, which collectively describe the ability to manage difficulties, adapt to changing situations, address conflicts, learn from setbacks, and view challenges as opportunities for growth. Mamino (2021) established a significant relationship between adversity and employees' quality of work life, highlighting the importance of an individual's ability to manage difficult circumstances effectively. Similarly, Choempunuch et al. (2021) identified significant associations among adversity, quality of working life, and mental health, particularly in the areas of control, ownership, reach, and endurance. Maharani (2022) likewise found associations among adversity quotient, employees' quality of work life, and employee performance. More recently, Peng et al. (2025) reported a strong positive relationship between employees' work-life quality and the adversity quotient. Taken together, these findings indicate that individuals with a greater capacity to manage and adapt to challenging circumstances may be better able to sustain positive workplace experiences and maintain their overall well-being.

The relevance of the adversity quotient is further reinforced by studies focusing on resilience, coping mechanisms, and individual adaptability. Juwita (2020) noted that facing challenging circumstances can strengthen resilience by encouraging individuals to persevere through difficulties and develop more adaptive responses to adversity. Similarly, Zhao and Sang (2023) found that adversity quotient, alongside emotional quotient, was associated with career progression, expanded job responsibilities, and organizational loyalty. Saxena and Rathore (2025) likewise reported that healthcare professionals with lower levels of adversity quotient experienced higher levels of burnout, anxiety, and depression, as well as poorer professional quality of life. In contrast, those with higher adversity quotient demonstrated more favorable psychological and work-related outcomes despite encountering workplace challenges. Kim et al. (2024) further emphasized the relevance of resilience in supporting better mental health among individuals exposed to multiple forms of adversity. Collectively, these findings highlight the potential importance of individuals' capacity to deal with difficulties and respond effectively to adverse circumstances in demanding work environments.

These findings highlight the importance of distinguishing between exposure to difficult circumstances and an individual's capacity to deal with those circumstances effectively. While experiencing adversity may place considerable demands on a person's well-being, a higher adversity quotient reflects the perceived capacity to manage, adapt to, and overcome challenging situations. In this context, adversity quotient may be positively associated with quality of work life because individuals who respond adaptively to difficulties may be better able to preserve their well-being, cope with workplace demands, and sustain effective performance in challenging professional environments.

The main theoretical basis for Quality of Work Life (QWL) in this study is Herzberg's Two-Factor Theory. Employee perceptions of their work environment, relationships, satisfaction, and overall well-being are all part of the concept of employees' quality of working life. According to Herzberg's framework, positive work experiences can be fostered by meaningful work, recognition, achievement, responsibility, and opportunities for professional growth. At the same time, unfavorable working conditions and appropriate organizational practices can reduce dissatisfaction. Because their working conditions, professional relationships, responsibilities, opportunities for growth, and sense of accomplishment can all influence their quality of work life, these ideas are especially relevant to public school teachers. As a result, the theory provides a solid foundation for elucidating how motivational aspects of employment and workplace conditions may influence workers' contentment and well-being.

The Transactional Model of Stress and Coping by Lazarus and Folkman (1984) is the first theory to support this. According to this model, stress is a dynamic process that arises from an individual's interactions with their surroundings. The model emphasizes how people assess situations and decide whether their available coping resources are adequate to handle perceived demands, rather than viewing stress solely as a result of external circumstances. Coping and cognitive appraisal are two key processes. Through appraisal, people determine whether a situation poses a risk, difficulty, or potential harm before considering the tools and tactics at their disposal to deal with it.

As a result, the Transactional Model of Stress and Coping offers a theoretical justification for the potential connection between work stress and employees' quality of working life. Teachers may feel more stressed, dissatisfied, and less well-off when they believe that the demands of their jobs exceed their coping mechanisms. On the other hand, teachers may be better able to handle the demands of their jobs if they have access to adequate coping mechanisms and supportive organizational environments. According to Saleem, Khan, and Sarwar (2023), organizational flexibility may lessen the negative effects of technostress on work-life quality. Additionally, Mukhlis, Harlianty, and Madila (2024) discovered a significant relationship between work stress and quality of working life. When analyzing the relationship between workplace demands and Quality of Work Life, these results provide empirical support for accounting for teachers' appraisal and coping mechanisms.

The Perception of Organizational Politics Theory, which is linked to the research of Gerald R. Ferris and Darren C. Treadway regarding employees' perceptions on political behavior within organizations, is the second supporting theory. According to the theory, workers react not only to actual organizational practices but also to how they perceive actions such as favoritism, self-serving behavior, unfair treatment, and the pursuit of personal interests. These perceptions may influence employee attitudes, behaviors, and workplace results.

Because one of the factors examined in relation to employees' quality of work life is perception of organizational politics (POPS), the theory is pertinent to the current study. Teachers may form fewer positive opinions of their work experiences if they witness favoritism, unfair treatment, self-serving behavior, or political scheming in their school setting. Olasupo et al. (2019) provided empirical support for investigating the relationship between perceived organizational politics and employees' quality of work life, reporting a significant relationship. Thus, by elucidating how employees' perceptions on organizational practices may be linked to their workplace experiences and well-being, the theory advances the study.

Resilience Theory, especially the research of Norman Garmezy (1992), is the third supporting theory. According to resilience theory, people can continue to function and adapt positively despite difficult or unfavorable situations. Garmezy highlighted the role of protective factors—such as opportunities for positive development, motivation, supportive relationships, and cognitive competence—in helping people overcome adversity. Resilient people are not immune to hardship, according to resilience theory. Rather, it acknowledges variations in how people react to, adjust to, and bounce back from challenging situations. This viewpoint is particularly pertinent to the current study, as adversity is defined in terms of an individual's ability to handle and respond to difficult situations rather than merely the quantity of adversity encountered.

Examining the connection between adversity and employees' quality of work life reveals the applicability of resilience theory. Workload pressures, policy changes in education, interpersonal issues, and other workplace demands are just a few of the professional challenges faced by public school teachers. Teachers may be better able to sustain productive work behaviors, emotional stability, and effective functioning if they are better equipped to handle and adjust to such situations. Therefore, employees' perceptions of quality of work life may be linked to their ability to respond positively to adversity. According to Maharani (2022), employee performance was influenced by both the adversity quotient and the quality of working life, indicating that the capacity to handle challenging situations is important for workplace results.

The study's conceptual framework outlines the proposed connections between job stress, perceptions of organizational politics, adversity, and employees' quality of work life. The employees' quality of work life is the dependent variable in the suggested framework, while job stress, perception on organizational politics, and adversity are treated as independent variables.

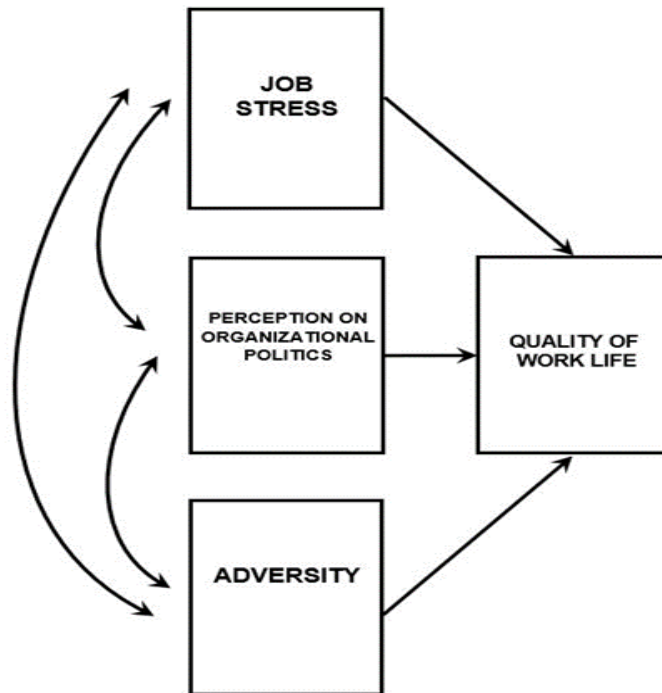


Figure 1: The Conceptual Framework of the Study

The suggested relationships between the study variables are shown in Figure 1. The proposed direct predictive paths from the three independent variables to quality of work life are shown by the single-headed arrows. Because the study used a non-experimental research design, these arrows show the relationships that were statistically examined and should not be interpreted as proof of causation.

The correlations or covariances among job stress, perceptions on organizational politics, and adversity are shown by double-headed curved arrows. These arrows acknowledge that while the predictor variables' individual relationships with employees' quality of work life are being investigated concurrently, they may be statistically related to one another. Instead of showing a causal or directional relationship between the independent variables, these curved arrows show association.

As a result, while accounting for the relationships between the predictor variables, the conceptual framework serves as the foundation for determining whether job stress, perception on organizational politics, and adversity significantly predict quality of work life. Job stress is the first independent variable with six indicators, namely, the job itself, role management, interpersonal relationships, organizational style, career development, and family-work conflict, which represent the construct, according to Wu et al. (2018). Perceptions on organizational politics are the second independent variable. According to Kacmar and Ferris (1991), the construct has three main dimensions, namely pay and promotion policies, go-along-to-get-ahead, and general political behavior.

Adversity is the third independent variable that has six dimensions, namely: control, origin, ownership, reach, endurance, and transcendence, which represent the construct in accordance with Wang, Yan, Huang, Tang, and Chen (2022). The dependent variable is the quality of work life. Nine indicators are used to measure it, based on Swamy, Nanjundeswaraswamy, and Rashmi (2015): work environment; organizational culture and climate; relations and cooperation; training and development; compensation and rewards; facilities; job satisfaction and job security; autonomy of work; and adequate resources. Taken as a whole, these dimensions reflect significant facets of workers' experiences, satisfaction, and well-being at work.

Empirical research relating workplace demands, organizational conditions, and individual capacities to employee well-being further informs the conceptual framework. For example, among Filipino public elementary teachers, Estrada-Araoz et al. (2023) found a significant inverse relationship between psychological well-being and burnout. This result demonstrates the importance of workplace conditions and occupational demands when analysing teacher well-being.

Given the ongoing difficulties faced by public school teachers, whose quality of working life may be impacted by work demands, organizational conditions, and their ability to overcome adversity, it is especially important to close this research gap. It is crucial to examine the combined predictive relationships among job stress, perceptions on organizational politics, adversity, and quality of working life, as these variables may influence teachers' workplace experiences, job satisfaction, well-being, and ability to carry out their professional duties. Compared with examining each component separately, considering these variables as a whole offers a more comprehensive understanding of the circumstances affecting employees' quality of working life. Therefore, the findings of this study may provide empirical evidence to help school administrators, education policymakers, and other stakeholders create context-responsive interventions that improve teacher well-being, create supportive work environments, and encourage long-term professional engagement.

Adversity, job stress, and perceived organizational politics have all been studied in the past, but they have frequently been examined separately or in relation to different outcomes. Particularly among public secondary teachers in the Philippine context, fewer studies have examined their combined predictive relationships with quality of work life within a single path model. This provides a foundation for examining all three variables at once.

Thus, the current study incorporates adversity, job stress, and perception on organizational politics as correlated predictor variables and uses path analysis to investigate their potential associations with employees' quality of work life. The method enables the study to consider both the predictive associations with the dependent variable and the relationships among the predictor variables. Teachers in public schools operate in settings with numerous, occasionally conflicting demands. Workload demands, organizational procedures, interpersonal connections, and each person's ability to handle challenging situations may all affect employees' quality of work life. Because these elements may coexist in the same workplace and be connected to teachers' job satisfaction, well-being, and capacity to fulfill their professional obligations, it is pertinent to examine job stress, perceptions on organizational politics, and adversity collectively.

Examining all of these variables at once offers a more comprehensive view than looking at each one separately. The connection between the predictor variables and the variables that show significant predictive relationships with employees' quality of work life can be found through a combined analysis. In the Philippine public-school system, where teachers work within organizational structures that involve administrative requirements, professional responsibilities, interpersonal relationships, and shifting educational demands, this approach is especially pertinent.

School administrators, legislators, and other education stakeholders may find the study's empirical evidence on these connections helpful. The results may contribute to the development of context-sensitive strategies that promote teachers' well-being at work, favorable working conditions, and long-term professional engagement. This study aims to determine the degree of job stress in relation to the job itself, role management, interpersonal relationships, organizational style, career development, and family-work conflict. Evaluate how people perceived organizational politics in terms of pay and promotion policies, general political behavior, and going along to get ahead. Assess the degree of adversity in terms of transcendence, control, origin and ownership, reach, and endurance. Evaluate the work environment, organizational culture and climate, relationships and collaboration, training and development, remuneration and incentives, facilities, job satisfaction and job security, work autonomy, and sufficient resources to determine the quality of working life. Find the important connections between adversity and quality of work life, job stress and quality of work life, and perceptions of organizational politics and quality of work life. Determine which aspects of adversity, job stress, and perception on organizational politics are most important in predicting quality of work life. Determine the best-fit path model that explains the relationships among the independent and dependent variables.

Understanding teacher well-being in modern educational settings requires a combined analysis of job stress, perceptions on organizational politics, adversity, and quality of work life. Teachers deal with organizational duties, emotional demands, interpersonal issues, and workload demands that may affect their experiences at work and in the classroom. According to Buchanan et al. (2022), teachers across a variety of educational settings face growing professional demands that may affect their efficacy and well-being.

A more thorough understanding of the factors linked to teachers' quality of working life may be possible by examining the relationships among the variables this study examined. The study examines the relationships among Job Stress, Perceptions on Organizational Politics, and Adversity within a single analytical framework rather than treating them as separate factors. The variables and domains that show strong predictive relationships with teachers' quality of working life may be found using this method.

For school leaders, the findings may provide empirical information to consider when developing programs and workplace practices to support teachers' well-being. The results may also help administrators better understand how teachers' perceptions of workplace conditions and their capacity to respond to challenges are associated with the quality of their working lives.

The results may provide school administrators with empirical data to consider when developing initiatives and workplace procedures aimed at promoting teachers' well-being. The findings may also aid administrators in understanding the relationship between teachers' quality of work life and their perceptions of workplace conditions, as well as their ability to overcome obstacles.

The study may help educators become more conscious of the personal and professional aspects of their well-being. This understanding may facilitate reflection on work demands, coping mechanisms, interpersonal experiences, and other factors pertinent to their quality of work life.

The study may serve as a guide for future researchers to examine job stress, perceptions on organizational politics, adversity, and quality of work life across various populations, research designs, tools, and analytical techniques. Future research may also examine additional factors that may contribute to teachers' job satisfaction.

The study's overall goal is to provide empirical evidence on the interrelated workplace and personal factors associated with public school teachers' quality of work life. The study offers a framework for understanding the statistical relationships among the variables and for selecting a model that best fits the observed data, using path analysis to examine these relationships.

Because teacher well-being is closely linked to the overall functioning of educational institutions, analysing teachers' quality of work life goes beyond individual workplace experiences. In addition to managing workload demands, organizational requirements, interpersonal concerns, and other challenges, teachers are expected to perform a variety of professional duties. The creation of more encouraging and long-lasting educational workplaces may thus benefit from an understanding of the elements linked to their quality of working life.

The current study aligns with Sustainable Development Goals 8 (Decent Work and Economic Growth), 4 (Quality Education), and 3 (Good Health and Well-Being). The analysis of job stress, adversity, and quality of working life as factors linked to teachers' well-being reflects its connection to SDG 3. Because teachers' experiences at work are a part of the larger context in which high-quality education is provided, the study is also pertinent to SDG 4. The study highlights the importance of respectful, supportive, and effective working conditions for public school teachers in relation to SDG 8. Through these linkages, the study provides evidence that may contribute to discussions concerning teacher welfare, supportive workplaces, and quality educational delivery.

Many stakeholders in the education sector may find value in the findings. The findings may provide DepEd officials with empirical data on the connections among job stress, perceptions on organizational politics, adversity, and quality of working life that can be considered when creating workplace policies and teacher-support programs. The results may provide school administrators with information to identify workplace conditions linked to teachers' quality of work life and to guide strategies for managing workload, communicating, resolving conflicts, and providing organizational support.

Teachers' understanding of workplace and personal factors that may be connected to their quality of working life may be expanded by the study. This knowledge may encourage contemplation of work-related obligations, professional connections, coping mechanisms, and methods for handling difficult circumstances. The results may serve as a helpful foundation for future research on teacher well-being and teachers' quality of work life, especially studies that examine related variables across various populations, research designs, measurement tools, and analytical techniques.

METHODOLOGY

The study included 440 secondary school teachers from public schools in Region XI of the Philippines. To ensure representation from all participating Schools Division Offices, respondents were selected through stratified random sampling from a total population of 16,114 teachers in the Department of Education Region XI. To ensure that the number of responders from each division accurately reflected the number of teachers in that division, proportional allocation was used. The respondents were distributed across ten participating divisions as follows: Davao City, 146 teachers (33.21%); Davao del Norte, 58 (13.08%); Davao Oriental, 51 (11.59%); Davao del Sur, 43 (9.77%); Davao Occidental, 38 (8.64%); Tagum City, 28 (6.36%); Panabo City, 22 (5.00%); Mati City, 20 (4.55%); Digos City, 18 (4.09%); and Island Garden City of Samal, 16 (3.64%).

The first sample-size calculation was performed using the Raosoft online sample-size calculator with a 5% margin of error, a 97% confidence level, and a 50% response distribution. To provide a more conservative sampling requirement than the widely used 95% confidence level, the 97% confidence level was chosen. To ensure sufficient representation across the ten participating divisions and to provide enough cases for the intended statistical analyses, a final sample of 440 respondents was retained. Additionally, the final sample exceeded the typically recommended minimum of 200 cases for AMOS structural equation modeling (Kline, 2015). The representation of the identified subgroups was further reinforced through stratified random sampling (Thomas, 2020).

In terms of position, Teacher I constituted the largest group, with 165 respondents (37.50%). This was followed by Teacher III, with 101 respondents (22.95%), and Teacher II, with 92 respondents (20.91%). Master Teacher, I accounted for 47 respondents (10.68%), while Master Teacher II and Master Teacher III comprised 11 (2.50%) and 8 (1.82%), respectively. The remaining respondents held higher teacher positions, including Teacher IV (6; 1.36%), Teacher VI (4; 0.91%), and Teacher V and Teacher VII (3 each; 0.68%). Regarding gender, 346 respondents (78.64%) were female, and 94 (21.36%) were male. The respondents also represented different levels of teaching experience. The largest group had 7–10 years of service, consisting of 108 teachers (24.55%). This was followed by respondents with 1–3 years of teaching experience (85, 19.32%) and those with 11–15 years (67, 15.23%). Teachers with 4–6 years of service accounted for 58 respondents (13.18%), while those with 16–20 years of service accounted for 39 (8.86%). The remaining respondents reported 21–25 years (28, 6.36%), 26–29 years (25, 5.68%), and 30 years or more (30, 6.82%) of service.

Participants were public secondary school teachers in Region XI with at least 1 year of classroom experience. They also had to freely consent to participate and sign the Certificate of Consent Form. Teachers from outside Region XI, private school instructors, those on leave, staff members in administrative positions, those with less than a year of teaching experience, and respondents who provided inaccurate or incomplete questionnaire responses were all excluded. Respondents were informed that their involvement in the study was entirely voluntary and that they were free to discontinue participation at any moment, without explanation, provided they followed the guidelines for withdrawal. The study was conducted in Region XI, also referred to as the Davao Region, in southeast Mindanao, Philippines. Eleven Schools Division Offices make up the region; however, only ten divisions were included in the study due to their consent to take part. The Davao de Oro Schools Division was not included since it did not permit the study to be conducted. Digos City, Island Garden City of Samal, Mati City, Panabo City, Tagum City, Davao City, Davao del Norte, Davao del Sur, Davao Occidental, and Davao Oriental were the divisions that took part.

Materials and Instruments

The study variables were measured using four survey instruments: adversity, job stress, perception on organizational politics, and quality of working life. The instruments were adapted to the setting of public secondary schools and modified from previously developed and validated measures. Items considered appropriate to the study's objectives were retained, while certain statements were revised in wording and sequence to improve their contextual appropriateness.

Experts in educational management and research validated the content of the modified and adapted instruments before they were administered. The validation evaluated each item's coherence, clarity, relevance, and congruence with the study's goals. The instruments' overall validation mean was 4.24, which is considered very good. The questionnaires were improved by incorporating the validators' suggestions. Cronbach's alpha coefficients were then calculated to assess the internal consistency of the revised instruments after pilot testing among respondents who shared characteristics with the intended participants.

The original instrument, which assessed work-related stress, was adapted from Wu et al. (2018). Its twenty items were divided into six indicators: the job itself, role management, interpersonal relationships, organizational style, career development, and family-work conflict. Excellent internal consistency was demonstrated by the instrument's Cronbach's alpha of .907 and standardized Cronbach's alpha of .911 after localization, modification, and pilot testing. The second tool, which was adapted from Kacmar et al. (1991), assessed perceptions of organizational politics. The twelve items were divided into three indicators: pay and promotion, go-along-to-get-ahead, and general political behavior. After the instrument was localized and adapted to the study context, it yielded a Cronbach's alpha of .898 and a standardized Cronbach's alpha of .907, indicating high internal consistency.

The third instrument measured Adversity and was adapted from Wang et al. (2022). It comprised 24 items representing six indicators: control, ownership, origin, reach, endurance, and transcendence. The pilot test yielded a Cronbach's alpha of .955 and a standardized Cronbach's alpha of .955, indicating excellent internal consistency. The fourth tool, adapted from Swamy et al. (2015), assessed work-life quality. The work environment, organizational culture and climate, relationships and cooperation, training and development, compensation and rewards, facilities, job satisfaction and job security, autonomy of work, and adequacy of resources were all covered by the 42 closed-ended items. After localization, modification, and pilot testing, the instrument achieved a Cronbach's alpha of .980 and a standardized Cronbach's alpha of .981. These findings demonstrated the instrument's outstanding internal consistency.

The respondents rated the statements on a five-point Likert scale. The interpretation of mean scores between 4.20 and 5.00 as Very High shows that the indicator was consistently visible. Scores between 1.80 and 2.59 were interpreted as Low, indicating the indicator was rarely evident; scores between 1.00 and 1.79 were interpreted as Very Low, indicating the indicator was rarely evident; scores between 2.60 and 3.39 were interpreted as Moderate, indicating the indicator was occasionally evident; and scores between 3.40 and 4.19 were interpreted as High, indicating the indicator was frequently evident. The mean scores of the four study variables were consistently analyzed using this descriptive interpretation. However, the direction and wording of each instrument were also considered when interpreting the numerical results, especially for constructs whose items were positively worded.

Design and Procedure

Descriptive-correlational research, according to Stangor and Walinga (2014), is useful for describing existing conditions and determining the extent of relationships among variables. A quantitative, non-experimental research design based on a descriptive-correlational methodology was employed in the study. The suggested relationships between the variables were then evaluated using path analysis. Because the study examined the variables in their natural environments without experimentally manipulating or controlling them, this design was judged appropriate.

The conceptual framework's network of relationships was examined using path analysis. In contrast to traditional multiple regression, which typically focuses on the predictive relationship between specific variables, path analysis allows multiple hypothesized relationships to be evaluated simultaneously within a single model. Multiple regression analysis was employed in this study to assess the independent variables' predictive contributions to quality of working life. In contrast, path analysis evaluated the fit of alternative models and examined the suggested structural relationships. Several goodness-of-fit indices were considered when assessing how well the proposed and altered path models performed. These included the RMSEA, P-CLOSE, TLI, CFI, GFI, NFI, and CMIN/DF.

Modifications to the model were considered only when supported by theory and aligned with known correlations among the variables. As a result, modification indices were not used as the only foundation for model modifications. Any changes were assessed in light of the research goals, the theoretical framework, and the substantive meaning of the variables (Peugh, 2020; Obieniu & Amadin, 2025).

The researcher first obtained ethical approval from the University of Mindanao Ethics Review Committee (UMERC), authorization from the Office of the Regional Director, and consent from the relevant Schools Division Superintendents and school principals to carry out the study in the participating public secondary schools in Region XI. The researcher worked with school principals to create a suitable schedule for distributing the questionnaires once the necessary permissions had been obtained. Before completing the instruments, respondents received instructions on how to fill out the questionnaires and an explanation of the study's purpose. To aid in comprehension, explanations or translations in the local dialect were given when needed.

Following administration, the completed surveys were gathered and their completeness verified. Prior to statistical analysis, the responses were coded, encoded, and tabulated. The first week of January 2026 marked the start of data collection, which was finished in March 2026. The direction and strength of the relationships between job stress, perceptions on organizational politics, adversity, and quality of working life were evaluated using the Pearson product-moment correlation coefficient. To ascertain the extent to which the independent variables predicted Quality of Work Life, a multiple regression analysis was also conducted.

To assess the suggested structural relationships and contrast the suggested model with theoretically supported alternatives, path analysis was then conducted. The degree to which the observed data supported the model's suitability was assessed using goodness-of-fit indices. The study was conducted in accordance with ethical standards. UMERB provided ethical clearance prior to data collection. All respondents gave their informed consent, and participation was completely voluntary. The collected data was handled in compliance with applicable data-protection laws, such as the Data Privacy Act of 2012, and the participants' privacy and confidentiality were protected.

The information was only utilized for scholarly and research purposes. Additionally, the researcher ensured that the sources used in developing the study were properly cited and acknowledged.

RESULTS AND DISCUSSION

This section provides a comprehensive presentation, analysis, and interpretation of the data obtained from public secondary school teachers in Region XI. The findings were organized according to the objectives of the research study. Moreover, this section will also discuss the conclusions about the null hypothesis by reviewing related literature that supports the study's findings.

Level of Job Stress

According to the results shown in Table 1, the overall job stress score was 4.64 with a standard deviation of 0.374, falling within the very high descriptive range. Additionally, all six indicators received very high ratings. Organizational styles had the lowest mean of 4.56, while role management, career development, and family-work conflict had the highest mean of 4.67. Organizational styles remained in the very high category despite being the lowest-rated dimension, suggesting that issues related to organizational procedures, administrative practices, and school policies were heavily represented in the responses.

Table 1. Level of Job Stress

Indicator	SD	Mean	D.E.
Job Itself	0.491	4.60	Very High
Role Management	0.407	4.67	Very High
Interpersonal Relationships	0.485	4.66	Very High
Organization Styles	0.520	4.56	Very High
Career Development	0.458	4.67	Very High
Family Work Conflict	0.459	4.67	Very High
Overall	0.374	4.64	Very High

The overall finding should be interpreted in light of the wording and scoring scheme of the modified Job Stress instrument. Since the items were phrased positively, a very high score should not automatically be understood as indicating a higher level of harmful or adverse stress. Rather, the responses suggest strong agreement with statements concerning teachers' ability to manage responsibilities, respond to workplace demands, maintain interpersonal relationships, and deal with work-related conditions. Thus, the numerical result reflects the operationalization of job stress adopted in the present study and should not be interpreted independently of the instrument's item direction.

The result is consistent with Isao (2024), who reported that workload and co-worker support were associated with employees' work-life quality. This suggests that work demands and the nature of workplace relationships are relevant to employees' experiences of well-being. Similarly, Wang et al. (2024) emphasized that teachers who effectively manage substantial workloads tend to demonstrate better psychological well-being and stronger work engagement. In the present study, the high ratings for role management and career development may indicate that respondents generally agreed with statements reflecting their capacity to manage professional responsibilities and demands.

The findings also correspond with Tarraya (2023), who highlighted the importance of supportive work environments and administrative assistance in helping teachers manage workplace demands. A supportive environment may provide teachers with the conditions to carry out their responsibilities with greater confidence. In addition, Collie et al. (2020) emphasized the contribution of leadership support and positive school conditions to teachers' motivation, occupational commitment, and well-being. Taken together, these studies provide contextual support for understanding the present findings, particularly the importance of organizational conditions and leadership support in teachers' experiences at work.

Level of Perception on Organizational Politics

The degree to which public secondary school teachers perceive organizational politics is displayed in Table 2. The respondents' overall mean of 4.69, with a standard deviation of 0.382, is considered Very High on a five-point descriptive scale. Furthermore, each of the three indicators received a Very High rating. Pay and promotion policies had the highest mean score of 4.79, while go-along-to-get-ahead and general political behavior each had a mean score of 4.65.

Table 2. Level of Perception on Organizational Politics

Indicators	SD	Mean	D.E.
General Political Behaviour	0.525	4.65	Very High
Go Along to Get Ahead	0.445	4.65	Very High
Pay and Promotion Policies	0.382	4.79	Very High
Overall	0.382	4.69	Very High

The high ratings indicate strong agreement with the statements included in the modified perception on organizational politics instrument. Given the wording of the modified items, the result may reflect respondents' perceptions of collaboration, communication, and organizational practices related to professional advancement. In particular, the highest rating for pay and promotion policies suggests that these organizational practices were especially prominent in the respondents' perceptions.

The results are consistent with those of Lhamo et al. (2021), who found a link between employee satisfaction and supportive organizational practices. Such conditions may influence how employees experience and interpret organizational processes. Khan and Hussain (2022) likewise emphasized the importance of collaboration and positive workplace relationships in strengthening organizational commitment and professional cooperation. Positive interactions among educators can foster a collaborative work environment in which professional responsibilities are carried out.

The findings are also comparable to those of Agyemang and Aboagye (2025), who highlighted the role of honest communication and positive organizational interactions in developing trust and openness among employees. Effective communication may facilitate mutual understanding and cooperation among members of an organization. Furthermore, Tang (2025) emphasized the relevance of fairness in organizational policies and promotion processes to employee motivation, confidence, and organizational commitment. The comparatively high rating for pay and promotion policies in the current study highlights the significance of organizational practices related to career progression.

Level of Adversity

Table 3 shows that the respondents' overall mean for adversity was 4.67, with a very high standard deviation of 0.401. Every one of the six dimensions received incredibly high ratings. Control had the highest mean, 4.72, while transcendence had the lowest, 4.63. Despite having the lowest rating, transcendence was in the very high descriptive category.

Table 3. Level of Adversity

Indicators	SD	Mean	D.E.
Control	0.424	4.72	Very High
Origin	0.436	4.70	Very High
Ownership	0.500	4.64	Very High
Reach	0.445	4.67	Very High
Endurance	0.453	4.66	Very High
Transcendence	0.495	4.63	Very High
Overall	0.401	4.67	Very High

The result suggests that respondents generally expressed strong agreement with statements describing their capacity to respond constructively to challenging situations. The particularly high rating for control indicates that teachers perceived themselves as capable of regulating their responses and managing difficult circumstances. The results across the other dimensions likewise suggest a strong orientation toward accepting responsibility, limiting the perceived effects of difficulties, sustaining effort, and moving forward despite challenges.

These findings are consistent with Kim et al. (2024), who found that experiencing multiple adversities may be associated with diminished peace of mind and quality of life. However, resilience may help mitigate the negative consequences of challenging life experiences. This provides a useful context for understanding the present finding: teachers' capacity to respond constructively to difficult circumstances may be relevant to their overall workplace experience.

In a similar vein, Mansfield et al. (2020) highlighted how resilient educators can turn difficult teaching situations into chances for professional development. The high ratings across all adversity dimensions in the current study indicate that most respondents agreed with statements that demonstrated perseverance and helpful solutions to challenges. These qualities might enable educators to fulfill their professional duties even in difficult situations.

The findings are also consistent with Kim and Asbury (2020), who highlighted the importance of accepting constructive criticism and feedback to improve teaching practices and respond to changing educational demands. Openness to feedback can support continuous professional learning. In addition, MacIntyre et al. (2021) reported that teachers who approach challenges positively may develop stronger resilience and coping strategies. This perspective is relevant to the present findings because teachers' responses to workplace challenges may influence how they sustain their professional engagement and well-being.

Level of Quality of Work Life

Table 4 demonstrates that public secondary school teachers had an extremely high level of quality of work life, with an overall mean of 4.68 and a standard deviation of 0.387. Furthermore, every one of the nine dimensions received a very high rating. Relationships and cooperation had the highest mean (4.73), followed by training and development (4.72). Conversely, the work environment and facilities had the lowest mean scores (4.64).

Table 4. Level of Quality of Work Life

Indicators	SD	Mean	D.E.
Work Environment	0.454	4.64	Very High
Organization Culture	0.446	4.68	Very High
Relation and Cooperation	0.412	4.73	Very High
Training and Development	0.440	4.72	Very High
Compensation and Rewards	0.481	4.67	Very High
Facilities	0.487	4.64	Very High
Job Satisfaction and Job Security	0.456	4.71	Very High
Autonomy of Work	0.433	4.67	Very High
Adequacy of Resources	0.493	4.71	Very High
Overall	0.387	4.68	Very High

The results indicate that respondents generally perceived favorable conditions in their workplaces. The highest rating for relation and cooperation suggests that collegial interaction, teamwork, and supportive professional relationships were particularly evident among the respondents. The relatively lower ratings for the work environment and facilities, although still very high, indicate areas that may benefit from continued attention. Maintaining conducive workspaces and ensuring adequate, accessible facilities may help sustain teachers' favorable perceptions of work-life quality.

The findings support Ertürk (2022), who reported that favorable working conditions and positive work environments were associated with teacher job satisfaction and professional performance. A work environment that provides appropriate support and conducive conditions can contribute to teachers' ability to perform their responsibilities effectively.

The result is likewise comparable to that of Ali and Anwar (2021), who emphasized the contributions of collegial support and teamwork to workplace relationships, motivation, and organizational commitment. This is particularly relevant to the present study because relation and cooperation obtained the highest mean among the nine dimensions of employees' quality of work life.

Additionally, Attila (2025) emphasized the important roles that motivation, acknowledgment, and encouraging work environments play in improving teachers' performance and dedication to their careers. Teachers' perceptions of their work experiences are influenced by recognition and organizational support, as evidenced by the high rating for compensation and rewards and the overall very high assessment of quality of working life.

Significance of the Relationship Between Job Stress and Quality of Work Life

Table 5 illustrates the connection between job stress and teachers' quality of work life. The analysis's overall correlation coefficient (r) of 0.578 and p -value of 0.000 at the 0.05 level of significance indicated a statistically significant, somewhat positive relationship between the variables. Thus, the null hypothesis—which held that there was no significant relationship between work-life quality and job stress—was refuted. However, the direction of the relationship requires careful interpretation. The modified job stress instrument used in the study contains positively worded items. Therefore, a higher score should not automatically be interpreted as indicating greater harmful or adverse job stress. Instead, higher scores may represent stronger agreement with statements describing teachers' capacity to manage job demands, responsibilities, relationships, and workplace conditions. Accordingly, the positive correlation should not be interpreted as evidence that greater harmful stress produces better employee quality of work life.

The results demonstrate that the construct was positively correlated with work-life quality as defined and scored in this study. This implies that positive evaluations of teachers' quality of work life may coexist with favorable working conditions and their perceived capacity to handle professional responsibilities. This interpretation, however, is contingent upon the specific content of the modified instrument, the direction of scoring, and the wording of the items. At the indicator level, all six dimensions of job stress showed statistically significant associations with the teachers' quality of work life. Organizational styles demonstrated the strongest relationship with overall quality of work life, yielding a strong positive correlation ($r=0.602$, $p=0.000$). The job itself ($r=0.428$), career development ($r=0.442$), interpersonal relationships ($r=0.449$), and role management ($r=0.471$) all showed moderate and statistically significant relationships. Despite having the weakest correlation ($r=0.352$) and a p -value of 0.000, family-work conflict was still statistically significant.

Table 5. Significance on the Relationship between Levels of Job Stress and Quality of Work Life

Job Stress	Quality of Work Life									
	Work Environment	Organization Culture	Relation and Cooperation	Training and Development	Compensation and Rewards	Facilities	Job Satisfaction and Job Security	Autonomy of Work	Adequacy of Resources	Overall
Job Itself	.332* (0.000)	.263* (0.000)	.361* (0.000)	.386* (0.000)	.420* (0.000)	.421* (0.000)	.393* (0.000)	.374* (0.000)	.325* (0.000)	.428* (0.000)
Role Management	.384* (0.000)	.337* (0.000)	.401* (0.000)	.376* (0.000)	.441* (0.000)	.446* (0.000)	.436* (0.000)	.414* (0.000)	.370* (0.000)	.471* (0.000)
Interpersonal Relationships	.362* (0.000)	.403* (0.000)	.417* (0.000)	.388* (0.000)	.408* (0.000)	.384* (0.000)	.387* (0.000)	.296* (0.000)	.392* (0.000)	.449* (0.000)
Organizational Styles	.515* (0.000)	.538* (0.000)	.540* (0.000)	.511* (0.000)	.535* (0.000)	.538* (0.000)	.523* (0.000)	.404* (0.000)	.503* (0.000)	.602* (0.000)
Career Development	.326* (0.000)	.393* (0.000)	.463* (0.000)	.441* (0.000)	.377* (0.000)	.391* (0.000)	.297* (0.000)	.367* (0.000)	.342* (0.000)	.442* (0.000)
Family Work Conflict	.276* (0.000)	.241* (0.000)	.343* (0.000)	.352* (0.000)	.328* (0.000)	.306* (0.000)	.308* (0.000)	.318* (0.000)	.233* (0.000)	.352* (0.000)
Overall	.463* (0.000)	.461* (0.000)	.532* (0.000)	.517* (0.000)	.528* (0.000)	.523* (0.000)	.493* (0.000)	.455* (0.000)	.457* (0.000)	.578* (0.000)

*Significant at 0.05 significance level.

Each job-stress dimension and each quality-of-working-life dimension have statistically significant positive associations, according to the full correlation matrix. Organizational styles were found to have the strongest overall correlation with quality of working life, whereas family-work conflict showed the weakest. These findings show that respondents' assessments of their quality of working life were significantly associated with the dimensions included in the modified job stress measure. The findings are generally consistent with research showing the relationship between work-related factors and work-life quality. Isao (2024) discovered a significant relationship between employees' quality of work life and job stressors,

particularly workload and co-worker support. Further highlighting the significance of workplace conditions in understanding employee well-being, Mukhlis, Harlianty, and Madila (2024) examined the relationship between work-related stress and quality of work life.

Overall, the results show a statistically significant correlation between the teachers' quality of work life and the operationalized measure of work stress. However, the results should be interpreted as evidence of association rather than causation, as the study employed a correlational, non-experimental design. Additionally, the positive direction of the relationship should be interpreted in light of the modified job stress instrument's features and scoring system.

Significant correlations between job-related stress and teachers' quality of working life have also been found in recent studies. According to Isao and Langcoy II (2024), job stressors had a substantial impact on workers' quality of work life, particularly regarding role conflict, work-related anxiety, and work-life balance. In a similar vein, Panuelos and Pili (2024) found a strong correlation between public secondary school teachers' work-related quality of life and workplace stress.

These studies provide pertinent support for the broader relationship between job-related conditions and employees' quality of work life, even though they typically examined stress in terms of its potentially negative effects. However, the positive correlation found in this study cannot be directly explained by them. The wording and scoring of the modified job stress instrument may be the cause of this discrepancy. As a result, the way the construct was operationalized in the current study should be used to interpret the direction of the relationship.

Significance of the Relationship Between Perception on Organizational Politics and Quality of Work Life

The relationship between perceptions on organizational politics and quality of work life is shown in Table 6. The results of the analysis showed a statistically significant, strong positive association between the variables, with an overall correlation coefficient of r -value 0.651 and a p -value of 0.000. As a result, the null hypothesis, which claimed that there was no meaningful connection between perception on organizational politics and teachers' quality of work life, was disproved. The result indicates that higher scores on the modified perception on organizational politics instrument were associated with higher quality-of-work-life scores. However, the positive direction should be interpreted with caution because the modified instrument includes positively worded items on fair organizational practices, constructive workplace interactions, honest expression of opinions, collaboration, workplace harmony, and merit-based pay and promotion. Therefore, a high score should not automatically be interpreted as evidence of greater exposure to harmful organizational politics.

Instead, the finding suggests that favorable perceptions of the organizational practices represented in the modified instrument were associated with more favorable assessments of employees' quality of work life. This distinction is important because the statistical relationship describes the instrument's scores and does not establish that harmful organizational politics improves teachers' quality of work life. All three aspects of organizational politics perception showed statistically significant correlations with work-life quality at the indicator level. The strongest correlation ($r = 0.614$, $p = 0.000$) was found between pay and promotion policies, suggesting a strong positive relationship. While general political behavior yielded $r = 0.489$, going along to get ahead yielded $r = 0.572$. Both relationships had a moderate magnitude and were statistically significant.

Assessments of teachers' quality of work life were particularly correlated with their perceptions of compensation and professional advancement, as indicated by the comparatively stronger association with pay and promotion policies. Teachers' workplace experiences were linked to the organizational practices and interactions reflected in the modified instrument, as evidenced by the significant correlations found across all three indicators.

However, the actual content and scoring of the revised questionnaire should be taken into consideration when interpreting these results. The results show statistical relationships among the measured constructs, but they do not indicate that perceived organizational politics, in the traditional negative sense, improves employees' quality of work life.

Table 6. Significance on the Relationship between Levels of Perception on Organizational Politics and Quality of Work Life

Perception on Organizational Politics	Quality of Work Life									
	Work Environment	Organization Culture	Relation and Cooperation	Training and Development	Compensation and Rewards	Facilities	Job Satisfaction and Job Security	Autonomy of Work	Adequacy of Resources	Overall
General Political Behavior	.430* (0.000)	.427* (0.000)	.385* (0.000)	.409* (0.000)	.446* (0.000)	.454* (0.000)	.479* (0.000)	.360* (0.000)	.351* (0.000)	.489* (0.000)
Go Along to Get Ahead	.467* (0.000)	.452* (0.000)	.530* (0.000)	.472* (0.000)	.551* (0.000)	.541* (0.000)	.491* (0.000)	.513* (0.000)	.368* (0.000)	.572* (0.000)
Pay and Promotion Policies	.508* (0.000)	.545* (0.000)	.503* (0.000)	.542* (0.000)	.527* (0.000)	.561* (0.000)	.543* (0.000)	.528* (0.000)	.447* (0.000)	.614* (0.000)
Overall	.548* (0.000)	.553* (0.000)	.550* (0.000)	.552* (0.000)	.594* (0.000)	.605* (0.000)	.591* (0.000)	.540* (0.000)	.452* (0.000)	.651* (0.000)

*Significant at 0.05 significance level.

The significant association between perception on organizational politics and quality of work life is also reflected in related empirical studies. Obeng (2025) emphasized that perceptions of workplace politics may be associated with psychological well-being and work-related satisfaction. Likewise, Khan, Siddiqui, Weijun, and Mingxing (2021) reported relationships involving organizational politics, job stress, job satisfaction, and workplace well-

being. These studies provide contextual support for the relevance of organizational perceptions to workplace well-being. However, their findings do not directly account for the positive direction observed in the present study. The difference may be related to the modification and positive wording of the questionnaire used in this research. Accordingly, the present finding is more appropriately described as a significant positive association between scores on the modified perception on organizational politics measure and quality of work life, rather than as evidence that harmful organizational politics improves quality of work life.

Significance of the Relationship Between Adversity and Quality of Work Life

The relationship between the adversity quotient and work-life quality is shown in Table 7. The results of the analysis showed a statistically significant, strong positive association between the variables, with an overall correlation coefficient of $r=0.756$ and a p -value of 0.000. As a result, the null hypothesis, which stated that there is no meaningful connection between the adversity quotient and teachers' quality of work life, was disproved. In this study, adversity refers to respondents' ability to manage and overcome difficult circumstances, rather than to the frequency or extent of the adversities they experience. It includes their perceived capacity to regulate their reactions, take responsibility, remain persistent in the face of challenges, and prevent difficulties from adversely affecting other aspects of their lives. Accordingly, the positive correlation suggests that respondents with stronger adversity-related capacities generally reported a more favorable quality of work life.

All six indicators of the adversity quotient were significantly related to teachers' quality of work life. Transcendence obtained the strongest relationship ($r = 0.726$, $p = 0.000$), followed by endurance ($r = 0.693$) and reach ($r = 0.690$). Control yielded $r = 0.655$, while origin obtained $r = 0.623$. Ownership showed the lowest correlation, $r = 0.575$. Every correlation was statistically significant. The results indicate that several aspects of adversity-related capacity were strongly associated with teachers' quality of work life. In particular, the ability to rise above difficult circumstances, persist despite challenges, and prevent difficulties from affecting other areas of life showed relatively strong associations with favorable workplace experiences.

Table 7. Significance on the Relationship between Levels of Adversity and Quality of Work Life

Adversity	Quality of Work Life									
	Work Environment	Organization Culture	Relation and Cooperation	Training and Development	Compensation and Rewards	Facilities	Job Satisfaction and Job Security	Autonomy of Work	Adequacy of Resources	Overall
Control	.580* (0.000)	.614* (0.000)	.614* (0.000)	.568* (0.000)	.538* (0.000)	.568* (0.000)	.552* (0.000)	.511* (0.000)	.485* (0.000)	.655* (0.000)
Origin	.509* (0.000)	.568* (0.000)	.588* (0.000)	.548* (0.000)	.560* (0.000)	.551* (0.000)	.540* (0.000)	.461* (0.000)	.452* (0.000)	.623* (0.000)
Ownership	.512* (0.000)	.560* (0.000)	.538* (0.000)	.521* (0.000)	.535* (0.000)	.484* (0.000)	.481* (0.000)	.418* (0.000)	.366* (0.000)	.575* (0.000)
Reach	.625* (0.000)	.598* (0.000)	.642* (0.000)	.621* (0.000)	.610* (0.000)	.605* (0.000)	.606* (0.000)	.511* (0.000)	.470* (0.000)	.690* (0.000)
Endurance	.626* (0.000)	.622* (0.000)	.647* (0.000)	.590* (0.000)	.618* (0.000)	.611* (0.000)	.601* (0.000)	.493* (0.000)	.504* (0.000)	.693* (0.000)
Transcendence	.697* (0.000)	.617* (0.000)	.629* (0.000)	.585* (0.000)	.613* (0.000)	.630* (0.000)	.665* (0.000)	.539* (0.000)	.578* (0.000)	.726* (0.000)
Overall	.678* (0.000)	.684* (0.000)	.698* (0.000)	.654* (0.000)	.663* (0.000)	.658* (0.000)	.658* (0.000)	.560* (0.000)	.545* (0.000)	.756* (0.000)

*Significant at 0.05 significance level.

The finding is consistent with Maharani (2022), who highlighted the relevance of the adversity quotient and work-life quality to employee performance. Peng, Zhang, Liang, and Xu (2025) likewise reported a strong positive relationship between employees' quality of work life and adversity quotient, which is consistent with the present finding that greater capacity to manage and overcome challenges is associated with more favorable workplace well-being. Zhao and Sang (2023) further reported that adversity-related capacities, together with emotional intelligence, were associated with career growth, job performance, and organizational commitment. These findings provide additional context for understanding the present results. Taken together, the evidence suggests that the ability to manage, adapt to, and overcome challenging circumstances is relevant to teachers' workplace experiences and teachers' quality of work life.

Best-Fit Path Model on Quality of Work Life

Three path models were assessed to examine the structural relationships among the variables. Established goodness-of-fit metrics were used to compare the models. The p -value, CMIN/DF, P -close, RMSEA, NFI, TLI, CFI, and GFI were among the factors considered in the analysis. When the relevant fit measures, such as a p -value greater than 0.05, CMIN/DF between 0 and 2, P -close greater than 0.05, RMSEA below 0.05, and comparative fit indices above 0.95, satisfied the predetermined criteria, the study deemed the model acceptable.

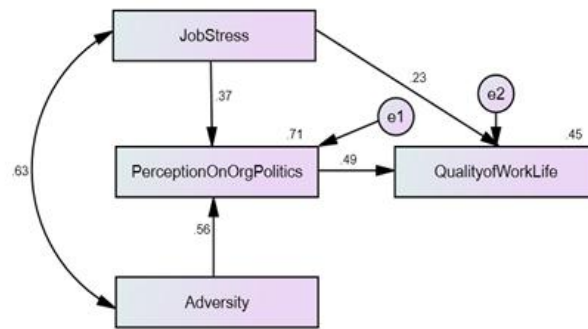


Figure 2. Path Analysis Model 1 in Standardized Solution

Legend: JobStress – Job Stress;

PerceptionOnOrgPolitics – Perception on Organizational Politics;

Adversity – Adversity;

QualityofWorkLife – Quality of Work Life

Generated Path Model 1. The standardized version of Path Analysis Model 1 is shown in Figure 2. Adversity and job stress were identified as correlated variables in this model, and both were linked to perceptions on organizational politics. The employees' quality of work life was also found to be directly correlated with job stress and perceptions of organizational politics.

Previous research supports the observed relationship between quality of working life and job stress. Isao and Langcoy II (2024) found significant associations between job stressors and employees' quality of work life. Similarly, Khan, Siddiqui, Weijun, and Mingxing (2021) reported relationships among job stress, job satisfaction, and workplace well-being. These findings establish the relevance of job-related conditions to the quality of work life. However, they do not directly explain the positive direction observed in the present study because the current research used a modified, positively worded job stress instrument.

Model 1 did not satisfy the requirements, according to the goodness-of-fit results. Both the p-value and the P-close value were less than the required threshold of 0.05, at 0.000 and 0.000, respectively. The specified range of 0 to 2 was significantly exceeded, with a CMIN/DF of 131.293. The following indices—GFI = .886, CFI = .887, NFI = .887, and TLI = .321—also did not meet the specified requirements. With an RMSEA of .545, the criterion of less than .05 was significantly exceeded.

Since none of the indices met the required criteria, Model 1 was considered a poor fit to the data and thus was not accepted as the best-fit model for the study.

Table 8: Goodness of Fit Measures of Path Analysis Model 1

INDEX	CRITERION	MODEL FIT VALUE
P-Value	> 0.05	.000
CMIN/DF	0 < value < 2	131.293
P-value	> 0.05	.000
GFI	> 0.95	.886
CFI	> 0.95	.887
NFI	> 0.95	.887
TLI	> 0.95	.321
RMSEA	< 0.05	.545

Legend: CMIN/DF - Chi-Square/Degrees of Freedom;

NFI - Normed Fit Index;

TLI - Tucker-Lewis Index;

CFI - Comparative Fit Index;

GFI - Goodness of Fit Index;

RMSEA - Root Means Square of Error Approximation;

Pclose - P of Close Fit;
P-value - Probability Level

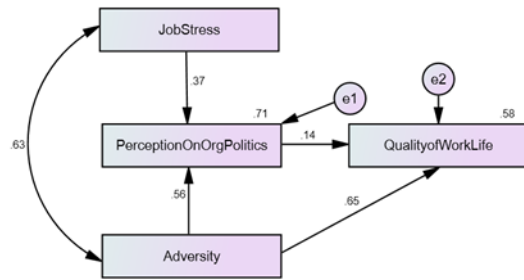


Figure 3. Path Analysis Model 2 in Standardized Solution

Legend: JobStress – Job Stress;

PerceptionOnOrgPolitics – Perception on Organizational Politics;

Adversity – Adversity;

QualityofWorkLife – Quality of Work Life

Generated Path Model 2. The relationship between the variables is depicted in Figure 3, where both job stress and adversity influenced perceptions on organizational politics. Furthermore, while job stress no longer had a direct impact on teachers' quality of work life, adversity and perceptions on organizational politics did.

These findings were in line with Ratanasiripong, Ratanasiripong, Nungdanjark, and Thongthammarat (2020), who stress that adversity is an inevitable part of the teaching profession and may affect teachers' perception of their work environment. Overcoming workplace factors that may contribute to adversity, including heavy workloads and limited resources, may improve teachers' quality of working life. Moreover, support systems and professional development opportunities could help build teachers' ability to cope with challenging circumstances, which may result in greater job satisfaction and overall well-being.

Compared to the previous model, notable improvements were observed in several goodness-of-fit indices. The P-close value improved from .000 to .008 in Model 2. In addition, the Chi-square divided by the degrees of freedom (CMIN/DF) decreased from 131.293 to 12.027 while the corresponding p-value improved from .000 to .001. Improvements were also observed in the Goodness of Fit Index, from .886 to .987; the Comparative Fit Index, from .887 to .990; and the Normed Fit Index, from .887 to .990. Similarly, the Tucker-Lewis Index improved from .321 to .943 while the Root Mean Square Error of Approximation decreased from .545 to .158.

Despite the improvements, Model 2 was still considered unfit because some indices did not meet the required criteria. Although the GFI, CFI, and NFI satisfied the acceptable threshold of greater than 0.95, the P-close value and p-value remained below the required value of 0.05. In addition, the CMIN/DF value still exceeded the acceptable range of 0 to 2, the TLI was below the required value of 0.95, and the RMSEA was still higher than the acceptable value of 0.05.

Therefore, Path Model 2 was not accepted as the best-fit model for the study, as several fit indices still failed to meet the required goodness-of-fit criteria.

Table 9: Goodness of Fit Measures of Path Analysis Model 2

INDEX	CRITERION	MODEL FIT VALUE
P-Close	> 0.05	.008
CMIN/DF	0 < value < 2	12.027
P-value	> 0.05	.001
GFI	> 0.95	.987
CFI	> 0.95	.990
NFI	> 0.95	.990
TLI	> 0.95	.943
RMSEA	< 0.05	.158

Legend: CMIN/DF - Chi-Square/Degrees of Freedom;

NFI - Normed Fit Index;

- TLI** - Tucker-Lewis Index;
- CFI** - Comparative Fit Index;
- GFI** - Goodness of Fit Index;
- RMSEA** - Root Means Square of Error Approximation;
- Pclose** - P of Close Fit;
- P-value** - Probability Level

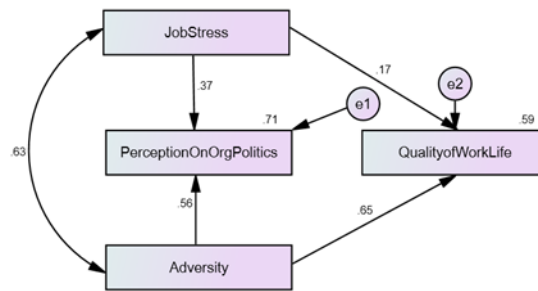


Figure 4. Path Analysis Model 3 in Standardized Solution

Legend: JobStress – Job Stress;

PerceptionOnOrgPolitics – Perception on Organizational Politics;

Adversity – Adversity;

QualityofWorkLife – Quality of Work Life

Generated Path Model 3. Figure 4 displays the standardized solution of the final path model, highlighting the significant correlations among the variables retained in the model. The final model demonstrates that job stress and adversity significantly predict perceptions on organizational politics. Additionally, there are significant direct connections between the quality of working life, adversity, and job stress. Furthermore, because perception on organizational politics has no direct bearing on work-life quality, the final model does not employ it as a mediating variable between job stress, adversity, and work-life. Compared with Path Model 2, Path Model 3 demonstrated further improvements in the goodness-of-fit indices, indicating a much better fit between the observed variables and the proposed relationships.

Specifically, the P-close value improved from .008 in Path Model 2 to .640 in Path Model 3, which was greater than the required criterion of more than .05. Similarly, the CMIN/DF significantly decreased from 12.027 to .606, which fell within the acceptable range of 0 to 2. The corresponding p-value also improved from .001 to .436, which met the required criterion of more than .05. Additionally, similar improvements were witnessed in the GFI, from .987 to .999; the CFI, from .990 to 1.000; and the NFI, from .990 to .999. Furthermore, the TLI improved from .943 to 1.002, which was greater than the acceptable value of more than .95. In addition, the RMSEA decreased from .158 to .000, which was within the acceptable criterion of less than .05. These improvements exemplify that Path Model 3 fulfilled the required goodness-of-fit criteria and adequately represented the observed relationships between the variables.

Since all goodness-of-fit indices met the acceptable thresholds, Path Model 3 was determined to be the study's best-fit model. Consequently, the null hypothesis that there is no best-fit model explaining the relationships between job stress, perceptions on organizational politics, adversity, and quality of work life among public secondary school teachers in Region XI was rejected. The final model demonstrates that perceptions on organizational politics are significantly predicted by job stress and adversity, and that these perceptions have significant direct paths to quality of working life. Because the final model does not maintain a direct path to teachers' quality of work life, the perception on organizational politics should not be interpreted as a mediator or an indirect pathway between the predictor variables and work life. On the other hand, job stress and adversity directly predict work-life quality, whereas in the final model, these factors predict perceptions on organizational politics. Therefore, the best-fit model adequately captures the direct and predictive relationships between the variables in the current study.

The results are consistent with Kenny's (2024) emphasis that a model can be deemed the best fit if it closely matches both the underlying theoretical framework and the observed data. In a similar vein, Douma and Shipley (2022) pointed out that a good model fit is achieved when the suggested model sufficiently captures the observed data and satisfies the goodness-of-fit requirements with few discrepancies between the observed and predicted relationships between the variables. Although both factors show direct predictive relationships with employees' quality of work life, the best-fit model in this study indicates that job stress and adversity significantly predict perceptions on organizational politics. These results emphasize how crucial job-related circumstances and adversity-related abilities are to comprehending teachers' quality of work life. By highlighting teacher well-being, the capacity to handle difficulties, and favorable working conditions as important factors for supportive educational environments and sustainable educational development, the findings also support SDGs 3 (Good Health and Well-Being), 4 (Quality Education), and 8 (Decent Work and Economic Growth).

Table 10: Goodness of Fit Measures of Path Analysis Model 3

P-Close	> 0.05	.640
CMIN/DF	0 < value < 2	.606
P-value	> 0.05	.436
GFI	> 0.95	.999
CFI	> 0.95	1.000
NFI	> 0.95	.999
TLI	> 0.95	1.002
RMSEA	< 0.05	.000
P-Close	> 0.05	.640

Legend: CMIN/DF - Chi-Square/Degrees of Freedom;

NFI - Normed Fit Index;

TLI - Tucker-Lewis Index;

CFI - Comparative Fit Index;

GFI - Goodness of Fit Index;

RMSEA - Root Means Square of Error Approximation;

Pclose - P of Close Fit;

P-value - Probability Level

Table 11**Estimates of Variable Regression Weights in Path Analysis Model 3**

			B	S.E.	C.R.	BETA	P
PerceptionOnOrgPolitics	<---	JobStress	.382	.034	11.390	.374	***
PerceptionOnOrgPolitics	<---	Adversity	.532	.031	16.985	.558	***
QualityofWorkLife	<---	Adversity	.628	.038	16.545	.648	***
QualityofWorkLife	<---	JobStress	.179	.041	4.395	.172	***

Chi-square = .606

Degrees of freedom =1

Probability level = .436

The estimates of the variable regression weights in Path Analysis Model 3 are shown in Table 11. The results revealed that job stress significantly influenced perception on organizational politics, as evidenced by a beta value of .374, a critical ratio (C.R.) of 11.390, and a probability value of less than .001. Likewise, adversity significantly influenced perceptions on organizational politics, with a beta value of .558, a C.R. of 16.985, and a probability value of less than .001. These findings suggest that job stress and adversity significantly contributed to teachers' perceptions on organizational politics. Variations in teachers' work-related stress and their ability to cope with challenges were associated with corresponding changes in their perceptions of political behaviors and practices within their organizations.

Moreover, the results displayed that adversity significantly influenced quality of work life, evidenced by a beta value of .648, a C.R. of 16.545, and a probability value of less than .001. Similarly, job stress significantly influenced quality of work life, as evidenced by a beta of .172, a C.R. of 4.395, and a probability value of less than .001. These findings suggest that adversity and job stress were significant predictors of teachers' quality of work life, with adversity exerting a stronger influence than job stress. Teachers who demonstrated greater capacity to overcome challenges and adapt to difficult situations were more likely to experience a higher quality of work life. At the same time, job stress significantly contributed to variations in their workplace experiences.

Furthermore, the generated path model demonstrated a satisfactory fit, as evidenced by a chi-square value of .606, 1 degree of freedom, and a probability value of .436. Since the p-value exceeded the required criterion of .05, the hypothesized model was considered acceptable and adequately fit the observed data. Consequently, the null hypothesis stating that the hypothesized model does not significantly explain the relationships among the variables was rejected. The findings further confirm that the hypothesized relationships among job stress, perception on organizational politics, adversity, and quality of working life were supported by the data. The proposed model provided a valid explanation of the relationships among the variables investigated in the study.

CONCLUSION

According to the study, all four variables, namely: job stress, perceptions on organizational politics, adversity, and quality of work life, showed extremely high descriptive ratings for public school teachers in Region XI, particularly in the secondary level. The overall mean score for job stress was 4.64, with the highest indicator ratings going to role management, career development, and family-work conflict. The overall mean score for perceptions on organizational politics was 4.69, with the highest rating going to pay and promotion policies. The overall mean adversity quotient score was 4.67, and the highest-rated dimension was control. Relationship and cooperation received the highest rating, with an overall mean of 4.68 for quality of work life.

These results demonstrate that the respondents generally experienced favorable workplace conditions and demonstrated positive capacities across the constructs examined. However, the results also point to areas requiring sustained attention, particularly workload and role management, organizational practices, resilience-related capacities, and the physical work environment. The study also found statistically significant correlations between adversity and quality of working life ($r = .756$), perception of organizational politics and quality of working life ($r = .651$), and job stress and quality of working life ($r = .578$). Consequently, the corresponding null hypotheses were disproved.

The positive relationships between job stress and perceptions on organizational politics should be interpreted in light of the wording and scoring of the modified instruments. Because the items were positively worded, higher scores should not automatically be interpreted as indicating greater harmful stress or more unfavorable organizational politics. Rather, the results indicate positive associations between scores from the modified measures and quality of working life. Among the three variables, the adversity quotient demonstrated the strongest relationship with teachers' quality of work life. This indicates that teachers' perceived capacity to regulate responses, assume responsibility, persevere through difficulties, and manage challenging situations was strongly associated with their evaluations of employees' quality of work life.

Of all the models analyzed, Path Analysis Model 3 was the best fit. The final model showed that both job stress and adversity showed significant direct paths to quality of work life, and that they both significantly predicted perceptions on organizational politics. Crucially, the final model did not maintain a direct relationship between perceptions on organizational politics and quality of work life. As a result, it should not be seen as a mediator or an indirect way that job stress or adversity impacts one's quality of work life. Rather, while job stress and adversity directly predict quality of work life, perception on organizational politics functions as an endogenous variable. As a result, the final model provides an empirical structural depiction of the relationships preserved in the data. The findings support the view that teachers' quality of working life is related to workplace conditions and their ability to handle and respond to difficult situations.

RECOMMENDATION

The Department of Education, Schools Division Offices, and school administrators may continue to enhance programs and policies that promote teachers' professional well-being and quality of work life in light of the findings. Workload management, career development, role clarity, and work-life balance may receive special attention. School administrators may consider fair assignment distribution, distinct job descriptions, appropriate administrative support, and readily accessible professional development opportunities. School heads and educational leaders may also strengthen transparent and fair organizational practices, particularly regarding pay and promotion policies, which received the highest rating among the indicators of perception on organizational politics. Clear communication of criteria, consistent application of procedures, opportunities for teachers to raise concerns, and transparent decision-making may help promote trust and constructive relationships within schools. Because the adversity quotient achieved a very high level and showed the strongest correlation with quality of work life, schools may sustain resilience-building and capacity-development activities. These may include mentoring, professional learning activities, wellness programs, peer support mechanisms, and activities designed to strengthen teachers' ability to regulate their responses, take responsibility, persevere through difficulties, and manage challenging situations.

Such activities should be regarded as supportive measures for strengthening teachers' coping and adaptive capacities. The correlational and structural findings of the present study should not, however, be interpreted as proof that resilience-building interventions will necessarily improve the quality of work life. For teachers' quality of work life, continued attention may be given to work environment and facilities, which obtained the lowest mean ratings among the nine indicators. However, both remained within the very high descriptive category. School heads and Schools Division Offices may assess the adequacy, accessibility, functionality, and maintenance of facilities and physical workspaces. Regular consultation with teachers regarding workplace needs may also help identify areas requiring improvement. Ensuring adequate resources, conducting timely maintenance, and maintaining conducive workspaces may help sustain the favorable quality of work-life conditions reported by respondents. At the same time, schools may continue to strengthen relations and cooperation, which received the highest rating among the quality-of-work-life indicators. Supportive leadership, open communication, teamwork, recognition of contributions, and opportunities for constructive professional collaboration may be sustained as components of a positive school climate.

The findings of Path Analysis Model 3 may also serve as an empirical reference for educational leaders and policymakers when considering programs related to teachers' workplace experiences. Since job stress and adversity predicted perceptions on organizational politics, and both variables also demonstrated direct predictive relationships with quality of work life, initiatives may address these areas in a coordinated manner through workload management, transparent organizational practices, supportive leadership, and resilience-building activities. However, these recommendations should be understood as practical responses to the relationships identified in the study, rather than as interventions proven by this research to improve work-life quality.

Finally, future researchers may retest and validate Path Analysis Model 3 using respondents from other educational levels, geographical areas, and organizational settings. Replication in different contexts may help determine the extent to which the model can be generalized. Future studies may also consider additional variables that could provide further explanation of teachers' quality of work life and may employ longitudinal or other appropriate research designs to examine changes in the relationships over time. Future researchers may also examine additional variables that could further explain variations in teachers' quality of work life. Potential areas for investigation include leadership style, organizational support, teacher engagement,

emotional intelligence, psychological well-being, and organizational commitment. Examining these four variables may provide a deeper understanding of the factors associated with teachers' workplace experiences.

In particular, future studies may further investigate the potential role of perception in organizational politics as a mediating variable, using alternative measures, validated scoring procedures, and research designs specifically appropriate for testing mediation. In the present study, perception on organizational politics did not retain a direct path to quality of working life in the final Model 3. Therefore, the mediating role was not supported by the final structural model. Further research using different samples, measurement approaches, and theoretically justified model specifications may determine whether a mediation pathway can be established under other conditions. Future researchers may also employ longitudinal, mixed-methods, or structural equation modeling approaches to obtain additional evidence regarding the relationships among job stress, perceptions on organizational politics, adversity quotient, and quality of work life. Longitudinal designs may help examine how these variables change and relate to one another over time, while mixed-methods approaches may provide qualitative explanations that complement quantitative findings. Structural equation modeling may likewise permit more comprehensive examination of the proposed relationships among latent constructs.

Such approaches may strengthen the understanding of the temporal and structural relationships among the variables. Nevertheless, findings from future research should continue to be interpreted in light of the study's design and assumptions, and statistical associations should not automatically be regarded as evidence of causality.

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