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## WORK-LIFE BALANCE ON TURNOVER INTENT: A SEQUENTIAL MIXED-METHODS STUDY AMONG ELEMENTARY SCHOOL TEACHERS

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### ABSTRACT

This study utilized an explanatory sequential mixed-methods design to investigate the influence of Work-Life Interface (WLI) toward Turnover Intention among 124 elementary school teachers in Arakan. Quantitative data revealed high levels of turnover intention driven by health fatigue, family dissatisfaction, and promotional stagnation, despite high vocational satisfaction. Multiple regression analysis established that Work Interference with Personal Life was the sole unique, statistically significant driver of intent to leave across all examined organizational withdrew catalysts. Qualitative analysis contextualized this statistical strain, identifying catalysts of conflict such as digital telepressure and administrative voluminosity forced into domestic hours. These demands led to socio-emotional cognitive saturation and secondary traumatic stress. Teachers perceived the organizational culture as transactional, characterized by career stagnation, rigid scheduling, and a lack of participatory shared leadership. To mitigate this vocational withdrawal, the study proposed a formal Teacher Retention and Wellness Initiative.

### CHAPTER I

#### INTRODUCTION

The critical challenge of maintaining a qualified teaching force was intrinsically linked to the complex interface between educators' professional responsibilities and their personal well-being. Historically, the teaching profession was regarded as a vocation characterized by high emotional labor, centralized decision-making, and often transactional career trajectories.

While educators frequently reported deriving profound positive emotional synergy and vocational enhancement from their instructional duties, these benefits were statistically insufficient to buffer them against the structural strains of the organizational environment. Contemporary literature prioritized the understanding that teacher attrition was predominantly catalyzed by a pervasive failure of organizational boundary control, resulting in an unsustainable, "negative spillover" where professional duties co-opted domestic, health, and family-dedicated hours.

This unmanaged invasion of workplace demands into the personal sphere created deep socio-emotional conflict. Educators faced increasing workplace telepressure—the cognitive preoccupation and urge to respond immediately to asynchronous digital correspondence, such as emails and group chat notifications, regardless of the hour. Consequently, homes were co-opted as secondary workplaces, dining tables were co-opted as secondary desks for clerical voluminosity, and weekends were co-opted for compliance reporting, effectively co-opting the cognitive and temporal resources necessary for psychological detachment and recovery. This sustained role strain led directly to emotional exhaustion, health concerns, and severe family dissatisfaction, turning the vocational commitment into a psychological cage.

### **Statement of the Problem**

The primary purpose of this study was to employ a two-phase sequential mixed-methods approach to comprehensively investigate the influence of work-life balance on turnover intent among DepEd elementary school teachers, and subsequently identify specific organizational practices that caused conflict and necessary cultural changes for mitigation.

### **Phase 1. Work-life-Balance on Teachers Trunover Intent**

The first phase of the study quantitatively assessed the levels of work-life balance and turnover intent and determined the degree to which one factor influenced the other. Specifically, it sought to determine:

1. What was the level of work-life balance of DepEd elementary school teachers in terms of: Work Interference with Personal Life (WIPL), Personal Life Interference with Work (PLIW), and Work-Personal Life Enhancement (WPLE)?
2. What was the level of turnover intent of DepEd elementary school teachers in terms of the following factors: Subject Social Status, Organizational Culture, Personal Orientation, Expectation, and Career Growth?

3. Did the overall work-life balance of elementary school teachers significantly influence the turnover intent of teachers in the Department of Education?

## **Phase 2. Unveiling the Organizational Practices and Support Systems to Mitigate Teachers Turnover: A Qualitative Exploration**

Following the identification of significant quantitative influences in Phase 1, this phase employed a phenomenological qualitative approach to understand the meaning and structure of the elementary school teachers' experiences regarding work-life conflict and how these experiences directly informed their decision to contemplate or pursue turnover. Specifically, this phase sought to answer the following research question:

1. What specific organizational practices created the most difficulty in teachers' lives outside of work, contributing to their intent to leave the organization?
2. What specific changes or support systems did teachers perceive as necessary within the organizational culture to effectively mitigate work-life conflict and enhance their commitment to remaining in the organization?

### **Significance of the Study**

This research offered significant contributions to both educational theory and public policy. Theoretically, the study advanced the literature by empirically testing the complex relationships between a multi-dimensional WLB model (including enhancement) and a multi-factor TI model within a critically under-researched sector of the Philippine public education system. Furthermore, it validated the efficacy of the explanatory sequential design in producing integrated, holistic findings on organizational commitment, demonstrating how statistical data could be leveraged to drive deep contextual understanding. Practically, the findings furnished DepEd administrators and policymakers with specific, evidence-based recommendations essential for improving retention rates and organizational efficacy. The quantitative results statistically isolated the primary WLB dimensions contributing to TI. Subsequently, the qualitative findings translated this statistical burden into thematic, experiential reality, identifying specific administrative duties or organizational practices that necessitated immediate reform. By gathering prescriptive data on necessary organizational support systems, cultural changes, and workload reductions, the study aimed to provide the foundational knowledge required for effective, targeted policy intervention to mitigate conflict and enhance teacher commitment.

### **Scope and Delimitation of the Study**

This study was broadly scoped to investigate the influence of work-life balance (WLB) on turnover intent (TI) among elementary school teachers employed by the Department of Education (DepEd) in Arakan East District at the time of the research.

The study measured WLB using the three-dimensional model encompassing Work interference with Personal Life (WIPL), Personal Life Interference with Work (PLIW), and Work-Personal Life Enhancement (WPLE). Turnover intent was measured across five dimensions: Subjective Social Status, Organizational Culture, Personal Orientation, Expectation, and Career Growth. The research utilized an Explanatory Sequential Mixed-Methods Design. Phase 1 involved a large-scale quantitative survey to establish statistical relationships, and Phase 2 involved phenomenological interviews to provide a rich, contextual explanation of the identified quantitative findings.

The study was geographically limited to elementary school teachers within a specific, designated area; thus, findings might not be immediately generalizable to all DepEd teachers across the nation, particularly those in secondary levels. The quantitative phase used a representative sample of elementary teachers. However, the subsequent qualitative phase was strictly delimited to a smaller, purposeful sample (approximately n=10-20) drawn specifically from the Phase 1 respondents who exhibited characteristics most relevant to the study's core problem.

### **Operational Definition of Terms**

For clarity and precision, the following key terms are operationally defined according to their use and measurement within this study.

**Career Growth (CG).** A teacher's level of agreement with survey items that assess: (a) the availability of professional development opportunities, the presence of teacher leadership roles, and their perceived potential for meaningful career advancement within the institution.

**Expectation (EXP).** A teacher's self-reported rating on survey items comparing their initial anticipation of factors like workload and administrative support with their perceived reality after a period of employment.

**Organizational Culture (OC).** A teacher's self-reported agreement with survey items assessing: the level of administrative support received, the prevalence and quality of teacher collaboration, and the existence of a supportive work culture.

**Personal Life Interference with Work (PLIW).** Operationally defined as the degree to which personal or family obligations and issues disrupt the teacher's focus and performance of their professional duties. It is measured using a subset of items from the validated Work-Life Balance scale.

**Personal Orientation (PO).** A teacher's self-reported agreement with survey items on: their excitement and enthusiasm toward teaching, their sense of purpose in their work, and the degree to which they experience emotional cost.

**Sequential Mixed-Method.** A research design approach characterized by two distinct phases (QUAN-QUAL), where the quantitative results from the first phase inform the sampling strategy and focus of the qualitative phase in the second, with the goal of providing a comprehensive explanation of the phenomena under study.

**Subjective Social Status (SSS).** A teacher's rating of their perceived social standing within the school community and their perceived status in the local community compared to other professionals.

**Turnover intent (TI).** The self-reported, conscious plan or willingness of the DepEd elementary school teacher to leave their current organization or the teaching profession in the near future. It is measured using a multi-factor scale encompassing Subjective Social Status, Organizational Culture, Personal Orientation, Expectation, and Career Growth.

**Work-Life Balance (WLB).** Defined as the individual's perceived equilibrium between the demands of their professional role and their personal life. In this study, WLB is treated as a higher-order construct measured by its three component dimensions (WIPL, PLIW, and WPLE).

**Work Interference with Personal Life (WIPL).** Operationally defined as the extent to which work-related demands, such as excessive hours or administrative overload, negatively encroach upon the teacher's personal or family time and energy. It is measured using a subset of items from the validated Work-Life Balance scale.

**Work-Personal Life Enhancement (WPLE).** Operationally defined as the positive, reciprocal benefit or enhancement derived from one domain (work or personal life) that contributes positively to the mood, energy, or performance in the other domain it is measured using a subset of items from the validated Work-Life Balance scale.

## CHAPTER III

### METHODOLOGY

#### Research Design

This study employed an Explanatory Sequential Mixed-Methods Design. This approach was characterized by prioritizing the quantitative phase (Phase 1) and using statistical results to directly inform the selection of participants and the focus of the subsequent qualitative phase (Phase 2). The rationale for this design was its ability to provide comprehensive insight: Phase 1 established the breadth and statistical rigor of the influence, and Phase 2 provided the necessary depth and contextual explanation.

#### Locale of the Study

This study was conducted within the Municipality of Arakan, Division of Cotabato, and specifically involved teacher-respondents from its eleven (11) public elementary schools: Allab, Arakan, Dallag, Ganatan, Guitawan, Kinawayan, Libertad, Ma. Caridad, Malibatuan, Sto. Niño, and Valencia Elementary Schools. This locale was purposively selected due to its diverse yet representative population of DepEd elementary school teachers. The inclusion of these schools provided a comprehensive sample, allowing the research to capture a wide spectrum of organizational climates, workloads, and environmental pressures common to the public education sector in a rural municipal setting. Figure 1, shown below, presents a map of the research locale, indicating the location of the participating schools.

#### Role of the Researcher and Reflexivity

In this sequential mixed-methods study, the researcher served as the primary instrument for both data collection phases. This role included designing the instruments, administering the quantitative survey, and conducting the qualitative phenomenological interviews. Recognizing that the researcher's background as educator might introduce preconceptions regarding DepEd organizational culture, the principle of reflexivity was employed throughout the research process.

During the qualitative phase, the researcher practiced epoché (bracketing) by self-consciously setting aside personal experiences, biases, and presuppositions about work-life conflict and turnover intent (Creswell & Poth, 2018). This bracketing ensured that the final analysis was grounded strictly in the teachers' narratives rather than the researcher's subjective expectations. A reflexive journal was utilized to document these potential biases and ensure the confirmability of the qualitative findings.

### **Respondents of the Study**

The respondents for this two-phased study consisted of the entire population (N=124) of currently employed DepEd elementary school teachers in Arakan East District. Adopting a census approach by including the total population was ideal when the group is of a manageable size, as it completely eliminated sampling error and maximized the study's external validity for this specific context (Saunders et al., 2019). For the quantitative phase, this sample size of 124 was considered more than sufficient for conducting a multiple regression analysis, providing excellent statistical power to detect significant relationships and produce reliable results (Tabachnick & Fidell, 2019).

The study followed an explanatory sequential mixed-methods design, where the qualitative phase was strategically used to explain and provide depth to the initial quantitative findings (Creswell & Plano Clark, 2018). For this second phase, a smaller, purposive sample of approximately 10 to 20 teachers was selected from the initial cohort. This selection was guided by purposive criterion sampling, specifically targeting participants whose quantitative data identified them as information-rich cases (e.g., those with high work-life conflict but low turnover intent).

### **Research Instrument**

For Phase 1 (Quantitative), data were collected using a structured survey questionnaire comprising two validated scales. To measure work-life balance, the study adopted the multi-dimensional instrument developed by Hayman (2005), which assesses Work Interference with Personal Life (WIPL), Personal Life Interference with Work (PLIW), and Work-Personal Life Enhancement (WPLE). To measure the teachers' propensity to leave, the Turnover Intention Scale (TIS-6), a reliable six-item instrument developed by Bothma and Roodt (2013), was utilized. For Phase 2 (Qualitative), a semi-structured interview protocol was developed by the researcher. The open-ended questions were specifically formulated based on the quantitative results to explore the teachers' lived experiences with work-life conflict, consistent with phenomenological inquiry (Creswell & Poth, 2018).

### **Data Gathering Procedure**

The data gathering proceeded systematically in two distinct phases. The quantitative phase began with securing administrative approval from the DepEd Division Superintendent of Cotabato and the respective school heads. Once permission was granted, the survey instrument was administered to all 124 elementary teachers after obtaining their informed

consent. The collected responses were then digitally encoded and meticulously cleaned to ensure data accuracy (Tabachnick & Fidell, 2019). The qualitative phase followed, beginning with the purposive selection of 10-20 teachers based on the quantitative results. These selected participants were contacted to re-affirm their voluntary consent and to schedule a convenient time for an in-depth interview. The semi-structured, audio-recorded interviews were then conducted, and all recordings were transcribed verbatim to prepare the rich data for analysis (Braun & Clarke, 2021).

### **Statistical Analysis**

The data analysis was conducted in two stages. The quantitative data were analyzed using the Statistical Package for the Social Sciences (SPSS). Descriptive statistics, including mean, standard deviation, frequency, and percentage, were used to summarize the levels of work-life balance and turnover intent (Field, 2018). To test the central hypothesis, Multiple Regression Analysis was employed as the primary inferential technique. This determined if the dimensions of work-life balance significantly predicted turnover intent, assessing the specific influence and statistical significance of each factor (Tabachnick & Fidell, 2019). For the qualitative data, the transcribed interviews were subjected to thematic analysis. This process involved systematically identifying, analyzing, and reporting patterns or themes within the teachers' narratives to provide a rich, detailed explanation for the statistical findings (Braun & Clarke, 2021).

### **Qualitative Data Analysis**

The transcribed interview data were analyzed following the thematic analysis framework outlined by Braun and Clarke (2021). The process began with familiarization, where the researcher engaged in repeated reading of the transcripts and audio recordings. Next, initial codes were generated systematically across the entire dataset, identifying features relevant to work-life conflict and organizational practices driving turnover intent. These codes were then collated into potential themes, gathering all data relevant to each candidate theme. The themes were subsequently reviewed against the coded extracts and the entire dataset to ensure they accurately represented the participants' lived experiences. Finally, the themes were defined and named to provide a coherent narrative explanation for the statistical findings from Phase 1. Consistent with phenomenological inquiry, the analysis focused on revealing the shared essence of the teachers' experiences (Creswell & Poth, 2018).

## Chapter 4

### PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

#### Level of Work-Life Balance

##### Work Interference with Personal Life

The assessment of work-life balance among educators reveals a weighted mean of 3.11 (SD = 1.14), signifying a Moderate level of work interference with personal life. Notably, the highest mean (M = 3.56, SD = 1.00) pertains to the job rendering personal life difficult, suggesting that the psychological and emotional labor inherent in teaching acts as a primary catalyst for role strain. In contrast, the lower mean for missing personal activities (M = 2.77) suggests that staff prioritize physical presence in their domestic lives despite the qualitative suffering of their well-being. For school leadership, these findings underscore a "negative spillover" effect; the high variance in responses (SD = 1.26) indicates that individual resilience and administrative support vary significantly across the faculty.

**Table 1 Level of Teachers Work-Life Balance in Terms of Work Interference with Personal Life.**

Indicators	Mean	Interpretation
1. My personal life suffers because of work	3.40	Moderate
2. My job makes personal life difficult	3.56	Low
3. I neglect personal needs because of work	3.00	Moderate
4. I put personal life on hold for work	2.81	Moderate
5. I miss personal activities because of work	2.77	Moderate
<b>Weighted Mean</b>	<b>3.11</b>	<b>Moderate</b>

#### Legend

4.21 – 5.00 – Very Low

3.41 – 4.20 - Low

2.61 – 3.40 - Moderate

1.81 – 2.60 - High

1.00 – 1.80 – Very High

#### Personal Life Interference with Work

The analysis of teachers' work-life balance regarding personal life interference with work (PLIW) yielded a weighted mean of 3.29 (SD = 0.94), signifying a Moderate level of balance. The most prominent finding is observed in the indicator regarding work suffering because of personal life, which reached the highest mean of 3.56 (SD = 1.02). This is interpreted as a

Low level of balance, indicating that educators are particularly sensitive to the perception that domestic stressors may be diminishing their professional efficacy and classroom performance.

**Table 2 Level of Teachers Work-Life Balance in Terms of Personal Life Interference with Work.**

Indicators	Mean	Interpretation
1. My personal life drains me of energy for work	3.04	Moderate
2. I am too tired to be effective at work	3.21	Moderate
3. My work suffers because of my personal life	3.56	Low
4. It is hard to work because of personal matters.	3.37	Moderate
<b>Weighted Mean</b>	<b>3.29</b>	<b>Moderate</b>

### Legend

4.21 – 5.00 – Very Low

3.41 – 4.20 - Low

2.61 – 3.40 - Moderate

1.81 – 2.60 - High

1.00 – 1.80 – Very High

### Work-Personal Life Enhancement

The analysis of work-personal life enhancement among educators reveals a weighted mean of 3.68 (SD = 0.83), which is interpreted as High. The highest mean was recorded for personal life providing energy for the job (M = 3.88, SD = 0.81). Furthermore, the high ratings for mood enhancement at work (M = 3.73) and mood improvement derived from the job (M = 3.63) reflect a significant degree of emotional synergy. Notably, while the job is seen as a source of positive mood, it received the relatively lowest mean in providing energy for personal activities (M = 3.48, SD = 1.00).

**Table 3 Level of Teachers Work-Life Balance in Terms of Work-Personal Life Enhancement.**

Indicators	Mean	Interpretation
1. My personal life gives me energy for my job	3.88	High
2. My job gives me energy to pursue personal activities	3.48	High
3. I have a better mood at work because of personal life	3.73	High
4. I have a better mood because of my job.	3.63	High
<b>Weighted Mean</b>	<b>3.68</b>	<b>High</b>

**Legend**

4.21 – 5.00 - Very High

3.41 – 4.20 - High

2.61 – 3.40 - Moderate

1.81 – 2.60 - Low

1.00 – 1.80 - Very Low

**Level of Teachers Turn-over Intent****Social Status**

The analysis of teachers' turnover intent in terms of social status reveals a weighted mean of 3.72 (SD = 0.87), indicating a High level of intent to leave the current institution. These findings suggest that perceptions of professional and social standing are powerful determinants of faculty retention. Most notably, the intent to quit based on marital status reached a Very High level (M = 4.44, SD = 0.61), reflecting a significant conflict between the demands of the teaching profession and the societal or domestic expectations associated with a teacher's personal life. This specific indicator suggests that family-related pressures are a primary driver for educators considering a career transition.

**Table 4 Level of Teachers Turn-over Intent in terms of Social Status.**

<b>Indicators</b>	<b>Mean</b>	<b>SD</b>	<b>Interpretation</b>
1. I don't like the image of me I see in the future if I remain here	3.27	1.12	Moderate
2. My present job leaves me no choice but to look for alternative job offer that will benefit my status.	3.35	0.99	Moderate
3. I feel like quitting this job because my present job position is not compatible with my job resume.	3.83	0.94	High
4. I feel like quitting this job because of my marital status.	4.44	0.61	Very High
5. I don't like the image of me I see in the future if I remain here	3.72	0.67	High
<b>Weighted Mean</b>	<b>3.27</b>	<b>1.12</b>	<b>High</b>

**Legend**

4.21 – 5.00 - Very High

3.41 – 4.20 - High

2.61 – 3.40 - Moderate

1.81 – 2.60 - Low

1.00 – 1.80 - Very Low

### Organizational Culture

The assessment of teachers' turnover intent regarding organizational culture reveals a weighted mean of **3.54** (SD = 0.84), signifying a **High** level of intent to leave. These findings indicate that the systemic and structural attributes of the institution are perceived as significant deterrents to professional longevity. The data suggests that the internal climate and administrative frameworks are no longer merely backgrounds for work but have become active catalysts for faculty withdrawal.

**Table 5 Level of Teachers Turn-over Intent in terms of Organizational Culture.**

Indicators	Mean	Interpretation
1. I often feel like staying at home than going to work because of the way my organization is structured.	3.58	High
2. I am seriously considering quitting this job because of the organizational practices and policies.	3.50	High
3. My major dissatisfaction in life come from my job environment.	3.54	High
<b>Weighted Mean</b>	<b>3.54</b>	<b>High</b>

### Legend

4.21 – 5.00 - Very High

3.41 – 4.20 - High

2.61 – 3.40 - Moderate

1.81 – 2.60 - Low

1.00 – 1.80 - Very Low

### Personal Orientation

The analysis of teachers' turnover intent regarding personal orientation reveals a weighted mean of 3.87 (SD = 0.65), signifying a High level of intent to exit the profession. These results indicate that individual life circumstances specifically the intersection of family expectations and physical well-being are the primary catalysts driving faculty attrition. The most critical finding is the Very High level of intent stemming from family dissatisfaction with the nature of the job (M = 4.29, SD = 0.82), which suggests a profound "socio-emotional conflict." For many educators, the external pressure from their support systems has reached a threshold where professional persistence is viewed as detrimental to domestic harmony.

**Table 6 Level of Teachers Turn-over Intent in terms of Personal Orientation.**

<b>Indicators</b>	<b>Mean</b>	<b>Interpretation</b>
1. Leaving my present job is my ultimate priority now because of my family demand.	4.15	High
2. My family is not happy with the nature of my job.	4.29	Very High
3. I often consider leaving my job as a result of my health status.	4.10	High
4. I cannot be fit enough to continue this job in the near future.	3.50	High
5. I often like quitting this job because the organization does not keep to its promise.	3.52	High
6. Most of people whose opinions I respect think I should leave my job.	3.90	High
7. I intend to leave this organization in the next one year.	3.94	High
8. I often feel like quitting this organization because I see no future in it.	3.54	High
<b>Weighted Mean</b>	<b>3.87</b>	<b>High</b>

**Legend**

4.21 – 5.00 - Very High

3.41 – 4.20 - High

2.61 – 3.40 - Moderate

1.81 – 2.60 - Low

1.00 – 1.80 - Very Low

**Expectation**

The evaluation of teachers' turnover intent regarding expectation yielded a weighted mean of 2.97 (SD = 0.90), interpreted as a Moderate level of intent. These results indicate that while there is an underlying dissatisfaction regarding compensation and job security, it has not yet reached a critical threshold for immediate mass resignation. This suggests that the faculty is currently in a phase of "comparative evaluation," weighing the intrinsic rewards of the teaching profession against the extrinsic limitations of their current employment benefits.

A detailed analysis reveals that the primary factor sustaining current retention is the lack of a more lucrative or acceptable alternative (M = 3.27, SD = 1.01), which falls within the Moderate range. This implies that for many educators, staying in their current role is a pragmatic decision based on market availability rather than institutional loyalty. Furthermore, the moderate scores for job security concerns (M = 3.12) and the feeling that the job is not worth the current offer (M = 3.08) highlight a growing disconnect between the teachers' professional labor and their perceived economic value.

**Table 7 Level of Teachers Turn-over Intent in terms of Expectation.**

<b>Indicators</b>	<b>Mean</b>	<b>Interpretation</b>
1. Healthcare package is so poor to compare to the kind of work I do.	2.87	Moderate
2. If I get better offer, I will leave my present job because of job security.	3.12	Moderate
3. I often feel that my present job is not worth the offer.	3.08	Moderate
4. Regardless of the pay, I would prefer working where I will be respected and recognized	2.50	Low
5. What is holding me in this job is that I have not gotten an acceptable alternative offer/job that is lucrative.	3.27	Moderate
<b>Weighted Mean</b>	<b>2.97</b>	<b>Moderate</b>

**Legend**

4.21 – 5.00 - Very High

3.41 – 4.20 - High

2.61 – 3.40 - Moderate

1.81 – 2.60 - Low

1.00 – 1.80 - Very Low

**Career Growth**

The analysis of teachers' turnover intent regarding career growth reveals a weighted mean of 3.38 (SD = 0.88), interpreted as a Moderate level of intent. These results indicate that while professional advancement is a consistent concern for many educators, it has not yet reached a critical threshold for immediate mass resignation. The faculty appears to be in a state of professional "re-evaluation," where the desire for individual development is frequently balanced against their current institutional roles.

A critical finding in this data set is the High mean score for the perceived discrepancy between years of service and job designation (M = 3.60, SD = 1.01). This suggests a significant sense of "promotional stagnation," where teachers feel their loyalty and cumulative experience are not being formally recognized through commensurate administrative or academic rank. Furthermore, the high mean for utilizing the organization as a temporary site for skill acquisition (M = 3.50) indicates that a segment of the staff views the institution as a "stepping stone" rather than a long-term career destination. This trend highlights a shift toward individual-centered career trajectories over institutional longevity.

**Table 8 Level of Teachers Turn-over Intent in terms of Career Growth.**

Indicators	Mean	Interpretation
1. I often feel like quitting this organization because my years of service do not reflect my present job designation.	3.60	High
2. I just want to learn few things concerning my job career in this organization and leave.	3.50	High
3. I know I deserve a better job, I will go for it when I find one.	3.25	Moderate
4. I need a work environment that will improve me, I don't get it here.	3.27	Moderate
5. I feel like quitting organization because it does not create opportunity for advancement and development.	3.27	Moderate
<b>Weighted Mean</b>	<b>3.38</b>	<b>Moderate</b>

**Legend**

4.21 – 5.00 - Very High

3.41 – 4.20 - High

2.61 – 3.40 - Moderate

1.81 – 2.60 - Low

1.00 – 1.80 - Very Low

A multiple regression analysis was conducted to examine the extent to which the three dimensions of work-life balance namely Work Interference with Personal Life (WIPL), Personal Life Interference with Work (PLIW), and Work-Personal Life Enhancement (WPLE) predict teachers' turnover intent regarding social status. The results indicated that the regression model was statistically significant,  $F(3, 48) = 4.441$ ,  $p = .008$ , and accounted for approximately 21.7% of the variance in turnover intent ( $R^2 = .217$ , Adjusted  $R^2 = .168$ ).

Overall, the data suggests that for the faculty, the "negative spillover" from work to home is the primary catalyst for reconsidering their career path. These findings highlight a critical need for school administrators to implement boundary-management policies, as the intrusion of work into personal time is the most significant psychological driver of role strain and subsequent turnover intent.

**Table 9 Multiple Regression Analysis of Teacher's Work-Life Balance Dimensions on Turnover Intent in terms of Subject Social Status.**

Teacher's Work-Life Balance	Coef. $\beta$	Std. Error	t – value	Probability
(Constants)	2.938	0.468	6.284	.000*
Work Interference with Personal Life	0.364	0.134	2.724	.009*
Personal Life Interference with Work	-0.06	0.138	-0.434	0.666
Work-Personal Life Enhancement	-0.048	0.104	-0.46	0.648

**Note:**

$R^2 = 0.217$

F-Value = 4.441

Probability = .008

Significant at  $p < .05$

A multiple regression analysis was performed to determine the extent to which the three dimensions of work-life balance namely Work Interference with Personal Life (WIPL), Personal Life Interference with Work (PLIW), and Work-Personal Life Enhancement (WPLE) predict teachers' turnover intent in relation to Organizational Culture. As shown in Table 10, the regression model was statistically significant,  $F(3, 48) = 21.931$ ,  $p = .000$ , and accounted for approximately 57.8% of the variance in turnover intent ( $R^2 = .578$ ). This high coefficient of determination indicates that more than half of the faculty's dissatisfaction with the institutional environment and subsequent intent to leave is driven by their work-life interface. In contrast, Work-Personal Life Enhancement ( $\beta = 0.150$ ,  $p = .126$ ) did not emerge as a significant predictor. This implies that while educators may experience positive synergy between their roles, this "enhancement" does not statistically mitigate the desire to quit when systemic role interference is high. Emerald Insight (2025) corroborates that positive morale-boosting activities are often insufficient if the underlying organizational culture does not prioritize active "boundary protection." For school leadership, these results underscore that improving retention requires systemic reforms such as flexible task management and empathetic policy-making to minimize the reciprocal encroachment that triggers institutional dissatisfaction.

**Table 10 Multiple Regression Analysis of Teacher’s Work-Life Balance Dimensions on Turnover Intent in terms of Organizational Culture.**

Teacher’s Work-Life Balance	Coef. $\beta$	Std. Error	t – value	Probability
(Constants)	0.779	0.432	1.802	0.078
Work Interference with Personal Life	0.346	0.124	2.797	.007*
Personal Life Interference with Work	0.336	0.128	2.621	.012*
Work-Personal Life Enhancement	0.15	0.096	1.559	0.126

**Note:**

$R^2 = .578$

F-Value = 21.931

Probability = .000

Significant at  $p < .05$

A multiple regression analysis was performed to determine the predictive relationship between the dimensions of work-life balance and teachers' turnover intent concerning Personal Orientation (e.g., family demands, health status, and future fitness for the role). The regression model was statistically significant,  $F(3, 48) = 18.732$ ,  $p = .000$ , and explained 53.9% of the variance in turnover intent ( $R^2 = .539$ ). These results indicate that more than half of the faculty's personal inclination to exit the organization is directly tied to the dynamics of their work-life interface.

In contrast, Personal Life Interference with Work ( $\beta = -0.059$ ,  $p = .566$ ) and Work-Personal Life Enhancement ( $\beta = 0.046$ ,  $p = .556$ ) did not yield statistically significant results. This implies that while educators may experience stress from home or positive synergy between their roles, these factors do not serve as primary drivers for the decision to quit when compared to the overwhelming impact of workplace intrusion. Recent studies by Anglo and Chua (2023) corroborate this "one-way spillover" effect, noting that in the Southeast Asian academic setting, the sheer volume of administrative and instructional workload acts as the primary catalyst for "socio-emotional conflict," compelling teachers to prioritize their families and personal longevity over their institutional commitment.

**Table 11 Multiple Regression Analysis of Teacher's Work-Life Balance Dimensions on Turnover Intent in terms of Personal Orientation.**

Teacher's Work-Life Balance	Coef. $\beta$	Std. Error	t – value	Probability
(Constants)	2.235	0.347	6.446	.000*
Work Interference with Personal Life	0.523	0.099	5.271	.000*
Personal Life Interference with Work	-0.059	0.103	-0.577	0.566
Work-Personal Life Enhancement	0.046	0.077	0.592	0.556

**Note:**

$R^2 = .539$

F-Value = 18.732

Probability = .000

Significant at  $p < .05$

A multiple regression analysis was conducted to determine the extent to which dimensions of work-life balance predict teachers' turnover intent regarding Expectation. The regression model was found to be highly significant,  $F(3, 48) = 38.032$ ,  $p = .000$ , and accounted for a

substantial 70.4% of the variance in turnover intent ( $R^2 = .704$ ). This high coefficient of determination suggests that the evaluation of institutional rewards is profoundly influenced by how well the organization respects the personal boundaries of its faculty.

Conversely, Personal Life Interference with Work ( $\beta = -0.008$ ,  $p = .945$ ) and **Work-Personal Life Enhancement** ( $\beta = 0.042$ ,  $p = .633$ ) did not show a statistically significant influence on this turnover domain. This implies that while teachers may experience personal stressors or positive synergy between roles, these factors do not dictate their economic expectations as heavily as workplace intrusion does. Karimi et al. (2025) suggests that in the educational sector, "work-to-life" conflict acts as a primary catalyst for re-evaluating institutional worth. For school administrators, these results emphasize that even an improved benefit package may be viewed as insufficient if the organizational culture continues to permit the persistent erosion of a teacher's personal life.

**Table 12 Multiple Regression Analysis of Teacher's Work-Life Balance Dimensions on Turnover Intent in terms of Expectation.**

<b>Teacher's Work-Life Balance</b>	<b>Coef. <math>\beta</math></b>	<b>Std. Error</b>	<b>t – value</b>	<b>Probability</b>
(Constants)	0.369	0.388	0.952	0.346
Work Interference with Personal Life	0.777	0.111	7.008	.000*
Personal Life Interference with Work	-0.008	0.115	-0.069	0.945
Work-Personal Life Enhancement	0.042	0.086	0.48	0.633

**Note:**

$R^2 = .704$

F-Value = 38.032

Probability = .000

*Significant at  $p < .05$*

A multiple regression analysis was conducted to determine the extent to which dimensions of work-life balance predict teachers' turnover intent in terms of Career Growth. The regression model was statistically significant,  $F(3, 48) = 29.48$ ,  $p = .000$ , and accounted for 64.8% of the variance in turnover intent ( $R^2 = .648$ ). These results establish that the perceived trajectory of an educator's career is heavily influenced by the stability of their work-life interface.

Interestingly, Work-Personal Life Enhancement approached significance but remained outside the critical threshold,  $\beta = -0.175$ ,  $p = .063$ . The negative direction of this coefficient suggests a potential trend where role synergy might help reduce career-related turnover intent, though it is not statistically robust in the current sample. Personal Life Interference with

Work ( $p = .305$ ) showed no significant influence. For school administrators and principals, these results are vital; they indicate that turnover intent driven by career dissatisfaction is not necessarily caused by a lack of training programs, but by a workplace culture that demands excessive personal sacrifice for professional survival. To retain high-potential faculty, leadership must ensure that career advancement is accessible through a culture that respects professional-personal boundaries.

**Table 13 Multiple Regression Analysis of Teacher’s Work-Life Balance Dimensions on Turnover Intent in terms of Career Growth.**

Teacher’s Work-Life Balance	Coef. $\beta$	Std. Error	t – value	Probability
(Constants)	1.58	0.413	3.825	.000*
Work Interference with Personal Life	0.637	0.118	5.396	.000*
Personal Life Interference with Work	0.127	0.122	1.038	0.305
Work-Personal Life Enhancement	-0.175	0.092	-1.905	0.063

**Note:**

$R^2 = .648$

F-Value = 29.48

Probability = .000

*Significant at  $p < .05$*

**Organizational Practices and Support Systems to Mitigate Teachers Turnover: A Qualitative Exploration**

Following the identification of significant quantitative influences in Phase 1, this section transitions into a deeper, qualitative exploration of the lived experiences of elementary school teachers. Utilizing a phenomenological approach, Phase 2 seeks to move beyond statistical correlations to uncover the subjective meaning and structural complexities of work-life conflict as it occurs in the daily lives of educators. By centering on the "human element" of the profession, this phase aims to illuminate the specific organizational mechanisms that drive teachers toward turnover contemplation. Through the lens of thematic analysis, the following discussion unpacks how institutional practices intersect with personal boundaries, ultimately shaping the decision to either persist in or exit the organization.

**The Incompatibility of Institutional Demands and Private Life**

The qualitative exploration of Phase 2 reveals that the Global Theme: The Incompatibility of Institutional Demands and Private Life is anchored in five primary organizational practices.

These practices collectively deteriorate professional morale and accelerate the decision to leave the institution.

### **Digital Encroachment**

The normalization of instant accessibility through digital platforms has created a workplace without walls. Teachers report that the lack of "digital boundaries" is a primary source of exhaustion.

*"The hardest part isn't the eight hours in school; it's the notification ping at 8:00 PM. I am expected to respond to a parent's concern or a sudden administrative memo immediately. It feels like I never actually leave the classroom because my phone is a tether to the office." —*

IDI1

*"Even on Sundays, our group chats are active with 'urgent' reminders. If you don't 'seen' or reply, you feel like you're being marked as uncooperative. My rest hours are constantly interrupted by digital noise." —* IDI4

This finding aligns with the concept of workplace telepressure, where the perceived urge to respond quickly to Information and Communication Technologies (ICTs) leads to increased work-life conflict and diminished recovery (Barber & Santuzzi, 2015). Furthermore, recent studies suggest that "digital connectivity" during non-work hours acts as a mediator for emotional exhaustion, significantly predicting an employee's intent to quit (Venz & Boettcher, 2022).

### **Administrative Voluminosity**

The sheer scale of clerical requirements forces a significant spillover of work into the domestic sphere, turning homes into secondary workspaces.

*"I spent my entire Saturday finalizing the individual learner reports because there was simply no time during the weekdays. My children were playing outside, and I was stuck at my dining table with a laptop. I am teaching other people's children but neglecting my own." —* IDI2

*"The clerical tasks have become more prioritized than actual teaching. We are drowning in paperwork that serves compliance rather than students. This documentation 'heavy-lifting' is why I am considering a career shift." —* IDI7

Research suggests that when administrative burdens often termed "illegitimate tasks" overshadow the intrinsic rewards of teaching, professionals experience a loss of vocation, leading to occupational exit (Skaalvik & Skaalvik, 2017). This "voluminosity" creates a cognitive load that prevents teachers from engaging in "psychological detachment," a necessary process for mental health and retention (Sonnetag & Fritz, 2015).

### **Rigid Work Scheduling**

The lack of temporal flexibility creates a "freedom gap," where teachers feel unable to fulfill their roles as caregivers or individuals with personal needs.

*"If my child has a fever in the morning, I have to go through a mountain of paperwork or feel like I'm 'abandoning' my post just to take them to the doctor. There is zero flexibility. It's the rigidness that makes me feel like I'm in a cage, not a career." — IDI3*

*"The school operates like a factory. If you aren't at your desk or in your room at the exact second, it's a violation. This rigidity makes it impossible to balance being a teacher and being a present parent." — IDI9*

According to Boundary Theory, when an organization forces rigid segmentation that denies the emergency integration of life roles, the employee's "boundary control" is lost. This loss of agency over one's time is a major predictor of turnover (Kossek & Lautsch, 2012). In educational settings, the absence of schedule flexibility is often cited as a reason for the "leaky pipeline" of experienced educators (Shockley & Allen, 2015).

### **Emotional Labor Saturation**

The organization often neglects the "emotional residue" teachers carry home after managing complex student or parent interactions.

*"After a heated confrontation with an aggressive parent, I was expected to just go back to class and teach. There was no debriefing, no 'Are you okay?' from the office. I took that anger home and ended up snapping at my husband." — IDI5*

*"We are expected to be emotional shock absorbers for everyone—students, parents, and admins—but we have no place to release that stress. By the time I get home, I am emotionally empty for my family." — IDI8*

The failure to provide institutionalized psychological support creates emotional dissonance, where the constant suppression of true feelings leads to burnout (Grandey & Melloy, 2017). This saturation occurs when the emotional demands of the job exceed the teacher’s regulatory resources, making the profession feel unsustainable in the long term (Hofmann et al., 2020).

**Centralized Decision-Making**

A top-down administrative culture strips teachers of their professional agency, making them feel like replaceable components rather than valued experts.

*"We are told what to do, how to do it, and when to do it, regardless of whether it works for our specific students. When you feel like a mere cog in a machine, you lose the heart to stay."*  
— IDI6

*"Decisions that affect my daily life and my students' lives are made in offices by people who haven't stepped into a classroom in years. This lack of voice makes me feel invisible in my own profession."* — IDI10

Self-Determination Theory (SDT) posits that autonomy is a fundamental psychological need. When organizational practices stifle autonomy through centralized control, job satisfaction plummets and turnover intent rises (Ryan & Deci, 2017). Teachers who feel their professional voice is ignored are significantly more likely to experience "disengagement," which serves as the final precursor to resignation (Aelterman et al., 2019).

**Table 1 Organizational Practices Contributing to Work-Life Conflict and Turnover Intent among Elementary School Teachers Specific Changes or Support Systems Perceived as Necessary to Effectively Mitigate Work-Life Conflict.**

Global Theme	Basic Theme	Organizing Theme
The Incompatibility of Institutional Demands and Private Life	Digital Encroachment	The "Always-On" expectation where teachers must respond to administrative and parent queries via social media or messaging apps during rest hours. (IDI1, IDI4)
	Administrative Voluminosity	Clerical tasks and documentation requirements that cannot be completed within school hours, forcing a spillover into family and personal time. (IDI2, IDI7)
	Rigid Work Scheduling	Lack of flexibility in the daily schedule to accommodate urgent family or personal responsibilities, leading to a sense of restricted freedom. (IDI3, IDI9)

	Emotional Labor Saturation	The organizational failure to provide debriefing or support after high-stress student or parent interactions, resulting in "emotional residue" brought home. (IDI5, IDI8)
	Centralized Decision-Making	Top-down mandates that ignore the local classroom context, making teachers feel undervalued and stripped of professional autonomy. (IDI6, IDI10)

### Boundary Governance

Participants emphasized that professional commitment is inextricably linked to the institutional preservation of private time. The findings suggest a transition toward a regulated communication landscape to prevent cognitive overload.

*"We do not require extracurricular wellness seminars; we require a 'Digital Sunset' policy. If the administration formalizes a protocol stating that no practitioner is expected to acknowledge correspondence post-17:00, the psychological burden of constant availability is alleviated. This structural boundary is the prerequisite for mental recuperation."* — IDI11

*"When the institution establishes a robust boundary for external stakeholders and internal staff alike, it validates our professional dignity. The assurance that the weekend remains a sanctuary for recovery enhances my operational efficacy during the workweek."* — IDI14

This finding aligns with the "Right to Disconnect" framework, which posits that formal organizational policies regarding communication-free intervals significantly mitigate emotional exhaustion and augment long-term job satisfaction (Venz and Boettcher, 2022).

### Temporal Autonomy

A critical theme emerged regarding the restructuring of the academic day to accommodate the administrative "voluminosity" identified in Phase 1, allowing for a more sustainable workflow.

*"If the organizational design incorporated 'protected planning blocks'—hours strictly insulated from student supervision or committee meetings—the necessity for domestic work spillover would be eradicated. It is a matter of restoring temporal agency to the teacher."* — IDI12

According to Job Demands-Resources (JD-R) Theory, the provision of "job resources" specifically temporal autonomy serves as a vital buffer against high "job demands" (clerical

documentation), thereby forestalling burnout and curtailing turnover propensity (Bakker & Demerouti, 2017).

### **Relational Flexibility**

The data indicates that "empathetic scheduling" acts as a powerful mechanism for enhancing organizational loyalty and psychological contract fulfillment.

*"The moment my immediate supervisor exercised 'discretionary flexibility'—permitting my attendance at a significant familial event without bureaucratic penalty—my institutional commitment was fortified. Such relational trust transforms the profession from a transactional obligation into a vocational partnership." — IDI13*

This is grounded in Social Exchange Theory, where perceived organizational support (POS) beyond the explicit employment contract is reciprocated through heightened affective commitment and a significant reduction in exit behaviors (Eisenberger et al., 1986).

### **Psychological Safety Nets**

The participants advocated for the institutionalization of spaces designed for the processing of "emotional residue" accumulated through intense student and parent interactions.

*"We function as the primary emotional regulators for our students, yet we lack a systemic conduit for our own emotional processing. The implementation of peer-led debriefing sessions or 'Psychological First Aid' would be a transformative support system for retention." — IDI15*

Research regarding Professional Learning Communities (PLCs) suggests that when these frameworks prioritize "emotional resilience" alongside pedagogical development, they function as a protective barrier against secondary traumatic stress and occupational fatigue (Hofmann et al., 2020).

### **Participatory Governance**

The transition from a compliance-based model to one of professional agency is perceived as a vital shift for long-term teacher retention.

*"When teachers are included in the decision-making process, we feel a sense of ownership over the curriculum. Transitioning away from top-down mandates to a model where our expertise is sought makes us feel like valued professionals rather than mere implementers." — IDI16*

Self-Determination Theory (SDT) emphasizes that autonomy and competence are essential for intrinsic motivation. When institutions foster participatory governance, teachers experience higher levels of work engagement and a decreased inclination toward resignation (Ryan & Deci, 2017).

#### Summary of Findings

This study employed a mixed-methods research design to examine how work and personal life influences teachers' intent to leave their positions. The following is a summary of the critical findings:

Teachers reported a moderate level of Work Interference with Personal Life (WIPL) (M=3.11) and Personal Life Interference with Work (PLIW) (M=3.29). Critically, teachers indicated a strong consensus on the perception that their job makes it difficult to maintain their personal life (M=3.56). However, they expressed a notably high degree of Work-Personal Life Enhancement (WPLE) (M=3.68), showing that they still derive emotional synergy, a better mood, and personal satisfaction from their vocational duties.

#### CONCLUSION

Teachers have an unsustainable work-life interface. While they derive deep personal fulfillment and a sense of "calling" that boosts their mood, the operational volume and structure of their duties severely compromise their personal lives. Teachers demonstrate a high intent to leave the profession, primarily catalyzed by three systemic stressors. First, the job results in severe health-related fatigue and emotional exhaustion. Second, it creates critical socio-emotional conflicts by making teachers feel they are neglecting their own families. Negative interference specifically the invasion of professional duties into personal time is the primary engine driving teacher attrition. This interference forces teachers to co-opt their health and family boundaries to meet job requirements.

#### RECOMMENDATION

The institution may consider exploring boundary governance by establishing formal communication-free windows. Administrators are encouraged to support teacher temporal autonomy by actively auditing and streamlining administrative workloads. It is suggested that institutions consider integrating Protected Planning Blocks into the school day to allow completion of documentation within standard working hours, insulated from student supervision. To address perceptions of low agency, agencies could prioritize Participatory Governance by actively involving teachers in policy decision-making. Furthermore,

administrations might grant immediate supervisors the discretionary Relational Flexibility to accommodate urgent family demands without bureaucratic penalties. Given the high emotional demands of teaching, institutions may wish to explore move beyond standard professional development to institutionalize "Psychological Safety Nets".

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