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Research Article

ANGER MANAGEMENT, ADVERSITY, AND STRESS: A PATH MODEL ON QUALITY OF WORK LIFE OF PUBLIC SCHOOL TEACHERS

Sharon Rose Hivertas¹ | Eugenio Guhao Jr.²

^{1,2} University of Mindanao, Professional Schools, Davao City, Philippines

^{*1} sharonrose.hivertas@deped.gov.ph

² eugenio_guhao@umindanao.edu.ph

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ABSTRACT

The study aimed to determine the best-fit model of quality of work life as influenced by anger management, adversity and stress. The respondents of this study were the 400 public secondary school teachers in Davao Region, Philippines using correlational and structural equation modeling. The results showed that the levels of anger management, adversity, stress, and quality of work life were very high. Further, all exogenous variables showed significant correlations with quality of work life. Finally, findings showed Model 3 is the best fit-model; this model revealed that anger management and stress are correlated to quality of work life, except adversity. This implies that to enhance the quality of work life, teachers may work in developing the retained indicators by way of establishing effective anger management techniques and addressing stress through appropriate interventions. The study suggests that the Department of Education, school administrators, and policymakers should prioritize emotional well-being programs, professional development in anger management, and stress reduction strategies to enhance the overall quality of work life for teachers. Additionally, this study contributes to the developing body of knowledge on teachers' quality of work life and implies on the alignment of SDG 4 goals, which emphasizes quality education, which ultimately benefit teachers and the entire educational system.

¹Corresponding Author: Sharon Rose Hivertas

^{*}Corresponding Email: sharonrose.hivertas@deped.gov.ph

INTRODUCTION

Public school teachers' quality of work life directly influences their job satisfaction, performance, and overall effectiveness in the educational system (Membredo & Guhao, 2022). However, in the past years, teachers' quality of work life has faced different issues and concerns. Stress, burnout, unequal opportunities and benefits, low salaries, and the bulk of paperwork are among the problems that teachers faced for many years. A study by Akram and Amir (2020) argued that the quality of work life is perhaps one of the most significant challenges among teachers as they do not enjoy an environment that is conducive to learning and productivity. In some educational institutions, many teachers are not satisfied with their work, and some of them even resign from their jobs to look for more meaningful jobs with a better quality of work life (Odisa, Kalai, and Okoth, 2021). Additionally, obstacles such as difficulties in anger management, coping with adversity, and high levels of stress further exacerbate their dissatisfaction and contribute to their decision to leave the profession.

Moreover, the quality of work life is paramount for the organization, such as teachers and policemen, as it directly influences their job satisfaction and overall well-being (Membredo & Guhao, 2022). A study by Erturk (2022) found that quality of work life promotes a conducive work environment that enables teachers to thrive professionally. Moreover, a study by Malimban, Palabrica, Ballaeen, Arsaga,

Millan, Bendol, Binoya, Guevarra, Repalda, Aquino, Maguillan, and Minor (2023) found that a high quality of work life positively impacts their teaching performance. When educators feel psychologically supported, they are better equipped to handle the challenges of teaching, resulting in improved job satisfaction and better quality of work life.

Anger management significantly enhances the quality of work life for public school teachers by promoting emotional stability, reducing stress, and improving interpersonal relationships. When teachers effectively manage anger, they create a more positive and productive classroom environment, which benefits both themselves and their students. This leads to better job satisfaction, increased focus, and a greater sense of control over challenging situations. Additionally, it helps prevent burnout, allowing teachers to maintain a healthier work-life balance and sustain their passion for teaching over the long term.

A study by Faustino and Guhao (2022) found that quality of worklife has been correlated to anger management. A study by Ali, Al-Dubai, Shahin, Al-Othmali, Abdoh, and Zeidan (2021) revealed that escalating strategies, negative attributions, self-awareness, and calming strategies are closely linked to quality of work life, which are essential components of a healthy workplace. Their study also highlights that teachers who have been too angry at the

¹Corresponding Author: Sharon Rose Hivertas

*Corresponding Email: sharonrose.hivertas@deped.gov.ph

workplace have a poor quality of work life. This poor quality of work life could also lead to burnout, stress, and even low teaching performance (Timi, Omumu, and Chenube, 2023).

With this, anger management is a vital skill that plays a significant role in maintaining healthy relationships, personal well-being, and overall quality of work life. When left unchecked, anger can lead to destructive behavior, strained relationships, and even physical or emotional harm to oneself and others (Kapur, 2021). A study by Timi et al. (2023) found that effective anger management enables individuals to maintain control over their emotions, allowing them to respond to frustrating or infuriating situations more constructively. This self-regulation prevents escalation and creates better communication and conflict-resolution skills.

Adversity can improve the quality of work life for public school teachers by building resilience, problem-solving skills, and adaptability. Facing challenges encourages personal and professional growth, helping teachers develop a deeper understanding of their strengths and capabilities. Overcoming difficulties often leads to increased confidence and a stronger sense of accomplishment, which can improve job satisfaction and motivation. Additionally, navigating adversity fosters empathy and stronger connections with colleagues and students, creating a more supportive and collaborative work environment. These experiences contribute to a more fulfilling and meaningful teaching career.

Moreover, a study by Mamino (2021) found that the quality of work is correlated with adversity. A study by Choompunuch, Suksatan, Sonsroem, Kutawan, and In-udom (2021) found that adversity is related to the quality of work life, affecting humans and their mental health. They found that adversity components such as control, ownership, reach and endurance, when navigated with resilience and effective coping mechanisms, has a profound impact on the quality of work life. While facing challenges in the workplace is inevitable, individuals who can adapt and learn from adversity often exhibit higher levels of satisfaction and overall well-being.

Often viewed as unwelcome and challenging, adversity serves as a crucial catalyst for personal growth, resilience, and character development. While it may initially appear daunting, facing adversity provides people with opportunities to learn, adapt, and emerge stronger than before. In a study by Juwita (2020), it is emphasized that adversity fosters resilience by testing individuals' ability to overcome obstacles and persevere in its presence. This also promotes personal growth and development by pushing them out of their comfort zones and encouraging self-reflection.

When managed effectively, stress can positively impact the quality of work life for public school teachers by encouraging growth, resilience, and innovation. Moderate stress levels can act as a motivator, pushing teachers to develop new strategies, improve time management, and enhance their

¹Corresponding Author: Sharon Rose Hivertas

*Corresponding Email: sharonrose.hivertas@deped.gov.ph

problem-solving abilities. It can also lead to greater self-awareness and emotional intelligence, helping teachers navigate challenges more confidently. Additionally, overcoming stressful situations often strengthens relationships with colleagues and students, fostering a sense of camaraderie and shared purpose. This dynamic can contribute to a more engaging and rewarding teaching experience.

Similarly, a study by Timotius and Octavius (2022) found that quality of worklife is correlated to stress. Stress results in teachers' burnout, fatigue, and a decrease in job satisfaction. A study by Somaratne, Jayawardena, and Perera (2019) revealed that stress significantly influences the quality of work life. Overcommitment, self-realization, social distress, recreational capacities, and uncertainty could influence the overall quality of work life in the workplace. They also added that high levels of stress have been linked to increased absenteeism, reduced job satisfaction, and heightened burnout among employees. Despite being vilified for its negative effects on health and well-being, stress plays a crucial function in human life. While excessive or chronic stress can indeed be harmful, moderate levels of stress are essential for motivation, adaptation, and growth (Shen & Slater, 2021).

This study is anchored on Berkowitz's (1990) Cognitive-Neoassociationistic theory, which claims that a primitive form of anger is automatically triggered upon a provocation through an associative network of components that includes feelings,

memories, thoughts, physiological and expressive motor reactions, thus affecting the quality of work life. Accordingly, anger as a precipitant of aggression has been supported by empirical evidence connecting the quality of work life (Crane and Testa, 2014). Berkowitz's (1990) theory provides a foundation for understanding how emotions like anger, triggered by various stimuli, can influence work-life quality.

Likewise, this study is also underpinned by Stoltz's (2012) Adversity Quotient theory, which highlights the ability of a person to face any obstacles and turn them into opportunities. The adversity quotient is used to help individuals strengthen their ability and perseverance to face various obstacles while holding on to their principles in improving their quality of work life. He also stressed that to become a person, he or she should control himself or herself well and responsibly and have strong endurance in facing obstacles in their environment. Stoltz's theory (2012) also formed the dimensions of control, ownership, reach, and endurance. Stoltz's (2012) theory complements Berkowitz's by focusing on individuals' abilities to cope with adversity, which directly impacts their quality of work life.

Moreover, this study supports the propositions of Dewi and Kyranides (2021) on adversity and quality of work life, that adversity is a way to reduce and minimize negative feelings and their consequences that often lead to aggressive acts, affecting the quality of work life. They pointed out that adversity has been found to be a prominent

¹Corresponding Author: Sharon Rose Hivertas

*Corresponding Email: sharonrose.hivertas@deped.gov.ph

factor that precedes aggression and as one of its functions in expressing displeasure to the quality of work life. Dewi and Kyranides' (2021) propositions further support the link between adversity and work quality, adding empirical evidence to the discussion.

Furthermore, this theory is also supported by Siegrist's (1996) theory of Reciprocity, which assumes that stress can negatively affect the quality of work life. This idea was established to measure stress and stressors in the workplace and, in particular, problems in teams in the workplace. Moreover, Gross and Seebab (2014) supported the theory of reciprocity and further improved the constructs in measuring stress which include overcommitment, self-realization, social distress, recreational capacities, and uncertainty. Siegrist's (1996) theory adds another dimension by highlighting the role of stress in influencing the quality of work life, which aligns with the broader discussion of adversity and emotional response. Moreover, Gross and Seebab's (2014) research builds upon Siegrist's theory, expanding the understanding of stressors and their impact on the quality of work life.

Collectively, the Transactional Model of Stress and Coping (TMSC) by Lazarus and Folkman (1984) connects the variables of anger management, adversity, stress, and quality of work life. This model posits that stress results from the interaction between an individual and their environment, and it emphasizes how individuals appraise and cope with stressors. In the context of anger management, TMSC suggests that anger can be seen as a response to perceived threats or

challenges in the workplace (such as adversity). How a person manages their anger is part of their coping mechanism—either through adaptive (problem-solving, seeking support) or maladaptive (avoidance, aggression) strategies. TMSC acknowledges that external events (like workplace difficulties) can be seen as stressors in the context of adversity. How individuals interpret and react to adversity determines the stress they experience. For example, an employee might view workplace challenges as overwhelming or opportunities for growth, affecting their stress levels and how they cope. In the context of stress, TMSC explained that stress in work is linked to how an employee perceives and reacts to pressures, demands, or difficulties. Stress can lead to negative emotions, such as anger, especially if individuals feel they lack the resources to handle the situation effectively. Furthermore, in the context of quality of work life, TMSC posits that poorly managed stress and unresolved anger can negatively affect work satisfaction, performance, and interpersonal relationships. However, effective stress management and coping strategies can improve QWL by promoting a healthier work environment, positive relationships, and emotional well-being.

In Figure 1 is shown the conceptual framework of the study having three exogenous variables which are: anger management, adversity, and stress, and one endogenous variable which is the quality of work life. The first exogenous variable is anger management based on Stith and Hamby (2002) with four (4) indicators:

¹Corresponding Author: Sharon Rose Hivertas

*Corresponding Email: sharonrose.hivertas@deped.gov.ph

escalating strategies, negative attributions, self-awareness, and calming strategies. The second exogenous variable is adversity based on Ng (2013) which has four (4) indicators: control, ownership, reach, and endurance.

The third exogenous variable is stress based on Gross and Seebab (2014), which has five (5) indicators: overcommitment, self-realization, social distress, recreational capabilities, and uncertainty. Furthermore,

the endogenous variable is the quality of work life which is based on Swamy, Nanjundeswaraswamy, and Rashmi (2015), which has nine (9) indicators: work environment, organization culture and climate, relation and co-operation, training and development, compensation and rewards, facilities, job satisfaction and job security, autonomy of work, and adequacy of resources.

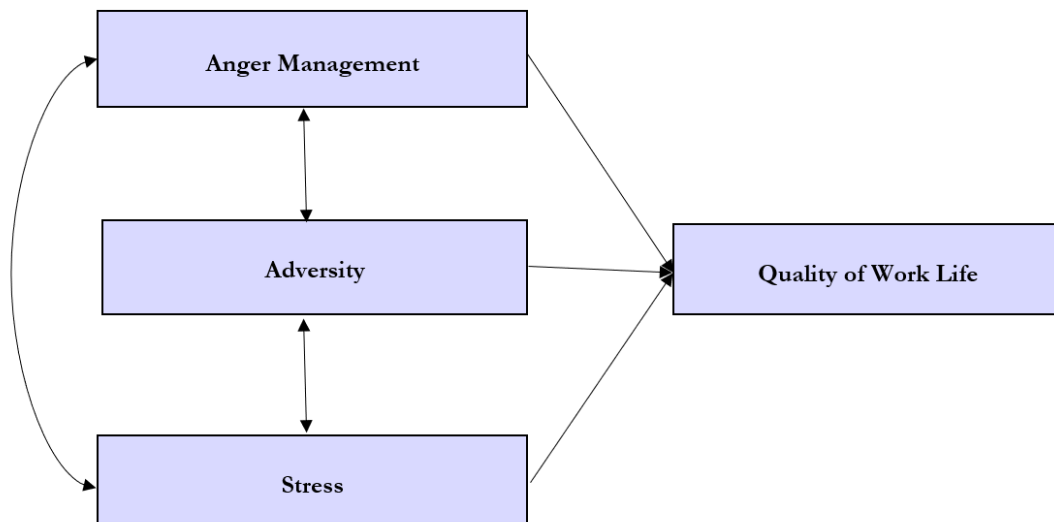


Figure 1. Conceptual framework of the study showing the direct relationship of the latent exogenous variables towards the latent endogenous variables

Although several studies have been conducted about teachers' anger management and quality of work life (Ali et al., 2021), adversity and quality of work life (Choompunuch et al., 2021), and stress and quality of work life (Somaratne et al., 2019), there is still a scarcity of information with regards to the intertwining of these variables and linking all of them into quality of work life as most of the related studies are bivariate. With the various forms of research

designs, data analysis, and sampling procedures, this study has strengthened its position to create

a considerable influence on the quality of work life among public school teachers. Consequently, there are no studies conducted with all of the abovementioned variables in the Philippines, especially in the context of the Davao region. Hence, this study aims to add salient information to the developing body of knowledge, including

¹Corresponding Author: Sharon Rose Hivertas

*Corresponding Email: sharonrose.hivertas@deped.gov.ph

developing a new model that provides a framework for improving the educational sector, particularly the quality of work life of public school teachers. Examining the quality of work life as shaped by anger management, adversity, and stress urges the researcher to conduct the study as it is crucial for safeguarding teachers' well-being and sustaining their professional effectiveness. Given the significant influence of these factors on emotional regulation, resilience, and job satisfaction, addressing them through targeted interventions is urgent to create a healthier, more supportive work environment.

The study's objective is to construct a causal model on the quality of work life through anger management, adversity, and stress. Specifically, this study seeks to determine the level of anger management in terms of escalating strategies, negative attributions, self-awareness, and calming strategies; to ascertain the level of adversity in terms of control, ownership, reach, and endurance; to determine the level of stress in terms of overcommitment, self-realization, social distress, recreational capacities, and uncertainty; to determine the level of quality of work life of public school teachers in terms of work environment, organization culture and climate, relation and co-operation, training and development, compensation and rewards, facilities, job satisfaction and job security, autonomy of work, and adequacy of resources. Moreover, it also aims to determine the significant relationship between anger management and quality of work life, adversity and quality of work life, and stress and quality of work life. It also

seeks to determine the singular and combined influence of independent variables to quality of work life. Finally, it also aims to determine the best-fit model for quality of work life.

Furthermore, the following null hypotheses were tested at 0.05 level of significance: there is no significant relationship between *anger management* and *quality of work life*, *adversity* and *quality of work life*, and *stress* and *quality of work life*. Also, there is no variable that can best predict the *quality of work life*. Likewise, there is no best-fit model for *quality of work life*.

For the DepEd officials, the findings of the study can inform academe of the development of policies and initiatives aimed at supporting teachers' mental health and well-being within the educational system. Similarly, understanding the factors influencing teachers' quality of work life can guide resource allocation decisions to create a more supportive and conducive work environment for educators.

For future researchers, the study provides a foundation to delve deeper into the specific dynamics of anger management, adversity, and stress in the context of quality of work life. It opens avenues for exploring more nuanced aspects of these factors and their implications for teachers. Furthermore, future researchers can build on these findings to develop and evaluate interventions to improve teachers' quality of work life.

¹Corresponding Author: Sharon Rose Hivertas

*Corresponding Email: sharonrose.hivertas@deped.gov.ph

This study's merit lies in its potential to inform targeted interventions and support mechanisms for teachers facing anger, adversity, and stress challenges. By identifying specific areas that contribute to the quality of work life, policymakers, administrators, and educators can develop evidence-based strategies to enhance teacher well-being and improve the overall educational environment.

Furthermore, the alignment of this study with the Sustainable Development Goals (SDGs) is evident, particularly in SDG 4: Quality Education. Teachers play an important role in achieving inclusive and equitable quality education, as emphasized by SDG 4. By addressing factors influencing the quality of work life for teachers, this research indirectly contributes to the broader goal of enhancing the educational experience for students. A positive and quality work life for teachers can foster better teaching outcomes, contributing to the overarching aim of providing quality education for all, which is integral to sustainable development (Vindigni, 2024). Moreover, anger management is aligned with SDG 4: Quality Education, particularly on Target 4.7, which focuses on promoting "education for sustainable development and sustainable lifestyles", which can indirectly contribute to fostering skills such as conflict resolution and emotional intelligence, including anger management (Negussie & Tollosa, 2023).

Likewise, adversity is aligned with Goal 3: Good Health and Well-being. Adversity can

have significant implications for health and well-being. Target 3.4 aims explicitly to promote mental health and well-being, recognizing the importance of addressing psychological stressors and resilience-building in the face of adversity (Vankatesh, 2022). Furthermore, stress is aligned with Goal 3: Good Health and Well-being. While stress is not explicitly mentioned, Goal 3 promotes physical and mental health for all ages. Target 3.4 specifically aims to promote mental health and well-being, including reducing the prevalence of stress. Addressing mental health challenges can indirectly mitigate the impacts of stress on individuals and communities (Gopalan, 2023).

This study highlights the importance of anger management, adversity, and stress in shaping public school teachers' quality of work life. It clearly explains how these factors influence teachers' well-being and job satisfaction. The findings can guide schools and policymakers in implementing effective strategies to reduce stress and improve emotional resilience among educators. With a focus on enhancing teachers' quality of work life, the research supports better job performance, reduces burnout, and promotes a positive educational environment. Furthermore, this study contributes to improving both teacher welfare and student outcomes.

¹Corresponding Author: Sharon Rose Hivertas

*Corresponding Email: sharonrose.hivertas@deped.gov.ph

METHODS

This portion presents the study's research methods, including the research respondents, research subjects, research

instrument, research procedure in gathering the data, and the statistical treatment of data used in the conduct of the study.

Research Respondents

The respondents in this study were the 400 public secondary school teachers in Davao Region, comprising 68 males and 332 females, among the 12,978 secondary school teachers based on the data from DepEd Region XI for the school year 2024-2025. These secondary school teachers were chosen since the researcher is also a secondary school teacher and has observed the problem firsthand, where there was a problem of quality of work life of the public secondary school teachers, along with the issues on anger management, adversity, and stress. According to Molwus, Erdogan, and Ogunla (2013), sample sizes with at least 400 respondents are suitable for SEM analysis. The sample size is calculated using the Raosoft sample size online calculator that is set at 5% margin of error. Davao Region consists of 10 school divisions: Divisions of Davao del Norte, Davao del Sur, Davao Oriental, Davao Occidental, Davao City, Tagum City, Panabo City, Digos City, Mati City, and the Island Garden City of Samal.

The researcher used a stratified random sampling technique so there was a distribution of respondents, where the 400

respondents were divided into the 10 school divisions, based on the number of public school secondary teachers per division. In stratified random sampling, the sample was chosen by some methods within each stratum after the population had been divided into strata (Simkus, 2023). Due to the vastness of the population, a sampling technique was selected to focus on specific data within the population, aligning with the sample size utilized throughout the data collection process.

Likewise, this study adhered to the inclusion and exclusion criteria. In the inclusion criteria, only the secondary public-school teachers in Davao Region were included as respondents of the study. In some cases, the secondary public school teachers tended to withdraw before or during the conduct of the study; the researcher replaced the teacher of the same school but with the act of voluntariness, and no coercion was done. For the exclusion criteria, secondary school teachers from other regions, private schools, and elementary teachers in public schools were not included.

Materials/Instruments

¹Corresponding Author: Sharon Rose Hivertas

*Corresponding Email: sharonrose.hivertas@deped.gov.ph

This study utilized four instruments specifically designed to address the research objectives. The first questionnaire focused on anger management. This study used the Anger Management Scale based on Stith and Hamby (2002), consisting of 36 items and four (4) dimensions: escalating strategies, negative attributions, self-awareness, and calming strategies. This scale was designed to assess the level of anger management among individuals. Moreover, the researcher also used the Adversity Quotient Questionnaire based on Widodo, Gustari, and Chasndrawati (2022). It consists of 8 items and four (4) dimensions: control, ownership, reach, and endurance. This scale was developed for individuals to assess their level of coping in the face of adversity. Likewise, the researcher also used the Standard Stress Scale (SSS) based on Gross and Seebab (2014), consisting of 35 items and five (5) dimensions: overcommitment, self-realization, social distress, recreational capacities, and uncertainty. This scale was developed to measure the stress levels of individuals. Lastly, the researcher utilized the Quality of Work Life Scale based on Swamy et al. (2015). It consists of 50 items and nine (9) dimensions: work environment, organization culture and climate, relation and cooperation, training and development, compensation and rewards, facilities, job satisfaction and job security, the autonomy of work, and adequacy of resources.

Below are the scales used to interpret the means of anger management, adversity, stress, and quality of work life of public school teachers. For the range of the mean of 4.20-5.00, the descriptive level is very high,

and an interpretation of the measures is always evident among public school teachers. For the range of the mean of 3.40-4.19, the descriptive level is high, and an interpretation of the measures is often evident among public school teachers. For the range of the mean of 2.60-3.39, the descriptive level is moderate, and an interpretation of the measures is sometimes evident among public school teachers. For the range 1.80-2.59, the descriptive level is low and an interpretation of the measures are rarely evident among public school teachers. For the range of the mean of 1.00-1.79, the descriptive level is very low, and an interpretation of the measures is never evident among public school teachers.

The survey questionnaires were modified, refined, and contextualized to ensure their sustainability within the local context. Six expert validators assessed the questionnaires' content to confirm their construct and content validity. Feedbacks from the validators were considered. The validity score is registered as 4.33, indicating a very good validity. Subsequently, the questionnaires underwent pilot testing with 50 respondents and the results revealed that Cronbach's alpha for anger management, adversity, stress, and quality of work life are 0.897, 0.847, 0.814, and 0.868, respectively, indicating that the questionnaires were both valid and reliable since they registered 0.70 and above (Kline, 2005). The validated and modified questionnaires sourced from online materials were employed for data collection. The research adviser already reviewed the questionnaires for feedback and suggestions. Following approval, the questionnaires

¹Corresponding Author: Sharon Rose Hivertas

*Corresponding Email: sharonrose.hivertas@deped.gov.ph

underwent an internal validation process, and the same set of questionnaires were subjected to external validation by experts in the field. After revisions, a pilot test involving 50 respondents was conducted. The gathered data were then submitted to a statistician for evaluating reliability and

validity, as measured by the Cronbach's alpha reliability coefficient, which should fall within the normal range of 0 to 1. A Cronbach's alpha of 0.70 and up was considered to be reliable and has a greater internal consistency among the items in the scale (Kline, 2005).

Design and Procedure

The researcher utilized a quantitative, non-experimental design, utilizing structural equation modelling (SEM) in measuring and analyzing the relationships of observed and latent variables. SEM can test various theoretical models and provides a practical tool for researchers exploring the relationships in those areas (Schumacker and Lomax, 2004). This investigation also aims to develop a best-fit model of quality of work life among public school teachers.

Initially, the researcher utilized a descriptive-correlational research design where the level of each variable was measured using varying levels of measurement, and each variable was correlated to establish relationships. Understanding the associations and relationships that exist among human phenomena was a significant incentive for scientific investigation in all of the social science disciplines. That motivation surpasses even the most differentiated model distinction between various research methods (Curtis et al., 2016). Next, this study used structural equation modeling (SEM). Technically, SEM combines confirmatory factor analysis used in apparent factor structures and path analysis generally used

to explore causal relationships among sets of variables (Kelloway, 1998). In fact, SEM expands path analysis by constructing paths between latent or theoretical variables that cannot be directly measured, and variables that are observed or manifest (Streiner, 2006).

This study analyzed the hypothesized relationships where it started with a theoretical-based model, which was transformed into a path diagram. The data gathered had followed the following procedures: the researcher planned to seek permission from the Dean of Professional Schools to conduct a survey among secondary public school teachers in Davao Region. Subsequently, permission was also requested from the Regional Director of the DepEd Regional Office to conduct the study in the 11 school divisions of Region XI. The initial draft of the questionnaire was sent to the research adviser for potential corrections and comments before being submitted to a panel of experts for reliability and validation. Upon approval, the researcher personally distributed and administered the instrument to ensure the 100% retrieval of the questionnaires. The survey was scheduled for the first semester

¹Corresponding Author: Sharon Rose Hivertas

*Corresponding Email: sharonrose.hivertas@deped.gov.ph

of the school year 2024-2025, with the collated data being tallied, tabulated, analyzed, and interpreted in alignment with the study's objectives.

Additionally, the study employed various statistical tools in computing and testing hypotheses at a significant level of alpha 0.05. Mean measured anger management, adversity, stress, and quality of work life. Pearson r assessed the interrelationships between these variables, while regression analysis determined the strength of their relationships. Structural Equation Modeling (SEM) was employed to evaluate the interrelationships among hypothesized models and identify the best-fit model of quality of work life. Model fit indices were assessed using the following: CMIN/DF should be $0 < 2$ with a p-value > 0.05 , Tucker-Lewis Index (TLI) should be > 0.9 , Comparative Fit Index (CFI) should be > 0.9 , Goodness of Fit Index (GFI) should be > 0.9 , Normed Fit Index (NFI) should be > 0.9 and

Root Mean Square Error of Approximation (RMSEA) should be < 0.05 and P of close Fit (PCLOSE) of > 0.05 (Kim, Ku, Kim, Park, & Park, 2016).

Furthermore, this study had undergone ethical consideration as established by the University of Mindanao Ethics and Review Committee (UMERC). In addition to the crucial nature of choosing the proper research methodology and methods, the ethical considerations surrounding the research process, as outlined in UMER Form 2.2, are also of utmost importance. Hence, this paper was subjected to an ethics review by a panel of experts from the University of Mindanao Ethics Review Committee (UMERC) and found to be in order and compliant with the minimum standards of the research ethics prescribed by the university. The researcher was granted a certificate of approval with a UMER Protocol Number 2024-292 and compliance.

RESULTS AND DISCUSSION

Presented in this portion are the results and discussion of the study. The topics are discussed in sequence as follows: level of anger management, level of adversity, level of stress, level of quality of work life of public-school teachers, the significance of the relationship between anger management and quality of work life, adversity and quality of work life, stress and quality of work life, singular and combined influence of the variables to quality of work life, and the best-fit model for the quality of work life.

Anger Management

In Table 1 is shown the level of anger management of public-school teachers with an overall mean of 4.30, which is described as very high level of anger management. This means that the anger management is very much observed among the respondents. This denotes that the respondents were able to control their emotions, especially in situations that may provoke anger, and

¹Corresponding Author: Sharon Rose Hivertas

*Corresponding Email: sharonrose.hivertas@deped.gov.ph

employ appropriate strategies to manage these emotions. The indicator with the highest mean is *negative attributions*, with a mean of 4.41 and described as very high. This is followed by *calming strategies* with a mean of 4.31, also classified as very high. On the other hand, the indicators of *escalating*

strategies and self-awareness got the lowest mean of 4.25, which is described as very high. In addition, the overall standard deviation is 0.27, which is less than 1.0, denoting that the respondents have ratings that are clustered around the mean, suggesting homogeneity of responses.

Table 1
Level of Anger Management

Indicator	SD	Mean	Descriptive Equivalent
Escalating Strategies	0.38	4.25	Very High
Negative Attributions	0.49	4.41	Very High
Self-Awareness	0.42	4.25	Very High
Calming Strategies	0.38	4.31	Very High
Overall	0.27	4.30	Very High

The overall very high response of public-school teachers in all domains of anger management was also very high. This denotes that public school teachers can control their anger, especially on times that they are agitated or being prompted by different behaviors of students.

This is parallel to the idea of Faustino and Guhao (2022) who stated that when others raise their voices, teachers might do the same, but it is crucial for them to remain composed. Moreover, the findings are supported by Dewi and Kyranides (2021) who highlighted the need for teachers to reflect on their actions and recognize that students are not always to blame for moments of frustration. Moreover, the findings are aligned with the study of Frenzel,

Daniels, and Buric (2021) who emphasized that teachers possess the capacity to manage their emotions and stay calm when feeling upset with their students, contributing to a more harmonious classroom environment. Furthermore, the results of the study are in consonance with the study of Rozi, Baharun, Tohet, Aini, and Imamah (2022) who suggested that teachers should take a moment to pause and remind themselves to remain calm when anger arises, enabling them to approach challenges with understanding and clarity.

Adversity

Shown in Table 2 is the level of adversity of public school teachers, which revealed an overall mean of 4.46, which has an overall

¹Corresponding Author: Sharon Rose Hivertas

*Corresponding Email: sharonrose.hivertas@deped.gov.ph

descriptive level of very high. This means that the level of adversity is always manifested by the respondents. This denotes that the respondents have faced significant challenges, hardships, or difficult life circumstances. The indicator *ownership* got the highest mean of 4.59 and is described as very high. This is followed by the indicator *endurance*, with a mean of 4.45, which is described as very high, then the indicator

reach, which got a mean of 4.42 and is described as very high. On the other hand, the indicator *control* has the lowest mean of 4.39 and is described as very high. Moreover, the overall standard deviation of 0.46 is less than 1.0, which denotes that the respondents' ratings are clustered around the mean, attaining homogeneity of responses.

Table 2
Level of Adversity

Indicator	SD	Mean	Descriptive Equivalent
Control	0.57	4.39	Very High
Ownership	0.46	4.59	Very High
Reach	0.68	4.42	Very High
Endurance	0.62	4.45	Very High
Overall	0.46	4.46	Very High

There was an overall very high response from public school teachers in all domains of adversity. This indicates that the teachers have faced significant problems and challenges in their life and their work as well. Teachers control every situation optimally and take full responsibility for all the risks associated with their actions. While they are sincere when they can only solve some of life's problems, they remain determined to tackle any complex challenges that arise, especially those related to their students' growth and development. Teachers understand the importance of being accountable for their decisions and actions, always striving to find the best solutions to

their profession's various problems. Whether dealing with simple or complex issues, their determination to solve problems reflects their commitment to creating a positive and effective learning environment.

In parallel to the idea of Baog and Cagape (2022), teachers effectively manage each situation and take full responsibility for the risks their actions may involve. This is also similar to the study of Pino and Merin (2021) who claimed that while teachers may only be able to resolve some of life's challenges, they remain determined to address any complex problems that arise, especially those related

¹Corresponding Author: Sharon Rose Hivertas

*Corresponding Email: sharonrose.hivertas@deped.gov.ph

to their students' development. Likewise, the findings are supported by the study of Ventista and Brown (2023) who emphasized that teachers recognize the importance of being accountable for their decisions, always striving to find the most effective solutions to the challenges they face. Furthermore, the findings of the study are supported by Adao,

Relleve, Salazar, Macawile, and Chavez (2023), suggesting that whether dealing with simple or intricate issues, teachers' resolve to solve them reflects their commitment to nurturing a supportive and productive classroom atmosphere.

Stress

Table 3 shows the level of stress of public-school teachers with an overall mean of 4.21, which is described as a very high level of stress. This means that the level of stress is always manifested by the respondents. This denotes that the respondents experienced substantial stress in their workplace. The indicator with the highest mean is *overcommitment*, with a mean of 4.32 described as very high. On the other hand, the indicator *self-realization* has the lowest mean of 4.10 and is described as high. In addition, the overall standard deviation is 0.23, which is less than 1.0, suggesting homogeneity of variance and that the respondents have ratings that are clustered around the mean.

The overall very high response of the public-school teachers for the level of stress was further highlighted in two out of the five domains that had a very high response, also namely *overcommitment* and *recreational*

capacities. This indicates that teachers strongly exhibited traits or behaviors related to these domains and that the very high response in these areas points to a balance between intense professional commitment and the importance of recreation for overall well-being. Moreover, if teachers do not care for something themselves, nobody else will, which often leads them to shoulder a heavy burden of responsibility. While they may find fulfillment in doing meaningful work, they frequently experience feelings of loneliness, especially when they have to manage everything on their own. This sense of isolation, combined with the constant pressure of thinking about problems, can create a situation where teachers worry that their life circumstances may deteriorate if they continue without seeking support or finding ways to manage the challenges they face.

Table 3
Level of Stress

Indicators	SD	Mean	Descriptive Equivalent
Overcommitment	0.50	4.32	Very High
Self-Realization	0.37	4.10	High
Social Distress	0.34	4.18	High
Recreational Capacities	0.43	4.26	Very High

¹Corresponding Author: Sharon Rose Hivertas

*Corresponding Email: sharonrose.hivertas@deped.gov.ph

Uncertainty		0.40	4.18	High
	Overall	0.23	4.21	Very High

In consonance with the idea of Ali, Al-Dubai, Shahin, Al-Othmali, Abdoh, and Zeidan (2021), teachers often feel that if they do not take care of something themselves, no one else will, resulting in a heavy sense of responsibility. Moreover, the findings align with the study of Erturk (2022) who argued that, although teachers find their work meaningful, they frequently experience feelings of loneliness, especially when they feel isolated in their tasks.

Similarly, the results are consistent with the research conducted by McCarthy, Mosley, and Dillard (2022) who emphasized that teachers tend to dwell on problems, which can lead to a persistent concern about their well-being. Likewise, the results correspond to the findings of Ward, Brady, Jazdzewski and Yalch (2021) who pointed out that this ongoing focus on challenges can contribute to the fear that their life situation might deteriorate. Likewise, the findings are in agreement with the study of Chin, Ching, Del Castillo, Wen, Huang, Del Castillo, Gungon, and Trajera (2022) who stressed that, without seeking support, teachers may face difficulties that compound over time, affecting both their professional and personal lives.

Quality Work of Life

Shown in Table 4 is the level of quality of work life of public school teachers, which revealed an overall mean of 4.21, with an overall descriptive level of very high. This

means that the level of quality of work life is always manifested by the respondents. This denotes that the respondents feel supported and valued in their work environments despite the uncertainties and challenges that they experienced. The indicator *adequacy of resources* got the highest mean of 4.59 and is described as very high. This is followed by the indicator *work environment* with a mean of 4.26 and also described as very high, then the indicator *job satisfaction and job security* with a mean of 4.25 and is described as very high. On the other hand, the indicator *compensation and rewards* got the lowest mean of 4.15 and is described as high. Likewise, the overall standard deviation of 0.23 is less than 1.0 which denotes that the respondents' ratings are clustered around the mean, attaining homogeneity of variances.

The overall very high response of public school teachers in four out of nine domains of quality of work life was very high as well, namely *work environment, training and development, job satisfaction and job security, and adequacy of resources*. This denotes that teachers have very high support, high trainings, satisfied in their work, and have abundant resources. The school provides ample opportunities for teachers to develop their abilities effectively, ensuring personal and professional growth. Cooperation among all the departments is evident as they work harmoniously to achieve the school's goals. The relationship between the school principal and teachers is notably positive,

¹Corresponding Author: Sharon Rose Hivertas

*Corresponding Email: sharonrose.hivertas@deped.gov.ph

fostering a supportive and collaborative environment. Additionally, the school offers sufficient training opportunities to enhance teachers' competence in performing their

jobs, contributing to overall professional satisfaction.

Table 4
Level of Quality of Work Life

Indicators	SD	Mean	Descriptive Equivalent
Work Environment	0.49	4.26	Very High
Organization Culture and Climate	0.43	4.16	High
Relation and Co-Operation	0.38	4.16	High
Training and Development	0.46	4.23	Very High
Compensation and Rewards	0.46	4.15	High
Facilities	0.43	4.19	High
Job Satisfaction and Job Security	0.38	4.25	Very High
Autonomy of Work	0.38	3.93	High
Adequacy of Resources	0.28	4.59	Very High
Overall	0.23	4.21	Very High

In terms of workplace conditions, the organization ensures fairness and safety for teachers. Salaries are determined by considering the responsibilities at work, and earnings are fair compared to others in private schools performing similar roles. The school has adopted good safety measures to create a secure working environment. Flexi-time options are available, promoting a healthy work-life balance. Moreover, communication and information flow between the departments are satisfactory, enabling efficient collaboration and smooth operations.

These findings are in parallel with the study of Piyakun and Salim (2023), which highlights that schools provide ample opportunities for teachers to develop their abilities effectively, ensuring personal and professional growth. The cooperation among departments aligns

with the study of Erturk (2022), which emphasizes its significant role in achieving institutional goals. The positive relationship between school principals and teachers reflects the findings of Voelkel, Prusak, and Van Tassell (2024), who discuss the importance of creating a collaborative and supportive environment. Similarly, the provision of sufficient training opportunities to enhance teachers' competence aligns with the study of Jentsch and Konig (2022), which emphasizes the value of professional development in teaching.

These findings are in consonance with the study of Yang, Qureshi, Kuo, Quynh, Kumar, and Wisetsri (2022), which stresses that determining salaries based on responsibilities ensures fairness and recognizes teachers' contributions. Fair earnings compared to those in private

¹Corresponding Author: Sharon Rose Hivertas

*Corresponding Email: sharonrose.hivertas@deped.gov.ph

schools reflect the study of Fulmer, Gerhart, and Kim (2022), which notes the importance of equitable compensation in maintaining teacher satisfaction. The adoption of safety measures aligns with the study of Mubita (2021), which highlights the need for a secure working environment. Flexi-time options, which support better work-life balance, are consistent with the study of Hogan (2024), which emphasizes flexibility in teaching roles. Furthermore, satisfactory communication and information flow between departments are in line with the study of Zorlu and Korkmaz (2021), which highlights the importance of effective collaboration and smooth operations in schools.

Significance on the Relationship between Anger Management and Quality of Work Life of Public School Teachers

The result of the significance of the relationship between anger management and the quality of work life of public-school teachers is shown in Table 5 below. Results revealed that the overall r-value was -0.351 with a p-value of 0.000. It was further revealed that the p-value of 0.000 was less than the 0.05 level of significance, thereby rejecting the null hypothesis. Therefore, there is a moderate negative significant relationship between anger management and quality of work life among public school teachers. This showed that the higher the

anger management, the lower is the quality of work life of public-school teachers (Lee & Lee, 2023).

Also revealed in Table 5 is the correlation between anger management and quality of work life. Each relationship between indicators of anger management is presented. Further, when negative attributions were correlated to quality of work life, it registered an r of -.394 with $p < 0.05$, hence significant. When escalating strategies were correlated to quality of work life, it registered an r of -.352 with $p < 0.05$, hence significant. Moreover, when self-awareness was correlated to quality of work life, it registered an r of -.299 with $p < 0.05$, hence significant. Similarly, when calming strategies was correlated to quality of work life, it registered an r of .195 with $p < 0.05$, hence, significant.

This result conforms the concept of Piyakun and Salim (2023), who suggest that effective anger management is crucial for maintaining a positive work environment. The implication of this relationship indicates that as anger management improves; the quality of work life may decline. This paradox suggests that while teachers may develop strategies to manage their anger, the underlying stressors affecting their work life might become more pronounced, thereby impacting their overall job satisfaction.

Table 5

Significance on the Relationship between Levels of Anger Management and Quality of Work Life of Public School Teachers

¹Corresponding Author: Sharon Rose Hivertas

*Corresponding Email: sharonrose.hivertas@deped.gov.ph

Anger Management	Quality of Work Life									Overall
	Work Environment	Organization Culture and Climate	Relation and Co-Operation	Training and Development	Compensation and Rewards	Facilities	Job Satisfaction and Job Security	Autonomy of Work	Adequacy of Resources	
Escalating Strategies	-.252* (0.000)	-.322* (0.000)	-.106* (0.032)	-.145* (0.003)	-.209* (0.000)	-.324* (0.000)	-.314* (0.000)	-.010 (0.836)	-.049 (0.324)	-.352* (0.000)
Negative Attributions	-.450* (0.000)	-.484* (0.000)	-.025 (0.608)	-.161* (0.001)	-.143* (0.004)	-.155* (0.002)	-.174* (0.000)	-.108* (0.029)	-.261* (0.000)	-.394* (0.000)
Self-Awareness	-.253* (0.000)	-.221* (0.000)	-.145* (0.003)	-.222* (0.000)	-.211* (0.000)	-.106* (0.032)	-.253* (0.000)	-.042 (0.391)	-.002 (0.970)	-.299* (0.000)
Calming Strategies	-.115* (0.020)	-.098* (0.048)	-.110* (0.025)	-.178* (0.000)	.175* (0.000)	.186* (0.000)	.145* (0.030)	-.019 (0.699)	.133* (0.007)	.185* (0.000)
Overall	-.348* (0.000)	-.380* (0.000)	-.139* (0.005)	-.146* (0.003)	-.160* (0.001)	-.162* (0.002)	-.237* (0.000)	-.074 (0.134)	-.090 (0.068)	-.351* (0.000)

*Significant at 0.05 significance level.

Moreover, this is also supported by Ali, Al-Dubai, Shahin, Al-Othmali, Abdoh, and Zeidan (2021), who emphasize that teachers' anger management significantly influences their professional performance and quality of work life. Similarly, the moderate negative relationship suggests that enhancing anger management skills can lead to a better understanding of emotional triggers and responses, potentially alleviating some stressors that affect the quality of work life. Addressing these emotional aspects may help create a more balanced and supportive work environment for teachers, eventually enhancing their job satisfaction and effectiveness.

Significance on the Relationship between Adversity and Quality of Work Life of Public School Teachers

In Table 6 is shown the significance on the relationship between adversity and quality of work life of public school teachers. It was revealed that the overall r-value was -0.181 with a p-value of 0.000, which is less than the 0.05 level of significance. With this, the null hypothesis of no significance between adversity and quality of work life is rejected. Moreover, the results are interpreted as a significant negative relationship between adversity and the quality of work life of public school teachers. This showed that the higher the adversity is, the lower the quality of work life of public school teachers.

¹Corresponding Author: Sharon Rose Hivertas

*Corresponding Email: sharonrose.hivertas@deped.gov.ph

Also revealed in Table 6 is the correlation between adversity and the quality of work life of public-school teachers. Each relationship between the indicators of adversity and quality of work life is presented. Further, when control was correlated to quality of work life, it registered an r of $-.199$ with $p < 0.05$, hence significant. Moreover, when ownership was correlated to quality of work life, it registered an r of $-.160$ with $p < 0.05$, hence significant. Likewise, when endurance was correlated to quality of work life, it registered an r of $-.071$ with $p < 0.05$, hence significant.

This finding aligns with the perspective of Odisa, Kalai, and Okoth (2021), indicating that increased adversity can adversely affect the overall quality of work life. The implication of this relationship suggests that as levels of adversity rise, the quality of work life for teachers tends to decline. This trend highlights the challenges educators face in managing the stresses associated with their professional environment, which can diminish their job satisfaction and engagement.

Table 6
Significance on the Relationship between Levels of Adversity and Quality of Work Life of Public School Teachers

Adversity	Quality of Work Life									
	Work Environment	Organization Culture and Climate	Relation and Co-Operation	Training and Development	Compensation and Rewards	Facilities	Job Satisfaction and Job Security	Autonomy of Work	Adequacy of Resources	Overall
Control	-.164* (0.001)	-.071 (0.153)	-.191* (0.000)	-.140* (0.005)	-.116* (0.018)	-.152* (0.002)	-.269* (0.000)	-.070 (0.156)	.280* (0.000)	-.199* (0.000)
Ownership	-.025 (0.607)	-.126* (0.011)	-.119* (0.016)	-.085 (0.085)	-.186* (0.000)	-.190* (0.000)	-.175* (0.000)	.041 (0.406)	.177* (0.018)	-.160* (0.001)
Reach	-.238* (0.000)	-.070 (0.158)	-.305* (0.000)	-.112* (0.023)	-.103* (0.037)	-.084 (0.088)	-.082 (0.096)	.165* (0.001)	.184* (0.000)	-.150* (0.002)
Endurance	-.131* (0.008)	-.114* (0.021)	.015 (0.758)	-.084 (0.088)	-.077 (0.122)	-.048 (0.327)	-.110* (0.026)	.239* (0.000)	-.015 (0.763)	-.071 (0.151)
Overall	-.190* (0.000)	-.119* (0.016)	-.197* (0.000)	-.134* (0.007)	-.147* (0.003)	-.143* (0.004)	-.195* (0.000)	.132* (0.007)	.192* (0.000)	-.181* (0.000)

¹Corresponding Author: Sharon Rose Hivertas

*Corresponding Email: sharonrose.hivertas@deped.gov.ph

*Significant at 0.05 significance level.

Furthermore, the negative relationship highlights the complex dynamics between adversity and work conditions. This is supported by Ratanasiripong, Ratanasiripong, Nungdanjark, and Thongthammarat (2020), who emphasize that while adversity is an inherent part of the teaching profession, it can significantly impact teachers' perceptions of their work environment. In parallel, addressing the factors contributing to adversity, such as workload and lack of resources, may help improve the overall quality of work life for teachers. Moreover, implementing support systems and professional development opportunities can empower educators to navigate adversity more effectively, which could enhance their job satisfaction and overall well-being.

Significance on the Relationship between Stress and Quality of Work Life of Public School Teachers

The result of the significance on the relationship between stress and quality of work life of public-school teachers is shown in Table 7. Results revealed that the overall r-value was 0.197 with a p-value of 0.000. It was further revealed that the p-value of 0.000 was less than the 0.05 level of significance, thereby rejecting the null hypothesis. Hence, there is a positive significant relationship between stress and quality of work life of public-school teachers. This also means that the level of stress was correlated to the overall level of the quality of work life. This showed that the higher the stress, the higher the quality of work life of

public-school teachers. The results further denote that stress is common to the respondents and they can work under pressure, which gives the positive relationship between stress and quality of work life.

This finding conforms with the study of Choompunuch et al. (2021), suggesting that while stress is often perceived negatively, it can sometimes contribute to an increase in the quality of work life. The implication of this relationship indicates that as stress levels rise, there may be a corresponding slight improvement in teachers' quality of work life. This phenomenon can be understood in the context of stress as a motivating factor that encourages teachers to adapt and innovate in their professional practices.

Moreover, the findings echoed Sirgy's (2001) Spillover Theory which emphasize how satisfaction or dissatisfaction in one life domain (e.g., work) "spills over" into other domains (e.g., family, leisure) and vice versa, shaping overall well-being. His framework specifically links QWL to broader life satisfaction, arguing that positive work experiences (e.g., autonomy, fair compensation, meaningful tasks) enhance personal life, while negative work stressors (e.g., burnout, role conflict) degrade it. This model highlights that improving QWL is not just about workplace conditions; it is about promoting a bidirectional harmony where work contributes to personal fulfillment and

¹Corresponding Author: Sharon Rose Hivertas

*Corresponding Email: sharonrose.hivertas@deped.gov.ph

well-being, boosting productivity and engagement.

Table 7

Significance on the Relationship between Levels of Stress and Quality of Work Life of Public School Teachers

Stress	Quality of Work Life									Overall
	Work Environment	Organization Culture and Climate	Relation and Co-Operation	Training and Development	Compensation and Rewards	Facilities	Job Satisfaction and Job Security	Autonomy of Work	Adequacy of Resources	
Overcommitment	-.226* (0.000)	-.224* (0.000)	-.314* (0.000)	-.217* (0.000)	-.255* (0.000)	-.077 (0.119)	-.210* (0.000)	.242* (0.000)	.119* (0.016)	-.254* (0.000)
Self-Realization	.179* (0.000)	.259* (0.000)	.161* (0.001)	.033 (0.054)	-.033 (0.504)	-.053 (0.280)	-.098* (0.047)	.134* (0.007)	-.036 (0.470)	.139* (0.005)
Social Distress	.212* (0.000)	.248* (0.000)	.297* (0.000)	.099* (0.044)	.194* (0.000)	-.017 (0.729)	-.040 (0.417)	.068 (0.166)	.009 (0.858)	.223* (0.000)
Recreational Capacities	-.101* (0.042)	-.137* (0.006)	.625* (0.000)	.584* (0.000)	.297* (0.000)	.060 (0.225)	.257* (0.000)	.193* (0.000)	-.353* (0.000)	.303* (0.000)
Uncertainty	.218* (0.000)	.253* (0.000)	.399* (0.000)	.120* (0.015)	.221* (0.000)	-.006 (0.900)	-.025 (0.615)	.205* (0.000)	-.191* (0.000)	.257* (0.000)
Overall	.061 (0.219)	.097 (0.050)	.369* (0.000)	.199* (0.000)	.121* (0.014)	-.003 (0.952)	-.050 (0.317)	.304* (0.000)	-.154* (0.002)	.197* (0.000)

*Significant at 0.05 significance level.

The result is also supported by Chen et al. (2022), who note that moderate stress levels can drive individuals to enhance their problem-solving skills and resilience, potentially leading to improved job performance and satisfaction. In parallel, it is essential to consider that while some stress

can lead to positive outcomes, excessive stress can be detrimental. Thus, providing support mechanisms for teachers to manage stress effectively can ensure its potential benefits are realized, promoting a healthier work environment and enhancing the overall quality of work life.

¹Corresponding Author: Sharon Rose Hivertas

*Corresponding Email: sharonrose.hivertas@deped.gov.ph

Best Fit Path Model of Quality of Work-Life

Three generated models were presented in this study. In identifying the best-fit model, all indices must consistently fall within the acceptable range. Chi-square/ degrees of freedom should be less than 2 but greater than 0 with its corresponding p-value greater than 0.05. The root mean square error approximation value must be less than 0.05, and its corresponding P-close value must be greater than 0.05. The other indices, such as the normed fit index, Tucker-Lewis index, comparative fit index, and the goodness of fit index, must all be greater than 0.95.

Generated Model 1. In Figure 2 is shown the generated structural model 1. It displays the interrelationships of the exogenous variables: anger management, adversity, and stress, and their causal relationship on the endogenous variable, quality of work life. The results from Path Analysis Model 1 indicate a few significant and non-significant

relationships among the variables and overall poor model fit.

Based on the results in Table 8, the model failed to satisfy the criterion for an acceptable fit. P-Close has a value of .000, less than 0.05, which is considered a poor fit. RMSEA has a value of .473, greater than 0.05, hence a poor fit. According to Kenny (2015), P-close and RMSEA values greater than 0.05 and less than 0.05 respectively are thresholds for a model that is considered close fitting. On the other hand, CMIN/DF has a model fit value of 92.551 which is far from the less than 2 threshold value, thus a poor fit. Moreover, Steiger (2007) emphasized that CMIN/DF should less than 2, while Tucker-Lewis Index (TLI) and Comparative Fit Index (CFI) should be greater than 0.95 for a reasonable fit and close to 1 for an excellent fit. With the results of these indices not hitting the thresholds, and the current model in Figure 2, as supported by the data in Table 8, means that the basic criterion for a good fit index was unmet.

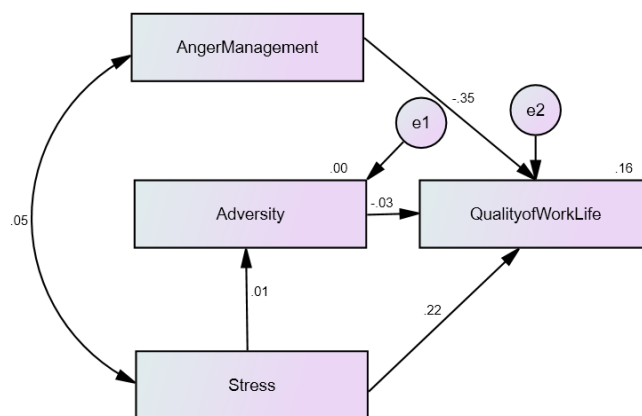


Figure 2. Path Analysis Model 1 in Standardized Solution

¹Corresponding Author: Sharon Rose Hivertas

*Corresponding Email: sharonrose.hivertas@deped.gov.ph

Legend: Anger Management – Anger Management
Adversity – Adversity
Stress – Stress
Quality of Work Life – Quality of Work Life

Moreover, in Figure 2 is presented the goodness of fit measures of the first path analysis model involving the latent variables anger management, adversity, stress, and quality of work life. It can be gleaned from the figure that anger management to quality of work life has a β -coefficient of -0.35; adversity to quality of work life has a

β -coefficient of -0.32; and stress to quality of work life has a β -coefficient of 0.22. However, looking into the effect of the latent variables to each other revealed that anger management to stress has a β -coefficient value of .05, and stress to adversity has a β -coefficient value of .01.

Table 8
Goodness of Fit Measures of Path Analysis Model 1

¹Corresponding Author: Sharon Rose Hivertas

*Corresponding Email: sharonrose.hivertas@deped.gov.ph

INDEX	CRITERION	MODEL FIT VALUE
P-Close	> 0.05	.000
CMIN/DF	$0 < \text{value} < 2$	92.551
P-value	> 0.05	.000
GFI	> 0.95	.908
CFI	> 0.95	.443
NFI	> 0.95	.456
TLI	> 0.95	-2.345
RMSEA	< 0.05	.473

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

Generated Model 2. The generated model 2 is shown in Figure 3. It enables the interrelationships of the exogenous variables, namely anger management, adversity, and stress, and their causal relationship on the endogenous variable *quality of work life*, where their arrows were changed and redefined. Based on the results in Table 9, the model is a poor fit, and failed to

satisfy the criterion for an acceptable fit. P-Close has a value of .000, which is less than 0.05, which is considered a poor fit. RMSEA has a value of .228 which is more significant than 0.05, hence a poor fit. According to Kenny (2015), P-close and RMSEA values greater than 0.05 and less than 0.05, respectively, are thresholds for a model that is considered close-fitting.

¹Corresponding Author: Sharon Rose Hivertas

*Corresponding Email: sharonrose.hivertas@deped.gov.ph

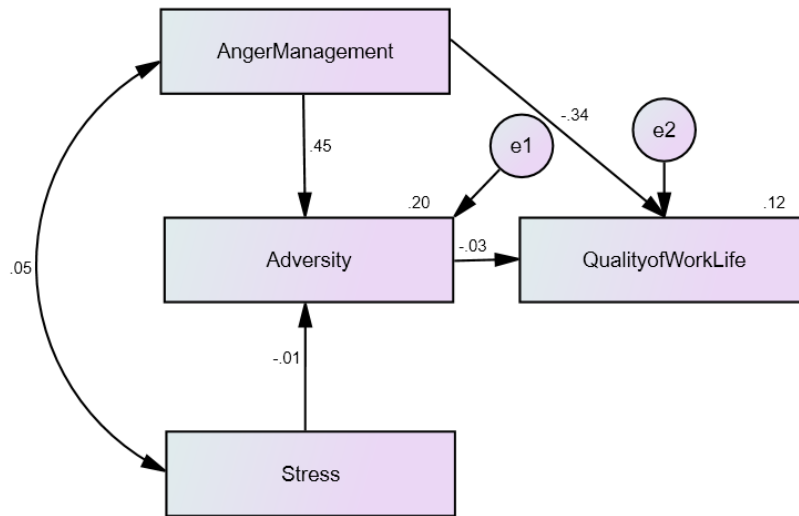


Figure 3. Path Analysis Model 2 in Standardized Solution

Legend: Anger Management – Anger Management
 Adversity – Adversity
 Stress – Stress
 Quality of Work Life – Quality of Work Life

In addition, CMIN/DF has a model fit value of 22.351 which is far from the less than 2 threshold value, thus a poor fit. Moreover, Steiger (2007) emphasized that CMIN/DF should be less than 2, while the Tucker-Lewis Index (TLI) and Comparative Fit Index (CFI) should be greater than 0.95 for a reasonable

fit and close to 1 for an excellent fit. The results of these indices not hitting the thresholds and the current model in Figure 3, as supported in the data in Table 9, means that the basic criterion for the good fit index has failed to be met.

Table 9
Goodness of Fit Measures of Path Analysis Model 2

INDEX	CRITERION	MODEL FIT VALUE
P-Close	> 0.05	.000
CMIN/DF	0 < value < 2	22.351

¹Corresponding Author: Sharon Rose Hivertas

*Corresponding Email: sharonrose.hivertas@deped.gov.ph

P-value	> 0.05	.000
GFI	> 0.95	.974
CFI	> 0.95	.870
NFI	> 0.95	.869
TLI	> 0.95	.220
RMSEA	< 0.05	.228

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

Likewise, in Figure 3 are presented the refined arrows or correlations of Model 2 as compared to Model 1 for each latent variable. In Model 2, anger management is correlated to adversity, whereas it was not correlated in Model 1. Also, stress is not correlated to quality of work life in Model 2, which was earlier correlated to quality of work life in Model 1. With the refined correlations and arrows pointing to other variables, the beta coefficient values for other variables and their correlations also changed: anger management to quality of work life changes from .35 to .34, unobserved variable (e1) to adversity changes from .00 to .20. These findings are in

line with the study of Nesic, Vogel, Kruger, Wenzel, Sahebi, Rassaf, Siebermair, and Wesemann (2023) found that managing anger constructively requires self-awareness and the ability to identify emotional triggers, which can help individuals respond more effectively to adversity.

Contrary to the relationship between stress and quality of work life, a separate study by Ismail, Seman, and Ghapar (2022) found that stress does not always directly correlate with a diminished quality of work life, as individual coping mechanisms and organizational support can moderate its effects. This perspective suggests that while stress is

¹Corresponding Author: Sharon Rose Hivertas

*Corresponding Email: sharonrose.hivertas@deped.gov.ph

often viewed as a negative factor, its impact on the quality of work life may vary depending on contextual factors and personal resilience.

Generated Model 3. Lastly, the generated Model 3 exhibited in Figure 4 showed the interrelationship of the exogenous variables: *anger management*, *adversity*, and *stress* and their causal relationship on the endogenous variable *quality of work life*. Model 3 is a modified version of the arrows and the rearrangement of their paths. Furthermore, the substantial improvement among indices was manifested in Table 3 when compared to

model 2 such as P-Close of .000 to .940, CMIN/DF of 22.351 to .166, P-value of .000 to .874, GFI of .974 to 1.000, CFI of .870 to 1.000, TLI of .220 to 1.030, and RMSEA of .228 to .000.

Model 3 was found to be the best-fit model among the three generated models because all of its indices fall within each criterion, as shown in Table 10. Thus, there was no need to find another model for testing because it was already found to be the best fit among all the tested models. Therefore, the null hypothesis of the no best-fit model was rejected.

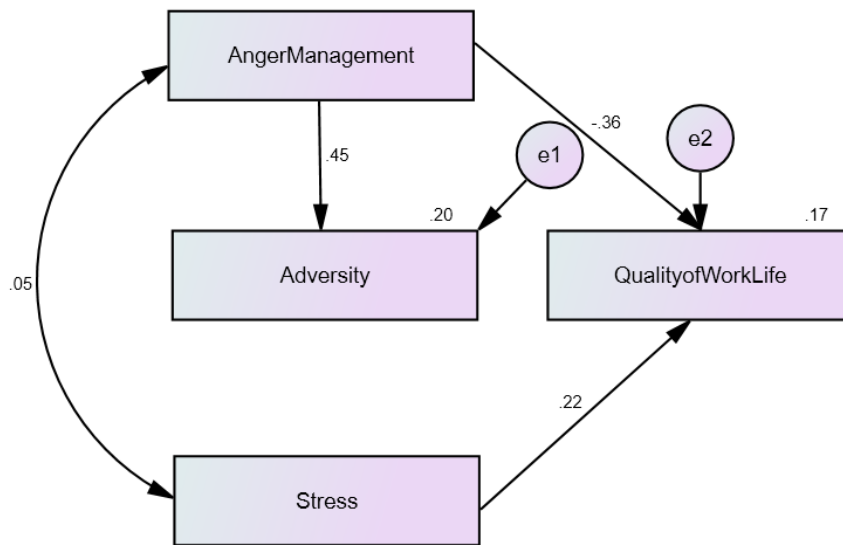


Figure 4. Path Analysis Model 3 in Standardized Solution

Legend: Anger Management – Anger Management
 Adversity – Adversity
 Stress – Stress
 Quality of Work Life – Quality of Work Life

¹Corresponding Author: Sharon Rose Hivertas

*Corresponding Email: sharonrose.hivertas@deped.gov.ph

Likewise, in Figure 4 are presented the refined arrows or correlations of Model 3 as compared to Model 2 for each latent variable. In Model 3, stress is not correlated to adversity, whereas it was correlated in Model 2. Also, stress is correlated to quality of work life in Model 3, which was not correlated to quality of work life in Model 2.

Similarly, adversity is not correlated to quality of work life in Model 3 but correlated to it in Model 2. Hence, stress and adversity do not always correlate. This is aligned to the study of Egan, Park, Lam, and Gatt (2024) that stress is more about an individual's perception of resource loss or threat, while adversity refers to external challenges or hardships.

Table 10
Goodness of Fit Measures of Path Analysis Model 3

INDEX	CRITERION	MODEL FIT VALUE
P-Close	> 0.05	.940
CMIN/DF	0 < value < 2	.166
P-value	> 0.05	.847
GFI	> 0.95	1.000
CFI	> 0.95	1.000
NFI	> 0.95	.998
TLI	> 0.95	1.030
RMSEA	< 0.05	.000

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

¹Corresponding Author: Sharon Rose Hivertas

*Corresponding Email: sharonrose.hivertas@deped.gov.ph

RMSEA	-	Root Means Square of Error Approximation
Pclose	-	P of Close Fit
P-value	-	Probability Level

This distinction suggests that facing adversity does not necessarily lead to stress, as responses to adversity can vary based on an individual's coping strategies, resilience, and available support systems. This perspective highlights that adversity and stress, while interconnected, are not inherently correlated in all situations.

Moreover, in Figure 4 are presented the goodness of fit measures of the third path analysis model involving the latent variables anger management, adversity, stress, and quality of work life. It can be gleaned from the figure that anger management to quality of work life has a β -coefficient of -0.36; stress to quality of work life has a β -coefficient of 0.22, and there was no direct correlation for adversity to quality to work life. However, looking into the effect of the latent variables to each other revealed that anger management to stress has a β -coefficient value of .05, and anger management to adversity has a β -coefficient value of .45.

With this, it can be deduced that public school teachers have a quality of work life if they can manage their anger and stress well. Without adversities, teachers can better improve their quality of work life, making them proficient and effective in their teaching jobs. Further, giving teachers some training, seminars, and even stress-relieving activities could somehow improve their quality of work life in the workplace (Faustino & Guhao, 2022).

It could be stated that there is a best-fit model that predicts the quality of work life of public school teachers in Region XI. The model clearly illustrates the importance of anger management, adversity, and stress as significant predictors of the quality of work life of public school teachers.

Moreover, this finding is supported by the study of Goretzko et al. (2023) who emphasized that poor model fit often signals the necessity for a more thorough examination of the relationships among variables. The findings suggest that many of the model's indices fall below acceptable thresholds, indicating significant deviations from ideal model fit. Furthermore, considerable error in approximation points to a substantial discrepancy between the model and the observed data. These insights collectively suggest that enhancing the model's explanatory power may require identifying which factors contribute most meaningfully to the outcomes under investigation.

Additionally, anger management affects the quality of work life. This conclusion supports Ali et al. (2021), who found that teachers' anger management significantly influences their professional performance and quality of work life. Effective anger management is crucial for maintaining a positive work environment (Piyakun & Salim, 2023). Likewise, stress has an impact on the quality of work life of teachers. This conclusion is parallel with the study of Chen, Wang, Li, and

¹Corresponding Author: Sharon Rose Hivertas

*Corresponding Email: sharonrose.hivertas@deped.gov.ph

Liu (2022) that moderate levels of stress can drive individuals to enhance their problem-solving skills and potentially lead to improved quality of work life. A small amount of stress being a motivating factor encourages teachers to adapt and innovate in their professional practices (Choompunuch et al., 2021).

With Path 3 being the best-fit model, these findings support the claims of Kenny (2024), who emphasized that when a model achieves a high degree of alignment between the observed data and theoretical expectations, it is a best-fit model. The best fit model is pointed with the model's low chi-square statistic and strong values in the Goodness of Fit Index and Comparative Fit Index, which reflect its precision in capturing the underlying structure. This alignment suggests that the pathways between anger management and adversity, as well as quality of work life, are represented with accuracy, enhancing the model's reliability for interpreting these relationships.

Similarly, this also supports the study of Douma and Shipley (2022) who emphasized that the model's ideal fit accurately reflects the observed data, and involves meeting established thresholds for fit indices. A best fit model meets key criteria for strong model fit, showing minimal discrepancy between predicted and observed relationships among variables. The model achieves non-significance in the chi-square test, indicating close alignment with the observed data, while also maintaining a low Root Mean Square Error of Approximation (RMSEA), signifying minimal error. High scores in the

Goodness of Fit Index (GFI), Comparative Fit Index (CFI), and Tucker-Lewis Index (TLI) further establish the model's precision in representing these variables.

The cognitive-neoassociationistic theory of Berkowitz (1990) supports this study by claiming that a primitive form of anger is automatically triggered upon a provocation through an associative network of components that includes feelings, memories, thoughts, physiological, and expressive motor reactions, thus affecting the quality of work life. Moreover, the adversity quotient theory of Stoltz (2012) highlights the ability of a person to face any obstacles and turn them into opportunities. The adversity quotient is used to help individuals strengthen their ability and perseverance to face various obstacles while holding on to their principles in improving their quality of work life. Moreover, the findings were also supported by the theory of reciprocity of Siegrist (1996) who claims that higher amount of stress can affect the quality of work life.

In summary, Path Analysis Model 3 is the best fit model as it was found to have a very good fit to the data since all the indices presented fall within each criterion. Moreover, this contributes significantly to the body of knowledge by offering valuable insights into how anger management, adversity, and stress affect the quality of work life of public-school teachers. It also emphasizes the challenges teachers face and highlights how these emotional regulations can significantly improve their well-being. The research suggests that when teachers

¹Corresponding Author: Sharon Rose Hivertas

*Corresponding Email: sharonrose.hivertas@deped.gov.ph

are supported in managing stress and adversity, their overall work experience improves, helping them maintain a healthier, more balanced professional life.

For the Department of Education (DepEd), the study points to the importance of creating systems and programs that support teachers in managing emotional challenges. Providing resources and strategies to help

teachers build resilience and cope with stress can enhance their work life quality. This is closely related to Sustainable Development Goal 4 (SDG 4), which focuses on ensuring quality education. Teachers who are better able to handle stress and adversity can create more positive and effective learning environments, benefiting students and strengthening the overall education system.

CONCLUSION AND RECOMMENDATIONS

Based on the findings of the study, the following conclusions were drawn:

The anger management is very high, which indicates that anger management was very much observed among public school teachers. Moreover, the results on the indicators, escalating strategies, negative attributions, self-awareness, and calming strategies, are very high, which indicates that these indicators were very much observed among public school teachers. Moreover, the adversity of public-school teachers is very high, indicating that the adversity was always manifested by the teachers. The indicators control, ownership, reach, and endurance have portrayed very high rating, signifying that these indicators were always manifested.

On the other hand, stress being perceived by the public-school teachers is very high. This means that the level of stress is always manifested by the public-school teachers. The indicators overcommitment and recreational capacities have very high level, indicating that these indicators are always

manifested by the teachers. On the other hand, the indicators self-realization, social distress, and uncertainty are high, signifying that they are oftentimes manifested by the public-school teachers.

Likewise, the quality of work life is very high, suggesting that it is very much evident to the public-school teachers. The indicators work environment, training and development, job satisfaction, and job security are very high, indicating that these are very much evident to the public-school teachers. On the contrary, the indicators organization culture and climate, relation and co-operation, compensation and rewards, facilities, and autonomy of work are high, indicating that these indicators are much observed on the public-school teachers.

As to the interrelationship of the variables on quality of work life, there is moderate negative significant relationship between anger management and quality of work life among public school teachers. Also, there is a negative significant relationship between adversity and quality of work life. There is

¹Corresponding Author: Sharon Rose Hivertas

*Corresponding Email: sharonrose.hivertas@deped.gov.ph

also a positive significant relationship between stress and quality of work life of public-school teachers.

Model 3 emerged as the best-fit model for analyzing the relationships among anger management, adversity, stress, and quality of work life among public school teachers, showcasing a strong alignment with observed data and favorable goodness-of-fit indices. In contrast, Model 1 exhibited a poor fit, revealing significant discrepancies between the model structure and the actual relationships, while Model 2, despite offering valuable insights, also displayed substantial misfit, indicating a lack of comprehensive representation of the interconnections among variables. Model 3 stands out for its capacity to illustrate a path of relationship between anger management, adversity, stress, and quality of work life, establishing it as the most reliable framework for understanding the complex interactions of these variables. The research findings echo the results of the study of Kenny (2024), who emphasized that when a model achieves a high degree of alignment between the observed data and theoretical expectations, it is a best-fit model. The Transactional Model of Stress and Coping of Lazarus and Folkman (1984), illustrates how individuals manage anger, evaluate and respond to adversities, where adaptive coping strategies help regulate emotions, navigate challenges, and reduce stress, leading to improved quality of work life.

Based on the findings and conclusions, the following are highly recommended:

Given that escalating strategies is the lowest indicator under anger management, it is essential that intervention programs be implemented to equip teachers with practical strategies for de-escalation. These programs can highlight techniques such as recognizing emotional triggers, using calming communication tactics, and setting clear boundaries to prevent conflicts from intensifying. Strengthening these skills may enable teachers to handle challenging interactions more constructively, promoting a more balanced and supportive classroom environment.

With a low mean for control in adversity, and given the importance of maintaining a sense of control during difficult circumstances, it is essential that capacity-building sessions be introduced to enhance teachers' ability to manage adversity. These sessions can focus on promoting problem-solving skills, promoting adaptive thinking, and encouraging proactive decision-making, empowering teachers to feel more confident in addressing obstacles. Strengthening this sense of control may contribute to greater emotional resilience, allowing teachers to remain steady and focused in the face of challenges.

Since self-realization and social distress had the lowest mean, it is recommended that wellness initiatives be developed to promote self-realization and reduce social distress among teachers. These initiatives can include mindfulness practices, reflective exercises, and peer support groups to help teachers understand their emotional needs while building meaningful connections. Enhancing

¹Corresponding Author: Sharon Rose Hivertas

*Corresponding Email: sharonrose.hivertas@deped.gov.ph

self-awareness and social support may lead to better stress management, fostering a healthier and more connected school community.

Given the various factors that influence teachers' quality of work life in the workplace, it is essential to implement programs that promote a supportive and well-rounded environment. Strengthening collaborative relationships, building a positive organizational atmosphere, and recognizing teachers' contributions through meaningful rewards can enhance professional fulfillment. Ensuring access to adequate resources, improving facilities, and providing greater autonomy in decision-making can further empower teachers to perform effectively. Prioritizing these aspects may lead to a more satisfying and sustainable work environment, ultimately benefiting both educators and students.

The path analyses indicate that Models 1 and 2 exhibited poor fit, highlighting the need for a more comprehensive examination of the relationships among the variables. Model 3 revealed that anger management and stress are correlated to quality of work life, except adversity. It is recommended that to enhance the quality of work life, teachers may work in developing the retained indicators by way of establishing effective anger management

techniques and addressing stress through appropriate interventions. Furthermore, future research should explore additional factors that influence these paths, ensuring a more accurate representation of the interactions between anger management, adversity, stress, and quality of work life. Developing a revised model that addresses the limitations of the previous analyses can enhance understanding and inform more effective interventions.

The policymakers have implemented several programs to support teachers' well-being: To address anger management, DepEd's capacity-building programs include training on anger management, as outlined in DepEd Order No. 025, s. 2019 (DepEd, 2019). In response to adversity, DepEd launched Mental Health and Psychosocial Support Services (MHPSS) during the COVID-19 pandemic, offering workshops, counseling, and training to help teachers build resilience (DepEd, 2020). For stress, DepEd Memorandum No. 120, s. 2021, titled Stress Management in the Workplace, provides guidelines and strategies to assist teachers in effectively managing stress (DepEd Bukidnon, 2021). To enhance the quality of work life, the Learning Action Cell (LAC) was established as a school-based continuing professional development strategy, promoting collaborative learning among teachers to improve teaching practices and job satisfaction (Ortillo & Ancho, 2021).

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*Corresponding Email: sharonrose.hivertas@deped.gov.ph

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*Corresponding Email: sharonrose.hivertas@deped.gov.ph

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*Corresponding Email: sharonrose.hivertas@deped.gov.ph

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¹Corresponding Author: Sharon Rose Hivertas

*Corresponding Email: sharonrose.hivertas@deped.gov.ph

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¹Corresponding Author: Sharon Rose Hivertas

*Corresponding Email: sharonrose.hivertas@deped.gov.ph