

Interplay of Support, Trust, and Commitment and Work-Life Balance in the Organization among Public Elementary School Teachers: Input to Teachers' Wellness and Support Program

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Abstract

This study investigated the interplay of support, trust, commitment, and work-life balance in the organization among public elementary school teachers in Sariaya East District, Division of Quezon, for the academic year 2025–2026. Utilizing a quantitative-correlational research design, 193 teachers were random sampled. Key areas examined included organizational support in terms of fairness, supervisory support, organizational rewards, and job conditions; organizational trust in terms of ability, benevolence, and integrity; work-life balance in terms of work interference with personal life, personal life interference with work, work enhancement of personal life, and personal life enhancement of work; and organizational commitment in terms of affective, normative, and continuance commitment. Findings indicated high perceptions of organizational support, organizational trust, and organizational commitment among the respondents. Significant relationships were found between organizational support and organizational commitment, organizational trust and organizational commitment, and work-life balance and organizational commitment. The relationships of organizational support and organizational trust with work-life balance were dimension-specific, indicating that support and trust were significantly associated with some aspects of work-life balance, but not with all dimensions, particularly personal life interference with work. Notably, work-life balance did not mediate the relationship between organizational support and organizational commitment or between organizational trust and organizational commitment. Recommendations emphasize the need for school leaders to strengthen supportive and trust-oriented practices while addressing specific work-life balance concerns that may affect teachers' well-being, personal time, and professional commitment.

Keywords: Organizational Support; Organizational Trust; Work-Life Balance; Organizational Commitment; Mediating Variable; Public Elementary School Teachers

1. Introduction

The work of public school teachers has never been limited to classroom instruction alone. Aside from teaching lessons and assessing learners, teachers also perform responsibilities related to lesson preparation, learner monitoring, parent communication, school programs, reports, and other school-related tasks. Because of this, teaching has become not only an instructional role but also an organizational, emotional, and relational responsibility that requires time, energy, patience, and sustained commitment.

In the Philippine public school system, teacher workload and welfare remain important concerns. Many teachers continue to perform duties beyond regular working hours, which may affect their rest, family time, emotional well-being, and overall professional sustainability. Recognizing this concern, the Department of Education has issued policy reforms intended to protect teachers' time, lessen unnecessary tasks, and make teaching more manageable. DepEd Order No. 002, s. 2024 provides for the immediate removal of

administrative tasks from public school teachers, while DepEd Order No. 005, s. 2024 rationalizes teachers' workload in public schools and provides guidelines on teaching overload. DepEd Order No. 009, s. 2025 amended the school calendar guidelines, and DepEd Order No. 012, s. 2025 provided multi-year implementing guidelines on the school calendar and activities. These policies show the continuing effort to promote teacher welfare, workload balance, and a more sustainable teaching environment.

The urgency of addressing teacher workload is supported by national evidence. The Second Congressional Commission on Education reported that Filipino teachers work an average of 52 hours per week, including weekends, with more than half of their time spent on work outside direct classroom instruction. Another EDCOM II policy brief noted that 27 percent of teachers reported working more than 60 hours weekly. These findings indicate that teacher workload is not only an individual concern but also a systemic issue that may affect instructional quality, personal well-being, and long-term commitment to the profession.

However, policy reforms alone do not automatically guarantee positive teacher experiences. Teachers' actual working conditions are still shaped by the school environment, leadership practices, organizational culture, fairness, available support, and the level of trust within the institution. Some teachers may feel valued through recognition, fair treatment, clear communication, supportive supervision, and accessible resources. Others may continue to experience heavy workload, unclear expectations, limited assistance, and pressure from school demands.

Existing research supports the importance of these workplace conditions in teachers' professional lives. Wang (2024) found that perceived organizational support was positively associated with teachers' work engagement and psychological well-being, while workload was negatively associated with these outcomes. Admiraal et al. (2023) also emphasized that a safe school climate and collaborative, participative school culture serve as important job resources for teachers. In addition, Eryilmaz et al. (2025) reported that school leadership, student discipline, workload, and professional development are associated with teacher job satisfaction. Zhou et al. (2021) likewise found that work-family conflict may weaken teachers' occupational well-being and satisfaction.

Organizational support is an important factor in understanding teachers' commitment. Kurtessis et al. (2017) explained that perceived organizational support refers to employees' belief that the organization values their contribution and cares about their well-being. In the school setting, this means that teachers are more likely to feel attached to their organization when they believe that their work, needs, and welfare are recognized. Yolanda and Said (2022) also found that perceived organizational support affects teachers' affective commitment and job performance, suggesting that meaningful support may strengthen teachers' motivation, engagement, and productivity.

Along with organizational support, organizational trust also plays a vital role in strengthening teachers' connection to their schools. Teachers are more likely to remain committed when they believe that their school leaders are fair, sincere, competent, and consistent. Lleó et al. (2023) found that a principal's integrity and benevolence help shape teacher trust and affective commitment. This shows that trust creates a sense of safety, respect, and confidence within the school organization.

Work-life balance is another important factor that helps sustain teacher commitment. When teachers are able to manage both professional and personal responsibilities, they are less likely to feel exhausted, overwhelmed, or disconnected from their work. Abdulaziz et al. (2022) found that work-life balance and work overload influence teachers' organizational commitment, with job engagement and perceived organizational support also playing important roles. This suggests that commitment is strengthened when teachers experience manageable, humane, and supportive working conditions.

These concerns are relevant to public elementary school teachers in Sariaya East District, who continue to meet the demands of classroom instruction, learner support, school programs, community

participation, and professional responsibilities. Their organizational commitment may be shaped by the support they receive from their schools, the trust they place in their leaders and organization, and their ability to maintain a healthy balance between work and personal life.

Thus, this study was conducted to determine the perceived levels of organizational support, organizational trust, work-life balance, and organizational commitment among public elementary school teachers in Sariaya East District. It seeks to understand how these factors relate to teachers' commitment and how schools may create a more supportive, trust-based, balanced, and sustainable work environment. Ultimately, the findings of this study may serve as a basis for strengthening support systems, improving leadership practices, promoting healthier work-life balance, and sustaining teachers' commitment to public education.

2. Methodology

A quantitative descriptive–correlational research design was used with 193 public elementary school teachers from a total population of 309 teachers in the Division of Quezon Province, Sariaya East District. The respondents were selected through random sampling and answered the survey questionnaire through online forms and hard copies. The study measured organizational support, organizational trust, work-life balance, and organizational commitment. Organizational support focused on teachers' perceived support from the school organization; organizational trust covered teachers' trust in the school and its leadership; work-life balance assessed the teachers' ability to manage work and personal responsibilities; and organizational commitment examined their level of attachment, loyalty, and willingness to remain connected to the organization. A survey questionnaire served as the primary research instrument and was partially adapted and partially researcher-made. It was developed through a review of related literature, previous studies, and validated instruments, with the work-life balance items adapted from Dalid's study on work-life balance and job satisfaction among elementary teachers. Responses were measured using a four-point Likert scale. The questionnaire was validated by experts composed of a Public Schools District Supervisor, School Heads, a Master Teacher, and a Language Specialist, and was pilot tested among teachers who were not part of the actual study. Reliability was established using Cronbach's Alpha to determine the internal consistency of the instrument. The research process started with the conceptualization of the study, proposal defense, and incorporation of panel recommendations. After approval, the researcher secured permission from the Schools Division Superintendent, Public Schools District Supervisors, and School Heads before administering the online and printed survey questionnaires. The collected responses were checked, tabulated, encoded, and analyzed with the assistance of a statistician and the Laguna State Polytechnic University San Pablo Campus Statistical Center. Ethical standards were observed through voluntary participation, informed consent, confidentiality, and data privacy. Frequency and percentage, mean and standard deviation, Pearson product-moment correlation, and mediation analysis were used to analyze the data at the 0.01 level of significance.

3. Results and Discussion

The present study primarily aimed to examine the relationship among organizational support, organizational trust, work-life balance, and organizational commitment among public elementary school teachers in Sariaya East District. Furthermore, the study investigated these variables and examined whether work-life balance mediates the relationship between organizational support, organizational trust, and organizational commitment.

3.1. Organizational Support

Table 3. Perceived Level of Experience on Organizational Support

	Parameters	Mean	SD	Verbal Interpretation
1.	Fairness	3.43	0.576	Experienced
2.	Supervisory Support	3.53	0.493	Highly Experienced
3.	Organizational Rewards	3.51	0.507	Highly Experienced
4.	Job Conditions	3.41	0.545	Experienced
	Overall	3.47	0.486	Experienced

Legend: 3.50-4.00 Strongly Agree/ Highly Experienced, 2.50-3.49 Agree/ Experienced, 1.50-2.49 Disagree/ Less Experienced, 1.00-1.49 Strongly Disagree/Not Experienced

Table 3 presents the summary of the respondents' perceived experience of organizational support in Sariaya East District. The overall mean of 3.47 and standard deviation of 0.486 indicate that organizational support is Experienced by the teachers. This means that teachers generally perceive support from their schools through fairness, supervisory support, organizational rewards, and job conditions, although the overall result has not reached the "Highly Experienced" level. This result may have happened because schools provide visible forms of support, especially through administrators' guidance, recognition, and rewards. It may also be because teachers experience support differently depending on their workload, available resources, assigned tasks, and school conditions. Furthermore, the result suggests that organizational support is present, but some areas still need improvement, particularly in fairness and job conditions, which received lower means than supervisory support and organizational rewards.

The highest-rated parameter was Supervisory Support, with a mean of 3.53 and standard deviation of 0.493, interpreted as Highly Experienced. This shows that teachers strongly experience support from school administrators through guidance, assistance, encouragement, feedback, and recognition. In actual teacher experience, this may happen when school heads are available to assist teachers with work-related concerns, provide constructive feedback, encourage participation in trainings, and acknowledge teachers' efforts during meetings or official communications. For example, a teacher may feel supported when the administrator gives clear direction during school activities, helps solve classroom-related concerns, or encourages professional development. This implies that strong supervisory support can improve teachers' confidence, participation, and willingness to contribute to school goals. This finding is supported by Cai et al. (2025), who found that supervisor support positively predicted teachers' knowledge-sharing behaviors and helped satisfy teachers' psychological needs for competence, autonomy, and relatedness. This strongly supports the result because teachers are more likely to feel supported and engaged when school leaders provide guidance, encouragement, and a supportive working atmosphere.

The lowest-rated parameter was Job Conditions, with a mean of 3.41 and standard deviation of 0.545, interpreted as Experienced. Although still positive, this shows that teachers experience support through job conditions, but not as strongly as supervisory support and organizational rewards. In actual school experience, this may happen when teachers are able to perform their duties but still face concerns related to teaching load, instructional materials, facilities, schedules, and work-related policies. For instance, a teacher may receive guidance and recognition from the school but may still experience difficulty when teaching resources are limited, schedules are tight, or school tasks overlap with lesson preparation. This implies that improving job conditions is necessary because teachers need not only encouragement and recognition but also manageable workload, available resources, and supportive work arrangements. This finding is supported by Eryilmaz et al. (2025), who found that better teacher working conditions, including effective school leadership, better student behavior, and lower perceived workload, are linked with greater teacher job

satisfaction. Their study also emphasized that improving school working conditions is important for teacher motivation, retention, and well-being. Teachers perceive organizational support as generally strong in relational and leadership aspects (supervisory support and recognition), while structural aspects such as job conditions and fairness are less robust. This suggests that although teachers feel guided and valued by administrators, practical daily challenges like workload distribution and resource availability may affect their work experience and efficiency. Essentially, support is more visible in guidance and recognition than in operational conditions

The overall implication of the findings is that organizational support is generally present in Sariaya East District, but it should still be strengthened to become more consistent and highly experienced by teachers. The high rating for supervisory support shows that administrators play an important role in helping teachers feel guided, assisted, and recognized. However, the lower ratings for job conditions and fairness suggest that schools may still need to improve workload management, resource availability, policy consistency, and equitable distribution of tasks and opportunities. School administrators may sustain organizational support by continuing strong supervisory practices while also improving practical working conditions. This may include clearer workload distribution, better access to instructional materials, transparent decision-making, consistent implementation of policies, and regular monitoring of teachers' needs. This is supported by Chen (2025), who found that perceived organizational support was positively related to teacher job satisfaction and work engagement, with work engagement partially mediating the relationship between perceived organizational support and job satisfaction among teachers.

3.2. Organizational Trust

Table 11. Perceived Level of Experience on Organizational Trust

Parameters		Mean	SD	Verbal Interpretation
1.	Ability	3.47	0.469	Experienced
2.	Benevolence	3.49	0.492	Experienced
3.	Integrity	3.52	0.471	Highly Experienced
Overall		3.49	0.445	Experienced

Legend: 3.50-4.00 Strongly Agree/ Highly Experienced, 2.50-3.49 Agree/ Experienced, 1.50-2.49 Disagree/ Less Experienced, 1.00-1.49 Strongly Disagree/Not Experienced

Table 11 presents the summary of the respondents' perceived experience of organizational trust in Sariaya East District. The overall mean of 3.49 and standard deviation of 0.445 indicate that organizational trust is Experienced by the teachers. This means that teachers generally trust their school in terms of its ability, benevolence, and integrity, although the level of trust has not fully reached the "Highly Experienced" range. This result may have happened because teachers observe that school operations are generally guided by rules, support systems, and ethical practices. It may also be because teachers experience trust differently depending on how school leaders manage programs, support teacher welfare, and apply policies consistently. Furthermore, the result suggests that organizational trust is present, but it may still be strengthened by improving consistency in leadership actions, responsiveness to teachers' needs, and transparency in school processes.

The highest-rated parameter was Integrity, with a mean of 3.52 and standard deviation of 0.471, interpreted as Highly Experienced. This shows that teachers strongly perceive that honesty, fairness, consistency, and ethical conduct are evident in the school setting. In actual teacher experience, this may be seen when school leaders apply policies fairly, follow DepEd rules, make decisions based on proper procedures, and avoid favoritism. For example, teachers may feel greater trust when school decisions on assignments, recognitions, responsibilities, and school programs are implemented transparently and consistently. This implies that integrity is a strong foundation of organizational trust because teachers are

more likely to trust the school when they see that rules are followed and decisions are made fairly. This finding is supported by Lleó et al. (2023), who examined principal trustworthiness in terms of ability, integrity, and benevolence and found that integrity and benevolence are key factors in shaping teacher trust and affective commitment in schools. This strongly supports the result because teachers' trust becomes stronger when school leaders demonstrate ethical and consistent behavior.

The lowest-rated parameter was Ability, with a mean of 3.47 and standard deviation of 0.469, interpreted as Experienced. Although still positive, this suggests that teachers experience the school's competence in managing operations, organizing resources, planning programs, and addressing concerns, but not as strongly as integrity. In actual school experience, this may happen when teachers see that school operations are being managed, but some concerns may still need faster action, clearer planning, or better resource organization. For example, teachers may trust that the school can manage programs and follow procedures, but they may still experience delays in resolving problems, limited materials, or uneven implementation of school plans. This implies that school administrators may further strengthen teachers' trust by improving responsiveness, program monitoring, resource management, and practical support for teaching and learning. This finding is supported by Meriç et al. (2025), who found that school transparency significantly predicts organizational trust among teachers, particularly through participation in decisions, information flow, and accountability. This supports the implication that when school operations are clear, accountable, and participatory, teachers are more likely to trust the school's ability to manage its responsibilities effectively.

Teachers perceive integrity as consistently demonstrated through fair application of policies, adherence to rules, and truthfulness in school operations. However, the lower rating for acknowledgment and transparent handling of teacher suggestions indicates a gap in participatory decision-making and feedback transparency. This suggests that teachers value both procedural integrity and the visibility of their input being considered in school management, highlighting the need for improved communication and participatory practices.

The overall implication of the findings is that organizational trust is generally present in Sariaya East District, but it should still be strengthened to reach a higher level. Teachers appear to trust their schools most strongly in terms of integrity, suggesting that fairness, truthfulness, and consistent policy implementation are visible strengths. However, ability and benevolence remained within the "Experienced" level, which means that schools may still improve how they manage resources, solve problems, support teachers' needs, and create a more caring and responsive working environment. School administrators may sustain and improve organizational trust by maintaining ethical leadership, applying policies fairly, strengthening teacher participation, responding promptly to concerns, and making school decisions more transparent. This is supported by Lleó et al. (2023), whose study showed that school principal trustworthiness components are important in shaping teacher trust and commitment, with integrity and benevolence playing central roles.

3.3. Work-life Balance

Table 16. Perceived Level of Experience on Work-Life Balance

Parameters		Mean	SD	Verbal Interpretation
1.	Work Interference with Personal Life	2.58	0.725	Experienced
2.	Personal Life Interference with Work	2.49	0.670	Less Experienced
3.	Work Enhancement of Personal Life	3.22	0.520	Experienced
4.	Personal Life Enhancement of Work	3.35	0.514	Experienced
Overall		2.91	0.424	Experienced

Legend: 3.50-4.00 Strongly Agree/ Highly Experienced, 2.50-3.49 Agree/ Experienced, 1.50-2.49 Disagree/ Less Experienced, 1.00-1.49 Strongly Disagree/Not Experienced

Table 16 shows that teachers generally experienced work-life balance, as reflected in the overall mean of 2.91 with a standard deviation of 0.424. This result falls under the Experienced category, which means that teachers perceive both challenges and positive support between their work and personal life. However, the result should be interpreted carefully because the table includes both negative and positive dimensions. For the interference dimensions, such as Work Interference with Personal Life and Personal Life Interference with Work, lower scores are more favorable because they mean that the negative condition is less experienced. On the other hand, for the enhancement dimensions, higher scores are more favorable because they show that work and personal life positively support each other. Overall, the findings suggest that teachers experience a moderate level of work-life balance. They still encounter some work-related demands that affect their personal life, but they also experience positive support from their personal life that helps them perform better at work. This means that teachers' work-life balance is not free from difficulty, but it is also supported by personal resources, family support, motivation, and meaningful life experiences.

The highest parameter is Personal Life Enhancement of Work, with a mean of 3.35 and standard deviation of 0.514, interpreted as Experienced. Since this is a positive dimension, the high mean is favorable because it shows that teachers' personal life helps improve their work performance, mood, energy, and readiness. In a realistic teacher scenario, this may happen when teachers receive emotional support from family members, encouragement from friends, fulfillment from personal achievements, or relaxation from hobbies and leisure activities. These personal life experiences may help teachers return to school with better mood, stronger motivation, and more patience in handling learners and school responsibilities. The implication is that teachers' personal lives are not only separate from their professional lives; they can also become a source of strength for teaching. When teachers have supportive families, meaningful personal routines, and enough emotional recovery outside school, they are more likely to bring positive energy into their work. Peng et al. (2022) found among preschool teachers that family support was directly related to family-to-work enrichment, meaning that support from the family domain can positively contribute to work functioning.

The lowest parameter is Personal Life Interference with Work, with a mean of 2.49 and standard deviation of 0.670, interpreted as Less Experienced. Since this is a negative dimension, this result is favorable because it means that teachers generally experience less interference from personal life to work. In a school setting, this may mean that teachers are still able to report to work, perform their duties, manage classroom responsibilities, and maintain professional behavior even when they have personal concerns. For example, a teacher may have family responsibilities or personal obligations, but these do not usually result in frequent absences, lateness, or reduced work performance. The implication is that teachers appear to demonstrate professionalism and role management. They may be capable of separating personal concerns from work demands, or they may have coping strategies and family support that help them remain functional at school. This is supported by Li et al. (2021), who explained that family-work conflict can negatively affect teachers' work and life satisfaction through psychological capital and emotional exhaustion. Therefore, the lower rating for personal life interference with work is a positive sign because it suggests that family-to-work conflict is not strongly disrupting teachers' professional functioning.

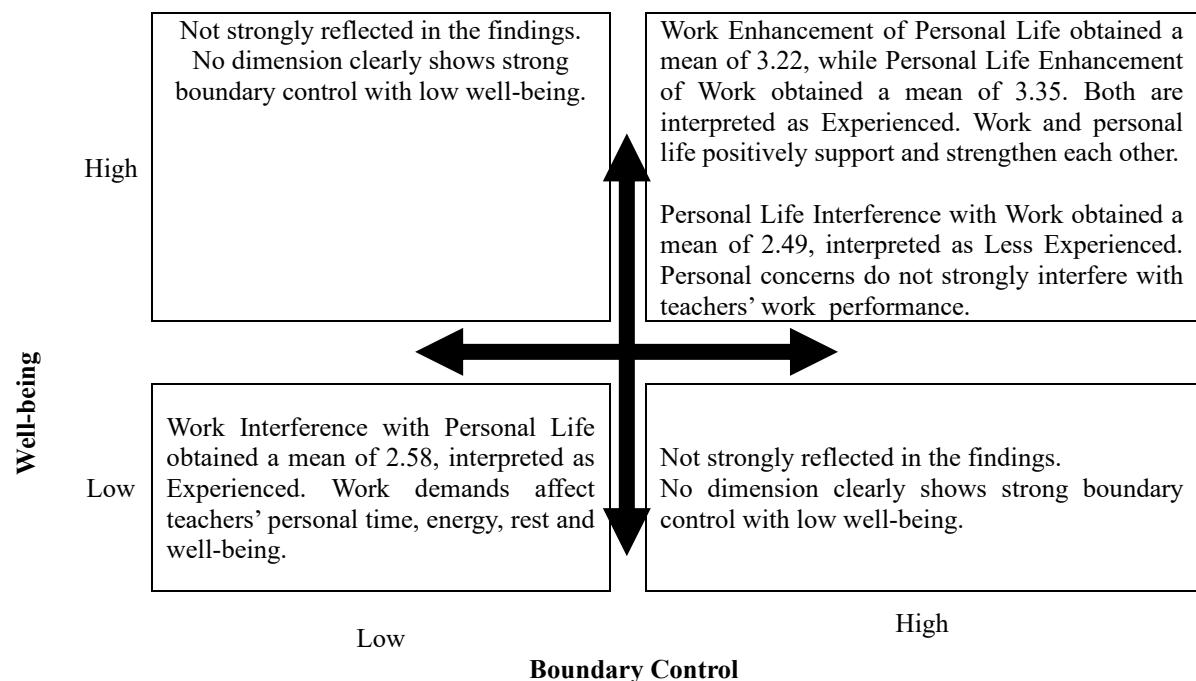
Teachers perceive that their personal life and work life interact in a generally balanced way, with personal life providing more positive reinforcement than negative interference. While work occasionally affects personal time (e.g., workload, reports), strong family support, personal routines, and meaningful activities help teachers maintain energy, motivation, and emotional resilience. This suggests that work-life

balance is moderately favorable, but teachers could benefit from targeted support in managing work demands to reduce interference with personal well-being.

Overall, the findings imply that teachers experience a generally manageable level of work-life balance, with stronger positive contribution from personal life to work than negative interference from personal life to work. This is a favorable result because it shows that teachers' family life, personal activities, and support systems may help sustain their energy and motivation for teaching. However, the result also shows that Work Interference with Personal Life was still experienced, with a mean of 2.58. This means that while teachers can prevent personal matters from strongly affecting their work, their work still tends to affect their personal life. School administrators should therefore continue improving workload management, scheduling practices, emotional support systems, and family-sensitive policies. Reducing unnecessary paperwork, balancing teaching and non-teaching duties, and encouraging healthy boundaries may help strengthen teachers' overall work-life balance. Li et al. (2023) found that family-supportive supervisor behavior positively influenced teachers' innovative behavior and thriving at work, with work-family enrichment serving as a mediating factor. This supports the implication that school leaders play an important role in helping teachers experience a healthier connection between work and personal life. When school leadership is supportive, teachers are more likely to experience enrichment rather than conflict between their work and family roles.

Figure 1

The Work-life Balance Equilibrium



For negative parameters, lower values indicate a more favorable result because they show that the negative condition is less experienced.

eWorkResearch Lab. (n.d.). A definition of work-life balance for policy makers: The work-life balance equilibrium.

<https://www.eworkresearch.org/the-work-life-balance-equilibrium/>

The findings indicate that teachers experience a moderate work-life balance. This means that their work and personal life are not completely separated, but they are also not fully in conflict. The overall result shows that teachers still experience work-life balance because the positive dimensions, particularly Personal Life Enhancement of Work and Work Enhancement of Personal Life, are stronger than the negative interference dimensions. In relation to the Work-Life Balance Equilibrium Model, the teachers are not in a perfect balance, but they are generally leaning toward a manageable and favorable condition because personal life helps sustain their energy, motivation, and readiness for work.

The result shows that the strongest dimension is Personal Life Enhancement of Work, which means that teachers' personal life contributes positively to their work performance. Support from family, personal achievements, rest, and meaningful relationships may help teachers become more motivated, patient, and emotionally prepared in school. At the same time, Work Enhancement of Personal Life was also experienced, suggesting that work gives teachers a sense of purpose, fulfillment, and personal value. However, Work Interference with Personal Life was still experienced, meaning that workload, school responsibilities, and work schedules still affect teachers' personal time and recovery. Therefore, the findings show a moderate balance, where positive enhancement is stronger, but work-related demands still create pressure. In actual teaching experience, this means that many teachers are able to remain committed and functional at work because their personal life gives them emotional support. For example, encouragement from family, time with loved ones, hobbies, prayer or reflection, and personal achievements may help teachers regain energy after stressful school days. These experiences allow them to return to work with better mood and stronger motivation. However, teachers may still experience tiredness after school, reduced time for family, limited rest, delayed personal plans, and fewer opportunities for leisure because of lesson preparation, checking of outputs, reports, meetings, and other school-related tasks. This shows that teachers can still perform their duties well, but their personal life sometimes absorbs the pressure of their workload. This is why the condition may be described as balanced but not ideal.

For teachers, the findings imply the need to protect their personal recovery time and strengthen healthy boundaries between work and personal life. Since personal life helps improve their work performance, teachers should maintain supportive relationships, rest routines, hobbies, and personal wellness practices. These are not separate from professional effectiveness; rather, they help teachers become more emotionally prepared and productive in school. At the same time, teachers should be aware that continuous work interference with personal life may lead to fatigue, emotional exhaustion, and reduced personal satisfaction if not managed. De Carlo et al. (2019) found that teachers' qualitative and quantitative workload were positively associated with work-family conflict, while job resources such as supervisor support and participation in decision-making helped reduce the negative effect of workload. This supports the finding that teachers need both personal coping strategies and school-based support to maintain healthier work-life balance.

For school administrators, the findings imply the need to strengthen a work environment that protects teacher well-being. Since work interference with personal life remains experienced, administrators should review workload distribution, avoid unnecessary paperwork, manage overlapping deadlines, provide reasonable schedules, and encourage supportive supervision. These actions can help reduce the pressure that school responsibilities place on teachers' personal lives. Administrators should also recognize that teachers' personal life can positively influence work performance. When teachers are supported as whole persons, not

only as workers, they are more likely to show motivation, commitment, and emotional readiness in school. Peng et al. (2022) found that organizational support and family support contribute to work-family enrichment among preschool teachers, showing that support from both work and family domains can improve the positive connection between work and personal life. This supports the need for administrators to create school practices that encourage enrichment rather than conflict. The findings are supported by Greenhaus et al. (2006) work-family enrichment theory, which explains that work and personal life can become “allies” when resources from one role improve performance or well-being in another role. Their theory identifies positive pathways of enrichment, where support, skills, energy, mood, and personal resources from one domain can benefit the other domain. This fits the present finding because teachers’ personal life appears to enhance their work, while work also contributes positively to personal life. In addition, Li et al. (2021) found that work-family conflict and family-work conflict are connected to teachers’ job and life satisfaction through psychological capital and emotional exhaustion. This supports the present result because the teachers’ lower experience of personal life interference with work suggests that family-to-work conflict is not strongly disrupting their professional functioning. However, the experienced level of work interference with personal life still shows the need to reduce work-related pressure.

Overall, the findings imply that teachers’ work-life balance is generally balanced but still vulnerable to work-related demands. The positive side of the result is that teachers’ personal life provides emotional energy, support, and motivation for work. The concern, however, is that school-related responsibilities still interfere with teachers’ personal time, rest, and routines. Therefore, improving teachers’ work-life balance requires both personal wellness practices and institutional support from school leaders.

Li et al. (2023) found that family-supportive supervisor behavior positively affects teachers’ innovative behavior and thriving at work, partly through work-family enrichment. This supports the overall implication that administrators play an important role in helping teachers experience a healthier connection between work and personal life. When school leaders provide understanding, flexibility, and support, teachers are more likely to thrive at work while maintaining better personal well-being.

The findings indicate that teachers experience a moderate work-life balance. The balance is supported by the strong enhancement of personal life to work and work to personal life, suggesting that teachers gain energy, motivation, and emotional support from both domains. However, the balance is not complete or ideal because work interference with personal life remains experienced. This means that teachers’ personal time, rest, and routines are still affected by school-related demands. Therefore, teachers’ work-life balance may be described as generally balanced but still affected by work-related pressure, requiring continued support from both teachers themselves and school administrators.

3.4. Organizational Commitment

Table 20. Perceived Level of Organizational Affective Commitment

Parameters		Mean	SD	Verbal Interpretation
1.	Emotional Attachment	3.63	0.449	Highly Committed
2.	Identification with the School	3.68	0.419	Highly Committed
3.	Involvement and Engagement	3.61	0.441	Highly Committed
Overall		3.64	0.410	Highly Committed

Legend: 3.50-4.00 Strongly Agree/ Highly Committed, 2.50-3.49 Agree/ Committed, 1.50-2.49 Disagree/ Less Committed 1.00-1.49 Strongly Disagree/Not Committed

Table 20 presents the summary of the respondents’ perceived level of organizational affective commitment. The overall mean of 3.64 and standard deviation of 0.410 indicate that teachers are Highly

Committed. This means that teachers in Sariaya East District strongly feel emotionally attached to their school, identify with its goals and values, and actively involve themselves in school activities and programs. This result may have happened because teachers see their school as an important part of their professional identity. It may also be because teachers feel pride, belongingness, and shared responsibility in helping the school achieve its goals. Furthermore, the high result suggests that teachers are not only fulfilling their duties, but are also emotionally connected to the school's mission, programs, and achievements.

The highest-rated parameter was Identification with the School, with a mean of 3.68 and standard deviation of 0.419, interpreted as Highly Committed. This shows that teachers strongly align themselves with the school's vision, mission, values, and objectives. In actual teacher experience, this may be seen when teachers connect their classroom practices with the school's goals, support school programs because they believe in their purpose, and make decisions that reflect the school's values. For example, a teacher may prepare lessons, join school initiatives, and guide learners in ways that support the school's vision and mission. This implies that when teachers identify with the school, they are more likely to work with purpose, show loyalty, and contribute actively to school improvement. This finding is supported by Moraal et al. (2024), who found that an explicit and shared school vision is positively related to teachers' affective and normative commitment. This strongly supports the result because teachers become more committed when they understand, share, and believe in the direction of the school.

The lowest-rated parameter was Involvement and Engagement, with a mean of 3.61 and standard deviation of 0.441, interpreted as Highly Committed. Although this is the lowest among the three parameters, it still indicates a strong level of commitment among teachers. In actual teacher experience, this may happen when teachers participate in committees, attend school activities, support extracurricular programs, and share ideas during meetings or planning sessions. However, since this parameter has the lowest mean, it may suggest that some teachers may experience limits in participation due to workload, time constraints, overlapping tasks, or personal responsibilities. This implies that schools may further strengthen teacher engagement by giving fair opportunities for participation, managing workload, and encouraging teachers to contribute according to their strengths. This finding is supported by Alonzo et al. (2025), who found that teachers' personal and collective resources are related to their occupational commitment and engagement. This supports the result because teachers are more likely to remain involved and engaged when they have confidence, support, resilience, and a strong sense of collective capacity within the school community.

Teachers perceive strong affective commitment across all dimensions, particularly in identifying with the school's vision and mission. While emotional attachment and identification are highest, involvement and engagement are slightly lower, indicating that workload, time constraints, or overlapping duties may limit full participation. This suggests that fostering balanced opportunities for engagement and providing support for teachers to contribute actively can further strengthen overall affective commitment.

The overall implication of the findings is that teachers in Sariaya East District have a strong emotional connection to their schools. Their high affective commitment suggests that they feel proud, involved, and aligned with the school's values and goals. This is a positive indication that teachers are willing to support school programs not only because they are required to do so, but because they personally value their role in the school community. School administrators may sustain this high affective commitment by continuously communicating the school's vision and mission, recognizing teachers' contributions, promoting collaboration, and involving teachers in meaningful school activities and planning. Since involvement and engagement received the lowest mean among the three parameters, administrators may also provide more balanced opportunities for teachers to participate without adding unnecessary workload pressure. This is supported by Moraal et al. (2024), who emphasized that a shared school vision strengthens teachers' commitment, suggesting that teachers become more emotionally committed when they clearly understand and share the school's direction.

Table 24. Perceived Level of Organizational Normative Commitment

Parameters		Mean	SD	Verbal Interpretation
1.	Sense of Responsibility	3.71	0.418	Highly Committed
2.	Professional and Ethical Values	3.73	0.408	Highly Committed
3.	Feeling Supported and Empowered	3.73	0.411	Highly Committed
Overall		3.72	0.393	Highly Committed

Legend: 3.50-4.00 Strongly Agree/ Highly Committed, 2.50-3.49 Agree/ Committed, 1.50-2.49 Disagree/ Less Committed 1.00-1.49 Strongly Disagree/Not Committed

Table 24 presents the summary of the respondents' perceived level of organizational normative commitment. The overall mean of 3.72 and standard deviation of 0.393 indicate that teachers are Highly Committed. This means that teachers in Sariaya East District strongly feel a sense of responsibility, uphold professional and ethical values, and feel supported and empowered in performing their roles. This result may have happened because teachers view their work as a professional duty that requires responsibility, integrity, and service to learners and the school. It may also be because teachers are guided by ethical standards and school expectations that shape how they perform their responsibilities. Furthermore, the high result suggests that teachers feel morally and professionally committed to the school, especially when they are trusted, supported, and given opportunities to contribute meaningfully.

The highest-rated parameters were Professional and Ethical Values and Feeling Supported and Empowered, both with a mean of 3.73 and standard deviations of 0.408 and 0.411, respectively, interpreted as Highly Committed. This shows that teachers strongly connect their commitment with ethical conduct, professionalism, support, trust, and empowerment in the school setting. In actual teacher experience, this may be seen when teachers perform their duties honestly, treat learners and colleagues with fairness, follow professional standards, and maintain proper conduct in school responsibilities. At the same time, teachers may feel more committed when school leaders and colleagues support their work, value their contributions, and encourage them to take initiative in improving teaching and learning. This implies that normative commitment becomes stronger when teachers are both ethically grounded and organizationally supported, because they feel responsible not only to follow professional standards but also to contribute actively to the school community. This finding is supported by Biniaminov et al. (2025), whose systematic review found that teachers value fairness, integrity, and care as core ethical leadership attributes, and that ethical leadership creates trust between teachers and administrators while enhancing teacher motivation, job satisfaction, and commitment. This strongly supports the result because teachers' professional and ethical values, as well as their feeling of being supported and empowered, are strengthened in a school environment where ethical and supportive leadership is practiced.

The lowest-rated parameter was Sense of Responsibility, with a mean of 3.71 and standard deviation of 0.418, interpreted as Highly Committed. Although it obtained the lowest mean among the three parameters, it still indicates a very strong level of commitment among teachers. In actual teacher experience, this may happen when teachers prepare lessons, complete school tasks, follow rules, assist colleagues, and take initiative in addressing learner or school needs. However, since it is slightly lower than the other parameters, it may suggest that teachers' sense of responsibility can still be affected by workload, overlapping tasks, time

pressure, or the amount of support available in school. This implies that schools should continue supporting teachers through clear expectations, fair workload distribution, and collaborative systems so that their strong sense of responsibility remains sustainable. This finding is supported by Meyer et al. (2019), who explained that normative commitment reflects a sense of obligation and is related to work outcomes such as job performance, organizational citizenship behavior, and well-being. This supports the result because teachers who feel a strong sense of responsibility are more likely to fulfill duties, support school goals, and contribute beyond minimum expectations.

Teachers perceive that normative commitment is highly consistent across responsibility, ethical values, and empowerment, suggesting a professional culture where moral obligations, ethics, and organizational support are well integrated. Slightly lower ratings on sense of responsibility may indicate that workload or task complexity can moderately affect teachers' perception of their duty, highlighting the importance of clear guidance, fair workload distribution, and support systems to sustain high normative commitment.

The overall implication of the findings is that teachers in Sariaya East District demonstrate a very strong normative commitment to their schools. Their high ratings show that they feel responsible for fulfilling their duties, maintaining professional and ethical standards, and contributing to the school because they feel supported and empowered. This suggests that teachers' commitment is not only based on emotional attachment or personal benefit, but also on a strong sense of moral and professional obligation. School administrators may sustain this high normative commitment by maintaining ethical leadership, supporting teacher empowerment, recognizing responsible work behavior, and providing fair systems that help teachers fulfill their duties effectively. Schools should also continue creating a culture where teachers feel trusted, valued, and guided by shared professional standards. This is supported by Moraal et al. (2024), who found that teachers' affective and normative commitment are stronger in schools where teachers share an explicit school vision, showing that common values and shared direction help strengthen teachers' commitment.

Table 28. Perceived Level of Organizational Continuance Commitment

Parameters	Mean	SD	Verbal Interpretation
1. Personal Investment	3.65	0.440	Highly Committed
2. Job Stability and Opportunities	3.66	0.445	Highly Committed
3. Financial Security	3.45	0.539	Committed
Overall	3.59	0.416	Highly Committed

Legend: 3.50-4.00 Strongly Agree/ Highly Committed, 2.50-3.49 Agree/ Committed, 1.50-2.49 Disagree/ Less Committed 1.00-1.49 Strongly Disagree/Not Committed

Table 28 presents the summary of the respondents' perceived level of organizational continuance commitment. The overall mean of 3.59 and standard deviation of 0.416 indicate that teachers are Highly Committed. This means that teachers in Sariaya East District strongly perceive that their continued stay in the school is influenced by their personal investment, job stability, career opportunities, and financial security. This result may have happened because teachers have already invested time, effort, skills, and experience in their present school. It may also be because teachers see their school as a stable workplace where they can continue developing professionally. Furthermore, although the overall result is highly committed, the lower rating for financial security suggests that teachers' commitment may be stronger in terms of experience and job stability than in salary and financial benefits.

The highest-rated parameter was Job Stability and Opportunities, with a mean of 3.66 and standard deviation of 0.445, interpreted as Highly Committed. This shows that teachers strongly perceive their school

as a place where they can experience employment security, skill development, career growth, and possible leadership opportunities. In actual teacher experience, this may happen when teachers feel secure in their position, are encouraged to take on school responsibilities, attend professional development activities, and see possible pathways for promotion or leadership roles. For example, a teacher may remain committed to the school because they believe that their current workplace allows them to grow professionally and develop their teaching and leadership skills. This implies that job stability and career opportunities strengthen continuance commitment because teachers are more likely to stay when they see future growth and security in the school. This finding is supported by Abu-Tineh et al. (2023), who found that career advancement systems, professional development, and related career factors significantly influence teachers' job satisfaction and career retention. This strongly supports the result because teachers' perception of job stability and opportunities can affect their decision to remain and grow within the school.

The lowest-rated parameter was Financial Security, with a mean of 3.45 and standard deviation of 0.539, interpreted as Committed. Although still positive, this result shows that financial security is the least strongly experienced factor under continuance commitment. In actual school experience, this may happen when teachers value their salary, benefits, and financial stability, but still feel that these may not fully match the demands, responsibilities, and workload of teaching. A teacher may remain committed because teaching provides regular income and benefits, but may also feel that financial rewards could still be improved to better support personal and family needs. This implies that financial security remains an important area for strengthening teacher retention, especially because compensation and benefits can affect teachers' long-term decision to stay in the profession. This finding is supported by Tran et al. (2024), who found that higher early-career salary structures were associated with lower teacher turnover among novice teachers. Their study supports the implication that salary structures and financial incentives can influence teacher retention and continuance commitment.

Teachers perceive that continuance commitment is strongest when linked to job stability and personal investment, with financial security being slightly less influential. This indicates that teachers' decisions to remain are reinforced by their accumulated experience, professional growth opportunities, and perception of a stable work environment. Financial rewards, while important, are not the primary driver, suggesting that schools could further enhance retention by aligning financial incentives with workload, responsibilities, and professional development.

The overall implication of the findings is that teachers in Sariaya East District demonstrate strong continuance commitment because they see value in staying in their present school. Their commitment appears to be strengthened by the personal experience they have gained, the stability of their employment, and the opportunities available for professional growth. However, since financial security received the lowest rating, schools and education authorities may need to continue improving compensation-related support, incentives, and benefit communication. School administrators may sustain continuance commitment by recognizing teachers' investments, providing career development opportunities, supporting leadership pathways, and creating conditions that make teachers feel secure and valued. At the same time, financial security should not be overlooked because it affects teachers' practical reasons for remaining in the profession. This is supported by Ibrahim et al. (2022), who found that teachers' commitment is influenced by both personal and work-related factors, including length of service, staying in the same school, workload, and school conditions.

3.5. Test of Correlation between Variables

Table 29. Test of Correlation between Organizational Support and Work-Life Balance

Organizational Support	Work-Life Balance			
	Work Interference with Personal Life	Personal Life Interference with Work	Work Enhancement of Personal Life	Personal Life Enhancement of Work
Fairness	-0.219**	-0.109	0.227**	0.273***
Supervisory Support	-0.082	-0.02	0.216**	0.276***
Organizational Rewards	-0.145*	-0.118	0.174*	0.231**
Job Conditions	-0.128	-0.048	0.234**	0.260***

Note. * $p < .05$, ** $p < .01$, *** $p < .001$

The results show that organizational support has a weak but meaningful relationship with teachers' work-life balance, especially in the positive dimensions of work-life balance. Among the four organizational support statements, fairness, supervisory support, organizational rewards, and job conditions were generally found to have positive significant relationships with Work Enhancement of Personal Life and Personal Life Enhancement of Work. This means that when teachers perceive their school as fair, supportive, rewarding, and having good job conditions, they are more likely to experience a situation where their work improves their personal life, and their personal life also strengthens their work performance. The strongest positive correlation was found between Supervisory Support and Personal Life Enhancement of Work ($r = 0.276$, $p < .001$), followed closely by Fairness and Personal Life Enhancement of Work ($r = 0.273$, $p < .001$).

On the other hand, negative correlations were observed between organizational support and Work Interference with Personal Life, particularly in Fairness ($r = -0.219$, $p < .01$) and Organizational Rewards ($r = -0.145$, $p < .05$). This suggests that when teachers perceive fairness and rewards in the school organization, they tend to experience less interference of work in their personal life. However, the correlations are weak, meaning organizational support helps but does not completely remove work-life conflict. Meanwhile, Personal Life Interference with Work showed no significant relationship with any organizational support statement. This suggests that personal concerns affecting work may be influenced more by family, health, financial, or individual circumstances rather than by school-based organizational support alone.

The positive relationships indicate that organizational support contributes more strongly to the enhancement side of work-life balance. Specifically, fairness, supervisory support, organizational rewards, and job conditions were all significantly related to either Work Enhancement of Personal Life or Personal Life Enhancement of Work. This means that when the school environment is supportive, teachers may feel more motivated, emotionally stable, and capable of transferring positive experiences from work to home and from home to work. In an actual teacher scenario, a teacher who receives fair treatment, supportive supervision, proper recognition, and manageable working conditions may go home with less emotional burden and more satisfaction. Because of this, the teacher may still have enough energy for family, rest, and personal responsibilities. At the same time, a peaceful personal life may allow the teacher to return to school with better focus, patience, and commitment.

The implication is that school administrators should strengthen organizational support not only to reduce stress but also to create conditions where teachers can experience positive spillover between work and personal life. Supportive leadership, fair implementation of policies, recognition of effort, and better working conditions may help teachers see their work as a source of meaning rather than only as a source of pressure. This is supported by Zou et al. (2025), which found that organizational support functions as an important external resource for teachers and has a significant positive effect on teachers' professional functioning, while work-life balance strengthens this positive process. This supports the present finding that organizational support is related to the positive enhancement dimensions of work-life balance.

The negative relationships were found mainly between organizational support and Work Interference with Personal Life. Fairness and organizational rewards showed significant negative correlations, meaning that when teachers perceive greater fairness and better rewards, they tend to report lower work interference in their personal life. However, the relationship is weak, which implies that support can lessen work-life conflict but may not fully solve it. In a realistic teacher scenario, a teacher who feels that tasks are distributed fairly and efforts are recognized may be less likely to feel resentful or emotionally drained after work. However, even with fairness and rewards, the teacher may still bring home lesson planning, reports, checking, school forms, and other responsibilities. This explains why the negative relationship exists but remains weak.

The implication is that administrators should not assume that fairness and rewards alone are enough. To reduce work interference with personal life, schools may also need to review workload distribution, documentation demands, after-hours communication, deadlines, and non-teaching assignments. This finding is supported by Rabin et al. (2024), which found that among parent-teachers, higher social and organizational support was associated with lower work-family and family-work conflict. Their study emphasized that organizational support can help reduce conflict between work and family demands, especially when teachers experience overlapping responsibilities.

The findings imply that organizational support is more effective in strengthening the positive side of teachers' work-life balance than in completely eliminating work-life conflict. The school's fairness, supervisory support, rewards, and job conditions appear to help teachers experience work and personal life as mutually beneficial. However, the weak negative correlations suggest that work-related demands may still interfere with personal life even when support is present. For teachers, this means that organizational support can help them feel more valued, motivated, and emotionally capable of managing both professional and personal roles. For administrators, this means that support systems should be both relational and structural: relational through fairness, encouragement, and recognition; structural through workload management, reasonable expectations, and supportive working conditions.

Teachers perceive that organizational support contributes more to the positive enhancement of work-life balance than to eliminating interference. Fair treatment, supportive supervision, recognition, and good working conditions help teachers feel motivated, emotionally stable, and able to transfer positive experiences between work and personal life. Slight negative correlations with work interference suggest that support alone does not fully prevent work from affecting personal life, indicating that practical measures such as workload management, documentation control, and realistic expectations are also necessary.

The overall implication is that schools should build a culture where teacher support is not limited to appreciation but also includes practical systems that protect teachers' time, well-being, and professional dignity. When teachers are supported, they are more likely to experience balance, commitment, and sustained performance. This is supported by Abdulaziz et al. (2022), which found that work-life balance has a direct and positive influence on teachers' organizational commitment, while work overload negatively affects teacher commitment. Their study recommended that schools implement work-life balance policies from the employees' perspective and ensure that teachers have enough time to balance social, personal, and organizational responsibilities.

Table 30. Test of Correlation between Organizational Support and Commitment

Organizational Support	Organizational Commitment								
	Affective Commitment			Normative Commitment			Continuance Commitment		
	EA	IS	IE	SR	PEV	FSE	PI	JSO	FS
Fairness	0.398***	0.335***	0.322***	0.330***	0.316***	0.270***	0.289***	0.258***	0.237***
Supervisory Support	0.383***	0.372***	0.320***	0.329***	0.340***	0.299***	0.278***	0.222**	0.180*
Organizational Rewards	0.391***	0.385***	0.340***	0.357***	0.378***	0.331***	0.284***	0.258***	0.219**
Job Conditions	0.411***	0.364***	0.320***	0.335***	0.333***	0.280***	0.278***	0.277***	0.336***

Note. * $p < .05$, ** $p < .01$, *** $p < .001$

EA - Emotional Attachment, IS-Identification with the School, IE- Involvement and Engagement, SR-Sense of Responsibility, PEV-Professional and Ethical Values, FSE-Feeling Supported and Empowered, PI-Personal Investment, JSO-Job Stability and Opportunities, FS-Financial Security

Table 30 reveals that organizational support is significantly and positively correlated with all dimensions of organizational commitment. This means that as teachers perceive higher levels of fairness, supervisory support, organizational rewards, and favorable job conditions, their affective, normative, and continuance commitment also tend to increase. The strongest relationship was found between Job Conditions and Emotional Attachment ($r = 0.411$, $p < .001$). This indicates that when teachers experience better working conditions, they are more likely to feel emotionally attached to their school. Other notable positive correlations were observed between Fairness and Emotional Attachment ($r = 0.398$, $p < .001$), Organizational Rewards and Emotional Attachment ($r = 0.391$, $p < .001$), and Organizational Rewards and Identification with the School ($r = 0.385$, $p < .001$). Overall, the findings suggest that organizational support has a weak to moderate positive relationship with teachers' organizational commitment. The relationship is stronger in the affective and normative dimensions, particularly in emotional attachment, identification with the school, professional values, and sense of responsibility. This implies that teachers become more committed when they feel supported, treated fairly, recognized, and provided with good job conditions.

The positive relationship shows that organizational support helps strengthen teachers' commitment to their school. When teachers experience fairness, supportive leadership, rewards, and better job conditions, they are more likely to feel emotionally connected, professionally responsible, and willing to remain active members of the organization. In a teacher scenario, a teacher who feels that school tasks are distributed fairly, accomplishments are recognized, and administrators provide guidance may develop a stronger sense of belonging. This teacher may participate more willingly in school activities, support school programs, and identify more deeply with the goals and values of the institution. The implication is that school administrators should view organizational support as a major factor in sustaining teacher commitment. Support should not only be verbal appreciation but should also be seen in fair treatment, responsive supervision, recognition systems, and healthy job conditions. This finding is supported by Yolanda (2022), which found that perceived organizational support directly affects teachers' affective commitment and job performance, and also works indirectly through work engagement. This supports the present result that when teachers perceive stronger organizational support, their emotional attachment and commitment to the school also increase.

There was no negative correlation found in Table 30. All relationships between organizational support and organizational commitment were positive and significant. However, the weaker relationships were mostly

observed under continuance commitment, particularly Supervisory Support and Financial Security ($r = 0.180$, $p < .05$) and Organizational Rewards and Financial Security ($r = 0.219$, $p < .01$).

This means that although organizational support is still related to teachers' decision to stay because of job stability, opportunities, personal investment, or financial security, the relationship is not as strong as emotional attachment or professional responsibility. In simple terms, support may strongly influence teachers' desire to stay, but it may have a weaker effect on commitment based on economic or practical reasons. In a teacher scenario, a teacher may feel supported by the school principal and may appreciate recognition from the institution, but the teacher's financial security may still depend on salary level, benefits, family needs, promotion opportunities, and long-term employment stability. Therefore, supervisory support alone may not strongly determine financial-security-based commitment.

The implication is that school leaders should not rely only on interpersonal support if they want to strengthen continuance commitment. Teachers also need practical security, clear career opportunities, fair benefits, reasonable workload, and stable working conditions. Atalay et al. (2022) study among young academics found that perceived organizational support and organizational trust positively affect affective and normative commitment, while continuance commitment may behave differently because it is more connected with practical reasons for staying. This supports the present finding that continuance-related statements have weaker correlations compared with affective and normative commitment.

Teachers perceive that organizational support is a key driver of affective and normative commitment, with fairness, supportive leadership, rewards, and good job conditions enhancing emotional attachment, identification with the school, professional responsibility, and ethical behavior. Continuance commitment is positively related but shows weaker correlations, especially regarding financial security, indicating that practical or economic factors are less strongly influenced by perceived support. This highlights that while support strongly fosters engagement, pride, and responsibility, financial and job stability factors may require additional structural interventions to strengthen teachers' continuance commitment.

Overall, the findings imply that organizational support is an important contributor to teachers' organizational commitment. Teachers who perceive fairness, supervisory support, organizational rewards, and good job conditions are more likely to develop emotional attachment, identify with the school, uphold professional and ethical values, feel supported and empowered, and remain invested in the organization.

For teachers, this means that a supportive school environment can strengthen their motivation, loyalty, and willingness to contribute to school goals. For administrators, this means that teacher commitment can be improved when support is experienced consistently in daily school life, such as through fair decision-making, respectful supervision, recognition of performance, and improvement of job conditions.

The overall implication is that schools should institutionalize support systems that make teachers feel valued, protected, and professionally empowered. Organizational commitment is not built only through rules or obligations; it is strengthened when teachers experience the school as a fair, supportive, and enabling workplace. This is supported by Ahmed et al. (2015) meta-analysis in Management Research Review, which found that perceived organizational support has a strong positive impact on organizational commitment, along with employee engagement and job satisfaction. This supports the overall finding that organizational support is strongly connected with positive work attitudes and commitment.

Table 31. Test of Correlation between Organizational Trust and Work-Life Balance

Organizational Trust	Work-Life Balance			
	Work Interference with Personal Life	Personal Life Interference with Work	Work Enhancement of Personal Life	Personal Life Enhancement of Work
Ability	-0.143*	-0.111	0.221**	0.262***
Benevolence	-0.160*	-0.12	0.184*	0.232**
Integrity	-0.208**	-0.14	0.236***	0.275***

Note. * $p < .05$, ** $p < .01$, *** $p < .001$

Table 31 reveals that organizational trust has a weak but significant relationship with teachers' work-life balance, particularly in the areas of Work Interference with Personal Life, Work Enhancement of Personal Life, and Personal Life Enhancement of Work.

The results show that Ability, Benevolence, and Integrity are all negatively correlated with Work Interference with Personal Life. This means that when teachers trust the ability, goodwill, and integrity of their school leaders or organization, they are less likely to experience work as interfering with their personal life. Among the three statements, Integrity has the strongest negative relationship with Work Interference with Personal Life ($r = -0.208$, $p < .01$). The results also show positive significant relationships between organizational trust and the enhancement dimensions of work-life balance. The strongest positive relationship is between Integrity and Personal Life Enhancement of Work ($r = 0.275$, $p < .001$), followed by Ability and Personal Life Enhancement of Work ($r = 0.262$, $p < .001$). This means that when teachers perceive their school environment as competent, caring, and honest, their personal life and work life are more likely to support each other. However, Personal Life Interference with Work has no significant relationship with Ability, Benevolence, or Integrity. This suggests that personal matters affecting work may be influenced more by family responsibilities, personal health, financial concerns, or home-related situations rather than by organizational trust alone.

The positive relationship shows that organizational trust contributes to the enhancement side of work-life balance. When teachers trust that their school leaders are capable, benevolent, and honest, they may feel more secure, respected, and emotionally supported in the workplace. This can help them experience work as something that improves their personal life, while their personal life also strengthens their work performance. In a realistic teacher scenario, a teacher who trusts the principal and the school system may feel more comfortable asking for guidance, clarifying expectations, and participating in school programs. Because the teacher feels that decisions are fair and intentions are sincere, the teacher may bring less emotional burden home and may return to work with better focus, energy, and motivation.

The implication is that school administrators should strengthen trust not only through rules and policies but also through consistent actions. Competent leadership, sincere concern for teachers, transparent decisions, and honest communication can help teachers experience work and personal life as mutually supportive rather than competing demands. This is supported by Tsuyuguchi's 2023, the study found that teachers' trust relationships with colleagues and principals increased subjective well-being, reduced depressive symptoms, and helped protect teachers' well-being even when overtime hours increased. This supports the present finding that organizational trust is positively related to work-life enhancement.

The negative relationship appears in the correlation between organizational trust and Work Interference with Personal Life. Ability, Benevolence, and Integrity all showed significant negative

correlations with this dimension. This means that higher organizational trust is associated with lower work interference in teachers' personal life. In a teacher scenario, a teacher who trusts the school leader's competence and integrity may feel that deadlines, assignments, and school expectations are reasonable and properly communicated. This may reduce confusion, emotional stress, and the need to spend excessive personal time correcting unclear instructions or responding to last-minute demands. However, because the correlations are weak, trust alone may not fully remove work interference, especially when workload remains heavy. The implication is that school leaders should use trust-building as part of workload protection. Teachers are less likely to feel that work invades their personal life when school leaders communicate clearly, distribute tasks fairly, avoid unnecessary micromanagement, and show genuine concern for teachers' well-being. This is supported by Chen et al. (2025), their study found that emotional labor in teaching can spill over into teachers' personal lives, while teacher-colleague relations help reduce work/family conflict and promote well-being. This supports the present finding that a healthier and more trusting school relationship climate can help reduce work interference with personal life.

Teachers perceive that trust in school leadership through ability, benevolence, and integrity contributes positively to work-life enhancement and modestly reduces work interference in personal life. Integrity showed the strongest effect, highlighting that ethical and competent leadership builds confidence, reduces emotional strain, and helps teachers transfer positive experiences between work and home. The weak correlations indicate that while trust helps, additional structural supports, workload management, and clear communication are also necessary to fully optimize work-life balance.

Overall, the findings imply that organizational trust is an important relational condition for improving teachers' work-life balance. Trust in the school's ability, benevolence, and integrity helps teachers experience more positive work-life enhancement and less work interference with personal life. However, the weak correlation values also show that trust is only one part of the solution; workload, time pressure, administrative demands, and personal circumstances must also be addressed.

For teachers, organizational trust may help reduce emotional strain, increase confidence in school leadership, and make the workplace feel safer and more supportive. For administrators, the result suggests that trust should be intentionally developed through transparency, fairness, competent leadership, and sincere concern for teachers' personal and professional well-being.

The overall implication is that work-life balance should not be treated only as an individual teacher responsibility. It is also a school-level responsibility. A trustworthy school environment can help teachers manage their roles better, but this must be supported by realistic workload expectations, clear communication, and humane leadership practices. This is supported by Arnold (2025), their study showed that trust in leadership, organizational justice, and recognition were important psychosocial workplace factors, while work-family conflict was significantly related to teachers' intention to leave. This supports the implication that trust-based and fair school environments are important in sustaining teachers' well-being, balance, and retention.

Table 32. Test of Correlation between Organizational Trust and Commitment

Organizational Trust	Organizational Commitment								
	Affective Commitment			Normative Commitment			Continuance Commitment		
	EA	IS	IE	SR	PEV	FSE	PI	JSO	FS
Ability	0.423***	0.392***	0.331***	0.348***	0.377***	0.374***	0.324***	0.320***	0.272***
Benevolence	0.427***	0.420***	0.344***	0.371***	0.398***	0.336***	0.300***	0.322***	0.308***
Integrity	0.462***	0.440***	0.366***	0.389***	0.426***	0.386***	0.359***	0.373***	0.347***

Note. * $p < .05$, ** $p < .01$, *** $p < .001$

EA - Emotional Attachment, IS-Identification with the School, IE- Involvement and Engagement, SR-Sense of Responsibility, PEV-Professional and Ethical Values, FSE-Feeling Supported and Empowered, PI-Personal Investment, JSO-Job Stability and Opportunities, FS-Financial Security

Table 32 reveals that organizational trust has a significant positive relationship with all dimensions of organizational commitment. This means that when teachers perceive higher levels of ability, benevolence, and integrity in the organization, their commitment to the school also increases. Among the three statements of organizational trust, Integrity consistently shows the strongest correlations across the dimensions of commitment. The highest correlation is between Integrity and Emotional Attachment ($r = 0.462$, $p < .001$), followed by Integrity and Identification with the School ($r = 0.440$, $p < .001$) and Integrity and Professional and Ethical Values ($r = 0.426$, $p < .001$). This indicates that teachers are more likely to feel emotionally attached, identify with the school, and uphold professional values when they perceive the organization as honest, consistent, and morally dependable. The results also show that Benevolence has strong relationships with emotional and value-based commitment, particularly Emotional Attachment ($r = 0.427$, $p < .001$), Identification with the School ($r = 0.420$, $p < .001$), and Professional and Ethical Values ($r = 0.398$, $p < .001$). This suggests that when teachers feel that the school genuinely cares for their welfare, they are more likely to develop loyalty and responsibility toward the institution.

Overall, the findings suggest that organizational trust is a meaningful factor in strengthening teachers' affective commitment, normative commitment, and continuance commitment. The correlations are mostly weak to moderate, but all are statistically significant, showing that trust plays an important role in teachers' decision to stay, participate, and commit themselves to the school.

The positive relationship in Table 32 shows that organizational trust strengthens teachers' commitment to the school. When teachers trust the school's competence, goodwill, and integrity, they are more likely to feel emotionally connected, professionally responsible, and personally invested in the organization. In a realistic teacher scenario, a teacher who sees the school head as honest, fair, capable, and genuinely concerned for teachers may feel more secure in the workplace. This teacher may willingly support school programs, participate in activities, follow institutional goals, and remain committed even during demanding periods. Trust gives the teacher a sense that the school is worth serving and supporting.

The implication is that school administrators should build commitment by strengthening trust-based leadership. This can be done through transparent communication, consistent decision-making, fair treatment, sincere concern, and dependable leadership. In this table, integrity appears to be the strongest trust factor, which means that teachers' commitment is highly influenced by how much they perceive school leaders and the organization as honest and consistent. This finding is supported by Lleó et al. (2023), which examined school principal trustworthiness components such as ability, integrity, and benevolence. Their study found that integrity and benevolence were important in shaping teacher trust and affective commitment within schools. This supports the present finding that organizational trust is positively related to teachers' emotional attachment and identification with the school.

There is no negative relationship shown in Table 32. All correlations between organizational trust and organizational commitment are positive and statistically significant. This means that trust does not

weaken teacher commitment; rather, it consistently strengthens it across affective, normative, and continuance commitment. However, the weakest correlations appear in the continuance commitment statements, such as Ability and Financial Security ($r = 0.272$, $p < .001$), Benevolence and Personal Investment ($r = 0.300$, $p < .001$), and Ability and Job Stability and Opportunities ($r = 0.320$, $p < .001$). Although these are still significant, they are generally lower than the correlations involving emotional attachment, identification with the school, and professional values. In a teacher scenario, a teacher may trust the school's leadership and values, but financial security and job stability may still depend on salary, benefits, promotion opportunities, tenure, and family needs. This explains why organizational trust may strongly influence emotional and moral commitment but may have a slightly weaker relationship with financial-security-based commitment.

The implication is that trust-building should be supported by practical systems. School leaders should not only build trust through good relationships but also ensure reasonable workload, fair opportunities, clear career paths, and stable support mechanisms. Trust can strengthen commitment, but practical employment concerns also need attention. This is supported by Rai et al. (2025), which examined trust in leaders and the three dimensions of organizational commitment. Their study found that trust in leaders is connected to organizational commitment, although its effects may differ across affective, normative, and continuance commitment. This supports the present interpretation that trust is positively related to commitment, but the strength of the relationship may vary depending on the type of commitment being measured.

Overall, the findings imply that organizational trust is a strong relational foundation of teacher commitment. Teachers are more likely to become emotionally attached, professionally responsible, ethically aligned, and personally invested in the school when they trust the organization's ability, benevolence, and integrity.

For teachers, trust creates a sense of safety, belonging, and confidence in the school. For administrators, the result suggests that teacher commitment cannot be developed only through rules, policies, or obligations. It must be supported by a school environment where leaders are competent, caring, honest, consistent, and fair.

The overall implication is that schools should intentionally develop a culture of trust. Since Integrity produced the strongest correlations in the table, school leaders should give special attention to honesty, transparency, fairness, and consistency in decision-making. When teachers trust the organization, they are more likely to stay committed not only because they need the job, but because they believe in the school and feel connected to its purpose. This is supported by Alomran et al. (2024), which found that organizational trust is a positive predictor of affective, continuance, and normative commitment. Their findings emphasize that cultivating a trusting environment can increase employee commitment and strengthen positive organizational outcomes.

Table 33. Test of Correlation between Work-Life Balance and Organizational Commitment

Work-Life Balance	Organizational Commitment								
	Affective Commitment			Normative Commitment			Continuance Commitment		
	EA	IS	IE	SR	PEV	FSE	PI	JSO	FS
Work Interference with Personal Life	-0.029	0.001	-0.023	-0.014	-0.041	0.012	-0.028	-0.093	-0.174*
Personal Life Interference with Work	0.002	-0.033	-0.036	-0.04	-0.103	-0.068	-0.053	-0.056	-0.066
Work Enhancement of Personal Life	0.326***	0.213**	0.274***	0.196**	0.159*	0.153*	0.306***	0.337***	0.363***
Personal Life Enhancement of Work	0.423***	0.325***	0.384***	0.327***	0.295***	0.266***	0.374***	0.442***	0.371***

Note. * $p < .05$, ** $p < .01$, *** $p < .001$

EA - Emotional Attachment, IS-Identification with the School, IE- Involvement and Engagement, SR-Sense of Responsibility, PEV-Professional and Ethical Values, FSE-Feeling Supported and Empowered, PI-Personal Investment, JSO-Job Stability and Opportunities, FS-Financial Security

Table 33 reveals that work-life balance has a stronger positive relationship with organizational commitment when work and personal life enhance each other, rather than when they interfere with each other. The dimensions Work Enhancement of Personal Life and Personal Life Enhancement of Work showed significant positive correlations with all statements of affective, normative, and continuance commitment. The strongest correlation was found between Personal Life Enhancement of Work and Job Stability and Opportunities ($r = 0.442$, $p < .001$), followed by Personal Life Enhancement of Work and Emotional Attachment ($r = 0.423$, $p < .001$). This means that when teachers' personal life positively supports their work, they are more likely to feel emotionally attached to the school and see stronger reasons to remain in the organization.

Similarly, Work Enhancement of Personal Life was significantly related to all commitment statements, with the strongest correlation seen in Financial Security ($r = 0.363$, $p < .001$) and Job Stability and Opportunities ($r = 0.337$, $p < .001$). This suggests that when teachers experience their work as beneficial to their personal life, they may also develop stronger commitment because the job gives them a sense of stability, usefulness, and personal fulfillment. On the other hand, Work Interference with Personal Life and Personal Life Interference with Work showed mostly non-significant relationships with organizational commitment. The only significant negative relationship was between Work Interference with Personal Life and Financial Security ($r = -0.174$, $p < .05$). This means that when work strongly interferes with personal life, teachers may feel less secure or less satisfied with the financial value of staying in the job.

The positive relationship shows that teachers become more committed when their work and personal life support each other. In this table, the enhancement dimensions of work-life balance are more strongly related to organizational commitment than the conflict dimensions. This means that commitment is strengthened not only by reducing stress, but also by helping teachers experience positive gains from both work and personal life. In a teacher scenario, a teacher who feels that teaching gives purpose, confidence, stability, and personal satisfaction may become more emotionally attached to the school. Likewise, when the

teacher's personal life provides encouragement, rest, and emotional support, the teacher may come to school more focused, patient, and willing to participate in school activities. This explains why Personal Life Enhancement of Work produced strong positive relationships with emotional attachment, job stability, and personal investment.

The implication is that schools should not focus only on reducing workload. They should also create conditions where teaching becomes personally meaningful and where teachers can still maintain healthy family, social, and personal lives. When teachers experience this positive exchange between work and life, their loyalty, involvement, and willingness to stay in the organization become stronger. This finding is supported by Zhang et al. (2018) meta-analysis which found that work-family enrichment is positively related to organizational commitment and negatively related to turnover intention. This supports the present result that positive work-life enhancement is significantly associated with stronger teacher commitment.

The negative relationship in Table 33 is limited. Most conflict-related statements, such as Work Interference with Personal Life and Personal Life Interference with Work, were not significantly related to organizational commitment. However, Work Interference with Personal Life and Financial Security showed a significant negative relationship ($r = -0.174$, $p < .05$). This means that when work demands disturb teachers' personal life, their perception of financial security may slightly decrease. In simple terms, if teachers feel that their workload consumes too much of their personal time, they may begin to question whether the financial benefits of the job are enough to compensate for the personal sacrifices they make. In a teacher scenario, a teacher may still remain loyal and responsible to the school even when work interferes with personal life. However, if the teacher regularly brings home paperwork, reports, lesson preparation, checking, and other school-related tasks, the teacher may feel that the salary or financial security does not fully match the effort and personal time required.

The implication is that school administrators should take work interference seriously, even when its relationship with commitment appears weak. Excessive work demands may not immediately reduce emotional attachment or sense of responsibility, but they can affect how teachers view the practical value and sustainability of staying in the profession. This is supported by Martinez-Sanchez (2018) which found that work-family policies can reduce conflict and improve enrichment, while enrichment explains commitment-related outcomes more strongly than conflict. This supports the present finding that conflict has weaker associations with commitment compared with enhancement dimensions.

Teachers perceive that positive interactions between work and personal life strongly support organizational commitment, particularly through emotional attachment, identification with the school, professional responsibility, and personal investment. Enhancement dimensions where work benefits personal life and vice versa show stronger correlations than interference dimensions, suggesting that enriching experiences across work and personal life motivate teachers' commitment more than simply reducing conflict. While negative work-life interference has weaker correlations, it still has a small impact on perceptions of financial security, indicating that excessive workload or overlapping demands may subtly affect practical commitment factors.

Overall, the findings imply that teachers' organizational commitment is strengthened more by positive work-life enhancement than merely by the absence of work-life conflict. Teachers are more likely to become emotionally attached, involved, professionally responsible, personally invested, and willing to stay when their work improves their personal life and when their personal life helps them perform better at work.

For teachers, this means that commitment grows when teaching is experienced as meaningful, stable, and supportive of personal well-being. For school administrators, this means that work-life balance programs should go beyond stress reduction. Schools should also promote supportive leadership, manageable

workloads, recognition, professional growth, reasonable schedules, and conditions that allow teachers to maintain a healthy personal life.

The overall implication is that organizational commitment is not sustained by obligation alone. It is strengthened when teachers feel that their work and personal life can coexist in a positive and mutually reinforcing way. Therefore, schools should design policies and practices that protect teachers' time, support their well-being, and help them find personal meaning in their professional roles. This is supported by Abdulaziz et al. (2022), which examined 278 teachers and found that work-life balance has a direct and significant impact on organizational commitment, while work overload negatively affects commitment. This directly supports the present result that better work-life balance is associated with stronger teacher commitment.

Table 34. Mediation Analysis Examining the Role of Work-Life Balance between Organizational Support and Commitment

Effect	Estimate	SE	Z	p
Indirect	0.00675	0.00898	0.752	0.452
Direct	0.30367	0.05038	6.028	<.001
Total	0.31042	0.05101	6.085	<.001
Path Estimates	Estimate	SE	Z	p
Organizational Support → Work-Life Balance	0.0498	0.0627	0.794	0.427
Work-Life Balance → Organizational Commitment	0.1357	0.0578	2.349	0.019
Organizational Support → Organizational Commitment	0.3037	0.0504	6.028	<.001

Table 34 shows that work-life balance did not significantly mediate the relationship between organizational support and organizational commitment. The indirect effect was very small and not statistically significant (Estimate = 0.00675, SE = 0.00898, Z = 0.752, p = 0.452). Since the p-value is greater than .05, the mediation effect is not supported. The direct effect of organizational support on organizational commitment was significant (Estimate = 0.30367, SE = 0.05038, Z = 6.028, p < .001). This means that organizational support directly predicts teachers' commitment, even without passing through work-life balance. The total effect was also significant (Estimate = 0.31042, SE = 0.05101, Z = 6.085, p < .001), which confirms that organizational support has an overall positive influence on commitment. Looking at the path estimates, organizational support did not significantly predict work-life balance (Estimate = 0.0498, p = 0.427). However, work-life balance significantly predicted organizational commitment (Estimate = 0.1357, p = 0.019), and organizational support significantly predicted organizational commitment (Estimate = 0.3037, p < .001). Therefore, the missing link in the mediation model is the path from organizational support to work-life balance.

Teachers who feel supported by the organization are more likely to be committed to the school. Organizational support appears to affect commitment more directly than indirectly.

The positive result in this table is the significant direct effect of organizational support on organizational commitment. This means that when teachers feel supported, valued, recognized, and treated fairly by the school, they are more likely to develop stronger commitment to the organization. In a teacher scenario, a teacher who receives guidance from school leaders, fair treatment, recognition, and reasonable support may feel that the school values their work. As a result, the teacher may become more emotionally attached, more willing to participate in school activities, and more committed to helping the school achieve its goals.

The implication is that school administrators should continue strengthening organizational support because it has a direct influence on teacher commitment. Support should be visible in daily school practices, such as fair workload distribution, open communication, recognition of teachers' efforts, and practical assistance in accomplishing school tasks. This result is supported by Yolanda et al. (2022) study among vocational teachers, which examined perceived organizational support, work engagement, affective commitment, and teacher performance. Their study focused on how perceived organizational support positively affects teachers' affective commitment and performance, which supports the present finding that organizational support directly contributes to teacher commitment.

The non-significant result is the indirect effect of organizational support on commitment through work-life balance. Since the indirect effect was not significant ($p = 0.452$), work-life balance did not function as a mediator in this table. This means that organizational support does not significantly increase commitment by first improving work-life balance. In a teacher scenario, a teacher may feel supported by the principal or school organization, but still experience work-life balance concerns because of paperwork, deadlines, family responsibilities, class preparation, learner needs, and after-school obligations. In this case, support may increase the teacher's commitment, but it may not be enough to improve the teacher's work-life balance.

The implication is that schools should not assume that general organizational support will automatically improve teachers' work-life balance. If the school wants to improve work-life balance, it must use more direct strategies, such as workload review, realistic deadlines, reduced unnecessary paperwork, protected personal time, and clearer task distribution. This interpretation is consistent with Abdulaziz et al. (2022) teacher-focused study, which found that work-life balance had a direct and significant impact on teachers' organizational commitment, while the moderating effect of perceived organizational support was not supported. Their findings suggest that support and work-life balance can both matter, but organizational support does not always operate through work-life balance in a simple indirect way.

Teachers perceive that organizational support directly influences their commitment more strongly than indirectly through work-life balance. While support from the school enhances feelings of value, recognition, fairness, and guidance, it does not automatically improve teachers' work-life balance. This suggests that although organizational support strengthens commitment, addressing workload, scheduling, and personal well-being independently is necessary to optimize overall teacher functioning and satisfaction.

Overall, the findings imply that organizational support is a direct predictor of teachers' organizational commitment, but work-life balance does not explain this relationship as a mediator. This means that teachers may become committed because they feel valued, respected, supported, and recognized by the school, rather than because organizational support has improved their work-life balance.

For teachers, this suggests that support from the school can strengthen commitment even when work-life balance remains a continuing challenge. For school administrators, this means that commitment-building and work-life balance improvement should be treated as related but separate concerns. To strengthen commitment, schools should sustain fairness, supervisory support, rewards, and good job conditions. To improve work-life balance, schools should directly address workload, schedules, documentation demands, and boundaries between school work and personal life.

The overall implication is that teacher commitment cannot be sustained by support alone if workload and personal well-being are ignored. Organizational support should remain a priority, but it must be paired with concrete work-life balance interventions. This is supported by Kurtessis et al. (2017) meta-analytic evaluation of organizational support theory, which reported that perceived organizational support is strongly related to affective organizational commitment and explained that employees become more committed when they perceive that the organization values their contributions and cares about their well-being.

Table 35. Mediation Analysis Examining the Role of Work-Life Balance between Organizational Trust and Commitment

Effect			Estimate	SE	Z	p
Indirect			0.00321	0.0101	0.318	0.751
Direct			0.38679	0.0531	7.288	<.001
Total			0.39	0.054	7.222	<.001
Path Estimates			Estimate	SE	Z	p
Organizational Trust	→	Work-Life Balance	0.022	0.0686	0.32	0.749
Work-Life Balance	→	Organizational Commitment	0.1462	0.0557	2.626	0.009
Organizational Trust	→	Organizational Commitment	0.3868	0.0531	7.288	<.001

Table 35 shows that work-life balance did not significantly mediate the relationship between organizational trust and organizational commitment. The indirect effect was very small and not statistically significant (Estimate = 0.00321, SE = 0.0101, Z = 0.318, p = 0.751). Since the p-value is greater than .05, the mediation effect is not supported. The direct effect of organizational trust on organizational commitment was significant (Estimate = 0.38679, SE = 0.0531, Z = 7.288, p < .001). This means that organizational trust directly predicts teachers' organizational commitment even without passing through work-life balance. The total effect was also significant (Estimate = 0.390, SE = 0.054, Z = 7.222, p < .001), confirming that organizational trust has an overall positive influence on commitment. For the path estimates, organizational trust did not significantly predict work-life balance (Estimate = 0.022, p = 0.749). However, work-life balance significantly predicted organizational commitment (Estimate = 0.1462, p = 0.009), and organizational trust significantly predicted organizational commitment (Estimate = 0.3868, p < .001). Therefore, the mediation was not supported because organizational trust did not significantly lead to work-life balance in this model. Teachers who trust their organization are more likely to become committed, but this effect is not explained by work-life balance. Organizational trust appears to influence commitment more directly, possibly through emotional attachment, confidence in leadership, sense of belonging, and belief in the integrity of the school.

The positive result in this table is the significant direct effect of organizational trust on organizational commitment. This means that when teachers believe that their school leaders and organization are capable, sincere, fair, and dependable, they are more likely to develop stronger commitment to the school. In a teacher scenario, a teacher who trusts the principal's decisions, believes that school policies are implemented honestly, and feels that leaders act with genuine concern may become more emotionally attached to the school. This teacher may participate more actively in school programs, remain loyal during challenges, and feel more willing to contribute to institutional goals.

The implication is that school administrators should treat trust-building as a direct strategy for strengthening teacher commitment. Trust may be developed through transparent communication, consistent decision-making, fairness, ethical leadership, and sincere concern for teachers' professional and personal welfare. This finding is supported by Lleó et al. (2023), which examined school principal trustworthiness components such as ability, integrity, and benevolence. Their study found that integrity and benevolence are important in shaping teacher trust and affective commitment in schools, which supports the present finding that organizational trust directly strengthens organizational commitment.

The non-significant result in Table 35 is the indirect effect of organizational trust on commitment through work-life balance. Since the indirect effect was not significant (p = 0.751), work-life balance did not function as a mediator. This means that organizational trust does not significantly improve commitment by first improving work-life balance.

In a realistic teacher scenario, a teacher may trust the school head and believe that the school is honest and dependable, but still struggle with workload, paperwork, class preparation, family responsibilities, and time pressure. In this case, trust may increase loyalty and commitment, but it may not automatically improve the teacher's work-life balance.

The implication is that school leaders should not assume that trust alone will solve work-life balance concerns. Trust may strengthen teachers' commitment, but work-life balance requires direct interventions such as workload review, reasonable deadlines, reduced unnecessary paperwork, protected personal time, and clear boundaries on after-hours school tasks. This interpretation is consistent with Rai et al. (2025) study in *Acta Psychologica*, which examined trust in leaders and organizational commitment. Their study showed that trust-related effects may vary across commitment dimensions and may operate through other mechanisms, indicating that trust does not always influence commitment through one simple pathway.

Teachers perceive that organizational trust directly strengthens their commitment even without significantly influencing work-life balance. While trust in school leadership enhances feelings of value, integrity, and professional confidence, it does not automatically improve work-life balance. This suggests that commitment is primarily reinforced through relational and leadership factors, whereas workload management and personal well-being require separate interventions. The finding highlights the importance of treating trust-building and work-life balance improvement as complementary but distinct strategies to sustain teacher engagement and retention.

Overall, the findings imply that organizational trust is a strong direct predictor of teachers' organizational commitment, but work-life balance does not explain this relationship as a mediator. Teachers may become committed because they trust the school's leadership, believe in the organization's integrity, and feel secure in the school environment. However, this trust does not necessarily mean that their work and personal life are already balanced.

For teachers, this suggests that trust can strengthen emotional attachment, loyalty, and willingness to remain in the school. For administrators, this means that trust-building and work-life balance improvement should be treated as related but separate priorities. Trust can build commitment, while work-life balance must be improved through concrete workload and well-being policies.

The overall implication is that schools should continue building a trustworthy organizational culture while also designing direct work-life balance interventions. A trustworthy school may encourage teachers to stay committed, but sustainable commitment will be stronger when trust is paired with practical support for teachers' time, workload, and personal well-being. This is supported by Alomran et al. 2024 study in *Cogent Social Sciences*, which found that organizational trust is connected with organizational commitment and emphasized that cultivating a trusting environment can improve commitment and positive organizational outcomes.

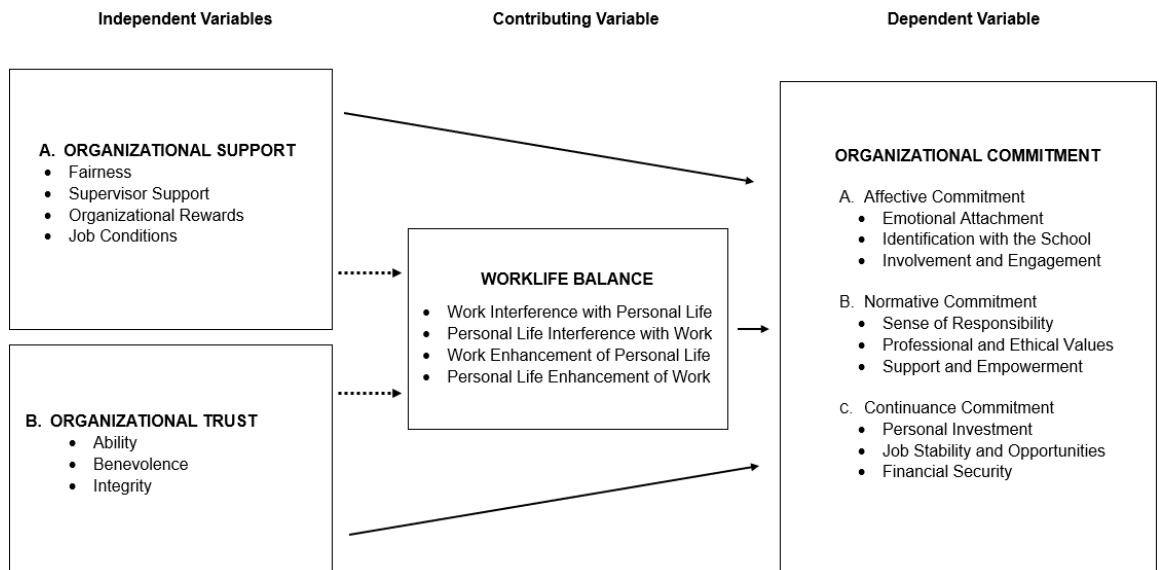
Revised Framework/ Recast Model

Based on the results of the mediation analysis, work-life balance did not significantly mediate the relationship between organizational support and organizational commitment, nor did it mediate the relationship between organizational trust and organizational commitment. Although work-life balance was found to have a significant direct effect on organizational commitment, the indirect effects of organizational support and organizational trust through work-life balance were not statistically significant. This indicates that work-life balance did not function as an intervening variable in the proposed mediation model.

Because of this result, the original research paradigm was recast into a new model. In the revised model, organizational support and organizational trust are treated as direct predictors of organizational

commitment, while work-life balance is considered a separate direct predictor of organizational commitment rather than a mediating variable. This adjustment is supported by the findings showing that organizational support and organizational trust directly influence commitment, while work-life balance also contributes to commitment independently.

The recast model suggests that teachers' organizational commitment may be strengthened through three direct pathways: organizational support, organizational trust, and work-life balance. However, work-life balance does not explain how organizational support and organizational trust lead to commitment. Instead, each variable contributes to commitment in its own distinct way.



The model was recast because work-life balance did not significantly mediate the relationship between organizational support, organizational trust, and organizational commitment. Thus, the revised model emphasizes the direct effects of organizational support and organizational trust on organizational commitment, while work-life balance is treated as a separate contributing factor.

The findings imply that work-life balance should not be treated as the mechanism through which organizational support and organizational trust lead to organizational commitment. Based on the mediation results, organizational support and organizational trust directly influence teachers' commitment, but their effects do not significantly pass through work-life balance. This means that teachers may become committed to the school because they feel supported, trusted, respected, valued, and confident in the organization, even if their work-life balance is not necessarily improved. Likewise, work-life balance may also strengthen teachers' commitment, but it functions as a separate direct influence rather than as a mediating link between support, trust, and commitment. Although the original assumption was that organizational support and organizational trust would improve work-life balance, which would then increase organizational commitment, the findings did not support this pathway. Therefore, the study suggests that organizational commitment is shaped by multiple direct factors, with organizational support, organizational trust, and work-life balance each contributing to commitment in their own distinct way. This indicates that the relationship among the variables is more direct than indirect.

4. Conclusion and Recommendations

The findings of the study underscore that organizational support and organizational trust significantly contribute to teachers' organizational commitment. Teachers who experience fairness, supervisory support, organizational rewards, favorable job conditions, and trust in the ability, benevolence, and integrity of their school are more likely to demonstrate stronger affective, normative, and continuance commitment. The results also show that work-life balance is related to organizational commitment, especially in its positive dimensions, such as work enhancement of personal life and personal life enhancement of work. However, work-life balance did not significantly mediate the relationship between organizational support and organizational commitment, nor the relationship between organizational trust and organizational commitment. This means that organizational support and organizational trust strengthen teachers' commitment more directly rather than indirectly through work-life balance. Thus, support and trust should be treated as major organizational mechanisms that sustain teachers' attachment, loyalty, and willingness to remain in their schools, while work-life balance remains an important related factor in promoting a healthier and more positive work experience.

Based on these findings, it is recommended that school heads and administrators strengthen institutional support by maintaining open communication, providing clear instructions, recognizing teachers' contributions, ensuring fair task distribution, and encouraging participation in decision-making and professional development. School leaders should also build organizational trust by demonstrating competence, consistency, fairness, integrity, and benevolence in addressing school concerns. The Schools Division Office and school administrators may develop programs that improve workload management, access to instructional resources, reduction of unnecessary non-teaching tasks, realistic scheduling, recognition, wellness, and professional growth. Teachers are encouraged to continue practicing collegial support, collaboration, and reflective practice to sustain a positive school culture. Finally, future researchers may conduct similar studies in other districts, school levels, or educational contexts, using qualitative or mixed-method approaches to explore teachers' lived experiences, challenges, coping practices, and perceptions of organizational support, trust, work-life balance, and commitment.

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