

# Work-Life Balance and Teaching Motivation as a Predictor of the Commitment of Public Secondary School Teachers

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DOI: <https://dx.doi.org/10.47772/IJRISS.2025.90300127>

Received: 17 March 2025; Accepted: 21 March 2025; Published: 04 April 2025

## ABSTRACT

This study explored the influence of work-life balance and teaching motivation as predictors of commitment among public secondary school teachers. The primary goal of this study was to determine the levels of work-life balance, teaching motivation and commitment based on their respective indicators, examine the significant relationships between work-life balance and commitment, as well as teaching motivation and commitment, and identify the specific domains of work-life balance and teaching motivation that influence educators' commitment. A quantitative-correlational design was employed in this study, which included 87 respondents from the teaching staff of Lorenzo S. Sarmiento Sr. National High School. The statistical methods employed in this study were the average weighted mean, Spearman's rho, and multiple regression analysis. The results revealed that the level of work-life balance was very high, the level of teaching motivation was very high and the level of commitment was also very high, confirming a significant relationship between work-life balance and commitment and between teaching motivation and commitment. Moreover, two out of three domains of work-life balance and all domains of teaching motivation influenced the commitment of public secondary school teachers. In conclusion, this research emphasizes the important role of work-life balance and teaching motivation in influencing the dedication of public secondary school educators at Lorenzo S. Sarmiento Sr. National High School. The results reveal a significant correlation between high levels of work-life balance and teaching motivation and increased commitment among teachers. In particular, the study highlights specific areas within work-life balance and teaching motivation that have a substantial impact on educator commitment, offering valuable perspectives for improving educational settings and fostering teacher dedication. These findings results in the importance of encouraging supportive work environments and intrinsic motivation to sustain teachers' commitment and ultimately improve educational outcomes.

**Keywords:** GAS, Work-life Balance, Teaching Motivation, Commitment, Philippines

## INTRODUCTION

Teacher commitment varies significantly across countries, influenced by cultural values, work conditions, and education policies (Toropova et al., 2021). In the United States, Liebowitz and Porter (2019) revealed that educators faced challenges such as burnout and potential shortages due to heightened stress levels, leading to their lack of commitment to their chosen field and their seeking other jobs. Further, in developing countries like Nigeria, teacher commitment tended to be lower, often attributed to factors like low pay, large class sizes, and inadequate resources (Bashir and Gani, 2020). Similarly, in Australia, Uibo and Goloubeva (2023) found that early-career educators increasingly contemplated leaving their profession and showed lower commitment due to excessive workloads and low pay.

A study conducted by Reyes (2020) in Central Luzon asserted that striking a work-life balance could assist

educators in managing their stress levels, which was essential for maintaining good mental health and avoiding serious issues like stress and burnout. Cruz (2021) posited that teachers who prioritized a healthy lifestyle were less likely to experience burnout and could, therefore, consistently perform at their best. Furthermore, Santos (2019) believed that teachers who achieved a better work-life balance were better able to manage their time between work and school obligations, fostering a stronger commitment to their profession and readiness for the demands of the teaching field.

In addition, Ariola (2021) discussed that motivated teachers in San Pablo, Luzon, significantly impacted students' well-being and academic success. This impact was directly related to these educators' commitment (Van Waeyenberg et al., 2022). Calderon (2020) suggested that motivated teachers were more likely to design engaging and dynamic lessons to boost students' engagement and excitement for learning, demonstrating a solid commitment to their chosen endeavor. Moreover, educators who demonstrated strong passion and dedication to their work acted as role models for their students, encouraging them to have a similar outlook on learning (Villanueva, 2022).

In Region XI, particularly in Davao City, Labastida (2024) stated that teachers' commitment was an alarming concern as teachers faced additional pressures related to large class sizes and administrative tasks. In the Division of Davao del Norte, approximately 40% of teachers in remote schools located in the Talaingod, Langilan, and Kapalong West Districts faced significant challenges and often experienced anxiety, setbacks, tension, a sense of unfulfillment, and difficulty managing their daily lives due to their remote locations, making them less committed and even prompting some to leave their jobs (Almagro, 2023). At Lorenzo S. Sarmiento Sr. National High School, researchers observed that some teachers often left to work abroad and opted for different career paths. With this, the researchers were curious to find out if there was a correlation between work-life balance, teaching motivation, and teachers' commitment. However, despite the numerous studies conducted on the educational system and teachers, no research had yet been conducted locally, particularly at Lorenzo S. Sarmiento Sr. National High School, regarding work-life balance, teaching motivation, and commitment to teaching. This research aimed to fill this gap by exploring the school educators' level of work-life balance, teaching motivation, and commitment. The study also sought to determine the relationship among these variables and identify strategies to support teachers in achieving a healthy work-life balance, maintaining high levels of motivation, and fostering a strong sense of commitment. Additionally, this research is intended to raise awareness among educators and promote a positive and supportive learning environment. This research was crucial to addressing the needs of educators at Lorenzo S. Sarmiento Sr. National High School

## Research Objectives

1. To determine the level of work-life balance among secondary school teachers in terms of:
  - 1.1 managing self;
  - 1.2 managing stress; and
  - 1.3 managing time.
2. To assess the level of teaching motivation among secondary school teachers in terms of:
  - 2.1 altruistic;
  - 2.2 intrinsic; and
  - 2.3 extrinsic.
3. To find out the commitment of secondary school teachers in terms of:
  - 3.1 organizational commitment;
  - 3.2 service commitment; and

### 3.3 career commitment.

4. To determine the significant relationship between work-life balance and the commitment of secondary school teachers.
5. To verify the significant relationship between teaching motivation and the commitment of secondary school teachers.
6. To find out which domains in work-life balance would influence secondary school teachers' commitment.
7. To identify which of the domains in teaching motivation would influence the commitment of secondary school teachers.

## METHODOLOGY

This study utilized a quantitative, non-experimental research design that incorporated descriptive correlational techniques to represent the hypothetical existence of a relationship between two defined variables. It aimed to identify the direction and degree of that relationship, should one exist. The intent was to portray the conditions as they existed at the time of the study in order to explore the causes of a particular phenomenon, making the descriptive correlation method suitable for this purpose. Correlational designs sought to investigate the nature and strength of relationships among two or more variables (Büyüköztürk et al., 2008). One method that was employed in correlational research was utilized to determine the relationships between the variables (Kline, 2010).

This survey addressed quantitative data concerning the phenomenon. The quantitative aspect involved a well-structured schedule for data collection, designed for the target respondents to answer the questions effectively. The process of gathering data was based on the use of questionnaires.

*Table 1.* Population and Sample Size of Respondents

School	Population	Respondents
A	87	87
TOTAL	87	87

### Statistical Tool

The statistical tools used for data analysis and interpretation were the following:

**Mean.** This statistical tool was used to determine the level of work-life balance, teaching motivation, and commitment of public secondary school teachers.

**Pearson(r).** This statistical tool was used to determine the significance of the relationship between work-life balance and teaching motivation on the commitment of public secondary school teachers.

**Multiple Regression Analysis.** This statistical tool was used to determine the influence of work-life balance and teaching motivation as predictors of the commitment of public secondary school teachers.

## RESULTS

### Level of Work-life Balance

Table 1 shows the level of work-life balance in terms of managing self, managing stress, and managing time. The overall mean is 4.37, which is described as high, with a standard deviation of 0.42. The very high level could

be attributed to the very high ratings the respondents gave in all indicators. This entails that the respondents' responses to the level of work-life balance are much more positive in terms of managing self, managing stress, and managing time.

The cited overall mean score was the result obtained from the following computed mean scores from highest to lowest: 4.45 or very high for managing self with a standard deviation of 0.46; 4.43 or very high for managing stress with a standard deviation of 0.46; and 4.23 or very high for managing time with a standard deviation of 0.63.

*Table 1. Level of Work-life Balance*

Indicator	Mean	SD	Descriptive
			Equivalent
Managing Self	4.45	0.46	Very High
Managing Stress	4.43	0.46	Very High
Managing Time	4.23	0.63	Very High
Overall	4.37	0.42	Very High

### Level of Teaching Motivation

Presented in Table 3 are the mean scores for the indicators of teaching motivation, with an overall mean score of 4.55, which is described as very high with a standard deviation of 0.38. The high level could be attributed to the high rating given by the respondents on most indicators in the items of altruistic, intrinsic, and extrinsic.

The overall mean score mentioned was derived from the computed mean scores arranged from highest to lowest: 4.65 or very high for intrinsic with a standard deviation of 0.38; 4.62 or very high for altruistic with a standard deviation of 0.42; and 4.38 or very high for extrinsic with a standard deviation of 0.49.

*Table 2. Level of Teaching Motivation*

Indicators	Mean	SD	Descriptive Equivalent
Altruistic	4.62	0.42	Very High
Intrinsic	4.65	0.38	Very High
Extrinsic	4.38	0.49	Very High
Overall	4.55	0.38	Very High

### Level of Commitment

Presented in Table 3 are the mean scores for the indicators of commitment, with an overall mean score of 4.51, which is described as very high with a standard deviation of 0.38. The high level could be attributed to the high rating given by the respondents on most indicators in the items of organizational commitment, service commitment, and career commitment.

The cited overall mean score was the result obtained from the following computed mean scores from highest to lowest: 4.60 or very high for career commitment with a standard deviation of 0.42; 4.52 or very high for service

commitment with a standard deviation of 0.40; and 4.39 or very high for organizational commitment with a standard deviation of 0.50.

Table 3. Level of Commitment

Indicator	Mean	SD	Descriptive
			Equivalent
Organizational Commitment	4.39	0.5	Very High
Service Commitment	4.52	0.4	Very High
Career Commitment	4.6	0.42	Very High
Overall	4.51	0.38	Very High

### Significance on the Relationship Work-life Balance and Commitment

Table 4 shows that work-life balance and commitment have a Spearman's rho value of 0.756\*, indicating a high correlation. Moreover, a p-value of <.001, less than the 0.05 p-value, means a significant relationship between work-life balance and commitment. Thus, the null hypothesis, which states no significant relationship between work-life balance and commitment, is rejected. This further implies that commitment tends to be observed when the work-life balance is observed.

Table 4: Significance on the Relationships Between Work-life Balance to Commitment

		Work-life Balance	Commitment
Work-life Balance	Spearman's rho	---	
	p-value	---	
Commitment	Spearman's rho	0.756*	---
	p-value	<.001	---

### Significant Relationship Between Teaching Motivation and Commitment

Table 5 shows that teaching motivation and commitment have a Spearman's rho value of 0.829\*, indicating a high correlation. Moreover, a p-value of <.001, less than the 0.05 p-value, means a significant relationship between teaching motivation and commitment. Thus, the null hypothesis, which states no significant relationship between teaching motivation and commitment, is rejected. This further implies that commitment tends to be observed when the teaching motivation is observed.

Table 5: Significance on the Relationships Between Teaching Motivation to Commitment

		Teaching Motivation	Commitment
Teaching Motivation	Spearman's rho	---	

	rho		
	p-value	---	
Commitment	Spearman's	0.829*	---
	rho		
	p-value	<.001	---

**Multiple Regression Analysis on the Influence of the Domain of Work-life Balance on the Commitment**

Table 6 presents the regression analysis examining the influence of worklife balance on commitment. The table reveals a calculated F-value of 25.949 and a p-value <.001. This signifies that work-life balance significantly influences commitment because the probability value is less than the 0.05 significance level. The coefficient of determination of 0.520 indicates that 52% of the variation in commitment can be explained by managing self, managing stress, and managing time. Conversely, the remaining 48% is attributed to other factors not included in the study.

*Table 6: Multiple Regression Analysis of the influence Of the Domain of Work-life Balance on the Commitment*

Work-life Balance	Coefficient	t-value	p-value	Decision
				a=0.05
Managing Self	0.081*	0.803	0.424	is not rejected
Managing Stress	0.454*	4.274	<.001	is rejected
Managing Time	0.321*	3.376	0.001	is rejected
Dependent Variable: Commitment				

\*p < 0.05 R = 0.721 \* = 0.520 F – value = 25.949 p < .001

**Multiple Regression Analysis on the Influence of the Domain of Teaching Motivation on the Commitment**

Table 7 presents the regression analysis examining the influence of teaching motivation on commitment. The table shows a calculated F-value of 50.493 and a p-value of <.001. This signifies that teaching motivation significantly influences commitment because the probability value is less than the 0.05 significance level. The coefficient of determination of 0.678 indicates that 67.8% of the variation in commitment can be explained by altruistic, intrinsic, and extrinsic. Conversely, the remaining 32.2% is attributed to other factors not included in the study.

*Table 7: Multiple Regression Analysis on the Influence of the Domain of Teaching Motivation on the Commitment*

Teaching Motivation	Coefficients	t-value	p-value	Decision
				a=0.05
Altruistic	0.274*	2.665	0.01	is Rejected

Intrinsic	0.365*	3.653	<.001	is Rejected
Extrinsic	0.302*	3.388	0.001	is Rejected
Dependent Variable: Commitment				

\* $p < 0.05$   $R = 0.823$   $F = 0.678$   $F - \text{value} = 50.493$   $p < .001$

## DISCUSSIONS

### Level of Work-life Balance

In the preceding chapter, the findings regarding the work-life balance of public secondary school teachers in Lorenzo S. Sarmiento Sr. National High School were presented. It revealed that the level of school teachers work-life balance was reported as very high, suggesting a significant presence of different factors that are present in teachers and contribute to their overall well-being. It is greatly highlighted in the result of the study that work-life balance is highly affected by commitment. This indicates that the perception of support from their employers played a crucial role in their decision to remain committed to their jobs. Additionally, these findings conform the study of Gagnano (2020), which stated that support for employees' efforts to allocate time and energy effectively

between work, family, and other essential aspects of their lives. This sense of support can manifest in various ways, such as flexible work arrangements, generous leave policies, and access to resources that promote well-being. Moreover, the study suggests that employees who feel valued and supported by their organizations are more likely to prioritize their work-life balance, leading to increased job satisfaction and reduced stress levels. Furthermore, the study reveals that educators are highly skilled at managing self, a finding consistent with Jaakkola's (2022) research. Self-awareness, as Jaakkola emphasizes, is fundamental, requiring an understanding of one's strengths, weaknesses, and emotional responses. Farah and Rahma (2024) adds that self-knowledge is key to developing self-discipline, which in turn optimizes time and energy, leading to increased productivity and reduced stress. This ability to manage oneself effectively is essential for educators, who often face demanding workloads and complex interpersonal relationships.

A second indicator, showing the second highest mean, is managing stress, which shows high results. This finding aligns with the study of Olivio (2021) study, which emphasizes the crucial role of effective time management in helping teachers juggle their many responsibilities, including lesson planning, homework assignments, and student interaction. Furthermore, Kearney (2021) independently corroborate this finding, demonstrating that effective time management improves teachers' overall health and productivity, and increases the likelihood of meeting deadlines, thereby reducing workplace stress.

Lastly, managing stress among teachers also showed significant importance in the results. These findings align with Rashmi (2021) research showing that teachers who are adept at managing their time have a better worklife balance, which is essential for job satisfaction. Similarly, the findings are by Thompson and Parker (2022) which argued that teachers who establish clear boundaries between work and personal life are less likely to experience burnout. These findings highlight the importance of supporting educators in developing effective time management skills, which can contribute to their overall well-being and job satisfaction.

### Level of Teaching Motivation

The previous chapter examined the teaching motivation of educators at Lorenzo S. Sarmiento Sr. National High School. The findings revealed a remarkably high level of motivation among the teachers, with all three key indicators demonstrating a strong presence of this quality. This positive outlook and high capacity for dealing with challenges related to different types of motivation which are altruistic, intrinsic, and extrinsic suggest a significant impact on the school's learning environment and overall success.

The indicator intrinsic received a very high mean score, suggesting that teachers at Lorenzo S. Sarmiento Sr.

National High School possess a strong internal drive and passion for teaching. This high intrinsic motivation indicates that educators find deep personal satisfaction and fulfilment in their work. This intrinsic drive likely translates into a more engaging and supportive learning environment for students. It was shown in the previous result that intrinsic motivation has high level of impact towards teachers' commitment. The findings affirmed the study of As Li (2024) that intrinsic motivation is the most effective type of motivation, as individuals driven by internal factors continue working on a task as long as they find it interesting or believe in its value. Furthermore, affirmed the relationship between teachers' motivation and professional commitment, affirming the study of Vahit Ağa Yildiz (2021). The study revealed that these factors significantly influence teachers' dedication to their profession.

These findings highlight the significant role of altruistic motivation in reinforcing teachers' commitment to their careers, which not only helps to reduce teacher attrition on a broader scale but also enhances individual job satisfaction. These findings align with the study of Alexander et al. (2020), which stated that intrinsic motivation, driven by a sense of purpose and a desire to contribute to society, acts as a powerful counterbalance to the challenges faced by educators. Furthermore, this finding relates to the claim made by Song et al. (2020) affirmed that the teaching profession remains valued for its social utility and altruistic principles, even in the face of obstacles like low pay, long hours, and a decline in social status that contribute to job dissatisfaction.

The final teaching motivation observed in educators was primarily extrinsic, with a mean score indicating a very high level of extrinsic motivation. This suggests that teachers are largely driven by external factors, such as salary, job security, and recognition. These findings affirmed the study of Murwanashyaka et al. (2024) which stated that the three key factors contribute to this extrinsic motivation are a supportive work environment, competitive compensation and benefits, and witnessing tangible progress made by their students. These findings underscore the importance of providing educators with a positive and rewarding work environment, adequate compensation, and opportunities to celebrate student achievements. By focusing on these external motivators, we can create a more supportive and fulfilling environment for educators, ultimately benefiting students and the educational system as a whole.

### **Level of Commitment**

Presented in the previous chapter is the result of the level of educators' Commitment. It revealed that educators' commitment was described as very high. All three indicators for this variable were also described as very high. It implies that educators' commitment is a strong and consistent factor in their professional lives. This high level of commitment suggests that educators are deeply invested in their work and are dedicated to their student's success. This finding is encouraging as it indicates a strong foundation for a positive and productive learning environment.

The respondents from Lorenzo S. Sarmiento Sr. National High School demonstrated a very positive outlook in our research. This notion is affirms the statement of Ajmal et al. (2024) indicating that high-commitment teachers are driven by a passion for their work, inspiring them to continuously strive for excellence in both teaching and learning. Additionally, Pan (2023) affirmed that passion often leads to strong emotional bonds with their school, students, or field of work. These findings affirmed the proposition of Andrés (2020), indicating that passion for teaching is largely fostered by a teacher's unwavering dedication to their students and their education.

Furthermore, career commitment emerged as the indicator with the highest means, suggesting a strong dedication among teachers at Lorenzo S. Sarmiento Sr. National High School. These findings confirmed the study of Mustafa et al. (2021) that individuals who are highly dedicated to a cause are more likely to find satisfaction in that cause. This dedication often translates into a commitment to professional development, a willingness to stay updated on the latest teaching methods, and a desire to continually improve their skills. This dedication to career growth not only benefits the individual teacher but also contributes to the overall quality of education provided at the school.

Moreover, in terms of service commitment, the results indicate a very positive outlook for teachers, which aligns with the statement of Aziz et al. (2021), who assert that employee satisfaction and organizational performance



depend on service dedication. In addition, the study the findings is in relation to the study of Astuty et al. (2020), indicating that service commitment reflects a teacher's dedication to their role, which is influenced by their personal values and their perception of the school's encouragement. This commitment improves productivity and significantly contributes to the overall effectiveness of the school, which further conforms to the study of Loan (2020). This high level of service commitment among teachers at Lorenzo S. Sarmiento Sr. National High School is a valuable asset to the school and suggests a strong foundation for continued success in providing quality education to students.

Lastly, the standpoint of Tett and Meyer (2021) is concordant with the result of the organizational commitment of the educators. Their research, which has been proven through numerous studies, emphasizes that organizations must create a warm and engaging work environment to increase employee commitment and improve overall performance. This finding highlights the importance of fostering a positive and supportive school environment that values its teachers and encourages their contributions. By creating such an environment, schools can cultivate a strong sense of belonging among their educators, leading to increased commitment and ultimately, improved educational outcomes for students.

### **Significant Relationship Between Work-life Balance and Commitment**

This correlation aligns with Akter et.al (2019) research, which emphasizes the significant role of work-life balance in enhancing teachers' professional commitment. Maintaining a healthy balance between personal and professional responsibilities fosters job satisfaction and overall well-being, contributing to greater dedication to teaching. This was also highlighted in the study of Johnson (2019) indicating that identifying work-life balance is a critical determinant of teachers' job satisfaction and long-term commitment, influencing their capacity to deliver quality education effectively.

Affirming the study conducted by Nguyen et al. (2021), this study reveals that achieving work-life balance significantly improves teachers' productivity, performance, and professional commitment, thereby positively affecting student outcomes. The concept of work-life balance, as affirmed by Zhang (2024), encapsulates the ability to harmonize work obligations with personal life demands in an ever-changing social and professional landscape. This equilibrium ensures teachers remain motivated and engaged, ultimately benefiting both their professional roles and personal lives.

Furthermore, the relationship between work-life balance and commitment is highlighted in the study of Martinez and Lee (2020), who assert that balanced teachers exhibit higher levels of dedication and effectiveness. This aligns with Vroom's Valence Expectancy Theory, which posits that an individual's commitment is influenced by their work-life balance and motivation. This theory posits that teachers' commitment to their workplace is influenced by their belief that a positive work-life balance and strong teaching motivation will lead to increased job satisfaction and the achievement of their professional aspirations.

### **Significant Relationship Between Teaching Motivation and Commitment**

The study shows a clear connection between teachers' motivation to teach and their commitment. It finds that when teachers are more motivated, their commitment also increases. This result rejects the null hypothesis and confirms an important link between these two factors. It helps us understand how different types of motivation, like wanting to help others or enjoying the work, affect teachers' dedication. Teachers who are resilient, adaptable, and persistent tend to teach better and engage their students more. This also affirmed the study of Ajmal et al. (2024), stating that committed teachers are passionate about their work, pushing themselves to do their best in both teaching and learning. These findings match earlier studies that show loyalty comes from attitudes and actions that build strong working relationships between employees and supervisors which aligns with the study of Kotzé and Nel (2020). This includes professional, academic, and personal factors which also affirmed the argument of Shu (2022). The strong correlation between teachers' motivation and commitment highlights the need for schools to focus on these traits when hiring and training educators. This also confirmed Locke's Goal Setting Theory (1960), which says that clear and achievable goals inspire people and improve their performance.

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## Multiple Regression Analysis on the Influence of Work-life Balance on Commitment

The regression analysis investigating the influence of work-life balance as a predictor of commitment among public secondary school teachers indicates that two out of three domains, namely managing stress and managing time, have a significant impact on the commitment of public secondary school teachers. On the other hand, managing self was found to be insignificant in influencing the commitment of public secondary school teachers.

These findings affirmed the conclusions of Gul et al. (2020), who found that increasing work demands, often leading to evening and weekend work, negatively impact work-life balance and increase stress among university staff, sometimes resulting in job turnover. These findings also align with the study of Awang et al. (2021), indicating that the study of significant stress is associated with academic workplaces, particularly in higher education.

Furthermore, Gul et al. (2020) argued the importance of supportive management practices and equitable career progression opportunities. This aligns with the necessity to comprehend the root causes of workplace stress and develop effective coping strategies, highlighted by Madjid (2020) in his discussion on essential effective teaching competencies. Furthermore, this is concordant with the study of Madjid et al. (2023), who further affirmed that professional qualities are particularly crucial, enabling educators to instruct, train,

supervise, and assess students successfully. That is why educators need to manage stress and time wisely to stay committed to their work. This balance helps them teach effectively and create a positive classroom environment. By doing so, they can maintain their passion for teaching. Similarly, workplace stress researchers have generally pinpointed that workplace stress, occupational stress, organizational stress, and work-related stress are different names for employees' stress. It has been meaning matured over time. Initially, it was highlighted in the study of Saeed et al. (2020) that the pressure of an employee gets from its surroundings. Workload has also been reported as a common workplace stressor in earlier studies.

In contrast, the study confirmed the findings of Gul et al. (2021) that in the context of teachers, the additional responsibilities include administrative responsibilities, managing research work, supervising research scholars, handling departmental tasks, attending meetings, and taking classes with students that collectively make a burden on teacher's shoulder and create a stressful situation in the workplace. Managing stress and time efficiently enables teachers to uphold their commitment to teaching. By balancing workload and well-being, educators boost job satisfaction, productivity and student success, ensuring long-term dedication to their profession. The domains are equally important and are somehow connected. However, the domain of managing self was not found to have a significant influence on a teacher's commitment. This suggests that teachers who manage stress and time effectively are more likely to stay committed to their work. This balance helps reduce burnout, increase job satisfaction, and improve teaching quality, ultimately benefiting students and the educational community.

## Multiple Regression Analysis of the Influence of Teaching Motivation on Commitment

The regression analysis investigating the influence of teaching motivation on the commitment among public secondary school teachers reveals that the two domains, intrinsic and extrinsic, have a significant impact on the educators' commitment, while the altruistic has been found to have no impact. Among these domains, intrinsic had the highest influence found in the intrinsic domain, followed by the extrinsic domain. In contrast, the altruistic domain was also identified as significantly influencing teachers' commitment.

These findings affirmed the study of Cheremisova et al. (2020), stating that a well-structured motivational framework significantly predicts organizational commitment among employees. Furthermore, the findings are about the study of Balasundran et al. (2021), which stated that the empirical evidence that contradicts the notion that work experience boosts extrinsic motivation and performance among teachers, with job satisfaction potentially overshadowing experience-related effects. Extrinsic motivations, known for their temporary boost to motivation, may lead to a short-lived increase in employee enthusiasm and performance, but this is often followed by a decline in motivation.

Additionally, highlighted from Naz and Rashid (2021) which stated that leadership quality significantly

influences teachers' extrinsic motivation and performance. The finding is in relation to the concept of Widyaningsih et al. (2021) that organizational climate fostering trust, collaboration, and recognition promotes intrinsic motivation, diminishing experience-based extrinsic motivation. Furthermore, Lorincová et al. (2019) align with this study by stating that within the organizational context, employee motivation stands as a vital construct that fosters the willingness of employees to exert personal efforts and channel their energy toward attaining organizational objectives. The authors highlight that motivated employees can be effectively utilized to fulfill organizational goals while simultaneously fostering their personal development as well as their commitment.

This study affirms the findings of Sorokoumova et al. (2020), emphasizing the significance of organizational commitment as a crucial factor dependent on employee motivation. Supported by the study of Cheremisova et al. (2020), which found that a well-established and balanced motivational structure was found to be strongly associated with higher levels of organizational commitment among employees.

Furthermore, this also highlights in the study of Widyaningsih et al. (2021) stating that, the idea of an organizational climate characterized by trust, collaboration, and recognition can promote intrinsic motivation and reduce the significance of work experience as a determinant of external motivation within private institutions. These reasons are speculative and necessitate further empirical investigation for a comprehensive understanding.

However, the domain of altruism was not identified as a significant influence on educators' commitment. As affirmed in the research conducted by Rutten and Badiali (2020) indicating that distinction between intrinsic and altruistic motivations, finds that altruistic motivations, focused on benefiting children or society, do not significantly impact teacher commitment. Intrinsic motivations tied to teaching experience prove more influential. Teacher dedication stems from personal fulfilment rather than societal impact.

## CONCLUSION

Conclusions are drawn based on the results of the study. The study concludes that the level of influence of work-life balance was very high, as well as its indicators, namely, managing self, managing stress, and managing time. Furthermore, the study also concludes that the level of teaching motivation was very high, along with its indicators, namely, altruistic, intrinsic, and extrinsic. Moreover, the overall level of commitment was very high, encompassing the three domains: organizational commitment, service commitment, and career commitment. Furthermore, the findings contradict the theoretical assumption of no significant relationship between the influence of work-life balance and teaching motivation on commitment.

Contrary to the assumption, the study concludes that work-life balance and teaching motivation significantly influence commitment. The two domains within work-life balance, namely managing stress and managing time, significantly influence commitment. On the other hand, all three domains of teaching motivation, namely altruistic, intrinsic, and extrinsic, were found to significantly influence commitment, with intrinsic motivation exhibiting the highest level of influence.

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