

Original Article

Health and Safety, Job Stress and Perceived Social Support: A Structural Equation Model on Quality of Work-life among Criminology Instructors in Region XI

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Abstract: The study aimed to assess the level of health and safety, job stress, the degree of what is considered social support and work-life balance among criminology instructors in Region XI. Additionally, the research aimed to determine the best-fit model for the quality of work-life in the context of criminology educators. A survey was conducted on a total of 172 instructors, selected using a stratified random sampling technique. The data underwent analysis with descriptive and statistical techniques such as means, Pearson's Product-moment Correlation Analysis, Multiple Linear Regression Analysis, and Structural Equation Model. The study's findings indicate that criminology instructors exhibited a high degree of health and safety, perceived social support, and quality of work-life. Conversely, the level of workplace stress among these instructors was found to be low. The endogenous variable, quality of work-life, was found to be correlated with three exogenous variables: health and safety, job stress, and perceived social support. When regressed, the three exogenous variables were found to influence the quality of work-life both independently and aggregately. Model 5 was revealed to be the best fit for quality of work-life with job stress and perceived social support as remaining latent and observable variables.

Keywords: Criminal Justice; Criminology Instructors, Health And Safety; Job Stress, Perceived Social Support, Quality of Work-Life, Structural Equation Model.

I. INTRODUCTION

In a global scope, a re-occurrence of poor quality of work life and job satisfaction with severe burnout caused by job stress among employees in almost all industries has been recorded (Beloar, Nanjundeswaraswamy & Swamy, 2017). Currently, it affects 13-25% of the working population (Bhatta et al., 2017; Camuffo, De Stefano & Paolino, 2017). It is said that lower job performance and increased expenditures are directly linked to a lack of QWL, which is correlated with increased occupational stress, anxiety, and burnout (Purohit et al., 2019). Burnout, as one of the by-products of poor QWL, is a state of prolonged stress in the workplace (Budd, 2018; Dhamija, Gupta & Bag, 2019). This leads to burnout, a lack of motivation to do work, a poor emotional state through cynicism, and decreased productivity on the job (Akter et al., 2018; Chia et al., 2019).

The education sector in the country is already at stake even prior to the pandemic (Manila Bulletin, 2022). Educators named common problems in their workplaces, to name a few: job stress caused by massive and dynamic workloads, poor or unhealthy working conditions, work-life imbalance that usually leads to family problems, and poor salary rates in some private HEIs (Philippine Daily Inquirer, 2022). This is further worsened by the new-fangled teaching modality in coping with the needs of college students during this Pandemic (Belen, 2022). Whereas, if said causal factors on the poor quality of work life among Instructors would remain unresolved, it would adversely affect the attitude and performance of our instructors, thus affecting their products – Criminology students.

The objective of this research is to support Sustainable Development Goal (SDG) Number 8.8, which safeguards labor rights and encourages the establishment of secure and protected work environments for all employees, including those with precarious employment. Hence, studying QWL among criminology instructors is imperative since they are tasked with the positive duty of producing professionals who will become beacons of peace and justice. Conducting this study would also provide an overview of the organization's willingness to invest in its people by providing them with a safe and reasonable workload, health and security mechanism, social or personal time, and other forms of acknowledgement and appreciation (Hamidi, Jufri & Karta, 2019; Kaden, 2020; Rodríguez-Modroño & López-Igual, 2021). Instructors are producers of competent human resources; thus, their performance affects the future of our nation since they are tasked with producing the next generation of professionals who will work in various industries (Faraji et al., 2017; Hessels, Rietveld & van der Zwan, 2017).



The researcher made an extensive review of related literature; as a result, QWL is proved to be strongly correlated to employees' social support and health and safety on the job, in addition to job stress (Rodríguez-Modroño & López-Igual, 2021; Storman, M., Storman, D. & Maciag, 2022). These factors are crucial for both employees' personal development and the success of the company; thus, without them, organizations cannot expect their employees to perform at a high level. Companies should provide a more safe work environment for their employees in order to maximize their performance. (Erick & Smith, 2015; Kowalski-McGraw et al., 2017; Pani, 2015; Raeissi et al., 2018). Furthermore, it is vital for any organization, especially on the academic side, since they are highly anticipated to mold quality human resources.

II. LITERATURE REVIEW

Positive relationships between QWL and other workplace characteristics have been reported in numerous research. (Bhende et al., 2020; Oakman et al., 2018). Quality of life (QWL) has traditionally been associated with factors such as social support, job stress, and personal security. According to Leitaó et al.'s (2019) general model, both work and non-work variables are important in defining work-life quality. In addition, this is in line with Walton's Model on Quality of Work-life (Fernandes et al., 2017; French et al., 2017; Hafeez et al., 2019), which linked QWL to factors like pay and benefits, workplace safety and health, opportunities to use and develop skills, advancement and security, and social and political participation within the workplace, as well as the length of one's career and overall life expectancy.

Having said that, employees' preconceptions of the overall quality of their work-life were primarily influenced by the following major factors: job satisfaction, work-life balance, and satisfaction with relationships in their personal lives (Hasanzadeh et al., 2019; Lindsay-Smith et al., 2019; Kusnanto et al., 2020). Worker morale and productivity can both greatly benefit from an office that is both functional and pleasant for workers (Fox et al., 2018; Mekonnen, Yenealem & Geberu, 2020; Sahni, 2019). When working conditions and environment are poor and unfavorable, the opposite picture emerges (Danielsson et al., 2015; Judge et al., 2020). When employees are dissatisfied with their working conditions, productivity drops, and the company suffers. In addition to lowering morale and motivation levels, they also slow down the progress of your business (Leitão et al., 2019; Nowrouzi et al., 2016).

More so, based on the results of the conducted study by Bhende et al. (2020), the link between quality of work life and job stress was established when the correlation analysis produced a p-value that was below the significance criterion of 0.05. This finding suggests that job stress and other factors are significantly correlated with QWL. Nowrouzi et al., 2016, found that the following factors were predictors of quality of working life (QWL): workload, poor working climate, role conflict, aggression, failure to provide quality care, work-family balance, shift work, lack of participation in decision-making, professional exclusion, lack of acknowledgement, poor relationships with peers and managers, and insufficient opportunity to acquire new skills. It is argued that the quality of working life might vary between groups of workers.

Meanwhile, employers must take the lead in creating a safe and healthy work environment for their employees. Things like regular schedules, access to mental health services, and opportunities for social interaction are all part of this effort. A strong, successful business or organization is built on the foundation of its employees (Caruso, 2015; Hall et al., 2016). By being proactive rather than reactive, the best possible working conditions may be established for all employees. Researchers have found that when employees are content, they work more and have higher morale (Faraji et al., 2017; O'Connor et al., 2021).

Meanwhile, the 9-component model of QWL was also tested. In the study conducted by Nanjundeswaraswamy and Swamy (2013), they measured private technical personnel's work-life quality. Based on results, work environment, relationship and cooperation, autonomy of work, organization culture and climate, job satisfaction and job security, training and development, enough resources, salary and rewards, and facilities. The chi-square test reveals that demographic parameters, including gender, designation, salary, department, and experience, are independent of the quality of work life in private technical institutions. The study shows a link between teaching and non-teaching QWL. According to the correlation analysis, the adequacy of resources is more connected with the teaching staff's perception of QWL, whereas compensation and rewards are more correlated with non-teaching staff's QWL based on the regression analysis.

On the other hand, the positive effects of social support on mental health, depression rates, post-depression recovery, psychological distress, emotional strain, somatic symptoms, and overall mortality have been repeatedly demonstrated in scientific studies (Cleary, 2017; Fernandez & Rainey, 2017). Comparable to the protective effects of familial relationships, the protective effects of social integration and social support are seen in the reduction of mortality risks. Individuals who report higher levels of social support from loved ones have been found to have improved cardiovascular health, lipid profiles, and immune responses (Niciejewska & Kiriliuk, 2020; LaRocca & Scogin, 2015; Wang et al., 2018) that a person's familial and interpersonal circumstances can have an unconscious impact on critical physiological parameters like immunological, neuroendocrine, and cardiovascular functioning, is supported by the data available today (Lindsay-Smith et al., 2017; Janssen et al., 2018; Kowalski-McGraw et al., 2017; Kuriakose et al., 2019).

Also, one of the most common causes of stress caused by one's place of employment is the job's requirements or demands. Even though employees may require challenging work to keep their involvement and remain motivated, as well as to develop new skills, it is essential that the requirements not exceed the workers' capacity to deal with them (Ayob et al., 2018; Chia et al., 2019; Hessels et al., 2017; Nowrouzi et al., 2016). The following are common contributors to occupational stress brought on by the needs or expectations of one's job: The level of the worker's understanding of the expectations and evaluation criteria and the quantity of personal accountability that the worker is required to perform. Role overload refers to the degree to which job requirements exceed available resources and whether the worker can complete the expected workload (Ismail & Razak, 2016; Fox et al., 2018; Storman et al., 2022).

Besides that, the Job Characteristic Theory of Hackman and Oldham's (1976) highlighted the link of workers' QWL to various variables by arguing that everyone's psychological and social development needs ought to be considered when evaluating their QWL. It outlines some guidelines for improving work in corporate/industrial environments. Five work-related outcomes (satisfaction, performance, motivation, turnover, and absenteeism) were hypothesized to be influenced by the original model of job characteristics theory, which included task identity, skill variety, task significance, feedback, and autonomy (Chia et al., 2019; Faraji et al., 2017; Feeney & Collins, 2015).

People who work for an organization are subject to a specific kind of stress, and the purpose of the study is to investigate the possibly dangerous physical and psychological reactions that arise when a worker's needs, resources, or capabilities are not matched with the requirements of the job, since it may result in poor health and even injury (Budd, 2018; Hall et al., 2016; Stanback, 2019). Social support can provide concepts as to how family, significant others, and friends can buffer against adversity in their lives and bolster resilience in high-stress situations among respondents (Falakh & Setiani, 2018; Janssen et al., 2018; Simoes et al., 2016). This would enable the top administration to take action to encourage its people to achieve the company's goals, which would essentially involve strategies to raise the standard of living for its workers at work.

Figure 1 illustrates a conceptual model by depicting an analysis of a path model and a correlational connection among the research's exogenous and endogenous variables. Additionally, the model presents dependencies as well as the relationship that exists between variables. The following categories were considered exogenous variables for the purpose of this undertaking: health and safety, job stress, and social support. The quality of the work-life of criminology instructors in Region XI is the endogenous variable that will be examined in this study. In addition, each variable will have observable domains or indicators of the state of the system and be associated with them.

The first exogenous variable is health and safety (Institute for Health and Safety, 2016), measured by four indicators: Workplace hazards refer to anything that a person could be exposed to that has the capability of causing them physical or mental harm. Workplace policies and procedures refer to statements that provide the foundation for how issues related to human resource management will be addressed in an organization. Occupational safety and awareness focus heavily on the primary prevention of hazards while also addressing all aspects of health and safety in the workplace. Lastly, participation in occupational health and safety refers to the process in which workers actively participate in the promotion of work-related safety mechanisms and procedures by implementing safety protocols while they are working.

The second exogenous variable is job stress (National Institute of Occupational Safety and Health, 2008), with 10 indicators: conflict at work refers to a serious disagreement over workplace matters. Employment opportunities refer to all personnel actions, including but not limited to recruiting, moving, promoting, training, and retaining (other than for cause). General health refers to a state of whole health—physical, mental, and social—as opposed to merely the absence of illness or incapacity. Job requirements refer to components of any employment that involve expenses incurred by the individual while performing the duties required by the job. Job dissatisfaction refers to the level of dissatisfaction that an employee derives from their work. Mental demand is a concept that refers to the quantity of work that demands workers to participate in cognitive processes such as thinking, remembering, deciding, searching, observing, calculating, and analyzing, to name a few of these activities. The physical environment encompasses climate, illumination, protection, exposure to chemicals and particles, climate and ergonomics (physical exposure), and exposure to noise and vibration. The problem at work refers to issues and dangers that lead to decreased levels of employee happiness and performance in the organization. Work hazards refer to anything that is a potential source of employee injury or loss. Lastly, workload and responsibility refer to the quantity of work or the length of working time that is anticipated from or allotted to him or her.

The last exogenous variable is social support (Pushkarev et al., 2020), with three indicators: Family refers to a group of people who live together as a family and have close relationships with one another because of their shared genetic or marital ties. A friend refers to someone with whom people share strong emotional ties. Significant other refers to a partner with whom one has a long-standing, committed romantic or sexual relationship.

The study's endogenous variable is the quality of work-life (Easton & Van Laar, 2018), measured by five indicators: General wellbeing refers to the holistic wellbeing of the employee, including physical, mental, and emotional wellness. Homework interface refers to the convergence of one's personal and professional lives. Job career satisfaction is achieved when workers have confidence in their job security, opportunities for advancement, and their capacity to maintain a healthy work-life balance. Control at work refers to how much leeway workers have in carrying out their duties. Lastly, working conditions refer to factors including company culture, workload and benefits structure that can make or break an employee's happiness on the job.

The study will focus on the quality of work-life of Criminology instructors in Region XI. The specific goals of this study are as follows: first, to assess the degree of safety and health at work awareness, policies and procedures at work, dangers at work, and engagement in occupational health and safety among criminology teachers in Region XI. Secondly, to know the level of job stress among Criminology Instructors in Region XI in terms of conflict at work, employment opportunities, general health, job requirements, job dissatisfaction, mental demands, physical environment, problems at work, work hazards, and workload and responsibility. Thirdly, to know the level of perceived social support among Criminology Instructors in Region XI in terms of significant other, family; and friends. Fourthly, to know the level of quality of work-life among Criminology Instructors in Region XI in terms of general wellbeing, homework interface, job career satisfaction, control at work, and working conditions. Fifth, to determine the significant relationship between health and safety and quality of work-life, job stress and quality of work-life, and social support and quality of work-life. Sixth, to determine the influence of health and safety, job stress and social support dimensions on the quality of work-life. Lastly, to recognize the best-fit model that predicts the quality of work-life of Criminology instructors in Region XI.

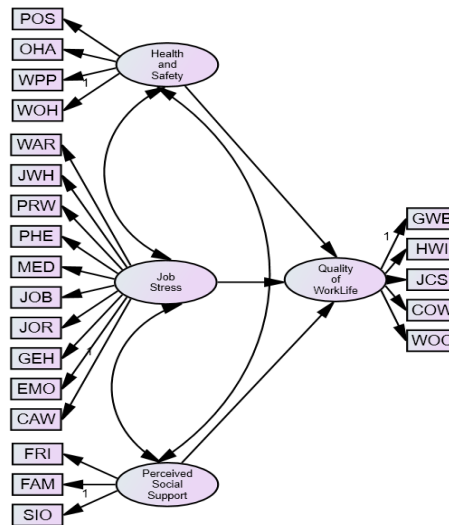


Figure 1: Hypothesized Model of Quality of Work-life as endogenous Variable with Health and Safety, Job Stress, and Perceived Social Support as Exogenous Variables

Health and Safety

Legend:

WOH – Work Hazard;
WPP – Workplace Policies and Procedures;
OHA – Occupational Health and Safety Awareness; and
POS – Participation in Occupational Health and Safety.

Job Stress

Legend:

CAW – Conflict at Work;
EMO – Employment Opportunities;
GEH – General Health;
JOR – Job Requirements;
JOB – Job Dissatisfaction;
MED – Mental Demands;
PHE – Physical Environment;
PRW – Problem at Work;
JWH – Work Hazard; and
WAR – Workload & Responsibility;

Perceived Social Support

Legend

SIO – Significant; Other;
FAM – Family; and
FRI – Friends

Quality of Work life

Legend

GWB – General well-being;
HWI – Home-work Interface; and
JCS – Job career Satisfaction;
COW – Control at Work; and
WOC – Working Conditions

III. RESULTS AND DISCUSSION

A) Health and Safety of Criminology Instructors

The primary objective of this study was to determine the level of health and safety of Criminology instructors in Region XI. The domains under the first exogenous variable, health and safety, are measured concerning occupational health and safety awareness, workplace regulations and procedures, workplace dangers, and involvement in workplace health and safety. Table 1 presents a summary of the comprehensive assessment of the general state of health and safety among Criminology educators in Region XI. According to the responses provided by those polled, the data indicated an average rating of 3.85, which is considered high. The standard deviation for these scores was calculated to be 0.44. Most cases demonstrated the manifestation of health and safety. The figure was derived from the average scores of 2.45 (low) for workplace dangers, 4.24 (very high) for workplace policies and procedures, 4.48 (very high) for occupational health and safety knowledge, and 4.24 (very high) for involvement in occupational health and safety. The criminology instructors in the region exhibit a commendable overall level of health and safety (3.85, high), as indicated by the favorable evaluations provided by the respondents for all indicators of our first exogenous variable, except for occupational dangers. Ensuring the safety of workers is of utmost importance for employers, as emphasized by Ayob et al. (2018) and Sánchez et al. (2017). Safety comprises a diverse array of phenomena, encompassing physical, occupational, natural, and social disasters and accidents. The cultivation of a strong safety culture is heavily influenced by the development of a consistent state of awareness, as noted by Ismail and Razak (2016) and Goetsch (2010). This impact is particularly evident among teachers. Furthermore, as Tetrick and Peiró (2012) argue, the adoption of safety measures throughout an organization is the most efficacious strategy for promoting safety consciousness.

The wellbeing and safety of instructors play a vital part in the teaching process. According to Maslow's hierarchy of needs theory, the need for safety and security is of secondary importance, following fundamental physiological needs such as sustenance and hydration. For educators to effectively carry out their instructional duties, they must experience a sense of safety and security (Pushkarev et al., 2020). The maintenance of positive relationships with students is crucial for the success of a school, and therefore, the efficiency of occupational safety and health (OSH) plays a significant role in an academic community (Tetrick & Peiró, 2012; Sinclair et al., 2013). Remarkably, the field of health and safety that attained the highest average rating is occupational health and safety awareness, with a mean score of 4.48, indicating a very high level of importance. According to Tetrick and Peiró (2012), the most effective approach to cultivating a heightened awareness of safety inside an establishment, such as an academic community, is through the implementation of safety measures. According to Sinclair et al. (2013), continuous understanding and enhanced safety precautions cannot arise spontaneously inside any organization since they necessitate deliberate efforts and active engagement. Ensuring the safety of instructors should not be relegated to a secondary consideration or limited to mere discussions during meetings and training sessions.

Additionally, the result demonstrates the aptitude of the school's top management in foreseeing potential hazards and their proactive approach to mitigating them. Numerous research investigations have consistently established a positive correlation between workplace safety and awareness and the subsequent enhancement of productivity and net income (Ayob et al., 2018). The primary responsibility for safeguarding the wellbeing of employees in the workplace lies with the management or employer. In the context of educational enterprises, the significance of occupational safety and health (OSH) efficiency cannot be underrated since it also affects both the lives of instructors and students (Tetrick & Peiró, 2012; Sinclair et al., 2013). In contrast, the domain of hazards at work in the context of health and safety was not considered a significant concern among Criminology professors in Region XI. The obtained mean score of 2.45, indicating a low level of concern, suggests that the respondents do not perceive their working environment as having significant harmful effects. The education sector can enhance its academic targets by promptly identifying potential hazards and implementing proactive safety measures (McCaughy, 2015; Oakman et al., 2018). Additionally, the use of these measures would result in a decrease in work-related accidents and illnesses – both to instructors, support staff and students, an enhancement in adherence to rules and regulations, a reduction in significant maintenance and unforeseen destruction, and an improvement in day-to-day operations (Caruso, 2015).

Thus, in an academic community, all concerned stakeholders bear legal and ethical responsibilities to guarantee the preservation of workplace health and safety. It is imperative for the top management to ensure the provision of secure and conducive working environments, incorporating efficient control systems that safeguard employees from potential hazards within the workplace, hence mitigating the occurrence of injuries, diseases, and accidents (McCaughy, 2015; Walton & Rogers, 2017). The successful execution of this task necessitates careful consideration, cooperative efforts, and strict compliance with established safety protocols (Goetsch, 2010; Sánchez et al., 2017; Sinclair, Cunningham & Schulte, 2013). This demonstrates the aptitude of the organization's senior leadership to proactively identify potential hazards and exhibit a proactive stance in mitigating them.

Table 1: Level of Health and Safety of Criminology Instructors in Region XI

Indicators	SD	Mean	Descriptive Level
Workplace Hazards	0.63	2.45	Low
Workplace Policies and Procedures	0.62	4.24	Very High
Occupational Health and Safety Awareness	0.50	4.48	Very High
Participation in Occupational Health and Safety	0.67	4.24	Very High
Overall	0.44	3.85	High

B) Job Stress of Criminology Instructors

The subsequent aim of this endeavor is to evaluate the job stress experienced by Criminology educators. Within this exogenous realm, the following factors are regarded as indicators: conflict at work, employment opportunities, general health, job requirements, job dissatisfaction, mental demands, physical environment, problems at work, work hazards, and workload and responsibility. Table 2 summarizes the assessment that was undertaken to determine the level of occupational stress faced by Criminology educators in Region XI. Based on the responses provided by respondents, the data revealed an average rating of 2.26, suggesting a low level. The calculated standard deviation for the supplied scores was 0.61. This implies that job-related stress is not a major concern among Region XI criminology educators. The above data was gathered by evaluating numerous indicators such as conflict at work (2.04, low), employment opportunities (2.04, low), general health (1.92, low), job requirements (2.62, moderate), job dissatisfaction (1.82, low), mental demands (3.33, moderate), physical environment (2.34, low), problems at work (1.98, low), and work hazards (1.72, very low) were the scores for these factors.

All job stress domains experienced moderate to low levels of stress. In general, the outcome is advantageous as it merely induces a minimal degree of stress with an overall mean score of 2.26 or lower. Consequently, the occurrence of job stress could be mitigated through the implementation of measures by school officials. These measures include task and schedule rotation, which ensures that instructors are not consistently engaged in tasks that require significant levels of concentration. Additionally, granting instructors some autonomy in determining the pace and sequence of their work can contribute to stress reduction.

Furthermore, providing sufficient time off between work sets is also crucial in preventing job stress (Raeissi et al., 2019; Schulte et al., 2015). To ensure instructors can effectively carry out their tasks, it is important to provide them with the necessary information, support, and resources. This includes offering appropriate assistance and resources for decision-making, particularly when workers are faced with complex assignments. Additionally, it is crucial to allocate employees sufficient time to fulfill their delegated responsibilities. Furthermore, it is essential to provide suitable facilities that are well-maintained. These recommendations are supported by Proost et al. (2015) and Verma (2017).

The construct of mental demands is seen as the most common stressor, albeit at a moderate degree, with a mean score of 3.33 (moderate). It is the sixth dimension of occupational stress and includes a variety of duties that require cognitive engagement on the part of educators. Because their job requires mental rigor and fatigue, this is quite common among educators. Thinking, decision-making, calculation, memory utilization, analysis, information retrieval, and observation are all part of these tasks. Notably, mental requirements in the workplace cover a wide range of activities that test employees' cognitive abilities (Jalagat, 2016; Roelen et al., 2018). According to previous research by Judge et al. (2020), Kusnanto et al. (2020), and Proost et al. (2015), it is critical for instructors to be able to swiftly pick up fresh tasks, efficiently retain knowledge, decrease distractions, demonstrate autonomy in their work, demonstrate proficient decision-making skills within the framework of their workflow, engage in appropriate interactions with guests, and meet stringent time constraints or product deadlines. Long-term exposure to elevated levels of stress resulting from significant cognitive demands in the workplace has been associated with a range of mental, behavioral, and physical alterations. These include anxiety, disrupted sleep patterns, fluctuations in mood, negative emotional states, headaches, and an increased vulnerability to addiction (Fox et al., 2018; Kusnanto et al., 2020). There is a consensus among individuals that the occupational stress they encounter can have detrimental consequences in the long run. Consequently, the human body experiences a decline in its ability to recover and becomes increasingly vulnerable to various mental and physical ailments. Burnout is purportedly experienced during this phase. Burnout and stress are closely interconnected. Burnout, even when considered in its broadest sense, is closely associated with stress. Several studies (Storman et al., 2022; Pani, 2015) show that the constant pursuit of success is the main cause of many signs of poor health and less happiness.

In contrast, the occurrence of work hazards is perceived as relatively infrequent in the context of job stressors, as indicated by a mean score of merely 1.72, signifying a low level. Hence, the management provides a safe and conducive workplace for our criminology instructors. This is good news since a growing body of literature (Aker et al., 2018; Kowalski-McGraw et al., 2017; Kusnanto et al., 2020) suggests that poor state of the workplace has detrimental implications for the emotional wellbeing and physical health of employees. According to research by Judge, Zhang, and Glerum (2020) and

Storman et al. (2022), the phenomenon under consideration is subject to the influence of distress, aversion to the activity, and worry. When stress assumes a detrimental role, it can give rise to irritation and a decline in general job satisfaction. Both the school's top management and instructors bear responsibility for creating a secure working environment.

Consequently, all parties must possess a collective comprehension of their respective roles (Avgar, 2020; Dzeng et al., 2016). In the context of workplace regulations pertaining to health, safety, and welfare, it is imperative to acknowledge that both employers and employees bear a degree of responsibility. According to legal regulations, it is incumbent upon all enterprises to ensure the safety and welfare of their employees while they are engaged in their occupational duties. Although employers are primarily responsible for liability, it is important to acknowledge that workers also have an obligation to establish a safe working environment (Purohit et al., 2018). Individuals need to adhere to all safety protocols, which encompass the appropriate utilization of equipment, as well as promptly reporting and rectifying any identified issues.

Table 2: Level of Job Stress of Criminology Instructors in Region XI

Indicators	SD	Mean	Descriptive Level
Conflict at Work	0.72	2.04	Low
Employment Opportunities	0.88	2.04	Low
General Health	0.72	1.92	Low
Job Requirements	0.83	2.62	Moderate
Job Dissatisfaction	0.79	1.82	Low
Mental Demands	1.02	3.33	Moderate
Physical Environment	0.96	2.34	Low
Problems at Work	0.71	1.98	Low
Work Hazard	0.75	1.72	Very Low
Workload and Responsibility	0.91	2.78	Moderate
Overall	0.61	2.26	Low

C) Perceived Social Support of Criminology Instructors

The next purpose of the research is to evaluate the level of perceived social support received by Criminology educators. Within this last exogenous realm, the following factors are viewed as indicators: significant other, family and friends. Table 3 presents a comprehensive overview of the evaluation conducted to ascertain the extent of perceived social support among Criminology educators in Region XI. Based on the replies supplied by those who responded, the collected data indicates an average rating of 4.16, indicating a substantial degree (high) of support. The standard deviation of the given scores was determined to be 0.71. This suggests that the manifestation of perceived social support is consistently exhibited by the social agents of criminology educators in Region XI. Based on this finding, it is believed that the existence of a substantial degree of social support for instructors in the field of criminology may lead to various positive consequences. Supplying societal assistance has been found to have a good impact on the mental and physical wellbeing of teachers, perhaps serving to mitigate absenteeism. The existence of a social group has been found to have a beneficial effect on an individual's mental wellbeing, as it serves to mitigate feelings of isolation and hopelessness (Lindsay-Smith et al., 2017; Wang et al., 2018). Hence, a direct relationship exists between the extent of support offered to employees and their degree of job engagement, job contentment, and proactive behavior.

Within the domains of perceived social support, the family got the highest mean with a mean score of 4.27, which indicates a very high level of support. The available body of data strongly supports the notion that familial relationships exert a substantial influence on an individual's wellbeing across their whole lifespan (French et al., 2018; Oakley, 2018). The presence of strong familial connections has been found to improve a person's sense of affiliation and offer crucial emotional, financial, and other forms of support that are vital for personal growth and wellbeing (Lindsay-Smith et al., 2017). Scientific research has consistently established the favorable impacts of social support on several aspects of mental health, including depression rates, post-depression recovery, psychological discomfort, and the emotional strain of various professionals, including educators (Cleary, 2017). The lowering of mortality risks is observed through the protective effects of social integration and social support. Previous research has indicated that individuals who receive greater amounts of social support from their close relationships exhibit enhanced cardiovascular health, lipid profiles, and immunological responses (Wang et al., 2018). The information at our disposal currently supports the notion that an individual's interpersonal environment or familial status has a profound effect on one's job performance and quality of work-life balance (Lindsay-Smith et al., 2017).

Conversely, the respondents indicated that their significant other provided the least amount of social support, even though it generated a very high degree of support, as evidenced by a mean score of 4.17. According to Garipey, Honkaniemi, and Quesnel-Vallee (2016), teaching is often recognized as a very demanding occupation, therefore suggesting that individuals in this profession may benefit from occasional assistance. The presence of a romantic partner who demonstrates belief in one's

abilities and provides support can have a positive impact on an individual's self-assurance and foster a sense of autonomy when confronted with challenges, particularly those pertaining to their professional endeavors (Feeney & Collins, 2015; Maier et al., 2015). The presence of a robust social network has been found to be positively associated with increased levels of pleasure and life satisfaction (Katagami & Tsuchiya, 2016; Oakley, 2018). In addition, it can be contended that various forms of social support contribute to enhancing overall wellbeing and act as a protective factor against adversity for employees, including educators (Cleary, 2017). However, it is noteworthy that romantic connections exhibit a significantly favorable impact. The presence of a reliable source of emotional support can assist individuals in navigating the challenges and difficulties encountered throughout their lives. The concept of social support has been hypothesized to enhance an individual's ability to withstand and overcome challenges (French et al., 2018; Lindsay-Smith et al., 2017). The presence of social isolation and limited or unsatisfactory social connections are significant contributors to the development of persistent anxiety (Wang et al., 2018).

Lastly, Lindsay-Smith et al. (2017) have provided compelling evidence that establishes a definitive association between social relationships and an extended lifespan. As previously mentioned, romantic partnerships offer individuals the opportunity to acquire economic, social, and health-related benefits, contributing to an overall improvement in their wellbeing (Cleary, 2017; Oakley, 2018). According to Garipey et al. (2016), there was a twofold increase in the mortality rate among people who did not possess robust social connections. According to Wang et al. (2018), is a growing body of research suggesting a positive correlation between individuals with a limited number of or low-quality social relations and an increased susceptibility to illness or premature mortality.

Table 3: Level of Perceived Social Support of Criminology Instructors in Region XI

Indicators	SD	Mean	Descriptive Level
Significant Other	0.89	4.07	High
Family	0.83	4.27	Very High
Friends	0.77	4.14	High
Overall	0.71	4.16	High

D) Quality of Work-life of Criminology Instructors

The subsequent objective of this research endeavor is to assess the degree of Quality of Work life encountered by educators in the field of Criminology. The indicators within our endogenous domain encompass overall wellbeing, the link between home and work, satisfaction with job career, control within the workplace, and working circumstances. Table 4 provides a thorough summary of the evaluation conducted in order to assess the state of the work-life balance perceived by Criminology educators in Region XI. Based on the responses provided by the participants, the data obtained reveal an overall rating of 4.14, suggesting a substantial (high) level of quality in the work lives of the respondents. The calculated standard deviation for the provided scores was found to be 0.65. Based on the collective findings, it can be inferred that Criminology educators benefit from a conducive and uplifting professional environment that fosters their contentment and guarantees improved remuneration, job stability, and prospects for professional growth. Kusnanto et al. (2020) found that the implementation of Quality of Work Life (QWL) programs resulted in increased instructor morale and increased organizational efficiency. It has been observed to exert a direct influence on several human outcomes, such as the development of favorable working conditions, substantial reductions in absence rates, increased employee retention, and enhancement of overall professional wellbeing. The practice of creating ongoing improvements in the work to create favorable conditions for individuals within the academic community is a topic explored by Bhende et al. (2020). Hence, it emerges as a significant determinant that drives employee motivation, ultimately leading to enhanced organizational and operational efficiency.

It is noteworthy that the primary indicator within our endogenous variable, pertaining to the quality of work exhibited by Criminology instructors, was found to be job and career satisfaction, with a mean score of 4.29. This score suggests a favorable quality, indicating a high level of pleasure in their work life. This construct pertains to the level of satisfaction instructors have in relation to their occupation (Leito et al., 2019). This encompasses factors such as the working environment, satisfaction with school managerial positions, indulgence in school objectives, and the influence of one's job on workers' personal lives, in addition to routine responsibilities (Nowrouzi et al., 2016; Judge et al., 2020). Educators who experience job satisfaction exhibit a higher level of commitment towards the overall performance of the educational institution and demonstrate an increased propensity to maintain their tenure for an extended duration (Bhende et al., 2020). A comprehensive strategy for enhancing educators' satisfaction encompasses several key elements. These include providing instructors with challenging work assignments that encourage personal growth and development and ensuring a comfortable work environment that includes convenient commuting options, access to necessary digital tools, and flexible scheduling. Additionally, regular recognition and appreciation from both immediate supervisors and the academic community are crucial (Sahni, 2019). Finally, fostering an environment that supports continuous growth and development is paramount (Gunawan & Amalia, 2015; Hasanzadeh et al., 2019).

Although the mean score of 4.04 suggests a high degree of work-life quality, it is noteworthy that the construct of control at work, or autonomy, received the lowest mean score. According to Hasanzadeh et al. (2019), the concept involves granting employees the autonomy to determine their own work schedules and approaches. According to Gunawan and Amalia (2015), the presence of autonomy in the workplace is observed when employees possess the ability to exercise discretion in determining the timing and way, they perform their tasks. The degree of employee autonomy will differ between organizations. Nevertheless, when implemented effectively, it has the potential to yield significant beneficial outcomes for both organizational achievements and the wellbeing of employees (Judge et al., 2020). According to Bhende et al. (2020), there is a positive correlation between the level of responsibility entrusted to employees and their subsequent sense of pride in their work. The phenomenon yields extensive advantageous outcomes, such as the augmentation of job happiness, worker enthusiasm and drive, and staff involvement (Danielsson et al., 2015; Gunawan & Amalia, 2015). Certain academic institutions encounter challenges in enhancing worker satisfaction due to their utilization of ineffective strategies (since employees who experience higher levels of happiness are more inclined to remain in their positions). According to Nowrouzi et al. (2016), more autonomy in the workplace fosters a conducive environment for creativity and innovation while simultaneously acknowledging and accommodating individuals' needs and preferences.

Thus, giving a parcel of autonomy to instructors results in heightened levels of self-motivation, goal-oriented inspiration, and task engagement (Sahni, 2019). Educators demonstrate higher levels of commitment to their jobs when they are granted increased authority and autonomy to address various issues. Workplace autonomy is beneficial for both employers and employees (Hasanzadeh et al., 2019).

Table 4: Level of Quality of Work-life of Criminology Instructors in Region XI

Indicators	SD	Mean	Descriptive Level
General Wellbeing	0.73	4.13	High
Homework Interface	0.83	4.04	High
Job Career Satisfaction	0.67	4.29	Very High
Control at Work	0.76	4.00	High
Working Conditions	0.65	4.23	Very High
Overall	0.65	4.14	High

E) Relationship between Health and Safety and Quality of Work-life

Table 5 presents the correlation analysis conducted on the first exogenous variable, health and safety, and the endogenous variable, quality of work-life, among Criminology professors in Region XI. Hence, the results demonstrate that most of the health and safety constructs, excluding occupational hazards, exhibit p-values below or within the statistical threshold of significance of 0.05 and an r-value of .541. This suggests a noteworthy significant relationship with a moderate correlation between the general health and safety conditions and the overall quality of work life experienced by Criminology professors in Region XI. The findings of this study are aligned with the proposition put forth by Bhende et al. (2020), who argue that there exists a favorable association between quality of work life (QWL) and several elements pertaining to the wellbeing and safety of employees within the work environment. More so, this supports the idea that physical security measures, occupational safety procedures, and a risk awareness program are influential variables in enhancing the quality of work life (QWL).

Furthermore, this is in accordance with the quality-of-work-life (QWL) Model for teachers proposed by Arif and Ilyas (2013). Based on the data obtained from a cross-sectional study, it was observed that the employees' perceptions of the overall quality of their work environment were predominantly shaped by many key aspects. In the context of workplace policies and occupational health and safety awareness, the school administration and health and safety officers bear the responsibility of assessing the circumstances, work, and routines of the teachers involved, thereby enabling instructors to perform their duties efficiently while mitigating potential hazards that may jeopardize their wellbeing.

On the other hand, based on our correlation analysis, occupational hazard as a health and safety construct has a P-value of 7.27, indicating no statistical significance. There are a few reasons instructors do not consider workplace hazards significantly relevant to their QWL: Nature of Work: instructors are more focused on intellectual and interpersonal tasks like research, instruction, and student interactions. Their work does not involve frequent physical hazards, making their impact on work-life seem less substantial. Additionally, educators generally oversee their teaching methods, curriculum design, and research. This sense of being in control can help them manage workplace hazards and improve their work lives (NIOSH, 2008). Organizational culture and management techniques in educational institutions can also matter. In a safe, supportive workplace, instructors may view dangers as less important than other benefits (Fox et al., 2018).

Table 5: Significant Relationship between Health and Safety and Quality of Work-life

Health and Safety	Quality of Work-Life					
	General Wellbeing	Homework Interface	Job Career Satisfaction	Control at Work	Working Conditions	Overall
Workplace Hazards	.011 .890	-.060 .433	-.048 .532	.017 .825	-.037 .628	-.027 .727
Workplace Policies and Procedures	.428** .000	.446** .000	.478** .000	.501** .000	.499** .000	.528** .000
Occupational Health and Safety Awareness	.472** .000	.453** .000	.517** .000	.500** .000	.533** .000	.554** .000
Participation in Occupational Health and Safety	.490** .000	.434** .000	.444** .000	.489** .000	.560** .000	.541** .000
Overall	.477** .000	.430** .000	.468** .000	.513** .000	.529** .000	.541** .000

F) Relationship between Job Stress and Quality of Work-life

The correlational study that was performed on the subsequent exogenous variable, job stress, and the endogenous variable, quality of work-life, among respondents, is presented in Table 5.2. Overall, the correlation analysis conducted to measure the significant relationship between job stress and the quality of work-life of Criminology instructors in Region XI yields a p-value of 0.03, which signifies a significant relationship between our 2nd exogenous variable (job stress) and endogenous variable, QWL of Criminology instructors in Region XI. The r-value of -.229 also implies a slight negative or very weak correlation between variables. The findings of the current study support a significant relationship between work-life quality and job stress, which is in line with those of Bhende et al.'s (2020) research. Correlation analysis, which provided a p-value below the predetermined threshold of significance (0.05), determined this association. The discovery indicates a substantial correlation between workplace stress, among other parameters, and quality of work life (QWL). In their study, they identified several factors that were found to be significant predictors of quality of working life (QWL). These factors included workload, unfavorable working climate, role conflict, aggression, inadequate provision of quality care, work-family balance, shiftwork, limited participation in decision-making, professional exclusion, lack of acknowledgement, suboptimal relationships with peers and managers, and insufficient opportunities for skill acquisition.

Furthermore, in the context of Criminology instructors, it is asserted that job stress poses a significant threat to the overall wellbeing and quality of life of individuals employed in the workforce (Bragard et al., 2015). The presence of stress in the workplace can have significant ramifications for an individual's physical and mental wellbeing. Stress can lead to various work lifestyle alterations, such as absenteeism, tardiness, and turnover. Elevated stress levels have been found to be associated with reduced working productivity, increased medical expenses, and a decreased quality of life (Sahni, 2019). The presence of life stressors is known to exert a detrimental impact on both the overall quality of life and subjective wellbeing. According to Hasanzadeh et al. (2019), events that require individuals to significantly modify their typical daily routines, whether positive or negative in nature, are regarded as sources of stress.

On the other hand, based on the correlation analysis, some constructs of job stress, like conflict at work, were considered statistically insignificant to criminology instructors' QWL (p-value .094). Conflict's impact on work-life depends on its nature, resolution, coping methods, and organizational support. The inclusion of supportive institutions such as conflict resolution processes, human resource support, and managerial actions mitigated the detrimental effects of conflicts. Instructors may feel safer and happier at work if conflict resolution routes are successful. Organizational culture and faculty collaboration can also affect conflict perception. Collaboration and communication may turn disagreements into learning opportunities (Kusnanto et al., 2015; Raeissi et al., 2019).

In the same light, it was also shown that employment opportunity as a measure of job stress for the QWL of criminology instructors was not statistically important when it came to QWL (p-value =.240). This simply goes to show that the prestige and benefits of the job are less important to them than the nobility and service they provide to students. It is argued that instructors tend to pursue positions and responsibilities that align with their interests and objectives (Oakley, 2018). Thus, despite the lack of perks and benefits given to instructors, they continue to choose this career path due to their personal bias and satisfaction. It was also shown that mental demand as a construct of job stress for criminology instructors was statistically insignificant (p-value of .142) when it came to QWL. Since education is a constantly evolving area, with new developments in curricula, technologies, and pedagogical approaches, this outcome was a direct result of adjusting to these changes (Ayob et al., 2018). However, it can be mentally taxing for instructors to adjust their methods constantly. Having a positive outlook on life at work depends on your capacity to deal with and welcome change, making instructors more adaptable and resilient to the demands of the education industry (Chia et al., 2019).

Table 6: Significant Relationship between Job Stress and Quality of Work-life

Job Stress	Quality of Work-Life					
	General Wellbeing	Homework Interface	Job Career Satisfaction	Control at Work	Working Conditions	Overall
Conflict at Work	-.145 .058	-.057 .459	-.179* .019	-.093 .223	-.104 .174	-.128 .094
Employment Opportunities	-.153* .046	.014 .854	-.134 .080	-.071 .357	-.069 .366	-.090 .240
General Health	-.084 .272	-.261** .001	-.113 .138	-.196* .010	-.054 .479	-.167* .029
Job Requirements	-.151* .048	-.274** .000	-.163* .032	-.201** .008	-.086 .261	-.203** .008
Job Dissatisfaction	-.166* .030	-.197** .010	-.227** .003	-.150* .050	-.166* .029	-.204** .007
Mental Demands	-.113 .141	-.175* .021	-.012 .879	-.133 .081	-.037 .631	-.112 .142
Physical Environment	-.230** .002	-.391** .000	-.202** .008	-.337** .000	-.184* .016	-.310** .000
Problems at Work	-.306** .000	-.247** .001	-.288** .000	-.239** .002	-.214** .005	-.292** .000
Work Hazard	-.055 .473	-.041 .592	-.088 .249	.043 .579	.026 .735	-.026 .732
Workload and Responsibility	-.111 .148	-.227** .003	-.050 .513	-.177* .020	-.081 .293	-.152* .046
Overall	-.205** .007	-.256** .001	-.190* .012	-.215** .005	-.130 .088	-.229** .003

G) Relationship between Perceived Social Support and Quality of Work-life

The correlation analysis conducted on the exogenous variable, perceived social support, and the endogenous variable, quality of work-life of Criminology professors in Region XI, is presented in Table 5.3. The first aspect of perceived social support, specifically the presence of a significant other, yielded consistent outcomes in various domains, including general wellbeing, the interface between home and work, working circumstances, job career fulfillment, and autonomy at work. These domains exhibited a statistically significant relationship with the presence of a significant other, as indicated by a p-value of .000, which is below the threshold of significance ($p < 0.05$). This suggests that the domain of having a significant other is significantly associated with the overall quality of work-life reported by the respondents. Amazingly, the abovementioned results were replicated in the second (family) and third (friends) domains of social support. This resulted in the same outcomes across multiple parameters: the homework interface, working conditions, job satisfaction, career advancement, and workplace autonomy. The existence of supportive family and friends was positively correlated with these domains, as demonstrated by a p-value of .000, which is statistically significant ($p < 0.05$). This indicates that the presence of a strong support system, such as, in this context, family and friends, is positively associated with the QWL of the criminal justice instructors.

Overall, a p-value for the domain of perceived social support of .000 or less than the threshold level of significance of 0.05 indicates a significant link between perceived social support and the QWL of respondents. The r-value of .665 between the third exogenous and the endogenous variable suggests a high or strong association. The result is aligned with the study of Leitao et al. (2019), who propose a comprehensive model that emphasizes the significance of both work and non-work factors in determining work-life quality. This model highlights the crucial role of achieving a balanced work-life interface, underscoring the importance of maintaining equilibrium in one's personal and professional spheres. As emphasized, the provision of social support is the examination of how individuals' families, significant others, and friends can serve as a protective factor against adversity and enhance their ability to cope with high-stress circumstances, thus enhancing their quality of work-life. This would empower senior management to implement measures aimed at motivating employees to attain the organization's objectives, primarily through the implementation of tactics to enhance the overall quality of employees' work experiences.

In this context, criminology instructors experienced the favorable impacts of social support on several aspects of mental health, including depression rates, recovery from stress and depression, and their overall quality of work-life balance. Similarly, the mitigating benefits observed in familial ties and the ameliorative effects of social integration and social support are evident in the diminution of mortality hazards. Previous research has indicated that individuals who receive greater amounts of social support from their close relationships exhibit enhanced cardiovascular health, lipid profiles, and immunological responses (Cleary, 2017; Wang et al., 2018).

Table 7: Significant Relationship between Perceived Social Support and Quality of Work-life

Perceived Social Support	Quality of Work-Life					
	General Wellbeing	Homework Interface	Job Career Satisfaction	Control at Work	Working Conditions	Overall
Significant Other	.661** .000	.453** .000	.542** .000	.488** .000	.498** .000	.592** .000
Family	.610** .000	.605** .000	.580** .000	.409** .000	.432** .000	.596** .000
Friends	.452** .000	.420** .000	.463** .000	.455** .000	.497** .000	.512** .000
Overall	.678** .000	.577** .000	.620** .000	.529** .000	.557** .000	.665** .000

H) Influence between Health and Safety, Jobs Stress and Perceived Social Support and Quality of Work-life

Table 6 presents the regression coefficients that were utilized to examine the significant influence of three exogenous variables, specifically health and safety, job stress, and perceived social support, on the endogenous variable of quality of work-life among Criminology instructors. The results indicate that the computed F-value of 71.710, R-value of .749, and related p-value of .000 ($p < 0.05$) demonstrate a significant relationship between the variables. The R² value obtained from the analysis is 0.562, suggesting that approximately 56.2% of the variation in the quality of work-life among Criminology instructors can be accounted for by factors such as health and safety, job stress, and perceived social support. However, it is important to note that the remaining 43.8% of the variation cannot be attributed to the predictors included in this study, indicating the presence of other variables that were not considered.

The findings of the conducted multiple regression analysis between the exogenous variables and quality of work-life of Criminology instructors imply that health and safety had a standardized and unstandardized coefficient .493 and .332, a t-value of 5.775 and a regression coefficient of .000 (significant); job stress had standardized and unstandardized coefficient -.226 and -.213, a t-value of -4.133 and a regression coefficient of .000 (significant); and lastly for perceived social support had standardized and unstandardized coefficient .456 and .501, a t-value of 8.699 and a p-value of .000 (significant). In conclusion, the results showed that all the exogenous variables (social support, health and safety and job stress) significantly influence our endogenous variable. It is also important to note job stress has an inverse significant relationship towards the quality of work-life of instructors. This aligns with the assertion made by Kusnanto et al. (2020) that enhancing the quality of work-life and increasing productivity among professionals, such as educators or instructors, necessitates the provision of a conducive environment that enables the establishment of positive relationships with colleagues. This can be achieved by offering a workplace that prioritizes health and safety, minimizes job stressors, and facilitates participation in social gatherings to foster a support network. Furthermore, Hasanzadeh et al. (2029) proposed that non-exposure of employees to an unfavorable work environment leads to an increase in their motivation to do their sworn duties. Contextually, it is probable that Criminology instructors will be exerting their utmost endeavor, perhaps propelling the positive trajectory of the educational institution.

Table 6: Significance of the Influence between Health and Safety, Jobs Stress and Perceived Social Support and Quality of Work-life

Quality of Work-Life					
Exogenous Variables	B	β	T	Sig.	
Constant	.851	0	2.639	.009	
Health and Safety	.493	.332	5.775	.000	
Job Stress	-.226	-.213	-4.133	.000	
Perceived Social Support	.456	.501	8.699	.000	
R	.749				
R ²	.562				
ΔR	.554				
F	71.710				
P	.000				

I) Best Structural Model of Work-life among Criminology Instructors in Region XI

This section provides an examination of the interrelationships between health and safety, job stress, perceived social support, and quality of work-life among criminal justice educators. A total of five potential models were examined to determine the best or optimal model for assessing the quality of work-life balance among Criminology instructors. Each model possessed a framework that could be deconstructed into two distinct sub-models, specifically the measurement model and the

structural model. The former pertains to the assessment of the weightings of each component on their respective latent constructs, while the structural model delineates the relationships among the latent domains. Furthermore, the evaluation of the model's fit was employed as a fundamental criterion for determining its acceptance or rejection. Typically, the researcher establishes the causal relationship between the latent variable and the many other latent variables. These criteria include indices greater than 0.95, p-values greater than 0.05, CMIN/DF values between 0 and 2, RMSAE values less than 0.05, and P-close values greater than 0.05. These findings suggest the need to generate another model.

Regrettably, the subsequent structural models (second and third) produced outcomes that were consistent with our first model, indicating that none or zero out of the four computed indices (GFI, CFI, NFI, and TLI) for this model met the required threshold of values (.95). The p-values for both variables are less than the standard threshold of 0.05. Additionally, the respective CMIN/DF values of 3.105 and 3.515 exceed the standard range of 0 to 2. The RMSAE values of 0.111 and 0.121 also surpass the standard threshold of 0.05. Furthermore, both P-close values are 0.000, which is below the standard threshold of 0.05. These results collectively suggest that the model is not a good fit.

In contrast, the fourth generated structural model exhibited a Comparative Fit Index coefficient of .912, indicating a decent or satisfactory fit. However, it falls short of the threshold of .95 required for best or optimal fit. Conversely, the remaining indices yielded coefficients below the acceptable range, suggesting an inadequate fit for the model.

Consequently, the generation of an alternative model is warranted. Furthermore, the revised model elucidated the explicit causal connection between the exogenous factors and the endogenous factor, along with their interconnectedness. The resulting Model 5 demonstrates a strong fit to the data, as evidenced by the following indices: CMIN/DF (1.320), p-value (.097), RMSEA (.043), and p-close (.604). Additionally, the NFI (0.953), CFI (0.988), TLI (0.981), and GFI (0.954) indices further support the conclusion that the model fits the data exceptionally well. All indices and their corresponding values exhibited a magnitude exceeding 0.95 or met the criteria set out by goodness-of-fit measurements. Furthermore, the statistical analysis yields a p-value of 0.097, which is above the conventional significance threshold of 0.05. The CMIN/DF value is calculated to be 1.320, within the expected value of <0 to <2. The RMSAE value is determined to be 0.043, which is within the normal value of <0.05. Lastly, the P-close value is computed as 0.604, which is greater than the minimum accepted threshold of >0.05. Therefore, it can be argued that the Fifth Model effectively represents the quality of work life (QWL) of criminal justice educators. Hence, it can be concluded that the null hypothesis will be rejected.

The model clearly demonstrates that the exogenous variables, such as job stress and perceived social support, serve as predictors of the quality of work-life among criminal justice educators. Therefore, it is imperative to uphold these predictions to enhance the quality of work-life for educators in the criminal justice program within our region. The results also demonstrate a correlation between reduced workplace stress and several aspects of work-life quality, such as mental demands, job discontent, job requirements, overall health, employment opportunities, conflict at work, as well as perceived social support from friends and significant others.

Table 7: Summary of Goodness of Fit Measures of the Five Generated Models

Model	P-value (>0.05)	CMIN / DF (0<value<2)	GFI (>0.95)	CFI (>0.95)	NFI (>0.95)	TLI (>0.95)	RMSEA (<0.05)	P-close (>0.05)
1	.000	2.680	.818	.883	.829	.852	.099	.000
2	.000	3.105	.840	.895	.855	.856	.111	.000
3	.000	3.515	.861	.895	.861	.857	.121	.000
4	.000	3.282	.885	.912	.879	.875	.116	.000
5	.097	1.320	.954	.988	.953	.981	.043	.604

Legend:

CMIN/DF – Chi Square/Degrees of Freedom

NFI – Normed Fit Index

GFI – Goodness of Fit Index

TLI – Tucker-Lewis Index

RMSEA – Root Mean Square of Error Approximation

CFI – Comparative Fit Index

J) Generated Best Fit Model of Quality of Work-life of Criminology Instructors

On the other hand, Figure 2 displays the standardized solution of the structural model that has been created. The analysis reveals that, of the initial three variables, only job stress and perceived social support persist as components of the resulting optimal model. This implies that the inclusion of health and safety in the best-fit model of quality of work life for criminology educators in the region was determined to be statistically unsuitable. The results of this investigation show that the second latent variable, job stress, is influenced by various measurable characteristics, including mental demands, job dissatisfaction, job requirements, general health, employment opportunities, and conflicts at work or work-related conflicts. Therefore, the exclusion of problems at work, occupational dangers, and the allocation of tasks and responsibilities within the

process in the case of perceived social support, the inclusion of parameters such as friends and significant others allows for a statistical correlation with the endogenous variable. However, family is omitted from this model.

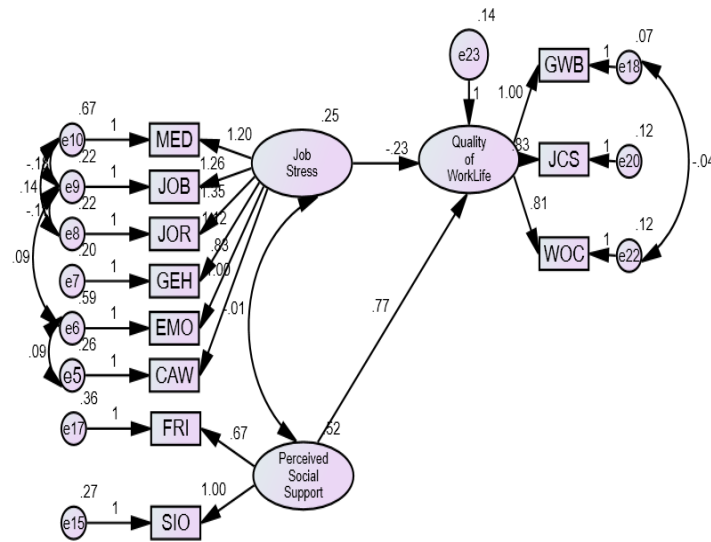


Figure 2: The Best Fit Model of Quality of Work-life of Criminology Instructors

Legend:

MED – Mental Demands
JOB – Job Dissatisfaction
JOR – Job Requirements
GEH – General Health
EMO – Employment Opportunities
CAW – Conflict at Work

FRI - Friends
SIO – Significant Other
GWB – General Wellbeing
JCS – Job Career Satisfaction
WOC – Working Conditions

K) Estimates of Variable Regression Weights in Generated Best Fit Model

The estimates of the variables' regression weights that were used to generate the best-fit model are presented in Table 8. The coefficient of standard error for the path Job Stress → Quality of Work-life (QWL) is $\beta = -.169$, and the p-value is 0.008, which indicates that job stress has a significant influence on the quality of work-life among criminal justice or criminology educators in Region XI. In addition, it shows that for every one percent increase in stress level, there is a drop of 0.169 percentage in the QWL of Criminology instructors. In the case of the path analysis of perceived social support → Quality of Work-life, the values are generated, namely: S.E. or standard error, is $\beta = .817$, and p is less than 0.01, all of which indicate that perceived social support has a significant influence on QWL. It also shows that for every one-point increase in the amount of job stress, there is a rise of 0.817 percent in the QWL of Criminology instructors. Since the health and safety of criminology instructors as the first exogenous variable was not considered to be a component of the model that provided the greatest fit, it would appear that the path analysis for health and safety and QWL is not available.

Table 8: Estimates of Variable Regression Weights in Generated Best Fit Model

			Estimate	S.E.	Beta	C.R.	P-value
QWL	<---	Job Stress	-.231	.087	-.169	-2.657	.008
QWL	<---	Perceived Social Support	.771	.098	.817	7.834	.000
CAW	<---	Job Stress	1.000		.701		
EMO	<---	Job Stress	.832	.136	.477	6.126	.000
GEH	<---	Job Stress	1.120	.116	.783	9.628	.000
JOR	<---	Job Stress	1.351	.156	.820	8.668	.000
JOB	<---	Job Stress	1.259	.148	.804	8.494	.000
MED	<---	Job Stress	1.200	.186	.593	6.434	.000
SIO	<---	Perceived Social Support	1.000		.812		
FRI	<---	Perceived Social Support	.667	.091	.626	7.362	.000
GWB	<---	Quality of Work-life	1.000		.934		
JCS	<---	Quality of Work-life	.826	.062	.850	13.255	.000
WOC	<---	Quality of Work-life	.808	.061	.845	13.223	.000

IV. CONCLUSION

The results led to the following deductions being made: the results of this study suggest that instructors in criminology and criminal justice within Region XI demonstrate high levels of health and safety, perceived social support, and quality of work-life. The level of occupational stress is considered low. Based on these results, it is recommended that workshops and training sessions about stress management and coping strategies ought to be provided to instructors. Furthermore, it is imperative that instructors are furnished with the necessary resources to manage difficult circumstances effectively, navigate the pressures of the workplace, and be provided with comfortable and well-equipped workspaces. Furthermore, they must be granted periodic vacations, personal days, and pauses to recharge. Or given a chance to avail flexible scheduling options when feasible. It is also recommended that school administrators assess and modify the workload of instructors on a regular basis to ensure that it remains manageable. Foster transparent and supportive communication between leadership and instructors, then cater to feedback to improve their system better. When necessary, they could also contemplate redistributing responsibilities or hiring additional personnel.

The study additionally demonstrates that there are noteworthy links between the exogenous variables, namely health and safety, job stress, and perceived social support, and the endogenous variable of quality of work-life, emphasizing their respective statistical relationships. Additional evaluation reveals that the three exogenous variables have a considerable impact or influence on the quality of work life. It is strongly suggested that educational administrators devise systematic means through which instructors can offer input regarding procedures, policies, and the overall atmosphere of the workplace. Assess and revise resource allocations regularly, considering the changing demands and requirements of instructors. Be receptive to feedback to exhibit a dedication to ongoing enhancement. Incorporate wellness initiatives that prioritize both physical and mental wellbeing. Instructors must be provided with a supportive, engaging, and inclusive workplace that values and acknowledges their contributions. A commitment to the wellbeing of instructors, ongoing evaluation, and transparent communication all contribute to an enhanced quality of work life.

All in all, the results are aligned with Walton's (1973) Model of Quality of Work Life, which highlights the correlation between the quality of working life and satisfaction derived from multiple work-related factors. These factors encompass health and safety, job stress, wages, hours, and working conditions. The model outlines the fundamental components of a favorable quality of working life, which encompass fair compensation, a secure work environment, equal employment prospects, opportunities for career progression, and the promotion of harmonious work-life equilibrium. Based on the evaluation of the model, the study concludes that Model 5 is the most suitable model. The generated model places significant emphasis on the interconnectedness of workplace stress, social support, and the overall quality of work-life of criminology instructors. The variable of health and safety, which is considered the first exogenous variable, was deemed unsuitable for inclusion in the optimal model. The findings offer significant perspectives on the predictors influencing the work-life quality of criminology educators in Region XI.

Interest Conflicts:

The author(s) declare(s) that there is no conflict of interest concerning the publishing of this paper.

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