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Advancing The Innovation In Organizational Climate And Teachers' Quality Of Work Life For Cambodia: The Mediating Role Of Collaborative Work Responsibility

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Abstract

One of the most crucial elements for boosting job satisfaction and human motivation is quality of work life (QWL). QWL is the term used to describe how employees feel about and are satisfied with the quality of their work lives at their working place. Therefore, teachers' QWL is crucial for sustainable education reform. The purpose of this study is to examine the effect of innovation in organizational climate (IOC) on quality of work life (QWL), with collaborative work responsibility (CWR) as a moderating mechanism in the Cambodian context. A total of 760 high school teachers teaching from grades 7 to 12 participated in this study. This study used the surveyed questionnaire as the main instrument with its reliability at 0.85. Collected data were analyzed by using descriptive statistics and SEM via computer software. The results show that IOC has a significant positive effect on QWL ($\beta = 0.722$, $p < 0.001$), both directly and indirectly through CWR. The study confirms that an innovative and collaborative work climate is an important factor in improving the quality of teachers' work life in emerging educational contexts. This study enhances teachers' quality of work life and support sustainable educational improvement in Cambodia and contributes to international educational leadership literature by offering empirical evidence from Cambodia.

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Keywords: Innovation, High School Teachers, Organizational Climate, Quality of Work Life, Work Responsibility

INTRODUCTION

Background of the study

Educational reform refers to a systematic process of significant changes to policies, standards, methods, and practices with the aim of improving the quality, efficiency, accountability, innovation, and equity of education in response to social needs, development contexts, and contemporary challenges (Qu, 2025; UNESCO, 2024; Ololube, 2016; OECD, 2019). Educational quality can make a significant contribution to increasing economic growth and promoting national development. At the same time, economic growth will have a positive impact on the social economy by supporting investment and improving the quality of education. This reciprocal process forms the basis for sustainable development of the education sector in the context of a knowledge-based economy (UNESCO, 2024; OECD, 2010; UNESCO, 2017; World Bank, 2018).

Considering the innovative organizational environment of teachers in high schools is crucial for improving the quality of education and implementing education reforms. An organizational environment that supports teacher creativity and engagement can help increase work efficiency and promote the use of new teaching methods, which have a positive impact on student learning outcomes (Schein, 2010). Furthermore, according to the study of Sirgy et al. (2001) confirmed that a good and supportive work environment can improve the quality of work life of staffs, leading to higher commitment and better work performance. Therefore, promoting innovation in the organizational environment in high schools is a key point in ensuring sustainable development of educational quality because high school is an important level of education that serves to prepare students for higher education and determine their future career paths. The international studies have shown that high school education, especially career guidance programs, play a role in helping students make informed choices about their majors and careers based on their abilities, interests, and future job opportunities (de Vries et al., 2024). In addition, high school career planning also influences students' university and career choices later in life (Jin et al., 2023). Therefore, high school not only provides basic knowledge, but is also an important path for developing students' skills, understanding, and future life direction.

In Cambodia, ongoing reforms aimed at strengthening instructional quality and institutional accountability have placed additional demands on teachers (UNESCO, 2025).

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Teachers are central to school improvement efforts and a critical resource that fosters student learning and growth (Ingersoll, 2003). According to UNESCO (2023), good teachers produce good students. Teachers who have a positive outlook on student success are teachers who believe in their students, what they can learn, create, and demonstrate, even if they are at a low, average, or weak level (Wong & Wong, 1998). While such reforms aim to improve student outcomes, their implications for teachers' QWL remain underexplored. Teacher's QWL influences instructional effectiveness, professional commitment, and retention—critical factors in education systems undergoing reform. Organizational climate, particularly innovation-supportive environments, may shape teachers' professional experiences (Ang & Buenaventura, 2025; Qu, 2024; Di & Wang, 2023; Ahmad et al., 2023). However, innovation alone may not enhance the quality of teachers' work life unless embedded within structured systems of cooperation and accountability (Majumder & Biswas, 2024; Janiukštis et al., 2024; Liu & Sun, 2025).

Statement of Problem

In today's socio-economic context, the educational sector is committed to innovating its organizational environment to improve employee productivity and work performance (Hackman & Oldham, 1976; Blau, 1964). An organizational environment that supports innovation and collaboration helps enhance the quality of employees' work-life (Schneider, 1990; Edmondson, 1999).

Educational quality and educational reform are two inseparable aspects. A robust quality education system depends on educational reform, as reform is a crucial means of bringing innovation and progress to the education sector. Implementing educational reform policies will improve the efficiency of the education system and ensure the quality of teacher teaching and student learning (Qu, 2025; UNESCO, 2024; Ololube, 2016; OECD, 2019). Schools that promote innovative practices, a supportive environment, and a collaborative culture tend to improve the QWL of their teachers. QWL refers to teachers' overall satisfaction, well-being, and experience at work (Schneider,1990; Edmondson,1999; Ilgan et al., 2014; Vischer & Wifi, 2015).

Although the adoption of innovation within organizational climates is believed to improve working conditions, empirical evidence on its impact on the quality of life of teachers in Cambodia remains limited (Hackman & Oldham, 1976; Jin et al., 2023). Furthermore, the moderating role of collaborative job responsibility in this relationship has not been fully studied. This gap makes it difficult to understand how organizational innovation activities reflect improvements in teacher teaching effectiveness (Qu, 2024; Gittell, 2002).

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Purposes of the Study

This study has two main purposes: (1) to investigate how Innovation in organizational climate (IOC) affects teachers' QWL in Cambodia; and (2) to examine whether collaborative work responsibility (CWR) mediates this relationship.

Research Questions

According to objectives of the study above, there were two research questions as follow:

1. How does innovation in the organizational climate (IOC) affect teachers' Quality of Work Life (QWL) in Cambodia?
2. What role does collaborative work responsibility (CWR) play in this relationship?

Research Hypotheses

To determine the extent to which CWR affects IOC and QWL of high school teachers in Cambodia, the study explored the following hypotheses:

H1: IOC positively influences QWL.
H2: IOC positively influences CWR.
H3: CWR positively influences QWL.
H4: CWR mediates the relationship between IOC and QWL.

Theoretical Framework

Quality of work life is closely related to aspects of motivation, job satisfaction, and job enlargement (Hackman & Oldham, 1976). It is the process and attributes of a work organization. It is concerned with motivation, job satisfaction, working conditions, work environment, employee status, and other related issues. According to Nguyen et al. (2026) explored that Vietnamese teachers' job satisfaction affects their quality of work life. This relates to the quality of work life, impacting job satisfaction in the context of ongoing educational reforms characterized by increasing demands for accountability, innovation, and professional autonomy. A study of quality of life focuses on (1) administrative support and career development assistance; (2) peer relationships and school love; (3) fair and equitable pay and benefits; (4) a healthy work environment; and (5) workplace opportunities (Ilgan et al., 2014)

The innovation drives improvement of the processes and creation of products in the organizations (Buijtendijk et al., 2021). Vischer and Wifi (2015) found out that the complex relationships between people at work and the environmental tools they need, a more rational and

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substantive basis is being developed for informed design decisions that lead to more supportive workspace. In parallel, more is being discovered about how people experience quality of life at work and the degree to which they feel their needs are being satisfied. These are two interestingly complementary approaches for future research.

Workplace collaboration refers to the process by which employees work together through shared communication, coordination, and mutual support to achieve the organization's goals (Gittell, 2002; Salas et al., 2005; Hoegl & Gemuenden, 2001). Work responsibilities refer to clearly defined job duties, accountability structures, and role expectations assigned to employees within an organization and decision-making authority (Kahn et al., 1964; Rizzo et al., 1970; Meier, 2018). Successful organization support and provide facilities to their people to help them to balance the scales. In this process, organizations are coming up with new and innovative ideas to improve the quality of work-life of every individual in the organization (Nagaraju, 2018).

METHODS

Research Design

A cross-sectional quantitative design was used in this study. This study adopted a quantitative, explanatory research design to examine the relationship between Innovation in Organizational Climate (IOC) and Quality of Work Life (QWL), and to determine whether Collaborative Work Responsibility (CWR) moderates this relationship. The explanatory design was appropriate as the study seeks to test hypothesized relationships among variables and establish the direction and strength of their associations (Creswell & Creswell, 2018). A cross-sectional survey design is employed, whereby data are collected from respondents at a single point in time. This design is suitable for examining organizational perceptions and testing theoretical models involving multiple constructs simultaneously. It also enables the statistical testing of moderation effects within a structured empirical framework. The study follows a deductive approach, as hypotheses are developed based on existing theoretical and empirical literature concerning organizational climate, quality of work life, and collaborative responsibility. These hypotheses are then empirically tested using statistical analysis.

Participants

The target sample for this research was 760 teachers teaching in four provincial high schools, representing each region in the study (Central Plains, Tonle Sap, Coast and Sea, and Plateau and Mountain) (Ministry of Planning, 2019). The sample size was determined using cluster

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sampling, with the sample size determined using the method of selecting 10% (Roscoe, 1975) of teachers in each representative province (Ministry of Education, Youth and Sports, 2024). The details show in Table 1 below:

Table 1. Sample Size Determination and Regional Disribution

No	Region	Target Province	Population	Sample (10%)
1	Central Plains	Phnom Penh	4925	493
2	Tonle Sap	Siem Reap	1918	192
3	Coast & sea	Preah Sihanouk	510	51
4	Plateau & Mountains	Stung Treng	243	24
Total			7596	760

Source: EMIS of Ministry of Education Youth and Sports of Cambodia (2024, p.13)

Research Instruments and Data Collection Procedures

In this study, the structured questionnaires were used to measure the following constructs: (1) Innovation in Organizational Climate (IOC); (2) Collaborative Work Responsibility (CWR); and (3) Quality of Work Life (QWL). Each construct will be assessed using a Likert-type scale (From 1 = “Strongly Disagree” to 5 = “Strongly Agree”). The questionnaire was designed to capture teachers’ perceptions, attitudes, and behaviors regarding various aspects of their work environment and collaboration.

The IOC construct focuses on teachers’ perceptions of how well their school climate supports and encourages innovation. This includes aspects such as: (a) availability of resources for school climate innovation for new ideas and approaches; (b) the level of encouragement for supporting teacher confidences; (c) the reconstruct to improve work condition; (d) the reducing work pressure; and (e) the increasing collaboration in workplace. Items for this construct assesses how often these elements are present in the school climate and how strongly teachers agree or disagree with these perceptions.

The CWR construct measure the degree to which teachers collaborate with their colleagues in various aspects of their work, including lesson planning, sharing resources, and engaging in joint problem-solving in the schools. Key areas of focus will include: (a) work relationship encouragement; (b) giving value to work; (c) employment agreements are a stronger bond in the workplace; and autonomous fulfilment of teachers. The questionnaire includes items that measure the extent to which these activities are regularly practiced and valued by teachers.

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The QWL construct will focus on teachers' overall job satisfaction, well-being, and their perceptions of work-life balance. This construct examines how the school climate impacts teachers' professional lives and personal well-being. Specific focus areas will include: (a) the level of encouragement for making fair and adequate salary and other benefits; (b) availability of resources for a healthy work environment; (c) supporting administrative tasks and career development; and (d) promoting the collegial relationships and a sense of loving the school. Items capture teachers' overall satisfaction with these factors, their emotional well-being, and how these elements affect their motivation and performance in school works.

The surveyed questionnaires were administered to a sample of 760 teachers teaching in four provincial high schools from a diverse range of schools across Cambodia. Stratified random sampling will be used to ensure that both urban and rural teachers are included, with equal representation from high schools in Cambodia, determined using the method of selecting 10% of teachers in each representative province based on the guideline of Roscoe (Roscoe, 1975). The questionnaires were then printed copies of the questionnaire providing to teachers. The survey was distributed during staff meetings or professional development sessions to facilitate high participation rates.

Data Analysis

Structural Equation Modeling (SEM) was conducted to evaluate measurement and structural models. The reliability was assessed using Cronbach's alpha, testing valued of three latent constructs of IOC, CWR and QWL.

RESULTS

In this section, it is explained the results of research and at the same time is given the comprehensive discussion. Research results can be presented in tables and figures to improve clarity and help readers understand the findings more easily (American Psychological Association, 2020; Hair et al., 2019).

Results of Internal Reliability of Constructs

The instrument demonstrated good internal consistency for the scales (α = .085). The details show in table 2 below:

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Table 2. The Internal Reliability of the Constructs

Reliability Statistics		
Components	Number of items	Cronbach's Alpha
IOC	5	0.91
CWR	4	0.86
QWL	4	0.75
Total	13	0.85

The table 2 demonstrates that the internal consistency reliability of the construct was assessed using Cronbach's alpha. The results demonstrated good reliability (α = 0.85), exceeding the recommended threshold of 0.70 (Hair et al.,2010).

Results of Confirmatory Factor Analysis

Confirmatory Factor Analysis (CFA) was suitable for the quality of work life of high school teachers in Cambodia after EFA (Exploratory Factor Analysis). These instruments only have 3 components (New Constructs) compared to the 5 components that were the original components (Initial Constructs). This shows that the original components have been developed into 3 components (New Constructs) as follows: IOC), CWR, and QWL.

Table 3. Descriptive Data and Bivariate Correlations of Latent Variables

	Factor 1 (IOC)	**Factor 2 (CWR)**	**Factor 3 (QWL)**
Factor 1 (IOC)	0.68		
Factor 2 (CWR)	0.722**	0.66	
Factor 3 (QWL)	0.620**	0.623**	0.50
Mean.	3.53	3.81	3.46
S.D.	0.66	0.59	0.60
Skewness	-1.023	-1.208	-0.744
Kurtosis	0.744	3.549	0.810

*Note: **p<0.01Diagonal numbers (**in bold**) indicate the square root of the AVE*

Results of Model fit

Confirmatory Factor Analysis (CFA) was used to assess latent variables that did not reveal a clear structure, which had the potential to influence the model value of the quality of work life

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measurement instrument for high school teachers in Cambodia. The component loadings were determined to be appropriate values in the range of 0.50-0.70 (Hair et al.,2010; Bollen,1989). Higher loadings mean that each item is strongly related to the constructs of those components. Lower loadings suggest that items should be dropped or removed. This requires that an acceptable fit model be CMIN/DF <5.00, CFI ≥ 0.90, TLI ≥0.90, and RMSEA ≤ 0.80 (Byrne,2006; Segars & Grover,1993; Blentler,1990).

A measurement model for the quality of work life of secondary school teachers is acceptable if the model of the quality of work life of secondary school teachers has at least one of the goodness of fit indices from each category of the goodness of fit model (Hair et al.,2010). Figure 4.1 shows the results of CFA (Confirmatory Factor Analysis) on the Quality of Work life of High School Teachers. The analysis showed results such as CMIN/DF value is 8.154 (nearly achieving the level <5.00), CFI value is 0.950 (nearly achieving the level ≥0.90), TLI value is 0.929 (nearly achieving the level ≥0.90), RMSEA value is 0.097 (nearly achieving the level ≤ 0.80). This suggests that model fit is assessed using multiple indices, as recommended in CFA/SEM theory, and that values of CFI at 0.950 and RMSEA at around 0.060–0.080 are acceptable for good fit, although these criteria may be sensitive to sample size and model complexity (Hu &Bentler,1999;Kline,2016). According to Hair et al.(2010) at least one component of the GFI from within the group is a good fit to the model. These components are shown in Figure 1 below:

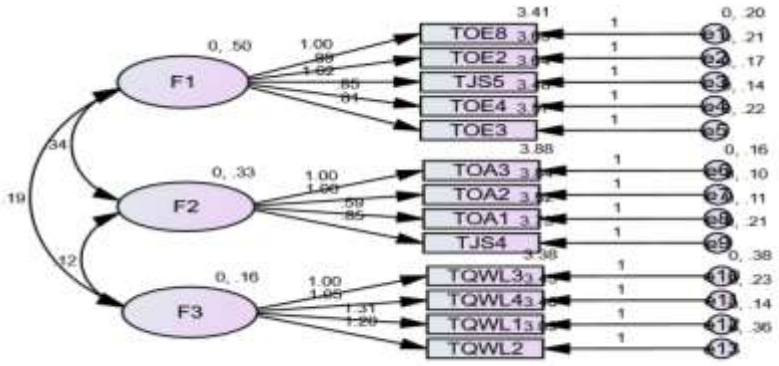


Figure1: Diagram of Model of Factors Affecting the Teachers' QWL

The CFA results revealed mixed evidence of model fit. Although the comparative fit index (CFI = 0.950) indicated good fit and the Tucker-Lewis index (TLI = 0.929) demonstrated acceptable fit, the normed chi-square (CMIN/DF = 8.154) and RMSEA (0.097) exceeded recommended thresholds. Given the large sample size (n = 760), the significant chi-square statistic was expected.

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Overall, the model demonstrates marginally acceptable fit; however, further model refinement may be warranted.

In summary, the components of the quality of work life of high school teachers in Cambodia that were found can be used in the framework of the performance of teachers in high schools to respond to the new context in Cambodia. According to the research above, there are 3 components with 13 indicators (in Figure 1): (1) IOC (5 Indicators); (2) CWR (4 Indicators); and (3) QWL (4 Indicators).

Results of Direct and Indirect Effects of IOC on CWR and QWL

In this section presents the direct effects values of the key components by introducing IOC as the main independent variable that has direct effects on teachers' QWL through CWR via the mediating variable. This result shows the direct impact of CWR on teachers' QWL. These relationships are assessed as good to understand the path ways through which IOC and CWR affect teachers' QWL. The results of this study contribute to a better understanding of the implementation of IOC that affects CWR, and teachers' QWL. The results, which show the direct and indirect effects of the key components in this study, provide more evidence to support the theoretical models regarding the results of this study.

Table 4. Direct Effect in the Structural Equation Model

Path	Standardized Coefficient	P-value	Effect Type
CWR ~~QWL~~▶	0.623**	0.000	Direct
IOC ~~QWL~~▶	0.620**	0.000	Direct
IOC ~~CWR~~▶	0.722**	0.000	Direct

*Note:** P< 0.001 indicate statistical Significance*

Table 4 above shows that CWR has a moderate positive relationship and a direct impact on teachers' QWL (β=0.623; P<0.001), indicating that the level of CWR leads to the level of teachers' QWL.The IOC has a moderate and positive relationship and a direct impact on teachers' QWL (β=0.620; P<0.001), indicating that the level of the IOC leads the level of teachers' QWL. The IOC had a strong positive relationship and a direct effect on CWR (β=0.722; P< 0.001), indicating that higher levels of the IOC had a stronger direct effect than CWR. These results support the role of CWR as an important factor influencing the quality of work life of secondary school teachers in

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Cambodia.

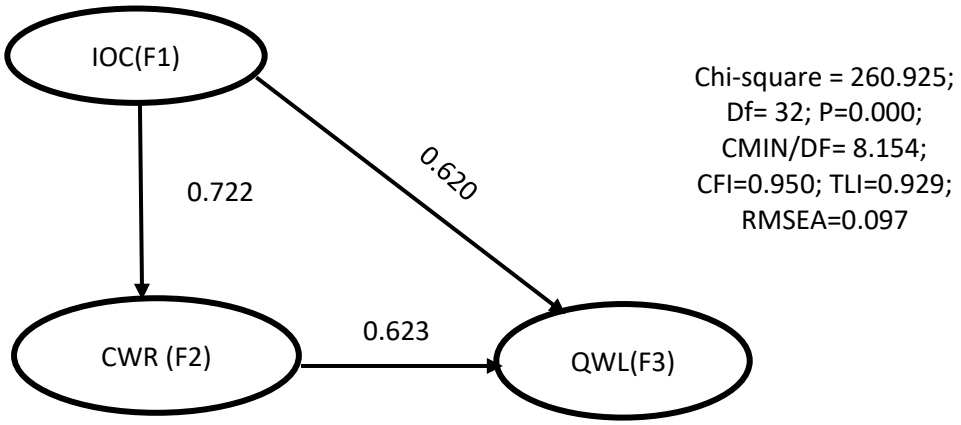


Figure 2. Result of SEM of IOC, CWR and QWL

Table 5. Indirect Effects in the Structural Equation Model

Path	Indirect Effects Calculation	Standardized Coefficient(β)	P-value
QWL ~~CWR~~ IOC →	0.623×0.620	0.387**	0.000
*Note:** P< 0.001 indicate statistical Significance*			

In tables 4 and 5 above show that the values of direct and indirect effects of the IOC on the QWL through the CWR are at the significance level (β=0.387; P <0.001). This result indicates that the IOC affects teachers' QWL both directly (β=0.335; P <0.001) and indirectly (β=0.387; P<0.001).

Table 6. Total Effects in the Structural Equation Model

Path	Direct Effects	Indirect Effects	Total Effect
QWL I~~OC~~ →	0.335	0.387**	0.722
*Note:** P< 0.001 indicate statistical Significance*			

In table 6 above shows that there is a significant positive effect of the IOC on teachers' QWL (β=0.722; P<0.001) through the CWR as a mediator. This means that the IOC) has a significant positive effect on teachers' QWL with a combination of both direct and indirect effects.

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DISCUSSION

Discussion of Model Fit Measure

The findings indicate that the measurement model achieved marginally acceptable fit. Although the chi-square statistic was significant, this result was expected given the large sample size (n = 760), as the chi-square test is highly sensitive to sample size and tends to reject models even when model misspecifications are trivial (Byrne, 2006; Bentler, 1990). Consequently, researchers recommend interpreting chi-square in conjunction with alternative fit indices rather than relying on it exclusively. The comparative fit index (CFI = 0.950) indicates good model fit, as values equal to or greater than 0.95 are generally considered indicative of strong incremental fit (Segars & Grover, 1993). Similarly, the Tucker–Lewis index (TLI = 0.929) exceeds the commonly recommended threshold of 0.90, suggesting acceptable model fit (Bentler, 1990). However, the RMSEA value (0.097) exceeds the preferred cut-off of 0.08 and approaches the boundary of mediocre fit. According to Segars and Grover (1993), RMSEA values below 0.06 indicate good fit, while values between 0.08 and 0.10 suggest mediocre fit. Therefore, while the model is not severely misspecified, some degree of approximation error may remain.

Taken together, the pattern of fit indices suggests that the model demonstrates acceptable but not optimal fit. In line with recommendations from Hair et al. (2019), model evaluation should consider multiple fit indices collectively rather than relying on a single criterion. Given the satisfactory incremental fit indices and strong theoretical grounding of the measurement structure, the model was deemed adequate for proceeding to structural analysis.

Discussion of Direct Effects

The findings demonstrate that innovation-oriented organizational climate (IOC) exerts a strong and positive influence on quality of work life (QWL). This suggests that organizations that promote innovation, openness to new ideas, and supportive structures create environments that enhance employees' overall work-life experience. Organizational climate theory posits that shared perceptions of organizational practices and procedures significantly shape teacher attitudes and behaviors (Hu & Bentler, 1999).

The strength of the relationship observed in this study reinforces the argument that climate perceptions influence employee well-being and satisfaction. Previous research has consistently shown that supportive and innovation-driven climates are associated with higher job satisfaction, engagement, and positive organizational outcomes (Kline, 2016; Hair et al., 2019). Thus, the present findings extend existing literature by demonstrating that innovation-oriented

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climate contributes directly to teachers' perceived quality of work life.

Discussion of Mediating Effect

The results further reveal that collaborative work responsibility (CWR) significantly mediate the relationship between innovation-oriented organizational climate (IOC) and quality of work life (QWL). This finding indicates that innovation-oriented climates enhance teachers' quality of work life not only directly but also indirectly by fostering collaborative work structures.

From a theoretical perspective, organizational climate influences employee outcomes by shaping social interactions, shared norms, and behavioral expectations within the workplace (West & Farr, 1990). An innovation-supportive climate encourages openness, knowledge sharing, and collective problem-solving, which are foundational elements of collaborative work systems. Prior research suggests that collaborative environments promote psychological safety, mutual trust, and shared responsibility, thereby enhancing employee well-being and job satisfaction (West & Farr, 1990; Hackman, 2002).

The mediating effect observed in this study supports the argument that climate operates through social and structural mechanisms. In line with social exchange perspectives (West & Farr, 1990), when organizations cultivate innovative and supportive climates, employees reciprocate through cooperative engagement and shared commitment, which in turn enhances their perceived quality of work life.

The presence of partial mediation suggests that while collaborative work responsibility represent a significant explanatory pathway, additional mechanisms may also account for the relationship between IOC and QWL. These may include factors such as leadership support, empowerment, or psychological empowerment, which future research may explore.

CONCLUSION

This study confirmed that the measurement model was reliable ($\alpha = 0.843$) and supported a revised three-component structure: IOC, CWR), and QWL. Although some model fit indices were slightly above recommended thresholds, overall results indicated an acceptable model fit. The findings showed that IOC and CWR both had significant positive effects on teachers' QWL. IOC strongly influenced CWR, and CWR significantly improved QWL. Additionally, IOC affected QWL both directly and indirectly through CWR, confirming the mediating role of collaborative work responsibility. Overall, the results support the proposed theoretical framework and highlight the importance of fostering an innovative organizational climate to improve teachers' quality of work

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life in Cambodian high schools. The findings suggest that a positive organizational climate that supports innovation and collaboration significantly enhances the quality of teachers' work life. A supportive school climate, where leadership encourages innovative teaching practices and values teachers' contributions, directly contributes to QWL by improving job satisfaction, work conditions, and overall well-being. Moreover, the study demonstrated that CWR, which emphasizes shared responsibility and collaborative teamwork, mediates the relationship between IOC and QWL, thereby amplifying the positive effects on teachers' professional experiences. These findings are consistent with prior research that highlights the role of a supportive and collaborative work responsibility in enhancing teacher performance and satisfaction (Hackman & Oldham, 1976; Cohen et al., 2009).

Several limitations should be noted in this study. Firstly, the sample size of 760 high school teachers, while sufficient for a preliminary study, may not fully capture the diverse range of experiences across different Cambodian high schools, especially those in remote or rural areas. While stratified random sampling was employed, this method still cannot guarantee full representation of all school contexts, which limits the generalizability of the findings to the broader teacher population (Cohen et al., 2009).

The recommendations of this study aim to strengthen the three key components: promoting innovation in school management, encouraging professional collaboration, and integrating these components into school policies to improve teacher performance and well-being. Professional development programs are essential to help teachers build the skills necessary to work in an innovative and collaborative environment, thereby improving their job satisfaction and enhancing teaching effectiveness. While the study contributes valuable insights, it is important to acknowledge several limitations. First, the study's sample size of 760 high school teachers may not fully capture the diversity of teaching experiences across different regions of Cambodia, particularly in less urbanized or remote areas. Although stratified random sampling was employed to ensure a representative sample of both urban and rural teachers, the findings may not be entirely generalizable to all Cambodian schools or educational contexts (West & Farr,1990). Additionally, the study employed a cross-sectional design, which provides a snapshot of teachers' perceptions at a specific point in time but does not establish causal relationships between IOC, CWR, and QWL (Hackman &Oldham,1976). Longitudinal studies would offer more robust insights into how these relationships evolve over time. Furthermore, self-reported data were used to assess teachers' perceptions, which could introduce biases such as social desirability or inaccuracies in reporting (Roscoe,1975). While efforts to ensure anonymity and confidentiality

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were made, the reliance on self-reports remains a limitation. Lastly, external variables, such as leadership styles or organizational support, were not fully examined in this study, yet they could significantly influence the relationship between IOC, CWR, and QWL. Future research should consider incorporating these variables to expand the understanding of the broader context affecting teachers' work experiences (Canney & Byrne,2006). Furthermore, the study was conducted within the Cambodian educational context, which may limit the generalizability of its findings to other countries with different cultural and educational systems. Comparative studies across different regions or countries would provide a more comprehensive perspective on how these components function in various educational settings (Hair et al., 2019).

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ETHICAL APPROVAL

In order to partially complete the requirements for the PSBU-Ph.D. (Educational Administration and Leadership), this study piece was presented as part of a larger Ph.D. dissertation research effort. The PSBU has officially approved the study.

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