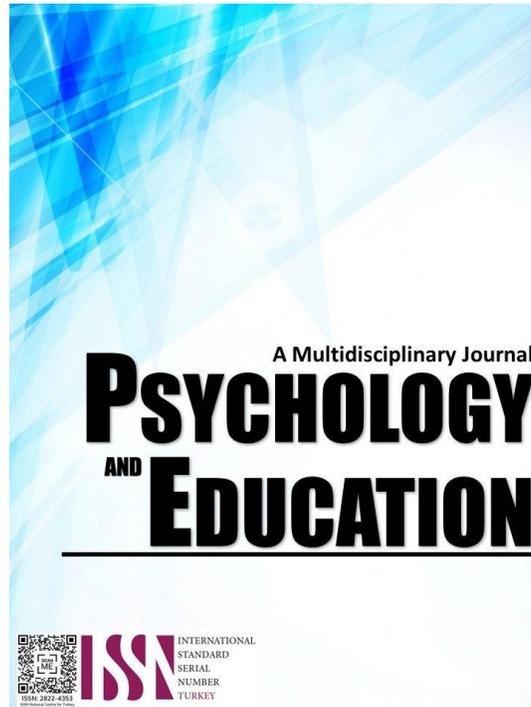


# **A DESCRIPTIVE CORRELATIONAL STUDY ON THE RELATIONSHIP OF OCCUPATIONAL STRESS AND ORGANIZATIONAL COMMITMENT AMONG TEACHERS: BASIS FOR FACULTY DEVELOPMENT**



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## A Descriptive Correlational Study on the Relationship of Occupational Stress and Organizational Commitment among Teachers: Basis for Faculty Development

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### Abstract

Employee commitment plays a significant role in every organization. Even when stressed, employees remain committed to work whenever they feel secure and motivated. This study seeks to determine the levels of organizational commitment and occupational stress among teachers and their relationships. It utilized the descriptive correlational research method and applied the following statistical analysis: mean, Pearson-r, and regression using SPSS software. The research locale of this study is the branches and the main campus of the college. The results revealed that the level of occupational stress among teachers is very high, especially in non-teaching activities and the misbehavior of students. On the other hand, organizational commitment among teachers is occasionally demonstrated in terms of affective, continuance, and normative commitment. The Pearson correlation coefficient revealed an inverse relationship between occupational stress and organizational commitment, with an r-value of  $-.473$ . This indicates that as occupational stress increases, organizational commitment decreases, and vice versa. Moreover, time bindings, lack of cooperation, misbehavior of students, and non-teaching activities are the indicators that have significantly influenced organizational commitment, with a p-value less than the set level of significance. Hence, it is recommended to include a stress management seminar as one of the wellness programs to cope with stress, and craft faculty development programs that will lessen occupational stress and boost teachers' commitment to work and the organization.

**Keywords:** *occupational stress, organizational commitment, teachers*

### Introduction

One of the most stressful professions is teaching, and teachers who experience a high level of stress are more vulnerable to attrition and burnout, which can be costly to the academic institution (Sokal et al., 2019). In the event of high teacher attrition and burnout, it negatively affects the school climate, teachers' effectiveness, and teachers' organizational commitment. (Ford et al., 2019).

Mustafa's (2020) study reveals that teaching at vocational colleges continues to struggle with organizational commitment, and there has been no clear answer established yet to solve this problem. It is mentioned that stakeholders, including the school administration, should consider how to improve their work management to reduce issues with commitment at work. Many issues have been raised regarding the commitment of the teachers at vocational colleges, which has led to teachers performing below average.

High attrition rates are also observed in the South among foreign language teachers who serve students of color and those from low-income households (Carver-Thomas, 2019). The paper associates the high attrition rates among teachers with less organizational commitment due to insufficient administrative support, low teacher pay, and alternative certification.

Moreover, one of the difficulties faced by private schools in the Philippines is the high attrition rate of teachers, which raises concerns about their commitment to the organization to which they belong (Tabbal et al., 2019). Research has shown that teaching and non-teaching staff members are less likely to remain committed to the organization if they are dissatisfied with the school's rules, workplace, and overall climate and culture. Wherein supposedly they are inspired to give their utmost effort in their duties, even if there may be difficulties involved; they value their professional experiences and view them as chances for personal, social, and professional development. They remain committed and devoted to achieving the organization's aims and objectives.

On the other hand, occupational stress is a worker's response to demands and pressures that are incompatible with their resources, requirements, talents, and expertise and overwhelm their management ability (Khudaniya et al., 2014).

Due to the teacher's daily exertions in the classroom as well as his personal and familial obligations, which are a constant source of stress, teaching becomes a physically and mentally demanding career (Kaur, 2011). This was also observed in the study that evaluated occupational stress across 26 jobs and showed that one of the most stressful professions is teaching (Desouky et al., 2017).

The teachers greatly influence the academic progress of the learners. Teachers are responsible for overseeing classroom supplies, navigating the curriculum with proficiency, designing successful lesson plans, and performing various other duties. For teachers, many challenging circumstances cause stress levels to rise. Teachers need more resources to manage the numerous stresses and burdens associated with their duties. In this situation, the researcher is compelled to study and analyze how occupational stress influences organizational commitment, which will involve tertiary teachers in Davao de Oro. The researcher believes that the study is significant because its results can be utilized to develop faculty development programs, such as stress intervention programs, to help teachers cope with stressors and work effectively and efficiently.

## Research Questions

This study sought to determine the level of occupational stress and organizational commitment among college teachers. Specifically, this study has the following objectives:

1. What is the level of occupational stress of teachers in terms of:
  - 1.1 time bindings
  - 1.2 lack of cooperation
  - 1.3 poor working environment
  - 1.4 administrative support
  - 1.5 insults and assaults by parents
  - 1.6 misbehavior of students
  - 1.7 lack of salary and facilities
  - 1.8 non-teaching activities
2. What is the level of organizational commitment of the teachers in terms of:
  - 2.1 affective commitment
  - 2.2 continuance commitment
  - 2.3 normative commitment
3. Is there a significant relationship between occupational stress and the organizational commitment of the teachers?
4. Is there an indicator of occupational stress that significantly influence the organizational commitment of the teachers?

## Literature Review

### *Occupational Stress*

Occupational stress is a stress that is connected to the workplace. Various factors can contribute to workplace stress. A person's position inside an organization is one source of occupational stress. When a person's role within an organization is well-defined and understood, as well as when the demands made of them are reasonable and attainable, stress can be kept to a minimum (Fransson & Frelin, 2016). When expectations are unclear, it's challenging to perform well at work.

According to Maphalala (2014), stress at work is on the rise. Your attitude toward your job and, in some situations, your performance at work can both be impacted by work-related stress. People who work in a range of occupations are affected by stress. However, excessive levels of occupational stress harm a teacher's job performance, career decisions, mental health, physical health, and overall job satisfaction, according to Golparvar (2016).

The high workload of teachers, which entails organizing activities, creating curricula, overseeing extracurriculars, managing classes, imparting knowledge, upholding discipline, filling in for absences and teacher shortages, keeping records, enforcing timetables, evaluating and assessing students' performance, and motivating students through their words and deeds, is to blame for their occupational stress (Metha, 2015).

Teachers' entire mental and physical health and quality of life are negatively impacted by occupational stress (Kaur, 2011). Additionally, it causes undesirable emotions like despair and anxiety, which make it difficult for the teacher to function at work or manage everyday tasks (Rathee-Borrelli, 2015). According to Hussain et al. (2015), there is a direct and indirect connection between job satisfaction, task overload, performance pressure, and moderator variables such as intrinsic/extrinsic motivation at work.

According to Skaalvik (2010), cited by Desouky et al. (2017), role conflict, job overload, poor behavior, and excessive demands from the community as well as students, parents, and educational institutions, all contribute to teachers' stress. Additionally, the workload and unfavorable psychological conditions at work are strong indicators of depression among them (Mahan, 2010). In earlier research (Ferguson, 2012; Yang, 2011), occupational stress was discovered to be a risk factor for depression and anxiety in teachers.

### *Organizational Commitment*

Organizational commitment refers to upholding professional integrity and providing the best contribution possible to the tasks at hand. Some people choose to become teachers because they have no other options for making a living. Due to the increased availability of educational facilities, there are more opportunities for professional development in the area today; hence, this phenomenon needs to be altered (Getahun, Tefera, & Burichew, 2016).

A dedicated teacher always considers how pupils might improvise in the face of failure and how to modify their attitudes for the better, whether they are teaching or not. He makes plans for all the resources required and accepts all societal assistance that is practical and attainable. A dedicated teacher develops professionally by upholding professional ethics and researching the numerous studies conducted by contemporary educators, in addition to helping the children develop holistically. (Getahun et al., 2016). According to Limakrisna, N., Noor, Z. Z., and Ali (2016), organizational commitment is a critical factor in initiatives to raise employee performance. Organizational commitment is crucial for a company to conduct its operational tasks successfully and efficiently.

Robbins and Judge (2015) use three distinct dimensions to categorize organizational commitment: 1) affective commitment, which is an emotional attachment to the organization and belief in its values; 2) continuation commitment, which is the perceived financial benefit of staying in an organization rather than leaving it; and 3) normative commitment, which is an obligation to stay in an organization for moral or ethical reasons. To put it another way, this normative commitment refers to the duty to remain employed by a corporation.

Kreitner and Kinicki (2014) claim that organizational commitment indicates how much a person identifies with the organization and how it relates to their aspirations. This is a crucial work attitude since dedicated employees are expected to demonstrate a willingness to work hard to accomplish the organization's goals.

According to Emma et al. (2017), organizational commitment is essential to comprehending the connections made between individuals and the organization that encourage the latter to perform at its peak. To provide the greatest service possible for the organization, people should make a narrative, emotive, and continuing commitment, claim Al-Jabari and Ghazzawi (2019). According to Carolina and Silvio (2016), affective and normative commitments as well as pay satisfaction, are linked to how well an organization is served. Nurulaim and Suhaida (2013) assert that a school's ability to fulfill its vision and goals depends on the commitment of its faculty.

Organizational commitment is evident in employees who are loyal to the organization and work diligently to help it achieve its goals, demonstrating loyalty that is crucial for survival within the organization (Al-Jabari & Ghazzawi, 2019). Being dedicated to a company is an example of how employee behavior toward privately held work emerges. One way to identify an employee's partial status to a company's aims and wishes to keep the membership in the organization is through their level of commitment (Chegini, Z. et al., 2019).

The willingness to work hard following the organization's intentions, the acceptance of its values and aims, and certain beliefs are also examples of organizational commitment. Organizational commitment is, in other words, a mindset that displays staff dedication to the company and its ongoing success and advancement (Ćulibrk J. et al., 2018). Along with creating the organizational commitment theory, Darmawan, A. (2017) proposed that the term "commitment" in an organization refers to a psychological construct that characterizes members' interactions with the organization and has ramifications for individual decisions to remain members.

## **Methodology**

### **Research Design**

This study employed the descriptive correlational method of research. It is a research method that tests hypotheses or answers study queries. According to Mackey and Gass (2016), the correlational technique is ideal for examining the relationship between two or more components and predicting how solid or weak that relationship would be. This study aimed to determine the level of occupational stress among the teaching force of the institutions, which affects their organizational commitment.

According to Creswell (2012), in a descriptive-correlational design, the researcher is interested in how much two variables (or more) co-vary, where changes in one variable are reflected in changes in the other. The exploratory study that uses the descriptive research method interprets the data accurately and adequately. It emphasizes the widespread nature of these current conditions, activities, circumstances, or occurrences as they are described. The goal of this quantitative research method is to gather measurable information for the sample population's statistical analysis. Arikunto (2007) goes on to say that descriptive research aims to acquire data regarding the trends observed in the field.

### **Respondents**

The respondents of this study are 146 teachers in the institution. The simple random sampling method is used to determine the number of respondents, ensuring everyone can participate in the study. According to Pandey (2015), a simple random sampling technique gives each member of the population an equal opportunity to be chosen as the subject of the study.

The population size in this study has a specific set of features that are usually large, so the researcher chose this group of respondents to participate in the study. In this sampling, the respondents who are polled to ascertain the levels of work-related stress and organizational commitment are chosen faculty members from each school who represent a cross-section of the community. Additionally, during the recruitment procedure, respondents are made aware that their participation in the study is entirely optional and that doing so releases them from any liability. Let's say the responder plans to stop participating in the study for any reason. In that instance, the information gathered about the respondent up until the time of withdrawal is kept in the study database and can only be deleted upon the request of the respondent to have the researcher omit the information gathered from them partially.

### **Instrument**

This study adapted and modified the questionnaires for the two study variables. The modification was made to ensure a common understanding of the research questions and to obtain reliable results from the respondents. To determine the occupational stress of tertiary teachers, the study adapted a questionnaire from Cheema et al. (2022), "Analysis of Occupational Stress of Primary School



Teachers." The questionnaire has eight indicators; time-binding, lack of cooperation, poor working environment, lack of administrative support, insults and assaults of parents, misbehavior of students, lack of salary and facilities, and non-teaching activities. To measure teachers' organizational commitment, this study used Meyer and Allen's (2004) revised TCM Employee Commitment Survey to gather information for the three indicators: affective commitment, continuous commitment, and normative commitment. The questionnaire is an 18-item scale, with six items for every three types of organizational commitment (Meyer & Allen, 2004). It uses a Likert scale, which ranges from 1 (strongly disagree) to 5 (strongly agree). Negative statements are scored differently. These are known as "reverse-keyed" questions and are marked with an "R" after the statement to encourage respondents to carefully consider each one rather than mechanically adopting a pattern of agreeing or disagreeing with the assertions (Meyer & Allen, 2004).

**Data Analysis**

The SPSS software was used for the analysis of the collected data. The level of significance is set below 0.05. To enable the drawing of proper conclusions, data organization is equally crucial. The following are used for the quantitative analysis:

Mean. This was used to determine the teachers' level of occupational stress and organizational commitment.

Pearson-r. This was used to determine the significant relationship between occupational stress and the teachers' organizational commitment.

Linear Regression. This was used to determine which indicator of occupational stress significantly influences the teachers' organizational commitment.

The research utilized SPSS software for the analysis of the collected data. The level of significance is set below 0.05.

**Ethical Considerations**

The Research Ethics Committee examined this study before commencement to ensure adherence to ethical standards. The study followed the standard REC's process. As a result, before the start of the study, participants' entire agreement was obtained and in place, and the confidentiality and restriction of respondents' personal information were ensured. Thus, any arising conflict of interest from financial, familial, or proprietary considerations, the sponsor, or the study site was dealt with accordingly.

**Results and Discussion**

**Level of Occupational Stress of Teachers**

*Table 1. Level of Occupational Stress of Teachers*

	<i>Indicators</i>	<i>Mean</i>	<i>Descriptive Level</i>
1.	Time Bindings	4.70	Very High
2.	Lack of Cooperation	4.04	High
3.	Poor Working Environment	3.72	High
4.	Administrative Support	4.04	High
5.	Insults and Assaults of Parents	3.84	High
6.	Misbehavior of Students	4.76	Very High
7.	Salary and Facilities	4.42	Very High
8.	Non-teaching Activities	4.76	Very High
	Overall	4.29	Very High

Table 1 displays the summary of the level of occupational stress among teachers. It can be gleaned from the table that among the indicators of occupational stress, both Misbehavior of Students and Non-teaching Activities got the highest mean of 4.76, which can be interpreted as very high; moreover, the poor working environment got the lowest mean of 3.72. Overall, teachers' occupational stress had a mean of 4.29, with a descriptive level of very high.

The results support the idea that teachers endure stress as a result of the high demands placed on them by educational institutions, students, and parents, as well as the attitude of the community, job overload, the misbehavior of students, and role conflict (Skaalvik, 2010, as cited by Desouky et al., 2017). Several studies have found that teaching is both a rewarding and stressful job. Teaching is regarded as being more stressful than other types of work. Due to regular demands from students and management, educational institutions face challenges and pressures that might cause teachers to experience stress-related problems (Aydin & Kaya, 2016).

**Level of Organizational Commitment of Teachers**

Table 2 displays the summary of the level of organizational commitment of teachers. It can be gleaned from the table that Normative commitment got the highest mean of 3.05, which has a descriptive level of moderate. In contrast, Affective commitment received the lowest mean of 2.76, indicating a moderate level of commitment. Overall, teachers' organizational commitment level had a mean of 2.91, which is moderate.



Table 2. *Level of Organizational Commitment of Teachers*

Indicators	Mean	Descriptive Level
1. Affective Commitment	2.76	Moderate
2. Continuance Commitment	2.93	Moderate
3. Normative Commitment	3.05	Moderate
Overall	2.91	Moderate

According to Robbins and Judge (2015), employees' organizational commitment supports specific objectives and desires to keep people in the organization. It is impossible for employees with a high commitment level to quit their jobs. Colquitt et al. (2009), as cited by Tentama (2016), believe that satisfied employees are more likely to care about and be fully dedicated to the company. As a result, a firm with delighted personnel is more likely to see increases in achievement and production and a decrease in attrition. On the other hand, unsatisfied workers can cause delays and absenteeism, which would slow down the organization's production process (Tuhumena, 2004, quoted by Tentama, 2016).

**Relations between Occupational Stress and Organizational Commitment of Teachers**

Table 3. *Significance of the Relationship between Occupational Stress and Organizational Commitment of Teachers*

Occupational Stress	r	p-value	Decision on Ho	Interpretation
	-.473	0.000	Reject	Significant

Table 3 presents the findings on the relationship between the two variables tested. A correlation was conducted to test the association between occupational stress and organizational commitment. The result shows an inverse correlation with an r-value of -.473, meaning that the two variables are moderately associated. The p-value is 0.000, less than the 0.05 alpha level, and is significant; therefore, the null hypothesis is rejected. It was found that organizational commitment decreased as stress levels increased. Conversely, a lower level of occupational stress corresponds to a higher level of organizational commitment.

Kinman and Wray's (2013) study found that 75% of teachers feel their work is stressful, and the trend is growing as more years go by. YouGov (2015) also discovered that 53% of teachers intend to quit their jobs as educators within the coming years due to the demands and stress of their careers. Moreover, organizational commitment and work stress have a favorable and significant impact on turnover intention, according to research by Kurniati and Simbolon (2019).

**Regression Analysis on the Significant Influence of Occupational Stress on Organizational Commitment**

Table 4. *Regression Analysis on the Significant Influence of Occupational Stress on Organizational Commitment*

Occupational Stress	Organizational Commitment						
	Unstandardized Coefficients		Standardized Coefficients				
	B	Std. Error	Beta	t	Sig	Decision on H0	Interpretation
CONSTANT	6.093	.420		14.505	.000		
Time Binding	-.134	.052	-.203	-2.571	.011	Reject	Significant
Lack of Cooperation	-.135	.034	-.342	-4.030	.000	Reject	Significant
Poor Working Environment	.034	.038	.063	.889	.376	Fail to Reject	Not Significant
Administrative Support	-.037	.048	-.060	-.770	.443	Fail to Reject	Not Significant
Insults and Assaults of Parents	-.045	.028	.113	1.605	.111	Fail to Reject	Not Significant
Misbehavior of Students	-.163	.051	-.235	-3.225	.002	Reject	Significant
Salary and Facilities	.019	.035	.038	.534	.595	Fail to Reject	Not Significant
Non-teaching Activities	-.306	.052	-.427	-5.828	.000	Reject	Significant

R = .698; R<sup>2</sup> = .487; F-value = 13.051; p-value = .000

Table 4 shows the regression analysis between occupational stress and organizational commitment. With a p-value of 0.000, it indicates that occupational stress, specifically time bindings, lack of cooperation, misbehavior of students, and non-teaching activities significantly influence the organizational commitment among teachers.

In the study of Bongco and Ancho (2019), they found that teachers' responsibilities extend beyond classroom instruction and include school-related tasks as well as routine curricular activities (such as planning, preparing materials, using assessment tools, checking and recording assignments), as well as seasonal tasks (such as being a coordinator, submitting reports, receiving training, interacting with parents, and attending meetings) (school programs and other activities). Numerous studies have established that instructors frequently experience stress due to work overload and a heavy workload. Moreover, stressors for public school teachers aside from heavy workload include a high-stakes accountability environment, student behavior, and a perception of inadequate collegial support (Chaplain, 1995; MacBeath, 2009; Skinner et al., 2021).

The result of the study also confirms the theory of Lazarus and Folkman (as cited by Baqutayan, 2015) that some coping mechanisms to stress are not necessarily superior to others; effective coping necessitates a match between situational assessments and coping response selection. Furthermore, this study also supports the side-bet theory of Becker et al. (1960), which assumes that employees still remain dedicated to the organization as long as they stay in their roles, regardless of how stressful their work environment may be.

## Conclusion

This study explored the relationship between occupational stress and organizational commitment of teachers. Based on the gathered data, the following are the conclusions drawn by the researcher;

The level of occupational stress among teachers is very high. Misbehavior of students, time constraints (deadlines), and non-teaching activities performed by teachers are considered the highest contributors to occupational stress among them.

Teachers sometimes manifest organizational commitment in terms of affective, continuance, and normative commitment.

Occupational stress is statistically correlated with organizational commitment. The result shows an inverse correlation, meaning that organizational commitment is low when occupational stress is high. Conversely, a lower level of occupational stress corresponds to a higher level of organizational commitment of teachers.

Occupational stress, characterized by time constraints, lack of cooperation, student misbehavior, and non-teaching activities, has significantly influenced the dependent variable, organizational commitment.

The following are the recommendations of the researcher:

College teachers should be provided with a stress management seminar regularly. This can be included as one of the wellness programs conducted by the institution. This research can serve as a baseline for activities that emphasize the importance of stress management, as it should not be taken for granted, and practical steps should be implemented to mitigate any unfavorable effects on employees and the organization as a whole.

Human resource management should facilitate the development of a faculty development program, including organizational activities that reduce stress and policies that enable teachers to excel in instruction and other meritorious work, thereby ensuring organizational commitment to teachers even in the face of work-related stress.

The institution may consider allocating more funds for faculty development, enabling teachers to attend professional seminars and training. This support will also encourage them in their pursuit of graduate and post-graduate schooling, thereby assisting in the development of the competencies necessary for professional and independent duties.

Institutions may partner with the Local Government Unit (LGU), specifically with the education committee in the Sangguniang Bayan, to capacitate teachers through faculty development. This partnership aims to expose teachers to opportunities and provide them with leisure programs, thereby mitigating work-related stressors, as teachers are considered crucial in community building.

The future researcher may use in-depth interviews, especially with respondents who exhibit high-stress levels, as this study has limitations since it employed a quantitative approach with a large number of data, which limits the scope of analysis.

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