

## EFFECT OF SECONDARY SCHOOL TEACHERS' S JOB STRESS ON THEIR OCCUPATIONAL COMMITMENT IN BALOCHISTAN, PAKISTAN

**FAZAL-UR-REHMAN**

Ph.D. Scholar, Department of Education, the university of Haripur, Khyber Pakhtunkhwa, Pakistan-mail: fazaljan.9394@gmail.com

**Dr. SYED AFZAL SHAH**

Assistant Professor, Department of Education, The University of Haripur, Khyber Pakhtunkhwa, Pakistan. email: afzal\_kakakhel@yahoo.com

**Dr. MUHAMMAD UMAR**

Assistant Professor at the Department of History & Politics, the University of Haripur, Khyber Pakhtunkhwa, Pakistan. e-mail: m.umar@uoh.edu.pk

**Dr. ASAF NIWAZ**

Associate Professor, Department of Education, The University of Haripur, Khyber Pakhtunkhwa, Pakistan. e-mail: dr.ansatti@gmail.com

### ABSTRACT

This quantitative study investigates effects of stress on occupational commitment of teachers in Balochistan. The study's objectives are to find out opinion of teachers about their stress on occupational commitment. A quantitative, non-experimental, predictive correlational research design was used to achieve the study's objectives. Government secondary-school teachers and students of Balochistan are selected for this study. A sample of 640 teachers and 640 students is selected through a multistage sampling technique. The questionnaires on stress and occupational commitment are self-developed and were used for the collection of data. A multiple regression model is used to explore the effects of stress of teachers on occupational commitment. For reliability and validity of the data, the self-developed questionnaires were sent to experts for review and pilot test. Descriptive statistics mean and standard deviation determined respondents' perceptions of stress and occupational commitment. This study results indicate significant effects of stress on occupational commitment. It is important to upgrade stress management techniques to improve teaching standards.

**Keywords:** Assessing, Impact, Teachers, Stress, Occupational Commitment.

### INTRODUCTION

A comprehensive educational system is viewed as foundation of a developing country (Jourdan et al., 2021). The realization of such an educational system largely depends on teachers, thereby making teaching profession more challenging and demanding (Kulikowski et al., 2022). Due to teachers' multiple duties and obligations, this profession is quite challenging; teachers are tasked with delivering lessons and managing classrooms, fulfilling grading assignments, attending meetings, and engaging in professional development activities (Brammer & Clark, 2020). Certain teachers experience performance-impacting stress, and the pressure to perform well can lead to increased stress levels, affecting the ability of teachers to impart quality instruction (Lennox, 2020). Regarding professional dedication and performance, this profession incorporates certain crucial elements, including self-efficacy, job stress, and emotional intelligence (Ochoa Pacheco et al., 2023). According to Jena (2022), someone who lacks emotional control while interacting with people is less driven to complete a task or

do a decent job; as a result, that person cannot be viewed as a successful professional individual. However, Aboramadan (2022) pointed occupational commitment is crucial to the responsibilities of a devoted educator. Eyüp (2022) also underlined persistent stress could impair educators' mental and physical health and impact their dedication to the quality of instruction.

Occupational commitment as a dependent variable has three elements; affective commitment, continuance commitment, and normative commitment (Meyer & Allen, 1991). Moreover, Panda et al. (2022) defined normative commitment as an obligation of the staff to provide clients with competent service. According to Meyer and Allen (1991), an affective commitment attitude is a good association between individual activities and opportunities, while continuance commitment evaluates the employees' advantages and disadvantages regarding their willingness to retain their work in the organization. Even though organizational commitment has many dimensions, only certain types of study have focused on those three elements. Most studies examined emotions' impact and continued commitment (Wang & Hu, 2022). When employees feel supported by the business, their contributions and commitment to the company will be even more spectacular (Saadeh & Suifan, 2020). Support from the organization may increase their dedication to work. The significance increases with favorable working circumstances (Palumbo, 2020).

When teachers receive support from educational institutions, such as resources, professional development opportunities, and a positive work environment, it increases their dedication to work (Abdulaziz et al., 2022). This level of education is greatly affected by quality of teaching. Teacher performance as educators can contribute to high or low-quality of education. Performance is an outcome and work conduct attained to fulfil the duties and obligations within a predetermined time frame (Taryana et al., 2023). Although studies like (Maheshwari, 2022) have been conducted on physical factors to judge their influence on teachers' commitment and performance, but less attention have given to the inclusion of psychological factors such as Self-efficacy, job stress and emotional intelligence influencing occupational commitment and performance of secondary school teachers (Cayupe., et al 2023).

Scientists and governments have long valued teachers as a vital component of the educational process (Gamage et al., 2022). Interaction between students and teachers plays a crucial role in learning and teaching activities, information acquisition, and personality development of students (Feraco et al., 2023). Thus, the government prioritized teacher reform to enhance Pakistani education (Iftikhar et al., 2022). The imbalance and poor caliber of instructors are to blame for this. As instructors are crucial in managing learning environment that encourages students to participate actively in learning activities, their poor performance will influence various factors, including student accomplishment and learning process (McKnight et al., 2016).

Additionally, few studies paid attention to the contributions of psychological factor such as Stress influencing occupational commitment of secondary school teachers (Cayupe., et al 2023). Therefore, the preliminary focus of this research was to the effects of stress in light of influencing occupational commitment of teachers. As per knowledge of the researcher, no research has been found to address the effect of stress on occupational in Balochistan at any level. According to the previous studies, no research has been found to address the effect of stress on occupational commitment and performance. There has yet to be any current research looking at the factors in Balochistan's public secondary schools in Pakistan. The findings of this research might be applied by educational institutions, particularly in Balochistan, Pakistan, to boost teachers' professionalism and dedication as leading resources in schools.

The particular effect of secondary school teachers' stress on occupational commitment is still needs to be discovered despite a sizable body of studies on the numerous elements influencing their occupational commitment. In this connection, each component has been investigated separately (Rosario et al., 2009). However, the simultaneous effect of this variables on secondary school teachers

has yet to be well studied in the literature. It is essential to comprehend how these elements affect occupational commitment (Jamil et al., 2023).

The study selected Balochistan as a research location based on its educational context, Population diversity, access to participants and the prior research gap in the study field. Balochistan, the largest province in Pakistan in terms of area, is home to a diverse population. Researchers can gather valuable data from various teachers with varying backgrounds, experiences, and cultural contexts by conducting the study in Balochistan. This diversity can enhance the generalizability of the study's findings to a broader population. The province also has a wide range of challenges in its educational system, which makes it an exciting and relevant setting for this study.

The researcher has established connections with educational institutions in Balochistan, making it easier to access and recruit participants for the study. There is a need to do more research on the specified topic about Balochistan or similar regions. By conducting study in Balochistan, the researcher addresses a research gap and contributes to the literature on effects of stress on occupational commitment, specifically in the context of secondary school teachers in Balochistan.

There are inconsistencies in previous studies and scarcity of researchers on describing the association among school teachers' stress and occupational commitment. The researcher did not find studies related to these variables in terms of the kind of relationship being addressed in this study in particular. Therefore, this study is crucial to the understanding of teachers stress and occupational commitment of secondary school teachers.

#### **STATEMENT OF THE PROBLEM**

This study is essential because teachers' stress may affect their feelings, behaviors and attitudes concerning teachers' occupational commitment. The problem statement concerning this endeavor is to find the effects of secondary school teachers' stress on their occupational commitment. Specifically, this study explores how these factors affect teachers' commitment to their profession and their effectiveness in performing their duties.

Therefore, this study aims to investigate the combined effects of teacher stress on occupational commitment among teachers. By examining these effects, the study aims to contribute to the existing literature and provides practical implications for educational institutions to enhance teachers' occupational commitment.

#### **RESEARCH QUESTIONS**

Following are the research questions of the study:

1. What are teachers' perceptions about their stress and occupational commitment?
2. How do teachers' stress effect their occupational commitment?

#### **HYPOTHESES OF THE STUDY**

**H<sub>1</sub>. Job stress has significant effect on occupational commitment.**

H<sub>1a</sub>. Physical stress has significant effect on continuance commitment of teachers.

H<sub>1b</sub>. Physical stress has significant effect on affective commitment of teachers.

H<sub>1c</sub>. Physical stress has significant effect on normative commitment of teachers.

H<sub>1d</sub>. Content stress has significant effect on continuance commitment of teachers.

H<sub>1e</sub>. Content stress has significant effect on affective commitment of teachers.

H<sub>1f</sub>. Content stress has significant effect on normative commitment of teachers

#### **SIGNIFICANCE OF THE STUDY**

This study mainly investigates the effect of teachers stress and occupational commitment, in secondary school teachers of Balochistan. The main aim of this study is to add the recent literature on teachers' job stress and occupational commitment. The current study may create awareness among

teachers, students, administration and other stakeholders of the education department. This study may help school education department work on teachers' capabilities and relevant issues. This study may also help concerned authorities in finding factors affecting teaching and learning matters in Balochistan.

#### **DELIMITATIONS OF THE STUDY**

The study needed deep investigation, but due to time and financial reasons, it was delimited to feasibility, accessibility, and interest in exploring the unique context of that particular province. This study was delimited to

1. The province of Balochistan, Pakistan.
2. The public sector secondary schools of Balochistan.
3. The secondary school teachers of Balochistan.
4. The class tenth students of Balochistan.

#### **LIMITATIONS OF THE STUDY**

- 1) The researchers faced difficulty to collect the required information from the teachers.
- 2) Since the study is delimited to the public sector secondary schools therefore, there may be question of generalization of the results for entire secondary schools of Balochistan.
- 3) Only questionnaires are used to conduct this study.
- 4) The research design in this study is quantitative, and data is collected from the teachers and students of secondary schools in Balochistan Province.
- 5) Social Biases may also affect the result of the study.

#### **METHODOLOGY**

##### **Research philosophy**

Positivism, constructionism, pragmatism, and advocacy/participatory research are the four basic philosophical orientations in educational research (Creswell, 2003). For mixed-method studies, pragmatism is advised because it focuses on practical, problem centric, action oriented and utility oriented. While advocacy/participatory is employed in studies that focus on marginalized people and address issues of political and social injustices. This paradigm allows understanding of people's perspective as it is based on social reality and tries to find out real solution of original problem to ensure desirable change (Leavy, 2022). Constructionism is ideal for qualitative research investigations (Creswell, 2003). This research paradigm also emphasizes the significance of context and culture in the creation and accumulation of knowledge. Constructivist study seeks to comprehend specific circumstances or events. Ideas can be created from the rich data that is acquired. Research on group interactions primarily addresses the social issues facing the target group (Burns et al., 2022). The positivist approach is appropriate for quantitative studies that aim to validate theory or a model through empirical observations and measurements. According to the positivism approach, there are always causes that result in particular effects or outcomes. As a result, this study is based on positivist knowledge claims because it is the paradigm that best fits the needs of the proposed research.

##### **Research Design**

Different study designs can be used by researchers in applying quantitative and qualitative methodologies. Experimental, non-experimental, survey, and correlational research designs are some of the most common ones employed in quantitative research (Creswell, 2012). The designs are chosen in accordance with the study's goals and purpose. In order to determine the effects of teachers' self-efficacy and occupational commitment in Balochistan, quantitative, non-experimental, predictive correlational research design was used in this study (Creswell, 2018).

### Population of the Research Study

In this study, the population comprised 6163 teachers as per Balochistan Education Statistics (BES, 2021-22) while the population of those students who appeared in the Balochistan Board of Intermediate and Secondary Education (BBISE) annual tenth class board examination. Their total population was 63506 (BBISE, 2022).

#### Table

*Population of the students in the study*

	Boys	Girls	Total
	41140	22366	63506
<b>Grand Total</b>			<b>63506</b>

#### Table 2

*Population of the teachers in the study*

	Male	Female	Total
	3725	2438	6163
<b>Grand Total</b>			<b>6163</b>

### Sample and sampling techniques of the study

Sample determines the precise number of sample sizes for the population that is available online (Krejcie & Morgan, 1970). The ideal sample size to use, according to Krejcie and Morgan (1970), is 382, and the appropriate sample size is 384 when the population is 1000,000. To ensure that the results of statistical algorithms were appropriate, a sample size of 640 teachers and 640 students was chosen for the investigation. This was done based on comparisons among the studies by Krejcie and Morgan (1970).

According to Sekaran (2003), sampling should be done correctly to offer each population component equal and parallel representation. Sekaran (2003) asserts that probability and non-probability are the two groups of techniques of sampling; these are further divided into additional designs (Sekaran, 2003). Each sampling strategy has benefits and drawbacks. The researcher chose a sampling design based on the relevant population and the purpose of the study. Sekaran (2003) asserts that simple random sampling is adequate since it accurately represents the entire population. Because of this, the design of a simple random sample is compelling and appropriate for investigation. Because of this, the study at hand used primary random sampling.

In this investigation, a multistage sampling technique was applied. In the first step, eight divisional headquarters were chosen. This method made the researcher choose a sample from the desired population based on accessibility and willingness to participate. A simple random sampling technique is used to select schools during the second stage. Thirdly, a stratified random sampling technique is used to select students and teachers. The stratified random sampling method entails randomly selecting a reasonably large number of units from the population or from particular subgroups (strata) of a population (Etikan & Bala, (2017), and fourth and lastly, the simple random sampling technique is used in each school in the selection of students.

Krejcie and Morgan (1970) determined that a sample size of 622 is ideal for a population of 10,000, while a sample size of 646 is appropriate for populations of 25,000/-, with degree of confidence 99%, and margin of error 5%. The researcher chose a sample size of 640 because under-consideration population is 14046; this sample is easily dividable, does not pose a problem for data collection, and represents the sample equally.

In the current investigation, a stratified sampling strategy is adopted. The researcher chose equal-sized samples from several subgroups, including male and female, rural and urban. Gay (2000) claims that identical subgroups (male, female, rural and urban) are sampled using the stratified

sampling technique. Subgroups are equally represented in the sample as they are in the population. They can also be employed with equal-sized samples from each of the subgroups if comparisons between various subgroups are necessary.

**Table 3**  
*Sector-wise sample of the teachers*

	Male	Female	Total
Urban	160	160	320
Rural	160	160	320
<b>Grand Total</b>			<b>640</b>

Table 3 indicates that the total strength of the teachers is 320, whereas 160 male and 160 female teachers participated in the study, thus making a total of 640 teachers.

**Table 4**  
*Sector-wise sample of the students*

	Boys	Girls	Total
Urban	160	160	320
Rural	160	160	320
<b>Grand Total</b>			<b>640</b>

Table 3 indicates that the total strength of students is 320, whereas 160 boys and 160 girls participated in the study, thus making a total of 640 students.

**RESEARCH INSTRUMENTS**

This study used two different questionnaires for data collection. These questionnaires are (a) Job stress (b) Occupational commitment

**Questionnaire for Teachers About Their job stress**

This questionnaire included a total of 22 items on a five-point scale developed by the researcher

**Questionnaire for Teachers about their occupational commitment**

This questionnaire included total of 13 items on a five-point scale made up the survey. Teachers were asked to answer questions about their professional commitment to their organizations in a questionnaire.

**TRANSLATION OF THE INSTRUMENT**

The research instruments used in this study comprised self-efficacy, job stress, emotional intelligence, occupational commitment, and performance. A back translation method was used to translate these instruments into Urdu, the national language of Pakistan (Rehman, 1997).

**PILOT STUDY**

A pilot study is one of the most essential phases of a research effort (Barnett, 2018). Before implementation of investigation, it is undertaken to identify potential issue areas and weaknesses in the soundness and consistency of the research instruments and methodology (Faizi, 2020). The questionnaires were sent to professionals for review to determine their face validity and content validity. The surveys underwent a pilot test with 50 secondary school teachers to determine their reliability and Cronbach's alpha coefficient.

**VALIDITY OF THE RESEARCH INSTRUMENTS**

The authenticity of the objects cannot be determined just by the variables' dependability. The researcher must establish the validity of the research instrument's variables. Therefore, evaluating the reliability of the study's items and variables is crucial. Sekaran (2003) asserts that ensuring validity

entails guaranteeing the precise measurement of the target idea. Creswell (2012) defined validity as the capacity to derive meaningful and practical inferences from the results of the instruments. The following types of validity were adhered to during this investigation.

**Reliability of Instruments**

Sekaran (2003) defined reliability as the degree of generating comparable results when repeated repeatedly under the same circumstances. It is denoted by ( $\alpha$ ). According to the setting of Balochistan, the teacher efficacy scale created by Tschannen, Moran, and Hoy (2001) was used in Urdu. Therefore, the coefficient of reliability is calculated in order to assess the instrument's (Urdu version) reliability.

**Reliability coefficient of factors of self- efficacy**

The alpha reliability coefficient for job stress as a whole is 0.83, while two sub-factors of job stress have the following alpha reliability coefficients:

**Table**

Factors	Number of Statements	Reliability
Physical stress	11	0.84
Content stress	11	0.82

Table indicates the Cronbach Alpha Reliability Coefficient of the job stress factors were as follows. Physical stress had 0.84, and content stress had 0.82, respectively.

**Reliability coefficient of the factors of occupational commitment**

The Cronbach Alpha coefficient for occupational commitment, in general, is 0.87, while three sub-factors of occupational commitment have the following alpha reliability coefficients:

**Table**

Factors	Number of Statements	Reliability
Affective commitment	4	0.84
Continuance Commitment	5	0.80
Normative Commitment	4	0.82

Table indicates that the Cronbach Alpha Reliability Coefficient of the factors of occupational commitment is as follows. The affective commitment has 0.84, continuance commitment has 0.80, and normative commitment has 0.82.

**DATA COLLECTION**

In order to administer the questionnaires and obtain the required response rate, the researcher travelled around the target area. The sample locations in the province required the researcher to get there personally. The effectiveness of the tools translated by the researcher in the Urdu language were utilized by the researcher to gather teachers' opinions on their efficacy views. The other questionnaire translated into Urdu under Balochistan's local conditions were occupational commitment. As a result, the researcher had to make multiple attempts to gather data from remote areas of Balochistan. Six days a week for eight weeks, the data was gathered. While student feedback was used to get information on teachers' performance, teacher feedback was also used to gather information about teachers' self-efficacy and occupational commitment.

**DATA ANALYSIS**

The suggested study's data analysis was built on two pillars. In the first base, respondents' perceptions of their self-efficacy and occupational commitment were assessed using descriptive analysis, such as mean and standard deviation. Multiple linear regression was used to determine the effect of teachers' job stress on their occupational commitment.

**Descriptive statistics**

Sekaran (2003) asserts that descriptive statistics aid in organizing the data, summarizing it meaningfully, and making it simple to comprehend. As a result, the researcher calculated the frequency distribution, arithmetic mean, and standard deviation and used tests of internal consistency (Cronbach's alpha) to know about the perceptions of teachers and students about the study's variables.

**Inferential Statistics**

Regarding data comparison through analysis, inferential statistics is particularly interested in the link between two variables, the variations in a variable between distinct subgroups, and how numerous independent factors may explain the variance in a dependent variable (Sekaran,2003).

**Regression analysis**

Multiple regression analysis is used to investigate the simultaneous effects of numerous independent factors on a dependent variable that is interval scaled. In other words, multiple regression analysis assists in determining the extent to which a set of predictors may account for the variance in the dependent variable (Sekaran, 2003).

Two or more factors' known and distinct effects on a dependent variable are analyzed via multiple regression (Mood, 2010). It is also used to determine how much one variable can be predicted by a group of competing variables (Guyatt et al., 1995). In order to determine if the chosen sources of stress statistically significantly explain the variance in work engagement, job satisfaction, and desire to quit, respectively, multiple regression was performed.

**DATA ANALYSIS**

**Table 7**

*Description of the variables*

	N	Mean	Std. Deviation
Job stress	640	4.0043	0.53221
Occupational commitment	640	4.1478	0.53905
Valid N (list-wise)	640		

Table shows the descriptive statistics of the study variables, which summarizes the averages of the field data. The mean observed value of job stress is 4.0043 with a Standard Deviation of 0.53221. This means that most observed values revolve around its mean. The mean value of occupational commitment is 4.1478, and the standard deviation is 0.53905. The mean performance value is 4.1621, and the standard deviation is 0.45064.

**Table**

*Description of the factors of job stress*

	N	Mean	Std. Deviation
Physical stress	640	4.01	0.53
Content stress	640	3.98	0.68
Valid N (list-wise)	640		

Table shows the Descriptive Statistics of the Teachers physical stress and content stress, which are the job stress component. The variable of physical stress had a mean of 4.01 and a standard deviation of 0.53, expressing the values around the central mean, and the variable of Teacher's content stress had a mean of 3.98 and a standard deviation of 0.68.

**Table**

*Description of the factors of occupational commitment*

	N	Mean	Std. Deviation
Affective Commitment	640	4.2016	0.62983
Continuance Commitment	640	3.8947	0.68553
Normative Commitment	640	4.3073	0.56155
Valid N (list-wise)	640		

Table 9 indicates the Mean and Standard deviation of Affective Commitment, Continuance, and Normative commitment collectively acting as components of occupational commitment. The average affective commitment is observed at 4.2016 with a standard deviation of 0.62983, indicating the presence of specific values above or below the average level of values. The Average of Continuance has a Mean value of 3.8947 and a standard deviation of 0.68553, representing the impact of extreme values on the variable's mean. The average normative commitment has a mean value of 4.3073 and a standard deviation of 0.56155.

**Assumptions of Multiple Linear Regression**

To answer the research question, what are the effects of self-efficacy, job stress, and emotional intelligence on occupational commitment, and performance? The multiple linear regression model (MLRM) is used to investigate the predicted effect of self-efficacy, job stress, and emotional intelligence on occupational commitment, and performance.

Considering this, the assumptions associated with using the regression model were studied. Gelman (2020) and Kuha (2020) proposed that before utilizing MLR analyses, the following assumptions be verified.

**Dependent Variable-**There is just one dependent variable that must be determined at the continuous level. This prediction was confirmed when the total scores of the dependent variable occupational commitment and performance at secondary school level were calculated on a continuous scale.

**Independent variable-** In this study there are three independent variables such as factors of self-efficacy, job stress, and emotional intelligence and two dependent variables that are occupational commitment, and performance. While only two independent variables are required that must be measured in continuous or nominal scale.

**Homoscedasticity-**This indicates possible relationship by evaluating a secondary regression where self-efficacy, job stress and emotional intelligence is the residuals (Ugwuanyi et al., 2020). By using estimates in terms of co-efficient, Glejser test is used to find out heteroscedastic, when the value of significance is greater up to 0.05 make the data homoscedastic.

**Heteroscedasticity-** When the value of independent variable is less than 0.05.

**Normality curve-** In the study this assumption shows that the underlying residuals are normally distributed, or approximately so.

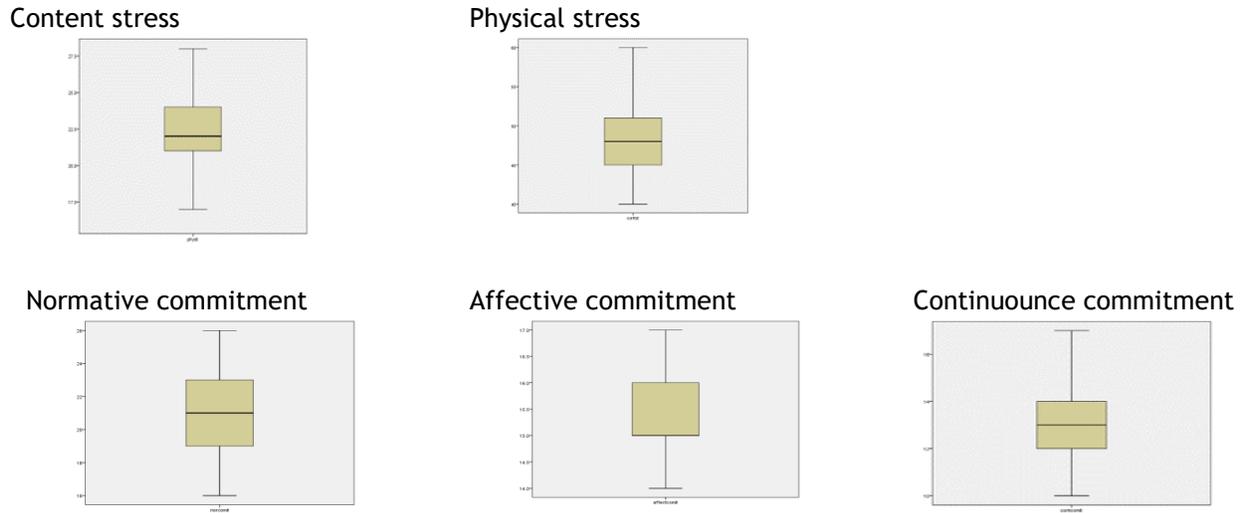
**Autocorrelation-** The Durbin-Watson test is used to determine observational independence. The value, larger than the lower limit of 1.5 but less than 2. as the absence of autocorrelation. This shows that no autocorrelation exists.

**Linearity-** A linear relationship was found between independent and dependent variables. Scatterplot is used for the verification of the relationship. In this relationship residual cure were plotted.

**Multicollinearity** -The multicollinearity is required to be absent in multiple linear regression which can be tested using VIF values. As claimed by Stevens (2009), the Value VIFs should be less than 10 which show a low linear relationship connection between the independent variables. Low VIF values (each was less than 10), verify assumption that there is no multicollinearity.

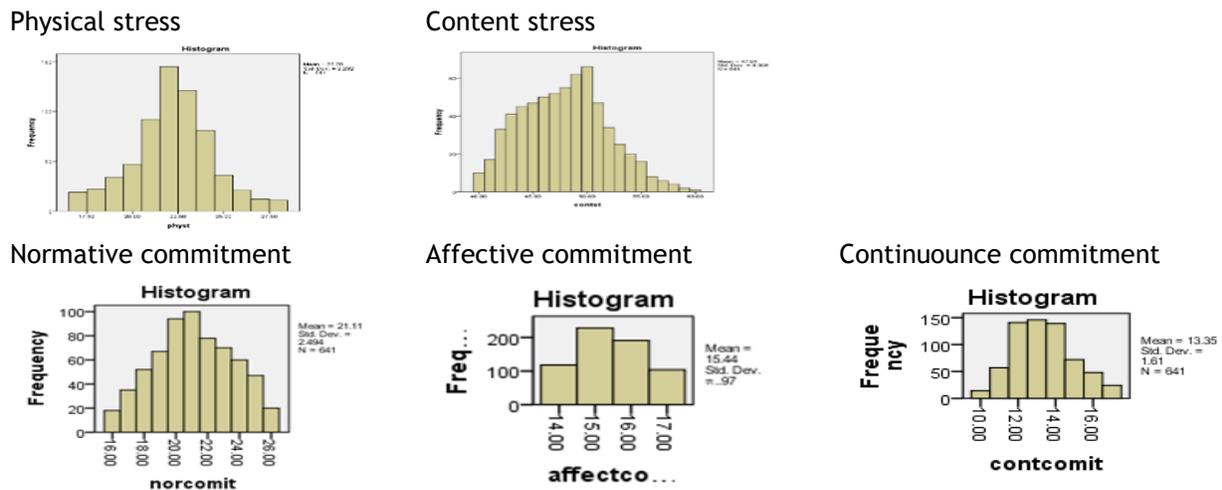
**Figure**

Data without outliers for the independent variables of teachers' job stress and dependent variables occupational commitment.



**Figure 2**

Histograms for the independent variable job stress on dependent variables occupational commitment.



**TABLE**

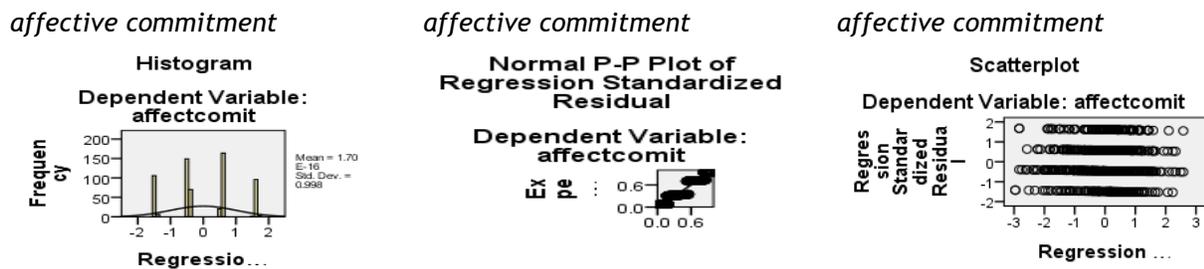
Effect of job stress on affective commitment

Model	USC		SC	t-value	Sig.
	B	St. Er			
Constant	1.322	0.151		8.73	0.000
Physical stress	0.460	0.055	0.383	8.33	0.000
Content stress	0.260	0.043	0.278	6.05	0.000
R=0.618 R square=0.382 Adjusted R square=0.380 F=197.02 alpha= 0.00					
Durban Watson=1.793, VIF=1.021,1.0210					

**Affective Commitment**

Table shows that the value of R is 0.618, which depicts that physical stress and content stress, which are the factors of job stress, have a highly significant relation with affective commitment, and basically, affective commitment is the factor of occupational commitment. The R<sup>2</sup> Value is 0.382, which depicts that physical and content stress explains 38 % of the variability in affective commitment. For both independent variables (PS, CS), the value of p is less than 0.05, that is heteroscedastic. The value of VIF should be less than 10, here, values are 1.021 and 1.021, so no multicollinearity. The F=197.02 and the alpha value show that accurate expectation and profound influence of the model is made. The value of beta B (slop of coefficient) for job stress (PS and CS) 0.383 and 0.278 and t for (PS and CS) (8.33 and 6.05) respectively having p less than 0.05, therefore, changes in depending variable affective commitment are statistically significant.

**Figure**  
*Effect of job stress on affective commitment*



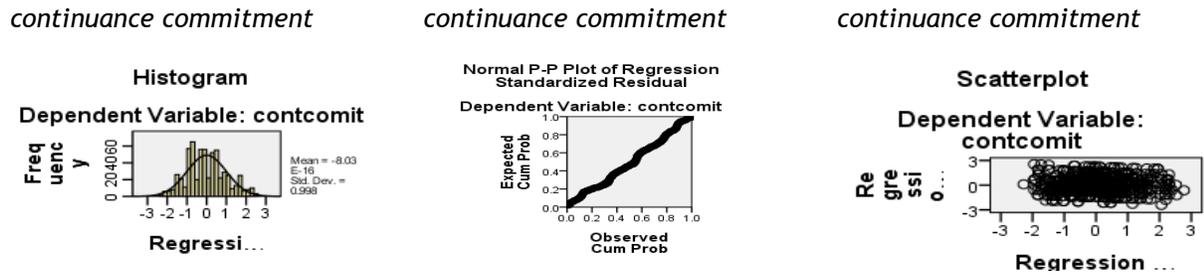
**Table**  
*Influence of job stress upon continuance commitment*

Model	USC		SC	t-value	Sig.
	B	St. Er			
Constant	0.153	0.145		1.059	0.290
Physical Stress	0.708	0.053	0.542	13.390	0.000
Content Stress	0.226	0.041	0.222	5.488	0.000
R=0.722 R square=0.521 Adjusted R square=0.520 F=347.22 alpha= 0.000					
Durban Watson=1.440, VIF=1.021,1.021					

**Continuance**

Table shows that the value of R is 0.722, which depicts that physical stress and content stress, which are the factors of job stress, have a highly significant relation with continuance commitment, which is the factor of job stress. The R<sup>2</sup> value is 0.521, which depicts 52.1 % of the variability in continuance commitment explained by physical and content stress. For both independent variables (PS, CS), the value of p is less than 0.05, that is heteroscedastic. The value of VIF should be less than 10, here, values are 1.021 and 1.021, so no multicollinearity. The F=347.22 and the alpha value show that accurate expectation and profound influence of the model, is made. The value of beta B (slop of coefficient) for job stress (PS and CS) 0.542 and 0.222 and t for (PS and CS) (13.390 and 5.488) respectively, having p less than 0.05, therefore, changes in depending variable continuance commitment are statistically significant.

**Figure**  
Influence of job stress upon continuance commitment



**Table**  
Influence of job stress upon normative commitment

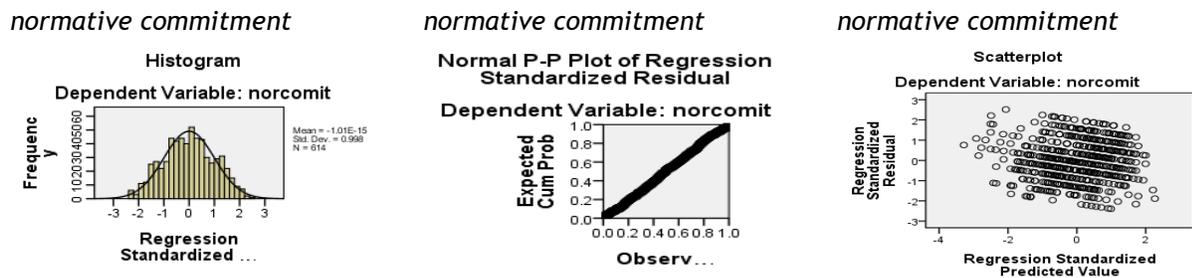
Model	USC		SC	t-value	Sig.
	B	St. Er	Beta		
Constant	2.037	0.145		14.016	0.000
Physical stress	0.459	0.053	0.429	8.657	0.000
Content stress	0.107	0.041	0.129	2.601	0.009

R=0.532 R square=0.283 Adjusted R square=0.280 F=125.64 alpha= 0.000  
Durban Watson=1.508, VIF=1.021, 1.021

Normative Commitment.

Table shows that the value of R is 0.532, which depicts that physical stress and content stress, which are the factors of job stress, have a highly significant relation with the normative commitment of teachers. Normative commitment is the factor of occupational commitment. The  $R^2$  value is 0.283, showing that physical and content stress explains 28.3% of the variability in normative commitment. For both independent variables (PS, CS), the value of p is less than 0.05, that is heteroscedastic. The value of VIF should be less than 10, here, values are 1.021 and 1.021, so no multicollinearity. The  $F=125.64$  and the alpha value show that accurate expectation and profound influence of the model is made. The value of beta  $\beta$  (slop of coefficient) for job stress (PS and CS) 0.429 and 0.129 and t for (PS and CS) (8.657 and 2.601) respectively, having p less than 0.05, therefore, changes in depending variable normative commitment are statistically significant.

**Figure**  
Influence of job stress upon normative commitment



**Discussion**

There is significant effect of physical stress on normative commitment which is the factor of dependent variable occupational commitment while the same variables had a weak negative effect in the study being conducted by (Parmar et al., 2022). There is significant effect of physical stress on teacher normative commitment (Tran, 2023). There is significant effect of content stress on normative commitment which is the factor of dependent variable occupational commitment. the same variables



had a weak negative effect in the study being conducted by (Aminizadeh et al., 2022), while there is significant effect of content stress on teacher normative commitment (Lambert et al., 2021).

There is significant effect of physical stress on affective commitment which is the factor of dependent variable occupational commitment, while the same variables had a weak negative effect in the study being conducted by (Thien et al., 2021). Similarly, there is significant effect of physical stress on teacher affective commitment (Washburn et al., 2021). There is significant effect of content stress on affective commitment which is the factor of dependent variable occupational commitment. The same variables had a weak negative effect in the study being conducted by (Yao et al., 2022), while, there is significant effect of content stress on teacher affective commitment (Tetteh et al., 2020).

There is significant effect of physical stress on continuance commitment which is the factor of dependent variable occupational commitment. The same variables had a weak negative effect in the study being conducted by (Huseyin, 2018), while there is significant effect of physical stress on teacher continuance commitment (Gillet, et al., 2023). There is significant effect of content stress on continuance commitment which is the factor of dependent variable occupational commitment. The same variables had a weak negative effect in the study being conducted by (De Clercq et al., 2021), while, there is significant effect of content stress on teacher continuance commitment (Washburn et al., 2021).

## CONCLUSION

The research explores the effect of secondary school teachers' job stress on their occupational commitment. Standard deviation, mean, and regression analysis are used in this study to analyze the data. In this study questionnaires are used for data collection, and descriptive and inferential statistics are used to analyze the data. The effect of the variables in the study is discussed. The factors of job stress are physical stress and content stress have a significant effect on normative commitment. There is significant effect of physical stress and content stress on affective commitment. There is significant effect of physical stress and content stress on continuance commitment there is significant effect of physical stress and content stress. The pressure and demands associated with job stress can limit his capacity to think creatively, adapt to student needs, and make informed pedagogical decisions. Furthermore, job stress can impede pedagogical skill development and refinement. Teachers under significant stress may find engaging in professional activities or thoughtful practices challenging, limiting their growth opportunities. The physical and content exhaustion caused by job stress can detract from their ability to actively seek new instructional strategies or collaborate with colleagues to enhance their expertise.

## RECOMMENDATIONS

1. Since job stress has intense influence on occupational commitment therefore, it is recommended that educational institutions may prioritize implementing stress management programs specifically tailored for teachers. These programs can provide teachers with techniques and strategies to manage and cope with job stress effectively. Stress reduction techniques such as mindfulness, relaxation exercises, and time management skills can be incorporated into professional development workshops or ongoing support sessions.
2. Educational institutions should prioritize implementing stress management programs specifically tailored for teachers. These programs can provide teachers with techniques and strategies to manage and cope with job stress effectively. Stress reduction techniques such as mindfulness, relaxation exercises, and time management skills can be incorporated into professional development workshops or ongoing support sessions.

3. Creating a supportive work environment is crucial to reducing job stress among teachers. Educational institutions should foster open communication, collaboration, and respect. Encouraging positive relationships among colleagues, administrators, and support staff can create a sense of support and reduce unnecessary stressors. Adequate resources, manageable workloads, and clear expectations can contribute to a supportive work environment.

### FUTURE RESEARCH

A study on the same topic is suggested by using the qualitative or mixed method approach.

### REFERANCE

- Abdulaziz, A., Bashir, M., & Alfalih, A. A. (2022). The impact of work-life balance and work overload on teacher's organizational commitment: do Job Engagement and Perceived Organizational support matter. *Education and Information Technologies*, 27(7), 9641-9663.
- Abdullah, M. R., & Marican, S. (2020). Supervisory support and organizational citizenship behaviour: the role of self-efficacy as mediator. *International Journal of Public Sector Performance Management*, 6(6), 854-875.
- Akhtar, S., Ghayas, S., & Adil, A. (2013). Self-efficacy and optimism as predictors of organizational commitment among bank employees. *International Journal of Research Studies in Psychology*, 2(2), 33-42.
- Almutairi, Y. M. N. (2020). Leadership self-efficacy and organizational commitment of faculty members: Higher education. *Administrative Sciences*, 10(3), 66.
- Aminizadeh, M., Saberinia, A., Salahi, S., Sarhadi, M., Jangipour Afshar, P., & Sheikhbardsiri, H. (2022). Quality of working life and organizational commitment of Iranian pre-hospital paramedic employees during the 2019 novel coronavirus outbreak. *International Journal of Healthcare Management*, 15(1), 36-44.
- Bowden, J. L. H., Tickle, L., & Naumann, K. (2021). The four pillars of tertiary student engagement and success: a holistic measurement approach. *Studies in Higher Education*, 46(6), 1207-1224.
- Brammer, S., & Clark, T. (2020). COVID-19 and management education: Reflections on challenges, opportunities, and potential futures. *British journal of Management*, 31(3), 453.
- Brooks, N. G., Korzaan, M. L., & Brooks, S. (2021). Normative commitment in an information systems project environment. *International Journal of Managing Projects in Business*, 14(3), 563-579.
- Burns, M., Bally, J., Burtles, M., Holtslander, L., & Peacock, S. (2022). Constructivist grounded theory or interpretive phenomenology? Methodological choices within specific study contexts. *International Journal of Qualitative Methods*, 21, 16094069221077758.
- Cayupe, J. C., Bernedo-Moreira, D. H., Morales-García, W. C., Alcaraz, F. L., Peña, K. B. C., Saintila, J., & Flores-Paredes, A. (2023). Self-efficacy, organizational commitment, workload as predictors of life satisfaction in elementary school teachers: the mediating role of job satisfaction. *Frontiers in Psychology*, 14, 1066321.
- Cesinger, B., Gundolf, K., Hughes, M., Khedhaouria, A., & Montani, F. (2023). The bright and dark sides of the Dark Triad traits among senior managers: effects on organizational commitment. *Review of Managerial Science*, 17(5), 1731-1763.
- Chigeda, F., Ndofirepi, T. M., & Steyn, R. (2022). Continuance in organizational commitment: The role of emotional intelligence, work-life balance support, and work-related stress. *Global Business and Organizational Excellence*, 42(1), 22-38.



- Creswell, J. W. (2003). *Research design: Qualitative, quantitative, and mixed methods approach* (2nd ed.). SAGE Publications.
- Creswell, J. W. (2012). *Educational research: Planning, conducting and evaluating quantitative and qualitative research* (4th ed.). Pearson Education Inc.
- Creswell, J. W. (2018). *Research design: Qualitative, quantitative, and mixed methods approach* (5<sup>th</sup> ed.). SAGE Publications.
- De Clercq, D., Suhail, A., Azeem, M. U., & Haq, I. U. (2021). Citizenship pressure and job performance: roles of citizenship fatigue and continuance commitment. *Asia Pacific Journal of Human Resources*, 59(3), 482-505.
- Demir, S. (2020). The role of self-efficacy in job satisfaction, organizational commitment, motivation and job involvement. *Eurasian Journal of Educational Research*, 20(85), 205-224.
- Donkor, F. (2022). Do Transformational Leaders Affect Employee Performance and Normative Commitment Through General Self-Efficacy? Analysis in Ghanaian Public Sector Organizations. *Public Organization Review*, 22(3), 707-723.
- Etikan, I., & Bala, K. (2017). Sampling and sampling methods. *Biometrics & Biostatistics International Journal*, 5(6), 00149.
- Eyüp, Y. U. R. T. (2022). Collective teacher self-efficacy and burnout: The mediator role of job satisfaction. *International Journal of Modern Education Studies*, 6(1), 51-69.
- Faizi, A. J., & Jayesh, J. R. (2020). Developing of mode choice model for regular trips based on the pilot study. *International Journal of Engineering Applied Science and Technology*, 4(12), 153-158.
- Feraco, T., Resnati, D., Fregonese, D., Spoto, A., & Meneghetti, C. (2023). An integrated model of school students' academic achievement and life satisfaction. Linking soft skills, extracurricular activities, self-regulated learning, motivation, and emotions. *European Journal of Psychology of Education*, 38(1), 109-130.
- Gamage, K. A., Ekanayake, S. Y., & Dehideniya, S. C. (2022). Embedding sustainability in learning and teaching: Lessons learned and moving forward—approaches in STEM higher education programmes. *Education Sciences*, 12(3), 225.
- Gay, L.R. (2000). *Educational Research: Competencies for Analysis and Application*. New York: Merrill Publishing Co.
- Gillet, N., Morin, A. J., Colombat, P., Ndiaye, A., & Fouquereau, E. (2023). Burnout profiles: Dimensionality, replicability, and associations with predictors and outcomes. *Current Psychology*, 42(6), 4504-4522.
- Habieb, E. T. E. A., El-Shaer, A. M., Shrief, W. I., & Elsayed, N. M. (2013). Effect of faculty support, and nursing students' self-efficacy, and affective commitment on their academic achievements. *Life Science Journal*, 10(3), 2707-2716.
- Huseyin, A. K. A. R. (2018). The relationships between quality of work life, school alienation, burnout, affective commitment and organizational citizenship: A study on teachers. *European Journal of Educational Research*, 7(2), 169-180.
- Huynh, T. H., Bui, T. Q., & Nguyen, P. N. (2023, March). How to foster the commitment level of managers? Exploring the role of moderators on the relationship between job satisfaction and



- organizational commitment: A study of educational managers in Vietnam. *In Frontiers in Education* (8)1140587.
- Jamil, S. M., Shah, S.A., & Rehman, F. (2023) Impact of Mathematics anxiety on students' academic achievement in undergraduate classes: A study of Balochistan, Pakistan. *Journal of Jilin University (Engineering and Technology Edition)* 42(5), 1-8
- Jena, L. K. (2022). Does workplace spirituality lead to raising employee performance? The role of citizenship behavior and emotional intelligence. *International Journal of Organizational Analysis*, 30(6), 1309-1334.
- Johnson, R. B., & Christensen, L. (2019). *Educational research: Quantitative, qualitative, and mixed approaches*. Sage Publications.
- Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and Psychological Measurement*, 30 (3), 607-610.
- Kulikowski, K., Przytuła, S., & Sułkowski, Ł. (2022). E-learning? Never again! On the unintended consequences of COVID-19 forced e-learning on academic teacher motivational job characteristics. *Higher Education Quarterly*, 76(1), 174-189.
- Leavy, P. (2022). Research design: Quantitative, qualitative, mixed methods, arts-based, and community-based participatory research approaches. *Guilford Publications*.
- Lennox, J. (2020). *More working from home will change the shape and size of cities*. Centre of Policy Studies, Victoria University.
- Love, K., Anderson, A., & Alamuri, N. (2022). The Relationship Between Student Engagement and Organizational Commitment Among College Students. *College Student Journal*, 56(3), 221-234.
- Maheshwari, G. (2022). Influence of teacher-perceived transformational and transactional school leadership on teachers' job satisfaction and performance: a case of Vietnam. *Leadership and Policy in Schools*, 21(4), 876-890.
- McKnight, K., O'Malley, K., Ruzic, R., Horsley, M. K., Franey, J. J., & Bassett, K. (2016). Teaching in a digital age: How educators use technology to improve student learning. *Journal of Research on Technology in Education*, 48(3), 194-211.
- Meyer, J. P., & Allen, N. J. (1991). A three-component conceptualization of organizational commitment. *Human Resource Management Review*, 1(1), 61-89.
- Ochoa Pacheco, P., Coello-Montecel, D., & Tello, M. (2023). Psychological Empowerment and Job Performance: Examining Serial Mediation Effects of Self-Efficacy and Affective Commitment. *Administrative Sciences*, 13(3), 76.
- Palumbo, R. (2020). Let me go to the office! An investigation into the side effects of working from home on work-life balance. *International Journal of Public Sector Management*, 33(6/7), 771-790
- Panda, A., Jain, N. K., & Nambudiri, R. (2022). Work-family conflict, affective commitment, leadership and job satisfaction: a moderated mediation analysis. *International Journal of Productivity and Performance Management*, 71(4), 1469-1489.
- Parmar, V., Channar, Z. A., Ahmed, R. R., Streimikiene, D., Pahi, M. H., & Streimikis, J. (2022). Assessing the organizational commitment, subjective vitality and burnout effects on turnover intention in private universities. *Oeconomia Copernicana*, 13(1), 251-286.

- 
- Pratama, E. N., Suwarni, E., & Handayani, M. A. (2022). The effect of job satisfaction and organizational commitment on turnover intention with person organization fit as moderator variable. *Aptisi Transactions on Management (ATM)*, 6(1), 74-82.
- Prifti, R. (2022). Self-efficacy and student satisfaction in the context of blended learning courses. *Open Learning: The Journal of Open, Distance and e-Learning*, 37(2), 111-125.
- Rahman, T. (1997). The medium of instruction controversy in Pakistan. *Journal of Multilingual and Multicultural Development*, 18(2), 145-154.
- Rosario, M., Schrimshaw, E. W., & Hunter, J. (2009). Disclosure of sexual orientation and subsequent substance use and abuse among lesbian, gay, and bisexual youths: critical role of disclosure reactions. *Psychology of Addictive Behaviors*, 23(1), 175.
- Saadeh, I. M., & Suifan, T. S. (2020). Job stress and organizational commitment in hospitals: The mediating role of perceived organizational support. *International Journal of Organizational Analysis*, 28(1), 226-242.
- Salas-Pilco, S. Z., Yang, Y., & Zhang, Z. (2022). Student engagement in online learning in Latin American higher education during the COVID-19 pandemic: A systematic review. *British Journal of Educational Technology*, 53(3), 593-619.
- San-Martín, S., Jiménez, N., Rodríguez-Torrico, P., & Piñeiro-Ibarra, I. (2020). The determinants of teachers' continuance commitment to e-learning in higher education. *Education and Information Technologies*, 25(4), 3205-3225.
- Sekaran, U. (2003). *Research method for business: A skill building approach* (4th ed.): John Wiley and Sons.
- Serhan, C., Nehmeh, N., & Sioufi, I. (2022). Assessing the effect of organizational commitment on turnover intentions amongst Islamic bank employees. *ISRA International Journal of Islamic Finance*, 14(2), 141-156.
- Taryana, T., Riniati, W. O., Al Haddar, G., Sembiring, D., & Mutmainnah, M. (2023). The Influence of Teacher Certification and Teaching Motivation on Teacher Performance. *Journal on Education*, 5(3), 6726-6735.
- Tetteh, S., Wu, C., Opata, C. N., Asirifua Agyapong, G. N. Y., Amoako, R., & Osei-Kusi, F. (2020). Perceived organisational support, job stress, and turnover intention: The moderation of affective commitments. *Journal of Psychology in Africa*, 30(1), 9-16.
- Thien, L. M., & Adams, D. (2021). Distributed leadership and teachers' affective commitment to change in Malaysian primary schools: the contextual influence of gender and teaching experience. *Educational Studies*, 47(2), 179-199.
- Wang, Q., Wang, J., Zhou, X., Li, F., & Wang, M. (2020). How inclusive leadership enhances follower taking charge: the mediating role of affective commitment and the moderating role of traditionality. *Psychology Research and Behavior Management*, 13, 1103-1114.
- Washburn, N. S., Simonton, K. L., Richards, K. A. R., & Lee, Y. H. (2021). Examining role stress, emotional intelligence, emotional exhaustion, and affective commitment among secondary physical educators. *Journal of Teaching in Physical Education*, 41(4), 669-679.



- Yao, J. H., Xiang, X. T., & Shen, L. (2022). The impact of teachers' organizational silence on job performance: a serial mediation effect of psychological empowerment and organizational affective commitment. *Asia Pacific Journal of Education*, 1-19.
- Yıldırım, I. (2015). The correlation between organizational commitment and occupational burnout among the physical education teachers: The mediating role of self-efficacy. *International Journal of Progressive Education*, 11(3), 119-130.