

THE MEDIATING Effect of Role Stress on Leadership Behavior and Organizational Commitment: An Explanatory Sequential DESIGN

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ABSTRACT

This study examines the mediating effect of role stress on the relationship between leadership behavior and organizational commitment among tertiary school instructors in Region XI using an explanatory sequential design. Initially, quantitative data from 300 instructors in public Higher Education Institutions (HEIs) in Region XI was collected and analyzed. Statistical analyses included mean, standard deviation, Pearson correlation, and the Sobel z-test. Findings reveal high levels of leadership behavior and organizational commitment among instructors. Significant relationships were found between leadership behavior and organizational commitment, leadership behavior and role stress, and role stress and organizational commitment. The study concludes that leadership behavior significantly affects organizational commitment, with role stress acting as a mediator. Based on the results, leadership behavior can reduce role stress, thereby enhancing organizational commitment. Additionally, data from in-depth interviews and focus group discussions with 17 participants, selected from the quantitative respondents, were combined with the quantitative findings of the study. The participants validated the relationships and roles of the variables within the mediation model. Thematic analysis of the qualitative data also highlighted key themes that generally supported the mediation model and its specifics. Ultimately, the data integration process was characterized as connecting-confirmation.

KEYWORDS: *role stress, leadership behavior, organizational commitment, tertiary instructors, public higher education institutions, explanatory sequential design, Philippines*

INTRODUCTION

Organizational commitment refers to the degree of connection, loyalty,

and devotion that faculty members exhibit towards the institution. However, teachers with lower levels of commitment have been revealed in various studies and pose a challenge that could potentially undermine the effectiveness of an educational institution, leading to reduced professional efficiency among teachers or even leave the organization. (Catapanog et al., 2020). La Falce (2019) describes that low level of organizational commitment can indicate problems that deserve attention of the management of people of this organization with a view to losses of personnel and discontinuity of services.

The declining organizational commitment among instructors remains a significant and ongoing societal issue. In the global context, particularly in Indonesia, the level of organizational commitment among instructors is generally low according to Prastyo and Hidayat (2022). Likewise, Motair's research in 2023 sheds light on the issue, indicating that teachers involved in the study exhibit a notable lack of commitment, with their beliefs on the matter showing considerable variability among individuals. The results highlight the significance of recognizing the diverse aspects of teacher commitment and emphasize the necessity for customized strategies to accommodate the different levels of dedication observed in educational environments. Consequently, in study of Velde (2021), the HEI instructors attained a low level of organizational commitment, they do not see the current organization as suitable for securing their future, and they will leave the organization if they are offered a better job elsewhere.

In the Philippines, the levels of organizational commitment among instructors in the Philippines can be influenced by various factors. In the Santos' study in 2020 identified a significant disparity in organizational commitment among college instructors, suggesting a pressing need to enhance this aspect to improve both performance and retention rates within educational institutions. Also, according to Pabelona and Bulahan (2023), organizational commitment got the lowest mean that further recommends creation of a program to improve organizational commitment of its instructors.

Meanwhile, the research conducted by Laya (2019) reveals a fair level of organizational commitment of Higher Education Institutions (HEIs) in Davao City. Notably, the study identifies that 21% of the variances in turnover intention can be linked to organizational commitment, indicating its significant role in shaping retention rates within these institutions. Conversely, Malik's 2020 study presents a concerning trend, showing a decline in teachers' allegiance to their

respective organizations. This finding is reinforced by Bulawat's research in the same year, which highlights a decrease in organizational commitment specifically within Nueva Ecija. These findings collectively suggest a complex and evolving landscape of organizational commitment within the educational sector, with varying levels observed across different regions. These insights emphasize the need for ongoing monitoring and specific interventions to cultivate loyalty and engagement among educators, reducing turnover rates and fostering institutional resilience.

In contrast, Prastyo and Hidayat's 2022 study unveils noteworthy insights concerning the influence of institutional leadership behavior on instructors' organizational commitment and workload. Their research highlights that the manner in which leadership is practiced within an institution can significantly impact instructors' dedication and loyalty to their organization. Furthermore, leadership behavior influences the workload that instructors bear. These findings underscore the pivotal role of leadership behavior in shaping the work environment and the overall well-being of educational instructors.

Theoretical Lens

This study was anchored on the theory of Mayo (1947) on Human Relations Theory that proposes the importance of understanding and managing the interpersonal. This theory emphasizes that leaders who exhibit consideration show empathy, build positive relationships, and provide emotional support to their team members. In the human relations perspective, this dimension holds significant importance as it fosters a favorable work environment, increased job satisfaction, and heightened organizational commitment. Conversely, the Human Relations Theory underscores the value of nurturing positive interpersonal connections within organizations.

Moreover, the Behavioral theory (Watson and Skinner 1990), in the context of leadership and organizational behavior, is a perspective that focuses on the observable behaviors of leaders and their impact on the performance, attitudes, and outcomes of individuals and groups within an organization. This theory suggests that leadership behaviors can influence employee attitudes and behaviors. In addition, the behavioral theory in leadership focuses on observable behaviors that leaders exhibit and how these behaviors impact organizational outcomes, including employee commitment. Initiating structure and consideration are two key dimensions that leaders can use to balance task-oriented and people-oriented behaviors to enhance job satisfaction, foster

positive relationships, and encourage commitment among their team members.

Meanwhile, the theory of Organizational Commitment by Allen and Meyer (1990) delineate the psychological bond and allegiance that employees hold toward their organizations. This framework delves into the degree to which employees feel emotionally invested, obligated, or linked to their organization, encompassing three primary elements: affective commitment, normative commitment, and continuance commitment. In the study of leadership behavior, particularly focusing on the dimensions of initiating structure and consideration, this theory will serve as a foundational framework for exploring their correlation with the three facets of organizational commitment.

METHODS

Research Design

This study employed an explanatory sequential mixed-methods design that integrated quantitative mediation analysis with qualitative phenomenology (Li et al., 2015). The research began with a descriptive-correlational quantitative phase, utilizing an adapted five-point Likert scale to evaluate how writing strategies mediate the relationship between cooperative learning and writing motivation (Hayes & Preacher, 2014; Schmitz, 2012). After identifying specific statistical outcomes—particularly unexpected or extreme results (West, 2012)—these initial findings were used to shape the interview questions for the subsequent qualitative phase (Creswell & Plano Clark, 2007). During this second phase, a phenomenological approach featuring in-depth, semi-structured interviews was utilized to capture the participants' lived experiences and subjective insights regarding the variables explored (Creswell, 2013; Forris, 2015). Ultimately, both datasets were integrated, allowing the rich qualitative narratives to contextualize, explain, and expand upon the initial quantitative trends (Baheiraei et al., 2011).

Place of Study

The research was conducted within a Higher Education Institution (HEI) situated in Region XI, located in the southeastern part of Mindanao. This region comprises five provinces: Davao del Sur, Davao Oriental, Davao Occidental, Davao del Norte, and Davao de Oro. Davao City, the largest city in Mindanao, serves as the administrative center of Region XI. It shares borders with the provinces of Surigao del Sur, Agusan del Sur, and Bukidnon to the north, while the Philippine Sea lies to the east. To the west, it is bordered by the provinces of Central Mindanao. The region encompasses the Davao Gulf, with its regional

center being Davao City.

Research Participants

For the quantitative phase of the study, 300 educators from selected public Higher Education Institutions (HEIs) in Region XI were recruited. Utilizing a convenience sampling approach, participants were selected based on their availability, willingness to engage, and adherence to specific institutional criteria. To protect institutional anonymity and uphold ethical standards, the participating schools were assigned unique codes. Furthermore, to guarantee a homogeneous sample with shared characteristics—a practice supported by Creswell (2003)—strict inclusion criteria were established. Specifically, eligible respondents were required to be full-time, permanent instructors with a minimum of one year of teaching experience in the academe.

The qualitative component of the research utilized both in-depth interviews (IDIs) and a focus group discussion (FGD) to achieve data triangulation. Ten tertiary instructors were selected for the IDIs, a method chosen for its ability to deeply explore individual attitudes, experiences, and the contextual factors influencing their sentiments on complex issues (Bowden & Galindo-Gonzales, 2015). In addition, seven individuals who had previously participated in the quantitative phase were chosen to take part in the FGD. As noted by Wilkinson (2004) and Onwuegbuzie et al. (2009), focus groups provide a collaborative and less intimidating environment, enabling researchers to collect rich qualitative data from multiple individuals simultaneously while encouraging them to freely and openly exchange their perspectives.

Data Analysis

The data analysis for this study employed both quantitative and qualitative methodologies. In the quantitative phase, descriptive statistics, specifically mean and standard deviation, were used to determine the levels and response dispersion of Leadership Behavior, Organizational Commitment, and Role Stress. Inferential statistical tools included the Pearson r correlation coefficient to evaluate the interrelationships among these three variables, and multiple regression analysis to predict Organizational Commitment based on Leadership Behavior and Role Stress. Additionally, a Sobel z -test was conducted to generate a medgraph, illustrating the mediating effect of Role Stress on the relationship between Leadership Behavior and Organizational Commitment. For the qualitative phase, data gathered from in-depth interviews (IDIs) and focus group discussions (FGDs) were carefully transcribed, with any non-English

responses accurately translated into English. This qualitative data was then subjected to thematic analysis to identify, evaluate, and document recurring patterns and themes, providing a richer understanding of the phenomenon in relation to the research objectives (Boyatzis, 1998; Mertens, 2018).

Ethical Statement

Guided by the ethical protocols of the University of the Immaculate Conception's Research Ethics Committee (UIC-REC), this study ensured that all participation was voluntary and respectful. The researcher prioritized participant well-being by resolving issues promptly, avoiding the collection of excessive data, and allowing respondents to opt out of the survey at any point without penalty. Additionally, the questionnaire was meticulously drafted to ensure appropriate, non-discriminatory language. To guarantee strict confidentiality, the study fully complied with the Philippine Data Privacy Act of 2012 (RA 10173), assuring respondents that all gathered information was secure and would only be utilized for scholarly research.

RESULTS

Quantitative Results

Level of Leadership Behavior, Organizational Commitment and Role Stress

Level of Leadership Behavior

Table 1.1

Level of Leadership Behavior

	Mean	SD	Description
Consideration			
1. does personal favors for group members.	3.48	1.01	High
2. does little things to make it pleasant to be a member of the group.	3.51	1.16	High
3. is easy to understand.	3.90	.93	High
4. finds time to listen to group members.	3.87	1.05	High
5. keeps to himself. (R)	2.89	1.04	Moderate
6. looks out for the personal	3.69	1.08	High

	welfare of individual group members.			
7.	refuses to explain his actions. (R)	2.68	1.06	Moderate
8.	acts without consulting the group. (R)	2.66	1.16	Moderate
9.	backs up the members in their actions.	3.75	.86	High
10.	treats all group members as his equals.	3.85	.99	High
11.	is willing to make changes.	3.92	.92	High
12.	is friendly and approachable.	4.05	.82	High
13.	makes group members feel at ease when talking with them.	3.99	.82	High
14.	puts suggestions made by the group into operation.	3.91	.84	High
15.	gets group approval on important matters before going ahead.	3.90	.91	High

Category Mean

3.60

.55

High

Initiating Structure Scale

1.	makes his attitudes clear to the group	3.91	.70	High
2.	tries out his new ideas with the group.	3.91	.72	High
3.	rules with an iron hand.	3.23	1.01	Moderate
4.	criticizes poor work.	3.30	.94	Moderate
5.	speaks in a manner not to be questioned.	3.31	.91	Moderate
6.	assigns group members to particular tasks.	4.08	.79	High
7.	schedules the work to be done.	4.09	.77	High
8.	maintains definite standards of performance.	4.10	.76	High
9.	emphasizes the meeting of deadlines	4.23	.72	Very High
10.	encourages the use of uniform procedures.	4.12	.74	High

11. makes sure that is part in the organization is understood by all group members.	4.03	.76	High
12. asks that group members follow standard rules and regulations.	4.15	.66	High
13. lets group members know what is expected of them.	4.03	.70	High
14. sees to it that group members are working up to capacity.	4.01	.72	High
15. sees to it that the work of group members is coordinated.	4.08	.62	High
Category Mean	3.90	.52	High
Overall Mean	3.75	.47	High

Table 1 presents the assessment of Leadership Behavior among instructors in public higher education institutions. This dimension comprises two indicators: consideration and initiating structure. The aggregated mean score for leadership behavior is 3.75, with a standard deviation of 0.47 which is described as high. Since the standard deviation is less than 1, it suggests homogeneity of data from the participants.

Consideration. The category mean obtained a score of 3.60, indicating a high level of leadership behavior. Among the items with high mean scores, the statement "makes group members feel at ease when talking with them" yielded the highest mean score of 3.99. Conversely, the item "acts without consulting the group" showed a slight difference, with a mean score of 2.66, interpreted as moderate.

Initiating Structure. This indicator achieved a category mean of 3.90, indicating a high level of leadership behavior. Among the items with very high scores, the statement "emphasizes the meeting of deadlines" garnered the highest mean score of 4.23. However, a difference is noticeable in the aspect of "rules with an iron hand," which obtained a mean score of 3.23, described as moderate.

Level of Role Stress

Table 2 displays the level of role stress among instructors in public higher education institutions in Region XI. The self-efficacy scale

comprises three indicators: role conflict, role ambiguity, and role overload. The overall mean of role stress generated the score of 3.09; SD=.39 which is moderate. It can be observed that all categories in the three indicators have a moderate mean score. Moreover, the standard deviation, which is less than 1, suggests the homogeneity of the participants' responses.

Table 2
Level of Role Stress

Item	Mean	SD	Description
Role Conflict			
1. have to do things that should be done differently	3.44	.91	High
2. have to buck a rule of a policy in order to carry out an assignment	3.39	.94	Moderate
3. receive incompatible requests from two or more people	3.19	1.03	Moderate
4. do things that are apt to be accepted by one person and not accepted by others	3.22	1.04	Moderate
5. work on unnecessary things	2.67	1.10	Moderate
6. work with two or more groups who operate quite differently	3.20	1.09	Moderate
7. receive assignments without the manpower to complete them	3.20	1.10	Moderate
8. receive assignments without the manpower to complete them	3.06	1.11	Moderate
Category Mean	3.17	.82	Moderate
Role Ambiguity			
1. I know exactly what is expected of me	3.33	1.05	Moderate
2. I know that I have divided my time properly	3.29	1.10	Moderate
3. Explanation is clear of what has to be done	3.33	1.04	Moderate
4. I feel certain about how much authority I have	3.31	.95	Moderate
5. I know what my responsibilities are	3.43	1.08	High
6. Clear, planned goals and objectives	3.66	1.06	High

exist for my job				
Category Mean	3.39	.86	Moderate	
Role Overload				
1. have to do things that I do not really have the time and energy for.	2.73	.98	Moderate	
2. need more hours in the day to do all the things that are expected from me	2.53	1.01	Low	
3. cannot ever seem to catch up.	2.98	1.03	Moderate	
4. do not ever seem to have any time for myself.	2.87	.99	Moderate	
5. consider that there are times when I cannot meet everyone's expectations.	2.51	.90	Low	
Category Mean	2.72	.80	Moderate	
Overall Mean	3.09	.39	Moderate	

Role Conflict. In terms of role conflict, the category mean resulted in a mean score of 3.17, indicating a moderate level. Among the statements, "having to do things that should be done differently" received the highest mean score of 3.44, denoted as high. The remaining items received moderate descriptions, with "receiving assignments without the manpower to complete them" obtaining the lowest mean score of 3.17.

Role Ambiguity. This indicator recorded a category mean of 3.39, characterized as moderate. Among the items with high description, the statement "Clear, planned goals and objectives exist for my job" received the highest mean score of 3.66. However, a slight difference is noted in the aspect of "I know that I have divided my time properly," which yielded a mean score of 3.29, described as moderate only.

Role Overload. The category mean obtained the score of 3.09 described as moderate. Among the items with moderate description, the statement "cannot ever seem to catch up" obtained the highest mean score of 2.98. However, there was a slight difference noted in the aspect of "consider that there are times when I cannot meet everyone's expectations," which received a mean score of 2.51, interpreted as low.

Level of Organizational Commitment

Table 3

Level of Organizational Commitment

Item	Mean	SD	Description
Affective Commitment			
1. would be very happy to spend the rest of my career in this organization.	3.82	.90	High
2. really feel as if this organization's problems are my own.	3.40	.94	High
3. do not feel like "part of my family" at this organization (R).	2.63	1.09	Moderate
4. do not feel "emotionally attached" to this organization (R).	2.72	1.10	Moderate
5. consider this organization has a great deal of personal meaning for me.	3.77	.86	High
6. do not feel a strong sense of belonging to this organization (R).	2.62	1.05	Moderate
Category Mean	3.16	.49	Moderate
Continuance Commitment			
1. It would be very hard for me to leave my job at this organization right now even if I wanted to.	3.76	.96	High
2. Too much of my life would be disrupted if I leave my organization.	3.59	.92	High
3. Right now, staying with my job at this organization is a matter of necessity as much as desire.	3.67	.98	High
4. I believe I have too few options to consider leaving this organization.	3.38	.95	Moderate
5. One of the few negative consequences of leaving my job at this organization would be the scarcity of available alternatives elsewhere	3.39	1.04	Moderate

6. One of the major reasons I continue to work for this organization is that leaving would require considerable personal sacrifice.	3.61	1.03	High
Category Mean	3.56	.68	High
Normative Commitment			
1. I do not feel any obligation to remain with my organization (R).	2.75	1.01	Moderate
2. Even if it were to my advantage, I do not feel it would be right to leave.	3.55	.88	High
3. I would feel guilty if I left this organization now.	3.57	1.05	High
4. This organization deserves my loyalty.	3.87	.93	High
5. I would not leave my organization right now because of my sense of obligation to it.	3.75	1.03	High
6. I owe a great deal to this organization.	3.87	.93	High
Category Mean	3.56	.64	High
Overall Mean	3.43	.47	High

Table 3 illustrates the level of commitment among public HEIs instructors. The organizational commitment comprises three dimensions: affective commitment, continuance commitment, and normative commitment. The overall mean of teacher commitment obtained the score of 3.47; SD= .47 described as high. Meanwhile, the standard deviation is less than 1 which shows the consistency of the data from the participants.

Affective Commitment: The category mean for this indicator is 3.16, indicating a moderate level. Among the items with high description, the statement "would be very happy to spend the rest of my career in this organization" yielded the highest mean score of 3.82. Conversely, "do not feel a strong sense of belonging to this organization" revealed a slight difference, obtaining a mean score of 2.62, interpreted as moderate.

Continuance Commitment: The category mean score for continuance

commitment is 3.56, indicating a high level. Among the items with very high description, the statement "It would be very hard for me to leave my job at this organization right now even if I wanted to" attained the highest mean score of 3.76. However, "I believe I have too few options to consider leaving this organization" received a lower mean score of 3.38, yet described as moderate.

Normative Commitment. In terms of normative commitment, the category mean score is 3.56 described as high. Among the items with high description, the statement: *I owe a great deal to this organization* attained the highest mean score of 3.87. However, *I do not feel any obligation to remain with my organization* got a lower mean score of 2.75 yet described as moderate.

Relationship between Leadership Behavior, Role Stress, Organizational Commitment

Table 4
Relationship between Variables

	r-value	p-value	Remarks
Leadership Behavior & Organizational Commitment	.519	.000	Significant
Role Stress & Organizational Commitment	.245	.000	Significant
Leadership Behavior & Role Stress	.271	.000	Significant

Table 4 depicts the relationship between leadership behavior, role stress, and organizational commitment. The findings reveal that all the independent variables exhibit significant relationships with the organizational commitment of instructors ($p < .05$).

Specifically, there exists a positively significant relationship between leadership behavior and organizational commitment among instructors ($r = .519$, $p < .000$). The correlation coefficient of .519 indicates a moderate strength of correlation between leadership behavior and organizational commitment. This suggests a direct proportional relationship: as leadership behavior increases, organizational commitment tends to increase as well, albeit the relationship not being exceptionally strong.

Likewise, a positively significant relationship is observed between role

stress and organizational commitment among instructors ($r = .245, p < .000$). This suggests that as role stress increases, organizational commitment also tends to increase, albeit the relationship being very weak.

Similarly, a positively significant relationship exists between leadership behavior and role stress ($r = .271, p < .001$). This implies a slight tendency for leadership behavior and role stress to increase together, although the relationship is not strong or highly significant.

The Mediating Effect of Role Stress on the Relationship Between Leadership Behavior and Organizational Commitment

Table 5
Mediation Analysis Using Regression Method

Independent Variable	Leadership Behavior
Dependent Variable	Organizational Commitment
Mediating Variable	Role Stress
Step 1. Path C (IV and DV)	
Unstandardized Beta (B)	.491
Standard Error (e)	.051
p-value	.000
Step 2. Path B (MV and DV)	
Unstandardized Beta (B)	.137
Standard Error (e)	.062
p-value	.028
Step 3. Path A (IV and MV)	
Unstandardized Beta (B)	.225
Standard Error (e)	.046
p-value	.000
Step 4. Combined Influence of IV and MV on DV	
Role Stress	
Unstandardized Beta (B)	.137
Standard Error (e)	.062
Standardized Beta	.113
Part Correlation	.107
Leadership Behavior	

Standardized Beta	.488
Part Correlation	.470
Total R-square	.281

Results

Significance of Mediation		Significant
Sobel -value	2.013727	P=0.044038
95% Symmetrical Confidence interval		
Lower	0.00082	
Higher	0.06083	
Unstandardized indirect effect		
a*b	0.03083	
Se	0.01531	
Effective Size measures		
<u>Standardized Coefficients</u>		<u>R² Measures</u> (Variance)
Total:	0.519	0.269
Direct:	0.488	0.220
Indirect:	0.031	0.048
Indirect to Total ratio	0.059	0.179

In Table 5, regression analysis is utilized to explore the relationships between variables and verify the beta coefficients in the mediation analysis. The beta coefficient measures the strength of the effect of each independent variable on the dependent variable. Mediation refers to how a third variable influences the relationship between two other variables. Three conditions must be met for a third variable to form a true mediation.

The results presented in Table 5 are categorized into Steps 1, 2, 3, and 4. In Step 1 (Path C), the independent variable, leadership behavior, significantly predicts the dependent variable, organizational commitment ($\beta = .491$, $p < .000$). This beta coefficient indicates a corresponding .491 increase in organizational commitment for every unit increase in leadership behavior. In Step 2 (Path B), the mediating variable, role stress, significantly predicts the dependent variable, organizational commitment among instructors ($\beta = .137$, $p < .028$). This beta coefficient suggests that every unit increase in role stress can lead to a .137 increase in organizational commitment among instructors. Moreover, in Step 3

(Path A), it was revealed that the mediating variable, role stress, significantly predicts the independent variable, leadership behavior ($\beta=.225$, $p<.000$). The beta coefficient denotes that in every unit increase of role stress, there is a corresponding .225 increase in organizational commitment among instructors.

Furthermore, Step 4 revealed a total r Square of .281, which indicates that 28.1% of the variation in organizational commitment can be explained by the combined influence of the mediating variable, role stress, and the independent variable, leadership behavior. However, 71.9% of the variation remains unaccounted for in this study, suggesting areas for potential exploration in future research that fall outside the scope of the current investigation. The significance of the three paths justified the utilization of medgraph, employing the Sobel z-test, which is a method for assessing the significance of the mediation effect. The Sobel z-test, as illustrated in Figure 5, yielded a value of 2.013727 ($p < 0.01$), indicating that the mediating variable, role stress, indeed exerts a mediation effect on the relationship between the independent variable, leadership behavior, and the dependent variable, organizational commitment among instructors.

As part of triangulation, further mediation analysis was conducted using the medgraph, which involved the Sobel test to assess the significance of the mediation effect. The model revealed that the independent variable, leadership behavior, influenced the dependent variable, organizational commitment, by a total of .519 when considering role stress.

Specifically, the direct influence of leadership behavior on instructors' organizational commitment is .488. The remaining .031 is attributed to the inclusion of role stress, representing an indirect influence that passes through the mediation process. This indicates that the influence of .519 is moderate, facilitated by the presence of role stress. If the mediating variable is removed, there remains a relationship (.031), albeit weaker, emphasizing the importance of role stress as a mediator in the relationship between leadership behavior and organizational commitment among instructors.

The data illustrates an example of partial mediation, whereby the mediating variable, role stress, accounts for only a portion (.031) of the relationship between leadership behavior and organizational commitment among instructors. This suggests that while role stress plays a significant role in mediating this relationship, other factors may also contribute to the overall

association between leadership behavior and organizational commitment. This occurrence becomes full mediation when the role stress takes full responsibility, meaning the standard coefficient of .031 becomes zero. Thus, If we remove role stress from the equation, the relationship between leadership behavior and organizational commitment among instructors dissipates. This suggests that while role stress is a significant factor in how leadership behavior influences organizational commitment among instructors, it's not the sole determinant. Other factors likely contribute to this relationship as well. Since the mediation in this inquiry is classified as "partial," it could not be claimed that role stress is the very reason why leadership behavior can affect organizational commitment among instructors in Region XI.

Qualitative Results

Table 6

Profile of Participants

Participant Code	Years in Service	School	Study Group
Salmonella_IDI/1	3	School A	IDI
Cyanobacteria_IDI/2	8	School C	IDI
Bacillus_IDI/3	4	School B	IDI
Pseudomonas_IDI/4	4	School D	IDI
E. coli_IDI/5	4	School A	IDI
Streptococcus_IDI/6	6	School B	IDI
Lactobacillus_IDI/7	8	School E	IDI
Helicobacter_IDI/8	8	School C	IDI
Vibrio_IDI/9	5	School D	IDI
Spirillum_IDI/10	2	School F	IDI
Rickettsia_FGD/11	3	School A	FGD
Rhizobium_FGD/12	7	School D	FGD
Haemophilus_FGD/13	10	School B	FGD
Bacteriodes_FGD/14	5	School F	FGD
Actinomyces_FGD/15	3	School C	FGD
Moraxella_FGD/16	8	School E	FGD
Mycoplasma_FGD/17	3	School A	FGD

Table 6 outlines the demographic profile of the participants involved in the in-depth interviews (IDI) and focus group discussion (FGD). The IDI included ten informants, while the FGD comprised seven participants. Across the schools, School A contributed four participants, School B had three, School C had three, School D had three, School E had two, and School F had two, totaling 17 participants. These individuals were instructors from six universities and colleges in Region XI. To uphold ethical standards, student identities were anonymized using codes throughout the study.

Standpoints of the Participants on the Quantitative Results Regarding the Level of the Independent, Dependent, and Mediating Variables

Table 7

Standpoints of the Participants on the Quantitative Results Regarding the Status of the Independent, Dependent, and Mediating Variable

Variables Measured in Quantitative Phase		
Leadership Behavior	Essential Themes	Typical Reasons
	Consideration	
	<p>Confirmed High Rating</p> <p>My school leader is friendly and approachable – (M: 4.05, SD: .82, High)</p>	<p>Having positive behavior which contributes to smooth working relationship within and outside school .</p> <p>Possessing a non-threatening attitude.</p> <p>Having a very friendly school head.</p> <p>Displaying an inspiring and motivating attitude to teachers.</p> <p>Exerting efforts leading to</p>

		a warm and positive school environment
	Initiating Structure	
	<p>Confirmed Very High Rating</p> <p>My school leader emphasizes the meeting of deadlines – (M: 4.23, SD: .72, Very High)</p>	<p>Stressing the importance of meeting deadlines.</p> <p>Imposing clear mechanisms of on time submission of reports.</p> <p>Giving constant reminders to teachers on deadlines.</p> <p>Pointing up the relevance of meeting deadlines to excellence</p> <p>Relating meeting deadlines as teacher’s accountability towards school organization and its stakeholders</p>
Organizational Commitment	Affective	
	<p>Confirmed High Rating</p> <p>I would be very happy to spend the rest of my career in this organization – (M: 3.82, SD: .90, High)</p>	<p>Spending gladly the rest of the career time in this school coupled with growth opportunities.</p> <p>Seeing self joyfully continuously flourishing teaching skills.</p> <p>Feeling enthusiastic to grow professionally and personally.</p> <p>Enjoying the moments on the way teachers are taken</p>

		care of in school.
Continuance		
Confirmed High Rating	<p>It would be very hard for me to leave my job at this organization right now even if I wanted to. (M: 3.76, SD: .96, High)</p>	<p>Finding it difficult to leave due to the supportive work environment.</p>
		<p>Challenging emotionally to leave due to the cultivated deep and valuable friendship in school.</p>
		<p>Having hard to say goodbye to an institution which molded teachers who they are today.</p>
		<p>Feeling so tough to leave an institution considered as home for many years.</p>
		<p>Having lots of enriching experiences.</p>
Normative		
Confirmed High Rating	<p>This organization deserves my loyalty. (M: 3.87, SD: .93, High)</p> <p>I owe a great deal to this organization. (M: 3.87, SD: .93, High)</p>	<p>Having loyalty as a testament of teachers to the profound impact to their contributions to the school's growth.</p>
		<p>Being forever grateful for being accepted in the job.</p>
		<p>Feeling thankful for all opportunities offered which deserved loyalty.</p>
		<p>Deserving the loyalty for</p>

		<p>the support the school has demonstrated.</p>
<p>Role Stress</p>	<p>Role Conflict</p>	
	<p>Confirmed High Rating</p> <p>I have to do things that should be done differently. (M: 3.44, SD: .91, High)</p>	<p>Enjoying the academic freedom in the delivery of instruction which the institution allows.</p> <p>Fostering a culture of continuous improvement in doing modifications.</p> <p>Tapping collective wisdom leading to a more meaningful variation.</p> <p>Being creative and resourceful as long as standards and policies of the school are not compromised.</p>
	<p>Role Ambiguity</p>	
	<p>Confirmed High Rating</p> <p>Clear, planned goals and objectives exist for my job. (M: 3.66, SD: 1.06, High)</p>	<p>Having clear goals and objectives which provide teachers a roadmap for success.</p> <p>Fostering efficient teaching work practices when guided with planned goals and objectives.</p> <p>Offering vital benchmark in gauging progress and performance.</p>

		Promoting alignment of expectations and transparency among teachers and the institution
Role Overload		
	<p>Contradicted Moderate Rating</p> <p>Cannot ever seem to catch up. (M: 2.98, SD: 1.03, M)</p>	<p>Sacrificing other duties though trying to balance responsibilities or various tasks assigned.</p> <p>Struggling to bear the demands of the roles or tasks assigned to meet deadlines.</p> <p>Prioritizing task and practicing self and time management in order to catch up on deadlines.</p> <p>Believing that nothing is impossible with God.</p>

Table 7 elucidates the issues and emerging themes derived from the specific items of the three variables: leadership behavior, role stress, and organizational commitment. These themes emerged from the in-depth interviews and focus group discussions, which were conducted to explore participants' perspectives on the variables, their interrelationship, and the resulting mediation. Participants were prompted to provide their viewpoints and insights regarding the quantitative results related to particular items of the variables. Furthermore, they were prompted to elucidate and justify their perspectives on the issues explored.

Standpoints of the Participants on the Mediating Effect of Role Stress on the Relationship between Leadership Behavior and Organizational Commitment of HEI Instructors

Table 8 outlines the perspectives of instructors from public higher

education institutions (HEIs) regarding the mediating role of role stress in the relationship between leadership behavior and organizational commitment among instructors across various state universities and colleges in Region XI. It also underscores key themes, including the observed correlation between leadership behavior and organizational commitment, as well as the confirmed mediating influence of role stress on this relationship among HEIs instructors in Region XI.

Table 8

Standpoints of the Participants on the Significance of the Relationship of Leadership Behavior, Role Stress and Organizational Commitment

Relationship	Essential Themes	Typical Reasons
<p>Significance of the Relationship of Leadership Behavior, Role Stress and Organizational Commitment</p>	<p>Confirmed significant relationship between Leadership Behavior (IV), Role Stress (MV) and Organizational Commitment (DV)</p> <p>Specifically, there is a positive significant relationship between leadership behavior and organizational commitment of instructors ($r=.519$, $p<.000$).</p> <p>In the same way, there is a positive significant relationship between role stress and organizational commitment of instructors ($r=.245$, $p<.000$).</p>	<p>Finding it helpful in increasing organizational commitment among teachers when the school leader encourages participation and involvement in the decision-making process.</p> <p>Having leadership behaviors that prioritize trust, respect, open communication, supportiveness, fairness, and transparency are foundations for enhancing employees' sense of organizational commitment.</p> <p>Witnessing a school leader who leads by example or walk the talk could strengthen the teacher's commitment.</p>

	<p>The indirect total ratio index reveals an R-square of .179. This means that about 17.9 percent of the total effect of the IV on the DV goes through the MV, and approximately 82.1 percent of the total effect is either direct or mediated by other variables not included in the model.</p>	<p>When teachers feel that they are empowered, especially in the decision-making process, they become more committed to the organization because it gives them a sense of ownership.</p>
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Confirmed Mediating Effect of Role Stress on the Relationship between Leadership Behavior and Organizational Commitment.

Recognizing the role of role stress as a mediator between leadership behavior and organizational commitment allows organizations to gain a more nuanced understanding of the factors influencing employee engagement and satisfaction. By acknowledging the complex interplay between leadership behavior, role stress, and organizational commitment, organizations can develop more effective strategies to enhance employee well-being and commitment. By understanding the interplay between leadership behavior, role stress, and organizational commitment, organizations can implement targeted strategies to foster a supportive work environment and cultivate a committed and motivated workforce. Leadership behavior influences organizational commitment not only directly but also indirectly through its impact on role stress experienced by employees. This highlights that leaders play in shaping the work environment and employee experiences.

Data Integration of Quantitative and Qualitative

Table 9 presents the amalgamation of significant findings derived from quantitative data collected from 300 participants and qualitative data transcribed from ten participants in in-depth interviews and seven participants in focus

group discussions. In the rightmost column, two modes of integration are delineated: connecting, supplemented by merging, and completed by confirmation; and connecting, supplemented by diverging, and completed by confirmation. Integration via connecting transpires when one dataset aligns with another through the sampling framework. Given the explanatory sequential nature of this study, samples from the qualitative phase were drawn from the quantitative phase, and the interview guide was structured based on the prominent aspects of the quantitative outcomes. Integration via merging occurs when the two datasets are amalgamated for analysis and comparison, as executed in this study. Integration is consummated with data coherence, where the fit of the data signifies the alignment of quantitative and qualitative findings. Three potential outcomes ensue: confirmation, expansion, and discordance. Confirmation materializes when findings from both datasets corroborate each other's results, enhancing the credibility of the findings. Expansion occurs when the findings from the two sources of data diverge and expand insights. In this study, the themes generated for a particular variable did not vary, so there is no further explanation needed. Meanwhile, Discordance occurs if the qualitative and quantitative findings contradict with each other. Discordance is applicable in this study since the findings under role overload contradict with each other.

Table 9
Joint Display of Quantitative and Qualitative Results

Research Area	Quantitative Results	Qualitative Results	Nature of Integration
Leadership Behavior	<p>Consideration:</p> <p>My school leader is friendly and approachable. (M:4.05, SD: .82, High)</p>	<p>Confirmed High Rating:</p> <p>The participants confirmed that leadership behavior is oftentimes evident. Based on the IDI and FGD, it could be gathered that the general assertions are</p>	Connecting -Confirmation

		confirming. Refer to Table 4.2.	
	<p>Initiating Structure:</p> <p>My school leader emphasizes the meeting of deadlines. (M: 4.23, SD: .72, Very High)</p>	<p>Confirmed Very High Rating:</p> <p>The participants confirmed that leadership behavior is always evident. Based on the IDI and FGD, it could be gathered that the general assertions are confirming. Refer to Table 4.2.</p>	<p>Connecting -Merging (Confirmation)</p>
Role Stress	<p>Role Conflict:</p> <p>I have to do things that should be done differently. (M: 3.44, SD: .91, High)</p>	<p>Confirmed High Rating:</p> <p>The participants confirmed that role stress is oftentimes observed. Based on the IDI and FGD, it could be gathered that the general assertions are confirming. Refer to Table 4.2.</p>	<p>Connecting -Merging (Confirmation)</p>
	Role Ambiguity:	Confirmed	Connecting -Merging

	<p>Clear, planned goals and objectives exist for my job. (M: 3.66, SD: 1.06, High)</p>	<p>High Rating: The participants confirmed that role stress is oftentimes observed. Based on the IDI and FGD, it could be gathered that the general assertions are confirming. Refer to Table 4.2.</p>	<p>(Confirmation)</p>
	<p>Role Overload: Cannot ever seem to catch up. (M: 2.98, SD: 1.03, M)</p>	<p>Contradicted Moderate Rating The participants contradicted that role stress is sometimes observed. Based on the IDI and FGD, it could be gathered that the general assertions are contradictory. Refer to Table 4.2</p>	<p>Connecting - Discordance</p>
<p>Organizational Commitment</p>	<p>Affective: I would be very happy to spend the rest of my career in this organization – (M: 3.82, SD: .90, High)</p>	<p>Confirmed High Rating: The participants confirmed that organizational commitment is oftentimes manifested.</p>	<p>Connecting -Merging (Confirmation)</p>

	<p>Continuance:</p> <p>It would be very hard for me to leave my job at this organization right now even if I wanted to. (M: 3.76, SD: .96, High)</p>	<p>Based on the IDI and FGD, it could be gathered that the general assertions are confirming. Refer to Table 4.2.</p> <p>Confirmed High Rating</p> <p>The participants confirmed that organizational commitment is oftentimes manifested. Based on the IDI and FGD, it could be gathered that the general assertions are confirming. Refer to Table 4.2.</p>	<p>Connecting -Merging (Confirmation)</p>
	<p>Normative:</p> <p>This organization deserves my loyalty. (M: 3.87, SD: .93, High) I owe a great deal to this organization. (M: 3.87, SD: .93,</p>	<p>Confirmed High Rating</p> <p>The participants confirmed that organizational commitment is oftentimes manifested.</p>	<p>Connecting -Merging (Confirmation)</p>

	High)	Based on the IDI and FGD, it could be gathered that the general assertions are confirming. Refer to Table 4.2.	
<p>Significance of the Relationship of IVs on DV</p>	<p>A positive significant relationship of Leadership Behavior (IV), Role Stress (MV) on Organizational Commitment (DV), with Role Stress having partial mediation on Organizational Commitment</p> <p>$R^2 = 0.179$</p>	<p>The participants confirmed the results. Based on the IDI and FGD, it could be gathered that the general assertions that leadership behavior and role stress influenced organizational commitment, and role stress could partially mediate organizational commitment. Refer to Table 4.3.</p>	<p>Connecting -Merging (Confirmation)</p>

Level of Consideration. Regarding the aspect of consideration, the quantitative findings indicate a mean of 4.05, suggesting that the independent variable is frequently observed. The qualitative data corroborate these quantitative results. Participants expressed positive sentiments across the five indicators: demonstrating positive behavior contributing to smooth working relationships within and outside the school, maintaining a non-threatening attitude, having a very friendly school head, displaying an inspiring and motivating demeanor

toward teachers, and making efforts to foster a warm and positive school environment. Therefore, the integration nature is characterized by connection, merging, and confirmation.

Level of Initiating Structure. For the status of consideration, it is shown that in the quantitative results, the mean is 4.05, which denotes that the independent variable is always observed. The qualitative data confirm the quantitative data. The participants showed positive responses to the five indicators: *stressing the importance of meeting deadlines, imposing clear mechanisms of on time submission of reports, giving constant reminders to teachers on deadlines, pointing up the relevance of meeting deadlines to excellence, relating meeting deadlines as teacher's accountability towards school organization and its stakeholders.* Hence, the nature of integration is connecting-merging-confirmation.

Level of Role Conflict. The quantitative results indicate that the overall mean of the mediating variable, Role Conflict, is 3.44, suggesting a high level of role conflict. Participants confirmed the frequent occurrence of role conflict. This alignment between the quantitative and qualitative data confirms the nature of the integration as connecting, merging, and confirmation.

Level of Role Ambiguity. The quantitative findings show that the overall mean of the mediating variable, Role Ambiguity, is 3.66, signifying a high level of role ambiguity. Participants' responses corroborate this observation, confirming the frequent occurrence of role ambiguity. The qualitative data further support these quantitative results, indicating a nature of integration characterized by connecting, merging, and confirmation.

Level of Role Overload. For the level of Role Ambiguity, the quantitative results indicate an overall mean of the mediating variable as 2.98, reflecting a moderate level of role overload. Participants confirmed the occasional occurrence of role overload. The qualitative data validate the quantitative findings, thus indicating a connecting-discordance-confirmation nature of integration.

Level of Affective Commitment. For the level of Affective Commitment, the quantitative analysis reveals an overall mean of the mediating variable as 3.82, indicating a high level of affective commitment. Participants confirmed the frequent demonstration of organizational commitment. The qualitative data

corroborate the quantitative findings, suggesting a connecting-merging-confirmation nature of integration.

Level of Continuance Commitment. For the level of Continuance Commitment, the quantitative analysis indicates an overall mean of the mediating variable as 3.76, suggesting a high level of continuance commitment. Participants affirmed the frequent demonstration of organizational commitment. The qualitative data validate the quantitative findings, indicating a connecting-merging-confirmation nature of integration.

Level of Normative Commitment. For the level of Normative Commitment, in the quantitative results, the overall mean of the mediating variable is reported as 3.87, indicating a high level of normative commitment. Participants affirmed the frequent manifestation of organizational commitment. The qualitative data support the quantitative findings, suggesting a connecting-merging-confirmation nature of integration.

DISCUSSION

Leadership Behavior. The elevated level of leadership behavior, as indicated by the respondents' ratings on indicators like consideration and initiating structure, suggests that such behavior is frequently observed among school leaders. This finding resonates with the conclusions drawn in the study "Leadership behavior of school administrators in public schools: the basic dimensions of initiating structure and consideration" (2022) that translates into numerous benefits for educational institutions. This is also supported by Tremblay, et al. (2017) findings that behaviors of consideration and initiating structure effectively predicts long-term attitudes and behaviors.

Level of Organizational Commitment among Instructors. Organizational commitment among instructors is depicted as high according to the overall findings. This assessment was gauged across various indicators, including affective commitment, continuance commitment, and normative commitment. The results suggest that instructors frequently exhibit organizational commitment. This supports to the idea of Mercer and Gregoire (2019) on the role of teachers exhibiting higher resilience are more likely to stay committed to their organization, even in challenging circumstances, emphasizing the role of personal and professional development in fostering commitment. Also, the findings of Kanojia, et al. (2022) shed light on the significant result on

organizational commitment among faculty members that suggests stronger attachment to their institutions. In a similar way, Fako, et al. (2022) findings reveal academic faculty members who demonstrate a high level of commitment are vital to the success of universities, as their contributions are instrumental. Furthermore, the data analysis of Laylo and Banayo (2022) revealed that the extent of manifestation of organizational commitment among teachers suggests that the teachers feel strongly attached and dedicated to their schools or educational institutions, demonstrating a willingness to support and engage in initiatives aimed at improving teaching practices.

Level of Role Stress. The study characterized role stress among faculty as moderate overall. This assessment was based on the evaluation of indicators such as role conflict, role ambiguity, and role overload. The findings suggest that role stress is occasionally experienced by faculty members. The respondents' recognition of the moderate rating of role stress aligns with the findings of Li and Ye (2021) discovered that teachers the same level of experience in role conflict, role ambiguity, and their perception of overload at the university. Also, Acker's (2023) research revealed that levels of both role conflict and role ambiguity were moderately significant, suggesting their prevalence and substantial impact on participants' work environments. This underscores the importance of establishing clearer job roles and expectations to mitigate the adverse effects associated with role conflict and ambiguity.

The findings of this is also aligned to the finding of Garcia-Maetinez, et al. (2021) found that ambiguity and workload were significant stressors, with moderate levels of stress reported due to effective coping strategies included time management and seeking social support. Hence, Galanakis and Tsitouri (2022) concluded ambiguity and workload in moderate stress levels, which could be alleviated by enhancing job resources. Also, the investigation of Daniel (2015) found that role conflict and workload contributed to moderate stress levels and highlighted the need for organizational support and stress management programs among institutions

Mediating Effect of Role Stress on the Relationship between Leadership Behavior and Organizational Commitment of Instructors

One of the objectives of this inquiry is to determine the significant relationship of the mediating variable with the independent and dependent variables. The strength of correlation between the leadership behavior and organizational commitment is moderate and has a directly proportional

relationship. This suggests that leadership behavior may affect the organizational commitment of instructors. In the study of Mishra and Upadhyay (2022) highlights positive relationship between considerate leadership and organizational commitment. Essentially, when both considerate leadership and perceived organizational support are present, employees are more likely to develop a stronger commitment to their organization. This suggests that organizations aiming to boost employee commitment should focus on nurturing leadership behavior and ensuring that employees feel supported and valued by the organization.

As for the mediating variable, the role stress has been proven to influence organizational commitment among instructors. The findings of Hakim et al. (2023) indicate that there is a significant relationship between role stress and organizational commitment. This implies that when individuals face conflicts between their various roles, it tends to adversely affect their level of organizational commitment among teachers. Additionally, the study elucidates that role overload also influences organizational commitment. These findings highlight the importance of managing role conflicts and clarifying roles and responsibilities in order to enhance commitment among individuals in various contexts. Also, in the findings of Sultana (2021), he added that significant and positive relationship exists between role ambiguity/role conflict and organizational commitment. Conflicts and ambiguity in roles create challenges for individuals to define their responsibilities clearly and demonstrate their value to the organization. Notably, Morrisette and Kisamore (2021) reveal significant negative relationships were found between three forms of role stress (role ambiguity, role conflict, and role overload) and affective organizational commitment. Role stressors exhibited a stronger correlation with affective commitment compared to continuance commitment, with no significant association found between any types of role stress and continuance commitment. Employees' perceived role stress was inversely linked to their desire to remain with the organization (affective commitment) but not their necessity to stay (continuance commitment). Additionally, Chellani (2019) noted that teachers experiencing elevated role stress, attributed to factors like role ambiguity, conflicting demands, or inadequate resources, are equally prone to displaying reduced levels of organizational commitment, irrespective of their superiors' leadership style.

Moreover, the regression analysis was used to generate the necessary inputs to medgraph formulated by Jose (2003) to establish the interrelationships

of the three variables. Through medgraph, the mediation model was generated. The model indicates that leadership behavior influences organizational commitment with the inclusion of role stress. If role stress is removed, there is still a relationship but not that strong. Therefore, this is partial mediation since the mediating variable is only responsible for the relationship between the independent and dependent variables. It becomes complete mediation when role stress takes full responsibility; thus, the relationship between leadership behavior and writing motivation disappears if we take writing strategy. Because it is only partial mediation, it could not be claimed that role stress is the only reason leadership behavior can influence organizational commitment of instructors. This indicates that role is only one reason for how leadership behavior can impact the organizational commitment among instructors.

Standpoints of Participants on the Quantitative Results Regarding the Level of Independent, Dependent, and Mediating Variables

Leadership Behavior. The participants confirm the high rating for leadership behavior as obtained in the quantitative results of the study. This indicates that the considerate is oftentimes evident among school leaders. For them, they have a school leader that inspire, motivate and frequently demonstrated behaviors that are indicative of effective leadership. Also, initiating structure is always evident among school leaders by being a proactive in communicating the importance of timeliness and accountability, and may consistently remind, motivate, or enforce adherence to deadlines among faculty. this perception underscores the school leader's commitment to organizational efficiency, productivity, and accountability, and suggests a strong organizational culture that values and prioritizes timely completion of tasks and projects. With these assertions, the participants have supported the contentions of numerous authors. According to Purwanto (2021), considerate leaders are those who prioritize empathy, understanding, and support for their employees. They actively listen to their team's concerns, show genuine interest in their well-being, and provide necessary support and encouragement. This leadership style fosters a respectful and inclusive work environment. Further, leaders who demonstrate considerate behaviors contribute to a positive and supportive workplace environment, fostering greater emotional attachment and loyalty among employees. When individuals feel appreciated and supported by their leaders, their commitment to their roles and the organization deepens. This heightened commitment results in increased motivation, job satisfaction, and retention. The

enduring effect of considerate leadership on organizational success cannot be overstated.

Organizational Commitment. The participants supported the high rating of leadership behavior during the qualitative interview. The findings highlight a prevalent sense of affective commitment among the participating teachers, with many expressing contentment about remaining in their institution for the foreseeable future, particularly due to perceived opportunities for personal and professional growth. The level of continuance commitment, the data disclosed that this is oftentimes manifested among the instructors of HEI. This statement indicates that continuance commitment refers to the commitment an individual feels towards an organization due to the perceived costs associated with leaving it such as loss of benefits, seniority, or financial security.

Also, the normative commitment, has been evaluated with a category mean described as high which suggests that, on average, respondents exhibit a significant level of normative commitment. The interview responses underscored the presence of normative commitment among employees, as they expressed a strong sense of loyalty and obligation to their organization. Many stated that they would be highly content to dedicate their entire career to the institution, emphasizing their loyalty and commitment to staying due to a perceived duty owed to the organization.

Role Stress. The level of role stress among the public tertiary instructors is moderate. This implies that public tertiary instructors' role stress is sometimes observed. public tertiary instructors experience a noticeable but moderate level of role stress, which fluctuates over time and across different situations.

Standpoints of the Participants on the Mediating Effect of Role Stress on the Relationship between Leadership Behavior and Organizational Commitment HEIs Instructors

In this research, participants provided their perspectives on how leadership behavior impacts the organizational commitment of HEIs instructors. Their insights were examined, unveiling two key themes: the confirmed significant relationship between leadership behavior and organizational commitment, and the mediating influence of role stress on the connection between leadership behavior and organizational commitment among instructors.

Data Integration of Quantitative and Qualitative Results Implication for Educational Practices

The overall high rating of consideration in the quantitative results is confirmed in the qualitative results through interview and focus group discussion. Hence, the nature of integration is connecting-merging-confirmation. The positive confirmation indicates that the cooperative learning of the participants is oftentimes evident. The stated results concur with to Purwanto (2021), considerate leaders are those who prioritize empathy, understanding, and support for their employees.

The overall high rating of Organizational Commitment in the quantitative results is being confirmed in the qualitative results through in-depth interview and focus group discussion. The connecting-merging-confirmation integration shows that participants confirmed that organizational commitment is oftentimes manifested. Majority of the participating teachers believed that they are glad to the rest of the career time staying in their institution coupled with growth opportunities. As defined affective commitment refers to the emotional attachment, identification, and involvement that an employee has with their organization. Instructors with a high level of affective commitment feel a strong connection to their school and are motivated to contribute to its success because they genuinely care about the institution and its goals. The finding of high affective commitment among instructors indicates that, on oftentimes, employees have level of emotional investment in the organization. However, this emotional bond is not particularly very strong or pervasive. This suggests that while instructors do feel a connection to the organization, there is significant potential to enhance this bond further.

Moreover, the qualitative findings from the in-depth interviews and focus group discussions confirm the high rating of role ambiguity observed in the quantitative results. The connecting-merging-confirmation integration approach indicates that participants frequently encounter role ambiguity. The positive confirmation underscores that participants indeed perceive role ambiguity as a common occurrence. Their statements during the interviews consistently reflected a high rating for this variable. It implies that a significant proportion of respondents strongly agree or perceive that their job entails well-defined goals and objectives that are systematically planned and communicated. Clear job expectations can significantly enhance job satisfaction, motivation, and performance by providing employees with a clear understanding

of their roles and responsibilities, as well as how their efforts contribute to organizational goals. Additionally, it facilitates effective performance evaluation and feedback processes, as employees can measure their progress and success against established benchmarks.

While the quantitative results indicated a moderate level of role overload among participants, this finding was contradicted by the qualitative insights gleaned from in-depth interviews and focus group discussions. Integration of these results revealed a disparity: participants in the qualitative discussions generally disagreed with the notion that role overload was a prevalent issue. This suggests that although the quantitative data suggested a moderate prevalence of role overload, the qualitative perspectives did not align, with participants downplaying the significance or frequency of this issue in their experiences. Nonetheless, instructors acknowledged that role stress could still feel overwhelming at times, manifesting in various forms as they endeavored to meet expectations. Sacrificing other duties became a common theme as individuals sought to balance their responsibilities or fulfill various assigned tasks.

Meanwhile, on the relationship between leadership behavior and organizational commitment, the informants confirmed the significant relationship; hence, integration is connecting-merging-confirmation. The participants confirmed the results. Based on the IDI and FGD, it could be gathered that the general assertions that leadership behavior and role stress influenced organizational commitment, and role stress could partially mediate organizational commitment.

CONCLUSION

Based on the findings of the study, the following conclusions are drawn:

The findings revealed that the level of leadership behavior in Region XI is high. This denotes that behavior is oftentimes evident in the educational institutions. This implies that leadership practices are not sporadic or occasional but rather are consistently displayed across various contexts within public higher institutions.

The status of instructors' organizational commitment in the public higher education institution in Region XI is high. Although it can be observed from the data that some items were not rated the same, however, it firmly settled on the high level. This implies that immensely, teacher commitment oftentimes

manifested within the organization.

The findings of the study highlight a strong correlation between Leadership Behavior and Organizational Commitment among instructors. The data suggests a high correlation between these variables, indicating a direct and proportional relationship. Essentially, as leadership behavior improves, organizational commitment among instructors tends to increase. Similarly, the study reveals a significant association between role stress and organizational commitment. This implies that higher levels of role stress may correspond with increased commitment among teachers.

Furthermore, the research identifies a significant relationship between leadership behavior and role stress. This suggests that specific leadership behaviors may contribute to heightened levels of role stress among employees. Upon closer examination of the data, it becomes evident that leadership behavior significantly predicts organizational commitment. This underscores the critical role of leadership conduct within an organization in shaping the commitment levels of employees. In essence, the commitment demonstrated by instructors is closely tied to their satisfaction with leadership behavior.

Likewise, the study confirmed that role stress (mediating variable) significantly predicts organizational commitment (dependent variable) among tertiary instructors. This suggests that role stress plays a crucial role in influencing organizational commitment. When employees face elevated levels of role stress, it tends to adversely affect their commitment to the organization. Consequently, addressing and managing role stress effectively could potentially lead to enhanced organizational commitment among employees.

The correlation analysis unveiled the strength of the linear connections among the variables. It was noted that both Leadership Behavior and Organizational Commitment display a moderate linear relationship, as do Role Stress and Organizational Commitment. Furthermore, within the framework of partial mediation, the correlation between leadership behavior and organizational commitment, excluding mediation, was observed to be statistically significant at the 0.05 level. Similarly, when leadership behavior and organizational commitment are examined in correlation with role stress as a mediator, a significant relationship is also evident.

The research underscores the significant impact of leadership behavior

on organizational commitment, with the level of role stress experienced by employees acting as a mediator in this relationship. Effective leadership practices have the potential to alleviate role stress, consequently enhancing employees' commitment to the organization. The data suggests that effective leadership behavior is strongly associated with higher organizational commitment among instructors, and this finding is highly statistically significant. This implies that improvements in leadership behavior could be a key factor in enhancing the commitment of instructors to their organization.

Among instructors, there exists a statistically significant, albeit weak to moderate, positive correlation between role stress and organizational commitment. This implies that some level of role stress may actually be associated with higher organizational commitment, though this relationship is complex and may depend on the nature and perception of the stress involved.

This interpretation suggests that although the mediating variable (MV) contributes to explaining the relationship between the independent variable (IV) and the dependent variable (DV), a considerable portion of the effect can be attributed to direct influences or other mediating factors not accounted for in the current model. This underscores the complexity of the relationships and the need for a broader exploration of potential mediators and direct effects.

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