

ANXIETY and Work Motivation as Predictors to Organizational Commitment of Private Elementary School TEACHERS

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ABSTRACT

This paper determined the influence of anxiety and work motivation to organizational commitment of private school teachers in the City of Mati. A quantitative research approach, specifically the descriptive-correlational design was utilized in this study to investigate the three variables. Respondents were chosen using a complete enumeration. The researcher gathered data through the adapted questionnaires validated by the panel of experts. The statistical tools used for analysis were mean, standard deviation, Pearson product-moment correlation, and regression analysis. Based on the result, it was revealed that the level of anxiety of the private school teachers was moderate. Further, their level of work motivation was high. Notably, the overall level of organizational commitment of private elementary school teachers was likewise high. The result of the multiple regression analysis revealed that only work motivation had a significant influence on organizational commitment. Further, although work motivation was the best predictor of organizational commitment, a certain percentage can be attributed to other factors aside from teacher anxiety, and work motivation.

KEYWORDS: *Elementary, education, anxiety, work motivation, organizational commitment, private elementary teachers, quantitative, Philippines*

INTRODUCTION

Organizational commitment is crucial for attracting and keeping skilled personnel (Nagar, 2012). Employees with a high commitment level will help the organization succeed because they will put up their best effort in completing their duties in light of their organizational responsibilities (Tentama & Pranungsari, 2016). Meanwhile, according to Selamat and Adnan (2013), teachers who lack organizational commitment typically arrive late and skip

many class days which can cause a loss of important instructional time due to substitute educators or cancellation of classes. Further, it was also mentioned in the study that teachers with low organizational commitment may leave the profession or transfer to another school. Given the aforementioned effects, Baog et al. (2022) added that a lack of organizational commitment implies less productivity, which can later affect the organization's growth.

One study highlighted the commitment level of the teachers teaching in the primary level was perceived to be low which had impacted their productivity as educators (Bernaldez & Gempes, 2016). Furthermore, in Cyprus, as COVID-19 has seriously affected education worldwide, the organizational commitment of the sampling average of teachers was found to be at a medium-to-high level (Akartuna & Serin, 2022).

Most private schools and universities combat to sustain the commitment of teachers. Evidence shows that private university faculty are transferring to public schools (Batugal, 2019). Additionally, Galay (2022) mentioned that academics' low pay and benefits, poor workplace conditions, and lack of prestige at some private colleges and universities contribute to teachers lack of commitment. Another study involving organizational commitment was also conducted in Davao City, where the respondents were among higher private institutions. Based on the result, the 21 percent of the variance of the faculties' intention to leave their institution, by which, the organizational commitment and other factors are the attributes (Laya, 2016). Moreover, the pandemic's unprecedented challenges have also put teachers' organizational commitment to the test. In the study of Aragasi and Pangandaman. (2021), teachers from various colleges of Mindanao mentioned that there were moments when they feel a sense of hopelessness and yet discover passion along the way.

The anxiety caused by the pandemic can influence organizational commitment since, in the study of Akartuna and Serin (2022), the decrease in teachers' commitment was associated with the anxiety they felt during the pandemic. Further, this claim was also seen in the study of Savas and Demirkol (2013), which stated that anxiety can affect the teachers' organizational commitment since if anxiety is not contained, it may result to decrease productivity, creativity, moral, personality conflict, turf wars, faulty decision making, or worst, the increase of possibility of leaving the institution.

On the other hand, according to Mulang (2021), in education, work motivation has become a concern because it can affect teachers' performance, which may also affect their organizational commitment. This claim agreed with the study of Salleh et al. (2016) who revealed that work motivation can affect organizational commitment because unmotivated employees perform negatively

in the organization.

This study was focused on the organizational commitment of teachers in private schools, highlighting teachers' anxiety and work motivations as predictors. In like manner, this study would also help determine the level of teachers' anxiety, work motivation, and organizational commitment now that educational institutions have reopened face-to-face classes.

Theoretical Lens

This study was anchored on the Self-Efficacy Theory (Bandura, 1977). The said theory helped in studying the variables since self-efficacy reflects one's capacity to control one's driving forces, actions, and social circumstances. In all educational contexts, teachers must know how to carry their emotions/feelings, and values to the class despite numerous setbacks such as heavy workload, limited support, apprehension about difficulties and the like. The Self Efficacy Theory can be an important coping resource for anxiety because if teachers have self-efficacy, they are resilient. They are persistent enough to continue striving despite the barriers or challenges brought by the pandemic. If teachers have self-efficacy, they perform better. They are motivated to do tasks and committed because they experience a satisfaction. In like manner, this theory can be linked to motivation since self-sufficient teachers exhibit intrinsic motivation, openness, creativity, and curiosity. Additionally, they exhibit competence and confidence in their capacity to perform actions that result in beneficial student outcomes (Pajares, 2019). In contrast, the lower a person's level of self-efficacy, the less confident they are in their ability to complete a task. For organizational commitment, self-efficacy is one of the essential qualities required of teachers. Individuals with lower self-efficacy displayed lower levels of organizational commitment. In contrast, employees with high self-efficacy are seen to be more resilient, confident in overcoming obstacles, and more committed and engaged at work. In this sense, self-efficacy facilitates the attachment and commitment of the teacher to the educational organization since they are better at handling challenges and stay engaged at work.

METHODS

Research Design

This study utilized a quantitative research design, specifically a descriptive correlational. According to Apuke (2017), quantitative research quantifies and evaluates variables to reach conclusions or results. Moreover, it also includes using statistical methods to analyze numerical data to answer

questions like who, how much, what, where, when, how many, and how. On the other hand, descriptive correlational design was used in research studies to provide static pictures of situations and establish the relationship between different variables (McBurney & White, 2009). Using a correlational research design can help better comprehend the intricate connections between many different factors and learn more about how the world actually functions. A quantitative research design was appropriate for the study since it helped achieve the study's objectives concerning the level of anxiety, motivation, and organizational commitment of private elementary teachers. It also helped show the relationship between the dependent and independent variables. Moreover, the survey result helped determine how anxiety and work motivation affect teachers' organizational commitment.

Place of the Study

The study was conducted in private schools in Mati City with a total population of 147,547, as determined by the 2020 Census. Due to the small number of educators working in private institutions, the researcher included all six private schools in the area, coded A to F to protect their identities. However, among the six schools asked by the researcher to participate in the study, one backed out during the actual data gathering.

Respondents

The respondents of this research were the 60 private school teachers who taught from Kinder to Grade 6 in the City of Mati during the school year 2022-2023. Due to the small number of teachers working in the said place, the researcher employed a complete enumeration wherein all the teachers in the private school were included in the study, regardless of their number of years in teaching, educational attainment, or position. The researcher found each of them essential because they all played an important role in providing quality education for students. Because teaching elementary schools is so important, this study was focused on elementary school educators. However, among the six private schools that decided to join the research, one of them declined during the data gathering. They backed out because they found it hard to include answering the survey in their schedule. In this regard, the expected number of respondents decreased to 60. Moreover, most researchers mentioned that a correlation study's minimum acceptable size should be at least 30 (Putra 2017; Wallen & Fraenkel, 2009). Thus, the researcher was optimistic that the data obtained gave an accurate result of the degree of correlation.

RESULTS

Level of Teacher Anxiety of Private Elementary School Teachers

Table 1

Level of Teacher Anxiety of Private Elementary School Teachers

Indicators	Mean	SD	Description
Infection-related Anxiety	2.78	0.70	Moderate
Education-related Anxiety	3.22	0.69	Moderate
Overall Mean	3.00	0.61	MODERATE

Table 1 shows the level of teacher anxiety of private elementary school teachers. It shows that the overall mean of anxiety is 3.00, which is described as moderate or sometimes manifested. It implies that during the reopening of face-to-face classes, there are some factors that made teachers less anxious of the new situation. These include the different school's implementation of comprehensive support strategies such as the enhancing of the school's infection prevention measures, strengthening communication and collaboration channels among school committees and other stakeholders for timely updates, and prioritizing the well being of teachers. In this case, though the reopening of face-to-face classes has presented challenges to teachers such as the infection and education related anxiety, the implementation of effective support measures allow teachers to demonstrate remarkable resilience and adaptability. In addition, the overall standard deviation is .61 which is less than one denoting that the respondents have ratings that are practically almost the same. This finding supports the study of Pressley and Learn (2021), who claimed that the anxiety experienced by the teachers was also visible in the reopening of face-to-face classes, wherein the new instructional and safety demands necessary during the return to school. Moreover, the teachers' fear of contracting the virus from the workplace threatens their psychological well-being and has an impact on their intellectual, emotional, occupational, and physical health (Hagan, 2022). However, although teachers experience these challenges, Filipino teachers have had a positive outlook on life amid the outbreak (Toquero, 2020).

The indicator with the highest mean is education-related anxiety. The mean score ranged from 3.08 to 3.40. The category mean is 3.22, which is described as moderate or sometimes manifested. This result supports the finding of Arnette, 2022 stating that as teachers' circumstances have changed, so has the nature of their struggles. As such, they are anxious on learning gaps and experiences during the pandemic can cause teachers' anxiety (Wakui et al.,

2021). Furthermore, teachers face enormous psychological pressure because of context-specific limitations, including the burden of meeting instructional and other academic-related goals (Hagan et al. 2022). Meanwhile, the indicator with the lowest mean is infection-related anxiety. The mean ranged from 2.27 to 3.27. The category mean is 2.78, which is described as moderate or sometimes manifested. This finding is in contrary with the study of Weinert et al. (2021) to educators in Germany.

Level of Work Motivation of Private Elementary School Teachers

Table 2

Level of Work Motivation of Private Elementary School Teachers

Indicators	Mean	SD	Description
Motivators	4.11	0.52	High
Hygiene Factors	3.93	0.52	High
Overall Mean	4.02	0.48	HIGH

Table 2 presents the level of work motivation of private elementary school teachers. The overall mean of the work motivation of private elementary school teachers is 4.02 described as high or oftentimes evident. This implies that during the post- lockdown prospective, teachers in the private school were remain motivated to work. Several factors include the professional development opportunities and stronger relationship among colleagues and administrators. The overall standard deviation of .48 indicates a negligible variation of responses of the teachers. The finding affirms the view of the study of Aragasi et al. (2021), teachers from various colleges of Mindanao State University mentioned that there are moments when they feel a sense of hopelessness and yet discover passion along the way.

The indicator with the highest mean is motivators. The means of the indicator ranged from 3.78 to 4.42. The category mean is 4.11 which is described as high or oftentimes evident. This implies that teacher recognition is a crucial aspect of fostering a positive and effective educational environment. When teachers feel recognized for their hard work and dedication, it can have a profound impact on their overall well-being, job satisfaction, and teaching effectiveness. Recognizing teachers can also have positive implications for student learning and overall school success. Moreover, Teachers having access to opportunities to learn new skills for career advancement can have a profound impact on their motivation, leading to increased engagement, productivity, and

overall job satisfaction. Hence, employees who are more motivated to work hard and perform at their best when they have a proactive, positive outlook on their jobs and workplace. This finding is in congruence with the view of Herzberg, as cited by Syptak et al. (2020), motivators can produce satisfaction by meeting individuals’ needs for meaning and personal growth. Furthermore, Kurt (2021) expounded that the factors in motivators are related to workplace satisfaction and allow employees to promote growth and be contented in their jobs. Meanwhile, the indicator with the lowest mean is hygiene factors. The mean ranged from 3.18 to 4.28. The category mean is 3.93, which is described as high or oftentimes evident. This implies that salary can be a factor in teacher motivation. Accordingly, teachers' belief in their safety at their workplace is also a crucial factor in their motivation, well-being, and overall motivation. In the study is also is consonance with the study of Syptak et al. (2020), hygiene issues cannot motivate employees; instead, they can minimize dissatisfaction if appropriately handled.

Level of Organizational Commitment of Private Elementary School Teachers

Table 3

Level of Organizational Commitment of Private Elementary School Teachers

Indicators	Mean	SD	Description
Affective Commitment	3.66	0.70	High
Continuance Commitment	3.27	0.72	Moderate
Normative Commitment	3.42	0.63	High
Overall Mean	3.45	0.57	HIGH

Table 3 shows the level of organizational commitment of private elementary school teachers which recorded a mean of 3.45. It is described as high which means that the organizational commitment of private elementary school teachers is oftentimes demonstrated. This implies that the commitment of private school teachers towards their school is visible. Accordingly, when teachers are committed to their organization, they demonstrate a deep connection to their workplace and a willingness to go the extra mile to support its goals and initiatives. The overall standard deviation is .57 denoting that responses of the respondents are closer to the mean. This finding supports the study of Hulpia and Devos (2010) wherein it was revealed that in the potential high schools, teachers reported that they felt committed to the institution. Further, according to Sadaf et. al (2019) employees who have strong organizational commitment will put more effort and make more sacrifices to help the institution reach its goals.

The indicator with the highest mean is affective commitment. The means of the indicator ranged from 3.13-3.97. The category mean is 3.66, which is described as high or oftentimes demonstrated. This means that although teachers in the private institution are moderately happy to spend the rest of their career in their workplace, they really felt that they are one family in the school. Accordingly, teachers who are very happy to spend the rest of their career in their school demonstrate a strong level of organizational commitment. Additionally, A sense of family within a school fosters a supportive, collaborative, and purposeful work environment that benefits teachers, students, and the school community as a whole. This finding supports the argument of Nagar (2012), wherein, employees with high affective commitment continue to work for the company willingly and enthusiastically, not just because they need the work but also because they like it. Further, according to Vem et al.(2020) educators with high affective commitment are willing to invest a good deal of time and energy and go the extra mile to preserve and protect their work. Meanwhile, the indicator with the lowest mean is continuance commitment. The means of the indicator ranged from 3.10 to 3.58. The category mean is 3.27, which described as moderate or sometimes demonstrated. This implies that private elementary teachers believed that there are still good opportunities they can find aside from the place they are working. However, despite of the many careers await outside, teachers found it hard to resign right away even if they wanted to. This result supports the finding of Selamat (2013) among teachers in the Klang District, Selangor, Malaysia, it was mentioned that the moderate level of continuance commitment implied that teachers felt they needed to stay in school because they had invested time and effort in the school. The result agreed with the study of Tolentino (2013) to academic and administrative personnel in one of the chartered universities in Manila. It was mentioned in the study that employees with a high level of Continuance Commitment feel more attached to the university because of the "need" to stay. One of the reasons emphasized is that high standard employment requirements are being imposed in line with their position at work.

Significance of the Relationship of Teacher Anxiety, Work Motivation and Organizational Commitment of Private Elementary School Teachers

Table 4 shows the relationship of teacher anxiety, work motivation, and organizational commitment of private elementary school teachers. It shows that teacher anxiety has a positive weak relationship with organizational commitment of private elementary school teachers with a p-value of .46 that is greater than the alpha set at .05(two-tailed) ($r = .10$). It means that as the level of teacher

anxiety increases their organizational commitment of the private elementary school teachers did not significantly increase.

Table 4
Significance of the Relationship of Teacher Anxiety, Work Motivation and Organizational Commitment of Private Elementary School Teachers

Variables	r	p-value	Remarks
Teacher Anxiety	.10	.46	Not Significant
Work Motivation	.39**	.00	Significant

** . Correlation is significant at the 0.01 level (2-tailed)

However, the result shows that the relationship between work motivation and organizational commitment of private elementary school teachers is significant with a p-value of .00 that is less than the alpha set at .05 which is positive and moderate ($r = .39$). This means that as the level of work motivation increases the organizational commitment of private elementary school teachers also significantly increases. The findings in terms with the significant relationship between anxiety and organizational commitment indicates that although organizational commitment tend to go up in response with anxiety, their relationship is not very strong. Moreover, the significant relationship between work motivation indicates that teachers level of Work Motivation can affect their organizational commitment. Moreover, the result supports the view of Akartuna & Serin et al. (2022), the anxiety caused by the pandemic can influence organizational commitment since the decrease in teachers' commitment was associated with the anxiety they felt during the pandemic. Furthermore, Salleh et al. (2016) revealed that work motivation can affect organizational commitment because unmotivated employees perform negatively in the organization.

Significance of the Influence of Teacher Anxiety, and Work Motivation towards Organizational Commitment of Private Elementary School Teachers

Table 5 shows the results of the multiple regression analysis. In singular capacity, teacher anxiety has no significant influence towards the organizational commitment of private elementary school teachers with a p-value of .39 that is

greater than the .05 level of significance (2-tailed) with a positive standardized beta value of .11. It means that for every unit increase in the value of the level of the teacher anxiety, the corresponding increase is only .11 in the organizational commitment of private elementary school teachers which is not significant.

Table 5

Significance of the Influence of Teacher Anxiety, and Work Motivation towards Organizational Commitment of Private Elementary School Teachers

Singular Influence of the Predictors	Standardized Coefficients	t	p-value	Remarks
Teacher Anxiety	.11	.87	.39	Not Significant
Work Motivation	.39	3.19	.00	Significant
Combined Influence of the Predictors				
R	.40			
R^2	.16			
F	5.40			
p	.00			Significant

*Significant at $p < 0.05$

Likewise, in singular capacity, the work motivation has a significant influence towards the organizational commitment of private elementary school teachers with a p-value of .00 that is less than the .05 level of significance (2-tailed) with a positive standardized beta value of .39. It means that for every unit increase in work motivation, there is a corresponding significant increase of .39 in the organizational commitment of private elementary school teachers. Notably, between the two independent variables, work motivation influenced the organizational commitment of private elementary school teachers more compared to teacher anxiety. Importantly, the combined influence of the two independent variables, teacher anxiety, and work motivation towards organizational commitment of private elementary school teachers is significant ($F = 5.40, p < .05$). Meanwhile, the model explains 16 percent of the variance of the organizational commitment of private elementary school teachers based on

the independent variables explored in this study as indicated by $R^2 = .16$. This means that 84 percent of the variance of organizational commitment of private elementary school teachers can be attributed to other factors aside from teacher anxiety, and work motivation. This finding is seen in the study of Bhaker and Sharma (2020) and Koswara et. al (2021) that stated that there are underlying factors affecting organizational commitment aside from anxiety and work motivation.

CONCLUSION

Based on the findings of this study, the following conclusions were drawn: The level of anxiety of the private school teachers was moderate or sometimes manifested. Between the two indicators, education-related anxiety was evident, by which, teachers felt most anxious about the academic ability gap of the students. In summary, the overall result implies that although teachers experienced anxiety during the post- lockdown perspective, they were still able to cope with such challenges on both infection and education-related anxiety. The level of work motivation of private elementary school teachers was high or oftentimes evident. Although both indicators are oftentimes evident, motivators had the higher category mean. The overall mean implies that teachers in the private school are still motivated to work during the post- lockdown perspective. The overall level of organizational commitment of private elementary school teachers is high, which means that the organizational commitment of private primary school teachers is oftentimes demonstrated. This implies that the commitment of private school teachers towards their school is visible. There is no significant relationship between anxiety and organizational commitment. It means that as the level of teacher anxiety increases, their organizational commitment does not significantly increase. However, there is a significant relationship between work motivation and organizational commitment. This means that as the level of work motivation increases, their commitment to their organization also increases. In the context of this study, work motivation was the best predictor of organizational commitment among private elementary school teachers in Mati City. Meanwhile, only 16 percent of the variance of the organizational commitment of private elementary teachers was based on the independent variables explored in the study. The other 84 percent can be attributed to other factors aside from teacher anxiety, and work motivation.

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