

Mediating Effect of Pay Satisfaction and Affective Commitment in the Relationship between Work Stress and Turnover Intention of Faculty in the Higher Education Institutions (HEI) in Region XI

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ABSTRACT

This paper brought together the mediating effect of pay satisfaction and affective commitment on the relationship between work stress and turnover intention of the faculty in the Higher Education Institutions (HEI) in Region XI. The study made use of the descriptive – correlational method. The data were gathered from 263 teachers in private HEIs. There were four instruments used in this study, namely; Work Stress Scale, Affective Commitment Scale, Pay Satisfaction Scale and Turnover Intention Scale. Pearson Product Moment Correlation coefficient were used to determine the interrelationships between work stress, pay satisfaction, affective commitment and turnover intention as statistical methods to arrive at the findings and conclusions. Path Analysis/Mediation Analysis was used to assess the interrelationships of variables in the hypothesized model. Findings revealed that teacher in HEI Region XI achieved a high level of work stress. It means the level of work stress of the teachers is always manifested with moderate level of pay satisfaction which means that teachers are moderately satisfied with their level of pay.

Keywords: Pay Satisfaction, Affective Commitment, Turnover Intentions, Work Stress Scale

INTRODUCTION

The call for reform has plagued the educational arena in its effort to respond to the challenge in education for the Association of Southeast Asian Nations (ASEAN) integrations by 2015. Moreover, the competition for jobs and education is going global. One of the major challenges that institutions face today is the efforts to retain effective, highly qualified teachers (Gujarati, 2012; Pitsoe & Machaisai, 2012).

Teacher turnover is becoming a growing concern and a major challenge for education policymakers and researchers globally (Pitsoe & Machaisa, 2012). As a matter of fact, the United States has one of the highest attrition rates for teachers among developed countries with an estimate of forty percent of teachers with fewer than five years of experience who leave the profession (Cooper & Alvarado, 2006). In 2008-2009, over seven percent of school teachers in the U.S changed schools, and eight percent left the teaching force (Keigher, 2010).

In the United Kingdom, the highest turnover for primary and secondary schools is in Greater London (National Foundation for Educational Research & Local Government Association, 2008). In the Philippines, there are several teachers who leave the country and teach in other countries and sometimes give up their profession to work as a caregiver or being a domestic helper (Jobo, 2009). In the same way, a research conducted by Work Asia in 2007 revealed that high turnover rate was highlighted by more Filipinos seeking employment abroad for better standards of living. The result of high turnover among teachers is due to the many opportunities that have become available to them, in which they can switch jobs and have choices to select or reject institutions on the basis of factors that they considered most important to their jobs (Yin-Fah, Foon, Chee-Leong, & Osman,

2010). Moreover, a study conducted by Fuentes (2013) among the secondary school teachers in Davao City, revealed that number of years, organizational commitment and burn out slightly correlated with turnover intention.

There is a dispute in the literature as to the antecedents of employee turnover and the role and placement of the organizational variables such as pay satisfaction, work stress, and affective commitment. In fact, it is rarely seen in the literature showing their interrelationships. It is along this line that this study explored the mediating effect of affective commitment and pay satisfaction in a conceptual model which may provide additional explanation to enhance the body of knowledge pertaining to the study of organizational behaviour.

Statement of the Problem

This study investigated the mediating effect of pay satisfaction and affective commitment on the relationship between work stress and turnover intention of the faculty in the Higher Education Institutions (HEI) in Region XI. Specifically, this study sought answers to the following questions:

1. What is the level of pay satisfaction of the faculty?
2. What is the level of affective commitment of the faculty?
3. What is the degree of work stress of the faculty?
4. What is the level of turnover intentions of faculty?
5. Is there a significant relationship between
 - 5.1 pay satisfaction and turnover intention;
 - 5.2 affective commitment and turnover intention; and
 - 5.3 work stress and turnover intention?
6. What are the significant predictors of turnover intention of teachers?
7. Do affective commitment and pay satisfaction significantly mediate the relationship between work stress and turnover intention of teachers?

FRAMEWORK

This study was anchored on the Equity Theory, also known as Justice Theory, which was developed by Adams (1963) can be categorized in Job Motivational Theory. Equity theory, a well-known theory of distributive justice is valuable for diagnosing problems and suggesting solutions to motivational problems (Dreher & Dougherty, 2001). Moreover, Champoux (2010) pointed out that equity theory tries to explain the behavioral dynamics of human exchange relationships. It proposes that individuals determine whether the distribution of resources is fair to both partners (Huseman, Hatfield & Miles, 1987). The degree of equity is defined as a ratio of an employee inputs – effort, attendance, etc., to outcomes – pay, benefits, services, etc., compared with a similar ratio for a significant other. The significant other is usually a fellow employee holding the same job in the same organization (Ivancevich, 2007).

Ivancevich (2007) stated that the major determinant of an employee's productivity and satisfaction arises from the degree of fairness that an employee perceives in the workplace, in comparison with others. Fairness in exchange relationships within organizations is part of a larger concern about organizational justice (Champoux, 2010). One employee may be entirely satisfied with the payment, and the other may feel cheated and act accordingly. To reduce these feelings, the unsatisfied employee would change the

quality or quantity of his or her input. The result could be increased absenteeism, lower quality, lower quantity, or even quitting the job (Ivancevich, 2007).

Dreher and Dougherty (2001) stated that the exchange relationships could include a variety of business or personal relationships in which both parties contribute something to the relationship – in a sense, the two parties exchange resources. In the workplace setting, teachers participate in exchange relationships with their employers. Both parties contribute and each expects the other party to contribute to the exchange. As the degree of demands of the workplace increases, similarly the input of the teacher also increases. If the teacher feels that the ratio of outcomes to inputs is equal such as increase salary and higher commitment to the organization then the teacher will perceive equality or a feeling of fairness. However, if the teacher feels that the ratio is lower or higher than the other, such as increased job demand, but the salary compensation is low, then the teacher will perceive inequality, which could be described as a kind of psychological tension which the teacher will try to resolve.

Figure 1 illustrates the conceptual framework showing the relationships of the variables. As presented in the framework, the exogenous variables are work stress, pay satisfaction and affective commitment. On the other hand, the endogenous variable is the turnover intention.

The hypothesized model shows the direct effect of work stress on turnover intention. Moreover, the work stress variable also displayed an indirect effect on turnover intention which is mediated by pay satisfaction and affective commitment.

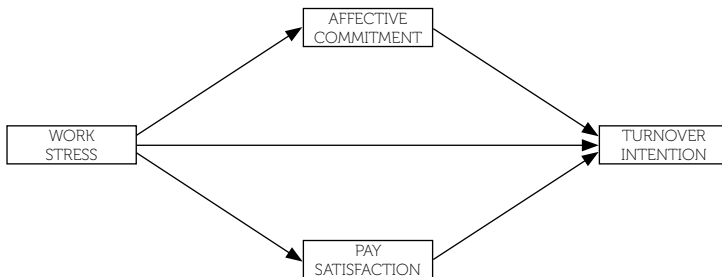


Figure 1. Hypothesized Model Showing the Relationship of the Variables of the Study

METHODS

Research Design

This study utilized the descriptive-correlational design. This was used to describe the statistical association between two or more variables (Creswell, 2002). In this research, the relationship of the work stress, pay satisfaction, affective commitment and turnover intention was investigated.

Respondents

The respondents were 263 teachers in private HEIs in Region XI. This sample size has seen to be the goal for SEM research as suggested by Kenny, D. A., & Judd, C. M. (2014). A lottery method was used to select the schools. After which, the teachers were selected using a purposive sampling method.

Only full-time teachers with more than three years of teaching experience were chosen as participants. Furthermore, the University of Mindanao-Tagum (n=33, 12.55%) has the highest number of participants followed by St. Mary's College of Tagum (n=30, 11.41%), MATS College of Technology (n=25, 9.51%), John Paul II College (n=24, 9.13%), Davao Winchester Colleges (n=22, 8.37%), Philippine Women's College (n=19, 7.22%), University of Mindanao-Panabo (n=13, 4.94%), Agro-Industrial Foundation College (n=12, 4.56%), University of Mindanao-Digos (n=10, 3.80%), Mati Doctors College (n=10, 3.80%), Mindanao Kokusai Daigaku (n=10, 3.80%), Liceo de Davao (n=9, 3.42%), Gabriel Taborin College (n=9, 3.42%), Davao Vision Colleges (n=9, 3.42%), Cor Jesu College (n=8, 3.04%), North Davao Colleges-Panabo (n=8, 3.04%), Tagum City College of Science and Technology Foundation Incorporated (n=8, 3.04%) followed by Northlink Technological College (n=2, .76%). The least number of participants was obtained from North Davao College-Tagum (n=1, .38%) and Queen of Apostle College Seminary (n=1, .38%).

Research Instrument

There were four instruments used in this study, namely; Work Stress Scale, Affective Commitment Scale, Pay Satisfaction Scale and Turnover Intention Scale. Work Stress Scale. The Perceived Stress Scale (PSS) was adapted from Foonet et a. (2010). This tool was used to measure the stress level of the respondents. Moreover, the PSS consists of 14 items which included seven positive items and seven negative items. The negatively phrased items have to be reverse-coded for analysis. The PSS instrument has an established reliability index Cronbach's alpha of 0.85 which indicates high reliability. Responses ranged by 5 point Likert scale which 1=never to 5=always. The items 4, 5, 6, 7, 9, 10 and 13 were the positive items and they should be calculated adversely.

Mean Interval	Descriptive Level	Descriptive Interpretation
4.50-5.00	Very High Degree	The teachers always experienced work stress
3.50-4.49	High Degree	The teachers oftentimes experienced work stress
2.50-3.49	Moderate Degree	The teachers sometimes experienced work stress
1.50-2.49	Low Degree	The teachers seldom experienced work stress
1.00-1.49	Very Low Degree	The teachers never experienced work stress

Affective Commitment Scale. This was adapted and modified from Rhoades et al., (2001) and Carmeli, (2005) with a Likert's 5 point scale ranging from Strongly Agree, Agree, Moderately Agree, Disagree, and Strongly Disagree which the questionnaire underwent modification and content validity with Cronbach's alpha of 0.90.

Mean Interval	Descriptive Level	Descriptive Interpretation
4.50-5.00	Very High Degree	The teachers have very strong attachment with the institution
3.50-4.49	High Degree	The teachers have strong attachment with the institution
2.50-3.49	Moderate Degree	The teachers have moderate attachment with the institution
1.50-2.49	Low Degree	The teachers have weak attachment with the institution
1.00-1.49	Very Low Degree	The teachers have very weak attachment with the institution

Pay Satisfaction Scale. This was adapted and modified from Curry et al. (1985) & Johnston et al. (1988) with a Likert's 5 point scale ranging from Strongly Agree, Agree, Moderately Agree, Disagree and Strongly Disagree which the questionnaire underwent modification and content validity with Cronbach's alpha of 0.95 which is interpreted as high reliability.

Mean Interval	Descriptive Level	Descriptive Interpretation
4.50-5.00	Very High Degree	The teachers have very high level of pay satisfaction
3.50-4.49	High Degree	The teachers have high level of pay satisfaction
2.50-3.49	Moderate Degree	The teachers have moderate level of pay satisfaction
1.50-2.49	Low Degree	The teachers have a low level of pay satisfaction
1.00-1.49	Very Low Degree	The teachers have very low level of pay satisfaction

Turnover Intention Scale. This was adapted from Chao (2009) citing Meyer et al. (2004) with a 5 point Likert Scale ranging from Strongly Agree, Agree, Moderately Agree, Disagree and Strongly Disagree. The scale had a coefficient alpha of .94 which indicates high reliability.

Mean Interval	Descriptive Level	Descriptive Interpretation
4.50-5.00	Very High Degree	The teachers have very high level of turnover intention
3.50-4.49	High Degree	The teachers have high level of turnover intention
2.50-3.49	Moderate Degree	The teachers have moderate level of turnover intention
1.50-2.49	Low Degree	The teachers have a low level of turnover intention
1.00-1.49	Very Low Degree	The teachers have very low level of turnover intention

Data Analysis

The Pearson product moment correlation was used to determine the interrelationships between work stress, pay satisfaction, affective commitment, and turnover intention.

Path Analysis was used to assess the interrelationships of variables in the hypothesized model.

RESULTS AND DISCUSSIONS

Level of Pay Satisfaction of Teachers

Table 1 shows the level of pay satisfaction of teachers. It is shown in the table that the statement "Being happy with my take home pay" has the highest descriptive level (mean=3.31). This could be said that teachers are moderately satisfied with their take home pay. While, item indicator "Having a competitive way compared to what other institutions offer" described as moderate (mean=2.91) signifies that teachers moderately feel competent with their salary as to compare with other academes' offer.

The overall pay satisfaction level of teachers resulted moderate descriptive level (mean=3.04). Though they happen to feel satisfy with their income, however, at some point since the result was only moderate, the view of dissatisfaction with their wage was considered. There was a 50% chance that they would perceive the feel of dissatisfaction with their earnings to which will eventually lead to other negative factors.

Table 1. Level of Pay Satisfaction of Teachers

Pay Satisfaction	Mean	SD	Descriptive Level
1. Being happy with my take home pay.	3.31	1.04	Moderate
2. Being contented with my recent raise.	3.11	1.10	Moderate
3. Being pleased with the consistency of my raise.	3.03	1.08	Moderate
4. Having a salary that is relevant to my qualification and experiences.	3.10	1.07	Moderate
5. Having a competitive salary and meets my expectations.	2.99	1.08	Moderate
6. Having a competitive pay compared to what other institutions offer.	2.91	1.11	Moderate
7. Leveling of my pay is just and right compared to other institutions.	2.96	1.08	Moderate
8. Being contented with the pay structure of my institution.	2.96	1.08	Moderate
9. Being contented with the consistency of my institution's pay policy.	2.98	1.07	Moderate
10. Being happy with my overall level of pay.	3.06	1.05	Moderate
Total Mean	3.04	0.91	Moderate

The finding conforms to the result in the study of Terpstra and Honoree (2004) pertaining in measuring the job satisfaction and pay satisfaction of university faculty by discipline type and by geographic region. In their study, teachers were satisfied with their jobs, however, not as satisfied with their pay. They have pointed out that despite the impracticality to increase teachers’ salary due to financial crises faced by other institutions particularly by those that were located in economically-depressed regions or state, still, it has been implied that providing higher rate to faculty is the main key for the increase of levels of their job and pay satisfaction.

In this study, pay satisfaction served as the attraction of beating work stress and turnover intention. This means that the teachers agreed that they were moderately satisfied with their pay from their respective institutions.

Level of Affective Commitment of Teachers

Table 2 presents the level of affective commitment of teachers. It could be gleaned in the table that item number nine with the statement of “Caring about the accomplishment of my institution” has the high descriptive level (mean=4.18). It means that teachers strongly care about the success which their institution was inclined to. In the same note, the least scorer in determining the affective commitment of teachers was item number 2 with the statement of “Being happy to spend my entire career life with this institution” which has a (mean=3.36) with a moderate descriptive level. This has proved that they sometimes perceived the chance to change career or to transfer an employer.

Meanwhile, the total mean of affective commitment of teachers was 3.92 in which described as high. It was indicated in the finding that teachers have strong commitment to their respective institutions. It further revealed that the teachers have had strong level of affective commitment to which, perhaps, would be difficult for them to leave their workplace. This would make them often feel the need to stay with the institution as to which would be beneficial for their employers.

Table 2. Level of Affective Commitment of Teachers

Affective Commitment	Mean	SD	Descriptive Level
1. Being emotionally attached to my institution.	3.79	0.85	High
2. Being happy to spend my entire career life with this institution.	3.36	0.99	Moderate
3. Being proud of informing others of being part of this institution.	3.96	0.88	High
4. Being happy I choose to work in this institution.	4.01	0.82	High
5. Being proud to be an employee of this institution.	4.04	0.88	High
6. This institution is like a family to me.	4.10	0.89	High
7. Feeling the sense of belongingness to my institution.	4.01	0.93	High
8. Identifying myself with my institution.	3.97	0.88	High
9. Caring about the accomplishment of my institution.	4.18	0.84	High
10. Talking about my institution as a great place to work with my family and friends.	3.78	0.96	High
Total Mean	3.92	0.73	High

This result concurs with the findings that could be found in the research of Fuentes (2013) whose study revealed that affective commitment could cause a less intention of leaving the company. Moreover, other studies have shown that an emotionally involved employee was more satisfied and less inclined to leave the organization (Khowaja, Merchand, & Hirani, 2005).

While it was clear that the findings have revealed of the strong manifestation of teachers in the aspect of showing affection for their institution, it implies that teachers who were more emotionally committed to their work were more likely have the consideration to stay longer in the institution. These teachers were more concern to the growth and development that their institution was inclined with; as the institution was building good rapport among other organizations, such was also a build-up to their pride and confidence as employees as to which indicates of their less intention of leaving their employer.

Level of Work Stress of Teachers

Table 3 shows the level of work stress of teachers in Region XI. The results revealed that the highest (mean=4.09) in the item number six with the statement of "Feeling confident about your ability to handle your work problems", which has a high descriptive level. This pertains to the high self-confidence of the teachers in managing stress; implying that they were often confident of themselves upon getting hooked in a circumstance. It was also shown in the table that item number one with the statement of "being upset because of something happened unexpectedly" has the lowest mean score of 3.24 with a moderate descriptive level. Among other items, it was evident that teachers often feel disappointed with abrupt and unplanned situations that would occur within the area of their work.

Furthermore, the overall results with a high descriptive level (mean=3.54) in measuring the level of work stress of teachers. It was revealed also in Table 3 that teachers often feel stress in their workplace, which could bring a possible threat to the institution.

Table 3. Level of Work Stress of Teachers

Work Stress	Mean	SD	Descriptive Level
1. Being upset because of something happened unexpectedly.	3.24	0.87	Moderate
2. Feeling unable to control the important things in your job.	3.39	0.87	Moderate
3. Feeling nervous and stressed.	3.45	0.94	Moderate
4. Dealing successfully with irritating work hassles.	3.49	0.94	Moderate
5. Effectively coping with important changes that were occurring in.	3.69	0.96	High
6. Feeling confident about your ability to handle your work problems.	4.09	0.83	High
7. Feeling that things were going your way.	3.68	0.77	High
8. Finding that you could not cope with all the things that you had to do.	3.51	0.96	High
9. Being able to control irritations in your work.	3.74	0.90	High
10. Feeling that you were on top of things	3.36	0.87	Moderate
11. Being angered because of things that you have to accomplish.	3.35	0.82	Moderate
12. Being able to control the way you spent your time.	3.74	0.89	High
13. Feeling difficult where your work piling up so high that you could not overcome them.	3.29	0.89	Moderate
Total Mean	3.54	0.45	High

This result agrees with the findings on the study conducted by Olga and Margarita (2013) stating that teacher-stress-experience is often noticeable among professionals and the threat of a professional burning-out for the teachers is higher. Furthermore, over one-third of all American workers thought about quitting their jobs in 2003. One-third believed

they will feel burn-out in the near future, and nearly three-fourths of all workers felt that job-stress lowers their productivity and they experience health problems (Romans & Sharma, 2007).

At any situation, feeling stressed at work is really inevitable especially if situations do not go the way it planned. The given result only implies that teachers are regular recipient of stress and are often deal on their coping ability with the changes surrounding them as it includes their self-reliance on managing the circumstances.

Level of Turnover Intention of Teachers

Table 4 contains items that measure the level of turnover intention of teachers. It pointed out that teachers have a low turnover intention with a total (mean=2.47). Looking at the specific items, it can be noted that the highest (mean=2.65) represented by the statement "Contemplating to leave the institution in the near future" with a moderate descriptive level, while the item number two with the statement "Searching for other job" holds the lowest (mean=2.14) with a low descriptive level. This means that, in general, teachers do not intend to leave the institution.

This result is supported by Bothma and Roodt (2013) that leaving a job may not always be an option for an individual. It is influenced by many personal and contextual factors such as employability and labor market conditions. This is contrary to the finding revealed in the study conducted by Jacobs, J. P. & Kuper, G. H. (2007) stating that high turnover rate was highlighted by more Filipinos seeking employment abroad and better standard of living.

The findings denote that teachers' perception on leaving their institution was seldom manifested. It has crossed their mind but never been become a decision. Their low intention of leaving the institution was perhaps caused by their perceived stress at the moment which has led them to sometimes think of leaving.

Table 4. Level of Turnover Intention of Teachers

Turnover Intention	Mean	SD	Descriptive Level
1. In the past few months, I have seriously thought about looking for a new job.	2.63	1.23	Moderate
2. Presently, I'm actively searching for other job.	2.14	1.11	Low
3. I intend to leave the institution in the near future.	2.65	1.27	Moderate
Total Mean	2.47	1.00	Low

Relationship of Work Stress, Pay Satisfaction, and Affective Commitment with Turnover Intention

The data in table 5 shows the correlation of work stress, affective commitment and pay satisfaction and turnover intention. It can be gleaned from the results that work stress is significantly related to turnover intention as revealed by the ($r = 0.167, p < 0.05$). This implies that high work stress of teachers would essentially increase turnover intention.

A similar finding was revealed in the study conducted by Conklin, Pharm, and Desselle (2007) that excessive workload or high work stress is one of the frequently cited reasons for leaving. In addition, teaching is a highly stressful career and teachers are leaving the profession at an alarming rate (Hendel and Horn, 2008).

On the other hand, there is a significant inverse relationship between pay satisfaction and turnover intention which show a ($r = -0.465, p < 0.05$). This implies that those teachers who were highly satisfied with their pay were more likely to have lower levels of turnover intention while those who were less satisfied with their pay were most likely having higher levels of turnover intention.

This finding agreed with the study of Tekleab, Bartol, and Lie (2005) showing that raise satisfaction was significantly and negatively related to turnover. This is further supported by Heckert & Farabee (2006) who pointed out that salary is an important element in explaining turnover consideration at teaching institutions.

In the same way, there is a significant relationship between affective commitment and turnover intention ($r = -0.482, p < 0.05$). Hence, the negative correlation coefficient value indicates an inverse relationship between affective commitment and turnover intention. This indicates that those teachers who have a low affective commitment were more likely to possess higher turnover intention while those who have a high degree of affective commitment were more likely to have lower turnover intention.

This conforms to the recent study conducted by Craig et al. (2013) showing that employee's exhibit higher level of affective commitment can lead to reduced turnover intention. This is further supported by Carmeli and Grefen (2005) who emphasized that affective commitment found to have the highest significant correlation with withdrawal intentions from the organization. Moreover, employees with a high affective commitment have a high emotional attachment, identification with the organization and involvement in the organization, and therefore are not likely to leave (Meyer & Allen, 1984).

Table 5. Relationship of Work Stress, Pay Satisfaction, and Affective Commitment on Turnover Intention

Independent Variable	Turnover Intention	
	R	F-value
Work Stress	.167 **	.007
Pay Satisfaction	-.465**	.000
Affective Commitment	-.482**	.000

Legend: ** Correlation is significant at the 0.05 level (2-tailed)
 r – Correlation coefficient (r)

Predictors of Turnover Intention

Table 6 presents the result of regression analysis, which purpose is to show the significant predictors of turnover intention. The results indicate that pay satisfaction, and affective commitment were found to be significant predictors of turnover intention. On the other hand, the work stress does not influence turnover intention.

Specifically, it can be seen that the pay satisfaction and affective commitment have a negative standardized beta with a value of $-.317$ and $-.342$, respectively. This implies that for every unit increase in pay satisfaction and affective commitment, there is a corresponding decrease in turnover intention of $.317$ and $.342$, respectively. In other

words, pay satisfaction and affective commitment have significant contribution to the turnover intention of the faculty. This conforms to the recent studies showing that affective commitment and pay satisfaction are significant predictors to turnover intention (Olga & Margarita, 2013; Baakile, 2011; Duraisingam, Pidd, & Roche, 2009; Pei & Guoli, 2007; Tekleab, Bartol, & Liu, 2005).

Lastly, the amount of variance that can be explained by the model is 31.4% as indicated by $R^2=.314$. This would mean that 68.6% of the variation can be attributed to other factors.

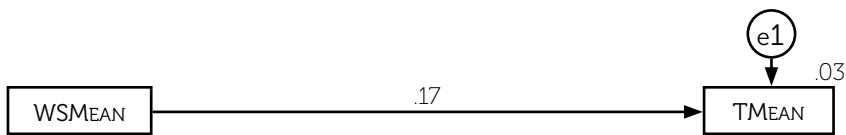
Table 6. Predictors of Turnover Intention

Model	Coefficients			T	P-value
	Unstandardized Coefficient		Standardized Coefficient		
	B	Std. Error	Beta		
Constant	5.489	.441		12.433	.000
Work Stress	.031	.121	.014	-.258	.797
Pay Satisfaction	-.349	.063	-.317	-5.564	.000
Affective Commitment	-.469	.082	-.342	-5.729	.000

Note: $R=0.561$, $R^2=0.314$, $F=39.582$, $P\text{-value}=0.000$

Mediation Analysis

Testing for Direct Effect. Before measuring the mediating effect of pay satisfaction and affective commitment, the direct effect of the work stress variable on the turnover intention variable was tested primarily as suggested by Baron and Kenny (1986). The analysis in Figure 3 revealed that work stress has a significant direct effect on turnover intention ($\beta=0.17$, $p<0.05$). This means that for every unit increase in work stress, there is a corresponding increase in the turnover intention of 0.17. In other words, there is a direct effect that can be mediated which is a necessary precondition before testing for mediation.



Note: $p\text{-value}=0.007$

Figure 3. Direct Effect of Work Stress and Turnover Intention

Mediating Effect of Pay Satisfaction and Affective Commitment. In order to test for mediation, the two mediator variables (pay satisfaction and affective commitment) were established. Hence, the direct path from work stress through turnover intention was again tested for relationship. The results revealed that work stress does not anymore have a direct effect on turnover intention when the two mediator variables are established in the model as shown in Figure 4 ($b=0.01$, $p>0.05$). This means that the relationship between work stress and turnover intention is completely mediated by pay satisfaction and affective commitment. In other words, work stress would not have an effect to faculty intention to leave the institution if they are satisfied with their pay and emotionally attached to the institution.

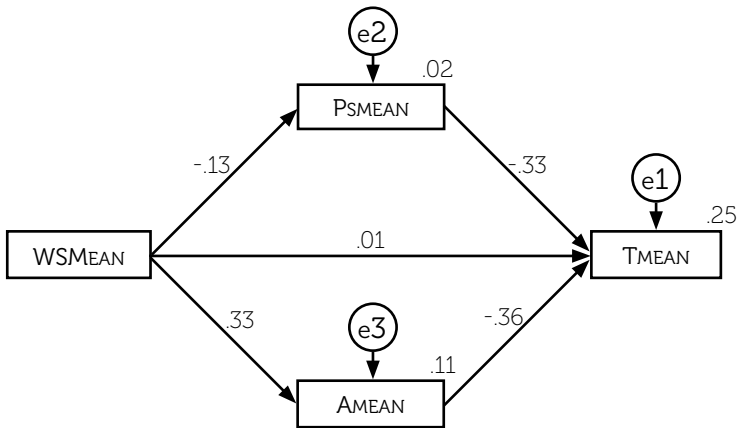


Figure 4. Mediating Effect of Pay Satisfaction and Affective Commitment in the Relationship between Work Stress and Turnover Intention

CONCLUSION

Based on the findings, the researcher concludes that the school teachers of the selected higher educational institutions in Region XI achieved a high level of work stress. It means the level of work stress of the teachers is always manifested. They also had a moderate level of pay satisfaction, which means that the teachers are moderately satisfied with their level of pay.

Almost all teachers in selected HEI in Region XI have a high emotional attachment to the institution. It means that the teachers had a high level of affective commitment to their institution. They also had a low intention to leave their current job, which means that at present the teachers had a low turnover intention.

The null hypothesis stating that there is no significant relationship between work stress, pay satisfaction, affective commitment and turnover intention was rejected. Work stress positively correlates with turnover intention.

The null hypothesis stating that work stress, pay satisfaction, and affective commitment do not significantly predict turnover intention of teachers was rejected. The three variables significantly predict the turnover intention of teachers.

The null hypothesis stating that affective commitment and pay satisfaction do not significantly mediate the relationship between work stress and turnover intention of teachers was accepted. The results showed that pay satisfaction and work stress completely mediate the relationship between affective commitment and turnover intention.

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