

Factors Related To School Principals' Organizational Commitment, Job-Stress And Challenges For Offering Quality Education

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RESEARCH PROBLEM

System challenge: Principal hiring and turnover

- International research indicates; fewer candidates, principal shortage and turnover as people leave the post before completing their contract.
- Principals' job: physically and emotionally stressful in many countries, including Chile.
- Physical and emotional stress decreases the quality of life and well-being of school leaders, impacting job performance.
- Relationship between district support, school's attributes, principal's perception of job demands and resources, their psychological well-being, stress, occupational commitment and the intention to remain or leave the position (Lui and Bellibas, 2017).
- Principals do not have full control over their work; Their well-being or stress is not exclusively the product of personal resources
- Improving principals' well-being and, in turn, their leadership performance implies understanding the resources and demands that are generated from national and local policies and from the daily work in a specific school school.

GENERAL OBJECTIVE

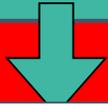
Explore primary and secondary schools principals' perceptions of job demands and resources and their relationship to occupational commitment, stress and decision to leave the post.

Understanding these relationships can help design policies to attract and retain effective principals as well as preservice and inservice professional development that provide them with personal resources to better meet the complexities of their job.

CONCEPTUAL FRAMEWORK



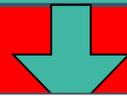
Job Demands – Resources (JD–R) model (Bakker and Demerouti, 2006)



Work contexts:

- **Demands:** the physical, social, or organizational aspects of the job that require sustained physical or psychological effort
- **Resources:** aspects of the job that may reduce job demands, are instrumental to achieving work goals, or promoting personal growth, learning and development

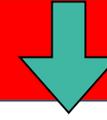
Potential Consequences



Two relatively independent processes

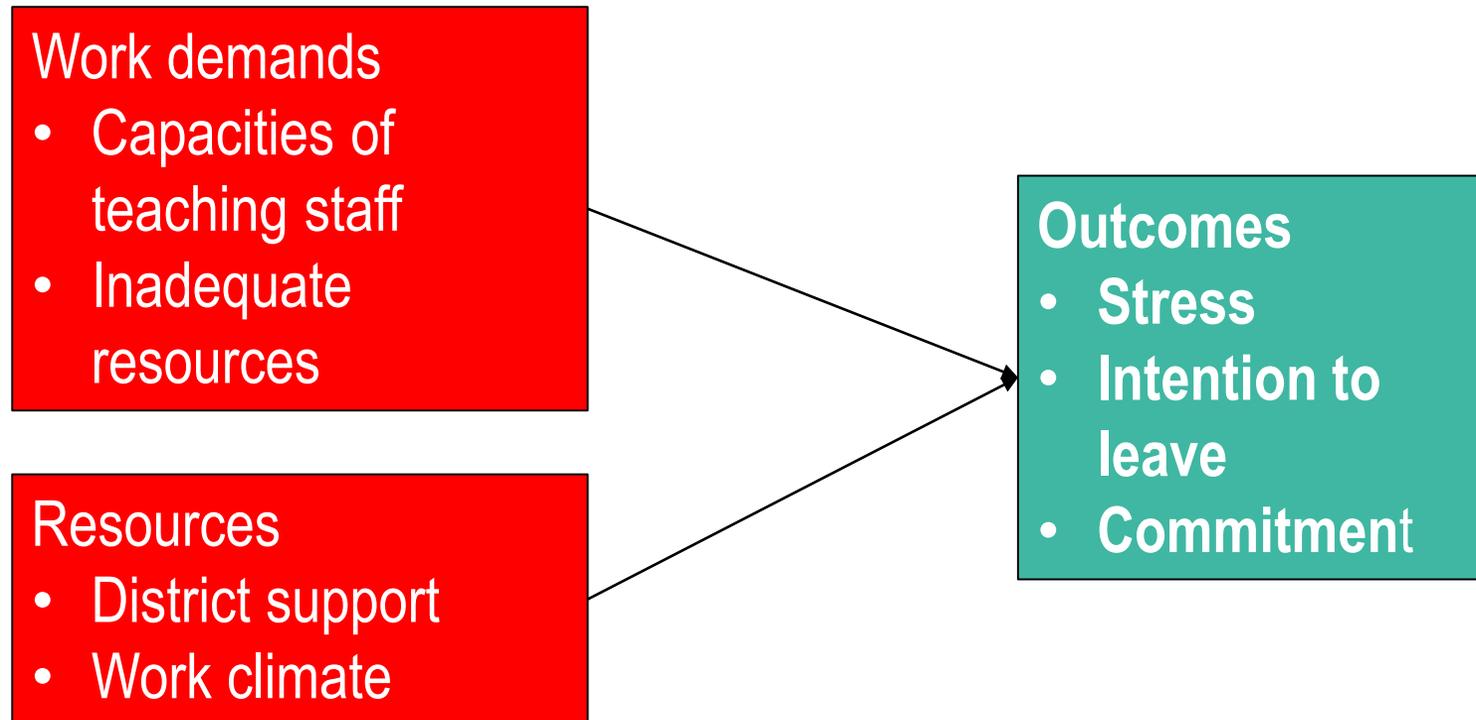
- Excessive job demands may diminish employees well-being through a stress process.
- Resources may have motivational potential, lead to increased job satisfaction, organizational commitment and intention to remain in the post (Hu et al., 2011; (Hakanen et al., 2006):

Affective organizational commitment



- A psychological state related to an employee's psychological attachment to their occupation
- Three types of organizational commitment
 - continuance commitment (cost),
 - normative commitment (obligation)
 - affective commitment (attachment)(Meyer et al., 1993). Allen y Meyer (1990)

FIGURE 1. HYPOTHESIZED MODEL



METHODOLOGY

ONLINE SURVEY (fall 2021) sent to all practicing principals in a database provided by the Ministry of Education

Variables:

- Organizational commitment (a seven-item scale adapted from an instrument developed by Meyer and Allen et al., (1979); 4-point Likert scale (strongly disagree to strongly agree)
- Items adapted from TALIS 2013; 5-point scale (Not at all to Much)
 - Factors that generate stress (13 items)
 - Challenges (14 items)
 - Resources (13 items)
- Intention to leave: To what extent these challenges factors would motivate them to leave their current school
- Work and demographic characteristics and school attributes.

METHODOLOGY: Participants

Principals

579 active

- 54 % women
- 89 % teaching degree
- 61 % masters degree in leadership

Average 6 years as principal at the school

Average age: 52,2 .

School Attributes

Grades

- 47% -pk, k, elementary
- 42% - K-12
- 10% - high school (7th or 9th – 12th).

Administration

- 55% private subsidized
- 38% public
- 6% private

Performance category (n=414)- Quality Agency

16% High

51% Medium

29% Medium low

3% insufficient

DATA ANALYSIS

- 1) Reliability survey items considered for each latent variable was estimated through Cronbach's Alpha, obtaining alphas greater than 0.8 for all the items considered (see Table 5).
- 2) To corroborate the factorial structure of each index, an Exploratory Factor Analysis (EFA) with extraction through principal factors and Varimax rotation was conducted (90% of the common variance).
- 3) A confirmatory factor analyses yielded the following variables: of job demands (Lack capacities and Lack resources) and job resources (Work climate and district support), and for the latent endogenous variables of the model (Commitment, Stress and Motivation to leave).
- 4) The model meets all the ranges established as acceptable according to the literature. When testing different models strong factor loadings were observed; standardized regression coefficients ranging from .414 to .878.
- 5) ANOVA (one-way for school attributes) for estimated variables
- 6) SEM model → Explore relations among demands y resources with commitment, stress and intention to leave

Descriptive Statistics

Owner/adminis- tration	n	Commit- ment	Job_dem- ands	Leave_sc- hool	Job_reso- urces	Stress	Lack_res- ources	Lack_capac- ities	Work_cli- mate	District_su- pport
Private	33	4.30	2.10	3.14	4.29	3.10	2.07	2.12	4.44	3.92
Private Subsidized	216	4.28	2.22	3.01	4.18	3.08	2.03	2.28	4.25	4.11
Public	312	4.16	2.55	3.15	3.88	3.17	2.52	2.56	4.17	3.15
Total	561	4.21	2.40	3.10	4.02	3.13	2.30	2.43	4.21	3.57
Performance Category										
High	45	4.52	1.98	2.98	4.46	2.98	1.85	2.02	4.57	4.21
Medium	138	4.27	2.23	3.05	4.13	3.09	2.01	2.29	4.24	3.91
Medium Low	78	4.17	2.59	3.16	3.83	3.20	2.55	2.60	4.05	3.33
Insufficient	8	3.33	3.52	3.33	3.51	3.69	3.15	3.64	3.89	2.56

Results: CFA

Model	χ^2	df	CFI	TLI	RMSEA	SRMR	ρ reliability
Commitment	7.787	5	0.997	0.992	0.029	0.018	0.772
Stress	136.9	29	0.943	0.911	0.075	0.043	0.882
Intention to leave	12.77	4	0.99	0.975	0.06	0.022	0.823
Lack of staff's capacities	23.24	8	0.992	0.98	0.056	0.019	0.801
Lack of resources	5.13	3	0.998	0.994	0.034	0.01	0.805
Work climate	19.39	8	0.993	0.986	0.049	0.02	0.853
Support from district	43.81	15	0.99	0.982	0.056	0.018	0.904

Results: SEM Model

Latent exogenous variables associated to job demands and job resources, then path were analyzed from those variables to all endogenous variables. Paths between all endogenous latent variables were also included (Figure I). Final model, acceptable adjustments:

$\chi^2 [1040, N = 561] = 2291.7, p < .00;$

RMSEA = .046;

CFI = .90;

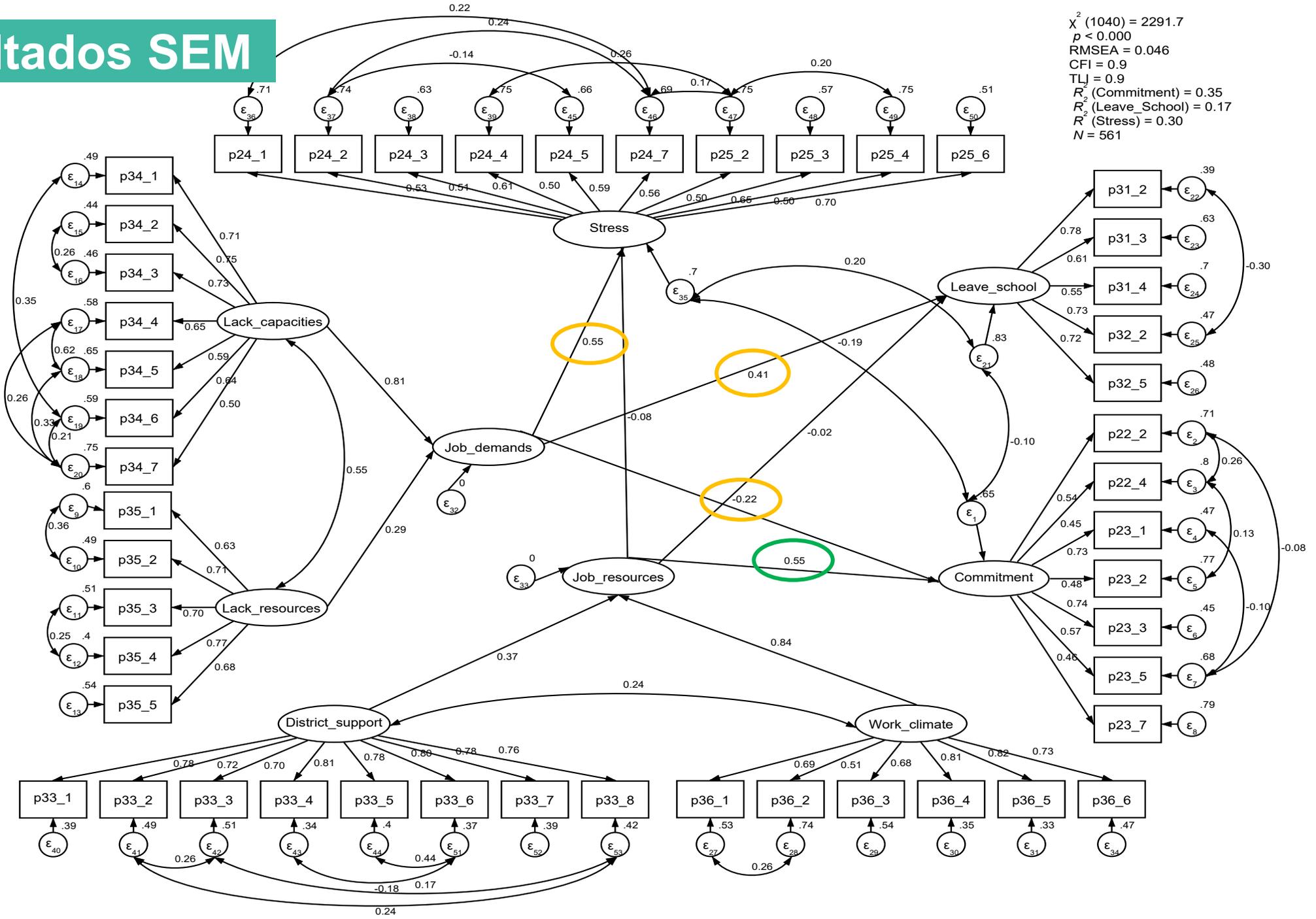
TLI = .90;

The final model explained

- 35% of the variance in commitment,
- 17% of motivation to leave
- 30% in stress.
- Commitment was significantly associated with job resources ($\beta=0.55, p < .001$) and negatively associated with job demands ($\beta=-.022 p < .001$).
- Motivation to leave and stress was significantly associated with job demands ($\beta=-.41 p < .001; \beta=0.55, p < .001$, respectively)
- Both latent variables are not significantly associated with job resources

Resultados SEM

χ^2 (1040) = 2291.7
 $p < 0.000$
 RMSEA = 0.046
 CFI = 0.9
 TLJ = 0.9
 R^2 (Commitment) = 0.35
 R^2 (Leave_School) = 0.17
 R^2 (Stress) = 0.30
 N = 561



Results: Indirect Effects

Path	β	SE	z	P> z	std β
Lack resources>Commitment	-0.04	0.02	-2.36	0.02	-0.06
Staff lack capacities>Commitment	-0.08	0.02	-3.57	0.00	-0.18
Work Climate->Commitment	0.32	0.04	7.43	0.00	0.46
District Support->Commitment	0.09	0.02	3.87	0.00	0.20
Lack resources> Intention to Leave	0.21	0.08	2.57	0.01	0.12
Staff lack capacities> Intention to Leave	0.47	0.08	5.89	0.00	0.33
Work Climate-> Intention to Leave	-0.03	0.10	-0.28	0.78	-0.01
District Support--> Intention to Leave	-0.01	0.03	-0.27	0.78	-0.01
Lack resources> Stress	0.14	0.05	2.74	0.01	0.16
Staff lack capacities> Stress	0.32	0.05	6.11	0.00	0.44
Work Climate-> Stress	-0.07	0.05	-1.40	0.16	-0.06

- Lack of resources → Commitment: greater lack of resources, less commitment
- Lack staff's capacities → Commitment: greater lack in capacity, less commitment
- Work climate → Commitment: better climate greater commitment

Discusión y Conclusiones

- Principal's work is complex and this study sheds light on some of the contextual factors associated with stress, commitment and their intention to leave.
- ANOVA results showed that public school principals report more demands and fewer resources, in comparisons to peer in private schools.
- Findings show high levels of commitment among Chilean principals; Lui and Bellibas (2018) reported greater commitment relation to other countries participating in Talis 2013.
- Findings agree with previous studies that indicate that interpersonal relationships and a positive school climate are key resources for the well-being of school leaders.

Discussion and Conclusions

- Professional development should pay more attention to the social emotional dimension of principals' work,
- Educational policies need to strengthen the support principals receive to manage human resources according to their needs to mobilize school improvement.
- District level support is important to manage job demands, particularly securing qualified teachers to deliver the instructional program
- Limitations
 - self-reported data that could provide socially desirable answers
 - subsample of the total number (N=816) of respondents, who answered all the items involved in these analyses.