

Effect of Stress and Job Satisfaction on the Work Engagement of Criminology Academicians

Maria Fe S. Getalla, Nestor C. Nabe

Master of Science in Criminal Justice, University of Mindanao

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ABSTRACT

This study is designed to determine the influence of stress and job satisfaction on the work engagement of criminology academicians. The study utilized the non-experimental-quantitative, and correlational research approaches. The actual number of respondents of the study is 140 criminology academicians from selected institution in Davao del sur, using stratified random sampling adhering to the desired inclusion criteria. Data were collected using standardized instrument via survey method. Mean, Pearson-r, and Multiple Regressions were the statistical tools used in analyzing and interpreting the data gathered. Based on the result of the study, the levels of job satisfaction and work engagement are high, while the level of stress is moderate. Also, the result showed that there is a positive significant correlation between stress and work engagement, while there is a strong positive significant correlation between job satisfaction and work engagement across all dimensions. The overall findings further disclosed that the independent variables (stress and job satisfaction) when combined can influence work engagement. However, separately only job satisfaction predicts work engagement.

Keywords: criminal justice, stress, job satisfaction, work engagement, academicians, Philippines.

SDG Indicator: # 16 (Peace, Justice and Strong Institutions)

8 (Decent Works and Economic Growth)

INTRODUCTION

The concept of work engagement (WE) pertains to a positive outlook towards work which includes vigor, dedication, and absorption (Evitha et al., 2021; Coelho et al., 2023; Ma, 2023) and has been a current research interest among scholars worldwide because of its organizational performance and productivity benefits, reflected in a series of positive results for both teachers and the institution or organization (Huang, 2022; Orgambidez et al., 2020; Cabrera-Aguilar, et al., 2023 & Salanova, 2023). Work demands accompanied by a negative workplace is a challenge to every teacher's work engagement (Nordin & Hamzah, 2021) which could also affect their productivity, effectiveness and may put them pressure in handling their tasks.

In addition, the drastic change in the educational landscape brought by the pandemic causes stress and thereby affecting teacher's work engagement (Santmajor, 2022; Sokal et al., 2020; Robinson et al., 2023). Moreover, it was found out that having low work engagement may result in poor work performance (Robinson et al., 2023; Šimunović et al., 2023) and maintaining work engagement and job satisfaction is a tough responsibility among teachers (Venkateshwarlu, 2021). This research will contribute to the realization of Item Number 16 (Peace Justice and Strong Institutions) of the Sustainable Development Goals of the United Nations as adapted by the Philippine government. Modern goals set by an open government serves as an excellent platform to enhance government functions such as become more transparent to the public, encouraging people to participate, having good coordination and communication between stakeholders and the government, and promoting new and modern innovative solutions, reforms, for irregularities and reducing or preventing corruptions in public administration (Sanchez-Ramos, 2018). In addition, open government includes public administration providing and addressing the need of disregarded communities in society, reaching a goal of having fair and equal rights for everything such as economic resources, education, vocational training, basic services, and job opportunities

(OECD, 2016a). Teachers are one of the keys for the youth's future. With the help of an open government, public and private institutions, and the participation of the community, the goal is set to achieve that all teachers from public and private institutions will have the freedom to promote justice to those less fortunate students to be part of the modern platform that the government set. Also, promoting strong institutions and providing peace is one of the fundamental roles of educators as they are fostering young men's future (Leal Filho et al., 2021).

The significance of studying work engagement (Xing, 2022) enables the mentors to activate their motivation to expand their perspectives in identifying teachers work engagement sources and their professional character. Also, work engagement has been found to have a positive effect with its subcomponent's vigor, dedication, and absorption in every employee of different organization (Evitha et al., 2021; Coelho et al., 2023; Ma, 2023). Generally, it helps the student's development, teacher's well-being, and worth which indicates positive effect on their work engagement (Jin, 2022).

As indicated by Lourenção, (2022) stress is a product of dispute involving personal, inner needs, and work process balance which may happen if an employee does not have enough training, work overloads and demands, safety conditions at the workplace that workers do not find it easy to cope up with tough situations. Pöysä et al., (2021) added that one of those professionals that typically reported to have high levels of occupational stress are the teachers. On the other hand, job satisfaction among teachers has been a positive link towards positive work engagement (Ahakwa et al., 2021).

Also, work engagement is a world of work condition as stated by Mahaputra and Saputra (2021), engagement to work has a positive impact on overall success and company's performance. Moreover, work stress has no positive effect towards job satisfaction and work engagement positively affects job satisfaction (Lahat & Marthanti, 2021).

A study argued that workers are more engaged in their job when experiencing work related stressors than to those who do not. Example of it is work demands, that if overcome, will result to a better performance chance, and will perceive success (Rukundo et al., 2020). In contrast to the transaction model of stressors and coping (Ben-Zur et al., 2019), work stressors have negative impact on work engagement.

However, work engagement holds positive attitudes which pursue the employees to invest by doing their job that shows engagement to the organization's values and success. Accordingly, as stated by the Social Exchange theory in 1958 by Homans, fostering connections and contributions to effective organization operations encompasses of vigor, dedication, and absorption, which is an indication of a good reciprocal exchange between employees and companies (Wang et al., 2022). Hence, existing literature shows that work-related stress is extensive among employees (Ogba et al., 2019) involving public and private educators (Okeke et al., 2021). Stress happens if there is conflict between personal, psychological, emotional, and environmental demands and failed to cope with those challenges (Oyewobi et al., 2021).

Accordingly, maintaining the level of work engagement in different fields is very important, as it shows the workers' ability and effectiveness to response and perform their individual duty. However, it has been noticed that occupational stress can reduce work involvement, which has a negative impact on the overall performance of every worker and lead them to unwillingness to continue working. Moreover, it is known that work engagement is the key for a better employees' participation in the task set by their individual profession, while occupational stress is one of the reasons to weaken the overall well-being of professionals. As a result, stress reduced motivation and leads to dissatisfaction of workers towards their jobs (Lourenção et al., 2022). On the other hand, a study presented showing that as environment changed, people also changed. But many organizations who face difficulties in retaining their good and productive employees.

As to the result of the study of Ahakwa et al. (2021), it shows positive relationship of job satisfaction indicating that it is the key to improve work engagement among employees. Job satisfaction is very broad and explains by different definitions. This can be described as a state of happiness or positivity from one's profession. Also, a positive emotions or contentment that comes from evaluating a person's job and overall experiences, or just simply a feeling of being comfort in one's work environment is job satisfaction (Permana et al., 2021; Riyanto et al., 2021).

Additionally, there are some studies stating that a teacher's principle and belief in their own experiences is connected to greater levels of engagement (Anselmus et al., 2022; Skaalvik, 2020) and job satisfaction, and lesser levels of emotional stress and feeling of leaving the teaching profession. Also, job satisfaction is very important for employee over all well-being, and it is essential for a challenged occupation like teachers (Dicke et al., 2020). A study suggested that almost half of the employed teachers decided to quit from their teaching job after five years if not satisfied because it has been noticed that there are occupations offers greater wages (Madigan & Kim, 2021).

Furthermore, according to Herzberg's motivation-hygiene theory in 1968 it is very important to remember basic individual needs and self-motivation needs as it will help to improve one's self-potential development. As stated, job satisfaction can be classified in two factors, the level to which things that motivates individual were accepted and the level where individual needs are met. In addition to that, it was also emphasized the essential of self-psychological elements like salary or recognition to maintain job satisfaction. Moreover, meeting one's basic needs and motivations this will lead teachers and other employees to work with full engagement and dedication and develop their capabilities to do better in their jobs for the best outcome of their performance (Ahad et al., 2021; Amin, 2021; & Nordin et al., 2020).

Moreover, the shortage of teachers is not only an issue in the Philippines but is a global issue, therefore, it is important to evaluate and examine teacher job satisfaction (Anastasiou & Garametsi, 2021) as it also maintains a good relationship between the school and the reputation of teaching profession. Consequently, factors like life satisfaction and work-life balance, can be a reason to strengthen teachers' work involvement and engagement by giving the employees enough value to whatever they contributed to the field of academe and teachers' productivity (Žnidaršič & Marič, 2021; Gameda & Lee, 2020).

A study presented by Sarfaraz et al. (2022) showing its conclusion that there is significant effect of stress, job satisfaction and work engagement. Stress is unavoidable and simply indicates that it could affect job satisfaction which explains the significance of social skills, fostering employees work efficiency and operation that would lead them to be more engaged from their jobs.

Although there have been several studies conducted about, WE, studies of it in the field of criminal justice education remain scarce. Knight et al.'s (2017) meta-analysis investigating the effectiveness of work engagement interventions is a comprehensive study of WE, but it failed to account for criminal justice education academicians' cases. Thus, the researcher motivated to conduct a study to fill in the existing scarce.

The primary and specific objectives of the study will be to determine the effect of stress and job satisfaction on work engagement of criminology academicians. Specifically, it will provide answers to the following objectives: first, to ascertain the level of stress of criminology academicians in the criminology institutions in terms of: *work conflicts*, *professional recognition*, *managing workload*, and *professional uncertainty*.

The second is to ascertain the level of job satisfaction of criminology academicians in the criminology institutions in terms of: *reward*, *school culture*, *leadership*, and *training*. Third, to assess the level of work engagement of criminology academicians in the criminology institutions in terms of: *vigor dedication* and *absorption*. *Fourthly*, to determine the significant relationship between the following: stress and work engagement and job satisfaction and work engagement. Lastly, to determine the effect of stress and job satisfaction on work engagement of criminology academicians.

Moreover, the following null hypotheses will be formulated and tested at 0.05 level of significance. It presumes that there are no significant relationships between stress and job satisfaction on work engagement of criminology academicians. Finally, there is no effect of stress and job satisfaction on work engagement of criminology academicians.

The study was based on Khan's Work Engagement theory developed in 1990 (Huang et al., 2022). As was stated in the new concept of work engagement theory, it is all about an employee's feeling of happiness and how they dynamically enjoy their job which lets them feel connected to their organization. This accordingly leads to an employee to their personal and work-related life effectively and increases their job performances since they are

dedicated enough not only mentally (vigor), and emotionally (dedication), but also physically (absorption) as a whole. Additionally, it was argued that the three facets must be part of WE theory, which includes cognitive, emotional, and physical engagement.

Accordingly, if an employee is cognitively engaged, they will probably become more effective in using their skills, expertise, and knowledge to do their best in their job. Also, if a teacher or any employee develops a feeling towards their work they are positively and emotionally committed to their work, and if that's the case then it can make them satisfied with their job. Of course, teachers who exert more effort to meet their objectives, goals, plans, and any other related work, it is an indication that a person is highly physically involved in different aspects of their jobs. Therefore, work engagement is very important in every organization to ensure and assess if the employees are engaged, satisfied, and away from any stress in their workplace (Huang et al., 2022).

Additionally, the Job Demands-Resources (JD-R model) was developed by Bakker and Demerouti in 2007. According to this model/theory, if supervisors and heads in an organization provide psychosocial support will make the lives of their employees easier in three different ways, by reducing physical, mental, and emotional stress; providing tools to cope by giving a simple appreciation for doing good job and stay engaged; and keeping the employees engaged and connected by letting them feel that they belong and part of the organization. Being a good mentor, a role model and providing vocational support to the employees can promote and encourage work engagement among employees in different workplaces or organizations (Nowacki, 2015).

Furthermore, Garrick et al. (2018) presented the Conservation of Resources (COR) theory which is also known as the stress theory that was proposed by Hobfoll in 1989. According to COR theory, when an employee is striving to recover from work challenges and job demands it is very important to ensure their physical, emotional, and psychological resources to overcome work-related stress and maintain their engagement in their job. Stress arises when resources are threatened or at risk. To overcome stress, workers must restore the lost resources that caused their stress. Conservation of resources (COR) theory explains the motivation that describes human instincts to keep the resources they have and to continue developing new resources that will help employees to have more self-vigor or self-esteem. Thus, this theory suggests that workers who retain the things they value (resources) including personal resources will most likely the employees become more dedicated and remain committed to their jobs.

Shown in Figure 1 is the conceptual framework of the study consisting of two independent variables and one dependent variable. The first dependent variable is stress (Doody, 2012), which is related to an inability to focus and be a result of various physical and emotional indicators, namely: *student care* were teachers are given the right to evaluate and assess student's behavior and other whereabouts

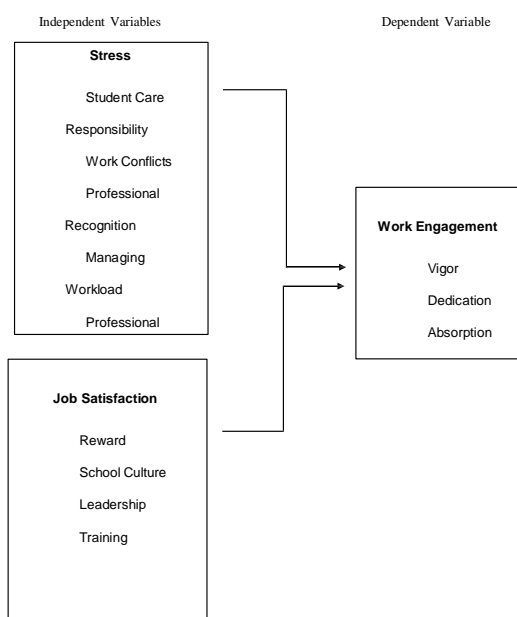


Figure 1. Conceptual Framework of the study.

when in the school premises on behalf of their parents; *work conflict*, happens when there's an incongruity between staffs and other workers due to conflicting goods, behaviors, principles, or thoughts; *professional recognition*, that refers to an employee remains unrecognized as a professional in their field of expertise; *managing workload*, which refers to the insufficiency of staffs to handle workloads; and *professional uncertainty*, that refers to an ambiguity or are characteristics of being a professional that you can count on.

The second independent variable is job satisfaction (Kituto, 2011), which refers to an attitude or a good affection state that includes appreciation of one's achievements and referring to what people like (satisfaction) or dislike (dissatisfaction) in their job and most of all how people enjoy their job, which also consist of the following indicators that includes *reward*, kind of gratitude of an employer's towards their employees for its great job like good pay, benefits, training, medical insurance, retirement, signing bonuses, scholarship and the like; *school culture*, pertains to how the work of education is undertaken which includes values, beliefs and norms; *leadership*, refers to an action on leading an organization, company or a group of people, and *training*, which refers to a learning activity that encompasses with skills, expertise, and specific knowledge to be part of an experience in one workplace.

The dependent variable is work engagement (Schaufeli et al., 2006) pertains to a positive outlook towards work which includes *vigor*, which refers to physical strength of an individual like energy and enthusiasm towards their job; *dedication*, which refers to commitment or willingness of an individual to be part of an organization, and *absorption*, which refers to the process of being captivated by something.

For the readers to clearly understand, the following terms are defined thoroughly. *Stress* refers to three different situations; emotional (how an individual reacts to a particular event or situation), psychological (an individual will not be able to mobilize if there are excessive demands both personal and social resources), and environmental (any transformation can bring a stress response).

Any situation that could affect someone's work, work-job-related or even personal life. *Job Satisfaction* refers to an attitude or a good affection state that includes appreciation of one's achievements and referring to what people like (satisfaction) or dislike (dissatisfaction) in their job and most of all how people enjoy their job. Sometimes called as an overall employee's sentiment about their jobs. *Work Engagement* refers to the positive or motivational state of mind of an individual being part of an organization that leads to positive work-related outcomes.

The study will help not only different employees who experienced stress in their workplace but also both from public and private institutions criminology academicians will be able to understand the effects of stress and job satisfaction towards their work engagement which can give them insights how to improve their job performance and enhance their teaching effectiveness. In addition, educational institutions worldwide will benefit from the study as this will give them ideas on how to maintain support systems and policies that will motivate criminology academicians to be more productive and dedicated in their organization. Professional development providers can use the study's results to formulate seminars that address the needs of criminology academicians. Furthermore, people who belong to society at large can utilize the study to improve their effectiveness as criminology academicians which can be a benefit also to society. Lastly, education researchers may use this study in their future studies regarding stress, job satisfaction and work engagement to develop comprehensive models of teacher effectiveness.

The concept of the study contributes to the achievement of the UN's SDG 16, the most highlighted issues to achieve the goal relate to the future of children, which involved the protection and safety of these children and the prevention of discriminatory environments. To fulfil this goal, children should not have the feeling of being disconnected from the community, but instead they must feel that adults are willing to support and provide for each child's needs. Adults also have fundamental responsibilities to acknowledge children's unique potential wherever they come from. In this matter, school contributes a developmental context for minors and youth (Longobardi et al., 2019a; Fabris et al., 2022; Lin et al., 2022; Fabris & Longobardi, 2023). Furthermore, SDG # 8 highlighted to attain respectable and full productive employment for both men and women. Fair treatment and avoiding gender inequality, regardless of social and opportunity. Moreover, it seeks to address issues on bias

and unfair treatment for both formal and informal workers. This is to ensure the rights, security, and equality in every sense of every individual (Küfeoğlu, 2022; Rai & Ruwanpura, 2019).

METHOD

The following methods were discussed in this part which used in the study, includes research respondents, instruments, as well as design and procedure.

Research Respondents

The Criminology academicians in universities and or colleges, from Davao del Sur were the research respondents of the study. As to the data gathered from the Commission on Higher Education (CHED), the total number of criminology instructors in Davao del sur was 202. Where, the expected overall total number of criminology academicians who were the respondent of the study was more than 200. However, a total of 140 academicians were surveyed. The study applied in which the revealed population of criminology academicians were invited both from public and private institutions in Davao del sur depending on their convenience and willingness to response requests for survey questionnaires that were provided by the researcher based on the study.

During the administration of survey questionnaire, the number of respondents to the study varied depending on the number of criminology academicians who were on duty in different institutions around Davao del sur, considering that there might be academicians that were not around. The sampling technique used was stratified random sampling. This technique helps the researcher to divide the large population into smaller group which produces the estimated mean of populations (Wu et al., 2024). To complete the sampling process, stratified random sampling technique is also called strata which is best to use especially in heterogenous population (Hayes et al., 2024; Almulhim et al., 2024).

In terms of inclusions of respondents, Criminology Academicians who have been teaching full time and part time for at least one year above, having active and unexpired PRC license, and who are dedicated and passionate in administering instructions from different both private and public institutions in Davao del sur, and who were willing to response to the request of the researcher and has been teaching and rendering utmost effort in their profession, were the selected respondents of the study. In terms of exclusions, Criminology Academicians who were teaching for less than one year, having expired PRC license, and were not willing to participate because of their own decision were always having the freedom to withdraw as respondents of the study. The researcher respected any decision made by the respondent regarding their participation.

Materials and Instrument

The study employed an adapted questionnaire that was composed of three variables with respective sources, each variable. An adapted questionnaire from the study of Doody (2012), it is for the first independent variable which is stress, having the following indicators of student care responsibility, work conflict, professional recognition, managing workload, and professional uncertainty, with a total item of 35. For the second independent variable which is job satisfaction with an indicators of reward, social culture, leadership, and training that composed of 37 items, which was adapted from the research study of Kituto (2011), and the dependent variable from the study of Schaufeli et al. (2006), which is work engagement together with its indicators of vigor, dedication, and absorption with a total of 17 items. The initial plan in the modification of each adapted questionnaire will be submitted to the research adviser for verifying and applying the possible inputs, before sending it to the validators to ensure its consistency and validity.

Also, for the validation of the survey questionnaire the following steps were followed; firstly, the researcher modified and follow all the items indicated from the adapted questionnaires; second, the modified questionnaire was submitted to the validators together with the adapted questionnaire; thirdly, after validating all the relevant survey questionnaires, the researcher will followed the different corrections and suggestions that the validators made; and finally, to ensure that the modified questionnaire is valid and reliable, the researcher ran pilot testing using Cronbach Alpha for the computation of the result, wherein 30 respondents were taken from the said test and it surpassed the standard reliability result of .700 and considered as valid and reliable. The stress has a

Cronbach Alpha result of .972; job satisfaction has .864; and, work engagement has .926 which interpreted that results as very reliable.

The variables of the study were rated and interpreted using 5-level Likert Scaling system as follows: Firstly, having a rating of 5 with 4.20-5.00 range of mean it is described as very high level and an indication that the measure described in stress, job satisfaction, and work engagement of criminology academicians is observed always. Second, if the rating is 4 and has a 3.40-4.19 range of mean then, its descriptive level is high, and it shows that the measure described in stress, job satisfaction, and work engagement of criminology academicians is oftentimes observed. Thirdly, if the rating is 3 with a range of mean of 2.60-2.39 and a descriptive level of moderate, it means that the measure described in stress, job satisfaction, and work engagement of criminology academicians is sometimes observed. Fourth, rating of 2 with 1.80-2.59 range of mean and having a descriptive level result of low, it is an indication that the measure described in stress, job satisfaction, and work engagement of criminology academicians is observed occasionally or rarely. Lastly, a rating of 1 with 1.0-1.79 range of mean and described as very low level, it only means that the measure described in stress, job satisfaction, and work engagement of criminology academicians is never observed.

Design and Procedure

The study was a quantitative non-experimental and therefore, it utilized descriptive-correlation technique analyzing links between variables. The quantitative non-experimental descriptive approach is the study of single tool in collecting data (Wilson, 2013), wherein correlational descriptive research uses to measure the two or more involve variables and will assess if there is relationship among concerned variables. Furthermore, this research technique will give an input and output based on the variables (Stangor & Walinga, 2019). The study utilized questionnaires that lessen the hassle that respondents might experience. Also, this research aimed to measure if stress and job satisfaction influence the work engagement of criminology academicians, using regression analysis.

Regression analysis as explained by Hermawan (2019), a method that is best to utilize to find out the relationship between two or more variables (stress, job satisfaction, and work engagement). Furthermore, Regression analysis was deemed suitable for the nonexperimental research designs analysis and other modern variables. Moreover, this is to provide a conceptually oriented introduction to multiple regression along with more complex methods (Keith, 2019; Kelley & Bolin, 2013; Morrissey & Ruxton, 2018).

In addition, the study gathered data by following some important steps. First, the researcher secured adapted questionnaire from different related studies with individual author and reference that will fit to the current study conducted. Second, modified survey questionnaires were made by the researcher based on the adapted one. Third, the researcher handed over the modified one with the adapted questionnaire to the researcher's advisor for checking and review. After thorough review, proceed to submission of reviewed modified questionnaire to the research validators together with the adapted questionnaire. Notable modifications and adjustments were made based on the validators' comments and feedback. Modified rating scale from frequency to intensity and minor grammatical corrections. If the questionnaire is well-validated and confirmed its reliability by the reliable validators and research adviser. Afterwards, the researcher wrote letters addressed to the Dean/ Program Heads from different institutions both public and private that offers criminology programs with permission by the Dean of the Professional Studies of the University of Mindanao to conduct a survey among criminology academicians. After the letter was approved, the researcher started the face-to-face administration of survey questionnaires in whole Davao del sur campuses that are chosen as the participants of the study. When the required number of respondents answered already, the researcher collected the result for tallied and then forwarded it to the assigned researcher's statistician for the computation of the data. The tabulated data was analyzed and interpreted in the next part of the study.

The following tools were utilized in the study. Mean to measure the levels of work engagement among criminology academicians. Pearson Product Moment Correlation which was used to determine the relationships between stress and job satisfaction; stress and work engagement; and job satisfaction and work engagement. Also, to determine the significant influence of stress, job satisfaction and work engagement in both individual and combined capacity, Multiple Regression was utilized. Multiple regression encompasses a variable to be

explained—called the dependent variable—and additional explanatory variables that are thought to give or be correlated with differences in the independent variable.

The study underwent a comprehensive ethical evaluation and adhered to all ethical standards set by the UMERC, with the certification number 2024-309. This evaluation included the research guidelines and standards, ethics, research protocols, as well as data gathering procedures. Key considerations including voluntary participation, privacy and confidentiality, recruitment, risk, benefits, informed consent process, fabrication, falsification, conflict of interest, deceit, permission from organization/location and plagiarism. Using straightforward technical terms during the Informed Consent Process, the researcher's questionnaire was accessible and comprehensible to participants. The Professional Schools approved and authorized the distribution and administration of the surveys and no surveys were distributed without approval from different offices and authorized staff. Furthermore, assured that the participation of the participants was entirely voluntary, and that no coercion, force or pressure were placed on them. Most importantly, all the relevant both personal and professional information provided by the participants were treated with utmost confidentiality and secured accordingly.

RESULTS AND DISCUSSION

This chapter includes the results and discussions of the study. The data

were collected from different universities and colleges from Davao del Sur of criminology academicians and were interpreted and analyzed in line with the research objectives as outlined in the previous chapter of the study.

Stress of Criminology Academicians

Table 1 reveals that the overall level of stress gained a mean rating of 2.79 with a standard deviation of 0.85, indicating a moderate level. The small standard deviation, which is below 1, signifies that there is low variability in the responses of criminology academicians. When analyzing the indicators individually, *student care responsibility* is the indicator that has the highest mean of 3.27 with a moderate standard deviation of 0.82, while the indicator *work conflicts* got the lowest mean of 2.46 or low, with a standard deviation of 1.00.

The moderate descriptive level of student care responsibility as the highest means among the indicators, suggesting that student care responsibility is notably present in the group of criminology academicians. This means, it is experienced in a somewhat consistent manner with most criminology academicians reporting student care responsibility around the average, even it suggests that it is observed across the group. Moreover, moderate descriptive levels do not indicate an extreme level of stress but suggests that stress experienced by criminology academicians is moderate and relatively stable.

Furthermore, studies revealed that the criminology academicians were experiencing stress in their profession, not extremely but notably and relatively at a moderate level but could also affect individual performance which will be relatively affect other aspects not only professionally but could also personally.

Table 1 Level of Stress of Criminology Academicians

Indicators	Mean	SD	Descriptive Level
Student Care Responsibility	3.27	0.82	Moderate
Work Conflicts	2.46	1.00	Low
Professional Recognition	2.65	0.99	Moderate
Managing Workload	2.65	0.99	Moderate
Professional Uncertainty	2.94	1.05	Moderate
Overall	2.79	0.85	Moderate

This claim is also supported by the study of Lourenção, (2022) who stated that stress may happen if an employee does not have enough training, but having excessive workloads and demands, safety conditions in workplace that teachers do not find it easy to overcome tough and difficult situations but might cope up if teachers have enough resources (Rukundo et al., 2020). In addition, Pöysä et al., (2021) stated that some teachers were most likely experience stress especially that they are carrying out responsibilities not only as professionals but also the heavy duty and responsibility towards their students in shaping them to grow, maintain morals and become productive citizen in ones country to be in the next generation (Ramadhan, 2021), which contradicts to the statement of Ben-Zur et al. (2019), who stated in their study that not all the time stress can affect work engagement, it solely depend on the given situation, which sometime found out that work stressors have negative impact on work engagement.

Job Satisfaction of Criminology Academicians

Table 2 presented the level of job satisfaction among criminology academicians. The overall rating has a mean of 3.70, with a standard deviation of 0.71 interpreted as high. This result showed that criminology academicians were having a general positive level of job satisfaction. In each indicator, it was discovered that the indicator *leadership* got the highest mean rating of 3.98, with a standard deviation of 0.79, interpreted as high. While *reward*, it is the indicator that it has the lowest mean rating of 3.22, with a standard deviation of 0.97 or moderate.

The high descriptive level is on the indicator leadership signifies that the criminology academicians perceive their leaders as competent and supportive in creating a positive and inspiring working environment, which notably contributes to their overall job satisfaction. While the moderate descriptive level in the indicator reveals that criminology academicians are somewhat satisfied but not completely satisfied and gratified with the rewards, they receive from the institution whether monetary or non-monetary. The low mean result is compared to other key indicators is relatively because of several factors like not achieving expectations or contributions it could be low salary, lack of recognition, or even insufficient incentives and benefits offered or receive for their hard work. In summary, the high level of job satisfaction of criminology academicians was generally being in an optimistic working environment of organization or institution that made them effective and productive academic professionals.

According to Dicke et al. (2020), job satisfaction is very crucial in teachers' overall well-being, which is also supported by Madigan & Kim, (2021) who stated that teachers quit in their jobs if they were not satisfied. This is only an indication that teachers will feeling satisfied once meeting the basic needs (salary and

Table 2 Level of Job Satisfaction of Criminology Academicians

Indicators	Mean	SD	Descriptive Level
Reward	3.22	0.97	Moderate
School Culture	3.69	0.74	High
Leadership	3.98	0.79	High
Training	3.92	0.79	High
Overall	3.70	0.71	High

rewards) which will lead them to be more motivated with full work engagement and dedication resulted to do better in their jobs (Ahad et al., Amin, 2021; & Nordin et al., 2020). In addition, a study showed that the transformational leadership style can function as a friend who can make or create job satisfaction in academic professionals through work performance and act as a mentor who can also create job satisfaction in employees through work relationships (Lai et al., 2020; Rahmanda & Rino, 2024).

Finally, satisfaction and work-life balance are some factors or can be a reason to strengthen teachers' work involvement and engagement (Žnidaršič & Marič, 2021) which is a clearer idea that there is significant effect of job satisfaction and work engagement (Sarfaraz et al., 2022).

Work Engagement of Criminology Academicians

Table 3 projected the level of work engagement of criminology academicians in an institution. The overall work engagement rating is described as high ($m=3.92$; $SD= 0.61$). This result indicated that the criminology academicians are highly engaged in their work across all the key indicators, which also suggests that teachers are enthusiastic, committed and fully engaged in their teaching activities.

Table 3 Level of Work Engagement of Criminology Academicians

Indicators	Mean	SD	Descriptive Level
Vigor	3.81	0.71	High
Dedication	4.12	0.67	High
Absorption	3.84	0.73	High
Overall	3.92	0.61	High

When analyzed per indicator, it was discovered that the indicator *dedication* has the highest mean rating of 4.12, with 0.67 standard deviation interpreted as high. While the indicator which has the lowest mean rating of 3.81, with a standard deviation of 0.71 interpreted as high is *vigor*.

The high descriptive level of the indicators; vigor, dedication, and absorption show that criminology academicians were highly committed, and enthusiastic in their work. This projects that the criminology academicians are passionate, dedicated and have a deep investment in their students' success. This also only suggests that teachers take their pride in their role and often perform beyond the basic requirements to contribute to their department or field. They did not even notice time because of deep focus on whatever they are doing, which also shows that teachers were enjoying the process of teaching during classes hours. Finally, the high descriptive level of overall work engagement is only an indication that criminology academicians are highly engaged and passionate in teaching, which is enough leading them to their professional success and satisfaction.

This outcome confirms the study of Liu et al. (2024) where teachers with high work engagement levels are also more resilient and dedicated to workplace engagement. Also, student engagement and motivation could enhance teacher engagement and dedication, in turn, support positive teaching outcomes. Furthermore, teachers who are more dedicated develop extra of their capabilities (Nordin et al., 2020) leading them to become better academic professionals which aimed and resulted in having a best outcome of their performance (Ahad et al., Amin, 2021).

Significance of the Relationship between Stress and Work Engagement of Criminology Academicians

Presented in table 4 is the result of the relationship between stress and work engagement. The result showed that there is a positive correlation or significant relationship between stress and work engagement ($R= .989$ and $p=\text{value of } 0.001$). The p -value which is lower than 0.05 signifies that there is statistically significant relationship and implies that there is strong evidence to reject the null hypothesis, that there is a real relationship between stress and work engagement, and the observe effect happened by chance. When analyzed and examined each indicator, it was discovered that absorption appears to have a mixed impact on stress. A positive relationship between absorption and stress is present particularly in its indicators like student care responsibility and professional uncertainty, however, in stress indicators like work conflicts, lack of recognition, and workload management appears to have a weak and negative effect with absorption ($R=.821$, $p\text{-value}= .019$). While dedication and stress reveal a moderate positive correlation in some indicators like professional uncertainty and student care responsibility and weak negative effect between dedication and stress indicators like lack of recognition and managing workload, only implied that effect was observed ($R=.842$, $p\text{-value}= -.017$). Lastly, vigor and stress show primarily moderate positive correlation which observed the relationship or effect specifically in stress indicators like professional uncertainty and student care responsibility, but negative effect on stress factors like

Table 4 Significance of the Relationship between Stress and Work Engagement of Criminology Academicians

Stress	Work Engagement			
	Vigor	Dedication	Absorption	Overall
Student Care Responsibility	.056	.039	.092	.071
	.511	.651	.280	.404
Work Conflicts	.123	.039	.082	.093
	.147	.650	.333	.276
Professional Recognition	-.055	-.063	-.059	-.068
	.516	.462	.489	.422
Managing Workload	-.055	-.063	-.059	-.068
	.516	.462	.489	.422
Professional Uncertainty	-.046	-.019	.038	-.010
	.592	.827	.655	.903
Overall	.976	.842	.821	.989
	.003	-.017	.019	.001

lack of recognition, work conflicts, and workload management ($R=.976$, $p\text{-value}=.003$).

This result was supported by the study of Wang et al. (2021) which stated that teacher's work engagement does not only exhibit their desire for education and professional commitment but also an implication of their mental health and professional growth. In addition, work engagement among teachers is significantly affected by occupational stress, emotional exhaustion and professional achievement which will result in a negative impact in teaching performance and personal fulfillment. In addition to the study presented by Zhang et al. (2024) stress originally because of excessive workloads, limited institutional support and the pressure in achieving educational and professional outcomes directly having an impact and affecting or diminished employees or academic professionals' work engagement.

Furthermore, Job Demands-Resources (JD-R) Model introduced the concept of work engagement which posits several factors that could be a reason or caused of diminishing teachers' capacity to remain engaged in classroom setting and even in their field, such as managing students' responsibility and relationships, and excessive demands that lead to occupational stress (Bakker, 2021; Jiuqing et al., 2023) and another studies showed (Lourenção et al. (2022) that occupational stress will compromise the level of employee's wellbeing which will lead to demotivation and dissatisfaction with the work, since work engagement is related to workers' involvement with work activity and professional effectiveness and productivity.

However, Ben-Zur et al. (2019) found out in their study that job stress has no effect on work engagement and employee performance which only varies depending on a specific situation or indicator such as student care responsibility and professional uncertainty. Which also supported by the study of Saputra; Lahat and Marthanti, (2021) stating that work stress has a negative effect on work engagement of employees.

Significance of the Relationship between Job Satisfaction and Work Engagement of Criminology Academicians

The result of table 5 revealed that there is a strong positive correlation between job satisfaction and work engagement across all dimensions. This suggests that as job satisfaction increases in any of its indicators, work engagement in terms of vigor, dedication, absorption and overall, also tends to increase. Where the $p\text{-value}$ is .000, which indicates that these correlations are statistically significant at the level 0.05 level, with $R=.668$

signifies that there is very strong likelihood that the relationships examined are not due to accidental chance. Linking reward, school culture and training to work engagement (vigor, dedication, and absorption) the relationship between these job satisfaction indicators is strong and

Table 5 Significance of the Relationship between Job Satisfaction and Work Engagement of Criminology Academicians

Job Satisfaction	Work Engagement			
	Vigor	Dedication	Absorption	Overall
Reward	.477** .000	.250** .003	.502** .000	.472** .000
School Culture	.628** .000	.461** .000	.606** .000	.648** .000
Leadership	.532** .000	.475** .000	.587** .000	.609** .000
Training	.571** .000	.433** .000	.570** .000	.602** .000
Overall	.635** .000	.455** .000	.654** .000	.668** .000

shows positive relationship, indicating that it is positively associated with criminology academicians' work engagement in their work whenever they are rewarded, surrounded by supportive and positive work environment, and received more training that could help their professional development and growth. On the other hand, job satisfaction, particularly leadership indicators, has moderate to strong significant relationship that signifies effective leadership can be a key factor in enhancing work engagement of a criminology teacher. The overall correlation between job satisfaction and work engagement is very strong indicating that across all areas of job satisfaction is strongly associated and observed with a greater work engagement among criminology academicians.

Studies revealed that in school setting, it is the principal who acts as a leader who is carrying out responsibility and a crucial role in improving the quality of education (Anselmus Dami et al., 2022). Consequently, effective leadership help teachers and other employees to address some issues in their jobs and as well as help them to feel satisfied that driven them to be more engaged (Nordin et al., 2020).

Furthermore, a study stated that teachers with a good and supportive leaders will be more satisfied with their job and become more engaged in what they are doing, this is only an indication that leadership in an organization has a big impact for a teacher to become satisfied and remain engaged (Mahaputra & Saputra, (2021). As to the result of the study of Garg et al. (2018), it shows positive relationship of job satisfaction indicating that it is the key to improve work engagement among employees. Finally, job satisfaction among academicians has been a positive link towards positive work engagement (Granziera & Perera, 2019; Sarfaraz et al., 2022).

Significance of the Influence of Stress and Job Satisfaction on the Work Engagement of Criminology Academicians

Table 6 shows the regression analysis on the significant influence of stress and job satisfaction on the work engagement of criminology academicians with the computed (F-value of 55.499, an R=.669, adjusted R-value .440, with the p-value of .000 which is lower than 0.05 level of significance. This signifies that the regression model with the independent variables (stress and job satisfaction) is statistically significant with the dependent variable (work engagement), with job satisfaction being the key predictor of work engagement. Presented in the

table the findings of Adjusted $R^2 = 0.440$ suggest that 44% of the variance in the work engagement is explained by the independent variables (stress and job satisfaction).

The difference or the remaining 55.2% of the variance are explained by the factors not included in the present analysis and study. The independent variable, stress having an unstandardized coefficient of 0.031 and standardized coefficient of 0.043, has t-value of 0.670 and p-value of 0.504. This means that stress is not statistically significant and predict work engagement, because p-value = 0.504 is

Table 6 Significance of the Influence of Stress and Job Satisfaction on the Work Engagement of Criminology Academicians

Work Engagement					
(Variables)		B	β	t	Sig.
Constant		1.747		7.091	.000
Stress		.031	.043	.670	.504
Job Satisfaction		.563	.670	10.536	.000
R	.669				
R^2	.448				
ΔR	.440				
F	55.499				
P	.000				

greater than 0.05 level of significance. It is observed that the result may be due to chance as explained (see table 4) where not all the aspects of the independent variable (stress) were positively related and affect work engagement. In contrast, job satisfaction, which is having an unstandardized coefficient = 0.563 and standardized coefficient = 0.670, with a t-value = 10.536 and p-value = 0.000. The result signifies that job satisfaction as the independent variable is significantly predicting the work engagement with a strong positive influence, as the p-value is less than 0.05 statistical significance.

The result of the study between stress and work engagement was supported by Garrick et al. (2018) when an employee is striving to recover from work challenges and job demands it is very important to ensure their physical, emotional, and psychological resources to overcome work-related stress and maintain their engagement in their job. in other words, stress do not directly affect teachers' engagement which is also proven by Ben-Zur et al. (2019) who stated that job stress that experienced by teachers and other employees depends on the given situation where they were in, and conformed by Lahat and Marthanti, (2021) in stating that there is negative effect between stress and work engagement.

However, this result is contradicted to the statement of Alamdarloo and Mohsenifar, (2023) highlighted that stress in job is a negative feeling that experienced by teachers that prevent these individuals' productivity and resulted in being demotivated and unengaged to their work, makes them feel unsure of their ability to perform well and develop careers (Rukundo et al., 2020). On the other hand, result between job satisfaction and work engagement confirmed by Žnidaršič and Marič, (2021) leaders on an organization influenced the nature of work and the performance of the subordinates which also include good compensation, and any other rewards are factors that is positively giving employees satisfaction in their job.

Also, employees who are satisfied were most likely become more engaged, this only means that job satisfaction has a positive effect (Gemeda & Lee, 2020) on individuals' work engagement. Moreover, the result was verified by Amin, (2021) who stated that once a teacher is satisfied it will always reflect a positive feeling towards the task performed by them, the importance of job satisfaction will increase teachers' motivation and continue to dedicate themselves in their respective jobs. It helps maintain the teachers to be remained engaged. Finally, even

if stress do not directly link to work engagement, it was clear that the independent variables (stress and job satisfaction) are positively affect the work engagement, which was found in the study of Garg and Mishra, (2018) where job satisfaction was the key driver of work engagement.

CONCLUSIONS AND RECOMMENDATION

Based on the findings of the study, drawn conclusions and recommendations were followed: the level of stress of criminology academicians in different institutions from Davao del Sur is classified as moderate. The researcher recommended that the institution may be proactive in dealing job stress issues. This could be by organizing stress management programs like, mental health break, enough days off, and counseling every end of the semester or every school year to reassess the academician's mental health.

In addition, it was revealed that the result of job satisfaction among criminology academicians from Davao del sur was categorized as high level. It is recommended that the institution may improve reward system specifically, offering extra bonuses, enough breaks with pay, and by providing related trainings that will help them grow and develop their skills.

Furthermore, the result showed that the level of work engagement of criminology academicians was classified as high. It is recommended that the institution may offer long-term benefits to the academicians that will cover their children's tuition fee, hospitalization and enough retirement fee. They may also offer high salary to the academicians, imposing "No work after working hours" policy, and providing friendly atmosphere. This will make the overall level of work engagement among criminology academicians elevated as very high.

Moreover, there is significant relationship between stress and work engagement. It signifies that work engagement among academicians is significantly affected by occupational stress and compromised the level of employee's wellbeing which will lead to demotivation and dissatisfaction with the work. In addition, there is a strong positive correlation between job satisfaction and work engagement across all dimensions. Only indicating that across all areas of job satisfaction is strongly associated and observed with a greater work engagement among criminology academicians. Furthermore, regression model of stress and job satisfaction is statistically significant with work engagement. Even if stress do not directly link to work engagement, it was clear that the independent variables (stress and job satisfaction) are positively affect the work engagement where job satisfaction was the key driver of work engagement.

The general and overall findings of the study were confirmed by the different anchored theories: First, Khan's Work Engagement theory in 1990. Which is about employee's feeling of happiness and how they dynamically enjoy their job which lets them feel connected to their organization. If an employee is cognitively engaged, they will probably become more effective in using their skills, expertise, and knowledge to do their best in their job. Second, Job Demands-Resources (JD-R model) in 2007 believes that if supervisors and heads in an organization provide psychosocial support will make the lives of their employees easier in three different ways, by reducing physical, mental, and emotional stress. Third, Conservation of Resources (COR) theory which is also known as the stress theory (Hobfoll, 1989) believed that when an employee is striving to recover from work challenges and job demands it is very important to ensure their physical, emotional, and psychological resources to overcome work-related stress and maintain their engagement in their job. Also, to overcome stress, workers must restore the lost resources that caused their stress.

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