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## **Mental Health Matters: Impact of Mental Health on Work Performance, Organizational Commitment, and Turnover Intentions among Employees in an Educational Institution**

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### **Abstract**

Employees are widely regarded as an organization's most valuable asset and its success's backbone. An educational institution must therefore place a greater emphasis on the mental health of its employees in the workplace in order to continue providing quality services to clients and students. The purpose of this study is to determine, utilizing a mixed-methods research design, if mental health impairment has an impact on the individual work performance, affective organizational commitment, and turnover intentions of employees. Worker Mental Health Questionnaire, Individual Work Performance Questionnaire, Affective Organizational Commitment Questionnaire, and Turnover Intention Scale (TIS-6) were completed by 80 teaching and non-teaching employees of an educational institution who were selected using convenience sampling. The socioeconomic and

demographic characteristics were also statistically analyzed using the T-Test, while the main variables were analyzed using Regression Analysis. According to the findings, mental health impairment has a negative impact on individual work performance and affective organizational commitment, and a positive impact on employee turnover intentions. This demonstrates that when employees have good mental health, they will have a higher work performance, a stronger commitment to their organization, and a greater intention to remain in the educational institution. Finally, it is suggested that the institution prioritize the development and implementation of policy recommendations and program reforms pertaining to mental health in the institution.

**Keywords:** Mental Health, Work Performance, Organizational Commitment, Turnover Intentions

### **1. Introduction**

In today's demanding and fast-paced work environments, mental health issues have become a growing concern, and among the many sectors afflicted, the field of education is no exception. Employees working in educational institutions encounter unique challenges and pressures in their roles, such as managing heavy workloads, navigating complex student needs, and adapting to ever-changing educational environments, which can have a substantial impact on their mental health (McCallum, 2021) [27].

In addition, teaching is the noblest profession because it produces all professionals in the world. Therefore, mentally healthy teachers are necessary to maintain a positive classroom environment in order to continuously enhance the educational system. Similarly, the teacher's mental health is a crucial factor in student learning and the quality of education because it is correlated with students' mental health (Harding, 2019) [17]. Nevertheless, according to Kuwato (2020) [22], the deterioration of teachers' mental health and well-being has become a significant social issue. As reported, the few numbers of teacher suicides have alarming consequences for the education sector in the Philippines. The Department of Education (DepEd) clarified, based on media reports, that the teacher's suicide should not be attributed to a heavy workload because other factors may have contributed it. While Teachers' Dignity Coalition (TDC) convened with DepEd officials to discuss concerns over the alleged workload, it cited the heavy burden of paperwork as one of the reasons a teacher committed suicide (Mateo, 2018) [26].

The mental health of non-teaching employees has also become a developing concern in the educational sector. Increasing work and productivity demands in higher education have been consistently linked to rising work-related stress, exhaustion, and mental health issues (Fontinha *et al.*, 2019) [16]. The non-teaching employees are increasingly expected to assist students with mental health problems at the institution, especially in light of psychological and practical barriers to accessing mental health

services (Priestley *et al.*, 2021) <sup>[34]</sup>. There is evidence that compromised employee well-being can lead not only to individual distress, but also to the wasteful loss of capable and experienced personnel in the sector. In addition, poor mental health has a negative impact on staff productivity and reducing their ability to support students (Morrish, 2019) <sup>[31]</sup>.

With this in mind, it is necessary to maintain the mental health of both teaching and non-teaching employees, particularly in depressive situations when a variety of factors may affect their ability to cope with the challenges and normal stresses of life. Therefore, educational institutions play a significant role in maintaining the mental health of their employees by providing them with the necessary support services, especially during periods when support is scarce. Educational institutions can establish an environment conducive to employee well-being by fostering a culture of support, understanding, and pro-active mental health initiatives.

The current research looked into mental health and its close link to work-related outcomes, such as work performance, organizational commitment, and turnover intentions among employees in an educational institution. Understanding how these factors influence mental health can facilitate the development of targeted interventions and strategies to promote employee well-being. Ultimately, recognizing the importance of employee mental health in educational institutions is a crucial step toward the development of flourishing learning environments that foster the holistic development of both employees and students.

#### **Statement of the Research Objectives**

The research objectives of the study aim to investigate if mental health impairment affects individual work performance, affective organizational commitment, and turnover intention of employees in an educational institution. Moreover, by addressing the following research objectives, the study aims to shed light on the complex interaction between mental health and key work-related factors, ultimately informing policies, programs, and practices which encourage the well-being and success of employees in an educational institution.

1. To determine whether mental health impairment, individual work performance, affective organizational commitment, and turnover intention varies by socioeconomic and demographic characteristics such as age, sex, marital status, educational attainment, employee status, years of tenure, and position;
2. To determine whether there is a relationship among mental health impairment, individual work performance, affective organizational commitment, and turnover intention on employees;
3. To determine whether mental health impairment has an effect on the individual work performance, affective organizational commitment, and turnover intention of employees; and
4. To formulate policy recommendations and program reforms about mental health in the institution.

#### **Research Hypotheses**

In order to achieve the objectives of the study, the relationship between the variables was investigated by examining the following hypotheses:

1. Mental health impairment, individual work performance, affective organizational commitment, and

turnover intention varies by socioeconomic and demographic characteristics; and

2. Controlling for other variables, mental health impairment negatively affects work performance and organizational commitment, and increases turnover intention or the likelihood of workers to leave.

#### **Significance of the Study**

The significance of the study on the impact of mental health on work performance, organizational commitment, and turnover intentions among employees in an educational institution extends to a number of areas. Firstly, it contributes to providing new knowledge on the labor issue by exploring the relationship between mental health and key work-related factors in the context of an educational institution. Therefore, by delving into how mental health challenges affect employees' work performance, organizational commitment, and turnover intentions, the study fills a crucial gap in understanding the specific challenges faced by employees in the educational sector.

Furthermore, the study could provide an overview of the policy implications of its findings. This research presents insights that can be used to develop policies and interventions aimed at promoting employee well-being, enhancing work performance, fostering organizational commitment, and reducing employee turnover in educational institutions. For instance, the results of the study can inform the implementation of mental health support programs, work-life balance initiatives, and training on mental health support and awareness. In addition, the findings of the study can facilitate the development of comprehensive mental health policies and guidelines for educational institutions, as well as promote collaboration with external resources such as mental health organizations. Overall, the study on the impact of mental health on work performance, organizational commitment, and turnover intentions in an educational institution provides valuable insights into the labor issue of mental health challenges among employees. It not only contributes new knowledge to the field but also offers a glimpse into the potential policy implications that can shape practices and interventions to create a supportive work environment, improve employee outcomes, and ultimately enhance the success of educational institutions.

## **2. Review of Related Literature**

### **Employee Mental Health**

Numerous studies conducted in recent years in the field of mental health support the notion that mental health is an integral and necessary component of overall health. The World Health Organization (WHO, 2004) <sup>[42]</sup> defines mental health as a state of well-being in which an individual realizes his or her own potential, can deal with the typical adversities of life, can work productively and fruitfully, and can make a positive contribution to one's community. However, other researchers have devised a variety of operational definitions over the years. For instance, Montano *et al.* (2017) <sup>[30]</sup> define mental health as a continuum of neurophysiological and cognitive states associated with thinking, mood and emotion, and behavior, which includes both negative and positive mental health states. While, according to Sharma *et al.* (2021), mental health is a positive expression that refers to the absence of a range of mental health problems. Although scholarly

definitions vary, it is generally accepted that positive affective states are frequently referred to as 'good' mental health, whereas emotional distress, such as depression and anxiety, is frequently referred to as 'poor or impaired' mental health (Bufquin, 2021)<sup>[9]</sup>.

In addition, the WHO asserts that mental health problems are caused by a complex interaction of psychological, biological, social, and environmental factors, and that there is growing evidence that both the content and context of work may play a role in the development of mental health problems in the workplace. In this regard, Urbina-Garcia's (2020)<sup>[41]</sup> systematic review on 28 studies focusing on worker's mental health revealed that employment in educational institutions is associated with a decline in mental health, as the educational environment induces high levels of stress and burnouts and low levels of well-being. As studied by Alfawaz *et al* (2021)<sup>[2]</sup>, a significant number of educational employees, with a total of 1542 respondents in the study, exhibited symptoms of severe depression, including insomnia, fatigue, and impaired concentration, as a result of exposure to multiple sources of psychological stress. Specifically, a study revealed that teachers experience a great deal of job-related stress, which can result in long-term physical and mental health issues (Naghieh *et al.*, 2015)<sup>[32]</sup>.

This might be attributable to the fact that during the COVID-19 pandemic, employees in educational institutions were required to take on new responsibilities, which not only affected their workload but also their mental health (Pereira, 2021)<sup>[33]</sup>. According to Santamaria *et al.* (2021), educators have experienced increased anxiety since the pandemic due to their increased workload, the absence of clear instructions from their administration, the lack of access to personnel and resources, and a lack of knowledge and training regarding online teaching and job insecurity. Other obstacles, such as online learning, poor or unstable internet connection, insufficient computer laboratories, and lack of face-to-face interactions with their students, also contributed to the number of educators experiencing emotional difficulties (Casacchia *et al.*, 2021)<sup>[11]</sup>.

Furthermore, the descriptive-correlational research by Jimenez (2021)<sup>[19]</sup> discovered contradictory results from the 205 elementary public-school teachers in Central Luzon, Philippines that show that teachers have positive mental health, experience fewer sleeping problems, and occasional stress. This may be due to the fact that the study's sample size was restricted to public school teachers and the inclusion of non-teaching educational institution employees was not considered. Similarly, as suggested in the systematic review by Urbina-Garcia (2020)<sup>[41]</sup>, there have been studies on the mental health of teaching employees; however, there is a lack of research on the mental health of non-teaching employees, which needs to be investigated. Therefore, the current study will investigate this research gap in order to determine the impact of mental health on significant work-related outcomes for both teaching and non-teaching employees in a private educational institution.

### **Employee Mental Health and Work Performance**

In recent years, the relationship between employee mental health and work performance has received increased attention. In connection, the happy-productive worker hypothesis suggest that mental health has a positive relationship with work performance (Lu *et al.*, 2022)<sup>[25]</sup>.

Particularly, mentally healthy employees with positive affective states can increase cognitive flexibility and discover more solutions to problems in their work tasks. Moreover, positive affective states are associated with individuals developing good interpersonal relationships, which allows them to receive assistance from their heads and colleagues at work. Thus, employees with good mental health perform better than those with poor or impaired mental health (Shan *et al.*, 2020)<sup>[38]</sup>.

This is supported by numerous studies, such as Alvi (2017)<sup>[3]</sup>, whose research on 84 employees in information technology companies revealed, through linear regression, that the psychological well-being of the employee has a significant impact on the employee's work performance in the organization, with a 40.8% R-squared coefficient of determination indicating a moderate to strong impact of employee well-being on work performance. Similarly, a meta-analysis found that poor mental health, including anxiety, depressive symptoms, and job stress, has a negative effect on work performance (Montano *et al.*, 2017)<sup>[30]</sup>. Similarly, research conducted by Armani *et al.* (2015)<sup>[5]</sup> on 140 bank employees revealed that mental health has a positive impact on work performance.

### **Employee Mental Health and Organizational Commitment**

Organizational commitment is a concern for all types of organizations, including educational institutions, because ensuring employees' commitment to the organization is necessary for their retention. Employees with a high level of organizational commitment tend to internalize the goals of the organization and believe that they must demonstrate loyalty (Yalcin *et al.*, 2021)<sup>[43]</sup>. Individuals with low levels of organizational commitment may exhibit negative behaviors against the organization and work, such as not showing up to work, arriving late to work, and abandoning work (Ari *et al.*, 2017)<sup>[4]</sup>.

Collectively, these earlier studies indicated that an increase in employee mental health led to a greater level of organizational commitment. The quantitative research undertaken by Yalcin *et al.* (2020) on the affective organizational commitment and psychological well-being of 132 academicians in Turkey revealed that academicians possess high levels of both psychological well-being and affective organizational commitment. In addition, a substantial positive relationship was found between the two variables, and psychological well-being proved to be a significant predictor of affective organizational commitment. Similarly, the correlational research conducted by Salimirad and Srimathi (2016)<sup>[35]</sup> explored that there is a significant positive relationship between psychological well-being and organizational self-efficacy, which was a significant predictor of organizational commitment, among the 600 teachers both from the government and private schools.

In addition, occupational stress and organizational commitment of employees at a higher education institution were examined, revealing that academic staff experiences average levels of occupational stress, leading to average organizational commitment, and recommending that higher education institutions improve employee participation in decision making to reduce employee stress caused by unmanageable workloads and overload (Zhuwao *et al.*, 2015)<sup>[45]</sup>. And that Lee and Kim's (2023)<sup>[24]</sup> study of 534 office workers in Korea revealed that mental toughness has

a significant effect on psychological well-being and positively influences organizational commitment and job satisfaction through psychological well-being, highlighting the significance of promoting employee well-being and commitment.

### **Employee Mental Health and Turnover Intentions**

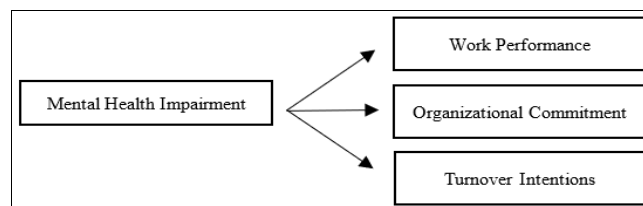
Turnover intentions are a crucial issue that will have a variety of effects on an organization. In this context, it is essential to quote Andrew Carnegie, a 19th-century industrialist, who said, "Take away my people, but leave my factories, and soon grass will grow on the factory floors; take away my factories, but leave my people, and we will soon have a new and better factory." This statement emphasizes the significance of employees and the sustainability of employees for the growth of an organization. The turnover intention in an educational institution indicates that either non-teaching or teaching employees intend to leave the educational field. In this regard, competent teachers are directly related to the improvement of student performance and the future success of the education system, as they play a crucial role in enhancing the entire educational process and contributing to the enhancement of students' academic achievement. The turnover intention will result in the need for immediate employment, the loss of trained employees who have adapted to the organization, demoralization, and low employee motivation. This can also have a negative impact on the quality of education as the intention of teachers to leave the profession may result in a reduction of teaching efforts (Erturk, 2022) [14].

This is a prevalent management concern, as survival and excellence depend heavily on having knowledgeable and dedicated employees. Consequently, the study by Ainer *et al.* (2018) [1] revealed that role ambiguity, work overburden, work-family conflict, co-worker warmth and co-worker competence were significant factors in determining academicians' intentions to leave private higher education institutions. Therefore, it is recommended that management investigate these factors in order to develop a more effective organizational skill for addressing attrition intentions issues. Moreover, Zhang *et al.* (2022) [44] examined 296 university faculty members in China and discovered that burnout has a significant and positive influence on turnover intention, while job satisfaction has a significant and negative influence on turnover intention, with job satisfaction partially mediating the relationship between burnout and turnover intention. In a similar setting, it was found that there is a significant relationship between turnover intention and organizational commitment, job satisfaction, job stress, and leadership support in a sample of 150 employees from educational institutions (Iqbal *et al.*, 2014) [18].

### **Theoretical Background of the Study**

Social exchange theory (SET) is commonly used to explain the employee–employer relationship with respect to the reciprocity norm, which implies mutual obligations between employees and employers. The social exchange relationships develop when an organization demonstrates concern for its employees; this typically results in positive outcomes for the organization (Cropanzano and Mitchell, 2005) [12]. As supported by a number of studies employing the same theoretical framework, employees who receive favorable inducements from their organizations, such as

mental health programs and services, are more likely to have high work performance, organizational commitment, and less intention to leave the organization (Aselage and Eisenberger, 2003; Dishop *et al.*, 2019) [6, 13]. This would be the theoretical foundation for the current study, as framed by the below research model:



**Fig 1:** The research model of the study

The research model identified mental health impairment as the independent variable and work performance, organizational commitment, and turnover intentions as dependent variables. This demonstrates that mental health impairment has an effect on educational institution employees' work performance, organizational commitment, and intention to leave. In addition, it was hypothesized that low mental health impairment is associated with high work performance and organizational commitment, as well as low intentions of employee turnover.

## **3. Methodology**

### **Research Design and Methods**

The current research utilized the mixed method, which is the combination of quantitative and qualitative research designs, to achieve the research objectives. Particularly, the triangulate approach was implemented so that the quantitative responses obtained from the surveys using google forms were used as the primary data; however, qualitative responses obtained through semi-structured interviews with key informants supplemented the quantitative data further in order to analyze the study's findings. The independent variable of the study is the mental health impairment, and the dependent variables are work performance, organizational commitment, and turnover intentions of employees. The collected data from the google forms were extracted into an excel spreadsheet, and data were analyzed using the IBM - Statistical Package for the Social Sciences (SPSS). The quantitative data research then examined the differences between categories using T-Test based on the demographic characteristics of the sample to determine where the respondents stand in relation to the study's main variables. The variables were then subjected to a succession of regression analyses to determine their relationship with one another and the magnitude of coefficients on their impact on one another.

### **Operationalization of Dependent and Key Independent Variables**

**Mental Health Impairment** was conceptualized in accordance with the worker mental health questionnaire developed by Schaufeli, De Witte, and Desart (2019), which defines it as the "work-related state of exhaustion that occurs among employees, which is characterized by extreme tiredness, reduced ability to regulate cognitive and emotional processes, and mental distancing. These four core dimensions are accompanied by depressed mood as well as by non-specific psychological and psychosomatic distress

symptoms” (Schaufeli, De Witte, and Desart, 2020, p. 28) [37].

In addition, the questionnaire has two main dimensions which is the Core or Primary Symptoms and Secondary Symptoms. The Core or Primary Symptoms are comprised of the subdomains: Exhaustion, Mental Distance, Cognitive Impairment, and Emotional Impairment, with the following operationalized definitions (Schaufeli, De Witte, and Desart, 2020, p. 27) [37]:

- **Exhaustion:** This refers to a severe loss of energy that results in feelings of both physical (tiredness, feeling weak) and mental (feeling drained and worn-out) exhaustion. Specific symptoms include; lack of energy to start the new working, feeling completely used-up after a whole day of working, feeling tired quickly even after spending minimal effort at work, and inability to relax after work.
- **Mental Distance:** Psychologically distancing oneself from the work is indicated by a strong reluctance or aversion to work. One withdraws mentally – and sometimes even physically – from work and avoids contact with others, for example with customers, clients, and colleagues. Indifference and a cynical attitude are characteristic of mental distance. Little or no enthusiasm and interest for the work exists and one feels that one functions on autopilot.
- **Cognitive Impairment:** This is indicated by memory problems, attention and concentration deficits and poor

cognitive performance. Specific symptoms include; difficulties to think clearly and learn new things at work, being forgetful and absent-minded, indecision, poor memory, attention and concentration deficits, and trouble staying focused at work.

- **Emotional Impairment:** This manifests itself in intense emotional reactions and feeling overwhelmed by one’s emotions. Specific symptoms include; feeling frustrated and angry at work, irritability, overreacting, feeling upset or sad without knowing why, and feeling unable to control one’s emotions at work.

While the operationalized definitions of Secondary Symptoms consisting of Psychological Complaints and Psychosomatic Complaints are provided below (Schaufeli, De Witte, and Desart, 2020, p. 28) [37]:

- **Psychological Complaints:** This refers to non-physical symptoms that are the result of a psychological problem, such as sleep problems, worrying, feeling tense and anxious, feeling disturbed by noise and crowds, and weight fluctuations without being on a diet.
- **Psychosomatic Complaints:** This refers to physical complaints that cannot be explained by a physical disorder, but are exacerbated by or result from some psychological problem. Examples are, palpitations and chest pain, stomach and intestinal problems, headaches, muscle pains and getting sick often.

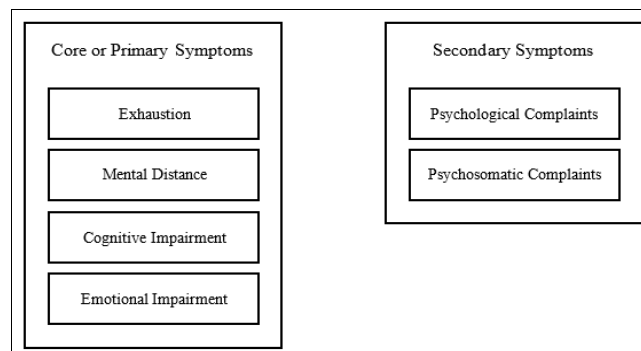


Fig 2: The conceptualization of the worker mental health questionnaire

Next, **Individual Work Performance** was defined as employee behaviors or actions that are relevant to the organization's goals (Campbell, 1990) [10], which is comparable to the definition used in the individual work performance questionnaire created by Koopmans *et al.* (2013a) [20]. In addition, the questionnaire included four broad dimensions that measured Task Performance, Contextual Performance, Adaptive Performance, and Counterproductive Work Behavior. The first dimension is task performance, which refers to the skill with which a worker executes essential job duties. The second dimension is contextual performance, which refers to employee behaviors that support the organizational, social, and psychological environment in which the primary job tasks are carried out. The third dimension is adaptive performance, which refers to an employee's ability to adapt to changes in their work roles or work environment. And the fourth dimension is counterproductive work behavior, which refers to behavior that is detrimental to the organization's well-being (Koopmans *et al.*, 2013b) [21].

While, **Affective Organizational Commitment** was

defined as the affective attachment to the organization that corresponds with Meyer and Allen's (1991) [28] three-component model of commitment, which also includes continuance and normative commitment. Further, it was stated that employees whose experiences within the organization align with their expectations and meet their basic needs tend to develop a stronger attachment to the organization than those whose experiences are less satisfying.

Lastly, **Turnover Intention**, as described by Fishbein and Ajzen's (1975) [15] framework of planned behavior, is the individual's behavioral intention or conation to leave the organization's employment. This framework was also the premise for the Turnover Intention Scale (TIS-6) developed by Bothma and Roodt (2013), in which the conation (intention) of employees was distinguished from the affective (emotion) and cognitive (knowledge) components of their psychological activities. Bester (2012) [7] argued further that many researchers regarded turnover intention as the final step in the decision-making process prior to an employee's actual departure from an organization. In

comparison, Lacity, Lyer, and Rudramuniyaiah (2008) [23] defined turnover intention as the extent to which an employee plans on leaving the organization. Therefore, for the purposes of this study, Tett and Meyer's (1993, p. 262) [40] definition of turnover intention is applied: "the conscious and deliberate willfulness to leave the organization."

### Research Instruments

The instruments that were used were the Worker Mental Health Questionnaire developed by Schaufeli, De Witte, and Desart (2019), Individual Work Performance Questionnaire developed by Koopmans *et al.* (2013), Affective Organizational Commitment Questionnaire developed by Meyer, Allen, and Smith (1993), and Turnover Intention Scale (TIS-6) developed by Bothma and Roodt (2013) to measure the employees' mental health impairment, work performance, organizational commitment, and turnover intentions, respectively, in an educational institution.

**Worker Mental Health Questionnaire:** The Worker Mental Health Questionnaire (see Appendix B) was utilized to assess the mental health impairment of employees. In addition, the original questionnaire measured both work-from-home and office work arrangements; however, the researcher decided not to use the work-from-home category because all of the employees at the chosen educational institution are currently working onsite. It is composed of thirty-three (33) items and responses are scored on a 5-point Likert scale ranging from (1) Never, (2) Rarely, (3) Sometimes, (4) Often, and (5) Always. In addition, the two main dimensions include the Core or Primary Symptoms and Secondary Symptoms. The subdomains of the Core or Primary Symptoms are Exhaustion (8 items), Mental Distance (5 items), Cognitive Impairment (5 items), and Emotional Impairment (5 items), whereas the subdomains of Secondary Symptoms are Psychological Complaints (5 items) and Psychosomatic Complaints (5 items). Some of the items are: "At work, I feel mentally exhausted.", "When I'm working, I have trouble concentrating.", and "I suffer from headaches."

**Individual Work Performance Questionnaire:** The Individual Work Performance Questionnaire (see Appendix C) was used to measure the work performance of employees. It is composed of forty-one (41) items with a 5-point Likert scale rating as (1) Never, (2) Rarely, (3) Sometimes, (4) Often, and (5) Always. The four dimensions measured by the questionnaire are Task Performance (7 items), Contextual Performance (16 items), Adaptive Performance (8 items), and Counterproductive Work Behavior (10 items). The twelve negative items (task performance item nos. 4 and 7; counterproductive work behavior item nos. 32, 33, 34, 35, 36, 37, 38, 39, 40, 41) were reversely coded in the data program. Among of the items are: "I was able to perform my work well with minimal time and effort", "I took the initiative when there was a problem to be solved", and "I purposely worked slowly (negative item)."

**Affective Organizational Commitment Questionnaire:** The Affective Organizational Commitment Questionnaire (see Appendix D) was utilized to measure the organizational commitment of the employees. It consists of six (6) items with a 6-point Likert scale responses with (1) Strongly disagree, (2) Moderately disagree, (3) Slightly disagree, (4) Slightly agree, (5) Moderately agree, and (6) Strongly agree. There were three negative items (item nos.

3, 4, and 5) that were reversely coded in the data program. Sample items are: "I really feel as if this organization's problems are my own.", "I do not feel like "part of the family" at my organization (negative item).", and "This organization has a great deal of personal meaning for me."

**Turnover Intention Scale (TIS-6):** The Turnover Intention Scale (TIS-6) (see Appendix E) was used to assess the intention of employees to leave or resign in the organization. It consists of six (6) items with a 5-point Likert scale that measures the frequency continuum of (1) Never to (5) Always for item nos. 1, 3, and 4, (1) Very satisfying to (5) Totally dissatisfying for item no. 2, (1) Highly unlikely to (5) Highly likely for item no. 5, and (1) Always to (5) Never for item no. 6. Example of the items are: "How often have you considered leaving your job?", "How satisfying is your job in fulfilling your personal needs?", and "How often do you look forward to another day at work?"

### Sampling Design

The participants of the current study were employees from a selected education institution. Eighty (80) employees, both teaching and non-teaching, took part in the study using the convenience sampling due to easy accessibility of the researcher on the target sample. In addition, the said employees in the educational institution were selected as the study's sample due to the researcher's interest and intent to provide high-priority policy recommendations on the mental health of the employees. The institution has four main divisions, including the Administrative Division, the Academic Affairs Division, the Student Development Services Division, and the Finance Division, all of which are headed by the Senior Vice President and President/CEO.

### Regression Model

**Regression Model 1a. Dependent Variable: Work Performance; Independent Variable: Total Mental Health Impairment**

$$\text{totp} = \beta_0 + \beta_1 \text{totmhi} + \beta_2 \text{Male} + \beta_3 \text{Single} + \beta_4 \text{College} + \beta_5 \text{Regular} + \beta_6 \text{Rank and File} + \beta_7 \text{Age} + e$$

**Regression Model 1b. Dependent Variable: Work Performance; Independent Variable: Mental Health Impairment – Sub-Indices**

$$\text{totp} = \beta_0 + \beta_1 \text{mhiexh} + \beta_2 \text{mhimd} + \beta_3 \text{mhici} + \beta_4 \text{mhiei} + \beta_5 \text{mhpsychc} + \beta_6 \text{mhpsychsomp} + \beta_7 \text{Male} + \beta_8 \text{Single} + \beta_9 \text{College} + \beta_{10} \text{Regular} + \beta_{11} \text{Rank and File} + \beta_{12} \text{Age} + e$$

Where:

totp = total work performance  
 totmhi = total mental health impairment  
 mhiexh = exhaustion index  
 mhimd = mental distance index  
 mhici = cognitive impairment index  
 mhiei = emotional impairment index  
 mhpsychc = psychological complaints index  
 mhpsychsomp = psychosomatic complaints index  
 Male = dummy variable which equals 1 if respondent is male and 0 if female  
 Single = dummy variable which equals 1 if respondent is single and 0 if married/separated/widowed

College = dummy variable which equals 1 if respondent is college and 0 if post-graduate  
 Regular = dummy variable which equals 1 if respondent is regular and 0 if non-regular  
 Rank and File = dummy variable which equals 1 if respondent is rank and file and 0 if supervisor/manager  
 Age = age in completed years  
 e = error term

**Regression Model 2a. Dependent Variable: Organizational Commitment; Independent Variable: Total Mental Health Impairment**

$$totoc = \beta_0 + \beta_1 totmhi + \beta_2 Male + \beta_3 Single + \beta_4 College + \beta_5 Regular + \beta_6 Rank\ and\ File + \beta_7 Age + e$$

**Regression Model 2b. Dependent Variable: Organizational Commitment; Independent Variable: Mental Health Impairment – Sub-Indices**

$$totoc = \beta_0 + \beta_1 mhiexh + \beta_2 mhimd + \beta_3 mhici + \beta_4 mhiei + \beta_5 mhpsyhc + \beta_6 mhpsychsoms + \beta_7 Male + \beta_8 Single + \beta_9 College + \beta_{10} Regular + \beta_{11} Rank\ and\ File + \beta_{12} Age + e$$

Where:

totoc = total organizational commitment  
 totmhi = total mental health impairment  
 mhiexh = exhaustion index  
 mhimd = mental distance index  
 mhici = cognitive impairment index  
 mhiei = emotional impairment index  
 mhpsyhc = psychological complaints index  
 mhpsychsoms = psychosomatic complaints index  
 Male = dummy variable which equals 1 if respondent is male and 0 if female  
 Single = dummy variable which equals 1 if respondent is single and 0 if married/separated/widowed  
 College = dummy variable which equals 1 if respondent is college and 0 if post-graduate  
 Regular = dummy variable which equals 1 if respondent is regular and 0 if non-regular  
 Rank and File = dummy variable which equals 1 if respondent is rank and file and 0 if supervisor/manager

Age = age in completed years  
 e = error term

**Regression Model 3a: Dependent Variable: Turnover Intention; Independent Variable: Total Mental Health Impairment**

$$totti = \beta_0 + \beta_1 totmhi + \beta_2 Male + \beta_3 Single + \beta_4 College + \beta_5 Regular + \beta_6 Rank\ and\ File + \beta_7 Age + e$$

**Regression Model 3b: Dependent Variable: Turnover Intention; Independent Variable: Mental Health Impairment – Sub-Indices**

$$totti = \beta_0 + \beta_1 mhiexh + \beta_2 mhimd + \beta_3 mhici + \beta_4 mhiei + \beta_5 mhpsyhc + \beta_6 mhpsychsoms + \beta_7 Male + \beta_8 Single + \beta_9 College + \beta_{10} Regular + \beta_{11} Rank\ and\ File + \beta_{12} Age + e$$

Where:

totti = total turnover intention  
 totmhi = total mental health impairment  
 mhiexh = exhaustion index  
 mhimd = mental distance index  
 mhici = cognitive impairment index  
 mhiei = emotional impairment index  
 mhpsyhc = psychological complaints index  
 mhpsychsoms = psychosomatic complaints index  
 Male = dummy variable which equals 1 if respondent is male and 0 if female  
 Single = dummy variable which equals 1 if respondent is single and 0 if married/separated/widowed  
 College = dummy variable which equals 1 if respondent is college and 0 if post-graduate  
 Regular = dummy variable which equals 1 if respondent is regular and 0 if non-regular  
 Rank and File = dummy variable which equals 1 if respondent is rank and file and 0 if supervisor/manager  
 Age = age in completed years  
 e = error term

**4. Results and Discussion**  
**4.1 Descriptive Profile of the Study Sample**

**Table 1:** Descriptive Profile Summary

Characteristic	Percent Distribution (Mean) N=80	Characteristic	Percent Distribution (Mean) N=80
Sex		Employee Status	
Male	42.5	Regular	72.5
Female	57.5	Non-Regular	27.5
Total	100.0	Total	100.0
Age Group		Years of Tenure Group	
29 and below	35.0	1 to 2	30.0
30 to 44	33.8	3 to 9	38.8
45 and above	31.3	10 and above	31.3
Total	100.0	Total	100.0
Mean Age	(37.5)	Mean Years of Tenure	(8.0)
Marital Status		Job Role/Position	
Single	55.0	Rank and File	80.0
Married/Separated/Widowed	45.0	Supervisor/Manager	20.0
Total	100.0	Total	100.0
Educational Attainment			
College Degree	61.3		
Post-Graduate Degree	38.8		
Total	100.0		

The study gathered eighty (80) respondents, and according to table 1's summary of the descriptive profiles, 34 are males (42.5%) and 46 are females (57.5%). There were also three age categories that emerged, with a mean age of 37.5 years: 29 and younger (M = 28; 35%), 30 to 44 (M = 27; 33.8%), and 45 and older (M = 25; 31.3%). In addition, it was found that 44 (55%) are single and 36 (45%) are married/divorced/widowed.

In terms of educational attainment, 49 (61.3%) had a bachelor's degree and 31 (38.3%) had a post-graduate either master's or doctoral degree. While 58 of the respondents were already regular employees (72.5%), 22 are still non-

regular (27.5%). The years of tenure or service years were divided into three categories: 1 to 2 years (M = 24; 30%), 3 to 9 years (M = 31; 38.3%), and 10 years and above (M = 25; 31.1%). Lastly, the majority of respondents for the position are rank-and-file employees (80%) with 64 responses, while only 16 are supervisors/managers (20%).

**4.2 Analysis and Discussion**

**4.2.1 Key Independent and Dependent Variables by Socioeconomic Characteristics**

**Hypothesis 1: Mental health impairment varies by socioeconomic and demographic characteristics**

**Table 2:** Socioeconomics and Demographics Difference of Mental Health Impairment

Socioeconomic Indicator	1) Primary or Core Symptoms	1.a) Exhaustion	1.b) Mental Distance	1.c) Cognitive Impairment	1.d) Emotional Impairment	2) Secondary Symptoms	2. a) Psychological Complaints	2. b) Psychosomatic Complaints	Total Mental Health Impairment Index
All Workers	1.99	<b>2.48</b>	1.80	1.74	1.64	<b>2.07</b>	2.13	2.02	2.01
<b>Age</b>									
29 and below	1.99	2.52	1.67	1.71	1.73	2.21	2.30	2.13	2.06
30 to 44	2.04	2.50	1.92	1.82	1.67	2.05	2.11	1.99	2.05
Difference	-0.05	0.02	-0.25	-0.11	0.06	0.16	0.19	0.14	0.01
p-value	.645	.898	.120	.472	.677	.440	.411	.515	.941
<b>Age</b>									
29 and below	1.98	2.52	1.67	1.70	1.72	2.21	2.30	2.13	2.05
45 and above	1.92	2.40	1.80	1.68	1.52	1.93	1.95	1.91	1.92
Difference	0.06	0.12	-0.13	0.02	0.20	0.28	0.35	0.22	0.13
p-value	.680	.571	.515	.876	.126	.155	.110	.273	.378
<b>Age</b>									
30 to 44	2.05	2.50	1.92	1.81	1.66	2.05	2.11	1.99	2.04
45 and above	1.92	2.40	1.80	1.68	1.52	1.93	1.95	1.91	1.92
Difference	0.11	0.10	0.12	0.13	0.14	0.12	0.16	0.08	0.12
p-value	.421	.631	.605	.449	.245	.490	.385	.663	.380
<b>Sex</b>									
Male	1.93	2.42	1.80	1.64	1.58	2.02	2.17	1.87	1.96
Female	2.02	2.52	1.80	1.81	1.68	2.10	2.09	2.12	2.05
Difference	-0.09	0.10	0.00	0.17	0.10	-0.08	-0.08	0.25	0.09
p-value	.408	.514	1.00	.200	.362	.605	.631	.129	.422
<b>Marital Status</b>									
Single	2.01	2.52	1.76	1.75	1.72	2.15	2.24	1.96	2.05
Married/Separated/Widowed	1.95	2.42	1.85	1.71	1.54	1.97	1.98	2.06	1.96
Difference	0.06	-0.10	0.09	-0.04	-0.18	0.18	-0.26	-0.10	-0.09
p-value	.586	.525	.573	.748	.105	.264	.120	.525	.389
<b>Educational Attainment</b>									
College Graduate	1.95	2.45	1.76	1.73	<b>1.55</b>	2.02	2.09	1.95	1.97
Post-Degree Graduate	2.04	2.52	1.85	1.73	<b>1.80</b>	2.15	2.19	2.11	2.08
Difference	-0.09	0.07	0.09	-0.00	<b>0.25**</b>	-0.13	0.10	0.16	0.11
p-value	.415	.667	.565	.944	<b>.032</b>	.421	.549	.348	.359
<b>Employee Status</b>									
Regular	2.02	2.50	1.87	1.76	1.67	2.13	2.18	2.09	2.06
Non-Regular	1.88	2.40	1.61	1.66	1.55	1.90	1.99	1.82	1.90
Difference	0.14	-0.10	-0.26	-0.10	-0.12	0.23	-0.19	-0.27	-0.16
p-value	.272	.554	.141	.512	.339	.202	.336	.141	.187
<b>Years of Tenure Group</b>									
1 to 2	1.96	2.47	1.62	1.76	1.68	2.04	2.11	1.96	1.98
3 to 9	2.01	2.56	1.80	1.64	1.70	2.22	2.32	2.12	2.07
Difference	-0.05	-0.09	-0.18	0.12	-0.02	-0.18	-0.21	-0.16	-0.09
p-value	.713	.612	.263	.392	.861	.366	.341	.445	.514
<b>Years of Tenure Group</b>									
1 to 2	1.96	2.46	1.62	1.76	1.68	2.04	2.11	1.96	1.98
10 and above	1.98	2.38	1.96	1.82	1.52	1.91	1.88	1.92	1.96
Difference	-0.02	0.08	-0.34	-0.06	0.16	0.13	0.23	0.04	0.02
p-value	.891	.660	.116	.756	.220	.489	.271	.850	.855
<b>Years of Tenure Group</b>									
3 to 9	2.01	2.56	1.81	1.64	1.70	2.22	<b>2.32</b>	2.12	2.07
10 and above	1.98	2.39	1.96	1.82	1.52	1.90	<b>1.88</b>	1.92	1.96
Difference	0.03	0.17	-0.15	-0.18	0.18	0.32	<b>0.44**</b>	0.20	0.11
p-value	.842	.376	.478	.280	.136	.103	<b>.029</b>	.310	.403
<b>Position</b>									
Rank and File	<b>2.04</b>	2.55	1.86	<b>1.80</b>	1.68	2.13	2.20	2.07	<b>2.07</b>
Supervisor/Manager	<b>1.74</b>	2.20	1.54	<b>1.46</b>	1.50	1.81	1.84	1.80	<b>1.76</b>
Difference	<b>0.30</b>	-0.35	-0.32	<b>-0.34**</b>	-0.18	0.32	-0.36	-0.27	<b>-0.31**</b>
p-value	<b>.030**</b>	.066	.100	<b>.040</b>	.208	.117	.096	.192	<b>.028</b>

\*\*\*significant at .01 level; \*\* significant at .05 level



In the study, the two main dimensions of mental health impairment, Core or Primary Symptoms and Secondary Symptoms, along with their subdomains of Core or Primary Symptoms are Exhaustion, Mental Distance, Cognitive Impairment, and Emotional Impairment, whereas the subdomains of Secondary Symptoms are Psychological Complaints, and Psychosomatic Complaints were analyzed separately using the t-test to determine if there was a significant difference.

The findings revealed in table 2 that the **secondary symptoms** had a mean score of 2.07, which was higher than core or primary symptoms for mental health impairment among all employees. While, **exhaustion** was the highest sub-index ( $M = 2.48$ ) in mental health impairment for all employees, teaching and non-teaching alike. In this regard, the researcher opted to investigate the items of exhaustion and discovered that item no. 2 which is “Everything I do at work requires a great deal of effort.” had the highest mean with 3.61, and the respondents concurred, stating:

“Parang yun ang una mong mararamdaman parang before ka pa mag complain lalo na pag long hours of work parang exhaustion yon una mong mafefeel e.” – Employee 7

“Marami kasi pwede pagkuhanan yung pagod diba either sa pagtuturo or dito sa admin, yung mental health kasama diyan yung suffocation sa environment marami naman pinang gagalingan yung pagod kaya pag nagsasama sila.” – Employee 3

“Because employees tend to really perform sa work nila, hindi pa tapos ang araw nag iisip na tayo how to perform better the next day.” – Employee 5

“Eh kasi ang haba ng oras na tinatrabaho natin tapos pa ulit ulit lang yung trabaho pero parang mag padami ng padami tapos syempre iilan lang naman kami sa department kaya parang madami yung work load natin kaya mas nakakapagod siya.” – Employee 1

enough sa iba parang sa kanila mabilis lang yan task na yan pero sayo hindi mga ganun.” – Employee 2

“Kasi hindi mo lang siya ginagawa for you for example sa teacher ginagawa mo rin siya sa student maliban sa inaaral mo kasi ung syllabus syempre kailangan mo rin pag aralan paano mo siya ipaliwanag sa mga students mo ng tama yung tipong magegets nila so yung effort mo double unlike pag ginagawa mo lang siya for the company’s benefit pero ginagawa mo kasi ito para sa students mo.” – Employee 1

For the main dimensions of mental health impairment, the only demographic factor that was statistically significant was the position and that **rank and file** ( $M = 2.04$ ;  $\mu = .030$ ) had a higher mean score than supervisors/managers, indicating that rank and file experience more core or primary symptoms.

Proceeding to the sub-index domains of mental health impairment, it shows that **post-graduate degree** ( $M = 1.80$ ;  $\mu = .032$ ) holders either master’s or doctoral are more emotionally impaired compared to college graduates. In addition, this was supported by the respondent’s statements:

“Because mostly people na nasa post graduates ay may more responsibility sa buhay, at the same time may pressure na rin yan since di naman lahat agad agad nakakapag aral after college at isama pa ang stress sa work compared sa mga college graduates na mostly supported ng mga parents ang studies.” – Employee 2

“For me yung mga naka masteral/doctoral meron pa kasi sila ibang iniisip compared dun sa work nila so mas unstable sila compared sa iba focus lang sila sa work nila. Parang pressure din sa kanila na kailangan nilang matapos yung degree.” – Employee 8

It is reported also that employees who served the institution for **3 to 9 years** ( $M = 2.32$ ;  $\mu = .029$ ) had experience more psychological complaint compared to 10 and above years of tenure. Moreover, the following responses concur:

“Because eto yung years na you are still getting the hang of the job, you are feeling na wala ka pang experience compared to those 10 years and above.” – Employee 10

“Sanay na kasi yung mga tenure, yung mga iba bago pa yan e, pero meron nga sabi nila charge to experience, masasanay ka din dyan.” – Employee 7

“Personally, sakin yung adjustment, environment adjustment, pakikisama, pakikitungo kaya feeling ko mas stress ako compared sa mga matagal kasi sila handle na nila, aware na sila, gamay na nila, compared ako, nag aadopt pa lang ako sa environment. The more na nahihirapan ako mag adopt sa environment, mas naststress ako kasi ququestion mo sarili mo bat di ako maka adopt, bat ako puro mali puro errors ako, hindi ba ako fit dito, kaya mas mataas stress ko kasi di ko pa gamay, kailangan ko pa supervision.” – Employee 4

**Table 3:** Exhaustion Sub-Index Items

Mental Health Impairment Exhaustion Sub-Index Items	Mean
1) At work, I feel mentally exhausted.	2.17
2) Everything I do at work requires a great deal of effort.	<b>3.61</b>
3) After a day at work, I find it hard to recover my energy.	2.45
4) At work, I feel physically exhausted.	2.61
5) When I get up in the morning, I lack the energy to start a new day at work.	2.11
6) I want to be active at work, but somehow, I am unable to manage.	2.09
7) When I exert myself at work, I quickly get tired.	1.92
8) At the end of my working day, I feel mentally exhausted and drained.	2.31

Furthermore, based on their personal experiences on exhaustion, they have mentioned the following additional statements:

“Specially sa mga baguhan like me since inaaral mo pa yung bagong process mas nag eexert ka ng time at effort para intindihin yung mga bagay na yon so mas nakakapagod siya. Dagdag mo pa yung parang hindi

Additionally, it is found that the rank and file are more cognitively impaired ( $M = 1.80$ ;  $\mu = .040$ ) than supervisors/managers. It is also true that, compared to supervisors/managers, **rank and file** employees ( $M = 2.07$ ;  $\mu = .028$ ) have a higher prevalence of mental impairments. The employees further explained these results:

*“Kasi bato ng bato ng work, yung task na tatapusin niya na ngayon madagdagan pa pero at the same time, si supervisor/head, mas gamay na nila yan, eh yung rank and file, aaralin pa nila yan mag iisip pa sila tapos may gagawin pa silang iba so parang na*

*overload kaya puro error.”* – Employee 3

*“Sa rank and file kasi based on my opinion nasa rank and file kasi yung pinaka pressure kasi parang pag may hindi nagawa parang sila agad yong may fear nawawala sila sa work nila.”* – Employee 8

*“Mas mabilis kasi palitan mga rank and file”* – Employee 6

**Hypothesis 2: Individual work performance varies by socioeconomic and demographic characteristics**

**Table 4: Socioeconomics and Demographics Difference of Individual Work Performance**

Socioeconomic Indicator	Task Performance	Contextual Performance	Adaptive Performance	Productive Work Behavior	Total Individual Work Performance Index
All Workers	4.16	4.26	4.21	<b>5.47</b>	4.53
<b>Age</b>					
29 and below	4.20	4.25	4.09	5.39	4.49
30 to 44	4.05	4.18	4.25	5.55	4.50
Difference	0.15	0.07	-0.16	-0.16	-0.01
p-value	.220	.599	.353	.424	.878
<b>Age</b>					
29 and below	4.19	4.25	4.09	5.38	4.49
45 and above	4.23	4.35	4.29	5.46	4.59
Difference	-0.03	-0.10	-0.19	-0.07	-0.10
p-value	.805	.451	.257	.715	.356
<b>Age</b>					
30 to 44	4.05	4.17	4.26	5.55	4.50
45 and above	4.23	4.35	4.29	5.47	4.59
Difference	-0.18	-0.18	-0.03	0.08	-0.09
p-value	.174	.254	.853	.678	.497
<b>Sex</b>					
Male	3.61	4.29	4.31	1.64	3.53
Female	3.62	4.24	4.13	1.45	3.43
Difference	0.01	-0.05	-0.18	-0.19	-0.10
p-value	.951	.656	.198	.290	.225
<b>Marital Status</b>					
Single	3.60	4.22	4.17	1.58	3.46
Married/Separated/Widowed	3.64	4.30	4.25	1.47	3.48
Difference	0.04	0.08	0.08	-0.11	0.02
p-value	.714	.516	.556	.486	.774
<b>Educational Attainment</b>					
College Graduate	3.65	4.30	4.20	1.52	3.49
Post-Degree Graduate	3.58	4.20	4.24	1.54	3.45
Difference	-0.07	-0.10	0.04	0.02	-0.04
p-value	.494	.394	.762	.919	.642
<b>Employee Status</b>					
Regular	3.63	4.21	4.20	1.56	3.46
Non-Regular	3.60	4.40	4.23	1.45	3.51
Difference	-0.03	0.19	0.03	-0.11	0.05
p-value	.780	.136	.848	.529	.614
<b>Years of Tenure Group</b>					
1 to 2	4.08	4.30	4.18	5.38	4.50
3 to 9	4.19	4.27	4.22	5.50	4.54
Difference	-0.11	0.03	-0.04	-0.12	-0.04
p-value	.378	.794	.820	.581	.688
<b>Years of Tenure Group</b>					
1 to 2	4.09	4.30	4.18	5.38	4.50
10 and above	4.18	4.21	4.22	5.50	4.52
Difference	-0.09	0.09	-0.04	-0.12	-0.02
p-value	.525	.578	.851	.580	.888
<b>Years of Tenure Group</b>					
3 to 9	4.19	4.26	4.22	5.50	4.54
10 and above	4.18	4.21	4.22	5.50	4.52
Difference	0.01	0.05	0.00	-0.00	0.02
p-value	.909	.697	.969	.980	.833
<b>Position</b>					

Rank and File	3.58	<b>4.20</b>	<b>4.13</b>	<b>1.61</b>	3.45
Supervisor/Manager	3.78	<b>4.51</b>	<b>4.55</b>	<b>1.18</b>	3.58
Difference	0.20	<b>0.31**</b>	<b>0.42**</b>	<b>-0.43***</b>	0.13
p-value	.118	<b>.029</b>	<b>.013</b>	<b>.001</b>	.193

\*\*\*significant at .01 level; \*\* significant at .05 level

\*Note: Since the items under Counterproductive Work Behavior were negatively worded, the items were reverse scored. Counterproductive Work Behavior is then changed to Productive Work Behavior

Based on Table 4, the sub-index for **productive work behavior** has the highest for individual work performance score for both teaching and non-teaching employees. Therefore, the researcher scrutinized it further and determined that the following three items had the highest mean scores: Item no. 7 “I purposely left my work so that someone else had to finish it.” ( $M = 5.76$ ); item no. 9 “I quarreled with my colleagues, manager, or clients.” ( $M = 5.77$ ); and item no. 10 “I purposely made mistakes.” ( $M = 5.77$ ). It should be noted, however, that for purposes of interpretation, the sub-index for counterproductive work behavior is reverse-coded and should therefore be interpreted in reverse.

**Table 5:** Counterproductive Work Behavior Sub-Index Items

Individual Work Performance Counterproductive Work Behavior Sub-Index Items	Mean
1) I complained about unimportant matters at work	5.11
2) I made problems greater than they were at work	5.43
3) I focused on the negative aspects of a work situation, instead of on the positive aspects	5.50
4) I spoke with colleagues about the negative aspects of my work	4.98
5) I spoke with people from outside the organization about the negative aspects of my work	5.28
6) I purposely worked slowly	5.50
7) I purposely left my work so that someone else had to finish it	<b>5.76</b>
8) I behaved rudely towards someone at work	5.55
9) I quarreled with my colleagues, manager, or clients	<b>5.77</b>
10) I purposely made mistakes	<b>5.77</b>

While, **supervisor/manager** scores higher than rank and file in terms of contextual performance ( $M = 4.51$ ;  $\mu = .029$ ) and adaptive performance ( $M = 4.55$ ;  $\mu = .013$ ), as stated by the respondents:

*“They feel a sense of responsibility and set as an example to their subordinates on how to perform a specific job. Also, they are the ones who set goals, and objectives and direct the organization and whatever the accomplishments of the team will depend on the supervisors and managers.” – Employee 5*

*“Siguro dahil mas mataas yung responsibility nila mas mataas yung power nila mas may voice sila na marinig ng company kaya feel nila yung decision nila ay mas may impact compared sa rank and file.” – Employee 7*

*“Kasi sila yung mga unang nakakaalam if may pagbabago na mangyayari sa company kaya sila yung unang pinadadala sa mga seminars workshops at trainings para madirect nila sa subordinates nila ma lead nila yun.” – Employee 3*

Moreover, it was reported that **rank and file** ( $M = 1.61$ ;  $\mu = .001$ ) scores higher than supervisor/manager in terms of productive work behavior.

**Hypothesis 3: Affective organizational commitment varies by socioeconomic and demographic characteristics**

**Table 6:** Socioeconomics and Demographics Difference of Affective Organizational Commitment

Socioeconomic Indicator	Happiness in Organization	Organization’s Problem	Sense of Belonging	Emotionally Attached	Part of Family	Personal Meaning	Total Affective Organizational Commitment
All Workers	<b>5.20</b>	4.16	4.74	4.69	4.85	4.98	4.77
<b>Age</b>							
29 and below	5.18	4.32	4.82	4.82	4.96	5.21	4.88
30 to 44	4.93	3.96	4.85	4.67	5.00	4.63	4.67
Difference	0.25	0.36	-0.03	0.15	-0.04	0.58	0.21
p-value	.348	.391	.938	.689	.926	.091	.337
<b>Age</b>							
29 and below	5.18	4.32	4.82	4.82	4.96	5.21	4.88
45 and above	5.52	4.20	4.52	4.56	4.56	5.08	4.74
Difference	-0.34	0.12	0.30	0.26	0.40	0.13	0.14
p-value	.161	.770	.481	.530	.334	.704	.356
<b>Age</b>							
30 to 44	<b>4.93</b>	3.96	4.85	4.66	5.00	4.63	4.67
45 and above	<b>5.52</b>	4.20	4.52	4.56	4.56	5.08	4.74
Difference	<b>-0.59**</b>	-0.24	0.33	0.10	0.44	-0.45	-0.07
p-value	<b>.014</b>	.565	.426	.798	.280	.253	.759
<b>Sex</b>							
Male	5.18	4.32	<b>4.32</b>	<b>4.20</b>	<b>4.35</b>	4.82	<b>4.53</b>
Female	5.22	4.04	<b>5.04</b>	<b>5.04</b>	<b>5.21</b>	5.09	<b>4.94</b>
Difference	-0.04	0.28	<b>-0.72**</b>	<b>-0.84**</b>	<b>-0.86***</b>	-0.27	<b>0.41**</b>
p-value	.840	.402	<b>.035</b>	<b>.012</b>	<b>.009</b>	.378	<b>.024</b>
<b>Marital Status</b>							
Single	5.05	4.05	4.93	4.88	5.09	4.93	4.82

Married/Separated/Widowed	5.39	4.31	4.50	4.44	4.55	5.03	4.70
Difference	-0.34	-0.26	0.43	0.44	0.54	-0.10	-0.12
p-value	.096	.438	.197	.185	.111	.743	.516
<b>Educational Attainment</b>							
College Graduate	5.20	3.98	4.57	4.63	4.79	<b>4.76</b>	4.66
Post-Degree Graduate	5.19	4.45	5.00	4.77	4.93	<b>5.32</b>	4.95
Difference	0.01	-0.47	-0.43	-0.14	-0.14	<b>-0.56**</b>	0.29
p-value	.962	.143	.188	.672	.661	<b>.035</b>	.116
<b>Employee Status</b>							
Regular	5.12	4.14	4.67	4.53	4.75	<b>4.79</b>	4.67
Non-Regular	5.41	4.23	4.90	5.09	5.09	<b>5.45</b>	5.03
Difference	-0.29	-0.09	-0.23	-0.56	-0.34	<b>-0.66**</b>	0.36
p-value	.163	.825	.532	.109	.385	<b>.016</b>	.072
<b>Years of Tenure Group</b>							
1 to 2	5.42	4.17	4.58	4.66	4.79	5.38	4.83
3 to 9	5.03	4.19	4.93	4.87	5.00	4.87	4.81
Difference	0.39	-0.02	-0.35	-0.21	-0.21	0.51	0.02
p-value	.100	.950	.397	.602	.612	.104	.940
<b>Years of Tenure Group</b>							
1 to 2	5.42	4.17	4.58	4.66	4.79	5.38	4.83
10 and above	5.20	4.12	4.64	4.48	4.72	4.72	4.64
Difference	0.22	0.05	-0.06	0.18	0.07	0.66	0.19
p-value	.399	.918	.902	.681	.879	.078	.414
<b>Years of Tenure Group</b>							
3 to 9	5.03	4.19	4.93	4.87	5.00	4.87	4.81
10 and above	5.20	4.12	4.64	4.48	4.72	4.72	4.64
Difference	-0.17	0.07	0.29	0.39	0.28	0.15	0.17
p-value	.542	.850	.444	.326	.455	.701	.452
<b>Position</b>							
Rank and File	5.13	4.00	4.70	4.65	4.81	4.88	4.70
Supervisor/Manager	5.50	4.81	4.87	4.81	5.00	5.38	5.06
Difference	-0.37	-0.81	-0.17	-0.16	-0.15	-0.50	0.36
p-value	.197	0.43	.685	.693	.650	.099	.102

\*\*\*significant at .01 level; \*\* significant at .05 level

Table 6 implies that the majority of employees had the highest mean score of 5.20 for the affective organizational commitment item no. 1 "I'm very **happy to spend the rest of my career** in my organization" with the following explanation:

*"Security of work parang feeling pag umalis pa sila, feel nila wala na sila mahahanap na mag offer ng same packages mga ganun."* – Employee 8

*"Feel niya dito na talaga siya mag retire. Baka entry level thinking pa lang yan."* – Employee 10

*"Parang ako rin ganyan, may pinapaaral kasi ako, depende sa situation yan, kasi ako natitiis ko mag work dito kasi may rason ako."* – Employee 2

*"Siguro malaki sahod nyan."* – Employee 3

In terms of age group, it depicted those **ages 45 and above** ( $M = 5.52$ ;  $\mu = .014$ ) has higher happiness in the organization compared to 30 to 44 years old.

While in comparison of sex, it shows that **females** have a higher sense of belonging ( $M = 5.04$ ;  $\mu = .035$ ), emotional attachment ( $M = 5.04$ ;  $\mu = .012$ ), and think they are more part of the family in work ( $M = 5.21$ ;  $\mu = .009$ ) as to males. Also concurring is the notion that, in general, females have higher organizational commitment ( $M = 4.94$ ;  $\mu = .024$ ) to their organizations than men, which supports the following:

*"Sa culture dito sa company kasi mas marami tayo babae dito tas yung mga babae mas matiisin yan*

*compared sa lalaki. Kasi nakakabuild din agad yan ng kaibigan sa work."* – Employee 1

*"Siguro nasa school tayo, kasi diba yung school tinatawag natin 2nd home, so yung motherly figure nagreflect siya sa mga babae pagdating sa work."* – Employee 3

*"Kasi hindi tayo takot ipakita yung emotions natin compared sa guy."* – Employee 5

*"Yung mga babae iba yung way pakikisama niya, mas deeper yung connection mo, yan nakakwentuhan mo, mas malalim yung bond na nabubuild nila."* – Employee 2

*"Feeling ko kasi babae yung nag establish ng school, so girl power, parang feel nila part sila nung foundation kasi si Dra. Ruby yung nag build e."* – Employee 4

Furthermore, **post-degree graduates** ( $M = 5.32$ ;  $\mu = .035$ ) with master's or doctoral degrees believe that their work has more personal meaning to them than that of college graduates. Similarly, this was explained by the respondents as follows:

*"Siguro may personal meaning sa kanila kasi madalas sa mga meron my masteral degree ay dito yan nag aral at nag tapos, yung tuition fee nila*

*syempre discounted so malaki yung personal meaning o pasasalamat nila sa company.* – Employee 9

*“Dahil nagkaroon sila ng better understanding sa industries at work during master’s na di nakuha nung undergrad.”* – Employee 2

In the outcome, **non-regular employees** ( $M = 5.45; \mu = .016$ ) perceive that their work has greater personal significance than regular employees, as described below:

*“Because they have something to prove in order to be regular. Being a non-regular employee strives the worker to do more while regular employee has the*

*nothing to lose mindset.”* – Employee 10

*“Syempre fear na maalis sila sa work kaya need nila magpasikat kaya kung okay yung performance nila pwede sila maregular, unlike yung sa regular na di mo na maalis yon e unless gumawa ka ng mali.”* – Employee 4

*“Baka first job naman nila baka dahil dun pinapahalagaan pa nila, tinitignan pa nila pwede ba ako magtagal dito.”* – Employee 6

**Hypothesis 4: Turnover intention varies by socioeconomic and demographic characteristics**

**Table 7: Socioeconomics and Demographics Difference of Turnover Intention**

Socioeconomic Indicator	Leaving your Job	Satisfy Personal Needs	Not Achieving Work Goals	Dream of Another Job	Accept Another Job	Look Forward to Work	Total Turnover Intention
All Workers	1.95	2.36	2.44	<b>2.55</b>	2.06	2.03	2.23
<b>Age</b>							
29 and below	2.04	2.57	<b>2.86</b>	2.64	1.96	1.96	2.34
30 to 44	2.07	2.67	<b>2.26</b>	2.74	2.19	2.33	2.38
Difference	-0.03	-0.10	<b>0.60**</b>	-0.10	-0.23	-0.37	-0.04
p-value	.891	.786	<b>.036</b>	.756	.463	.236	.830
<b>Age</b>							
29 and below	2.04	<b>2.57</b>	<b>2.86</b>	2.64	1.96	1.96	2.33
45 and above	1.72	<b>1.80</b>	<b>2.16</b>	2.24	2.04	1.76	1.95
Difference	0.32	<b>0.77**</b>	<b>0.70**</b>	0.40	-0.08	0.20	0.38
p-value	.238	<b>.026</b>	<b>.022</b>	.168	.800	.508	.052
<b>Age</b>							
30 to 44	2.07	<b>2.67</b>	2.26	2.74	2.19	2.33	<b>2.37</b>
45 and above	1.72	<b>1.80</b>	2.16	2.24	2.04	1.76	<b>1.95</b>
Difference	0.35	<b>0.87***</b>	0.10	0.50	0.15	0.57	<b>0.42**</b>
p-value	.191	<b>.007</b>	.730	.102	.632	.070	<b>.036</b>
<b>Sex</b>							
Male	2.00	2.38	2.53	<b>2.94</b>	2.15	1.82	2.90
Female	1.91	2.35	2.37	<b>2.26</b>	2.00	2.17	2.67
Difference	0.09	0.03	0.16	<b>0.68***</b>	0.15	-0.35	-0.23
p-value	.705	.905	.518	<b>.008</b>	.551	.165	.051
<b>Marital Status</b>							
Single	1.98	2.50	2.41	2.57	1.93	2.00	2.73
Married/Separated/Widowed	1.92	2.19	2.47	2.53	2.22	2.06	2.81
Difference	0.06	0.31	-0.06	0.04	-0.29	-0.06	0.08
p-value	.785	.285	.796	.871	.235	.829	.482
<b>Educational Attainment</b>							
College Graduate	1.92	2.37	2.57	2.59	2.02	1.98	2.79
Post-Degree Graduate	2.00	2.35	2.23	2.48	2.13	2.10	2.73
Difference	-0.08	0.02	0.34	0.11	-0.11	-0.12	-0.06
p-value	.729	.967	.129	.685	.647	.665	.615
<b>Employee Status</b>							
Regular	1.98	2.29	2.33	2.57	2.12	2.10	2.76
Non-Regular	1.86	2.55	2.73	2.50	1.91	1.82	2.77
Difference	0.12	-0.26	-0.40	0.07	0.21	0.28	0.01
p-value	.624	.430	.185	.810	.410	.334	.967
<b>Years of Tenure Group</b>							
1 to 2	1.71	2.50	2.63	2.42	1.88	1.92	2.17
3 to 9	2.23	2.39	2.61	2.77	2.26	2.06	2.38
Difference	-0.52	0.11	0.02	-0.35	-0.38	-0.14	-0.21
p-value	.064	.755	.968	.244	.194	.635	.220
<b>Years of Tenure Group</b>							
1 to 2	1.71	2.50	2.63	2.42	1.88	1.92	2.17

10 and above	1.84	2.20	2.04	2.40	2.00	2.08	2.09
Difference	-0.13	0.30	0.59	0.02	-0.12	-0.16	0.08
p-value	.603	.415	.070	.955	.662	.641	.675
<b>Years of Tenure Group</b>							
3 to 9	2.23	2.39	2.61	2.77	2.26	2.06	2.38
10 and above	1.84	2.20	2.04	2.40	2.00	2.08	2.09
Difference	0.39	0.19	0.57**	0.37	0.25	-0.02	0.29
p-value	.148	.575	.035	.223	.395	.960	.152
<b>Position</b>							
Rank and File	1.97	2.36	2.50	2.55	2.09	2.09	2.78
Supervisor/Manager	1.88	2.38	2.19	2.56	1.94	1.75	2.74
Difference	0.09	-0.02	0.31	-0.01	0.15	0.34	-0.04
p-value	.717	.963	.224	.960	.589	.322	.806

\*\*\*significant at .01 level; \*\* significant at .05 level

As given in table 7, the item no. 4, **dreaming of another job** that better suits your personal needs, has the highest mean of 2.55 in turnover intention, because, as stated by respondents:

*“Siguro dahil hindi naman nakokontento ang tao, they always look for better opportunities or pay lalo na pag kulang naman talaga kaya mapapa-isip ka meron bang opportunity na ganto na mas better.”* – Employee 1

*“Kasi example nakikita nila yung outside, yung corporate world, may nakikita pa sila better future o kaya yung iba sobrang tagal na dito, wala nang growth, development, thrill, kaya hahanap na sila sa iba or kaya hanap nila yung mas okay na sahod at benefits, kaya hahanap sila sa iba.”* – Employee 5

*“Syempre di naman nakokontento yung tao, di ka nasasatisfy, ikaw nakita mo sa ibang company mas higher yung kaya nila ioffer kaya pupunta ka dun sa mas greener pasture.”* – Employee 7

In addition, based on age group, those **aged 29 and younger** are more frustrated if they are denied the opportunity to achieve their personal work-related objectives at work than those aged 30 to 44 ( $M = 2.86$ ;  $\mu = .036$ ) and ages 45 and older ( $M = 2.86$ ;  $\mu = .022$ ). In addition, individuals under the age of 29 and younger are more satisfied with their personal needs being met at work ( $M = 2.57$ ;  $\mu = .026$ ) than those over the age of 45 and above. These outcomes were attributable to the following respondent's explanation:

*“Because they feel that if they didn't achieve their personal needs or their work-related needs, they are wasting time. Since ages 29 and below more likely possesses enthusiasm in seeking more experiences in career, they tend to be more frustrated the moment their goals are not met.”* – Employee 4

*“Ages 45 and above would probably seek stability in career, hence won't strive more in fulfilling personal needs.”* – Employee 9

*“Totoo naman kasi yung 45 and above may family na sila, may sinusuntentuhan na sila so di sila pwede umalis sa company basta basta tapos plus mahirap makahanap ng work, parang okay na sila dun for the*

*sake of survival. Compared sa atin na mas marami pa dyan, bata pa tayo, pwede pa to explore ng company na ito na talaga.”* – Employee 6

In a comparable manner in terms of age group, those **aged 30 to 44** ( $M = 2.67$ ;  $\mu = .007$ ) are more satisfied with their ability to fulfill their personal needs at work and have a greater intention to leave/resign than those aged 45 and older, as evidenced by the following statements:

*“I'm guessing 30-33 is often the 'marrying age' or the age which people more likely settle to build a family. So, this age may be the phase where employees tend to leave their job to seek other company with better compensation to sustain their lifestyle.”* – Employee 7

*“Because at their age they can still achieve their desired goals or personal needs at work they still have a chance to do what they want.”* – Employee 10

*“Not satisfied enough to stay. They are looking for another opportunity because they know they will benefit more and they are not that old to not get hired.”* – Employee 5

*“Feel ko yun age yan hirable pa sila parang meron pa sila nung opportunity na maglipat ng company compared sa mga 45 na malapit na sa retiring age na mahirap na makahanap ng better job.”* – Employee 1

On the basis of the results, it has been established that **males** ( $M = 2.94$ ;  $\mu = .008$ ) have a greater desire than females to find a job that better meets their personal needs, based solely on the following employee-reported aspects:

*“Siguro as a guy yung sense na gusto mo mag provide hindi lang sa sarili mo kundi para dun sa family mo rin kaya mas gusto mo malaki kita or nagdream ka na mas mataas na sahod sa trabaho.”* – Employee 7

*“Depende sa age baka gusto na nila mag settle kaya naghahanap na yan additional income.”* – Employee 3

*“Because males can easily fit into the job that they want. Unlike females, some job is not fit for them.”* – Employee 8

4.2.2 Regression Models

**Hypothesis 5: Controlling for other variables, mental health impairment affects work performance, with lower mental health impairment resulting in higher individual work performance of employees.**

**Table 8:** Regression Model 1

Independent Variables	Model 1a: Individual Work Performance		Model 1b: Individual Work Performance	
	Beta Coefficient	p-value	Beta Coefficient	p-value
Totmhi	<b>-.343***</b>	<b>.000</b>		
Mhiexh			-.203	.284
Mhimd			-.269	.191
Mhici			<b>-.667***</b>	<b>.000</b>
Mhiei			<b>-.510***</b>	<b>.000</b>
Mhpsychc			<b>-.696***</b>	<b>.002</b>
mhippsychsomc			<b>-.687***</b>	<b>.001</b>
Male	-.018	.825		
Single	-.077	.447		
College	.047	.604		
Regular	-.117	.266		
Rank and File	<b>-.298***</b>	<b>.008</b>		
Age	-.001	.825		

\*\*\*significant at .01 level; \*\* significant at .05 level

In table 8, the results indicates that the regression model between **total mental health impairment and individual work performance is significant** ( $\beta = -.343$ ;  $\mu = .000$ ). Therefore, this means that mental health impairment significantly predicts individual work performance, supporting the hypothesis 5, it shows that that mental health impairment is a negative predictor of individual work performance. This would mean that when employees have lower mental health impairment, then their individual work performance would be higher. Similarly, each unit increase in mental health impairment results in a decrease of -.343 units in individual work performance. The explanations of the following employees that mental health impairment negatively affects individual work performance supported the findings:

*“Yes, I agree. Our mental status is important for our decision making, completing tasks and other work-related responsibilities and relationship are so an impairment would probably cause any decreases on these performances.”* – Employee 2

*“Oo naman kasi kahit gaano kaliit na sabit sobrang nakakapekto nun sa work mo e. For example, bad trip ka na sa simula ng araw, bad trip ka na buong araw.”* – Employee 7

The findings supported the literature review in which it is stated that mentally healthy employees are more cognitively flexible and can discover more solutions to problems in their work tasks, thereby improving their work performance (Shan et al., 2020) [38]. In addition, with a lowered mental health impairment, employees in an educational institution can concentrate more on their passion and innovation at work to continue providing quality services to its clients, which could increase the organization's overall productivity (Lu et al., 2022) [25].

Several sub-indices of mental health impairment were also significant including cognitive impairment ( $\beta = -.667$ ;  $\mu = .000$ ), emotional impairment ( $\beta = -.510$ ;  $\mu = .000$ ), psychological complaints ( $\beta = -.696$ ;  $\mu = .002$ ), and psychosomatic complaints ( $\beta = -.687$ ;  $\mu = .001$ ). Lastly, the regression analysis revealed that rank and file ( $\beta = -.289$ ;  $\mu = .008$ ) were significant and that this is a significant predictor between mental health impairment and individual work performance.

**Hypothesis 6: Controlling for other variables, mental health impairment affects affective organizational commitment, with lower mental health impairment resulting in higher affective organizational commitment of employees.**

**Table 9:** Regression Model 2

Independent Variables	Model 2a: Affective Organizational Commitment		Model 2b: Affective Organizational Commitment	
	Beta Coefficient	p-value	Beta Coefficient	p-value
totmhi	<b>-.443**</b>	<b>.013</b>		
mhiexh			-.127	.223
mhimd			-.084	.457
mhici			.008	.926
mhiei			.064	.394
mhpsychc			-.040	.742
mhippsychsomc			-.084	.457
Male	<b>-.434**</b>	<b>.011</b>		
Single	.030	.886		
College	<b>-.428**</b>	<b>.023</b>		
Regular	-.318	.142		
Rank and File	-.218	.337		
Age	-.007	.451		

\*\*\*significant at .01 level; \*\* significant at .05 level

Furthermore, results found that in table 9 that the regression model between **total mental health impairment and organizational commitment is significant** ( $\beta = -.443$ ;  $\mu = .013$ ). Therefore, this means that mental health impairment significantly predicts organizational commitment, supporting the hypothesis 6, it shows that that mental health impairment is a negative predictor of organizational commitment. It is demonstrated that when employees have lower mental health impairment, then their organizational commitment would be higher. Similarly, each unit increase in mental health impairment results in a decrease of -.443 units in organizational commitment. In addition, the employees agreed with the findings that mental health impairment negatively influences organizational commitment, as confirmed by the following statements:

*“Kasi pag di ka na healthy ang mind mo syempre mas pipiliin mo unahin na alagaan yung sarili mo, wala ka na pakeng sa company mo kasi maiisip mo din kaya ka nagkakanun dahil din sa stress na binibigay sayo nung work mo.”* – Employee 10

*“Oo for example sa dati kong work parang mainly ang reason ko kasi napagod nako kung paano ko pakisamahan yung katrabaho ko, kung pano ko ideal yung work yung panic attacks mga ganun, syempre pagod ka na, resign ka na.”* – Employee 5

The results are comparable to those of studies in the literature review, such as Yalcin *et al.* (2020), which indicated that an increase in employee mental health led to an increase in organizational commitment among educational institution employees. This indicates that employees with less severe mental health impairments desire to remain in the institution, integrate its objectives with their own, and demonstrate the performance necessary for the institution to achieve its goals. In addition, these employees acknowledge that they are a part of the institution and view their workplace as meaningful and significant. It comprises the employee's integration and identification with the institution.

On the other hand, the regression model reveals those males ( $\beta = -.434$ ;  $\mu = .011$ ) and post-graduate degree holders ( $\beta = -.428$ ;  $\mu = .023$ ) were significant predictors between mental health impairment and affective organizational commitment.

**Hypothesis 7: Controlling for other variables, mental health impairment affects turnover intention, with lower mental health impairment resulting in lower turnover intention of employees.**

**Table 10:** Regression Model 3

Independent Variables	Model 3a: Turnover Intention		Model 3b: Turnover Intention	
	Beta Coefficient	p-value	Beta Coefficient	p-value
Totmhi	.588***	.000		
Mhiexh			.408***	.000
Mhimd			.327***	.008
Mhici			.231**	.014
Mhiei			.119	.140
mhipsychc			.149	.251
mhipsychsomc			.116	.337
Male	.188	.202		
Single	-.309	.093		
College	.063	.700		
Regular	-.034	.856		
Rank and File	-.091	.649		
Age	-.018**	.029		

\*\*\*significant at .01 level; \*\* significant at .05 level

Finally, table 10 reveals that regression model between **total mental health impairment and turnover intention is significant** ( $\beta = .588$ ;  $\mu = .000$ ). This implies that mental health impairment significantly predicts turnover intention, supporting the hypothesis 7, it shows that that mental health impairment is a positive predictor of turnover intention. Suggesting that when an employee has higher mental health impairment, then their turnover intention would be higher. Moreover, each unit increase in mental health impairment results in an increase of .588 units in turnover intentions, the highest unit increase among the three dependent variables. As demonstrated by the claims made in these employee testimonials, mental health impairment positively influences intentions to leave the organization:

*“Mas stress ka mas naiisip mo magpasa ng resignation e based on experience to ah.”* – Employee 7

*“Kasi hindi na okay utak mo e, bakit ka mag iststay sa lugar na hindi na okay yung nararamdaman mo.”* – Employee 10

This is consistent with the literature review finding that a lesser level of mental health impairment among non-teaching and teaching employees in an educational institution is associated with a higher intention to remain in the institution. Consequently, those with poor mental health will necessitate immediate employee replacement, the loss of trained employees, demoralization, and low employee motivation among those who remain in the institution. It is also detrimental to recruitment costs, training a replacement employee, the institution's productivity, and operations. This can also have a negative effect on the quality of education, as the intention of teachers to abandon the profession may reduce teaching efforts (Erturk, 2022) <sup>[14]</sup>.

In addition, a number of sub-indices of mental health impairment are significant for exhaustion ( $\beta = .408$ ;  $\mu = .000$ ), mental distance ( $\beta = .327$ ;  $\mu = .008$ ), and cognitive impairment ( $\beta = .231$ ;  $\mu = .014$ ) in relation to these narratives:

*“Oo kasi gusto mo na ng pahinga kasi for example ako, nag work ako 17 hours straight minsan naiisip ko worth it pa ba to, na pagod na ako wala na ako time sa sarili ko.”* – Employee 1

*“Pag di ka na makapag focus, maaaring mapunta yan sa wala ka na matapos, para di mo na feel may naaacomplish, ang susunod na thought mo na ay mag resign mo na kasi feel mo parang di ka na para dito.”* – Employee 3

And the regression analysis table indicates that age ( $\beta = -.018$ ;  $\mu = .029$ ) is a significant predictor between mental health impairment and the likelihood of having plans to leave the current position.

**5. Conclusion and Recommendations**

Employees are widely regarded as an organization's most significant asset and the backbone of its success. Therefore, in order to continue to provide quality services to clients and students, an educational institution must constantly monitor and place greater emphasis on the mental health of its employees in the workplace. The main objective of this research is to determine whether mental health impairment has an impact on the work performance, organizational commitment, and turnover intentions of employees working in an educational institution. In addition, socioeconomic and demographic characteristics such as age, sex, marital status, educational attainment, employee status, years of tenure, and position were analyzed to determine if there is a significant difference between these categories and the primary variables.

Hence, the discussion of the results demonstrated that the research objectives were met, as mental health impairment negatively affects work performance and organizational commitment and positively affects employee turnover intentions. Similarly, Cropanzano and Mitchell's (2005) <sup>[12]</sup> social exchange theory was validated because it asserts that institutions that care for the mental health of their employees are more likely to have employees with high work performance, organizational commitment, and a lower intention to leave the institution. It concludes that if an educational institution's employees have good mental health, they will have a higher work performance, a stronger commitment to their organization, and a greater intention to



remain in the institution.

Based on the research, it is necessary for the institution to treat their employees with utmost concern and attention for their mental health needs. Therefore, based on the responses from the employee interviews, these policies and programs that could improve the mental health of employees in an educational institution were recommended. With the accompanying interview excerpts, the majority of respondents recommended increasing the number of mental health-related programs and seminars:

*“Mental health related project that will promote mental health friendly environment.”* – Employee 9

*“Awareness programs.”* – Employee 5

*“Pwede din mag create ng seminars for improvement/development ng skills.”* – Employee 6

*“Create programs/courses related to mental health.”*  
– Employee 10

In addition, providing mental health-related activities, services, and time off. These include additional mental health leaves, engagement activities such as team building and a recreation room, and mental health checkup assistance services, as stated below:

*“For example, free consultation on their mental health. Then if kaya naman ng company kahit papaano siguro support for check-up or bigyan sila ng at least 1 day leave (mental health day).”* – Employee 3

*“Add leave credit for mental health purposes.”* – Employee 7

*“Encourage employees to utilize their personal time off.”* – Employee 8

*“Assistance for those who are suffering from mental illness.”* – Employee 2

*“Pwede mag create ng recreational room /activity para sa employees para makapag recharge from toxic works like audits, plus magkaron ng chance na makapag bonding ang employees mas makikilala ang bawat isa.”* – Employee 1

*“Sa tingin ko para mabalance yung sa mental health, need nila mag propose ng mga team buildings, outings, etc, para makapag unwind isip ng employees na hindi palaging work. Para mafeel ng employee na family talaga sila and belong sila sa group na yun. Malaking effect kasi yun na masaya ang tao kapag nag outing o team building.”* – Employee 6

The last part is to give employees the well-deserved appreciation, not only in terms of salary and benefits, but also in a simple manner that demonstrates that their work matters. Likewise, with the following suggestion from employees themselves:

*“The more na pinapahalagahan kasi yung employees*

*next na nun ay motivation and good performance either intrinsic or extrinsic motivation.”* – Employee 4

*“Simple token of appreciation for the tenured employees.”* – Employee 1

*“Salary increase kahit minimal lang basta yearly or every 3 years.”* – Employee 3

Implications from this research provided the management and the human resource department with information to focus on relevant factors that could enhance the mental health of employees in the institution. Consequently, given the awareness of the employees' needs through this research, the management should implement helpful policies and programs as this will not only be beneficial to the employees but also to the institution over time.

The researcher suggests further recommendations for institutions to prioritize and implement a comprehensive mental health strategy in the workplace. The mental health strategies should be aligned with the underlying mission, vision, and values of the workplace and have a direct connection to both short- and long-term objectives. This could involve assigning a specific key performance indicator (KPI) to employee mental health. A cross-organizational steering committee should oversee the development of the mental health strategy so that all employees are invested in its success and feel accountable for it.

In addition, training on mental health in the workplace can help the management comprehend the connections between job stress and health, as well as what they can do to prevent and support mental illness in the workplace. This form of training does not require an excessive amount of time to be effective. Even a three-hour training can enhance the knowledge, self-efficacy, and intentions of the management regarding mental health in the workplace. For training to be truly effective, however, it must be mandatory, offered frequently, and supported by the institution. There are also numerous leadership training options for mental health in the workplace that can be provided as part of a comprehensive mental health strategy for the workplace. Mental health awareness training (MHAT) assists leaders in recognizing the warning indications of a struggling employee, promoting mental health in the workplace, and engaging in behaviors that support employee mental health and well-being. Mental Health First Aid is another mental health training that has positive outcomes for participants, such as increased confidence in assisting struggling employees and decreased stigma, and, ultimately, their workplaces. This training teaches executives how to identify common mental illnesses and provide support until an employee receives professional assistance.

As part of an organization-wide mental health strategy, management and other employers should ensure that employees have access to the mental health supports that best meet their individual requirements. Mental health supports are not a one-size-fits-all solution, and various people, environments, and mental illnesses require distinct approaches. To determine which mental health supports are most appropriate for their organization, management and other employers should execute a comprehensive needs assessment that examines their employees' mental health needs and access barriers, as well as the organization's

support gaps. With this information, business leaders and other employers can tailor their Employee Assistance Programs (EAPs) and other mental health programs to promote the best possible outcomes for their employees. Providing a robust EAP is essential for promoting culture change and demonstrates an organization's commitment to mental health in the workplace.

Finally, it is recommended that future researchers replicate the study in order to complement and validate its findings. Future research could investigate additional variables in along with factors that may affect mental health. In order to increase the reliability of future research, it is suggested that specific industries be either widened or narrowed, as various industries may have distinctly different employment conditions that may influence employees' outlook. Similarly, it is suggested that additional demographics profiles of the workforce be added to the study's primary variables in order to broaden the scope of knowledge and shed more light on the human resource field. In-depth and case study research can also investigate how to address the mental health issue in the workplace, as this could make the study more precise and informative.

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