

Job satisfaction and organizational commitment in teachers of the Peruvian Amazon

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Abstract

This research sought to establish the relationship between job satisfaction and organizational commitment in teachers of regular basic education in the Peruvian Amazon. The research had a quantitative approach and its design was non-experimental of a correlational type. The sample consisted of 185 teachers to whom the Labor Satisfaction Scale and the Organizational Commitment Questionnaire were applied, instruments with the required validity and reliability. The findings indicate that teachers' level of job satisfaction and organizational commitment is regular and the existence of a direct and significant relationship between job satisfaction and organizational commitment was determined ($r_s = 0.539$; $p = 0.000 < 0.05$). It is concluded that the more satisfied teachers are in their work centers, the greater their level of commitment to the institution.

Keywords

Teacher's satisfaction. Teacher's social commitment. Teaching work conditions. Teachers. Elementary school.

Satisfação no trabalho e compromisso organizacional em professores da Amazônia peruana

Resumo

A presente pesquisa buscou estabelecer a relação entre satisfação no trabalho e comprometimento organizacional em professores regulares da educação básica na Amazônia peruana. A pesquisa teve abordagem quantitativa e seu delineamento foi não experimental do tipo correlacional. A amostra foi composta por 185 professores, aos quais foram aplicados a Escala de Satisfação no Trabalho e o Questionário de Compromisso Organizacional, instrumentos com a validade e confiabilidade exigidas. Os resultados indicam que o nível de satisfação no trabalho e comprometimento organizacional dos professores é regular e foi determinada a existência de uma relação direta e significativa entre satisfação no trabalho e comprometimento organizacional ($r_s = 0,539$; $p = 0,000 < 0,05$). Conclui-se que, quanto mais satisfeitos os docentes estão em seus centros de trabalho, maior será seu nível de comprometimento com a instituição.

Palavras-chave

Satisfação do professor. Compromisso social do professor. Condições do trabalho docente. Professores. Ensino fundamental.

Satisfacción laboral y compromiso organizacional en docentes de la Amazonía peruana

Resumen

La presente investigación buscó establecer la relación entre la satisfacción laboral y el compromiso organizacional en los docentes de educación básica regular de la Amazonía peruana. La investigación tuvo un enfoque cuantitativo y su diseño fue no experimental de tipo correlacional. La muestra estuvo conformada por 185 docentes, a quienes se les aplicó la Escala de Satisfacción Laboral y el Cuestionario de Compromiso Organizacional, instrumentos con la validez y confiabilidad requeridas. Los hallazgos indican que el nivel de satisfacción laboral y compromiso organizacional de los docentes es regular y se determinó la existencia de una relación directa y significativa entre la satisfacción laboral y el compromiso organizacional ($r_s=0,539$; $p=0,000<0,05$). Se concluye que, cuanto más satisfechos estén los docentes en sus centros de labores, su nivel de compromiso hacia la institución será mayor.

Palabras clave

Satisfacción del docente. Compromiso social del docente. Condiciones de trabajo docente. Docentes. Educación básica.

1 Introduction

Job satisfaction is a variable that has been widely studied in the last decades in the field of occupational psychology (CERNAS; MERCADO; LEÓN, 2019) due to its implications on variables such as organizational effectiveness, absenteeism, performance, and organizational commitment (PUJOL; DABOS, 2018) and also because it constitutes a factor that generates crucial problems in organizations (QUISPE; PAUCAR, 2020).

According to Herzberg (1954), job satisfaction starts with circumstances extrinsic to people's motivations. Therefore, if an organization wants to grow strategically and stand out from the competition, it must know its employees and give them the basic conditions to fulfill their responsibilities: salaries consistent with the work they do, safe and decent environments so that they can work properly and be treated respectfully (SÁNCHEZ; GARCÍA, 2017).

Even though job satisfaction has been studied for a long time, its concept has evolved in different ways according to the conceptions of each author (CHIANG; OJEDA, 2013). Among the main definitions, Locke (1976) stands out, they defined it as a favorable or positive emotional state that arises from the subjective perception of the

work experiences that the worker has. Likewise, Bravo, Peiró, and Rodríguez (1996) conceptualize job satisfaction as a set of attitudes that people develop about their work situation, which can refer to the work they do in general or to specific aspects of it. On the other hand, Robbins (2004) defines it as a person's global attitude towards their work.

In that regard, job satisfaction can be defined as a factor that reflects the emotional state of workers with their workplace. Therefore, it implies a series of emotions that they feel about the work they do (intrinsic satisfaction) and about general aspects and context of the institution (extrinsic satisfaction), which determine their well-being, their commitment to the work they do, and their productivity (CHIANG; GÓMEZ; HIDALGO, 2017).

In the case of school professionals, the existence of professional dissatisfaction can influence academic, administrative, and personal conditions. In the academic field, it can mainly affect their performance in the classroom, as well as their continued training and professional improvement. In the administrative aspect, it can be reflected in lateness, absenteeism, resignations etc. Finally, in the personal sphere, it can be reflected in self-esteem, stress, and other somatic disorders (DUCHE; GUTIÉRREZ; PAREDES, 2019). Given the above, it's possible to say that "[...] satisfaction or dissatisfaction will occur when the worker feels satisfied or not with their professional performance, conditioned at the same time by interactions in the workplace and in the work environment" (CANTÓN; TÉLLEZ, 2016, p. 217).

About organizational commitment, it's also a variable widely studied in human resources management and administration areas (ESTRADA; MAMANI, 2020), as it's important for the worker's personal and professional development (NEVES et al., 2018), as well as the relationship between the organizational commitment and the main factors for the success of organizations (BAEZ et al., 2019). Therefore, organizations, through the human resources department, try to know how involved the workers are in analyzing their level of loyalty (CHIANG; GÓMEZ; WACKERLING, 2016; PEDRAZA, 2020).

As well as satisfaction, organizational commitment has been studied by several authors, so there are a variety of definitions. However, a specific definition was formulated by Allen and Meyer (1996), who also were the authors who formulated a multidimensional theoretical model on the subject. They defined it as the psychological

bond that the worker has with the organization, which allows creating affective bonds between them, while also ensuring that the worker stays on the organization.

Afterward, Aldana, Tafur, and Leal (2018) linked organizational commitment to the feeling that of pride in the organization where employees work, which prevents them from thinking about looking for other job opportunities. In this sense, it appears that through organizational commitment, the retention and attraction of personnel are enhanced by the appropriate working conditions that organizations provide, as well as by a positive corporate image.

According to Estrada and Mamani (2020), organizational commitment is directly related to the feeling of belonging, as well as to the responsibilities that workers have within their organization, so it's necessary to have committed and effective workers in the organization to increase productivity.

In Peru, the working conditions faced by teachers are appalling. According to a technical report by the National Education Council (2014), teachers have many limitations in their working conditions. Among the main ones, is worth pointing out that 60.5% of the teachers don't have access to textbooks, which limits their pedagogical practice; they spend about 12 additional hours to the working day stipulated in their contract preparing classes and materials, hold meetings with parents, etc. Regarding payments, 66.3% of them are dissatisfied with their salaries, which is why they would look for alternative work to meet their family's needs (SILVA; MAIA FILHO; RABELO, 2019).

This issue is even worse in rural areas, where approximately 80% of teachers consider that their work environments have poor conditions. This situation, in addition to the interpersonal relationships with the management team and the constant bureaucratic burden reflected in the multiple reports they present, would be causing them not to fully identify themselves with the institutions where they work or forming a sense of belonging. Although in recent years, the State has invested in teacher reevaluation policies, they have not yet had the expected effects (AVELAR; SILVA; NASCIMENTO, 2019; LIMA; MENDES, 2019).

In this regard, several investigations have been carried out, both with teachers and professors. The researchers concluded that the satisfaction perceived is related to the commitment and identification with the educational institution (CHIARA, 2018;

DUCHE; GUTIÉRREZ; PAREDES, 2019; INGA; SEGURA, 2019; JAIK; TENA; VILLANUEVA, 2010; MAMANI, 2016; MUHAMMAD; IMRAN, 2018; QUISPE; PAUCAR, 2020; RUIZ; SILVERA, 2019; VALDIVIA, 2018). Therefore, they assert that the State has to offer the essential conditions that teachers need to have a dignified career, provide adequate structural conditions, improve remuneration and labor benefit policies, reduce the administrative burden so that they focus strictly on quality education, and promote their personal and professional development.

Based on the above, the research question points out: what relationship exists between job satisfaction and organizational commitment in regular teachers of basic education in the Peruvian Amazon? To answer this question was established the general objective, which aims to demonstrate the relationship between job satisfaction and organizational commitment. At the same time, the specific objectives try to determine the relationship between job satisfaction and the affective, continuity, and normative dimensions.

2 Methodology

2.1 Design

The research approach used was quantitative, as the data were collected to test the hypothesis, which enabled the statistical analysis, as well as the numerical measurement of the information obtained and systematized by the instruments applied (SÁNCHEZ; REYES; MEJÍA, 2018); the design wasn't experimental, as both variables were not deliberately manipulated, they were only observed as they occurred in their environment and subsequently analyzed (HERNÁNDEZ; FERNÁNDEZ; BAPTISTA, 2014) and the type of research was correlational since it was sought to find out the relationship between the two variables (BISQUERRA, 2009).

2.2 Population and sample

The population consisted of 357 basic school teachers from five educational institutions of the Puerto Maldonado city (Carlos Fermín Fitzcarrald, Dos de Mayo,

Guillermo Billingham, Las Mercedes, and Augusto Bouroncle Acuña) and the sample was composed of 185 teachers, an amount that was found through stratified probability sampling. Of the total participants, 36.2% were between 41 and 50 years old, 26% between 31 and 40 years old, 23.2% were over 50 years old, and 14.6% were between 21 and 30 years old. Regarding gender, more women (53.5%) than men (46.5%) participated. Regarding the employment situation, most teachers were appointed (68.1%), and the other group hired (31.9%). Finally, 55.7% of the participants were elementary school teachers, and 44.3% were high school teachers. Table 1 details the sociodemographic characteristics of the sample previously described.

Table 1 – Sample characteristics

Sociodemographic characteristics		n=185	%
Age	Between 21 and 30 years	27	14,6
	Between 31 and 40 years	48	26,0
	Between 41 and 50 years	67	36,2
	Over 50 years	43	23,2
Gender	Male	86	46,5
	Female	99	53,5
Employment situation	Appointed	126	68,1
	Hired	59	31,9
Level taught	Elementary School	103	55,7
	High School	82	44,3

Source: Author's own (2020).

2.3 Instruments

The instruments used for data collection were the Job Satisfaction Scale and the Organizational Commitment Questionnaire.

The Job Satisfaction Scale (SL-SPC) was designed by Palma (1999). It consists of 36 Likert-type items (strongly agree, agree, neither agree nor disagree, disagree and strongly disagree) and assesses seven dimensions: Physical or material conditions (items 1 to 5), labor benefits or remuneration (items 6 to 9), administrative policies (items 10 to 14), social relationships (items 15 to 18), personal development (items 19

to 24), task performance (items 25 to 30) and relationship with authority (items 31 to 36). Content viability was judged by experts, five people specialized in educational administration were used, obtaining an Aiken V coefficient of 0.947, which indicates that the scale has very good validity. As for reliability, it was determined by means of a pilot test, obtaining a Cronbach's alpha coefficient of 0.951, which means that the scale is highly reliable.

As for the Organizational Commitment Questionnaire, it was prepared by Meyer and Allen (1991) and adapted to the Peruvian educational reality by Rivera (2010). It consists of 21 Likert type items (totally agree, agree, neither agree nor disagree, disagree and strongly disagree) and it assesses three dimensions: affective commitment (items 1 to 7), commitment to continuity (items 8 to 15), and commitment normative (items 16 to 21). The questionnaire showed content validity since the Aiken V coefficient obtained in the experts' evaluation was 0.919, and, in terms of reliability, it reached a Cronbach's alpha coefficient of 0.932 in the pilot test, which means that the questionnaire is highly reliable.

2.4 Procedure

Data collection was carried out between March and April of 2018. Before the application of the instruments, it was necessary to request the authorization of the training institutions and the consent of the teachers so that they could participate in the research. Once the authorizations were obtained, the two instruments were applied during 45 minutes.

2.5 Statistical analysis

For the statistical analysis, the Statistical Package for the Social Sciences (SPSS) version 22 was used. The results were categorized and systematized employing frequency and percentage tables. The Spearman non-parametric test was used for inferential analysis due to the nature, level of measuring, and adequacy of the variables. Finally, a value of less than or equal to 0.05 was considered for statistical significance.

3 Results

The results presented below are based on data collection carried out with basic education teachers from five educational institutions from the Peruvian Amazon.

Table 2 shows that 42.1% of teachers have a regular level of job satisfaction, 23.2% low level, 22.2% a high level, 7.6% show evidence of a very high level, and 4,9% very low level. These data indicate that almost half of the teachers are not entirely satisfied with their working conditions. On the other hand, 35.1% of teachers have a regular level of organizational commitment, 28.1% have a high level, 19.5% have a low level, 10.8% a very high level, and 6.5% a very low level. The above is worrying, as it reveals that many of the teachers do not identify with the institutions where they work nor have developed an affective bond with them.

Table 2 – General results of job satisfaction and organizational commitment

Levels	Job satisfaction		Organizational commitment	
	n	%	n	%
Very low	9	4,9	12	6,5
Low	43	23,2	36	19,5
Regular	78	42,1	65	35,1
High	41	22,2	52	28,1
Very high	14	7,6	20	10,8
Total	185	100,0	185	100,0

Source: Author's own (2020).

Table 3 shows that the p-value of the Kolmogorov-Smirnov test for the variables job satisfaction and organizational commitment is below the level of significance ($p = 0.000 < 0.05$), which indicates that the data doesn't have a normal distribution. Therefore, it was necessary to work with a non-parametric statistical test, the Spearman test was chosen in this case.

Table 3 – Kolmogorov-Smirnov normality test

Variables	Kolmogorov-Smirnov ^a		
	Statistics	gl.	Sig.
Job satisfaction	,112	185	,000
Organizational commitment	,131	185	,000

Source: Author's own (2020).

According to table 4, the Spearman correlation coefficient (rho) was 0.539 with a p-value below the level of significance ($p = 0.000 < 0.05$), which indicates that job satisfaction is significantly and directly related to organizational commitment, that is to say, while teachers have higher levels of satisfaction with working conditions, their level of commitment and feeling of belonging to the educational institution will be higher.

Table 4 – Correlation between job satisfaction and organizational commitment

		Organizational commitment	
Spearman rho	Job satisfaction	Correlation coefficient	,539**
		Sig. (bilateral)	,000
		N	185

** The correlation is significant at the 0.01 level.

Source: Author's own (2020).

In table 5 is possible to see that there is a direct and significant relationship between job satisfaction and the dimensions of affective commitment ($r_s = 0.601$; $p < 0.05$), continuity commitment ($r_s = 0.457$; $p < 0.05$) and normative commitment ($r_s = 0.559$; $p < 0.05$).

Table 5 – Correlation between job satisfaction and affective, continuity and normative commitment

Dimensions	Spearman rho	p-valor
Affective commitment	,601**	,000
Continuity commitment	,457**	,000
Normative commitment	,559**	,000

** The correlation is significant at the 0.01 level.

Source: Author's own (2020).

4 Discussion

To begin with is possible to notice that 42.1% of teachers have a regular level of job satisfaction, which means that they have a low positive attitude towards their work, which could be caused mainly by the precariousness of the teaching institution's environment, their wages, interpersonal relationships that are established in the workplace, evaluation of their work and the perception of the treatment received from the educational authorities.

These results coincide with those reported by Estrada, Mamani and Chura (2019) who investigated the level of satisfaction of basic education teachers in the Tahuamanu district, concluding that 79.7% of teachers who participated in the survey had a partially high level of satisfaction at work, that is, they had unfavorable feelings towards their educational institutions and had limited identification with the institutional mission, vision and objectives.

Likewise, those conclusions have some relationship with Quispe and Paucar's (2020) research in which they tried to understand how satisfied the professors at a Peruvian university were, concluding that 48.3% of them were not satisfied due to the terrible conditions in which they worked, translated into low wages, little promotion and advancement in the career, few opportunities for professional and personal growth, as well as little recognition by the authorities.

Conversely, it coincides with the results obtained by Chaparro et al. (2017) in a study about professors and administrators' job satisfaction in higher educational institutions in Mexico, identifying that the perception that the participants had about their level of satisfaction was intermediate even though they were happy to work at the institution due to its prestige, there were feelings of dissatisfaction with the remuneration they received, considering that it wasn't consistent with their work.

Another finding indicates that 35.1% of teachers have a level of regular organizational commitment, they have little identification and feeling of belonging to the educational institution where they work, so they don't seek to contribute through their actions to the institutional, and, if they found other work opportunities, they would consider leaving the educational institution.

The presented results coincide with the reports by Maldonado et al. (2014) that investigated the organizational commitment of professors at a Mexican public university. They concluded that the commitment of professors was at a medium level, and that it's necessary to outline strategies to promote favorable attitudes and behaviors in professors that can contribute to the consolidation of the feeling of belonging.

However, there are divergences in the report by Estrada and Mamani (2020) that investigated the organizational commitment in teachers of basic educational institutions in Peru. The report concluded that teachers had high levels of organizational commitment, meaning that they identified themselves with the institution where they worked, getting involved in institutional activities, and, if there were other work opportunities, they would not take them because they had the pleasure of working in their educational institutions.

Another relevant finding indicates that job satisfaction is directly and significantly related to organizational commitment, which means that while teachers have higher levels of satisfaction, their level of commitment and feeling of belonging to the educational institution where they work will also be higher. This finding coincides with the results obtained in research conducted with teachers of regular basic education (CHIARA, 2018; INGA; SEGURA, 2019; MAMANI, 2016; RUIZ; SILVERA, 2019) and professors (DUCHE; GUTIÉRREZ; PAREDES, 2018; JAIK; TENA; VILLANUEVA, 2010; MUHAMMAD; IMRAN, 2018; QUISPE; PAUCAR, 2020; VALDIVIA, 2018). Those works found that educational professionals are comfortable with their work and their salaries and work in a committed manner contributing to the institutional objectives.

Following this line of thought, job satisfaction, as mentioned by Zubiri (2013), becomes a variable that stems from the difference between real work and the expectations that the worker has. Therefore, institutions must provide such work conditions offering a peaceful physical and emotional environments. Likewise, it's important that the worker's achievements are recognized and valued and that they are adequately paid so workers can act identifying themselves with the mission and vision of the institution and, thus, their objectives can be specified.

Likewise, studies such as Quispe and Paucar (2020) indicate that satisfied workers have better levels of commitment, as they have greater positive attitudes towards their work, even above normal expectations. In turn, a committed worker will also have the will to continue working at such institution, will share the objectives achieved and will also give more time than established in the regulation to support the curricular and extracurricular work that the institution requires (PORTILLA, 2017).

Finally, it was demonstrated the existence of a direct and significant relationship between job satisfaction and the affective dimension, continuity, and normative commitment. These results indicate that adequate levels of workers' satisfaction are associated with high levels of commitment that translate into an affective bond with the work environment, which makes it more likely that they will stay at the institution they work for and assure a continuity, as well as creating a feeling of gratitude the worker's personal and professional growth.

This finding coincides with Mamani's (2016) report that determined that the job satisfaction of teachers in Adventist teaching institutions is related to the dimensions of organizational commitment (affective, continuity, and normative).

5 Final considerations

Job satisfaction is a variable widely studied in the organizational field, as it accurately reflects how it works. In the same way, its measurement allows us to gauge the levels of workers' well-being and that it is directly associated with the performance they have in their workplace. In this sense, the main conclusion reached was that it was possible to establish that job satisfaction is directly and significantly related to organizational commitment, meaning that an institution that offers adequate work conditions and payment promotes higher levels of identification and feeling belonging. However, institutions that don't create those conditions that allow the worker to be satisfied, will encourage indifference to the activities they develop and will promote constant rotation.

On the other hand, it possible to establish that satisfaction is also directly related to the dimensions of organizational commitment (affective, continuity, and normative). Finally, it was determined that the predominant level of satisfaction and

professional commitment of teachers is regular. In this sense, educational authorities are recommended to improve working conditions and salary so that teachers feel satisfied, work with dignity, develop a sense of belonging to their institutions and, thus, improve their performance and, consequently, high quality in education.

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