

Organizational commitment and teaching performance in Basic Education Institutions

Compromiso organizacional y desempeño docente en las Instituciones de Educación Básica

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ORIGINAL ARTICLE

KEYWORDS

Organizational commitment, teaching performance, basic education

The objective was to establish the relationship between the organizational commitment and the teaching performance in the Urban Educational Institutions of the Las Piedras district - 2018. The type of research was non-experimental, the cross-sectional descriptive correlational design. The study population was made up of 106 teachers and the sample by 83 teachers, an amount that was obtained by stratified probabilistic sampling. To collect information, the Meyer and Allen Organizational Commitment Questionnaire adapted in Peru by Oscar Martín Rivera Carrascal and the Teaching Performance Questionnaire were used. The data were consolidated in a database to be processed using the SPSS version 22 software. The results indicate that there is a strong, direct and significant relationship between the variables organizational commitment and teacher performance. Spearman's rho correlation coefficient is 0.724 with a p-value below the level of significance ($p = 0.000 < 0.05$). It is concluded that as long as teachers present a greater organizational commitment, they will perform better and vice versa.

PALABRAS CLAVE

Compromiso organizacional, desempeño docente, educación básica

El objetivo fue establecer la relación que existe entre el compromiso organizacional y el desempeño docente en las Instituciones Educativas Urbanas del distrito de Las Piedras – 2018. El tipo de investigación fue no experimental, el diseño descriptivo correlacional de corte transversal. La población de estudio fue conformada por 106 docentes y la muestra por 83 docentes, cantidad que se obtuvo mediante muestreo probabilístico estratificado. Para recolectar información se utilizó el Cuestionario de Compromiso Organizacional de Meyer y Allen adaptado en el Perú por Oscar Martín Rivera Carrascal y el Cuestionario de Desempeño Docente. Los datos fueron consolidados en una base de datos para ser procesados mediante paquete estadístico Statal Package for the Social Sciences (SPSS). Los resultados indican que existe una relación fuerte, directa y significativa entre las variables compromiso organizacional y

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el desempeño docente. El coeficiente de correlación rho de Spearman es de 0,724 con un p-valor inferior al nivel de significancia ($p=0,000<0,05$). Se concluye que mientras los docentes presenten un mayor compromiso organizacional, se desempeñarán de mejor manera y viceversa.

1. INTRODUCTION

Nowadays, there is a great responsibility on the members of the management team in the basic education institutions to manage the human resources that they lead, to elaborate strategies that make possible and favor the articulation and collegial work of the teachers in order to concretize the Institutional aims traced in the management documents, both short and long term.

There are multiple researches (Llapa-Rodríguez, Trevizan, Shinyashiki and Mendes, 2009; Saldaña and Cornejo, 2017; Huaynate, 2019) that indicate that the objectives are reached effectively when the workers of an institution, in this case the teachers who develop A high level of identification and commitment. In that sense, the commitment of the worker towards the institution where the worker works has become one of the most studied phenomena in the field of administration and human resources management. However, inside of the educational institutions there are few policies of reevaluation, motivation, stimuli and professional improvement towards the teachers, which generate in them little commitment to the work they do.

Under that perspective, according to Porter, Steers, Mowday, and Boulian (1974) organizational commitment (OC), is defined as the relative strength of an individual's identification with and involvement in an institution, which is characterized by the intense desire to remain as a member of a particular institution, an agreement to maintain high levels of effort for the institution and a definitive belief and acceptance of the values and goals of the institution, which results from individual orientation towards the organization as an end in itself.

Similarly, Steers (1977) defined commitment as that force that allows an individual to get involvement with the institution where the individual develops his work.

Also, Meyer and Allen (1991) point out that organizational commitment is a psychological state; a process through which the goals of the organization and individual goals are integrated. They proposed a more complete concept of the organizational commitment construct and they were the ones who deeply analyzed it, besides to studying the identification and participation of the collaborators with their organization.



The organizational commitment is directly related to the sense of belonging and the responsibility that each person has with the place where they work. It is crucial to have committed and effective workers, while providing high efficiency and organizational efficiency.

Likewise, a committed worker is a person who is fully involved and enthusiastic about the work he does, is attracted and inspired by his work "I want to do this, committed "I am dedicated to the success of what I am doing," and fascinated "I love what I am doing." Committed employees care about the future of the organization and are willing to invest effort beyond duty to make this organization succeed, beyond all this, it is important to value the human capital and the value of the work they do (Rodríguez, 2017).

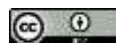
In relation to teacher performance, Montenegro (2003) makes a conceptual approach to the term teacher performance, considering that it is the full fulfillment of their responsibilities which is determined by factors associated with the same teacher, students and their context.

Likewise, "The performance is exercised in different fields or levels: the sociocultural context, the institutional environment, the classroom environment and the teacher himself, through reflexive action" (p.18). In that sense, it is necessary to evaluate it to improve the educational quality and to qualify the teaching profession. Therefore, the evaluation presents well-defined functions and characteristics that are taken into account at the time of application.

As well, Robalino (2007) pointed out that teacher performance is the process of mobilization of their professional abilities, their personal disposition and their social responsibility to articulate significant connection between the components that impact the training of students, participate in educational management, strengthen a democratic institutional culture and intervene in the design, implementation and evaluation of local and national educational policies, to promote student learning and development of skills and life skills (p.3).

Another important definition is made by the Ministry of Education (2012) when defining performance as the observable actions that a person performs; these can be described as well as evaluate and that account for their competence. It comes from English performance or perform, and is related to the achievement of the expected learning and the fulfillment of the determined responsibilities. The responsibilities are performed and reveals the person's basic competence. In the performance definition we identify three conditions: 1) observable action, 2) a responsibility and 3) the achievement of certain results (p.29).

From this perspective, as a background are Campana (2018) with the research "Organizational commitment and teaching performance at the Uriel García del Cusco Educational



Institution, 2018" The objective of the research was to analyze the connection between organizational commitment and teaching performance. The approach was quantitative, with a non-experimental design; for data collection, the organizational commitment and classroom teaching performance questionnaire was applied. The results led to conclude a 95% confidence level, which, if there is a direct and significant relation between organizational commitment and teaching performance, was concluded.

Likewise, Ortiz (2018) with the study "Organizational commitment and performance in the classroom of teachers of public educational institutions". The objective was to establish the relation between organizational commitment and teaching performance from the perception of teachers. The research had a quantitative approach, of a correlational descriptive type and a non-experimental design. The tools used for data collection were the Organizational commitment Scale and the Teacher Performance Assessment Scale. The results indicate a direct correlation of moderate intensity between organizational commitment and teaching performance, being statistically significant at a probability level of 0.001.

Nevertheless, Alvarado (2018) with the research "Organizational commitment and teaching performance in educational institutions of the primary level of the network 02 -Puente Piedra, 2018". The objective was to determine the relation between organizational commitment and teaching performance. The research was conducted under the quantitative approach; had a non-experimental design with a descriptive level of correlational. The conclusions explain the existence of a positive and significant correlation between the variables, with a coefficient of 0.715 indicating a considerable positive correlation with a $p=0.000 < 0.05$.

From the theoretical approach and the background presented was established as a research problem. What relation exists between organizational commitment and teaching performance in the Basic Education Institutions of the district of Las Piedras – 2018?

This study is institutionally justified since the results will serve the management team of the educational institutions focused on this research to implement recognition, incentive and support actions so that they can increase the commitment of teachers to their institutions and thus can better realize the objectives that are set. Likewise, from the academic aspect will help to know the level of performance that teachers have, managers will be able to execute pedagogical strategies such as accompaniment, collegiate work and strengthening their capacities to improve their pedagogical practice and thus the levels of learning achievement of the students are the most optimal.



The reforefelt, it was raised as the general objective of this research to establish the relation that exists between organizational commitment and teaching performance in the Basic Education Institutions of the district of Las Piedras – 2018.

2. MATERIALS AND METHODS

Research type and design

The type of research was non-experimental (Hernández et al., 2010), since the study variables were not manipulated, but the phenomena were observed as they occur in their natural context for later analysis. The methodological design used in this study was the correlational and transversal description as we focused on measuring and describing the relation between variables. Figure 1 represents the outline of the design of this research:

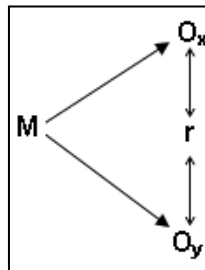


Figure 1. Research design scheme.

Where:

M = Sample.

Ox = Variable 1: Organizational commitment

OY = Variable 2: Teaching Performance

(r) = Relation between study variables.

Population and sample

The study population was formed by all the teachers working in the 6 basic education institutions belonging to the district of Las Piedras: Miguel Grau Seminario, Sudadero, Jorge Chávez Rengifo, Raúl Vargas Quiroz and Héroes de Illampu, who are a total of 106. As for the sample, it was obtained by stratified probabilistic sampling, which was 83 teachers. Table 1 details the distribution of the sample.

Table 1

Sample distribution

Educational institution	No of teachers
Miguel Grau Seminario	21
Sudadero	9
Jorge Chávez Rengifo	19
Raúl Vargas Quiroz	15
Héroes de Illampu	19
Total	83

Source: Own elaboration

Techniques and instruments

The survey technique was used to collect information on organizational commitment and teaching performance. In relation to the instruments, the Meyer and Allen Organizational Commitment Questionnaire, adapted in Peru by Oscar Martín Rivera Carrascal (2010), was used to measure the organizational commitment variable, which assesses the level of commitment teachers present to their institution. It consists of three dimensions:

Affective commitment

It is defined by Meyer and Allen (1991) as the emotional bond that workers develop and manifest towards the institution, because their psychological needs and expectations are met. It is related to the personal perception of the objective and subjective characteristics of the organization, being fundamental to its satisfaction, professional motivation and organizational success (Neves, Graveto, Rodrigues, Maro and Parreira, 2018).

The commitment to continuity

It refers to the individual's awareness of the investment of the time and effort they would lose if they decided to set aside their institution to seek another job (Loli, 2006). According to Llapa-Rodríguez, Trevizan, Shinyashiki and Mendes (2009) is characterized by that worker who is physically in his work, but who does not invest fully his human capital, that is, remains not by the existence of a link but because the costs of not staying in it can be very high.

Regulatory commitment

It refers to the duty to be, to the loyalty to the institution and the reciprocity they have towards it (Arias, 2001, cited by Osorio, Ramos and Walteros, 2016). It is also defined as the worker's



experimentation of a strong sense of obligation to remain in the organization for which he works, reveals the feelings of obligation of the worker (Ríos, Téllez and Ferrer, 2010).

The aforementioned dimensions are distributed in 21 items. The assessment of questionnaire items is through the Likert scale (very agree, agree, neither agree nor disagree, disagree or strongly disagree).

To measure the variable teaching performance, the Teaching Performance Questionnaire was applied, which was adapted from the Framework of Good Teacher Performance developed by the Ministry of Education (2012). It consists of 40 items across a Likert scale (totally agree, agree, neither in agreement nor disagree, disagree and totally disagree). It is structured in four dimensions:

Preparing for student learning

It is understood as the set of planning activities carried out by the teacher linked to pedagogical work such as annual curricular programming, units and learning sessions under an inclusive and intercultural approach (Ministry of Education, 2012).

Teaching for student learning

It refers to the process of conducting teaching carried out by the teacher and includes the promotion of a favorable classroom climate, management of motivation and content, knowledge of various methodological strategies, correct evaluation process and the appropriate use of education resources (Ministry of Education, 2012).

Participation in community-based school management

The teacher has an active participation in the institution, in the working committees such as: evaluation committee, commission of elaboration and review of the Institutional Educational Project and the Institutional Curriculum Project, etc. It makes significant contributions to the design and development of pedagogical and institutional projects (Vargas, 2017).

The development of professionalism and teaching identity

It is conceived as the process of reflection on the pedagogical practice carried out by the teacher and the continuous training that he performs both personally and collegially.

3. RESULTS

After the data collection had been carried out, they were systematized through frequency tables, for descriptive analysis, and correlation matrices, for the hypothesis test, which are presented below.

Table 2

Descriptive results of the organizational commitment variable

Levels	Frequency	Percentage	Percentage válido	Cumulative Percentage
Very low	1	1,2	1,2	1,2
Low	13	15,7	15,7	16,9
Medium	21	25,3	25,3	42,2
High	40	48,2	48,2	90,4
Very high	8	9,6	9,6	100,0
Total	83	100,0	100,0	

Source: Database

According to Table 2, 48.2% of teachers have a high organizational commitment, which means, according to García, Useche and Schlesinger (2013) who identify with and are proud of by the institution, seek to make their personal goals consistent with institutional objectives, take between two or more alternatives the option that most benefits the school, participates in the achievement of plans and is involved in participating in scheduled activities. Similarly, 25.3% have an average level of commitment, also 15.7% have a low level, on the other hand, and 9.6% have a very high level of commitment and only 1.2% have a very low organizational commitment, characterized by indifference to the achievement of institutional goals, little willingness to make efforts for it and few desires to remain a member of it. (Chiang, Gomez and Wackerling, 2016).

Table 3

Descriptive results of variable teaching performance

Levels	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Deficient	1	1,2	1,2	1,2
In process	22	26,5	26,5	27,7
Satisfactory	50	60,2	60,2	88,0
Featured	10	12,0	12,0	100,0
Total	83	100,0	100,0	

Source: Database

According to Table 3, the majority of teachers (60.2%) it presents a satisfactory level of performance, which is characterized by the planning of strategies, resources and materials, carry out the teaching process taking into account the particularities, rhythms and styles of learning, in addition to executing the pedagogical and didactic processes, actively participate in the management of the educational institution and reflect on its pedagogical practice to improve its performance (Andia, 2018). On the other hand, 26.5% are in the process of reaching a good performance, 12% have outstanding performance and finally 1.2% have a poor level of performance, characterized according to Oscco (2015) by poor preparation and execution of learning sessions, ignorance of the characteristics of students, minimal participation in institutional activities and few desires for self-improvement.

Table 4

Matrix correlation between organizational commitment and teaching performance variables

			Organizational commiment	Teaching performance
Spearman's Rho	Organizational commiment	Correlation coefficient	1,000	.724**
		Sig. (bilateral)	.	.000
	N		253	83
	Teaching performance	correlation coefficient	.724**	1,000
Sig. (bilateral)		.000	.	
N		83	253	

** . Correlation is significant at level 0.01 (2 queues).

Source: Database

Table 4 shows us that Spearman's rho correlation coefficient between organizational commiment and teaching performance variables is 0.724 with a p-value lower than the significance level ($p=0.000<0.05$). The above concludes that there is a strong positive correlation between the variables analyzed. This means that the greater the organizational commitment of teachers, the greater their performance and vice versa.

Table 5

Correlation matrix between affective, continuity and regulatory commitment dimensions and variable teaching performance



		Teaching performance	
Spearman's Rho	Affective Commitment	Correlation Coefficient	.569**
		Sig. (bilateral)	.000
		N	83
	Continuity Commitment	Correlation Coefficient	.669**
		Sig. (bilateral)	.000
		N	83
	Regulatory Commitment	Correlation Coefficient	.664**
		Sig. (bilateral)	.000
		N	83

Source: Database

** . Correlation is significant at level 0.01 (2 queues).

Table 5 shows that there is a significant positive correlation between the affective commitment dimensions ($r_s=0.569$; $p=0.000<0.05$), continuity commitment ($r_s=0.669$; $p=0.000<0.05$) and regulatory commitment ($r_s=0.664$; $p=0.000<0.05$) and the variable teaching performance. In this sense, you can see that the dimension of the organizational commitment variable that relates most to teaching performance is the commitment to continuity.

4. DISCUSSION

By observing the overall results obtained, the first thing we find is that teachers of the Institutions of Basic Education are characterized by presenting high levels of organizational commitment. These results indicate that teachers identify with the institution where they work their stated objectives, engaging in the activities, although if there were other work options, they would analyze their permanence. The results found differ from the results obtained by Rivera (2010), Campana (2018), Alvarado (2018) and Ortiz (2018) who found in their research that organizational commitment is in medium level.

In relation to teaching performance, most teachers in The Basic Education Institutions are characterized by a satisfactory level of performance. These results indicate that preparation for learning, teaching, participation in school management and the development of professionalism and teaching identity is adequate, however, there is a considerable percentage of teachers who are at the beginning and process of achieving a relevant performance so that pedagogical accompaniment is necessary to strengthen their capacities. The results presented coincide with the research of Macavilca (2018) who found that the majority of teachers performed adequately.

When analyzing the correlation between organizational commitment and teaching performance variables, it can be seen that Spearman's rho correlation coefficient between organizational commitment and teaching performance variables is 0.724 with a p-value below the significance level ($p=0.000<0.05$). This means that the greater the organizational commitment of teachers, the greater their performance and vice versa. In this sense, being committed to the work we do and the institution in which we work means that we can perform in the best way since we will put on the institutional jersey and contribute from our side to concretize the objectives and goals that the institutions have set the way. However, if teachers are not committed and identified with the institution, they will not be able to perform properly which will lead to the loss of educational quality. These results coincide with the research of Ramos (2005) who found that there is a positive correlation between organizational commitment and teaching performance and there is correlation between the dimensions affective commitment, normative commitment and continuity with the variable teaching performance. Likewise it is corroborated by the research Gómez (2015) that indicates that there is empirical evidence to affirm that there is a direct and significant correlation between organizational commitment and teaching performance. Likewise, it coincides with the research of Leyva (2016) who found that there is a positive relationship between the variable of organizational commitment and teacher performance. It also relates to the work of Guarniz (2014) who established from his study that there is a significant correlation between the variables commitment and teaching performance. Likewise, it coincides with the study of Campana (2018) who found, with a 95% confidence level, that there is a direct and significant relationship between organizational commitment and teaching performance in the classroom at the Uriel García del Cusco Educational Institution, 2018, according to the Chi Square test. On the other hand, it is corroborated by the research of Ortiz (2018) who determined that there is a direct relationship of moderate intensity and statistically significant ($r=0.53$) between the organizational commitment and the teaching performance of the teachers of the Public Educational Institutions, Nicolás de Piérola, Luis Montfort, José A. Quiñones and Leoncio Prado de Ate-Vitarte during the year 2016. Finally, it coincides with the research of Alvarado (2018) who determined the existence of a positive and significant correlation between the variables, with a coefficient of 0.715 indicating a considerable positive correlation and a $p=0.000$.

Finally, it was found that there is a significant positive correlation between the affective commitment dimensions ($r_s=0.569$; $p=0.000<0.05$), continuity commitment ($r_s=0.669$; $p=0.000<0.05$) and regulatory commitment ($r_s=0.664$; $p=0.000<0.05$) and the teaching performance variable. In this sense, you can see that the dimension of the organizational commitment variable that relates most to teaching performance is the commitment to continuity.



These results coincide with the researches of Ortiz (2018), Macavilca (2018) and Baltazar (2017) which found that the dimensions of the affective commitment variable correlate directly and significantly with teaching performance.

5. CONCLUSIONS

Based on the data found, it was determined that there is a strong positive correlation between organizational commitment and teaching performance in the Basic Education Institutions of the District of Las Piedras, 2018, by statistically finding a Spearman rho correlation coefficient of 0.724 with a p-value lower than the significance level ($p=0.000<0.05$).

It was also established that there is a significant positive correlation between the affective commitment dimension and the teaching performance in the Basic Education Institutions of the district of Las Piedras, 2018, by finding a Spearman rho correlation coefficient of 0.569 with a p-value lower than the significance level ($p=0.000<0.05$).

In the same perspective, a considerable positive correlation was found between the dimension commitment of continuity and teaching performance in the Basic Education Institutions of the district of Las Piedras, 2018, finding a Spearman rho correlation coefficient of 0.669 with a p-value lower than the significance level ($p=0.000<0.05$).

Similarly, there is a considerable positive correlation between the normative commitment dimension and teaching performance at the Basic Education Institutions of the Las Piedras district, 2018, by finding a Spearman rho correlation coefficient of 0.664 with a p-value lower than the significance level ($p=0.000<0.05$).

These results make a contribution to the directors and sub directors of the different educational institutions since it will promote in them the ability to manage, motivate and commit the teachers in charge to perform efficiently in compliance with the domains, competencies and performances established in the Framework of Good Teacher Performance.

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