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Relationships Between Job Satisfaction, Organizational Commitment, and Teacher Engagement

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Chakita Jackson

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2018

.

Abstract

Relationships Between Job Satisfaction, Organizational Commitment, and Teacher

Engagement

by

Chakita Jackson

MBA, Fontbonne University, 1997

BS, Jackson State University, 1982

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

K-12 Educational Leadership

Walden University

August, 2018

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Abstract

Educational researchers contend that high-quality, sustaining teachers are critical to student success. However, few policymakers agree on the best way to improve teacher quality. Researchers outside of education found associations between employee engagement and job performance, which suggests that improving teacher work engagement may potentially improve teacher productivity. Engagement theories framed this correlational study; Kahn's engagement theory, Spector's job satisfaction theory and Meyer and Allen's organizational commitment theory. These theories contributed to examining relationships between job satisfaction, organizational commitment, and teacher work engagement. Additionally, this study further examined how these relationships mediated teacher demographics (gender, age, educational level, and years of experience). Approximately 26 New York City secondary school teachers from five schools responded to a survey. Regression analysis showed no significant results between any of the variables; however, the descriptive analysis showed that teachers' satisfaction came from having competent supervision, their commitment was due to a sense of obligation to their schools, and their engagement was related to how absorbing they found their work. Results based on a response rate of less than 1%, suggests that due to low power, generalization among this population of teachers could not be established. Therefore, further study of how teachers engage with their work is warranted. Implications for social change are that programs that improve the quality of teacher supervisors or give teachers rewards regarding absorbing and engaging work assignments might improve teacher productivity and higher student achievement.

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Chapter 1: Introduction to the Study

Teacher quality in schools has been the focus of education policy and empirical research for many years (Petek & Pope, 2016; Whitehurst, 2002). Although researchers have agreed that teachers matter (Coleman et al., 1966; Darling-Hammond, 1999), few agree on the best way to improve teacher quality or performance in schools aside from requiring certification and professional development. An approach to understanding work performance in other fields is to study employee *work engagement* and its effect on productivity. Work engagement is a positive, fulfilling, work-related state of mind characterized by vigor, dedication, and absorption (Schaufeli, Salanova, González-Romá, & Bakker, 2002). Engaged employees can make connections between work and others psychologically, cognitively, and emotionally (Salanova, Agut, & Peiró, 2005). Researchers agreed that work engagement can lead to positive job performance outcomes (Halbesleben, Harvey, & Bolino, 2009; Halbesleben & Wheeler, 2008; Rich, Lepine, & Crawford, 2010; Salanova et al., 2005). Research findings suggests that educational leaders should understand the precursors of work engagement for teachers.

The purpose of this quantitative correlational study was to survey New York City (NYC) secondary school teachers to analyze two dependent variables (organizational commitment, job satisfaction) and one independent variable (teacher work engagement) to determine significant relationships among the variables. In this study, I sought to analyze demographic characteristics of teachers (age, educational level, gender, and years of experience) and assess whether these characteristics mediate the relationships among dependent and independent variables.

In Chapter 1, the background is presented with a brief overview of the current state of job satisfaction, organizational commitment, and work engagement in the workplace. Additionally, the research problem, purpose, research questions, and theoretical foundation is presented. Finally, this chapter conclude with a descriptive analysis of methodology, definitions, assumptions, limitations, delimitations and significance of the study.

Background

Overtime, organizational researchers have shown interested in work-related constructs that may contribute to positive employee outcomes such as productivity, and efficiency. Increased interest has led researchers to seek multiple paths in which work engagement could improve job performance. Despite interest on the topic of engagement, educational researchers have too rarely turned to organizational behavior research to learn about school improvement.

The education reform movement of the 1980s gave rise to discussions among educational researchers and policy leaders on alternate ways to improve teacher productivity in schools (Reyes, 1990). Reyes (1990), asserted a need to understand the relationship between teacher performance and school effectiveness. Reyes (1990) further noted that when teachers are engaged in their work, productivity may increase.

In this section, a brief overview on the current state of work-related constructs; job satisfaction, organizational commitment, and work engagement is presented.

Current State of Job Satisfaction Research

Job satisfaction was one of the initial work-related constructs to gain attention from organizational researchers. Job satisfaction is a pleasurable, positive emotional state resulting from employee job experience (Locke, 1976, p. 1304). Researchers have identified varied factors that tend to affect job satisfaction. In one study that does investigate job satisfaction in an educational setting, Taleb (2013) examined job satisfaction levels of 264 Jordanian kindergarten teachers in relation to work-related dimensions and sociodemographic variables. The author found that teachers' levels of satisfaction varied according to multiple personal dimensions. Further supporting these findings, Davar and RanjuBala (2012) conducted a meta-analysis and concluded that job satisfaction is significantly correlated to job performance.

Educational researchers have how potential positive effects of teacher job satisfaction may contribute to student success. In the same study, Taleb (2013) found that levels of teacher satisfaction influenced children's educational outcomes. In another study, Kilgallon, Maloney, and Lock (2008) used a qualitative approach to study teacher longevity on the job in order to examine satisfaction levels of early childhood teachers in Australia. The authors found autonomy, self-awareness, and life-work balance to be factors in teachers' satisfaction with their work and that teachers who felt satisfaction in this way had longer relationships with their schools.

Current State of Organizational Commitment Research

Organizational commitment is an essential employee characteristic in organizations (Tolentino, 2013). Researchers have investigated the association between

organizational commitment and work-related characteristics such as motivation and productivity. Tolentino (2013) noted in his study that "employees with strong organizational commitment are willing to work hard" (p. 52). Tolentino (2013) used Meyer and Allen (TCM) model to investigate commitment levels among academic and administrative staff at a university. The author's findings suggest that in academia, faculty were highly productive and committed to their jobs. Tolentino further noted that commitment may be an important performance indicator for teachers. Tolentino contend that employees with strong organizational commitment, specifically affective commitment, will go beyond what is required on the job to contribute to the organization's performance (Tolentino, 2013). Findings from this study support Meyer and Allen's (1991, 2004) assertion that organizational commitment can result in employees working harder to achieve the objectives of the organization.

Organizational commitment has been defined as a psychological state that shapes employee behaviors (Balay & İpek, 2010; Tsai, Tsai, & Wang, 2011). Other studies have found low or minimal levels of organizational commitment can lead to employee turnover (Erdem, Ilğan, & Uçar, 2014). For example, Iqbal, Kokash, & Al-Oun (2011) conducted a meta-analysis of 46 organizational commitment research studies and found low levels of organizational commitment can result in employee turnover. In addition, other studies have shown employee level of organizational commitment to be a better indicator of employee turnover than employee satisfaction (Mowday, Steers, & Porter, 1979).

Current State of Work Engagement Research

Early researcher on teacher engagement was concerned with the influence of teacher behavior on student engagement and achievement in the classroom (Assor, Kaplan, Kanat-Maymon, & Roth, 2005; Brophy, 1986). More recently, research on teacher engagement has focused on how teachers develop engagement in students through teacher behavior (Haug & Sands, 2013) and instructional practice (Scott, Alter, & Hirn, 2011; Scott, Cooper, & Hirn, 2015). In a study examining the impact of literacy lab professional development on teacher behavior and student engagement, Haug and Sands (2013) found professional development to have a significant impact on teacher behavior and student engagement. Scott, Alter, and Hirn (2011) conducted a study examining teacher behavior and the relationship to student academic engagement and achievement in the classroom. In this descriptive study, the authors found that low teacher engagement translates into student low academic engagement and low achievement. Findings from this study suggest that factors impacting teacher engagement are essential to student academic achievement. In a later study, Hirn and Scott (2014) conducted a study examining teacher and student behavior in a traditional high school classroom. Specifically, the authors examined teacher, adolescent interaction through exploration of behaviors in a traditional classroom. Findings from their study support an earlier study noting low teacher-student interaction. Findings from these studies suggest that teacher engagement may improve interaction and behaviors between teachers and students.

In this section, it was noted that research findings suggest a potential relationship between professional development and levels of teacher engagement. Work-related characteristics such as motivation and productivity may mediate work engagement. In the next section, I present a discussion on the positive consequences of work engagement.

Positive Consequences of Work Engagement

Researchers have found positive relationships between engagement and employee outcomes (Demerouti & Cropanzano, 2010; Rich, Lepine, & Crawford, 2010; Salanova, Agut, Peiro, 2005; Salavova, Lorente, Chambel, & Martinez, 2011). Therefore, improving teacher work engagement can potentially improve teacher quality in schools. In contrast, teachers with low levels of work engagement may be at risk of attrition (Finster, 2013; Reyes, 1990a). However, what is known about engagement in the workplace now is not enough to establish an understanding of teacher engagement in the workplace (Reyes, 1990a). In particular, little is known about the psychological and organizational factors that contribute to teacher engagement (Albrecht, 2010). It is possible that having a positive attitude and emotional connections to the workplace may contribute to employee engagement and productivity.

Research has shown positive relationships between job satisfaction and organizational commitment as well as positive relationships between job satisfaction and performance (Davar & RanjuBala, 2012; Taleb, 2013). Research has also shown positive relationship between job satisfaction, organizational commitment, and work engagement in settings other than schools (Demerouti & Cropanzano, 2010; Rich, Lepine, &

Crawford, 2010; Salanova et al., 2005). For this study, I examined how job satisfaction and organizational commitment influence teacher work engagement in public schools.

Problem Statement

Teacher quality and performance issues, including teacher productivity in terms of student outcomes, and teacher attrition, are of concern for educational researchers and policy makers (Finster, 2013; Marvel et al., 2007). One factor that may be related to low performance and attrition is a lack of engagement among teachers that affects teacher quality and school effectiveness (Albrecht, 2010). Some studies have shown relationships between work engagement and performance in fields outside of education, but this link has not been made conclusively for teachers in schools. Moreover, little is known about psychological and organizational factors that may influence teacher engagement in public schools. Albrecht's (2010) findings suggest that work-related constructs such as having a positive attitude and emotional connections to the workplace may contribute to employee engagement and productivity; however, this relationship has not been studied in public high schools where the problems of low teacher quality and attrition are most acute.

Purpose of the Study

Psychological and organizational factors influencing teacher engagement in public schools became a focus within this research study. However, this quantitative correlational study surveyed secondary school teachers in New York City public schools. This study sought to assess teachers level of satisfaction and commitment in relation to teacher work engagement. The current study further sought to analyze relationships between teacher characteristics (age, educational level, gender, teaching experience)

mediate relationships between job satisfaction, organizational commitment and teacher work engagement.

Research Questions and Hypothesis

The following research questions, derived from the organizational theories of Kahn (1990), Schaufeli et al. (2002), Locke (1976), and Meyer and Allen (1991), were investigated in this study.

RQ1: What is the relationship between NYC high school teachers' organizational commitment as measured by the TCM scores and their work engagement as measured by the UWES scores?

$H_0$1: There is no positive relationship between NYC high school teachers' organizational commitment as measured by the TCM scores and their work engagement as measured by the UWES scores.

H_a1: There is a positive relationship between NYC high school teachers' organizational commitment as measured by the TCM scores and their work engagement as measured by the UWES scores.

RQ2: What is the relationship between NYC high school teachers' job satisfaction as measured by the JSS scores and their work engagement as measured by the UWES scores?

$H_0$1: There is no positive relationship between NYC high school teachers' job satisfaction as measured by the JSS scores and their work engagement as measured by the UWES scores.

H_a1: There is a positive relationship between NYC high school teachers' job

satisfaction as measured by the JSS scores and their work engagement as

measured by the UWES scores.

RQ3: What is the relationship between organizational commitment as measured

by the TCM scores, job satisfaction as measured by the JSS scores, and work

engagement as measured by UWES scores for NYC high school teachers?

H_03: There is no positive relationship between organizational commitment as

measured by the TCM scores, job satisfaction as measured by the JSS scores,

and work engagement as measured by UWES scores for NYC high school

teachers.

H_a3: There is a positive relationship between organizational commitment as

measured by the TCM scores, job satisfaction as measured by the JSS scores,

and work engagement as measured by UWES scores for NYC high school

teachers.

RQ4: What is the relationship between organizational commitment as measured

by the TCM scores, job satisfaction as measured by the JSS scores, and work

engagement as measured by UWES scores for NYC high school teachers,

controlling for teacher age, education level, gender, and years of experience for

teachers in the sample?

H_04: There is no positive relationship between organizational commitment as

measured by the TCM scores, job satisfaction as measured by the JSS scores,

and work engagement as measured by UWES scores for NYC high school

teachers, controlling for teacher age, education level, gender, and years of experience for teachers in the sample.

H_a4: There is a positive relationship between organizational commitment as measured by the TCM scores, job satisfaction as measured by the JSS scores, and work engagement as measured by UWES scores for NYC high school teachers, controlling for teacher age, education level, gender, and years of experience for teachers in the sample.

Theoretical Framework

The work of organizational theorists contributed to the theoretical framework in this study. Organizational theories for this study include job satisfaction (Locke, 1976; Spector, 1985), organizational commitment (Meyer and Allen, 1991), and work engagement (Kahn, 1990; Schaufeli et al., 2002). A combination of three theoretical perspectives allowed me to develop a framework that suggest an association between satisfaction, commitment, and work engagement. Figure 1 illustrates a conceptualized relationship, resulting from this theoretical perspective. In Chapter 2, research literature suggests that increased levels of job satisfaction and organizational commitment among teachers may contribute to increased levels of work engagement.

Locke's (1976) range of affect theory, a well-known job satisfaction theory, broadly informs the conceptualization of job satisfaction that underlies one of the variables in this study. Locke argued that job satisfaction was the result of the difference between the experienced benefits and the expected benefits of a job—if a job delivered on its promises, an employee would be satisfied. This perspective highlights employees'

expectations, preferences, and values. Locke posited that the value an employee places on an aspect of a job, such as autonomy or intellectual challenge, mediates that employee's satisfaction with the job. Thus, if a job provides an elevated level of autonomy and autonomy is one of the employee's most valued qualities of employment, that job will provide more satisfaction to that employee. (Spector, 1985) applied Locke's theory and a review of the job satisfaction literature at that time to human services-type jobs—of which teaching would be one—when he developed his nine-subscale, 36-item Job Satisfaction Survey (JSS). The JSS defines job satisfaction as a nine-dimension construct related to employee values, benefits of a job, and organizational aspects of the workplace. When applied to teachers' work, the JSS can reflect employees' experiences of the organizational effectiveness of schools (Hill, 1994). MetLife (2003) conducted a survey of American teachers using the JSS and other items and found job satisfaction to be an indicator in teachers' decisions to stay or leave the teaching profession. This finding suggests that job satisfaction can contribute to teacher retention.

Meyer and Allen (1990) defined organizational commitment as psychological state in which the employee has a positive disposition about the organization. Employees who are committed to the organization will have a desire to remain with the organization (Allen & Meyer, 1990; Meyer & Allen, 1991). One study found that committed teachers also are motivated to work harder on work related tasks (George, 2010).

Bakker and Leiter (2010) defined work engagement as an active, positive work-related state characterized by vigor, dedication, and absorption. The authors found that

work engagement is a better predictor of job performance than any other construct

(Bakker, 2011).
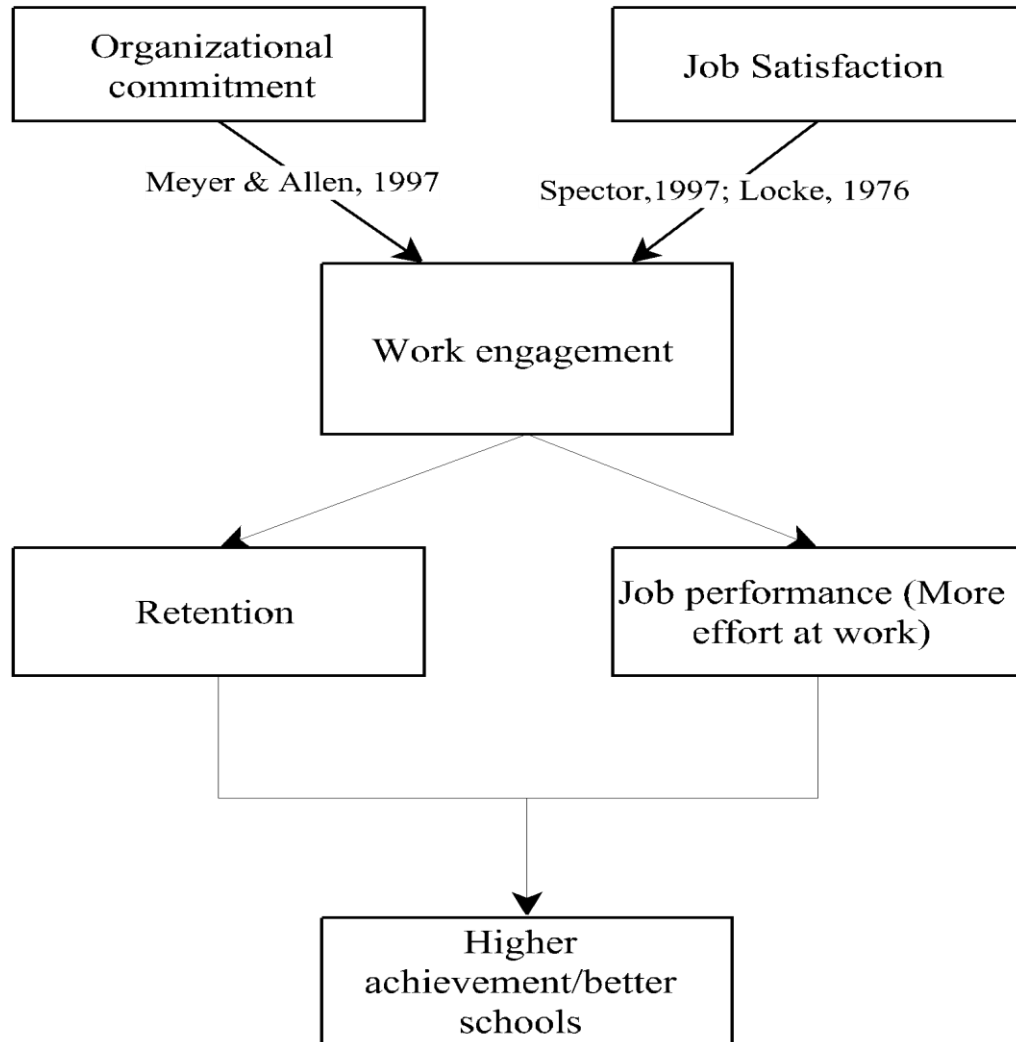
Figure 1. Conceptual framework that shows the hypothesized antecedents to work engagement and the outcomes that relate to higher achievement and more effective schools. (The solid lines represent the relationships explored in this study. The dashed lines are the hypothetical relationships that need to be explored in future studies).

Based on these three work-related constructs, my intent in this study was to

measure engagement as a product of satisfaction and commitment; when teachers feel

satisfied and feel an emotional connection to the school organization, teachers are

dedicated to the organization, absorbed in their work, and feel invigorated by the need to

succeed. This study sought to find evidence supporting this hypothetical relationship.

Nature of the Study

A cross-sectional survey design was used in this research study. This approach is

widely used in social science. For this research study, a survey was administered via the

internet to obtain data on independent variables (job satisfaction and organizational

commitment), teacher attributes (gender, age, educational level, years' experience) and

the dependent variable (teacher work engagement) from a convenience sample of

secondary school teachers in NYC public schools.

One advantage to using survey design is the convenience of assessing a large

number of participants with a rapid turnaround (Creswell & Creswell, 2018). Survey

design was appropriate for this study because educational research studies have used this

approach to examine employee engagement (Sawang, 2012; Tomic & Tomic, 2011;

Wajid, Zaidi, Taqi, & Zaidi, 2011). Empirical studies on teacher engagement have also

used survey design to assess organizational behavior of teachers in the workplace

(Malarkodi, Uma, & Mahendran, 2012).

A combination of three existing validated questionnaires was used to study the

influence of work-related constructs on teacher work engagement. The Spector (1985)

JSS is designed to assess components of satisfaction on the job (see Appendix A). The

Meyer and Allen (1991) Three Component Organizational Commitment Survey (TCM)

measures three forms of employee commitment to the organization (see Appendix B).

Finally, the Schaufeli and Bakker (2003) Utrecht Work Engagement Scale (UWES) measures three subdimensions of employee engagement: vigor, dedication, and absorption. I added demographic questions to obtain general information about participants (see Appendix C). I used the software application SoGoSurvey to create an online version of the questionnaire and distributed the Web address of the survey to teachers via e-mail.

Participants identified in this study were certified teachers currently teaching in secondary schools in three boroughs of NYC, Manhattan, Brooklyn and the Bronx. The number of secondary schools identified as open and operating were identified 631. Each of these schools had approximated 45 teachers actively teaching at the secondary level. Excluded from the number of identified schools were specialty schools, charter schools, or slated for imminent closure and then, for practical reasons, limited my sampling frame to approximately 10% of the available schools (60 secondary schools), employing approximately 2,700 teachers. Using a random number generator and the list of schools in Excel, I randomly selected 60 public secondary schools with grade levels 6 through 12. From the random sample of 60 public secondary schools, 36 administrators responded agreeing to accept further information about the study. Within this pool of 36 schools, there were approximately 1,640 teachers. One assumption regarding response rate was a need to obtain a response rate of 5.5%, according to the power analyses. A more detail description of the power analysis is provided in Chapter 3. Once each school received additional information about the research study, five schools consented to participate in

the study and submit required forms to the New York City Institutional Review Board (IRB). The population sample identified was reduced to approximately 225 teachers. This reduction in the sampling frame created a risk of a low response rate, limited resources and the fact that contacting more schools with an additional request may have delayed data collection until the following school year, a decision was made to proceed with the study. However, from the sample of schools, 26 teachers completed all or part of survey questionnaires. The low response rate and sample size limited the power of the study, however, use of imputation and findings suggest that more research is necessary on this topic. Chapter 3 and Chapter 4 addressed limitations due to low response rate and sample size.

Definitions

Absorption: Employees are fully concentrated in their work, often losing track of time (Saks, 2008; Shuck, 2011).

Affective commitment: An employee's emotional attachment to the organization (Awwad & Agti, 2011). Affective commitment is a reflection of an employee's positive feeling of identification and involvement with the organization (Meyer, Allen, & Gellatly, 1990).

Attitudinal commitment: Attitudinal commitment is a psychological state that reflects the employee relationship with the organization (Bakan, Buyukbese, & Ersahan, 2012).

Continuance commitment: Commitment based on the costs associated with leaving the organization (Awasthy & Gupta, 2010; Salami, 2008).

Dedication: refer to being strongly involved in one's work and experiencing a sense of significance, enthusiasm, and challenge (Bakker, 2008).

Employee engagement: The process of involving people in the decision-making on the job.

Job involvement: The degree to which an employee identifies with their job (Park & Rainey, 2012).

Job satisfaction: The ability to effectively adjust to a work setting and perform at a level commensurate with potential; enjoyment of work tasks that affect psychological adjustment and life satisfaction (Judge, Locke, Durham, & Kluger, 1998; Spector, 1985),

Normative commitment: A feeling of obligation to continue employment with an organization (Rusu, 2013).

Organizational commitment: The strength of an individual's identification with and involvement in a particular organization (Bakan et al., 2012).

Psychological state of engagement: An antecedent to behavioral engagement that encompasses satisfaction, involvement, commitment, and empowerment (Shuck & Wollard, 2010).

Teacher engagement: A teacher's psychological investment in and effort toward teaching the knowledge, skills, and crafts the teacher wishes for students to master (Louis & Smith, 1992).

Vigor: Characterized by elevated levels of energy and mental resilience while working (Bakker, 2009).

Work engagement: A positive, fulfilling, work-related state of mind that is characterized by vigor, dedication, and absorption. Teachers who are engaged in their work will exhibit positive energy and a sense of contribution to the organization (Schaufeli & Bakker, 2010, p. 129).

Work motivation: A set of internal and external factors that stimulate work-related behaviors and determinants (George, 2010).

Assumptions

The only assumption I made about this correlational survey study was that the participants accurately and truthfully replied to the survey items.

Scope and Delimitations

The current research study focused on three work-related constructs—organizational commitment, job satisfaction, and teacher engagement, as defined by the theorists listed in the theoretical framework section—that may have a bearing on teacher performance, according to the theoretical framework. The study design was cross-sectional, which means that the scope of the study was delimited to teacher self-reported perceptions at one point in time, October 2015 to January 2016. The population studied was secondary public-school teachers currently teaching in NYC, but a convenience sample was used, so the findings cannot be generalized beyond the sample. The sampling frame of this study was delimited at 60 schools initially for practical reasons, and then reduced to 36 schools where administrators showed interest.

Limitations

The primary limitation of this study was the small sample size and low response rate, which limited the power of the conclusions. Another limitation of this study was self-reporting, which introduced an unknown amount of bias.

Significance of the Study

The findings of this study may guide school leaders in their understanding of how organizational commitment and job satisfaction is associated with teacher engagement. Byrne (2014) noted that understanding what engagement is and differences across industries can catalyze understanding engagement in academic institutions. Findings may inform school leaders on ways to foster teacher work engagement.

Despite an increasing interest in the topic of work engagement in educational institutions, there is a gap in the literature on teacher work engagement. One reason for this deficit may be the perception that engagement in schools refers to student engagement with learning activities. However, a limited number of school leaders may be aware of the academic discussion of work engagement and how it relates to employee quality. Increased concern over the lack of teacher quality in schools and demand for greater accountability has created a need to develop new strategies to improve instructional quality, possibly by increasing teacher job satisfaction. Therefore, this study adds to the limited amount of educational research on this topic, filling a gap in the organizational and educational literature.

Summary

Cultivating and fostering teacher engagement in schools holds promise for school improvement efforts such as improvements in teacher quality and school effectiveness. Research has shown that engagement can account for more than one-third of the variance in employee in-role and extra-role job performance (Bakker & Bal, 2010; Sonnentag, 2003; Xanthopoulou, Bakker, Demerouti, & Schaufeli, 2009; Xanthopoulou, Bakker, Heuven, Demerouti, & Schaufeli, 2008). Fostering employee engagement may lead to positive job-related outcomes such as elevated performance and productivity (Sonnentag, Dormann, & Demerouti, 2010; Xanthopoulou, Bakker, Demerouti, & Schaufeli, 2012). Therefore, it was worthwhile to investigate the relationship between constructs (organizational commitment, job satisfaction, teacher work engagement) and the application to improvement in teacher quality. In Chapter 2, I present a comprehensive review of the literature, which provides a foundation for this study.

Chapter 2: Literature Review

Teacher quality and performance issues, including teacher productivity in terms of student outcomes, and teacher attrition, are of concern to educational researchers and policy makers (Finster, 2013; Marvel, Lyter, Peltola, Strizek, Morton, & Rowland, 2007). Work engagement has been identified as on factor associated with job performance and attrition (Albrecht, 2010). Researchers in organizational theory argued that job satisfaction and organizational commitment are indicators of employee engagement on the job, however, this approach has not been applied to secondary teachers (Bakker & Leiter, 2010; Kahn & Fellows, 2013) In this quantitative correlational study, Secondary public school teachers in New York City were surveyed to assess levels of job satisfaction, organizational commitment, and work engagement, and to determine whether there are significant relationships between the three variables. This study further sought to assess relationships between teacher demographics (age, gender, teaching experience, education level) and job satisfaction, organizational commitment and work engagement.

In educational research, a limited amount of research on employee engagement in schools, specifically teacher engagement has been presented (Bakker & Leiter, 2010; Byrne, 2014). Research on the topic have focused on teacher engagement from the perspective of motivation and commitment (Alimohammadi & Neyshabor, 2013; Altindis, 2011; George & Sabapathy, 2011; Kahn & Fellows, 2013). More recently, a trend in research on engagement has studied teachers and schools through the lens of

teacher satisfaction and motivation (Agha, Azmi, & Irfan, 2017; Asgari, Rad, &

Chinaveh, 2017; Gius, 2013).

Researchers have used diary studies to examine factors related to teacher job

performance (Bakker & Bal, 2010; Sonnentag et al., 2010). Trends such as these have

allowed school reformers to understand alternative ways for improving teacher

performance in schools. This research study sought to shed some light on the topic of

teacher quality by presenting teacher engagement as an alternative perspective on ways to

enhance teacher satisfaction and effectiveness on the job.

Chapter 2 presents a theoretical framework followed by a review of current

literature in relation to early research. Additionally, this chapter present current research

on work engagement, job satisfaction, and organizational commitment. This chapter

continues with a review of literature exploring associations between teacher engagement

and job performance. This chapter conclude with a summary of organizational theory and

the association with educational research.

Literature Review Process and Scope

Literature review process and scope was conducted using the following databases

in the Walden University Library: SAGE Premier, Academic Search Complete, Business

Source Complete, EBSCO, ERIC database, Emerald Insight, Education Source, Google

Scholar, ProQuest Central, ProQuest Dissertation and Theses Global, PsycArticles, and

PsycINFO. The keywords used to search the databases included: *employee engagement,*

work engagement, organizational commitment, job satisfaction, teacher satisfaction,

teacher commitment, job performance, work motivation, and *teacher engagement.* In

addition, the use of academic databases allowed me to limit my search to current from 2008 through 2018. Google Scholar also allowed me to obtain research not available in Walden databases.

<div align="center">**Theoretical Foundation**</div>

Multiple organizational theories contribute to the central proposition of this study, which is that organizational commitment and job satisfaction are related to teacher work engagement. These theories are the engagement theories of Kahn (1990), Schaufeli et al. (2002), and Bakker and Leiter (2010); Locke's (1976) job satisfaction theory, which informed Spector's (1985) JSS, and Meyer and Allen's (1991) three-component model (TCM) of organizational commitment. These theories and related research are explained in more detail in the body of this chapter, but first I will explain how they relate together to form the theoretical foundation of the study.

Work Engagement

Bakker and Leiter (2010) define work engagement as an active, positive work-related state characterized by vigor, dedication, and absorption. The authors contend that work engagement is a better predictor of job performance than any other construct (Bakker, 2011). When employees are fully engaged in their work, they exhibit positive behaviors toward their job. Many companies understand the importance of having engaged employees. "Engaged employees are crucial to any organization, contributing to the foundation of any business (Andrew & Sofian, 2012, p. 499)."

Although "engagement" in the context of education usually refers to student engagement in the classroom or with the curriculum, the concept of work engagement,

when applied to teachers may be useful in understanding the factors that contribute to quality teaching and therefore improved educational outcomes. One premise on teacher engagement suggests that if engaged teachers are more productive, job outcomes will result in increased productivity and performance. In a seminal qualitative study, Kahn (1990) found multiple factors contributing to employee attachment and detachment to and from, job roles. Kahn further noted that two factors, job satisfaction and organizational commitment are related.

Job Satisfaction

Locke's seminal job satisfaction theory (1976) set the stage for extensive research in this field over the last several decades. According to Locke, job satisfaction is "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences" (Locke, 1976, p. 1304). The main idea of Locke's value-percept theory—also known as range of affect theory—is that employees will be satisfied with jobs that they perceive to offer them the things they value. When employees value autonomy and the job offer some unsupervised discretion over work-related decisions, the employee is more apt to be satisfied with the job. Locke's theory shines the light on discrepancies between a person's expectations of a job and the realities of that job. Locke's premise is that a lack of autonomy and decision making may lead to employee dissatisfaction. In addition, Locke's theory suggests that employee fit with the job is important. This research study focused on Locke's range of affect theory as a foundation for defining and measuring job satisfaction as it is associated with work engagement. To the degree there is consensus around how to define job satisfaction, it is around

operationalizing it using the JSS (Spector, 1985), which is the instrument used in this study. Spector's job satisfaction survey (JSS) was based on Locke's (1976) satisfaction theory (Spector, 1985, p. 695). Spector clarified that his interest in measuring job satisfaction (a perception or attitude) was as an antecedent to job behavior. Spector (1985) asserted an associated between job satisfaction and attitudinal behavior, suggesting satisfaction may affect behavioral outcomes. Spector (1985) further noted that beyond affecting retention and attrition, job satisfaction influences job performance. In the context of education and this study, it is reasonable to propose that job satisfaction is a precursor to—or at least correlated with—work engagement.

Organization Commitment

Growing interest in employee productivity and motivation has led researchers to led develop theories around the concept of work and organizational commitment. Meyer and Allen (1991) defined organizational commitment as a psychological state in which the employee has a positive disposition and loyalty toward the organization. Employees who are committed to the organization will have a desire to remain with the organization (Allen & Meyer, 1990; Meyer, Stanley, Herscovitch, & Topolnytsky, 2002). The Meyer and Allen model of commitment entails three mindsets. *Affective commitment* is an emotional connection that employees have with the organization; *continuance commitment* is the cost-benefit of leaving the organization; and *normative commitment* is the employee's feeling of obligation to stay with the organization.

Research has shown that affective commitment among employees is related to job satisfaction as well employee perception of receiving support on the job (Biswas &

Varma, 2011). Findings from research suggests that employee perception of support on the job daily, may lead to increased levels of affective commitment. For example, George and Sabapathy (2011) found that committed teachers are motivated to work harder on work-related tasks and that when teacher level of commitment is high, motivation is high, leading to teachers taking on more duties at work. Thus, research has established links between organizational commitment and job satisfaction, motivation, and productivity. It may well also be related to work engagement.

However, commitment alone does not explain engagement in the workplace. A combination of work-related constructs may be necessary for explaining and understanding how to cultivate engagement (Reyes, 1990a, p. 237). Building on engagement theories of Bakker and Leiter (2010), and Kahn's (1990), a proposed a model of teacher work engagement was developed. The proposed model suggests that (a) when teachers demonstrate high levels of affective commitment, they (a) can become emotionally attached to their job, (b) may exhibit increased levels of satisfaction, and positive attitude toward their job, and (c) teacher are more likely to be more engaged in the workplace. Based on this proposition, this study examined the extent to which commitment and satisfaction are related on teacher work engagement. The next several sections review the literature related to the key variables in this study.

<div align="center">**Work Engagement**</div>

Origins and Definition of Employee Engagement

Prior to Kahn's engagement theory, a number of research studies focused on negative factors associated with employee engagement, such as burnout, stress, as

predictors of job performance (Maslach & Leiter, 1997). Kahn (1990) had a more traditional approach to positive psychology, referred to as employee engagement. Kahn's view, referred to as *personal engagement,* is a process by which employees bring their "personal selves to work-role performances" (Kahn, 1990, p. 702). The personal self, according to Kahn, is multidimensional and consists of cognitive, emotional, and physical dimensions. Kahn found that workers have a choice in the degree to which they bring their full selves into the work role.

Kahn painted a picture of employees engaged at work who are aware of their surroundings, have a clear focus on the task at hand, and feel connected to a larger purpose within the organization. They are apt to commit to the mission and values of the organization (Kahn & Fellows, 2013). Employees who are engaged become fully available to do the work required. This type of employee can be attentive, connected, integrated, and absorbed (Kahn, 1992). Absorption at work evolved from the concept of *flow* (Csikszentmihalyi, 2014).

Kahn's research on engagement was qualitative and therefore his concept was not operationalized as a quantitatively measurable construct. Subsequent researchers have debated how best to operationalize engagement. Influential in this discussion was the contention from Schaufeli and Bakker (2003) that work engagement was the opposite of burnout, and thus the two measured constructs should be negatively correlated. Schaufeli, Bakker (2003) and others were part of a research group at the University at Utrecht who were acknowledged leaders in the field and supported the work of Kahn and Maslach. These researchers have operationalized employee enagagement as "work engagement,"

defined as "a positive, fulfilling, work-related state of mind (Schaufeli, Salanova, Gonzalez-Roma, & Bakker, 2002. p. 74)" and proposed that strong vigor towards, dedication to, and absorption in work activities characterize engaged employees. To measure this construct, they developed the UWES, which was used in this study.

The Utrecht group's refined definition of work engagement is similar to Kahn's in that it is a positive and self-fulfilling psychological work experience. In addition, Schaufeli et al. (2002) supported Kahn's idea that engagement at work is a psychological state that leads to positive personal and organizational behaviours and outcomes. Other researchers have produced evidence that supports the definition of work engagement as a positive psychological state. For example, Rich, LePine, and Crawford (2010) used Kahn's engagement framework for their study of firefighters. They found that engaged employees demonstrated cognitive, emotional, and physical energy on the job, and, as a result, were more apt to become immersed in their jobs. In their book *Purpose and Meaning in the Workplace*, Dik, Byrne, and Steger (2013) found that engaged employees understand their job roles as important, which provides a sense of meaning and purpose. Sonnentag (2003) research also found support for the idea that when employees feel engaged, they have a sense of purpose for the work role.

Since the early 2000s, many work engagement researchers from around the world have studied diverse industries including manufacturing, healthcare, and telecommunications. They have documented the factors associated with work engagement and how to increase it, as well as the outcomes and benefits of work engagement.

Factors that Contribute to Work Engagement

Research has shown how engagement in the workplace may be related to factors such as (a) gender (Wajid, Zaidi, Zaidi, & Zaidi, 2011), (b) job resources (L. George & Sabapathy, 2011; Xanthopoulou et al., 2009, 2008), self-efficacy and job performance (Xanthopoulou et al., 2012), (c) leadership (Kovjanic, Schuh, & Jonas, 2013; Mendes & Stander, 2011; Salanova, Lorente, Chambel, & Martínez, 2011a), and (d) occupational self-efficacy (Chaudhary, Rangnekar, & Barua, 2012; Hirschi, 2012; Salanova et al., 2011). In this section. I will use current research to discuss job-related contributions to work engagement.

Gender and work engagement. Wajid, Zaidi, Zaidi et al. (2011) conducted a study to determine factors associated with work engagement among university educators. Specifically, the authors wanted to see whether gender influenced work experiences and association with engagement. Findings revealed no significant difference in work engagement based on gender, which agreed with earlier work by Schaufeli, Bakker, and Salanova (2006), which found a minimal relationship between work engagement and gender. Other researchers have studied the relationship between work engagement and gender and found no significant difference (Adekola, 2010; Basikin, 2007). However, Zaidi et al., (2011) found male teachers to be more dedicated than female teachers.

Job resources and work engagement. In a study of 54 Dutch teachers, Bakker and Bal (2010) examined the intra-individual relationship between job resources, work engagement and job performance. The authors developed a hypothesis, noting weekly variations in job resources can predict work engagement and performance. The author's

findings revealed that having a resourceful work environment enhances employee feelings of work engagement on a weekly basis.

  Leadership and work engagement. Researchers agree that transformational leadership can have a positive influence on employee engagement. In a quantitative study examining the relationship between supervisor's transformational leadership and staff nurses' extra-role performance, Salanova, Lorente, Chambel, and Martinez (2011) found that transformational leadership mediates work engagement. In another study, Mendes and Stander (2010) used survey research design to investigate whether leadership behavior positively impacts role clarity, psychological empowerment and work engagement among 179 participants in the chemical business. The authors found role clarity interaction with competence affected employee dedication to the job. Results also revealed that work engagement predicted employee intention to leave the job.

  Additionally, other studies have explored relationships between transformational leadership and performance. For example, Steffens, Haslam, Kerschreiter, Schuh, and Dick (2014) studied a sample of 699 participants from a population in the United States to assess the impact of a leader's identity entrepreneurship on group member performance and well-being. The authors found that when group members' perception of their leader bringing employees together with a shared sense of decision making, there is a greater performance on the job. Kovjanic et al. (2013) support, this line of the study, noted that transformational leadership could impact employee productivity. In a study of 190 employees from diverse backgrounds, Kovjanic et al. (2013) studied the impact of transformational leadership and followers. The authors found transformational leadership

induced employee satisfaction needs, which predicts employee engagement. Work engagement can lead to greater performance quality and task persistence. Collectively these studies have shown how leadership can impact employee job performance.

Self-efficacy and work engagement. Research studies have shown that improving work engagement can have significant implications for the employee and the organization. Chaudhary, Rangnekar, and Barua (2012) examined relationships between human resource development climate, self-efficacy and work engagement among 150 business executives. Results from their study were that self-efficacy and human resource development climate were significant predictors of work engagement.

Hirschi (2012) conducted a study investigating the relationship between calling (people's perceptions of their purpose in life) and work engagement. Hirschi sampled 529 German employees, noting that callings produced positive outcomes regarding meaningfulness and self-identity. Hirschi further explained how these factors allow employees to experience vigor, dedication, and absorption at work (p. 483). Findings suggest that "calling" and work engagement is positively related.

Work engagement variability. Current research has shown how employee engagement may fluctuate daily (Bakker, 2014; George, 2010; Ohly, 2010; Sonnentag, 2003; Sonnentag et al., 2010; Xanthopolou et al., 2008; Xanthopolou et al., 2009; Xanthopolou et al., 2012). Other studies show how employee engagement may fluctuate weekly (Bakker & Bal, 2010; Schreurs et al., 2014). Sonnentag (2003) observed that work engagement could differ between and within employees' overtime. Ohly (2010), Xanthopolou (2012) agree that there is a relationship between work engagement and job

performance. Bakker (2014), George (2010), and Xanthopolou (2009) agreed that

changes in work engagement among employees might fluctuate due to change in job and

personal resources. Schreurs, van Emmerik, Broeck, and Guenter (2014), noted that

fluctuations in employee engagement weekly might result from job insecurity. However,

Bakker and Bal (2010) agree with Sonnentag (2003) that fluctuations in employee

engagement occur between and within individuals over time.

Outcomes of Work Engagement

Researchers agreed that employee engagement is necessary for organizational

advancement due to challenges in the workplace (Schaufeli & Salanova, 2007; Gutman &

Saks, 2011). In addition, Organizations want employees who are energetic, dedicated to

their job, and are committed to high-quality performance (Bakker & Leiter, 2010; Bakker

& Schaufeli, 2008). Saks (2006) study of Canadian workers found that employee

engagement mediated relationships between work variables and job outcomes (Saks,

2006). According to Dulagil (2012), increasing engagement among employees on the job

can enhance employee productivity. In another study, findings by Harter & Blacksmith

(2010) support the premise asserted by Dulagil (2012) noting that employees are

connected to their job both cognitively and emotionally.

<div align="center">

Job Satisfaction

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Similar to interest in work engagement, job satisfaction has gained interest among

psychological and organizational behavior scholars (Aziri, 2011; Cicolini, Comparcini,

& Simonetti, 2014; Cicolini et al., 2014; Lu, While, & Barriball, 2005; Rhoades &

Eisenberger, 2002). Due to the extensive nature in which job satisfaction has been studied

as early as the 1970s, concentration for this study is on job satisfaction within the context of education.

In this section, a descriptive analysis of the origin or job satisfaction is presents, followed by research supporting factors contributing to job satisfaction in the workplace. This section will culminate with expected outcomes of job satisfaction and research on teacher job satisfaction.

Origins and Definition of Job Satisfaction

The Hawthorne studies were seminal studies established job satisfaction as a topic of interest. These studies were conducted during the 1920s in Chicago by Elton Mayo. Mayo wanted to find out what motivated employees to be more productive in the workplace. He concluded that neither money, nor working conditions such as lighting and break times in the worker plant had much to do with employee productivity. Instead, he found that when the work environment enhanced social interaction and made employees feel noticed and appreciated, it increased job satisfaction, which in turn improved productivity (Mayo, 1930, 1949). In this way, Mayo was the first to connect workplace motivational factors besides pay to employee satisfaction and productivity.

Probably the most widely cited theoretical definition of job satisfaction is Locke's (1976), though several other theories are common. According to Locke, job satisfaction is "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences (Locke, 1976, p. 1304). The main idea of Locke's *value-percept theory*—also known as *Range of Affect* theory is that employees will be satisfied with jobs that they perceive to offer them the things they value. If a person values autonomy and their job

offer a degree of unsupervised discretion over work-related decisions, the individual is

may be satisfied with the work environment (Locke, 1976). Locke's theory shines the

light on *discrepancies* between a person's expectations of a job and the realities of that

job. The larger the discrepancy, the less satisfied an employee will be. In addition,

Locke's theory, by emphasizing employee values and expectations, emphasizes the idea

that not all employees fit all jobs. A job that satisfies one person's values may be a poor

fit for another's.

An alternative view to understanding job satisfaction is the view of Herzberg,

Mausner, and Snyderman (1959). In this perspective, several factors, grouped into two

categories—a motivation and hygiene—affect job satisfaction and dissatisfaction.

Herzberg's two-factory theory of 1959 has served as a foundation for many studies in

organizational and human behavior.

Factors that Contribute to Job Satisfaction

Factors associated with job satisfaction—from Mayo's studies up to the present

day—have been motivational factors. These factors affect satisfaction because they

motivate employees. Researchers from Mayo on have viewed increased productivity as

arising from increased motivation; a motivated employee was also a satisfied employee

and a satisfied employee was a motivated employee. Researchers began to focus on

motivators that increased satisfaction and promoted positive attitudes in the workplace,

which in turn expressed themselves as productivity.

Motivating factors are those facets of the job that make employees want to

perform and provide them with satisfaction. Motivators include pay, company policies,

benefits and working environment as well as achievement, recognition, appreciation, and promotions. These motivators are intrinsic to the jobs, or the individual tasks. In other words, the work itself, or aspects of the job provide the motivation.

Since motivation was of interest, psychological concepts related to motivation, including *extrinsic* and *intrinsic* rewards played into the various definitions of job satisfaction and continue to appear in job satisfaction research. Extrinsic rewards include pay, benefits and working conditions, whereas intrinsic rewards are achievement, recognition, and cognitive challenge.

In recent research, for example, Jehanzeb et al. (2012) used regression analysis to examine the impact of rewards and motivation on employee job satisfaction. Findings from their study suggest that rewards and motivation may have a strong relationship with employee satisfaction on the job. Other research shows motivated employees are productive employees. For example, Žemgulienė, Bashor and Purnama (2017) found job satisfaction influences employee job performance. Nyamubi (2017) found intrinsic and extrinsic rewards may influence on teacher satisfaction.

Judge, Bono, and Locke (2000) conducted a study testing the relationship between core self-evaluations, intrinsic job characteristics and job satisfaction from a random sample of 1,981 participants. Judge et al. (2000) found job complexity to be a strong predictor of employee self-evaluation and job satisfaction, suggesting complex jobs give employees greater autonomy, which increases satisfaction on the job.

Outcomes of Job Satisfaction

Researchers have consistently searched for connections between job satisfaction and job performance, sometimes finding them and sometimes not. According to the Hawthorne studies, there was a significant relationship between job satisfaction and job performance. Herzberg and colleagues conducted a meta-analysis of research literature in the 1950s and found some relationship between worker attitude and productivity (Herzberg, 1959).

In the following decades, however, research was mixed, and some studies failed to show connections between job satisfaction and measures of productivity. Organ (1988) suggested that failure to find a relationship between job satisfaction and performance was due to the narrow means used to define job performance. His own research used a broad outcome measure called "organizational citizenship behavior" and found that job satisfaction correlates reliably with it (Organ & Ryan, 1995).

In recent studies, Žemgulienė (2015) and Bashor and Purnama (2017) found that job satisfaction significantly influenced employee job performance. Žemgulienė found significant associations between job satisfaction, attitude on the job, communication, and behavioral intentions toward job performance. Bashor and Purnama (2017) found that culture and job satisfaction simultaneously influenced employee job performance. In a meta-analysis of forty-eight different studies, Davar and RanjuBala (2012) found a significant positive relationship between job satisfaction and performance.

Teacher Job Satisfaction

Research on job satisfaction in the human services sector has been relatively limited, but several studies have been conducted with nurses (Cicolini et al., 2014) and in the education context, either with teachers, university faculty or vocational/technical instructors, much of it international. Sharma has conducted research on teacher job satisfaction in a number of contexts and cultures (Sharma & Jyoti, 2009; Singh, Sharma, & Kaur, 2009) and found that teacher satisfaction with teaching had a significant correlation with teacher success. Høigaard, Giske, and Sundsli (2012) found that job satisfaction in teachers influenced their enthusiasm on the job along with teacher-student relationships. Davar and RanjuBala (2012) discovered that job satisfaction is important for teacher health and well-being, the lack of which may contribute to burnout. Asgari, Rad, & Chinaveh (2017) found a positive relationship between intrinsic motivation and job satisfaction among teachers. Finding from the study suggests that job satisfaction can enhance job characteristics such as job environment, relationship with coworkers and autonomy.

Researchers agree that job satisfaction of teachers is one factor associated with teacher retention, teacher commitment and school effectiveness (Liu & Onwuegbuzie, 2012, 2014). Other research studies found teacher dissatisfaction as a potential factor associated with teachers leaving the profession (Nyamubi, 2017; Žemgulienė, 2015), though both Nyamubi and Žemgulienė agree that not enough studies have been conducted to address teacher satisfaction.

Organizational Commitment

Origins and Definition of Organizational Commitment

Emerging interest is employee productivity has led to a number of research on organizational commitment research (Mowday et al., 1979). Organizational commitment is a psychological state among employees exhibiting a positive disposition and loyalty to the organization (Meyer & Allen, 1991). Committed employees tend to have a desire to remain with the organization (Allen & Meyer, 1990; Meyer et al., 2002). The Meyer and Allen model of commitment entails three mindsets. *Affective commitment* is an emotional connection the employee has with the organization, *continuance commitment* is the cost-benefit of leaving the organization, and *normative commitment* is the employee's feeling of obligation to stay with the organization. The Meyer and Allen model (TCM) is widely used in research (Cohen, 1996; Hackett, Bycio, & Hausdorf, 1994). This model of commitment was used in this study.

Factors that Contribute to Organizational Commitment

Researchers have sought to understand the relationship among personal and organization factors leading to employee commitment such as age, sex, education, job satisfaction, compensation, challenge, and size of the organization (Allen & Meyer, 1990; Aryee, Wyatt, & Min, 1991; Balfour & Wechsler, 1996a; Johnston, Parasuraman, Futrell, & Black, 1990; Mathieu & Zajac, 1990; Meyer, Allen, & Smith, 1993).

For example, Nawab and Bahtti (2011) found that satisfied employees tend to be more committed to the organization. In a study to better understand the impact compensation may have on employee satisfaction and commitment, Nawab and Bahtti

(2011) used regression analysis to examine the correlation between employee

compensation, satisfaction and, commitment among Pakistan instructors at the university

level. Findings from their study were that compensation along with a positive work

environment had a significant impact on employee commitment to the organization.

Rather than provide an in-depth review of the organizational commitment studies, I will

briefly review the expected outcomes from organizational commitment and then discuss

the research on organizational commitment in the educational context.

Outcomes of Organizational Commitment

Educational researchers past and present have shown diverse ways in which

organizational commitment may result in significant positive outcomes. Researchers have

examined organizational commitment associated with work outcomes such as teacher

commitment levels (Thien & Razak, 2014), turnover in the workplace (Aryee, Wyatt, &

Min, 1991; Balfour & Wechsler, 1996), early employment (Johnston, Parasuraman,

Futrell & Black, 1990), employee motivation (Altindis, 2012; Park & Rainey, 2012). For

example, Altindis (2010) investigated the level of organizational commitment and

motivation among health professionals and found *affective* and normative commitment to

have an impact on employee intrinsic motivation. In another example, Park and Rainey

(2012) conducted a study examining work motivation and social communication of

managers in Georgia and Illinois. Park found that individuals selected their jobs due to

combined intrinsic and extrinsic motives. Findings suggest that extrinsic motivation is

associated differently with job attributes. Park further argues that intrinsic motivation of

high-level public managers facilitates positive job attitudes and increase perceived

organizational effectiveness in public organizations. Park noted that work environment and collaborative relationships on the job are significant to employee commitment.

Organizational Commitment in the Context of Education

Researchers agreed that employee commitment is important to educational institutions, promoting teacher effectiveness (Firestone & Pennell, 1993; Hulpia, Devos, & Van Keer, 2011; Hulpia et al., 2011; Meyer & Allen, 1991). For example, in a qualitative study exploring the relationship between distributed leadership and teacher organizational commitment, Hulpia and Devos found differences in teacher commitment based on leadership practices. Findings from their study suggest that teachers who are committed demonstrate greater effort on the job and are less likely to leave the organization. Irefin and Mechanic (2014) agree with findings by Hulpia et al., 2011, noting that employee commitment can influence job performance and employee turnover.

Educational research has shown a relationship between organizational commitment and motivation (Bakker & Leiter, 2010). Cai-Feng Wang (2010) found a significant correlation between work motivation of college teachers and organizational commitment. Additionally, research studies suggest a direct correlation between organizational commitment and teacher motivation (Ahluwalia & Preet, 2017; Altindis, 2011; Farid, 2011).

George and Sabapathy (2011) conducted a quantitative study investigating the relationship between work motivation of teachers and organizational commitment. George found a significant positive correlation between work motivation of collect teachers and organizational commitment. George further noted that teachers with

elevated levels of continuance commitment tend to stay with the organization, and teachers with elevated levels of normative commitment feel an obligation to remain with the organization. Findings from their study suggest that work motivation may influence teacher commitment.

Sadeghian, Abedi, and Baghban (2010) noted that employees who are committed tend to exhibit a sense of motivation on the job. In their study examining the effectiveness of narrative counseling adjustment and organizational commitment, the authors found a correlation between narrative counseling organizational commitment. In another study, Sadeghian, Hoveida, and Jamshidian (2011) investigated the relationship between organizational identity and commitment among educators. Findings revealed a lack of difference in identity and commitment among men and women. The authors agree that teacher commitment is correlated with motivation, noting that organizational identity is a vital factor for commitment on the job. When employers understand the cognitive benefit of organizational identity, the level of commitment to organizational goals and values will increase (p. 511). Rusu (2013) supported the view of Sadeghian et al., (2010), stating that organizational commitment among teachers makes educational institutions more competitive.

Rusu (2013) argued that high levels of commitment, specifically, affective commitment among teachers illustrates the importance of employee identification with an organization. Rusu (2013, p.194) found a significant correlation between affective commitment and job performance. In contrast, Cohen and Shamai (2010)and Cohen and Veled-Hecht (Cohen & Veled-Hecht, 2010) examined the relationship between individual

values and organizational commitment. Cohen and Veled-Hecht (2010, p.385) found normative commitment was related to personal teacher values, and affective commitment was related to teacher emotional commitment. Findings suggest that normative commitment contributes to individual's values among employee decision to participate in change.

Earlier research studies on teacher commitment suggest that teacher commitment contingent on multiple factors. For example, in an early study of Arab teachers, Firestone (1993) found administrative feedback can improve teacher commitment. Firestone further noted that regular feedback on job performance could enhance teacher commitment in schools. More recent research support findings by Firestone noting that feedback can enhance teacher performance (Gupta & Gehlawat, 2013; Hulpia, Devos, & Van Keer, 2009; Kahn, 1990). Gupta and Gehlawat (2013) used the quantitative methodology to determine the effect of organizational commitment on teachers in private and government schools. Gupta and Gehlawat observed that teachers in private schools had higher levels of organizational commitment. Teachers in private school had more autonomy, received feedback on job performance, which contributed to elevated levels of commitment.

Cultivating teacher commitment in schools may lead to increased teacher engagement. As noted in this section, there has been substantial empirical research on organizational commitment of teachers in schools. Based on this review of the literature, teacher performance outcomes correlate with factors relating to commitment in organizations. While this section emphasized the organizational commitment of teachers in schools, findings from current research contribute to this study on teacher engagement.

Summary and Conclusion

Current research on engagement, job satisfaction, and organizational commitment were presented in this Chapter. Based on the literature, engagement in the workplace integrates many facets job demands and organizational conditions. Current research continues to show how increased levels of engagement among employees can increase productivity on the job across industries. Empirical studies have shown how low levels of satisfaction and commitment can lead to disengagement. Research suggests that teachers with low levels of engagement do not stay on the job long. Thus, teacher engagement is likely related to better educational productivity. The literature review serves as a basis for the need to extend this current body of knowledge regarding developing teacher engagement.

Chapter 3 presents a detailed description of research study's methodology, sample population, measurement instruments, research questions, data collection and analysis methods.

Chapter 3: Research Method

The purpose of this quantitative correlational study was to survey NYC high school teachers in terms of their job satisfaction, organizational commitment, and work engagement and to determine whether there are significant relationships between the three variables. Additionally, this study sought to examine the role demographics of teachers (age, education level, gender, years of experience) mediate relationships between the variables. In Chapter 3, a descriptive analysis of the setting, research design and rationale is presented. This information is followed by the methodology, including participant selection, sampling strategy, instrumentation, and data analysis strategies. In addition, I address validity threats and ethical considerations of the study.

Research Design and Rationale

This research study sought assess whether and to what extent organizational commitment and job satisfaction, mediated by teacher age, education level, gender, and years of experience, predicted work engagement.

A correlational approach was appropriate for examining the association between the commitment, satisfaction, and teacher work engagement constructs. Regression was used to produce coefficients for the degree to which the independent variables, organizational commitment and job satisfaction, as well as covariates of teacher age, education level, gender, and years of experience, influenced the outcome, which was teacher work engagement. Data collected for analysis using survey research was an appropriate strategy for this study (Dillman, Smyth, & Christian, 2014). A combined survey consisting of three distinct questionnaires was administered via e-mail containing

a link to a secured Internet site, giving the researcher flexibility in the design of the questionnaires, an approach commonly used in social science. Additionally, in comparison to paper surveys, web-based surveys can provide a faster return rate (Dillman et al., 2014; Schaefer & Dillman, 1998). As noted in Chapter 2, several researchers have used quantitative analysis with data from survey questionnaires for studies of work engagement (Chaudhary et al., 2012; Bakker & Bal, 2010; Hirschi, 2012; Høigaard et al., 2012; Karatepe & Ngeche, 2012; Klassen et al., 2012). Researchers also used questionnaires to explore work-related factors associated with engagement (Halbesleben & Wheeler, 2008; Kovjanic et al., 2013; Leung, Wu, Chen, & Young, 2011; Mendes & Stander, 2011; Rey, Extremera, & Pena, 2012; Salanova et al., 2011; Skaalvik & Skaalvik, 2014).

Methodology

In the following section, I present the population, participant selection and sampling, instrumentation, data collection, and data analysis strategies.

Population

The population for this study consisted of 28,400 certified teachers currently teaching in 631 secondary schools in three boroughs of NYC, Manhattan, Brooklyn and the Bronx.

Participant Selection and Sampling Strategy

To determine the needed sample size for the first two research questions, I conducted an a priori power analysis for a two-tailed correlation using an α error

probability of 0.05, a power (1-β error probability) of 0.80, and a medium effect size. Based on these parameters, the sample size needed was 82.

In addition, an a priori power analysis for linear multiple regression (fixed model, R^2 deviation from zero) was conducted for a medium effect size (f^2) of .15, an α error probability of .05, power (1-β error probability) of 80%, and two predictors. Based on these parameters, the sample size needed was 68.

For practical reasons, I limited my sampling frame to approximately 10% of the available schools (60 middle and high schools), which I estimated to employ approximately 2,700 teachers. If the response rate was 10%, I would have collected 270 observations, which would have met the sampling needs of this study.

Procedures for Recruitment and Participation

After IRB approval from NYC board of education and Walden University, Administrators from 60 secondary schools were contacted via e-mail from a pool of approximately 600 schools. These schools were invited to participate in the study. After initial contact, 36 administrators responded to the invitation and agreed to accept further information about the research study. The pool of 36 schools included approximately 1, 640 teachers at the secondary level. From this pool of 36 schools, five school consented to participate in the study. The five school submitted forms to participated to the NYC IRB board. Although this reduction in the sampling frame created a risk of a low response rate, limited resources and the fact that contacting more schools with an additional request may delay delayed data collection until the following school year. This research study proceeded with full support of five school administrators with an

expectation to collect close to 50 observations. The assumption was made that this sample size would be sufficient enough to produce significant results with a strong effect size.

Upon securing consent from five schools, additional information was sent to school administrators with an invitation to teachers with informed consent form, a link to the SoGo survey instrument, and a statement about the nature of participating in the study and how respondents would be contributing to the teaching profession by advancing knowledge about teacher engagement in schools. The informed consent form indicated that though items concerning age, education level, gender, and years of experience were included in the questionnaire, each participant would be anonymous, participation was voluntary, and participants were free to withdraw from the study at any time. They could do so simply by refusing to complete the questionnaire. This invitation letter was to be sent by each principal to teachers at that principal's school.

Follow-up conversations were carried out with the designated administrators of each school via telephone. Each administrator was sent a reminder e-mail every 2 weeks asking them to invite teachers to participate in the study. The deadline was extended for an extra 2 weeks for completing the survey. In the end, however, only 26 teachers completed the survey.

Instrumentation

A combination of three existing validated instruments was used for this study. In addition, a demographic survey was administered to participants in the study (Appendix C). The combined include: (a) The TCM (Meyer and Allen, 1997), (b) The UWES

(Schaufeli & Bakker, 2003), and (c) the Spector JSS (Spector, 1985). In the combined questionnaire, 18 questions addressed teacher assessment commitment to the job, 18 questions assessed teacher perception of engagement, and 36 questions assessed teacher satisfaction followed by four demographic questions. In the next section, a detail analysis of each instrument is presented.

The Meyer and Allen Organizational Commitment Survey. The Meyer and Allen (1997) TCM of commitment survey, a dominant model in the study of organizational commitment, measures three forms of employee commitment to the organization. For this study, I used the revised version. It includes six items for each subscale, generating a composite score based on 18 items. Three subscales were: (a) Affective Commitment Scale , (b) Normative Commitment Scale, and (c) Continuance Commitment Scale . Responses to the items were rated using a seven-point Likert scale, ranging from 1 = strongly disagree to 7 = strongly agree. For example, in assessing affective commitment, participants would be asked to rate the statement, "I would be very happy to spend the rest of my career in this organization." Meyer and Allen (1990) reported a reliability (alpha) of 0.87 for affective, 0.75 for continuance, 0.79 for normative, and 0.80 for the reliability of the total commitment scale.

The Utrecht Work Engagement Scale. The UWES-17 consists of 17 items that measure dimensions of employee engagement (Schaufeli, Bakker, & Salanova, 2006). A composite score is calculated based on three subdimensions of employee engagement: vigor, dedication, and absorption. Research studies have used the UWES to measure employee engagement. For example, Lorente, Salanova, Martinez, and Schaufeli (2008)

used the UWES to determine predictors of employee engagement and burnout. The authors surveyed 110 secondary school teachers in Spain and found task resources and student efficacy as predictors of engagement. In another study, Xanthopoulou et al. (2009) used the (UWES) to examine relationships between job resources, personal resources, and work engagement among employees in the Netherlands. The authors reported the means, standard deviations, and correlations between variables. Findings revealed reciprocal relationships between job and personal resources.

The UWES has been validated extensively in many countries (Balducci, Fraccaroli, & Schaufeli, 2010; Nerstad, Richardsen, & Martinussen, 2010; Schaufeli et al., 2006; Storm & Rothmann, 2003; Yi-wen & Yi-qun, 2005). For an extensive overview of the psychometric properties of the UWES, see Seppälä et al. (2009), who used confirmatory factor analysis and structural equation modeling to test the hypothesized correlated three-factor structure—vigor, dedication, absorption—of UWES. Seppälä et al found that the three-factor structure was supported and rank-order stabilities for the work engagement factors were high (between 0.82 and 0.86).

The Spector Job Satisfaction Survey. The Spector JSS is 36-item, nine-subscale questionnaire used to assess employee attitude and specific aspects of the job. Subscales measure job-related factors such as salary, promotion, supervision, fringe benefits, contingent rewards, operating procedures, coworkers, and nature of work and communication. Participants respond to a six-point Likert scale ranging from disagree very much to agree very much. Yelboga (2009) used confirmatory and exploratory factor analysis among a sample of Turkish workers to determine if the JSS was internally

reliable and unidimensional, which would indicate it had construct validity. Cronbach's alpha for items on the questionnaire ranged from .60 to .88 with an overall value of .78. Spector (1985) also tested internal reliability with a sample of American workers and found an alpha range from .60 to .91. These values mean reliability of this scale is high.

Operationalization

This three-instrument combined survey plus demographic questions produced data for seven variables. As shown in Table 1, three organizational commitment subscales were summed into one total organizational commitment score that ranged in value from 18 to 126, three work engagement subscales were summed into one composite work engagement score that ranged from 0 to 102, and nine job satisfaction subscales were summed to create a composite job satisfaction score with a range from 36 to 216. The summing procedure produced the dependent variable and two independent variables. The study included four covariates with data from a simple demographic questionnaire that was administered as part of the larger questionnaire and that included: (a) gender, a dichotomous categorical variable (b) years of teaching experience, a five-level categorical variable, (c) education level, a three-level categorical variable, and (d) grade level taught, a two-level, middle or high school, categorical variable.

Table 1.

Dependent and Independent Variable Subscales

Variables and subscales by type	Source	Item #
I. Independent variable - Organizational commitment		
Composite organizational commitment	TCM	1-18
Affective commitment	TCM	1,2,3,4,5,6
Normative commitment	TCM	7,8,9,10,11,12
Continuance commitment	TCM	13,14,15,16,17,18
II. Dependent variable - Work engagement		
Composite work engagement	UWES	1-17
Vigor	UWES	1,4,12,17,15
Dedication	UWES	2,5,7,8,10,13
Absorption	UWES	3,6,9,11,16,14
III. Independent variable - Job satisfaction		
Composite job satisfaction	JSS	1-36
Satisfaction with promotion	JSS	1,10,19,28
Satisfaction with pay	JSS	2,11,20,33
Satisfaction with supervision	JSS	3,12,21,30
Satisfaction with fringe benefits	JSS	4,13,22,29
Satisfaction with contingent rewards	JSS	5,14,23,32
Satisfaction with operating procedures	JSS	6,15,24,31
Satisfaction with coworkers	JSS	7.16,25,34
Satisfaction with nature of work	JSS	8,17,27,35
Satisfaction with communication	JSS	9,18,26,36
IV. Covariates		
Gender	Demo	73
Age	Demo	74
Grade level taught	Demo	75
Years of teaching experience	Demo	76

Note. JSS - Job Satisfaction Survey, TCM - Meyer and Allen Organizational Commitment Survey, UWES – Utrecht Work Engagement Survey. Items are presented in the order they appeared in the web questionnaire. Demo-Demographic Survey.

Data Analysis Plan

Respondents completed online questionnaires and data was automatically available through the SoGo Survey Website. Responses were assessed for completeness per observation. The data (both complete and incomplete) was exported from SoGo Survey to Microsoft Excel and then to SPSS for analysis.

Descriptive and Exploratory Analysis

Using SPSS, frequency tables produced a descriptive account of the survey responses. This included tables describing the number of teachers, their ages, genders, years of experience, and education level. In addition, a description of results on levels of organizational commitment, job satisfaction, and work engagement of the teachers was provided.

Research Question Analysis

The following research questions and hypotheses were tested in this study.

RQ1; What is the relationship between organizational commitment and work engagement for teachers in the sample?

H_{01}: There is no relationship between organizational commitment and the index of teacher work engagement for teachers in the sample.

H_a1: There is a positive relationship between the index of organizational commitment and the index of teacher work engagement for teachers in the sample.

RQ2: What is the relationship between job satisfaction and work engagement for teachers in the sample?

$H_0 2$: There is no relationship between the index of job satisfaction and the index of teacher work engagement for teachers in the sample.

$H_a 2$: There is a positive relationship between the index of job satisfaction and the index of teacher work engagement for teachers in the sample.

RQ3: What is the relationship between organizational commitment, job satisfaction and work engagement for teachers in the sample?

$H_0 3$: There is no relationship between the index of organizational commitment, job satisfaction and the index of teacher work engagement for teachers in the sample.

$H_a 3$: There is ad relationship between the index of organizational commitment, job satisfaction and the index of teacher work engagement for teachers in the sample.

RQ4: What is the relationship between organizational commitment, job satisfaction and work engagement, controlling for teacher age, education level, gender, and years of experience for teachers in the sample?

$H_0 4$: There is no relationship between the index of organizational, commitment, job satisfaction, and the index of teacher work engagement, controlling for teacher age, educational level, gender, and years of experience for teachers in the sample.

$H_a 4$: There is an association between the index of organizational commitment and the index of teacher work engagement for teachers in the sample,

controlling for teacher age, educational level, gender, and years of experience

for teachers in the sample.

For research question one, correlation analysis was conducted to test for a

significant statistical association between organizational commitment and teacher work

engagement. For question two, correlation analysis also was conducted to test for a

significant statistical association between job satisfaction and teacher work engagement.

For research question three, ordinary least-squares multiple linear regression (OLS)

analysis was conducted to assess the strength of a linear relationship between work

engagement and the independent variables: job satisfaction and organizational

commitment. For research question 4, OLS analysis was conducted to assess the strength

of a linear relationship between work engagement and the independent variables job

satisfaction and organizational commitment at various levels of participant covariates:

teacher age, educational level, sex, and years of experience.

Threats to Validity

The objective of this study was to assess the relatedness of three constructs—job

satisfaction, organizational commitment, and work engagement. Thus, its results are valid

if the measurement of the constructs is valid and if its conclusions can be generalized to

teachers beyond the respondent pool. These two types of validity are known as construct

validity and external validity.

Construct validity can be threatened if constructs are ill-defined or incorrectly

measured. As discussed above, all three constructs—job satisfaction, organizational

commitment and work engagement—are well defined, operationalized and tested in

multiple studies. One threat to construct validity, however, would be that respondents

answer as they think they should, rather than how they honestly self-assess their levels of

satisfaction, commitment or engagement. To address this threat, the use of standard

instruments and an anonymous web-based survey is the best defense.

External validity refers to whether results from a study can be generalized to a

population that is wider than the sample from which the results came. External validity in

this study is the extent to which its results can support claims that job satisfaction and

organizational commitment are related to teacher work engagement for teachers other

than the respondents who completed the survey—that is, secondary teachers in all of

NYC, or even secondary teachers in other U.S. cities. The question of whether results of

this study are generalizeable to urban U.S. secondary teachers as a group, rests on

whether the respondents are representative of this group. Although only random selection

and an experimental design can ensure representativeness, a comparison of respondent

characteristics to what is known of the attributes of NYC teachers can demonstrate the

representativeness of the sample. This comparison is provided as part of the data analysis.

In general, however, a larger sample size would help ensure representativeness.

For this study, external validity was threatened by the small sample size of only

five schools, from which only 26 teachers responded, which increased the likelihood that

respondents were atypical in some unknown way compared to the most secondary teacher

in NYC schools. In addition, the small number of schools that provided teachers who

participated in the study may be unrepresentative of most secondary schools in NYC.

Finally, since the study occurred over several weeks in the Fall semester, it cannot be

guaranteed that teachers have the same level of satisfaction, commitment or engagement at all times in the school year.

I sought to improve external validity of this study by selecting a sample of participants from three different geographical regions in NYC public schools and by administering a web-based survey, which was designed to reach many respondents and be easily completed at any time of day in any place.

Ethical Considerations

Prior to conducting this study, approval was obtained from the Walden University and NYC Institutional Review Boards. This process gave assurance that all participants would be treated in an ethical manner. The IRB number for Walden University was 10-08-0029610, and the IRB number for NYC Institutional Review Board is #1052. Assurance of participant anonymity through completion of an informed consent and by using SoGo survey data management system.

A consent form was presented indicating that participation was voluntary, and participants were free to withdraw from the study at any time. Participants also received information regarding the purpose of the study along with the consent form. Data collection was conducted through SoGo survey, a highly secure encrypted program providing minimal risk to survey participants with the highest level of anonymity. Additionally, this process was to ensure that data analysis and interpretation reflect the true work experience of participants' minimal risk. Participants were not asked to give their name and surveys were identified by an assigned number. In this study, the researcher did not have physical contact with any participants. The only means of

communication to volunteer participants was through school administrators via the Internet. The ethical framework for this study includes: (a) certificate of course completion from the National Institutes of Health, and (b) informed consent form. Informed consent provided a full disclosure of the study (Creswell, 2014). Confidentiality was obtained by (a) issuance of anonymity (b) providing appropriate instructions to ensure confidentiality. For this study, I maintained confidential data information in a data repository and will destroy data within five years of completing the study, per Walden University guidelines. Dissemination of results will occur through a series of mediums such as publication in educational research journals, conference proceedings, and professional development workshops.

Summary

Research design and methodology presented in Chapter 3 answered research questions examining associations with organizational commitment and job satisfaction in relation to teacher work engagement. This research study sought to present findings using a quantitative approach examining the association between organizational commitment and job satisfaction in relation to teacher work engagement. In Chapter 4, findings from the study is presented.

Chapter 4: Results

The purpose of this quantitative correlational study was to survey NYC high school teachers in terms of their job satisfaction, organizational commitment, and work engagement and to determine whether there are significant relationships between the three variables. A second purpose was to analyze how age, educational level, gender, and years of experience may mediate the relationships between the variables. Four research questions guided the analysis. Research question #1 and research question #2 focused on bivariate correlations between the independent variables organizational commitment and job satisfaction, and the dependent variable, work engagement, for teachers in the sample. Research question #3 and research question #4 focused on multivariate relationships between the independent variables and the dependent variable. During this process, covariates of age, educational level, gender and years of experience were considered for participants in the sample.

In Chapter 4, an overview of the data collection process is presented along with a descriptive analysis of the population sample. In addition, the process of accounting for missing data is presented followed by descriptive results and data analysis.

Data Collection

Prior to data collection, a sample of schools was selected from which I planned to solicit teacher respondents. Participants in this study were certified teachers currently teaching in secondary schools in three boroughs of NYC—Manhattan, Brooklyn, and the Bronx.

A pool of 631 secondary schools were identified in which 60 secondary schools were selected for the study. Administrators were invited to have teachers in their school participate in the research study. In response to this initial contact, 36 administrators responded and agreed to accept further information about the study. Within this pool of 36 schools, there were approximately 1,640 teachers. Upon receiving the additional information about the research procedure, five schools consented to participate in the study and to submit the required forms to NYC IRB.

For schools consenting to participate in the study, contact was made via telephone to discuss the research study. During the conversations, a complete overview of the research study was presented along with formation for dissemination to the teaching staff. Administrators were to inform their teaching staff about the study and invite teachers to participate. Administrators then sent e-mails to their teachers ($n = 225$, approximately) that included information about the nature of participating in the study and how their contribution could advance knowledge about teacher engagement in schools. Teachers were provided a secure link to the online survey.

Follow-up conversations continued with the designated administrator of each school via telephone. A reminder was sent to the administrator every 2 weeks asking them to invite teachers to participate in the study. After following up for 6 months, a total of 26 teachers had responded to the invitation to participate in the study and had completed the survey. Although a response rate of 7% is common in educational studies, because the size of sampling frame had fallen from its expected size, I needed a much higher response rate to produce significant findings.

Data collection concluded in January 2016. The data were retrieved from the SoGo Survey Data Management System. The raw data from this system was exported into Statistical Package for Social Science (SPSS 19) for data analysis.

In the sample of 26 teachers, most participants (88.4%) were female. The age range of participants varied, with the largest proportion being between 26–35 years of age but with substantial portions both older and younger. Approximately a third of respondents had between 11 and 15 years of teaching experience, with about 40% having taught between one and 10 years and another 40% having over 15 years of experience. More than half of the participants possessed a master's degree, and two participants had an associate degree (Table 2).

Factors contributing to low response included state-wide standardized testing and school not in session due to either professional development or holidays. Despite these efforts, only 26 teachers from five schools took the survey. The implications of low response rate are discussed below in the results section.

Data collection took place from October 2015 thru January 2016. Data collected was archived and stored in the SoGo Survey Data Management System. Raw data from this system was exported into SPSS 19 for data analysis.

Table 2

Teacher Demographics 2016

Demographic attribute	*f*	%
Gender		
Male	6	23
Female	14	54
Other	6	23
Total	26	100
Age range		
Under 25	3	12
26-35	11	42
36-45	6	23
46-55	5	19
Over 55	1	4
Total	26	100
Educational level		
Associates' degree	2	7
Bachelor's degree	7	27
Master's degree	14	54
Beyond Master's	3	12
Total	26	100
Teaching experience		
1-5 years	8	29
6-10 years	3	12
11-15 years	8	31
16-25 years	3	12
Over 25 years	4	12
Total	26	100

Demographics for public high school teachers in NYC schools are shown in Table 3. Data available for NYC schools teachers (most recent year: 2011-12) were difficult to compare to the data available from this study. Overall, 57% of NYC teachers were female, which is less than the sample in this study . However, 23% of the teachers in this study did not report being male or female, so a comparison may not be reliable. This study did not contain data on actual age, only age range, making age between the sample

and the larger population of NYC teachers difficult. The most common age range of

participants in this study was 26–35 years, although the median age range was 46–55.

The median age of public high school teachers in NYC was 39 years in 2014 (New York

City Independent Budget Office, 2014), so the teachers in the study sample may be

somewhat younger than the teachers in the general population of NYC high school

teachers. Participants' in the present study were almost evenly split between beginning

teachers (1–5 years of experience) and mid-career teachers (11–15 years' experience.)

The average number of years high school teachers worked as teachers in NYC schools

was approximately 11 years (New York City Independent Budget Office, 2014).

Table 3

Characteristics of New York City High School Teachers, 2011-2012

Male	43%
Female	57%
Median Age	39 years
Average years working as a teacher	10.6 years

Note. Source: New York City Independent Budget Office, 2014

Quantitative Data Analysis

In this section, I present an explanation of missing values and imputation

followed by statistical analysis addressing research questions and hypotheses. RQs 1 and

2 were designed to test the bivariate association between either organizational

commitment or job satisfaction and teacher work engagement. RQ3 assessed the

association between the three variables: organizational commitment, job satisfaction, and

teacher work engagement. Finally, the RQ4 assessed the effects of adding four covariates

(gender, age range, teaching experience, education level) to the model and work engagement for teachers in the sample.

Missing Values and Multiple Imputation

In this study, data was incomplete for nine participants. Some possible explanations for noncomplete data were (a) respondents chose not to answer a question, (b) respondents did not fully understand a question, or (c) respondents felt that their answers could be traced to them (Horton & Kleinman, 2007). Another explanation for missing data was the length of the survey.

Multiple imputation, a common procedure for addressing the issue of missing data, was used in this study to develop a complete data set from data obtained from participants. Imputation is a process by which missing values are replaced based on observed data and an imputed model (Grund, Ludtke, & Robitzsch, 2018). Data in imputed models is often analyzed using regression models that account for repeated measurements (Kalaycioglu, Copas, King, & Omar, 2016). Although used largely in longitudinal studies, it was necessary for this study due to the low response rate and to account for missing data.

The initial process for addressing missing data in this study included identifying missing observations for each variable. For the combined survey questionnaire for this study, there was a total of 17 complete surveys and 9 incomplete surveys.

Imputed datasets developed based on incomplete data from surveys allowed me to address missing data. Incomplete data sets were imported into SPSS after which the multiple imputation procedures were used to conduct five imputations to ensure

consistency (Field, 2013). One complete data set was developed with imputed values replacing missing values in the original data. Thus, I used a complete dataset for 26 respondents to answer research questions and test each hypothesis.

Participant Responses to Survey Items

Descriptive statistics for the 17-item work engagement subscale for teachers in the sample show absorption received the highest score ($M = 25.61$, $SD = 8.10$) and dedication received the lowest score ($M = 17.43$, SD = 6.27). A linear regression analysis established that teachers were more absorbed in their work, exhibiting a high level of energy at work through vigor ($\beta = -.146$, 95% C.I. [-0.339, 0.163], $p = .447$), ($M = 23.93$, $SD = 8.24$, Table 4).

Table 4

The Utrecht Work Engagement Scale Results (UWES)

	M	*SD*
Vigor		
At my work, I feel bursting with energy	3.76	1.63
At my job, I feel strong and vigorous.	3.25	1.36
When I get up in the morning, I feel like going to work.	4.68	1.29
I can continue working for very long periods of time.	4.27	1.37
At my job, I am very resilient, mentally.	3.91	1.49
At my work, I always persevere, even when things do not go well.	4.06	1.10
Total	23.93	8.24
Dedication		
I find the work that I do full of meaning and purpose.	4.54	1.75
I am enthusiastic about my job.	4.47	1.47
My job inspires me.	4.53	1.47
To me, my job is challenging.	3.88	1.58
Total	17.42	6.27
Absorption		
Time flies when I'm working.	4.54	1.58
I am enthusiastic about my job.	4.47	1.47
When I get up in the morning, I feel like going to work.	4.68	1.29
I am immersed in my work.	4.82	1.24
To me, my job is challenging.	3.88	1.58
It is very difficult to detach myself from my job.	3.22	0.94
Total	25.61	8.10

Note. Minimum = 0, maximum = 6, *N* = 26

Job satisfaction was high for all 36 items on the job satisfaction scale. Twenty-one items had a mean of 3.3 or greater, and 42% had a mean of 2.0 or greater. Overall, teacher response suggests that teachers agree that certain characteristics associated with satisfaction on the job are important. Standard deviation measures were 1.3 or better. Collectively, subscale results for job satisfaction among teachers in the sample show that teachers are satisfied with their job.

Teachers indicated that knowledge and skill set of their supervisor was very important to them (M = 15.10, SD, 6.42). Teachers enjoy the work they do and feel they are paid a fair amount for the work they do *(M = 14.48, SD = 7.03)*. Teachers enjoy working with coworkers and (M = 13.67, SD – 6.14) and have a sense of pride about the work they do (M = 13.52, SD = 6.48). Overall, the teacher felt that supervision, pay, coworkers, and nature of work were important factors associated with satisfaction on the job (Table 5).

Table 5

Job Satisfaction Scale Results (JSS)

	M	*SD*
Pay		
I feel I am being paid a fair amount for the work I do.	3.1	1.94
Raises are too few and far between.	3.7	1.88
I like doing the things I do at work.	4.12	1.56
I feel satisfied with my chances for salary increases.	3.46	1.66
Total	14.38	7.03
Promotion		
There is too little chance for promotion on my job.	3.63	1.48
Communications seem good within the organization.	3.83	1.92
The goals of this organization are not clear to me.	2.77	1.37
I have too much paperwork.	2.66	1.65
Total	12.89	6.42
Supervision		
My supervisor is quite competent in doing his/her job.	5.61	1.32
My supervisor is unfair to me.	2.73	2.05
My supervisor shows too little interest in the feelings of subordinates.	3.69	1.81
I like my supervisor.	3.07	1.74
Total	15.10	6.92
Fringe benefits		
I am not satisfied with the benefits I receive.	2.43	1.32
The benefits we receive are as good as most other organizations offer.	3.96	1.73
The benefits package we have is equitable.	3.44	1.88
There are benefits we do not have which we should have.	3.43	1.69
Total	13.26	6.61
Contingent rewards		
When I do a good job, I receive the recognition for it that I should receive.	4.46	1.64
I do not feel that the work I do is appreciated.	3.10	2.03
There are few rewards for those who work here.	4.00	1.58
I don't feel my efforts are rewarded the way they should be.	2.81	1.72
Total	14.37	6.96
Operating conditions		
Many of our rules and procedures make doing a good job difficult.	2.39	1.32
My efforts to do a good job are seldom blocked by red tape.	3.15	1.76
I have too much to do at work.	2.89	1.66
I have too much paperwork.	2.66	1.65
Total	11.09	6.39
Coworkers		
I like the people I work with.	4.46	1.42
I find I have to work harder at my job because of the incompetence…	2.64	1.49
I enjoy my coworkers.	4.12	1.63
There is too much bickering and fighting at work.	2.45	1.60
Total	13.67	6.14

(table continues)

	M	SD
Nature of work		
I sometimes feel my job is meaningless.	2.08	1.50
I like doing the things I do at work.	4.12	1.56
I feel a sense of pride in doing my job.	3.52	1.88
My job is enjoyable.	3.80	1.55
Total	13.52	6.48
Communication		
Communications seem good within the organization.	3.83	1.92
The goals of this organization are not clear to me.	2.77	1.37
I often feel that I do not know what is going on with the organization.	3.31	1.69
There is too much bickering and fighting at work.	2.45	1.60
Total	12.36	6.58
Grand Total	25.62	

Note. Minimum = 1, maximum = 6

For the 18-item organizational commitment subscale, descriptive statistics was conducted, with a range from 2.34 – 4.74. For teachers in the sample, continuance commitment received the highest score ($M = 24.63$, SD = 10.46) and affective commitment received the lowest score ($M = 20.86$, SD = 11.00). Linear regression analysis established that teachers were committed to staying with the organization (F (1, 24) = 1.175, p =.289), with an R^2 of .047. Overall, teacher response suggests that teachers agree that some characteristics are associated with levels of organizational commitment. In addition, for teachers in the sample, staying with the organization for teachers in the sample must do with relationships with co-workers and promoting the goals of the organization (Table 6).

Table 6

Organizational Commitment Survey Results (OC)

	M	*SD*
Affective		
I would be very happy to spend the rest of my career with this organization.	4.22	2.59
I really feel as if this organization's problems are my own.	4.51	1.70
I do not feel a strong sense of belonging to my organization.	2.34	1.60
I do not feel "emotionally attached" to this organization.	2.68	1.46
I do not feel like 'part of the family' at my organization.	2.65	1.65
This organization has a great deal of personal meaning for me.	4.46	2.01
Total	20.86	11.00
Continuance		
Right now, staying with my organization is a matter of necessity as much as desire.	4.35	1.79
It would be hard for me to leave my organization right now, even if I wanted to.	4.74	1.81
Too much of my life would be disrupted if I decided I wanted to leave my organization now.	4.73	1.60
I feel that I have too few options to consider leaving this organization.	3.19	1.61
If I had not already put so much of myself into this organization, I might consider working elsewhere.	4.01	1.88
One of the few negative consequences of leaving this organization would be the scarcity of available alternatives.	3.61	1.77
Total	24.63	10.46
Normative		
I do not feel any obligation to remain with my current employer.	2.54	1.36
Even if it were to my advantage, I do not feel it would be right to leave my organization right now.	3.72	2.07
I would feel guilty if I left my organization now.	4.42	1.36
This organization deserves my loyalty.	4.32	1.38
I would not leave my organization right now because I have a sense of obligation to the people in it.	3.89	1.50
I owe a great deal to my organization.	4.37	1.44
Total	23.26	9.12

Note. Minimum = 1, maximum = 7, *N* = 26

Descriptive statistics in Table 7 show a composite score of almost 66 for work engagement, out of a possible high score of 102. The scale for the UWES was from 1 to 6, where 1 = *almost never*, and 6 = *always*. Since 66 represents a value almost two-thirds of the way to maximum, participants in this study were characterized as being often engaged (i.e., once a week, corresponding to a score of 4 out of 6 on the scale). The Meyer and Allen Organizational Commitment Survey consisted of 18 items rated on a scale from 1 to 7, where 1 meant *strongly disagree* and 7 meant *strongly agree*, for a total

possible score of 126. The mean score for organizational commitment was 67, which is about half of 126 and therefore corresponds to the median value on the scale. Thus, the participants' level of organizational commitment can be characterized as undecided, or neither committed nor uncommitted, on average. In terms of job satisfaction, there were 36 items on the Spector JSS, which were rated on a scale from 1 to 6, where 1 represented *disagree very much* and 6 represented *agree very much* for a total possible score of 216. The mean score for job satisfaction was approximately 120, more than half of 216. Thus, participants can be said to agree slightly to agree moderately, suggests that teachers in the sample were satisfied with their jobs, on average (See Table 4). In sum, participants in this study were often engaged, neither particularly committed nor uncommitted to their organizations, and moderately satisfied with their jobs (Table 7, JSS, B = -.090, β = .149, 95% C.I. [-0.340, 0.161], p = .466; OC, B = -.291, β = -.218, 95% C.I. [-0.846, 0.264], p = .289).

Table 7

Frequency Statistics for JSS, OC, TWE

	M	*SD*	*N*	*Median*
TWE	65.67	12.65	26	67.56
OC	67.23	9.48	26	69.00
JSS	119.73	21.01	26	122.00

Note. JSS is Job Satisfaction Survey, OC is organizational commitment, TWE is teacher work engagement

Analysis of Research Questions

In this section, I present findings by research questions. However, the small sample size raised the question of whether the research questions could be answered

using standard statistical procedures and whether statistical inference was possible. To

determine whether to conduct statistical analysis, I conducted additional power analyses.

The original a priori power analysis for regression (reported in Chapter 3)

indicated a needed sample size of 148, given power (1-error probability) of 95%, a

moderate effect size ($f^2 \geq 0.15$, Cohen, 1988) and six predictors. Since the data collected

did not meet this minimum level, I conducted a hypothetical a priori power analysis for

multiple regression (F test, R^2 deviation from zero) using G*Power software to determine

whether a smaller sample size could provide enough power to claim significant results.

Based on prior research on work engagement, which indicates high levels of explained

variance are possible (R^2 between .27 and .55), I set the effect size high ($f^2 = .33$, Cohen,

1988) and reduced the power to 80%. Under these conditions, a simple linear regression

(using one predictor) could theoretically indicate significant associations between

variables if the associations were strong enough. That is, if the R^2 produced from a simple

linear regression were greater than .25, then even a small sample size of $N = 26$ could

show significant results.

Prior research on work engagement, organizational commitment and job

satisfaction has produced effect sizes of this magnitude. Coetzee, Mitonga-Monga, &

Swart (2014) studied job satisfaction and commitment among South African engineers

and found that the former regressed on the latter produced an R^2 of .55, which is a large

amount of explained variance. Simpson (2009) analyzed the effect of job satisfaction on

work engagement for a sample of 167 registered nurses and found an R^2 of .28, and Saks

(2006) studied 102 employees in various jobs and found that job engagement was

significantly positively related to job satisfaction ($R^2 = .27$) and organizational

commitment ($R^2 = .28$). This information provided evidence for analysis in this study

with an expectation that strong effects may be apparent even with a small sample size. In

other words, since current research found a high R^2, it is reasonable to argue that for this

study, a high R^2 was expected. Results are justification to conduct statistical analyses,

tests of the hypotheses associated with the four research questions were conducted.

Research Question 1

Findings from quantitative survey data based on Meyer and Allen (1997) TCM

and Schaufeli and Bakker (2004) UWES was used to answer RQ1: What is the

association between organizational commitment and work engagement for teachers in the

sample? A simple linear regression analysis was calculated to predict work engagement

based on organizational commitment. A nonsignificant regression equation was found (F

$(1, 24) = 1.175$, $p = .289$), with an R^2 of .047. The coefficient for organizational

commitment ($F = -.288$, 95% C.I. [-0.836, 0.260], $p = .289$) means that no relationship

between participants predicted work engagement and organizational commitment was

evident. Because it is non-significant, the standardized regression coefficient associated

with organizational commitment provides no information about how teacher work

engagement may change in relation to it. Since the confidence interval associated with

the regression analysis contains 0, the null hypothesis—there is no association between

organizational commitment and teacher work engagement—cannot be rejected.

Research Question 2

  Findings from quantitative survey data based on Spector (1994) JSS and Schaufeli and Bakker (2006) UWES was used to answer RQ2: What is the association between job satisfaction and work engagement for teachers in the sample? A simple linear regression was conducted to evaluate the prediction of teacher work engagement from job satisfaction. Results of the simple linear regression analysis revealed organizational commitment not to be a statistically significant predictor in the model (β = -.146, 95% C.I. [-0.339, 0.163], p = .447), means that no relationship between participants predicted work engagement and organizational commitment was evident. Because it is non-significant, the standardized regression coefficient associated with job satisfaction provides no information about how teacher work engagement may change in relation to it. Further, the R^2 value of .021 associated with this regression model ($F(1, 24)$ = .522, p = .477), indicates that job satisfaction accounts for 2% of the variation in work engagement among teachers in the sample, which means that 98% of the variation teacher work engagement cannot be explained by job satisfaction. The confidence interval associated with the regression analysis contains 0, which means the null hypothesis—there is no association between job satisfaction and teacher work engagement—cannot be rejected.

Research Question 3

  Findings from quantitative data based on Meyer and Allen (1997) Organizational Commitment Survey, Spector (1994) JSS along with Schaufeli and Bakker (2004) work engagement survey, was used to answer RQ3: What is the association between

organizational commitment, job satisfaction and work engagement for teachers in the sample? To answer this question, multiple linear regression analysis was conducted to evaluate the prediction of teacher work engagement from organizational commitment and job satisfaction. Results of the multiple linear regression analysis revealed organizational commitment and job satisfaction together were not significant predictors in the model (JSS, B = -.090, β = .149, 95% C.I. [-0.340, 0.161], p = .466; OC, B = -.291, β = -.218, 95% C.I. [-0.846, 0.264], p = .289).

Results for research question 1 and 2, support findings for RQ3 noting that regression coefficients associated with organizational commitment and job satisfaction do not provide evidence that organizational commitment and job satisfaction together affect teacher work engagement. Additionally, the R2 value of .069 associated with this regression model indicates that the organizational commitment and job satisfaction together account for 7% of the variation in work engagement among teachers in the sample, which means that 93% of the variation teacher work engagement cannot be explained by organizational commitment and job satisfaction. Confidence interval associated with the regression analysis contains 0, which means the null hypothesis—there is no association between job satisfaction, organizational commitment and teacher work engagement—cannot be rejected.

Research Question 4

Quantitative data based on demographics questions within the survey was used to answer RQ4: What is the association between the index of organizational commitment, the index of job satisfaction and the index of work engagement, controlling for teacher

age, education level, gender, and years of experience for teachers in the sample? Due to

the small sample size, it was not possible to conduct a multiple linear regression to test

the hypotheses associated with research question 4. Even if there were a large effect size,

the addition of two independent variables and four demographic covariates to multiple

linear regression models would require a sample size of at least $N = 45$. Table 8 presents

a summary of key findings in relation to research questions.

Table 8

Summary of Key Findings in Relation to the Research Questions.

Research questions	Findings
RQ1: What is the association between organizational commitment and work engagement for teachers in the sample?	No significant relationship between participant work engagement and organizational commitment. Teacher level of engagement was not associated with organizational commitment.
RQ2: What is the association between job satisfaction and work engagement for teachers in the sample?	No significant association between job satisfaction and teacher work engagement. Teacher level of engagement was not associated with job satisfaction.
RQ3: What is the association between organizational commitment, job satisfaction, and work engagement for teachers in the sample?	Job satisfaction and organizational commitment were not significant predictors of work engagement among teachers in the sample. 93% of the variation in teacher work engagement could not be explained by organizational commitment and job satisfaction.
RQ4: What is the association between organizational commitment and work engagement controlling for teacher age, education level, gender and years of experience for teachers in the sample?	Regression analysis constrained by small sample size for research question #4. Therefore, no association between organizational commitment and work engagement controlling for teacher demographics (age, education level, gender, years of experience) was conducted for teachers in the sample.

Summary

Descriptive analysis of subscale data indicates that teachers in the sample felt a

high level of continuance commitment, suggesting that teachers had vested time into their

organizations. Additionally, teachers in the sample were satisfied with their supervisors,

coworkers and pay on the job. In relation to engagement, data revealed teachers in the

sample perceive themselves as being absorbed in their work. Statistical analysis of the

small sample showed no evidence of an association between organizational commitment

and work engagement or between job satisfaction and work engagement. There was also

no evidence of work engagement being a function of job satisfaction and organizational

commitment combined.

In Chapter 5, interpretation of findings within the context of previous research is

presented. Additionally, Chapter 5 presents limitations of the study, recommendations for

future research and suggests implications for social change relevant to teacher

engagement and teacher quality.

Chapter 5: Discussion, Conclusions, and Recommendations

The purpose of this quantitative correlational study was to survey NYC high

school teachers in terms of their job satisfaction, organizational commitment, and work

engagement and to determine whether there are significant relationships between the

three variables. A second purpose was to analyze how age, educational level, gender, and

years of experience may mediate the relationships between the variables. Researchers

have shown that work-related factors such as organizational commitment and job

satisfaction may be related to employee engagement in the workplace; however, few

studies have provided evidence for this claim in academic settings. Bakker (2014)

concluded that research showed that work engagement is a key factor in job-related

outcomes, such as productivity and performance. If work engagement is associated with

better job performance and productivity in a variety of industries, that may be the case for

teachers in schools as well. Therefore, understanding the correlates of teacher work

engagement could potentially provide insights into improving teacher quality and

effectiveness. The current research was designed to complement existing literature on the

topic *work engagement* by initiating a conversation on teacher engagement in schools.

A cross-sectional survey design was used in this study to obtain data on

independent variables (job satisfaction and organizational commitment), teacher

attributes (gender, age, educational level, years' experience) and the dependent variable

(teacher work engagement) from a convenience sample of secondary school teachers.

Data was obtained via a web-based, self-administered questionnaire that was a 76-item

combination of the Spector (1985) JSS, the Meyer & Allen (1991) TCM, and Schafeli &

Bakker's (2003) UWES, as well as demographic items. The participants in this study were certified teachers currently teaching in secondary schools in three boroughs of NYC, Manhattan, Brooklyn, and the Bronx.

Researchers have found a correlation between work motivation and teacher organizational commitment (George & Sebapathy, 2011). George and Sebapathy (2011) found that commitment could lead to motivated employees and concluded that school leaders should have a deep understanding of teacher commitment as one way to empower teacher motivation. However, their study failed to provide additional support for the connection between organizational commitment and teacher attitudes related to engagement. Indeed, the authors' findings showed no significant associations between organizational commitment, job satisfaction, and work engagement for the teachers in the sample.

In the next section, I interpret findings from this study within the context of previous studies. In addition, I provide a description of limitations associated with this study and recommendations for future study, followed by implications for positive social change.

Interpretation of the Findings

Interpretation of findings for this study is based on the literature review and framework identified in Chapter 2. I present the findings of this study followed by a synthesis of findings for each research question.

The theoretical framework for this study was based on the view of organizational behavior described by Schaufeli et al. (2002), Locke (1976), and Meyer and Allen

(1991). Theory grounded in organizational behavior provided a lens for examining work-related behaviors of teachers in the sample. Current research on organizational commitment, job satisfaction, and work engagement contributed to a rich conversation on how organizational behaviors of teachers may influence teacher engagement.

Organizational Commitment and Work Engagement

The first research question asked the following: Is there an association between organizational commitment and work engagement for teachers in the sample? The key finding for this question based on data analysis is that no association was found between organizational commitment and work engagement for teachers in the sample. Findings were quite different from those of Skaalvik and Skaalvik study (2014) where they identified teacher autonomy and self-efficacy as predictors of teacher engagement in schools.

Job Satisfaction and Work Engagement

The second research question was the following: What is the association between job satisfaction and work engagement for teachers in the sample? The key finding for this question was that job satisfaction accounted for only 2% of the variance in work engagement for teachers in the sample, which was not a significant amount. No evidence was produced for the hypothesis indicating an association between job satisfaction and work engagement for teachers in the sample. This finding is in contrast with other research, which has shown that job satisfaction increased as teachers become engaged on the job (Davis & Wilson, 2000).

Organizational Commitment, Job Satisfaction, and Work Engagement

The third research question was the following: What is the relationship between organizational commitment as measured by the TCM scores, job satisfaction as measured by the JSS scores, and work engagement as measured by UWES scores for NYC high school teachers? Key findings show a 93% variance in teacher work engagement could not be explained by organizational commitment and job satisfaction. In other words, results showed job satisfaction and organizational commitment were not significantly associated with work engagement among teachers in the sample.

Teacher Characteristics and Work Engagement

The fourth research question was: What is the association between organizational commitment and work engagement controlling for teacher age, education level, gender and years of experience for teachers in the sample? Regression analysis was not possible for this question due to small sample size. Therefore, no association between organizational commitment and work engagement controlling for teacher demographics (age, education level, gender, years of experience) could be tested for teachers in the sample.

<div align="center">

Limitations and Recommendations for Further Study

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The present study was limited in several ways that future studies could expand. First, it was cross-sectional, meaning it was designed to capture attitudes of teachers at one point in time. Based on research showing employee attitudes may change throughout the school year or teachers' careers, future research that include longitudinal data would benefit schools in the study of teacher commitment and satisfaction over time. Future

research should use a much larger sample size that can be generalized for teachers in one geographical area. Identifying a larger sample size will provide an adequate analysis of teacher work engagement from a larger population. In addition, examining subscales related to job satisfaction, organizational commitment, and work engagement might be valuable. Future studies should include teachers in elementary and middle schools.

<center>**Implications for Social Change**</center>

This study contributes to positive social change by suggesting a novel approach to examining interrelationships between environmental and behavioral characteristics of teachers that may be associated with teacher quality. However, it is difficult to understand teacher engagement at the organizational level without further research. Skaalvik and Skaalvik (2014) noted that teacher autonomy and self-efficacy were predictors of teacher engagement. The authors found that teacher self-efficacy and autonomy were contributing factors to motivation. Bakker and Bal (2010) found that a resourceful work environment contributed to teacher engagement and performance. The authors noted in their study that engaged employees were motivated to come to work, enjoyed working with co-workers, and were satisfied with their supervisor. This research study provided insight into potential predictors of work engagement among teachers; however, further study on the topic is needed to understand factors associated with teacher engagement. Furthermore, this study has the potential to initiate a conversation about the organizational behavior of teachers in relation to teacher quality.

School administrators and leaders may benefit from understanding the relationship between job demands, resources and job performance. Meyer and Allen

(1991) contended that organizational commitment and motivation are interrelated forces that can lead to positive consequences over time. More recent research has shown that work engagement mediates organizational commitment (Choi, Tran, & Park, 2015; Field & Buitendach, 2011). Researchers agreed that organizational commitment among teachers is mediated by other work-related characteristics such as work environment, distributed leadership, self-efficacy, and decision-making (Akomolafe & Olatomide, 2013; George, 2010; Hulpia et al., 2011; Sadeghian et al., 2010).

This study contributes to positive social change by conceptualizing teacher work engagement as an important dimension in teacher quality. If further research establishes antecedents to work engagement for teachers among factors that policies can influence, such as job satisfaction factors and affective or normative commitment factors, then it may be possible to increase work engagement and therefore the effectiveness of teachers. High-quality, effective teachers are critical for alleviating the achievement gap between less advantaged and more advantaged U.S. schoolchildren.

Discussion

Work engagement is a positive, fulfilling, work-related state of mind characterized by vigor, dedication, and absorption (Schaufeli et al., 2002). Teachers with a high degree of work engagement may also be satisfied with their jobs and committed to their schools. Positive attitudes may have a bearing on performance and effectiveness of teachers and are therefore useful to understand. This study was designed to understand how satisfaction, commitment, and work engagement were related to one another and mediated by personal attributes of teachers such as age, years of classroom experience,

educational level, and gender. However, due to a low sample size, no findings were

produced that revealed associations between the variables. Descriptive analysis showed

high levels of job satisfaction and organizational commitment, however, which suggests a

larger sample size might have shown positive correlations. As 21st-century schools seek

to improve overall productivity through accountability, teacher quality, and school

effectiveness, this study serves as a starting point from which school leaders may

engagement in a conversation on teacher engagement in schools.

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Appendix A: New York City IRB Approval to Conduct Research

Research and Policy Support Group
52 Chambers Street
Room 310
New York, NY 10007

October 13, 2015

Mrs. Chakita Jackson
14854 94th Avenue
Florissant, MO 63034

Dear Mrs. Jackson:

I am happy to inform you that the New York City Department of Education Institutional Review Board (NYCDOE IRB) has approved your research proposal, "Organizational Commitment and Job Satisfaction: An Analysis of Teacher Work Engagement." The NYCDOE IRB has assigned your study the file number of 1052. Please make certain that all correspondence regarding this project references this number. The IRB has determined that the study poses minimal risk to participants. The approval is for a period of one year:

Approval Date: **October 13, 2015**
Expiration Date: **October 12, 2016**

Responsibilities of Principal Investigators: Please find below a list of responsibilities of Principal Investigators who have DOE IRB approval to conduct research in New York City public schools. Approval by this office does not guarantee access to any particular school, individual or data. You are responsible for making appropriate contacts and getting the required permissions and consents before initiating the study.

When requesting permission to conduct research, submit a letter to the school principal summarizing your research design and methodology along with this IRB Approval letter. Each principal agreeing to participate must sign the enclosed Approval to Conduct Research in Schools/Districts form. *A completed and signed form for every school included in your research must be emailed to* IRB@schools.nyc.gov . Principals may also ask you to show them the receipt issued by the NYC Department of Education at the time of your fingerprinting.

You are responsible for ensuring that all researchers on your team conducting research in NYC public schools are fingerprinted by the NYC Department of Education.

Please note: This rule applies to all research in schools conducted with students and/or staff. See the attached fingerprinting materials. Fingerprinting staff will ask you for your identification and social security number and for your DOE IRB approval letter. You must be fingerprinted during the school year \

Appendix B: Walden University Institutional Review Board Approval to Conduct

Research

The Walden University Institutional Review Board approval number for this study was 10-08-15-0029610

Appendix C: Teacher Demographic Survey

Instructions: Please respond to each of the following by placing an "X" in the appropriate box.

GENDER

Male   ☐

Female   ☐

AGE

Under 25 years of age   ☐

26-35 years of age   ☐

36-45 years of age   ☐

46-55 years of age   ☐

Over 55 years of age   ☐

GRADE LEVEL YOU CURRENTLY TEACH

Grade 9-12   ☐

Grade 6-8   ☐

Other   ☐

YEARS OF TEACHING EXPERIENCE

1-5 years   ☐

6-10 years   ☐

11-15 years   ☐

16-24 years   ☐

Over 25 year   ☐

Appendix D: Spector Job Satisfaction Survey Permission for Use in Research

July, 2015

Dear Chakita:

You have my permission to use the JSS in your research. You can find copies of the scale in the original English and several other languages, as well as details about the scale's development and norms in the Scales section of my website http://shell.cas.usf.edu/~spector. I allow free use for non-commercial research and teaching purposes in return for sharing of results. This includes student theses and dissertations, as well as other student research projects. Copies of the scale can be reproduced in a thesis or dissertation as long as the copyright notice is included, "Copyright Paul E. Spector 1994, All rights reserved." Results can be shared by providing an e-copy of a published or unpublished research report (e.g., a dissertation). You also have permission to translate the JSS into another language under the same conditions in addition to sharing a copy of the translation with me. Be sure to include the copyright statement, as well as credit the person who did the translation for the year.

Thank you for your interest in the JSS, and good luck with your research.

Best,

Paul Spector, Distinguished Professor
Department of Psychology
University of South Florida
Tampa, FL 33620
pspector@usf.edu

Appendix E: Organizational Commitment Survey Permission for Use in Research

July, 2015

Dear Chakita,

You can get the commitment measures and permission to use them for academic research

purposes from http://employeecommitment.com. I hope all goes well with your research.

Best regards,

John Meyer

Dr. John Meyer
Department of Psychology
Western University
London, Ontario, Canada
N6A 5C2
email: meyer@uwo.ca

Appendix F: Utrecht Work Engagement Survey Permission for Use in Research

<u>February 2015, Dr. Schaufeli wrote:</u>

February 2015

Dear Chakita,

See my website.

With kind regards,

Wilmar Schaufeli

Wilmar B. Schaufeli, PhD | *Social and Organizational Psychology* |

The Netherlands |

<u>www.wilmarschaufeli.nl</u>