



Research Article

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Job Desertion and Job Satisfaction as Predictors of Organizational Commitment Among Peruvian Regular Basic Education Teachers

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Abstract

Objective: To determine whether job desertion and job satisfaction predict organizational commitment among Peruvian regular basic education teachers. *Methods:* Predictive study in 301 basic education teachers of both sexes in three regions (highlands, coast, and jungle) in Peru, where an intentional non-probabilistic sampling was applied. The information was collected by the Organizational Commitment Questionnaire (OCQ), the Teacher Satisfaction Scale (TSS) and the Job Desertion Questionnaire (JDQ) by Cardozo. *Results:* It was found that there is significant difference between men and women in the variables job satisfaction and organizational commitment (with the exception of job desertion). In addition, moderate and direct correlations were found between the variables ($p < 0.01$). The regression analysis showed a significant linear relationship for the model ($F=18.07$; $p < 0.001$) in which job satisfaction ($\beta=0.241$; $p < 0.001$) and job desertion ($\beta=0.215$; $p < 0.001$) are variables that predict Organizational Commitment (adjusted $R^2 = 0.102$). *Conclusion:* Job desertion and job satisfaction significantly predict organizational commitment in Peruvian regular basic education teachers.

Keywords: job desertion, job satisfaction, organizational commitment, Peruvian teachers, basic education

1. Introduction

The development of societies depends to a large extent on education, and teachers play an essential role in the success and learning of students in all educational fields (Palma-Vásquez et al, 2022). Higher education has a fundamental role in innovation, development, social welfare and economic

growth (Martínez et al, 2022). However, the commitment of a teacher is closely related to the ability to innovate during the performance of work and integrate new ideas into their practices (Kaya, 2022). In educational organizations, teacher engagement can be seen as a concept that includes engagement with the profession, namely if teachers' engagement with their schools and professions is low, their success will decrease, which also will reduce the efficiency of the school (Msosa, 2020). The success of future education depends on the teachers' commitment, since they are directly involved in the learning process (Boontantrapiwat & Kitcharoen, 2022). Therefore, the teachers' commitment to the profession is directly proportional to the nature of the work, their perception of the teaching profession and the communication structure in the school (Meriç et al., 2019).

Likewise, Wang and Yao (2020) mention that job satisfaction of teachers is at a very low level, that is, they're dissatisfied. It could be improved by increasing the salary, and their personal well-being. Önder et al. (2019) also mention that the organizational commitment of teachers increases their satisfaction. Highly engaged employees lead to better performance and increased work motivation which is beneficial to the organization (Xu et al., 2022).

Nevertheless, research has revealed that the desire to abandon a career is intrinsically linked to lack of economic recognition, discrepancies with the educational model, stress levels, lack of students' discipline, and fear of being a victim of physical violence (Favatto & Both, 2019). For novice teachers, the factors that lead to desertion are job insecurity and excessive workload; while the determining factor for experienced teachers is the lack of opportunities for advancement in the structure of the profession (Amitai and Van, 2022). The number of teachers who decide to abandon the educational profession before completing five years of experience is a growing concern at international level (Gonzalez-Escobar et al, 2020). Forty-two percent of beginning education teachers leave teaching in the first five years of service. This situation is attributed, among other factors, to unsatisfactory working conditions and emotional exhaustion (Zamora et al, 2018). On the one hand, the intention to leave work and the subsequent desertion by teachers continue to be a considerable burden for educational systems and public bodies due to the financial costs associated with work presence, coverage and resignation of teachers (Mérida-López et al, 2022).

Teacher attrition remains a concern for school leaders and policy makers in many countries (Madigan & Kim, 2021). The shortage of teachers is evident in secondary education, which leads to a deterioration in the quality of the students' learning environment. The suspensions of classes and the combination of student groups in the lessons cause the teachers to be overloaded and many of them abandon their career (Admiraal & Kittelsen, 2023). In research about teacher attrition, teachers cite an onerous workload, an unsatisfactory work-life balance, accountability pressures, including excessive supervision, poor school leadership, and management as the main reasons for dropping out (Towers et al, 2022).

The level of job satisfaction refers to the feeling of achievement and fulfillment that arises from the daily activities carried out in an occupation (Pozas et al, 2023). Teachers' job satisfaction is related to the quality of teaching and ultimately to student learning (Fütterer et al, 2023). The relevance of satisfaction in the workplace has been widely recognized, since this variable has been associated with staff retention and reduced teacher turnover (Olsen & Mason, 2023). Research shows that teachers' job satisfaction has a direct impact on their work engagement, which implies that the greater the satisfaction they experience with their work, the greater their ability to engage positively in their work responsibilities. Therefore, improving teachers' job satisfaction can effectively promote their job engagement (Zang & Feng, 2023).

Job satisfaction of university teachers is an important factor in testing their work effectiveness, also an important factor in the mobility and development of teachers. Improving job satisfaction of professors will therefore allow them to carry out their work and teaching tasks with a positive and optimistic mindset, improve the quality of teaching, and obtain satisfaction from their achievements (Yang & Hoque, 2023).

Organizational commitment refers to the link that a worker has with the employing organization (Nalla et al., 2020). Considering that commitment has a widely recognized importance,

professionals devoted to teacher education must have a precise understanding of the implications of commitment and recognize its contribution in the preparation of future teachers for their incorporation into teaching (Wang et al., 2021). The degree of commitment is more notable among workers whose leaders give them the opportunity to participate in decision-making (participative leadership) and treat them with courtesy and fairness (Turner et al., 2005). Improving organizational commitment is important in reducing intention to leave and turnover (Stewart et al., 2020).

Taking this context into account and the need to understand the factors that affect organizational commitment, the aim of this study is to determine if job desertion and job satisfaction predict organizational commitment among Peruvian teachers of regular basic education.

2. Methods and Materials

It is a non-experimental predictive study since the data was collected simultaneously and in a single time (Ato et al., 2013).

2.1 Participants

A group 301 Peruvian teachers, residing in the highlands, coast, and jungle, were surveyed using a non-probability sampling for convenience; 119 men and 182 women, with a mean age of 30-35 years (SD=1,104).

2.2 Instruments

The Questionnaire on Organizational Commitment (QOC) elaborated by Meyer & Allen (1991) was applied. It was validated into Spanish by Frutos (1998). The instrument consists of 21 items, with Likert-type responses that assess the level of agreement, considering the following values: (1) disagree, (2) somewhat agree, (3) agree, and (4) strongly agree; It covers three dimensions: affective commitment (1,4, 7, 12, 13, 14 and 10), organizational commitment to continuity (2,8,9,15,16,17, 18 and 19), and normative organizational commitment (3,5,6,11,20 21). This instrument included the analysis of internal consistency of the items. The results of the Exploratory Factor Analysis (EFA), starting from only three factors, showed that these explained 59.27% of the variance of the results in the items and the internal consistency reported an alpha of 0.885 which is acceptable.

In addition, the Teacher Satisfaction Scale (TSS) designed by Alvarez (2007) was applied. It is made up of 56 items with a Likert scale response type with five response options: (5) always, (4) almost always, (3) sometimes, (2) almost never, and (1) never. The content validity was carried out by the AFE. The results explained 64.14% of the variance of the items and the internal reliability was 0.93, which shows high reliability.

The questionnaire to measure labor desertion by Cardozo, (2018) was also used. It is made up of 25 items with a Likert scale response type with five alternatives: (5) always, (4) almost always, (3) sometimes, (2) almost never and (1) never. The internal consistency of the instrument was carried out by the AFE whose results showed that they explained 59.04% of the variance of the results in the items and the internal reliability was 0.88, which is acceptable.

2.3 Procedures

The questionnaires were applied in two ways, virtually, through Google forms, and in person. The objective and methodology of the study were explained to the participants. An informed consent was delivered to each one of them. After getting their voluntary and anonymous acceptance and letting them know that the information collected would be used only for research purposes, the application of the instruments was carried out during the meetings the educational institution had.

2.4 Statistical analysis

The statistical processing of the data has been carried out with the statistical program SPSS, Version 27. Likewise, descriptive statistics were used in the analysis of the instruments, Mo=mode, ME=mean; SD= standard deviation between sexes (male and female); Pearson correlation (R), Regression Analysis, Coefficients of Determination (R²), Adjusted R²; Standard Error, Anova F-test and P value to see the significance of the model, Simple linear regression coefficients (B not standardized, B standardized) and Test-T.

2.5 Ethical considerations

The ethics committee of Universidad Peruana Unión approved the study under reference number 2021-CE-EPG-000086. All participants participated voluntarily and provided their informed consent. In addition, all the ethical principles of research with people defined in the Declaration of Helsinki were followed.

3. Results

3.1 Descriptive analysis

Table 1 shows the descriptive analyzes of the study variables, and it should be noted that the asymmetry coefficients and kurtosis coefficients are below 1.5; with the exception of job satisfaction (K=2,003) which has a leptokurtic distribution (Pérez & Medrano, 2010).

Table 1. Descriptive analysis of organizational commitment with job satisfaction and job desertion.

Variable	M	SD	A	K
Organizational commitment	62,734	10,589	-,534	,990
Job satisfaction	199,708	41,388	,203	2,003
Job desertion	82,757	13,878	-,145	,881

Note: M=mean; SD= standard deviation; A= asymmetry coefficient; K=kurtosis coefficient

3.2 Difference between organizational commitment and job satisfaction, job desertion by gender

The test-T for independent samples (Table 2) indicates that there is significant difference between men and women for organizational commitment and job satisfaction variables. However, for the job desertion variable there is no difference ($p > 0.05$).

Table 2. Organizational commitment with job satisfaction and job desertion between men and women

Variable	Men		Women		t	p
	M	SD	M	SD		
Organizational commitment	64,807	9,521	61,379	11,049	2,776	0,0058
Job satisfaction	206,227	41,999	195,445	40,535	2,224	0,0269
Job desertion	82,689	15,373	82,802	12,852	-0,0690	0,9450

Note: M=mean; SD= standard deviation; Student's t significance (p-val).

3.3 Correlation between organizational commitment and job satisfaction, job desertion

Table 3 shows the correlation coefficients between OC and JS, JD where a direct and significant

correlation is observed among the study variables ($p < 0.01$).

Table 3. Correlation between organizational commitment and job satisfaction, job desertion

Variable	Organizational commitment	Job satisfaction	Job desertion
organizational commitment	1		
job satisfaction	0,2494**	1	
job desertion	0,2244**	0,0408	1

** Significant at the 0,01 level (bilateral).

3.4 Regression analysis of organizational commitment, job satisfaction, and job desertion

A multiple regression analysis was performed to determine the variables that best predict organizational commitment; job satisfaction and job desertion were included. Job satisfaction was identified as the most predictive variable. Table 4 shows multiple correlation coefficients R, R², adjusted R², estimate of standard error, and ANOVA-F test.

Table 4. Correlation coefficients R, adjusted R², SE, F.

Model	R	R ²	Adjusted R ²	SE	F	Sig.
1	0,3289	0,1082	0,1022	10,0338	18,0710	0,0004 ^b

a. Predictor Variables: (constant) job satisfaction and job desertion

b. Dependent variable: organizational commitment

As shown in Table 4, the coefficient of determination ($R^2 = 0.1082$) shows that job satisfaction and job desertion variables explain 10.82% of the total variance of the organizational commitment variable, and the adjusted R² reached 10.2% of effectiveness; that is, the model still provides information about the response, even though the data moves away from the regression line. The F value of the ANOVA-F test ($F=18.71$, $p<0.01$) shows that there is a significant linear relationship between the predictive variables (job satisfaction and job desertion) and the dependent variable (organizational commitment).

Table 5 shows the unstandardized regression coefficients (B), standardized regression coefficients (β) and statistical coefficients related to the predictor variable. The β coefficients (0.215 and 0.241) indicate that job satisfaction and job desertion (respectively) significantly predict organizational commitment (dependent variable). The T-value of the beta regression coefficients of the predictor variable is highly significant ($p < 0.01$).

Table 5. Simple linear regression coefficients, B (non-standardized), β (standardized) and t-test

Model	B	SE	β	t	Sig.
(Constant)	36,8900	4,3959		8,3919	1,95E-15
Job satisfaction	0,06160	0,0140	0,2407	4,3954	0,000015
Job desertion	0,16370	0,0418	0,2145	3,9185	0,000111

Dependent Variable: Job desertion

4. Discussion

Human resources continue to be the most essential resource in any organization (Nguyen et al., 2022). Understanding how human resources are managed is crucial for the organization to improve its productivity and performance, especially in the educational area (Firdaus et al., 2019). In the university field, this productivity and performance depend to a large extent on university professors (Evans, 2015), which demands a high organizational commitment (Li et al., 2023). Likewise, for education, organizational commitment is influenced by school management (Bejarano et al., 2022).

In Peru, there are few studies that consider the variable job desertion, job satisfaction and its effect on organizations (León & Morales, 2019; Yáñez et al., 2020). In this sense, the objective of this study was to determine if job desertion and job satisfaction predict organizational commitment among Peruvian regular basic education teachers.

The findings found in this research confirm that both job satisfaction and job desertion predict organizational commitment. This means that teachers who are satisfied with their institutions and who express less desire to leave the institution are more committed to the institution. Likewise, any university that wishes to raise the level of organizational commitment must ensure that it cares for its workers by helping them to solve their problems in order to retain the best employees (Parmar et al., 2022). Recent research has found associations between job commitment and job desertion in university environments (Mazzetti et al., 2021).

This result is consistent with what was reported by Wu and Liu (2022) who studied 298 workers and found that organizational commitment had a negative influence on job desertion. Likewise, Aggarwal et al. (2022) reported the negative effect of employee engagement on job desertion in 432 employees. In the educational field, Zhu et al. (2022) found that labor desertion maintains a negative effect on organizational commitment in 400 teachers. Similarly, Tubay (2020) reported a relationship between job satisfaction, job commitment, and job desertion. Studies on professors in the health area confirmed that job satisfaction and job desertion maintained a significant relationship with work commitment (Park & Johnson, 2019). On the other hand, Larkin et al. (2016) confirmed that having basic education teachers who are committed and satisfied with their work environment maintained a strong intention to remain in the institution.

Under the theory of work-resource demands (Gardner & Cummings, 1988), work commitment captures the reserve of resources that employees need to carry out their work (Schaufeli, 2017). Likewise, according to the resource conservation theory (Hobfoll, 2002), there could be different types of gains and losses among job commitment, job desertion, and job satisfaction. This means that, despite the fact that a teacher could maintain a strong commitment to his institution, this would affect emotional aspects that could gradually motivate them to abandon the workplace.

Among the practical implications of this study is the knowledge of predictors of organizational commitment, such as job desertion and job satisfaction. This means that educational institutions must ensure that the intention to leave work is kept at low levels and job satisfaction at adequate levels. In turn, institutions must develop strategies and programs where loyalty is achieved and the appropriate tools are given so that teachers are satisfied and keep their chances of leaving work at a minimum. This will allow raising the level of commitment of the workers, which will have an impact on a higher performance.

This study is not without limitations. First, the sample is relatively small and there are similar studies with more representative samples. Furthermore, the instruments used, although they met certain psychometric standards, could improve their psychometric indicators by developing additional validation studies. Also, since data were collected in both online and face-to-face formats, it is likely that some participants in the online format may have had a particular motivation that could bias the results. On the other hand, since it is a self-report it is important to recognize that there could be some biases in it. Considering that the design was a cross-sectional study, it is important to develop studies of a longitudinal nature to contrast the results obtained in this study.

Despite these limitations, we consider the findings in this research as a contribution to the literature, especially in relation to the predictors of organizational commitment in the educational environment. We hope that universities will work to improve their understanding of job desertion and job satisfaction in order to raise levels of job commitment and thus increase their university quality.

Since this study has a cross-sectional design, it would be interesting to carry out longitudinal studies that would make it possible to establish causal relationships and obtain more solid conclusions from the data, analyzing the predictive nature of the study variables.

It is recommended that comparative studies be carried out among teachers at different

educational levels; this would provide useful information on the potentially different factors that influence the commitment of teachers at different stages of education in Peru and in Latin America. On the other hand, in the next longitudinal studies, a group of regular basic education teachers could be observed over time to analyze how job desertion and job satisfaction affect organizational commitment throughout the teaching career. This would allow to identify patterns of change in these variables and better understand their long-term impact on teacher commitment. Also, a qualitative approach study based on in-depth interviews could be conducted. Last but not least, an intervention study could be designed to assess the experiences and perceptions of regular basic education teachers in relation to job desertion, job satisfaction and organizational commitment.

It is concluded that this study highlights the importance of understanding the relationship between job satisfaction, job desertion and organizational commitment in educational institutions, as well as its implications for planning and policies. Decision-makers can design strategies and policies that address these issues and promote a more favorable educational environment, with actions such as implementing support and mentoring programs for teachers, improving working conditions, and creating professional development opportunities; that is, by taking measures to reduce attrition and foster a positive and satisfying work environment, organizational commitment can be promoted. Taking these factors into account can create an environment conducive to teacher growth and commitment, which in turn would benefit students and the education system as a whole.

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