

EVALUATION OF ENGAGEMENT AND COMMITMENT IN A GROUP OF DIRECTORS OF SECONDARY SCHOOLS

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Introduction:

Freudemberger (1974) was the first person who mentioned the term that we know today as burnout, namely the psychological syndrome of emotional exhaustion, depersonalization and reduced personal accomplishment. Maslach and Leiter (1997) defined engagement as a concept opposed to burnout and mental state described as a work-related positive and characterized by 3 variables: vigor, dedication and absorption.

Positive psychology, paradigm provided by Seligman, helps us to reformulate this factor, with connotations of disease, to frame this concept, the engagement. *Engagement* is a term used to identify in the field of labor relations and organizational culture. Engaged a worker is considered a person who is totally involved in their work and excited about it, and for that reason, when you have opportunity, acts in a way that goes beyond the interests of your organization.

Published studies on engagement as measured by the UWES, a tool we use in this work, positively related to job involvement and organizational commitment (Hallberg and Schaufeli, 2006), intra-role behavior and extra-role (Schaufeli, Taris and Bakker, 2006) personal initiative (Salanova and Schaufeli, 2008) Type A behavior pattern (Johansson Hallberg and Schaufeli, 2007) and workaholism (Schaufeli, Taris, Van Rhenen, 2008). Although you can differentiate them. The study of Hallberg and Schaufeli confirmed the discriminant validity of engagement versus organizational commitment and concluded that the higher the worker's commitment to the organization under the intentions you have to leave the organization on the other. The study with five hundred workers Salanova et al., 2000 found significant correlations between force and absorption ($r = 0.40$) and commitment ($r = 0.54$) with *organizational commitment*.

Some published studies deal with the concept of engagement and commitment as synonyms, but this engagement implies that the concept loses significance in our study are two distinct concepts that can be positively correlated in some way, how we have seen, but it is interesting see what dimensions.

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From engagement to organizational commitment

Therefore, as suggested by Salanova (2006), if the engagement facilitates a psychological well being in people and positively correlated with professional efficiency. So how does engagement with organizational commitment as distinct concepts?

The three types of organizational commitment that we can define, according to Meyer and Allen (1991) are: affective, normative and continuity. The first component of commitment refers to the affective, that is, emotional involvement with the values and goals of "their" company and a sense of loyalty to her. The second component of the normative dimension refers to the sense of duty and responsibility to the company. Finally, the third component, the time dimension or continuity refers to the future intention of commitment to continue working in the company.

Those with a strong commitment in the first dimension, the affective, remain in business because they want and therefore create strong bonds in the second type of commitment, those who have the strength in the second dimension, remain in the company because they feel they have to do it and in the latter case they do because they need it.

Objectives:

The main objective is to verify the presence of behaviors related to the engagement, including: vigor, dedication and absorption in a sample of directive teachers and also analyze whether these are related to the degree of affective commitment, normative or continuity of Alen i Meyer (1991).

We also analyze whether the group of directive teachers differ significantly because of a responsible exercise. We assume that this group has more personal strategies to overcome adversity, and therefore as a result of these personal resources are perceived more self efficient and learn why more job satisfaction.

Our purpose is to open new research perspectives on the issue of engagement, depending on the results of this study

Participants and methods:

The sample consisted of 30 directors of secondary schools, who were enrolled in a graduate leadership strategies. The mean age was 38 years (range 30-50 years). They were given two questionnaires, the Utrecht Work Engagement Scale (UWES, Spanish version) (Salanova, M. Scahufeli, W. Llorens, S. Peiro, J.M. Grau, R., 2000) and organizational commitment questionnaire (Meyer and Allen, 1991). Both with response option presented with a Likert scale, which measures engagement and commitment, respectively.

Results:

In the correlation analysis of the three dimensions included in the engagement, including: vigor, dedication and absorption with organizational commitment, defined by three components, such as affective, normative and temporal or the continuity, performed by test-Kendall Tau-b, no statistically significant values were obtained through the statistical package SPSS 17.0.

Table: Median comparative simple N= 1275 workers for N= 30

Median	Vi	De	Ab
Table Rules N=1275	4,32	3,71	3,31
N= 30	4,0000	5,0000	4,3944

Table: Comparative deviations of the sample N= 1275 in respect to N= 30

Standard desviation	Vi	De	Ab
Table Rules N=1275	1,04	1,28	1,14
N= 30	.47140	.56812	.82407

The results, taking into account the values of the mean and standard deviation showed that managers were involved with the task, as the variable showed dedication because such work is experienced by them as a challenge by placing the result by above the mean reference in the rules table.

Absorption also presented a higher value because the time spent by managers to do their work is invisible to them.

With regard to force, we obtained results showing that there is less presence of vital energy to face the obstacles.

The results obtained through the test of Kendall Tau-b to find correlations between the variables showed the following levels of significance.

Table of symmetrical measurement results between ordinal variables using Kendall Tau-b, Kendall Tau-c and Gamma.

Variables	Relation	Significance
De-CAT	Dedication- C. Affective	.848
De-CCT:	Dedication - C. Continuity	.560
De-CNT:	Dedication - C. Normative	.888
Vi-CAT:	Vigor- C. Affective	.838
Vi-CCT:	Vigor- C. Continuity	.358
Vi-CNT:	Vigor- C. Normative	.061
Ab-CAT:	Absorción- C. Affective	.884
Ab-CCT:	Absorción- C. Continuity	.340
Ab-CNT:	Absorción- C. Normative	.736

Note: De = Dedication of engagement, CAT: = Variable Total commitment Affective commitment, CCT = Variable Continuity of Commitment Total CNT = Total Variable Normative commitment, Vi = Variable Force of engagement, Ab = Variable Absorption engagement.

Values between -1 i 1

Meaningful:., 005

We did not observe a statistically significant relationship between the dimensions that make up the engagement construct and dimensions that form the construct commitment in the sample of 30 managers surveyed teachers.

Conclusions:

The 30 managers examined in this study show a higher score on dedication and absorption, with respect to force, so we think that the directors have agreed to charge, not willingly, but once assumed the responsibility, have devoted time and effort to complete its charge.

This hypothesis is confirmed by the result unfavorable affective dimension of commitment, because 24 managers failed to establish an emotional bond with the organization staff, so there was no emotional involvement with the center. This factor makes us think of ways on how this person came to the manager.

Regarding commitment to continuity and normative commitment to stress there were no results. Further studies are needed with larger samples to demonstrate the relationship of the 6 dimensions that make engagement and commitment and we could be saying that these are two different concepts of what previous studies show.

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