

Engagement In Teachers Of An Educational Institution

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Abstract: In South America, there is little scientific research on labor engagement in teachers, especially in Peru, an emerging country. Considering the importance that it means for every society that the workers of an educational services company manifest an excellent level of engagement, which will result in the quality of education, the present work was carried out. Labor engagement was analyzed from the perspective of the educators of an educational institution in Peru. This concept was deeply studied in the thinking of positive psychology and with a qualitative approach. With the support of the Atlas Ti 8 program, the results showed high direct and positive dependence between the components solidarity and work performance; moderate dependence between performance with improvement, solution, motivation, positivism and a stimulating atmosphere; low-performance dependence with satisfaction, innovation and updating; a high link was also found between positive emotions and work self-concept, and a moderate link between social support and resilience. It was concluded that the main factors that measure engagement are a performance, an indicator of labor self-concept, and resilience, and the performance factor is closely linked to the solidarity component that is an indicator of social support.

Index Terms: Job engagement, performance, satisfaction, resilience, social support, positive emotions at work, labor self-concept.

1 INTRODUCTION

Currently, there are organizations where workers work demotivated, discontented, have low performance, low commitment to their work, and partially achieve their objectives. This reality is repeated in the educational field, the profession turns out to be demanding, because of the interrelation with the students, parents, and community, it must also deploy a set of strategies to achieve the objectives of the institution (Pérez, Turpo and López-Gonzales, 2019), the same ones that are measured through international tests. Polo, Fernández, Mebarak, Zambrano, and Guerra (2018) investigated the relationship between commitment, work design and satisfaction, concluding that work design indirectly affects satisfaction and predicts engagement status. Merino (2017) showed that engagement presented a high level, and influences the organization and spirituality of workers; likewise, he obtained a high score in dedication, vigor and absorption, with direct positive dependence on engagement. Lupano and Waisman (2018) detected a positive and significant link between job satisfaction, attention and energy factors. Davey (2017) explained that professionals in the education sector in Peru have high levels of burnout due to labor demand, and there is the possibility of becoming stressful. They also argued that engagement drives satisfaction in work and life. Lozano and Reyes (2017) stated that collaborators achieve the objectives of the institution, which is why they are considered self-effective and committed. Engagement is a concept that was characterized by Kahn in 1990, who described it as a quality that employees manage in their functions, accompanied by mental, emotional and cognitive balance during the process.

In this sense, engagement evaluates the manifestations and the employee's feelings in their work environment are expressed cognitively by absorption and attention, also physically correspond to energy and vigor (Cárdenas and Jaik; 2014). The engagement has the uniqueness of efficiency, energy and implication (Salanova, Shaufeli, Llorens, Peiro and Grau, 2000); It measures the degree of rapport with the organization, reduces absences and staff turnover, consequently, identification is an indicator of engagement that exceeds satisfaction (Robbins and Coulter, 2014). La satisfacción laboral es un indicador del engagement, está definida por una respuesta positiva y afectiva por parte de los trabajadores y resulta ser muy importante en una empresa de servicios (Duran, Extremera y Rey, 2005; De Toledo, Martins & Silva, 2017). The study subcategories corresponded to resilience, social support, work self-concept, and positive emotions (Cárdenas and Jaik, 2014). Resilience is a quality where the elements, skills, and principles converge systematically to solve a conflict at the moment by applying cognitive and behavioral efforts (Serna, Zenozain, Schmidt, 2017). Social support refers to the affective and social relationship that exists between coworkers to achieve people's well-being (Salanova & Schaufeli, 2009). The labor self-concept corresponds to the essential evaluation or positive personal worth. It is characterized by four components that are: a) self-esteem; b) generalized self-confidence; c) emotional instability; d) locus control. Essential self-assessment is essential to determine the degree of job satisfaction, personality, happiness in life and job performance (Whetten & Cameron, 2016). Positive emotions generate joy, pleasure, satisfaction, motivation and happiness at work. Therefore, transport the employee to a state of well-being that expands to their family and social environment (Barragán and Morales, 2014). The elements related to all the components of engagement correspond to the stimulating atmosphere, understood as the qualities linked to the work environment that influence their performance, communication (Arbaiza, 2014; Chiavenato, 2018; Marcone and Martín, 2003; Vidal, 2018), work environment and good interpersonal relationships (Chiang, Fuentealba & Nova, 2017). Likewise, engagement is positively related to climate and institutional performance (López and Meneghel, 2016). The general objective of the study was to analyze job engagement in an educational

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services company in the Ate district. The specific objectives were: (a) to find the link between positive emotions and self-employment concept in an educational services company in the district of Ate; (b) analyze the link between resilience and social support in an educational services company in the Ate district.

2 METHOD

The study is based on the naturalist paradigm; the problem is studied in the environment itself, frequent and natural, data is collected and analyzed, new unknowns are perfected and discovered during the process of interpretation of the phenomenon (Hernández and Mendoza, 2018). The approach corresponded to qualitative research, the design is elaborated during the process or the development; it is open and flexible; it adapts to the context and circumstances (Hernández and Mendoza, 2018). The method used was the case study, analytical, inductive, and deductive, focused on the experience of the participants (Vara, 2015). In this sense, the researcher's relationship with the environment was considered to find answers to the contingencies that arise and hinder the study (Hernández and Mendoza, 2018). The study was carried out in an educational institution located in Ate, Mayorazgo urbanization, provides educational services at all three levels, initial, primary and secondary. Concerning teachers, 75% are graduates or bachelors in universities, 15% hold degrees or baccalaureate from other careers, and 10% come from educational institutes. Likewise, it is necessary to point out 31 employees; only three belong to the male gender. The participants in the study corresponded to 22 educators, consisting of 10 full-time teachers, seven part-time teachers, two executives from the same institution, and three experts in the education sector. The technique used to collect the data was the semi-structured, personal and in-depth interview, the interviewer previously determined the questions, but not the route of the answer, the instrument corresponded to the unstructured or semi-structured guides (Vara, 2015). The information collected was submitted to triangulation, with the support of axial coding until saturation was reached with the support of Atlas.ti 8 software (Carhuancho, Nolazco, Sicheri, Guerrero and Casana, 2019).

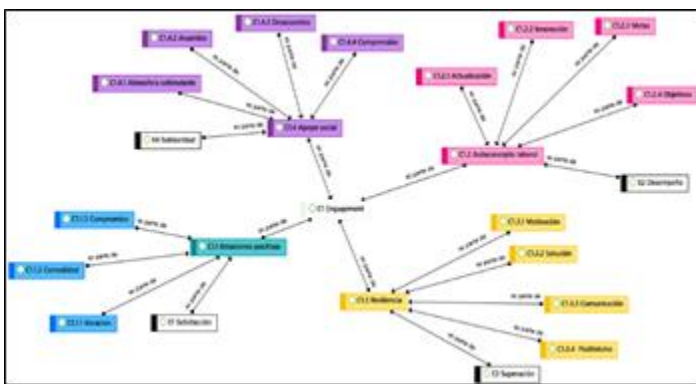


Figure 1. Engagement category, subcategories and indicators.

3 RESULTS

3.1 Positive Emotions

From the interviews, the teachers mostly indicate that they like

to transmit what they have learned to the students. Therefore, they explain that in life, there are pleasant and unpleasant moments because, in many cases, they do not receive the support of the family. The commitment in teachers is manifested in that they assume their role to the demands of the globalized world, are very understanding and committed, support in all the activities of the educational center, make their best efforts to fulfill their functions and provide an education of quality adequately. They show empathy with the students, they consider that the ethics of the person must always be presently practicing the values, want their students to obtain the best they can give them, that they are enterprising and struggling people. They think that excellent performance is partly due to commitment and educational quality. The vocation of service is shown in the majority of teachers, they love their work, they practice the excellent example and they like to transmit knowledge, especially in low-performing students who face a variety of problems and do not have enough support at home and in society; Some teachers have studied the race because they could not achieve the required score for the profession they wanted, they are not vocational and they think it is a low-paid profession. The comfort they express when developing their classes in a suitable environment; they are free to apply their criteria that are following the guidelines of the institution, they state that these characteristics result in general well-being. Satisfaction and joy are present in their work, these feelings are reflected in the development of their work and are transmitted to their students, not everything is positive, some educators have a terrible character and do not overcome the fact that some students do not perform as they were waiting. It is observed that educators manifest positive emotions, satisfaction, joy, and happiness by transmitting their updated knowledge, with values and commitment; education professionals must express these emotions that lead to high work performance with the respective excellent performance.

3.2 Work self-concept

The work objectives are the same in the group of people, which response to the strategic objectives of the institution and which is to provide excellent service to customers; the achievements are reflected in the excellent results obtained in the students' learning. Their capacity for innovation characterizes them in the classroom; they use motivational strategies using diverse instruments and tools in their didactic technique. The goals are progressively planned, strive to comply with the schedule, and obtain a proper development of skills and performance. The updating of the teachers is given in the training they receive to comply with the current teaching profile and the demands of the globalized world, they know that this implies research and permanent updating, they have the necessary materials for this purpose and support from the government and administration to grow professionally. They show excellent work performance; the staff is very competitive, trained and experienced; they are responsible and dedicated. Interacting with students enriches their experiences, knowledge and skills. They declare that excellent performance does not depend on a single person and that not everyone has that ability; they are proud to possess this quality. It is inferred that workers feel proud of their performance, feel productive and efficient, care about keeping up with their knowledge and take student performance as a measure of their performance; the self-concept they maintain is high and is reflected in the

excellent performance.

3.3 Resilience

They believe that motivation is essential; it drives them to continue striving, surpassing themselves and achieving goals and ends of the work area. They are participatory and with a great desire to move forward; external motivators promote proper performance and resilience involves managing motivation to face the diversity of problems that presently arise. For them, the challenges are a motivation; they feel satisfied and motivated when they value their achievements as professionals, the administration motivates and permanently encourages the teaching work. There is fluid communication between managers and teachers, who recognize their strengths and weaknesses, go to the administration under problematic circumstances and use neurolinguistics in the development of resilience; they maintain excellent communication between their peers and establish strategies that integrate and stimulate. They seek a prompt and adequate solution to conflict situations; they feel resilient when facing adversities with integrity; they do not shy away from them, seek help, and provide solutions with serenity and success. They feel supported by bosses, and together they work to overcome adverse situations. They almost always rescue the positive of a situation, they feel positive and useful, they recover from adverse situations despite the different difficulties, they strive to improve by expanding their academic level and transmitting and radiating positivism, thanks to these characteristics they have been able to overcome awkward moments and stress. They strive to overcome adversities by assuming patient attitudes and dominating their emotions, in some cases, they need the support of the administration and their colleagues, they are affected by tragic, sick or unexpected states, overcome them with effort and character, move on and continue with their lives. It is agreed that resilience in the institution is at a reasonable level; employees adapt, overcome conflicts, and adversities finding solutions. For them, the challenges are motivation; the majority is resilient in turning threats into opportunities.

3.4 Social support

Disagreements are sometimes present. It is difficult for them to adapt, to get along with others, they present unexpected attitudes to the usual, they do not recognize their weaknesses in everyday situations, in other cases, and they do not provide the necessary support and solidarity to the new staff and feel a resistance and lack of cordiality. They recognize their mistakes and defend their positions; relationships are based on democratically established coexistence agreements; they give importance to simplicity as an attitude of the people who receive the messages. As for the stimulating atmosphere, they develop in an environment free of pressures, without hostilities, with cordiality, autonomy, trust, optimism and good humor. They state that fellowship is vital to maintain a stimulating atmosphere and that it is a stimulus to improve teaching work. Teachers are understanding and committed; in all activities, they support what they can, they think that each person must be able to adapt to adversities, understand the problems and needs of others, state that it is sometimes difficult to make people understand, for which it is essential to have a lot of tolerance and patience. The answers show that in the educational company the majority of teachers are collaborators, support and share experiences, feel a pleasant

work environment, except seldom do they get to arrange and establish definite guidelines for their coexistence; In short, they are supportive and social support is at an acceptable level. It is perceived that among the educators of the institution there is companionship, support among them, and the solidarity that exists is a product of the years of experience and the understanding that putting into practice the factors that make up a pleasant work atmosphere, together with the commitment to the development of their functions, performance and performance will be increased. Therefore, job engagement will be increased. The results showed high dependence on the work performance component with solidarity; moderate dependence with overcoming, solution, motivation, commitment, positivism, and stimulating atmosphere; Low dependence with the other indicators such as satisfaction, innovation and updating. In this way, the engagement in the educational center, which is reflected in the performance, is at a moderate level. It is agreed that education professionals have good resilience, denoted explicitly by the motivation and the desire to overcome that allows them to resolve conflicts by finding the appropriate solutions. The social support sustained by solidarity and the excellent working environment gives them the ability to reach a consensus of ideas that leads them to success, referring to the self-concept in which the excellent performance to reach the objectives stand out. It is repaired that the update and innovation play a valuable role in extending the performance and, therefore, raising the teachers' self-concept. Regarding the positive emotions represented by commitment and vocation, it is emphasized that these two elements are those that lead to an excellent performance that results in satisfaction, comfort, and pleasure of working correctly. It is concluded that the four subcategories that are part of the engagement category are essential for workers in education since their presence produces personal and social happiness.

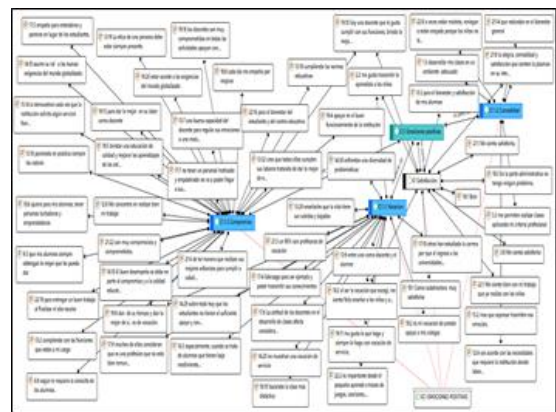


Figure 2. SC1 network Positive emotions

The link between positive emotions and work self-concept Regarding the link between commitment and performance, educators report that excellent performance is partly due to the commitment and educational quality that a teacher intends to give. Regarding the link between commitment, satisfaction and performance, they declare that they like to fulfill their functions by providing the best of each one in their teaching work and going according to the demands of the globalized world, in such a way that they make their best efforts to fulfill fullness with the institution. Employees feel satisfaction in

developing their work; they strive to achieve the desired goal because they believe that performance gives the quality of service as a product. We observe that the commitment in high grade, satisfaction and updating in the low grade that the teacher manifests in his work is reflected in his work performance to a moderate degree. We conclude that there is a high direct and positive link between commitment and job performance in teachers. There is also a weak link between updating and satisfaction, this means that to obtain satisfaction, teachers give much more importance to other aspects than to updating. The result is a moderate link between positive emotions and self-employment concept.

Nexus between resilience and social support

In the institution, teachers believe that by being positive and with peer support, disagreements can be overcome. Related to positivism and the stimulating atmosphere, teachers state that they should generally be positive, look at events with optimism, and transform threats into opportunities. As for the disagreements and overcoming, they observe that some of them have a hard time adapting, that the new staff feels marginalized, they do not receive the support they would like, and that they are limitations that must be overcome quite hard. Regarding motivation, the stimulating atmosphere and performance, they felt that the stimuli motivate them to continue improving in their teaching work, the indicators agreements, understanding and improvement are reflected in the phrase "little by little the situation is changing" so that a conflict situation can be overcome. A consultation is necessary. We note that a stimulating atmosphere of a moderate level, agreements, disagreements and understanding at a low level, moderately influence teachers to overcome a problem, show a low level of dependence on motivation and positivism. Teachers argue that the low degree of agreements, disagreements and understanding is due to the lack of communication and conflict resolution. The dependence is moderate, direct and positive between stimulating atmosphere and overcoming. The result is a moderate link between social support and resilience. The word cloud of engagement made us aware of the behaviors and priorities of the teaching staff, as can be seen in Figure 3.



Figure 3. Total word cloud

For teachers, the center is the student on which they express their knowledge and learning. The ability they show to carry out their work and the strategies they use to achieve their objectives result in good work performance. For them the work

environment is important, they feel motivated and committed to the institution, working by vocation; they have a good degree of resilience, in situations of problems they always succeed in finding a solution. They carry out their work by always providing the necessary support for the student or his classmates to solve their problems. They are considered good professionals.

4 DISCUSSION

We note that these results mostly coincide with those of renowned authors. Thus, in the institution the goals (3.3%) and objectives (5.7%) have been considered as performance factors, Whetten & Cameron (2016) reported that performance is associated with the goals and their establishment, what strategies and persistence are developed by attention and effort. Teachers gave the highest score to performance (36.3%) and commitment (45.5%) in their relationship between positive emotions and self-employment concept, which is consistent with the thoughts of Lozano and Reyes (2017) who declared, that workers they feel self-effective when they reach their goals, they perform with commitment and commitment. Lozano and Reyes-Bossio (2017) also expressed that the qualities and feelings that match the culture and values of the company lead to happiness for the individual, to develop successfully, acquire commitment and love their work. In the relationship between Resilience and work self-concept, the stimulating atmosphere (22.2%) and the improvement (22.2%) obtained a moderate relationship in the company, Lozano and Reyes (2017) referred to the overcoming factor when they concluded that employees are shown to be engaged and remain updated and successful. Durand, Extremera, Montalbán and Rey (2005) concluded that the work environment and engagement correspond to mental elements identified with the job functions. López and Meneghel (2016) also found a positive dependence that exerts engagement on performance and the work atmosphere. The satisfaction element is present in the workers, when obtaining a moderate score in the total summary, Lupano and Waisman (2018) determined a significant and positive dependence related to satisfaction with energy and attention, which can predict engagement, similarly Lupano and Waisman (2018) determined a significant and positive dependence related to satisfaction with energy and attention, which can predict engagement, and De Toledo, Boehs and Silva (2017) stated that satisfaction in response to the affective and positive function developed As an emotional situation, it is valuable in a service institution. Regarding the conclusions of researchers Salanova, Carrero, Pinazo and Schaufeli, 2002; Salanova and Schaufeli, 2008; Vila, Álvarez and Castro (2015) who said that engagement shows a correspondence with absorption, vigor and dedication, employees make their tasks with delivery and energy, face problems and any contingency with good disposition identifying with their work; we can say that these characteristics of engagement are intrinsically contained in their definition and that teachers of the educational institution also possess these qualities in a 36.3% as indicated by work performance.

7 CONCLUSION

From this analysis it is concluded that the results showed high direct and positive dependence on engagement with the work performance and resilience components. In turn the resilience

and work performance factors observe a high dependence with solidarity, moderate dependence with improvement, solution, motivation, commitment, positivism and stimulating atmosphere and low dependence with the other indicators such as satisfaction, innovation and updating. In this way, engagement in the educational center, which is reflected in performance and resilience, is at a moderate level (36.3%). There is a high link between positive emotions and the self-concept of work. Besides, the link between social support and resilience which presented moderate levels.

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