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**LABOR SATISFACTION AND ORGANIZATIONAL COMMITMENT:
A CORRELATIONAL STUDY IN MEXICO**

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Abstract

Job satisfaction and organizational commitment are theoretical constructs whose importance is evident when analyzing their effects from the thresholds of Organizational Psychology, from which they are recognized as predictors of performance and productivity, which are fundamental for the management of organizations. Therefore, the purpose of the present study was to measure the degree of job satisfaction and organizational commitment of teachers in basic education who promoted pedagogical technical advisors when presenting a promotion evaluation, driven by the Educational Reform implemented in Mexico from 2013 to 2019. The design of the research is descriptive-correlational with a quantitative approach, the reliability of the research instruments was determined from the Cronbach Alpha coefficients: 0.93 for job satisfaction and 0.90 for organizational commitment. Among the results obtained, the statistically significant positive relationship between job satisfaction and organizational commitment was confirmed globally; however, in the analysis of dimensions of the constructs: the affective commitment, continuity, satisfaction with the benefits received and with the supervision presented the lowest average scores.

Keywords

Job satisfaction – Organizational commitment – Teaching personal

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Introduction

Boosting the economic, social and cultural development of the inhabitants is a challenge that the governments of different countries have to face before the dynamics imposed by global contexts. This implies recognizing the importance of education as a promoter of fairer and more equitable interactions between individuals and nations. Therefore, in the case of Mexico, public administration efforts have been reflected mainly from curricular modifications, being in the years of 2011 and 2017 the last ones to be implemented in the educational levels of: preschool, primary and secondary, standing out from the latter is the humanistic approach, oriented to the personal development and socio-emotional skills of the students. However, the weaknesses of the National Education System (SEN)¹ have been mainly discovered, based on large-scale assessments that apply to students such as the Program for International Student Assessment -PISA, for its acronym in English- whose The objective is to determine the level of knowledge and skills necessary for students to participate actively in society. In 2015, the results obtained by the selected students according to their age -15 years and three months and 16 years and two months at the time of the evaluation- showed a lower performance than the average of the member countries of the Organization for Cooperation and Economic Development (OECD), in the three disciplinary areas subject to examination: Science, Reading and Mathematics; less than one percent reached levels of excellence. The last PISA evaluation that was applied in 2018 showed that the educational level of the students is mostly below level 2, which is considered basic, and the results of Mexico are far from the average of the seventy countries that apply the test.² Unfavorable results that have been consistently obtained since 2000, in which Mexico participated for the first time.³ These conditions were the triggers, in Mexico, so that as of 2013, the Educational Reform was promoted whose implementation disrupted the dynamics within the educational centers with structural changes in which adaptations to the Political Constitution of the United States Mexicanos (CPEUM by its acronym in Spanish) and the General Education Law (LGE by its acronym in Spanish) as well as the publication of new regulations such as the General Laws of the Professional Teaching Service (LGSPD by its acronym in Spanish) and the National Institute for Education Evaluation (LINEE by its acronym in Spanish), which agglutinate the provisions that regulate the professional teaching service, as well as the criteria for admission, promotion, recognition and permanence in the service. Actions to guarantee the quality of compulsory education - includes initial, preschool, primary, secondary and upper secondary education. These normative modifications defined guidelines to regulate the responsibilities and behaviors of the different educational agents while promoting the autonomy of management of each school, so that decisions taken inside respond to the particular context and influence the common well-being aligned to the national purpose of achieving a quality education for all.

¹ The SEN in Mexico is made up of three types of education: basic, upper middle and upper. In turn each of them is subdivided into levels; In the case of basic education, it includes initial education, preschool - students with suitable ages between three to five years -, primary - students with suitable ages between six to eleven years - and secondary school - between twelve and fourteen years old. Higher secondary education includes high school and vocational education; In the case of higher education, it includes undergraduate and graduate studies

² National Institute for the Evaluation of Education (INEE by its acronym in Spanish). Educational Panorama of Mexico. Indicators of the National Educational System 2018. Basic and Higher Education. (Mexico City: INEE, 2019).

³ Organization for Economic Cooperation and Development. (OECD). Program for the international evaluation of students (PISA) 2015- Results: Mexico. (Mexico City: OECD Mexico). <https://www.oecd.org/pisa/PISA-2015-Mexico-ESP.pdf> (Accessed June 12, 2019).

This constitutional obligation of the Mexican State to guarantee the quality of compulsory education included the search for the suitability of the educational service providers based on evaluations whose results gave account of it.⁴ As defined by the National Policy for the Evaluation of Education (PNEE) based on seven axes with specific goals projected towards 2020, whose mission was to contribute to the State being the guarantor of quality education.⁵

In this context, this research focuses on determining the level of organizational commitment and job satisfaction of Pedagogical Technical Advisors (PTA's) who rose from their teaching role by participating in the promotion evaluations during the period from 2013-2019 (period validity of the Educational Reform in Mexico).

The importance of the study is understood from the problem that prevails in the State of Tabasco, Mexico: the small number of advisors - although it means for teachers a professional ascent, salary increase and recognition - there are only 30 at different levels of basic education in comparison with the 18 462 teachers in front of the group in the state and the resignation to the promotion to return to the teaching function.⁶ The distribution by educational level is presented in table 1:

Education level	Number of teachers	Number of (PTA's)
Preschool	3 317	5
Primary	9 285	10
High school	5 594	11
Special education	266	4
Total	18 462	30

Table 1

Number of teachers and PTA's by educational level
at the beginning of the 2018-2019 school year.

Source: Own elaboration with data provided by the Directorate of the Statistical Information System in the State of Tabasco, Mexico

The work of the PTA's is to provide teachers with the pedagogical technical advice, support and support required to promote the improvement of teaching practices and consequently the improvement of the learning of basic education students; therefore, it is conceived as an agent of improvement of educational quality.

⁴ Official Gazette of the Federation (DOF by its acronym in Spanish). Political Constitution of the United Mexican States. United States of Mexico, February 5, 2017. Reform published in the DOF January 27, 2016.

⁵ National Institute for the Evaluation of Education (INEE by its acronym in Spanish). The SNEE and the National Education Evaluation Policy: Progress and Perspectives. Guiding document (Mexico City: INEE, 2016).

⁶ Basic Statistics of the State Educational System at the beginning of the 2018-2019 School Year. Ministry of Education in the State of Tabasco (SETAB by its acronym in Spanish). Undersecretary of Planning and Evaluation Directorate of Statistical Information System, Villahermosa, Tabasco, Mexico.

National System of Educational Evaluation (SNEE by its acronym in Spanish): the search for educational quality from the teaching profile

The constitutional changes to implement the Educational Reform in Mexico, included the creation of the SNEE, which includes the articulated action of several components alienated from the axes that make up the National Educational Evaluation Policy (PNEE by its acronym in Spanish). The purpose of each of them is as shown in table 2 below:

Axes	Objectives	
1.- Development of evaluations of the components, processes and results of the National Education System.	Have timely information and knowledge about student learning, teacher performance, the operation of schools, the relevance of programs and policies.	
2.- Regulation of the evaluation processes.	Generate technical standards and environments so that the evaluation becomes a rigorous, reliable, valid and fair instrument.	
3.- Development of information systems and key indicators of quality and educational equity.	Develop information systems and indicators that allow the monitoring of educational problems.	
4.-Dissemination and use of the evaluation results.	Design strategies and actions to generate models of use and dissemination of evaluation results.	
5.-Issuance and execution of guidelines for educational improvement.	Offer elements of educational policy to address the inequity and educational problems that the evaluation makes visible and dimensioned.	
Crosscutting	6.-Institutional coordination between INEE and the educational authorities.	Ensure their presence in the evaluation policy, to achieve the ends of the other axes.
	7.-Strengthening of institutional capacities.	

Table 2

Axes that define the PNEE

Source: own elaboration with information taken from INEE (2016)⁷

One of the main components of the SNEE is the National Institute for the Evaluation of Education (INEE by its acronym in Spanish) legally defined in articles 10 and 11 of the INEE Law⁸ as an organic and articulated set of institutions, processes, instruments, actions and others elements that contribute to the fulfillment of its aims, in order to contribute to guarantee the quality of the educational services provided by the State and by individuals with recognition of official validity of studies. The elements are presented in Figure 1:

⁷ National Institute for the Evaluation of Education (INEE by its acronym in Spanish). The SNEE and the National Evaluation Policy ...

⁸ Official Gazette of the Federation (DOF by its acronym in Spanish). Law of the National Institute for the Evaluation of Education. United States of Mexico, September 11, 2013. Reform published in the DOF January 27, 2017.

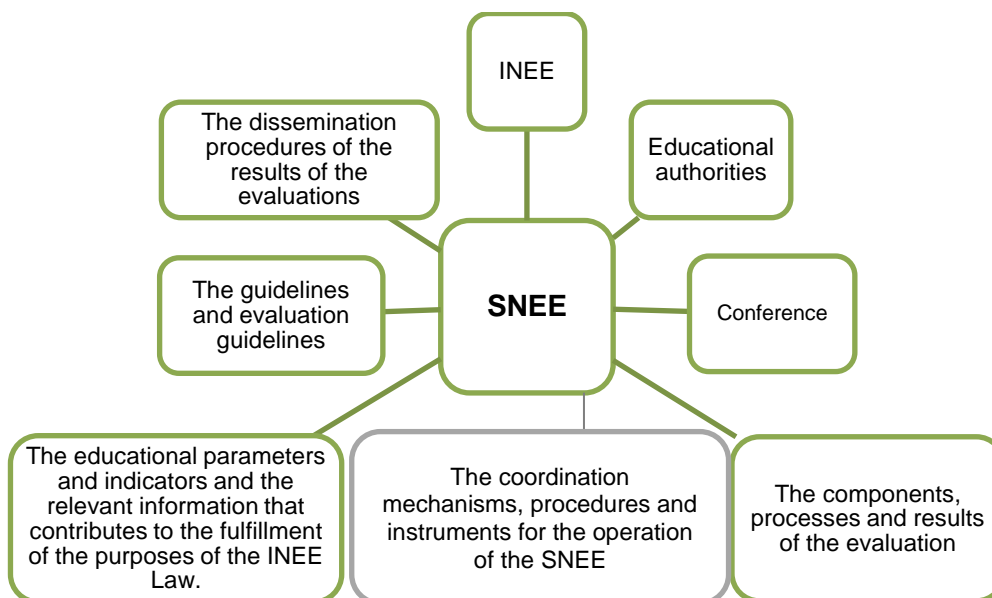


Figure 1
 Elements that make up the National Educational Evaluation System
 Source: Article 13 of the INEE Law

As can be seen in the axes and elements of the SNEE, evaluations stand out as an important strategy in order to achieve educational quality in Mexico. In the case of the teacher evaluation, the following were specifically defined: income, promotion and performance. The first two correspond to opposition competitions that aim to objectively guarantee the suitability of the knowledge and skills that correspond to the position to be held; in the case of the evaluation of the teaching performance, they are focused on personnel who are in service performing teaching, directive and supervisory functions. These evaluations are based on the premise that the quality of teaching practices of teachers impacts on the achievement of student learning. The evaluation of teaching performance is defined as:

“A systematic process of obtaining valid data and objectives of their reality, with the purpose of verifying and valuing the educational effect produced by students in the deployment of their pedagogical abilities, their emotionality, work responsibility and the nature of their interpersonal relationships with: students, parents, managers, teachers and representatives of the institutions of the community, with the maximum intervention of the participants”.⁹

The main arguments to implement the teacher evaluations were to objectively assess the performance of the teaching staff in order to guarantee a level of professional competences relevant to the role they play, identify training needs that allow reorienting the professionalization path from training programs relevant, technical-pedagogical advice and support as well as professional recognition within the framework of a stimulus program¹⁰. In this way the results would provide information regarding the aspects to be

⁹ Juan Carlos Fernández Ramírez, "The evaluation of teaching performance and its impact on the improvement of the quality of education" (Master's Thesis in Education, University La República, 2007), 5.

¹⁰ Ministry of Public Education (SEP by its acronym in Spanish), Stages, Aspects, Methods and Instruments. Teaching Performance Evaluation Process. Basic Education (Mexico City: SEP, 2017)

strengthened for the improvement of professional practice. These evaluations were designed based on the profiles, parameters and indicators that reflected the professional requirements that the Ministry of Public Education (SEP by its acronym in Spanish) considers as essential attributes to perform the educational service in Mexico.

In the case of the entrance evaluations, the purpose is to guarantee the suitability of the knowledge and abilities of the applicants according to the educational level to which they wish to enter. Regarding the legal systems that regulate said process, these were contemplated in Chapter III of the LGSPD¹¹, highlighting that it is a public opposition contest and the object of calls that describe as minimum aspects to consider the professional profile that applicants must meet, the available places, registration dates, application sites, stages, aspects and methods of the evaluation as well as dates of publication of results; being feasible that the educational authorities of each federative entity added the requirements that they considered pertinent.

At the same time, performance evaluations have as their main purpose that the educational figures - teachers, teaching technicians, personnel with management functions, pedagogical and supervisory technical advice - and the educational system "have common references for reflection and dialogue on the teaching practices that allow effective performance for students to achieve the purposes of Basic Education."¹² Noting that this evaluation was the only one mandatory as established in Article 52 of the LGSPD.

As for the promotion evaluations, these can be of two types; The first one is aimed at teachers who have at least two years in the educational service, as the main requirement and who aspire to positions with management functions, pedagogical technical advice and supervision, which means a promotion, having the possibility to resume their teaching functions if they do not obtain a satisfactory result or if the available places have been assigned to applicants with better evaluation results, that is, there was a priority mechanism.

Being this type of evaluation the one that the teachers presented, object of the present investigation, who were teachers and promoted pedagogical technical advisers.

As for the second type of promotion, this occurs in the function, that is, it does not imply any promotion and may be temporary or permanent. Since labor conditions were not well defined in the regulations, the federative entity did not apply this type of promotion.

Theoretical approximations of job satisfaction and organizational commitment

To achieve the objective of the research, the theoretical review focuses on organizational commitment and job satisfaction through various contributions that allowed the creation of a theoretical-analytical framework to understand reality, object of study.

¹¹ Official Gazette of the Federation (DOF by its acronym in Spanish), General Law of Professional Teaching Service. United States of Mexico, September 11, 2013. Reform published DOF 01-19-2018

¹² Ministry of Public Education (SEP by its acronym in Spanish). Profile, Parameters and Indicators, for Personnel with Management and Supervision Functions in Basic Education. (Mexico City: SEP, 2018)

Organizational Commitment

Since the last century, the research agenda has included studies regarding the occupational attitudes of the subjects and their incidence with the achievement of organizational purposes¹³. There is empirical evidence that reflects the relationship between organizations and their members, prevailing that in those in which loyalty and commitment is perceived high levels of productivity are recorded, minimizing the rates of turnover and absenteeism of staff.¹⁴

The theoretical analysis of organizational commitment contemplates one-dimensional and multidimensional approaches through which the theoretical construct¹⁵ is defined highlighting the relationship between commitment, moral, psychological, social, technological, attitudinal and cognitive aspects. This openness of plurality of perceptions is attributed to the results of various investigations that had an impact on conceptual evolution as the analytical horizon of the links between the individual and organizations widened¹⁶. Porter, Steers, Mowday and Boulian define it as:

“The relative strength of the identification of an individual and involvement with a particular organization, characterized by a belief in and acceptance of organizational goals and values, willingness to exert individual effort towards organizational goals and a strong desire to maintain their membership in the organization”¹⁷

This conceptualization coincides with the three dimensions established by Meyer and Allen to understand the relationship between individuals and the organization: affective, continuity and normative. The first of them recognizes the emotional bond established between the organization and the individual; The dimension of continuity is focused on the individual's perception of having invested resources and time in the organization, so leaving it would imply greater costs and in the case of the last dimension

¹³ Jerald Greenberg, "Studying organizational justice cross culturally: Fundamental challenges", *International journal of Conflict Management*. Vol: 12 (2001); Daniel Skarlicki, "Cross-cultural perspectives of Organizational Justice." *International Journal of Conflict Management*, Vol: 12 (2001).

¹⁴ Luis Arciniega and Luis González, "What is the influence of work values relative to other variables in the development of organizational commitment?" *Journal of Social Psychology*, Vol: 21 (2006): 35–50; John Meyer and Natalie Allen. *Commitment in the Work Place*. (California: SAGE, 1997).

¹⁵ Natalie Allen and John Meyer, "The measurement and antecedents of affective, continuance and normative commitment to the organization". *Journal of Occupational Psychology*, Vol: 63 (1990): 1–18; Natalie Allen and John Meyer, "Affective, Continuance, and Normative Commitment to the Organization: An Examination of Construct Validity." *Journal of Vocational Behavior*, Vol: 49 (1996): 252-276; Howard Becker, "Notes on the concept of commitment. *The American Journal of Sociology*", Vol: 66 (1960), 32-40; John Mathieu and Dennis Zajac, "A Review and Meta-Analysis of the Antecedents, Correlates and Consequences of Organizational Commitment." *Psychological Bulletin*, Vol: 108, (1990): 171-194; Richard Mowday; Lyman Porter and Richard Steers, "Employee organization linkages The Psychology of commitment, absenteeism and turnover." (USA: Academic Press, 1982) and Bart Victor and John Cullen, "The organizational bases of Ethical work climates." *Administration Science Quarterly*, Vol: 33 (2008).

¹⁶ Emma Juaneda Ayensa y María Leonor González Menorca, *Definición, antecedentes y consecuencias del compromiso organizativo*, (España: Universidad de la Rioja, 2007).

¹⁷ Lyman Porter; Richard Steers; Richard Mowday and Paul Boulian, "Organizational Commitment, Job Satisfaction, and Turnover among Psychiatric Technicians," *Journal of Applied Psychology*, Vol: 59 (1974): 603.

this refers to the sense of duty, the morality that forces you to continue in the organization. As can be seen in the contribution of Meyer and Allen¹⁸, who focus on organizational commitment as a psychological state of individuals that is shaped by the desire, need and obligation to remain in the organization. Given the nature of the research, organizational commitment was measured through the contribution of these authors.

Table 3 shows the operationalization of the variable considering the dimensions and the items that integrate them.

Variable	Authors	Concept	Dimensión	Author	Concept	Items
Organizational Commitment	(González y Antón 1995, Bayona, Goñi y Madorrán 2000, Arias 2001, Arias, Varela, Loli y Quintana, 2003, Betanzos Andrade y Paz 2006, Omar y Florencia 2008, Soberanes y Fuente 2009, Mijares 2011, Arciniega y González 2012, Montoya 2014, Dávila y Jiménez 2014, Castro, Martínez, Robledo y Sierra 2014, Chiang,	It is an identity link between an individual and the particular organization through which the goals of the organization and the individual goals are integrated to form a single.	Affective Commitment	(Meyer y Allen, 1991)	Emotional attachment, identity and willingness of workers to identify with the organization.	1.- I would be very happy if I remain the rest of my professional career in this function. 2.- I enjoy talking about my work with people who are outside of it. 3.- I really feel as if the academic problems in the school zone and in the schools were mine. 4.- I think that in no other educational function I would feel as good as now. 5.- I feel that in this school zone, we form a great work team. 6.- I feel emotionally linked to this school zone. 7.- It would be very difficult for me to leave the school zone at this time, even if I really wanted to. 8.- My life would be affected if I decided to leave the school zone at this time. 9. It would be an economic cost for me to leave the school zone right now. 10.- Really, the work I am doing at this moment represents more an economic need than a sincere

¹⁸ John Meyer and Natalie Allen, "A Three Component Model Conceptualization of Organizational Commitment", Human Resource Management Review, Vol: 1 (1991): 61–89.

Gómez y Wackerling 2016).

desire.
 11. One of the consequences of leaving my duties as an advisor would be the lack of other alternatives to work for.
 12.-One of the reasons I continue working in the education sector is that abandoning it would represent a considerable sacrifice. In another job I wouldn't get the benefits I get here.

13.- I think that the pedagogical technical advisors should not change the school zone too often.

14.- I think that changing from one school zone to another is not ethical.

15.- I believe that loyalty and commitment to my teachers is important and that is why I feel a moral obligation to remain in this school zone.

16.- If I had the opportunity for a better job, in another place, I would not feel that it would be right to abandon my work as PTA and the teachers.

17.- I consider that as an PTA I should feel committed to the teachers and the schools with which I collaborate.

18.- I think it would be better for the PTA to remain in the same school zone for most of our professional career

Normative Commitment (Meyer and Allen, 1991)

It is a state of moral tie between the employee and the organization, which prevails based on gratitude, for the opportunities that have been provided to the worker, such as salaries, incentive, etc.

Table 3

Operationalization of the organizational commitment variable
 Source: self made

Job satisfaction

In the field of Organizational Psychology, the study of job satisfaction has gained importance as it is recognized as a filter of interpretation of the socio-labor conditions that shape the behavior and attitude of individuals towards the organization in which they work¹⁹ and consequently the impact that it has for the reach of the organizational goals.

For Mañas, Salvador, Boada, González & Agulló "job satisfaction is an attitudinal variable that seems to affect commitment, in turn, it is closely linked to other psychological variables (psychological well-being and satisfaction with life)."²⁰ Therefore it is feasible to affirm that a satisfied worker will show a better performance.²¹

In order to carry out this research, the definition given by Peiró, González, Zurriaga, Ramos & Bravo²² was taken as a basis, where they define it as the pleasant state that depends on the social relations that employees maintain within the organization, its values and expectations they have regarding work.

Table 4 shows the operationalization of the variable according to Meliá and Peiró²³ and the purpose of the investigation.

Variable	Authors	Concept	Dimension	Author	Concept	Items
Job satisfaction	(Warr, Cook y Wall,1979; Meliá y Peyró,1989; Salgado, Remeseiro & Iglesias, 1996; Barraza y Ortega,2009 ; Chiang, Méndez& Sánchez, 2010)	Set of favorable and unfavorable feelings through which workers perceive their employment	Intrinsic job satisfaction.	(Meliá y Peiró, 1989)	Contemplate the satisfactions that the work gives itself, of doing what you like or in what stands out.	1.-The satisfactions that his work produces for himself. 2.-The opportunities offered by your work to do the things in which you excel. 3.-The opportunities offered by your work to

¹⁹ Christian Dormann and Dieter Zapf, "Job Satisfaction: a meta analysis f. Stabilities", Journal of Organizational Behavior, Vol: 22 (2001): 483-504.

²⁰ Miguel Ángel Mañas Rodríguez; Carmen Salvador; Joan, Boada; Esperanza, González and Esteban Agulló, "Satisfaction and psychological well-being as a background of organizational commitment", Psicothema Magazine, Vol: 19 (2007): 395-400.

²¹ Arturo Barraza Macías y Flavio Ortega Muñoz, "Satisfacción laboral en instituciones formadoras de docentes. Un primer acercamiento", Revista Electrónica Diálogos Educativos, Vol:17 (2009): 4-17.

²² José María Peiró Silla; Vicente González Romá; Rosario Zurriaga Lloréns; José Ramos López and María Jesús Bravo Sánchez, "The questionnaire on job satisfaction of health professionals in primary care teams", Journal of Health Psychology, Vol: 1 (1989): 135-174.

²³ J. L. Meliá y José María Peiró Silla, "La medida de la satisfacción laboral en contextos organizacionales: El Cuestionario de Satisfacción S20/23", Psicologemas Magazine, Vol: 5 (1989): 59-74.

<p>Satisfaction with the physical environment .</p>	<p>Consider the physical environment and the space in which he works.</p>	<p>do the things you like. 4.- The objectives and goals that represent your work. 5.- Cleaning, hygiene and health of your workplace. 6.-The physical environment and the space available in your workplace. 7.-The lighting of your workplace. 8.-Ventilation of your workplace. 9.-The temperature of your workplace. 10.-</p>
<p>Satisfaction With the benefits received.</p>	<p>It contemplates the fulfillment of the labor contract, negotiation, payment of benefits, salaries, opportunities for promotion and participation by the organization.</p>	<p>Satisfaction with the salary received. 11.- The training opportunities offered by the Education secretary. 12.-The promotional opportunities offered by the education secretary. 13.-The degree to which the standards and guidelines related to pedagogical technical advice apply in your school</p>

Satisfaction with the supervision.	Consider personal relationships with superiors, support received and fairness and fair treatment.	zone. 14.-The way in which the negotiation and resolution of conflicts in their school zone occurs on aspects related to their function. 15.-Personal relationships with your superiors. 16.-The supervision they exercise over you. 17.-The proximity and frequency with which it is supervised. 18.-The way in which their supervisors judge their task. 19.-The "equality" and "justice" of treatment he receives from his superiors. 20.-The support you receive from your superiors 21.-The ability to autonomously decide
Satisfaction with the participation.	It gives an account of the participation in team and individual decisions inherent to the function.	aspects related to their teaching profession. 22.-Your participation in the decisions of support, advice and support to teachers. (Adviser-

advised).
23.-Your
participation
in school
zone
decisions
related to
support,
advice and
support to
teachers.

Table 4
Operationalization of the job satisfaction variable
Source: self made

Methodology

The research is of a non-experimental descriptive type since given the nature of the study variables were observed without manipulating them.²⁴ It is a cross-sectional study because the information to evaluate the degree of organizational commitment and job satisfaction of PTA's in basic education in the state of Tabasco, Mexico was collected in a single moment.

It is correlated with a quantitative approach²⁵ since population surveys were applied - given the number of technical pedagogical advisors in the State, the research was of a census type -, object of study, for the objective measurement of the variables, which favored understanding of reality through statistical analysis²⁶, therefore the method is deductive since emphasis is placed on the theory and results of other scientific investigations for the explanation of reality.

Research instruments: validity and reliability

The selection of the instruments was carried out through an exhaustive review of the literature, having as main references the nature of the research, the approach and conceptualization of the study variables.

The primary results of the research were obtained through a survey whose items are related to the variables to be measured in order to achieve the purpose of the investigation. In the case of Organizational Commitment, the instrument proposed by Meyer and Allen²⁷ was adapted and Meliá and Peyró's²⁸ proposal was considered in the measurement of Job Satisfaction. The validity of both instruments was carried out through the trial of five experts with extensive experience in the field of research; a pilot test was subsequently applied, the results of which were analyzed through the Statistical Package

²⁴ Fred Kerlinger and Howard Lee, Behavioral Research: Social Science Research Methods (Mexico, D.F.: Mac Graw Hill, 2002).

²⁵ María Angeles Cea D'Ancona, Quantitative Methodology: social research strategies and techniques (Madrid, Spain: Síntesis, 1996).

²⁶ Cortés Cortés, Manuel and Iglesias León, Miriam. Generalities on Research Methodology (Mexico: Universidad Autónoma del Carmen, 2004).

²⁷ John Meyer and Natalie Allen, "A Three Component...", Human Resource Management Review, Vol: 1 (1991): 61–89.

²⁸ J. L. Meliá and José María Peiró Silla, "The measure of job satisfaction...", Psicologemas Magazine, Vol: 5 (1989): 59-74.

for the Social Sciences software (SPSS version 24) and a reliability index for the organizational commitment of 0.90 and 0.93 for satisfaction was obtained using the Cronbach Alpha coefficient labor.

The survey was integrated into three sections, the first one obtained sociodemographic and labor data, the second section integrated the 18 items that measure the organizational commitment and concludes with 23 items of job satisfaction. The organizational commitment items are answered through a five-level Likert scale: totally disagree, disagree, neither agree nor disagree, agree and totally agree. In the case of job satisfaction, the levels considered were: very dissatisfied, dissatisfied, indifferent, satisfied and very satisfied.

Table 5 shows the operationalization of the variables of the first section considering that those related to the theoretical constructs were specified in the theoretical section.

Variable	Type	Values	Description
1. Gender	Numerical	1 = Female 2 = Male	Identify the gender of the respondent.
2. Age	Numerical		Age of the respondent.
3. Educational level	Numerical	1 = Preschool 2 = Primary 3 = Special 4 = Telesecondary	Educational level at which the respondent works.
4. Scholarship	Chain	1 = Bachelor 2 = Mastery 3 = Doctorate	Identify the maximum degree of studies of the respondent.
5. Years of work seniority.	Numerical		Years old in the Secretariat of Education of the respondent.
6. Participate frequently in training programs.	Chain	1 = Yes 2 = No	Identify if the respondent participates in training programs: workshops, courses, diplomas, postgraduate studies.

Table 5
Operationalization of sociodemographic variables
Source: self made

Results

Sociodemographic and labor data

Considering the theoretical and methodological routes presented above, the results are presented starting with the sociodemographic and labor data of the participating advisors. As can be seen in Table 6, most of the advisors (73%) are female, the age fluctuates between 25 and 45 years, with the majority between 25 and 31 years, so it is observed that they are young advisors and consequently with few years of service - it coincides with the statistical results that reflect that 67% have between six and nine years of seniority - in terms of the maximum degree of studies, it is possible to affirm that 50% have undergraduate studies and 50% have postgraduate studies. The analysis of the data

allows us to affirm that the profile of the technical-pedagogical advisors in the state of Tabasco are young professionals, with few years in the professional teaching service and consequently in experience, however, they have a favorable attitude towards teacher professionalization since all participate frequently in training programs, being considered as such: workshops, courses, diplomas and postgraduate studies.

Variables	Percentage
Gender	
Female	73%
Male	27%
Age	
25 to 31 years	50%
32 to 38 years	40%
39 to 45 years	10%
Educational level where you work	
Preschool	17%
Primary	33%
Special education	13%
High school	37%
Antigüedad laboral	
06 a 09	63%
10 a 13	23%
14 a 17	0%
18 a 22	10%
Academic degree	
Bachelor's degree	50%
Master's degree	40%
Doctorate	10%
Participate frequently in training programs	
Yes	100%
No	0%

Table 6
Sociodemographic and labor results
Source: own elaboration based on the results of the investigation

Organizational Commitment

Regarding the results of the dimensions through which the Organizational Commitment was evaluated, the arithmetic means were the following:

Dimensions	Average (\bar{x})
Affective Commitment	3.6
Commitment to Continuity	3.9
Normative commitment	4.1

Table 7
Results of Organizational Commitment
Source: own elaboration based on research results

The lower averages (3.6 and 3.9) that measure the affective and continuity commitment reflect that the advisors do not feel attachment or emotion for the function they perform, they consider that there are no costs when they stop performing the function, which is explained since if they wish, they can return to their teaching function without major implications, as indicated by the LGSPD.

Regarding the analysis of lower averages of the items that make up each dimension that are presented in Table 8, it is corroborated that the attitude of the advisors is prone to the change of function since they do not have feelings of roots for the function or the school zone in which he works.

Dimensions/Item	Average (\bar{x})
Affective Commitment	
I feel emotionally linked to this school zone.	3.6
Commitment to Continuity	
It would be very difficult for me to leave the school zone at this time, even if I really wanted to.	3.5
Normative commitment	
I believe that technical pedagogical advisors should not change school zones too often.	3.9

Table 8

Lower averages of the items of the dimensions of Organizational Commitment
Source: own elaboration based on research results

Job satisfaction

Regarding the results to measure job satisfaction, the means are presented by dimension in table 9:

Dimensions	Average (\bar{x})
Intrinsic job satisfaction	4.2
Satisfaction with the physical environment	4.3
Satisfaction with the benefits received	4.0
Satisfaction with supervision	3.7
Satisfaction with participation	4.2

Table 9

Labor Satisfaction Results

Source: own elaboration based on the results of the investigation

The lowest averages are reported in satisfaction with the benefits received and supervision, which measure the level of compliance with the benefits and application of the regulations that regulate the function they perform as well as the treatment they receive from their superiors, in this case, the school supervisor of the area to which they are attached.

In order to know more accurately the level of job satisfaction, the lowest averages of the items that make up each dimension were analyzed, which are presented in Table 10 below.

Dimensions/Item	Average (\bar{x})
Intrinsic job satisfaction	
The objectives and goals that represent your work.	4.0
Satisfaction with the physical environment	
The cleanliness, hygiene and healthiness of your workplace.	4.0
Satisfaction with the benefits received	
The degree to which the standards and guidelines related to pedagogical technical advice apply in your school zone.	3.4
Satisfaction with supervision	
- Personal relationships with your superiors.	3.7
- The supervision they exercise over you.	3.7
Satisfaction with participation	
The ability to autonomously decide aspects related to their teaching profession.	4.0

Table 10
Lower averages of the items of the dimensions of job satisfaction
Source: own elaboration based on research results

As can be seen in the results in terms of dimensions: intrinsic satisfaction with work, with the physical environment and with participation, the advisors are satisfied since even the item with the lowest average in each of them is favorable.

Major discontent is related to the benefits received and supervision; the analysis of the items allows us to affirm that in the school zones the guidelines that regulate the function of the pedagogical technical advisor by the supervisor are not applied and that in the LGSPD they are defined, consequently, the personal relationship between both educational figures is unsatisfactory.

Correlation Analysis

In order to carry out the interrelation analysis of the factors of the Organizational Commitment and those of Labor Satisfaction, the non-parametric correlational analysis was used and within them the bivariate technique, Rho de Spearman, through the IBM SPSS version 24 program²⁹.

The test was performed to assess the relationship between the dimensions of the Organizational Commitment and Labor Satisfaction. The results of the correlation analysis are presented in Table 11, which shows significant associations between the factors of each of the constructs under study.

Variable	M	SD	1	2	3	4	5	6	7	8
1. Affective Commitment	3.55	.854								
2. Commitment to Continuity	3.93	1.12	.898**							

²⁹ IBM Corp SPSS Statistics for Windows, version 24.0. NY, (USA: IBM Corp. Armonk, 2016).

3. Normative commitment	4.08	1.07	.942**	.929**					
4. Job Satisfaction	4.20	.881	.938**	.913**	.929**				
5. Ambient Physical Satisfaction	4.29	.836	.882**	.867**	.828**	.811**			
6. Satisfaction with the Benefits Received	4.01	1.00	.902**	.928**	.978**	.908**	.798**		
7. Satisfaction with Supervision	3.73	1.29	.897**	.968**	.929**	.890**	.808**	.901**	
8. Satisfaction with Participation	4.16	1.17	.907**	.912**	.947**	.865**	.863**	.929**	.877**

Table 11

Correlation matrix

Source: own elaboration based on the results of the investigation considering * $p \leq .05$; ** $p \leq .01$

Similarly, the statistically significant positive relationship between job satisfaction and organizational commitment was corroborated globally, showing high direct correlation ($r = .99$, level of significance $.00$). Which coincides with the theoretical contributions and literature reviewed.

Conclusions

The results of the research confirm that organizational commitment and job satisfaction are conditioning the behavior of individuals within organizations; since it will be the feelings that affect the performance.

Although it is true that the literature has corroborated the correlation between the theoretical constructs evaluated in the present investigation, the analysis of the dimensions and items that integrate them give a clear picture of the problem that exists in the education sector in the state of Tabasco, Mexico. The advisors are dissatisfied with the relationship they have with their immediate superior: the school zone supervisor, since the guidelines that regulate the function are not applied, which was identified with the dimension related to the benefits received; Consequently, the affective commitment and continuity are affected, which explains the resignation of some advisors who managed to ascend and prefer to recover the teaching position they performed before the promotion.

Regarding the analysis of sociodemographic data, it is possible to affirm that they are people committed to their professionalization, so they frequently participate in courses, workshops, graduates and postgraduate courses, which explains the satisfactory promotion results.

The origin of the small number of pedagogical technical advisors compared to the teaching population - there are 0.0016 advisors per teacher - poses a problem to be addressed by the federal and state educational authorities, so the results of this research are considered to be of great value. for decision making and design of public policies in the educational field.

We can conclude that between the design and implementation of public policies mediates reality, which is configured by individuals whose perceptions and feelings shape behaviors that indicate individual and organizational performance.

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