

Examination of the Effect of Work Engagement on Teachers' Organizational Commitment Using PLS-SEM

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Abstract

Studies on work engagement and organizational commitment have increased with time depicting the relevance of the constructs. Present study aimed at examining the effect of work engagement on organizational commitment of teachers. PLS-SEM was employed in the study to obtain results. Work engagement was found to significantly affect organizational commitment, and the effect size of work engagement on organizational commitment was strong. The findings are consistent with the prior literature that highlights the role of work engagement in influencing organizational commitment of teachers.

Key Words-Work Engagement, Organizational Commitment, Teachers

With time, studies on work engagement and organizational commitment have increased. This surge reflects the relevance of the two constructs. In the extant literature, work engagement has shown to have relationship with various work-related constructs, for example, Cabrera-Aguilar, Zevallos-Francia, Morales-Garcia, Ramirez-Coronel, Morales-García, Sairitupa-Sanchez, and Morales-García (2023) found in their study that there is a positive relationship between resilience, self-efficacy and work engagement among nurses; in a study on teachers of higher education institutions of India, conducted by Dixit and Upadhyay (2021), reward and recognition was found to have significant positive impact on employee engagement while problem with work was found to have negative impact on employee engagement; Gupta, Acharya and Gupta (2015) found that work engagement mediated the relationship between supervisory support and service employee performance; study by Rajput and Sharma (2022) revealed in-role job performance, organisational citizenship behaviour and innovative work behaviour to be the consequences of work engagement. Similarly, in the previous studies, organizational commitment has been shown to have relationship with work-related constructs like in a study by Nagar (2012) on teachers, job satisfaction was found to have significant effect

on organizational commitment; Paul, Bamel, and Garg (2016) found that organizational commitment partially mediated the relationship between resilience and organizational citizenship behaviour; results of the study on faculty members of Indian higher educational institutions conducted by Upadhyay, Pandey and Mishra (2019) revealed that transformational leadership has an effect on organisational commitment; in a study by Zhao, Wang, Luo, Mi, Wang, Ma, and Wei (2025), affective and normative commitments were found to predict job performance positively whereas opportunity commitment predicted job performance negatively. Drawing upon the previous studies (e.g. Saks, 2006; Hanaysha, 2016; Raj, Subramani and Jan, 2024) suggesting that work engagement is an antecedent of organizational commitment, the present study aims to examine the effect of work engagement on teachers' organizational commitment.

Work Engagement

Kahn (1990) defined personal engagement as “the harnessing of organization members' selves to their work roles; in engagement, people employ and express themselves physically, cognitively, and emotionally during role performances” (pg. 694). Schaufeli, Salanova, Gonzalez-roma and Bakker (2002) defined engagement as “a positive, fulfilling,

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work-related state of mind that is characterized by vigor, dedication, and absorption” (p. 74), whereby “Vigor is characterized by high levels of energy and mental resilience while working, the willingness to invest effort in one’s work, and persistence even in the face of difficulties” (p. 74), “Dedication is characterized by a sense of significance, enthusiasm, inspiration, pride, and challenge” (p. 74), and “Absorption, is characterized by being fully concentrated and deeply engrossed in one’s work, whereby time passes quickly and one has difficulties with detaching oneself from work” (p. 75). Harter, Schmidt and Hayes (2002; p.269) defined employee engagement as “the individual's involvement and satisfaction with as well as enthusiasm for work”.

Organizational Commitment

Mowday, Steers and Porter (1979) defined Organizational Commitment “as the relative strength of an individual’s identification with and involvement in a particular organization” (p.226). Allen and Meyer (1990) conceptualized attitudinal commitment as “a psychological state that reflects employees’ relationship to the organization” (p.2). According to Brown (1996, p. 232), attitudinal commitment “can describe both a state of positive obligation to an organization and a state of obligation developed as a by-product of past actions.”

Work Engagement and Organizational Commitment

Prior studies have reported the effect of work engagement on organizational commitment using both direct and indirect models, and the following section discusses some studies that have provided evidence for this finding. Hakanen, Bakker and Schaufeli (2006) conducted a study on Finnish teachers and found that work engagement has an impact on organisational commitment among teachers of South Africa. Geldenhuys, Łaba and Venter (2014) conducted a study on working

employees of different companies in South Africa and found that the two constructs are related, whereby work engagement is the predictor of organisational commitment. In a study conducted by Orgambidez, Borrego and Vazquez-Aguado (2019) on nurses, work engagement was found to have an effect on affective organizational commitment. Moyo (2019) conducted a study to see the effect of employee engagement, transformational leadership and organisational communication on organisational commitment, and the results of the study indicated the significant positive effect of all three on organisational commitment. Findings of the study by Saks (2006) revealed that job engagement and organisation engagement explained significant variance in organisational commitment. Raj, Subramani and Jan (2024) conducted a study on teachers of different business schools in India and found that faculty engagement has an effect on organizational commitment. Taking existing literature as base, following hypothesis has been formulated for the current study:

Hypothesis: Work Engagement has an effect on Organizational Commitment

Method

Respondents

Data were collected from 220 teachers from different colleges and universities of India. From what the respondents reported, there were 63.76 % females and 36.24% males. Among the respondents, 76.36% were married. The mean age of teachers was 34.49 years (SD = 6.92) and the average teaching experience of respondents was 9.10 years (SD = 6.77).

Instruments used

For measuring work engagement, nine-item Utrecht Work Engagement Scale (UWES; Schaufeli, Bakker and Salanova, 2006) was used. Responses were taken on a six-point scale (Almost Never - 1 up to always - 6). Absorption, dedication and vigor are three sub-dimensions of work engagement talked about

in UWES. The pilot study revealed that the respondents were not comfortable with the statement 'I get carried away when I am working' belonging to 'absorption' sub-dimension of work engagement. Therefore, this statement was substituted by another statement 'Time flies when I am working' belonging to same sub-dimension from the long version of UWES (seventeen-item) (Schaufeli, Salanova, González-romá and Bakker, 2002). Organizational commitment was measured using a nine-item unidimensional Organizational Commitment Questionnaire (OCQ) (Mowday, Steers and Porter, 1979). The

responses were taken on a six-point scale (Strongly Disagree - 1 upto Strongly Agree - 6).

Analysis

For the study, Partial Least Squares Structural Equation Modeling (PLS-SEM) was conducted using ADANCO (2.4.1) (Henseler, 2025). Based on the study by Alok (2013), work engagement was operationalised as a single-factor construct; accordingly, all nine items were loaded onto a single latent factor. Bootstrapping was done with 5,000 sub-samples.

Results

Measurement Model Assessment

Table 1: Factor Loadings

Construct	Indicator	Factor Loading	Construct	Indicator	Factor Loading
Work Engagement (WE)	WE1	0.9425	Organizational Commitment (OC)	OC1	0.8030
	WE2	0.8608		OC2	0.8335
	WE3	0.8636		OC3	0.5562
	WE4	0.6153		OC4	0.7619
	WE5	0.7323		OC5	0.8984
	WE6	0.9146		OC6	0.7735
	WE7	0.7334		OC7	0.8057
	WE8	0.8502		OC8	0.6641
	WE9	0.7717		OC9	0.7530

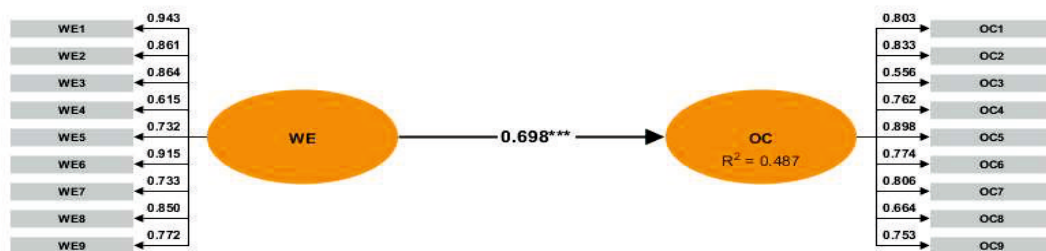
Table 2: Composite reliability, Cronbach's Alpha and Average Variance Extracted

Construct	Composite Reliability	Cronbach's alpha(α)	Average Variance Extracted (AVE)
WE	0.9462	0.9466	0.6647
OC	0.9267	0.9267	0.5880

Table 3: Discriminant Validity

	Fornell-Larcker Criterion		Heterotrait-Monotrait Ratio of Correlations (HTMT)	
Construct	WE	OC	WE	OC
WE	0.6647			
OC	0.4869	0.5880	0.6904	
	Squared correlations; AVE in the diagonal			

Structural Model Assessment
Figure 1: Graphical Representation of the Model

**Table 4: Structural Model Results**

Construct	Coefficient of determination (R ²)	Path Coefficient		t-value	Effect Size	
		Independent variable	Dependent variable (OC)		Effect	Cohen's f ²
OC	0.4869	WE	0.6978	12.4049	WE -> OC	0.9489

Table 1, 2 and 3 depict the assessment of the measurement model. From Table 1, it can be seen that the factor loadings were all above 0.50 and as per Hair, Black, Babin and Anderson, (2014), factor loadings above 0.50 are acceptable. The values of composite reliability and Cronbach's alpha (Cronbach, 1951), as can be seen in Table 2, were greater than 0.7, indicating the adequate reliability (Hair, Black, Babin and Anderson, 2014). Value of Average Variance Extracted (Table 2) which was greater than 0.5 establishes adequate convergence (Hair, Black, Babin and Anderson, 2014). Table 3 shows values suggesting the

discriminant validity, where HTMT was below 0.85 indicating satisfactory discriminant validity (Henseler, Ringle and Sarstedt, 2015), and Average Variance Extracted was greater than squared correlations indicating adequate discriminant validity using the Fornell-Larcker criteria (Fornell and Larcker, 1981).

Figure 1 shows the graphical representation of the model of the study and Table 4 shows the structural model results. Path coefficient between work engagement and organizational commitment was 0.6978, and the t-value was 12.4049 which was greater than 1.96 indicating a significant relationship (Hair, Hult, Ringle

and Sarstedt, 2017). Significant path coefficient supported the hypothesis of the present study that work engagement has an effect on organizational commitment. Coefficient of determination (R^2) depicted the variance explained that came out to be 48.7 % (0.4869). Value of Cohen's f^2 was 0.9489. This value depicted the effect size of WE on OC. Following Henseler (2017), based on Cohen (1988), value of f^2 to be interpreted as strong when $f^2 \geq 0.35$; as moderate when $0.15 \leq f^2 < 0.35$; as weak when $0.02 \leq f^2 < 0.15$; and as unsubstantial when $f^2 < 0.02$; and as per these guidelines, it becomes evident that the effect size of WE on OC was strong.

Discussion and Implications

The objective of the study was to examine the impact of work engagement on organizational commitment of teachers. PLS-SEM was employed to generate the results. Measurement model assessment confirmed validity and reliability of constructs. Structural model assessment revealed the significant positive effect of work engagement on organizational commitment. Effect size of work engagement on organizational commitment was found to be strong. The results of the study are in line with previous studies (e.g. Hakanen, Bakker and Schaufeli, 2006; Field and Buitendach, 2012; Geldenhuys, Łaba and Venter, 2014; Orgambidez, Borrego and Vázquez-Aguado, 2019; Moyo, 2019; Raj, Subramani and Jan, 2024) which have shown that work engagement has an impact on organizational commitment. Hanaysha (2016) conducted a study on employees (administrative and academic) at public universities which established positive effect of employee engagement on organizational commitment. According to Saks (2006), more positive attitudes and intentions toward organization are likely to be reported by individuals with higher engagement. Hanaysha (2016) suggested that more the engagement of employees at workplace, high would be their

commitment to the organisation. Integration of human values in the organisational culture can help in fostering engagement (Telu and Potnuru, 2024). These authors, in their study on teachers from higher education institutes in India, highlighted the importance of human values, emotions and life satisfaction in improving work engagement in higher education institutions. To develop a healthy culture in schools, the application of organizational commitment components has been suggested by Shaghali, Zabihi, Atefi and Moayed (2011).

Limitations of the Study

For the responses, respondents were asked to choose from the options for each statement in the instrument, and hence, no open-ended questions were provided where they could express their views in their own words. The study was cross-sectional in nature and hence, did not capture the changes over time. Though the study is an addition to the literature on work engagement and organizational commitment, it has examined the relationship between only two constructs.

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