

Labor Commitment in Higher Education as a Mechanism of Educational Quality

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Labor commitment is one of the main elements that allows teachers to be involved with the institutions, since effort and dedication to achieve academic goals is evident. The objective of this study is to analyze the development of labor commitment in higher education as a mechanism of educational quality to provide better results in university educational management. The method used has been argumentative criticism based on documentary analysis, considering the approach to the problem (Introduction), the development (arguments) and the conclusions that have been inferred. As results and conclusions, it is found that work commitment strengthens the personal and emotional ties of employees with the institution, generating productivity through assertive communication. In this sense, the educational quality and well-being of those who integrate them are guaranteed.

Keywords: labor commitment, higher education, educational quality, productivity, effort

INTRODUCTION

Labor commitment is a determining factor for educational institutions to achieve their objectives, goals and purposes. In this sense, they need to have a staff highly qualified in values at work and that responds to the needs and changes that take place in the institution. In accordance with Marsollier and Expósito (2017), values maintain a discipline in the person's formation, so they represent human needs and social demands. Thus, according to Menghi and Oñate (2019), labor commitment is defined as a positive mental state for work where vigor, dedication and absorption are considered.

On the other hand, in terms of Aroz and Ramos (2021), through labor commitment, affective bonds can be created where the success of organizations is promoted through the personal development of the

worker. According to Estrada and Mamani (2021), the responsibility of workers is maintained, strengthening effectiveness and efficiency in increasing productivity.

In line with the reality of Uruguay, Velazco (2021) explained that teachers should implement an ergonomics manual specifying the requirements for the activities and academic participation to be developed. In addition, prioritize academic loads by reassigning teachers according to the realities that may arise. Finally, the promotion of awareness campaigns about academic labor commitment. Regarding Chile, Miranda et al. (2021) considered that educational reforms have prioritized teacher training, implementing working and teaching conditions and comprehensive teacher training. In this respect, the ongoing training of teachers was aimed at the integral development of knowledge, attitudes and teaching experiences, committing the educational work to a significant increase.

Concerning the working conditions of teachers in Colombia, Satizabal et al. (2021) stated that in the working conditions of teachers, two categories can be determined: the first is the economic-legal and the other is the sociological. In relation to the first aspect, with the changes in educational modalities, the conditions of teachers have been optimized, valuing their activity and regularizing their employment. However, in the sociological category, it is still necessary to rectify the periodization of long vacations or very short working days which identify a form of labor exploitation.

As stated above, this article focuses on identifying the impact and importance of labor commitment in higher education, taking into account the essential elements to achieve it. As well as to determine the incidence that educational quality has on labor commitment, and finally, what are the changes that need to be articulated to obtain labor commitment. Accordingly, it is considered that labor commitment responds to the training and demand that each person has to maintain a link with the organization.

Labor commitment in the educational field is considered as the ability of people to generate optimal results according to the needs of an institution. In their work, several personal and professional values emerge which evidence the satisfaction they have in the quality of the work they perform (Muñoz et al., 2022). Leal (2023) considered that labor commitment allows teachers to internalize the functions of the organizations with the purpose of acting to the interests and links with the institution. In this regard, labor commitment should be worked on through activities that optimize emotional intelligence, since an affective commitment generates better attitudes and solution taking in the organization.

Meanwhile, Zarate and Morales (2022) associate labor commitment with the way of thinking positively at work, understanding the high energy experiences that are needed to optimize results, as well as the responsibility to meet high demands in attention to others. Similarly, Prieto et al. (2021) stated that the development of labor commitment takes into account both managers and collaborating workers involved with the organization. Thus, the organizational hierarchy provides better results in accordance with the objectives and goals set by the institution.

Integration and adaptability in the workplace should be an activity worked on internally by those responsible for managing the quality of professional performance and the service they provide, as this fosters commitment and labor stability among workers. In addition, job security reinforces the objectives and mission of the institution, strengthening the results and valuing the attitudes and competencies of workers (Baltazar et. al., 2022). In this sense, according to Gutiérrez et al. (2021), labor commitment requires satisfaction with the activities, generating stability. This strengthens positive efforts and development committed to increasing work efficiency. In this way, factors such as extrinsic rewards, related to wages and economic benefits, or the security of permanence in the face of a contract, provide greater organization and commitment-oriented work expectations.

DEVELOPMENT

According to several research studies, teachers' labor commitment involves three aspects: affective, normative and continuous. In Soria's (2019) contributions regarding affective commitment he determined that there is a fairly high relationship between workers considering that mood is the main factor that allows optimizing workers' results. Similarly, the commitment to continuity is high, specifying that permanence in an organization is a great opportunity that ensures the extension of the job, so the commitment that is

presented is greater. As for Guevara (2020), he considers it in three aspects. However, he determined that both affective and continuity commitment have a regular impact on workers. In terms of normative commitment, they determined that the development opportunities have a greater impact, generating greater compliance with the duties for the opportunities that may arise in the entity.

Labor commitment involves the development of opportunities, generating expectations in the workers, so there is conformity in what is being done. Thus, in their results, a high percentage of affective commitment was obtained, which involves the motivation, interest and satisfaction of belonging to an organization that generates better expectations of personal and professional development (Quispe and Paucar, 2020; Estrada and Gallegos, 2021). According to the contributions of Menghi and Oñate (2019) they specify that labor commitment in the educational field is focused on the cognitive and emotional aspect social with colleagues and social with students.

Furthermore, Rodriguez and Sanchez (2020) identified the commitment of identification, responsibility, trust and satisfaction. In this sense, they determined that in the commitment to responsibility there is a more notable development in professional performance. In this sense, the valuation of work and participation in management work are essential elements that allow optimizing the responsibility of labor commitment.

In addition to this first way of dimensioning labor commitment, there is the contribution of Treviño and López (2022) who focused on developing a commitment oriented to the vigor, effort and dedication that teachers show in the development of their activities. In terms of their results, it was evident that dedication is one of the most important factors that allows them to maintain high expectations of productivity and competitiveness in the commitment to their functions. Martínez et al. (2020) stated that labor commitment involves effort and energy that must be persistent in the activities developed in an institution; likewise, voluntary participation with enthusiasm to obtain the planned objectives; while absorption is understood as the possibility of developing the work study in an effective and efficient manner in a given time. Regarding dedication, Duche et al. (2020) specified that it is one of the internal and external motivational factors that contributes to labor recognition by committing activities to quality results.

CONCLUSION

The development of labor commitment in higher education as a mechanism of educational quality provides great benefits to the extent that there is a welfare of staff which may be focused on affective, cognitive, social commitments or through vigor, effort or dedication. Thus, the interaction of higher education teachers with students or with the higher hierarchical level must develop an organizational link where an integration capacity aimed at promoting a significant commitment is perceived.

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