Affective States and Organizational Commitment in the Teaching and Administrative Staff of a Higher Education Institution

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Abstract **– The objective of the research is to determine the relationship between both positive (PS) and negative (NS) affective states and organizational commitment (OC), based on affective commitment (AC), normative commitment (NC), and continuity commitment (CC) in teachers and administrative staff assigned to the Technological Institute of Mexico. The theoretical framework of the article is based on an analysis of relevant literature, which establishes that positive employee states contribute to job satisfaction and organizational commitment, which enables objectives to be achieved. The empirical phase of the research is based on a quantitative methodology applied to a total of 117 participants. Two questionnaires were used as instruments to obtain information on the relationship between affective states and organizational commitment during the pandemic and post-pandemic. The data were organized with the SPSS 25 statistical program that allowed calculating: Descriptive statistics such as mean (M) and standard deviation (SD). The results indicate that for both teaching and administrative staff: the PS with the highest average score was self-confidence and initiative; the PS with the lowest average score was motivation; the NS with the highest average score was alertness; and the NS with the lowest average score was boredom.**

Keywords **– Affective commitment, continuity commitment, normative commitment, negative states, positive states.**

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1. Introduction

The COVID-19 pandemic created a crisis in various areas, in the specific case of this research in education, where measures were adopted: school closures and remote education. In addition, the corresponding training for the use of technological tools was carried out for all members of educational organizations. However, the pandemic also generated a weakening in job performance and at the same time in organizational commitment [1]. In addition, derived from the different emotions presented by this event in the educational staff, positive states (PS) and negative states (NS) were fostered, and as indicated by [2] the consequences of the pandemic also affected the health and well-being of employees, which is why strategies are required to promote an ideal organizational environment in these educational institutions during the post-pandemic. The pandemic caused emotional states that are reflected in various behaviors in the institutional environment and that affect the level of effectiveness of the organization [3].

Based on the above stated, the objective of the research was to determine the relationship between both positive (PS) and negative (NS) affective states with organizational commitment (OC), based on affective commitment (AC), normative commitment (NC) and continuity commitment (CC) in professors and administrative staff assigned to the Technological Institute of Mexico.

2. Literature Review

The objective of this section is to provide information about key concepts from the research conducted, highlighting organizational commitment (OC), positive affective states (PS), negative affective states (NS), affective commitment (AC), continuance commitment (CC), and normative commitment (NC), which constitute the theoretical model. It also provides literature related to previous studies conducted in other educational organizations.

As indicated by [4] and [5], the importance of the organization's human capital being in the best conditions to work since this will cause a commitment and support of human talent towards its institution, this being undoubtedly significant for the success of any organization. Employees are concerned about having a work environment where they feel safe and comfortable to carry out their activities since it directly impacts their personal well-being [6], [7].

For [8], this behavior is known as organizational commitment (OC) because it allows to identify the feelings of the workers and, based on the results, carry out pertinent actions so that they feel valued and continue their participation in the organization where they work. OC refers to the psychological and emotional link that is established between the individual and the organization, which is based on an identification with the institutional mission, vision, values and objectives [9].

OC is the positive emotional perception that an individual has toward their organization [10]. OC symbolizes the psychological bond that exists between the worker and the organization, so that the worker aligns their personal objectives with those of the institution [11]. OC is an attitude expressed through emotions, which are part of affective states [12].

Studies on OC conducted by [13], [14], [15] identify the existence of four precedents that are important in achieving an individual's emotional or psychological connection with their organization: the characteristics of the job performed; the personal characteristics; the structural characteristics; and the work experiences. The relevance of OC is an indicator of work attitudes and that it has been linked to the achievement of organizational results [16]. OC is a fundamental predictor of employee attitudes toward the organization and is the main indicator of turnover behavior, the tendency to withdraw and a factor associated with the organizational climate and culture [17], [18].

For their part, in their Theory of Affective States, [19] identified that affective events are present at work, so the response of attitudes and professional behaviors manifested by employees influence organizational performance.

Likewise, these authors defined that, for the scope of organizations and within the OC, there are specific mood states: positive affective states (PAS) or positive states (PS) and negative affective states (NS) or negative affectivity (NA). Also, [20] indicate that there are positive work experiences, which are those that favor stronger relationships between workers and organizations.

In this sense, the PAS are those that involve various attitudes at work and that benefit the individual, such as confidence, satisfaction, self-confidence, joy, enthusiasm, pride, excitement, and motivation, mainly. Meanwhile, the NAS are those that will harm the individual to carry out their work correctly [21] and that are stress, fear, anger, disappointment, loneliness, moody, insecure, irritable, annoying, aggressive, nervous, fearful, alert, restless, ashamed, guilty, among others.

For this reason, and due to the multiple changes, that organizations have experienced since the pandemic, especially with permanent or temporary layoffs and the implementation of different strategies to avoid contagions, AS have changed since workers have been vulnerable and have suddenly adapted to the new working conditions, reducing work and compromising to a certain extent their integrity by carrying out their work.

Changes and effects on the organization result in the existence of NS in employees, which implies low motivation, especially at work. These authors determined the existence of a negative correlation with job satisfaction and OC when these affective states occur, caused by changes as abrupt as the COVID-19 pandemic [22]. It is worth mentioning that the academic staff was affected and forced to modify their pedagogical strategies by incorporating the use of technologies during the COVID-19 pandemic [23]. Therefore, this digitalization has been accompanied by an increase in the feeling of isolation and has created more impersonal modes of communication, generating less dialogue, affecting relationships and giving rise to heavier and more socially diluted tasks. Since the adoption of the home office, the way of carrying out work and the way of socializing with the members of the organization changed.

As explained by [24], the dimension of the AS is not considered as an important element to consolidate organizational results. Therefore, it is of utmost importance that academic and administrative staff continue to feel part of the institution to promote a sense of belonging and integration and, in turn, encourage interest in remaining in the institution. These authors recommend studying the OC to identify the internal and external factors of each individual in their organization because they have a positive or negative impact on behaviors and levels of efficiency in educational institutions.

In the study by [25], the objective was to evaluate the OC that teachers have in their organization. The results showed that a high percentage did not feel committed to the institution, so their behavior was indifferent to the instructions given by the directors. The reasons were that no attention was paid to the needs or motivations of the teachers, which resulted in such indifference towards the organization, even to the point of being tired or bored. This group of teachers was characterized by being little participative since, at the time of making decisions, they did not contribute any initiative to the institution.

Furthermore, [26] mention that positive employee relationships contribute to the level of job satisfaction, emphasizing the trust that must exist between workers and the organization because achieving it will generate loyalty that will encourage continuing and thus maintaining an environment of collaboration and support.

Employees care about having a work environment where they feel safe and comfortable to carry out their activities, as this also has a direct impact on their personal well-being. Therefore, not only do employees obtain financial compensation or tangible achievements from work, but it is also important to maintain positive interpersonal relationships because it encourages employees to have a greater commitment to the organization by feeling "stable" in the place where they work [27].

Authors in [20] and [27] made a proposal to determine the factors that intervene in the OC and group them according to their nature. These authors divided it into three components: The AC being the emotional relationship that an individual experiences towards a workplace, the NC which are the obligations that the individual has towards the organization in retribution to what it offers or has given them, and the CC which are the benefits that the company grants compared to others, said component is based more on the economic which are the benefits that the organization grants compared to others. Specifically, [28] proposed affective commitment (AC), which consists in the development of emotional ties between workers and the organization, which encompasses the need and expectations of working in the institution because they like it and are happy even if the challenges faced by the educational center are present in their lives as if they were their own. The importance of AC is to allow employees to feel even more committed to the organization and want to help its success by enjoying their work. Thus, morale is linked to NC since it refers to loyalty to the organization, which is related to the values and respect towards the organization's norms. In this way, workers who align their personal values and objectives with those of the organization will always seek to remain in the institution [29].

Therefore, the normative propensity to commitment is a general moral obligation towards the organization [30].

As established by [26], the positive work experiences are those that foster stronger relationships between employees and organizations, which is why it aligns with what was mentioned by [30] when attributing to these AS in the work environment the attitudes and behaviors that workers manifest since they will be the reflection and result that they have in the organization.

The changing and dynamic nature of organizations and the effect they have on the behavior of their staff, which is why they recommend maintaining PS because they promote positive work experiences and favor an OC that is linked to a better job performance by feeling motivated and a high job satisfaction [31]. The study of OC and affective states (AS) allows for the design of actions that promote greater involvement of academic and administrative staff, which is reflected in levels of institutional excellence: benefit of the training of students in the teaching-learning process and in the institutional image, as well as in the response to the needs of society and requirements of the labor sector [32].

The teaching and administrative staff did not feel committed to the institution, so their NS was of indifference and they had a low level of OC [33]. Identified a favorable tendency among employees to OC [34]; found no relationship between self-esteem and OC [35]; identified a moderate level of OC among staff with a higher appreciation for AC [36]; determined that there is less development in AC due to a lack of ethical leadership and economic incentives [37].

In this way, the context originated by the pandemic has changed the organizational environment of HEIs, so this study provided contributions for educational organizations through the relationship between PS and NS with the OC in its three dimensions: AC, NC, CC; in addition, these variables, being part of a dynamic context, human capital undergoes alterations in the face of a conventional and unconventional situation such as the pandemic and the post-pandemic era. Consequently, the management of each institute must create educational management strategies aimed at strengthening the OC and the AS, through courses including techniques that promote the PS, and counteract the NS for the integration of all members of the educational center, such as the case of the Technological Institute of Tlalnepantla, downtown campus. Figure 1 presents the theoretical model of the study.

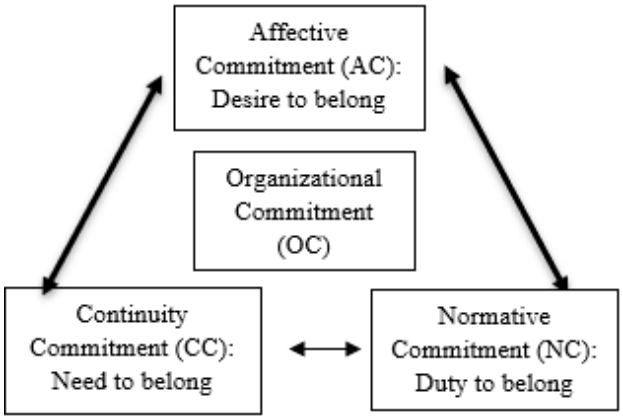

Figure 1. Theoretical model

3. Materials and Methods

The purpose of this section is to describe the research methodology used to obtain data through the design of the instruments, as well as the techniques for organizing and analyzing the information collected from participants.

The research approach was quantitative with a descriptive scope to determine the relationship between affective states (AS) both positive (PS) and negative (NS) with organizational commitment (OC), based on the commitments: affective (AC), normative (NC) and continuity (CC) in professors and administrative staff assigned to the Technological Institute of Tlalnepantla, downtown campus.

A total sample of 117 people participated in the study, with 62 teachers (44% women and 56% men) and 55 administrators (53% women and 47% men), with an average age of 52.3 years for teachers and 43.1 years for administrative staff.

Two questionnaires were used as instruments: The first aimed at determining the AS of the participants and the second focused on assessing the OC with respect to the AC, NC and CC in the institution in order to obtain information on the relationship between affective states and organizational commitment in the post-pandemic. For instrument one, a Likert scale was used with the following options: (1- not at all to 5- very much), while for instrument two, the scale used was (1- totally disagree to 5- totally agree). The data was organized with the SPSS 25 program that allowed calculating descriptive statistics such as mean (M) and standard deviation (SD).

4. Results and Discussion

This section provides the results obtained for the PS and NS, as well as those of the OC regarding the AC, CC, and CN of the educational organization under study based on the assessments of teachers and administrative staff. A discussion of the findings with respect to previous studies described in the literature is also provided.

4.1. Results of the Participants' Affective States

The PAS are the positive work experiences of the study participants. The importance of PAS is to favor stronger relationships between workers and organizations. Regarding the average scores for the PAS, they are presented in Table 1.

Table 1. Descriptive statistics of PAS in teachers and administrators

	Teachers		Administrative staff	
PAS	M	SD	M	SD
Cheerful	3.48	1.48	4.15	0.83
Proud	3.65	1.40	3.93	1.05
Resilience	3.68	1.33	4.07	0.77
Excited	3.47	1.26	4.00	0.92
Strong	3.69	1.26	4.11	1.03
Motivated	2.45	1.24	3.82	0.94
Self-confident	4.10	1.24	4.24	0.88
Initiative	4.06	0.99	4.31	0.78
Work flexibility	3.92	1.01	4.18	0.72
Creative	3.93	1.06	4.25	0.77

Based on Table 1, it was found that the PAS with the highest average in teachers was *self-confidence* (4.10 ± 1.24) and *initiative* for both teaching (4.06 ± 0.99) and administrative (4.31 ± 0.77) staff. Therefore, these participants valued a high perception of self-confidence on the part of teachers, meaning that they feel capable of carrying out any academic activity assigned to them. For both groups, this implies that they have the talent to carry out new activities or even to propose changes or modifications in those they work on in the educational organization.

In this sense, the finding of having self-confidence is confirmed in the study by [7], [21]. These authors explain that the PAS are those that will benefit the individual, such as confidence, satisfaction, self-confidence, and joy, mainly. And at the same time, it will generate human capital for the organization that has its personal and professional needs covered and will allow for better results. Likewise, it is confirmed what was established by [25], [33] regarding the fact that members have to be participative, proactive and collaborative when making decisions and carrying out their activities, in addition to contributing initiatives to the institution, always considering the goals and objectives of the educational center to improve its processes.

While the PAS with the lowest average was the *motivation* for both teaching staff (2.45 ± 1.24) and administrative staff (3.82 ± 0.94). This finding implies that the main actors are performing the tasks in a forced manner or it is inferred that they are not recognized for their participation in a positive way before the educational organization.

This result confirms what was studied by [3], [22] regarding the changes in the organization derived from the COVID-19 pandemic that generate NAS, which directly affects job performance that impacts OC.

NAS are the emotions that hinder employees from performing their jobs properly. Regarding the NAS of the study participants, they are shown in Table 2.

Table 2. Descriptive statistics of the NAS in teachers and administrators

	Teachers		Administrative Staff	
NAS	M	SD	M	SD
Stress	3.19	1.33	2.64	1.45
Nervous	2.97	1.38	2.36	1.51
Irritable	2.69	1.45	1.96	0.86
Desperate	2.69	1.45	1.95	0.87
Angry	2.31	1.21	2.11	1.15
Frustrated	2.79	1.65	1.89	0.96
Bored	2.00	1.16	1.76	0.77
Worried	3.18	1.34	2.51	1.51
On alert	3.66	1.24	3.04	1.36
Discouraged	3.11	1.36	1.96	0.86

From Table 2, it was found that the NAS with the highest mean was the *state of alert* in both teaching staff (3.66 ± 1.24) and administrative staff (3.04 ± 1.36). This finding implies that teachers are in a state of vigilance and maximum attention to their activities and especially to their health, due to the COVID-19 pandemic.

Meanwhile, the NAS with the lowest average rating was the *boredom state* for both teachers (2.00 ± 1.16) and administrative staff (1.76 ± 0.77). Therefore, these participants feel little interest and difficulty concentrating on their activities, which implies low motivation, and this is reflected in their work.

This finding coincides with what was studied by [25] where it was shown that a high percentage of teachers did not feel committed to the institution. The reasons were that the needs, interests and motivations of the teachers were not taken into account, which resulted in this indifference of the academic staff towards the institution, even to the point of being tired or bored.

4.2. Results of Organizational Commitment

OC is the positive emotional perception that an individual has toward their organization. AC is the emotional relationship an individual experiences toward a workplace. The results obtained from OC with respect to AC are shown in Table 3.

Table 3. Descriptive statistics of the AC in teachers and administrators

AFFECTIVE COMMITMENT(AC)	**Teachers**		**Administrative Staff**	
	M	**SD**	**M**	**SD**
I currently work at this institution more out of pleasure than necessity.	3.23	1.09	3.07	1.40
I have a strong sense of belonging to my institution.	3.45	1.22	3.84	0.31
This institution has great personal meaning for me.	4.05	0.95	3.91	0.22
I feel like part of a family in this institution.	3.18	1.07	3.40	0.67
I really feel like the problems of this institute are my own problems.	2.60	1.40	3.05	1.35
I enjoy talking about my institution with people who are not part of it.	3.76	1.36	3.69	0.45
I would be very happy to spend the rest of my working life in this institution where I work.	3.63	1.31	3.55	0.52

Based on Table 3, it was found that the AC assessment with the highest mean for both teaching and administrative staff was item 7, which corresponds to the *great significance that the institution has on a personal level* (3.63 ± 1.31) and (3.55 ± 0.52). This result implies that for teaching and administrative staff there is an identity for the organization, and this translates into matching its mission, vision and values, which generates a commitment in the staff to achieve the institutional objectives.

In this sense, this finding is consistent with what was studied by [10], [11], [12], [28], [35] regarding AC as the emotional connection that an individual experiences towards an organization and above all how important the organization where they work is for the person because it will allow determining how much the worker is committed to the mission, vision and philosophy of this, allowing their commitment to help meet the institution's objectives. While the lowest average ratings correspond to items 1 and 11. Item 1 refers to the fact that *I currently work at this institution more out of pleasure than necessity* for administrative staff (3.07 ± 1.40).

This result indicates that for administrative staff working for the institution generates several benefits, mainly in the economic part, since this allows them to cover their needs. For item 11 refers to whether *they really feel the problems of the institute as if they were their own problems, both for teaching staff (2.60* ± 1.40) and administrative staff (3.05 ± 1.35). This finding allows to deduce that these main actors leave the resolution of problems to the management, since they are in charge of carrying out the necessary strategies to maintain an ideal work environment.

These findings confirm what was studied by [16], [17], [18], [28], [37] regarding the fact that the AC is where the emotional ties of the workers with the organization intervene. In this sense, it encompasses the need and expectations from working in that institute because they like it and are happy even if the challenges that the educational center faces are present in their lives as if they were their own and this will allow employees to feel even more committed to the organization and want to help its success by enjoying their work. A different result was found by [25].

NC is the individual's obligations toward the organization and is a reward for what the organization offers or has given them. Meanwhile, for the NC dimension the results are shown in Table 4.

Table 4. Descriptive statistics of the NC

NORMATIVE COMMITMENT (NC)	Teachers		Administrative Staff	
	M	SD	M	SD
One of the main reasons why I continue working in this institution is because I feel a moral obligation to remain there.	2.77	1.34	2.09	1.22
Even if there were advantages to leaving the institution now, I don't think it would be right.	3.19	1.44	3.00	1.31
I would feel guilty if I left my institution now considering everything it has given me.	2.71	1.35	2.78	1.33
I would not leave my institution right now, because I feel obligated to all its people.	3.19	1.44	2.71	1.27
The institution where I work deserves my loyalty	3.82	1.31	3.82	1.18
I think I owe a lot to this institution.	3.42	1.35	3.69	1.22

According to Table 4, the highest mean score was given for item 14, referring to whether *the institution where they work deserves their loyalty,* both in terms of teachers (3.82 ± 1.18) and administrative staff (3.82 ± 1.31). Therefore, these participants valued that they not only work for the economic part but are also committed to the success of the organization.

This finding confirms what was studied by [26] regarding the promotion of positive employee relationships because they contribute to the level of job satisfaction, emphasizing the trust that must exist between workers and the company, because achieving it will generate a certain loyalty as the NC does for they encourage continuing with the organization, helping it to maintain a work and support environment as it was and continues to be during pandemic.

On the other hand, there are two assessments with a lower average: Items 12 and 6. Item 12 mentions that *one of the main reasons why they continue working at the institution is because they feel the moral obligation to remain there* for both the teaching staff (2.77 ± 1.34) and the administrative staff (2.09 ± 1.22), that is, for both actors they continue working at the educational center because of the teachers' commitment to teaching, in addition to not working in a forced manner at the institute and they carry out their activities because they know that it is the right thing to do and they do their job better.

Item 6 corresponds *to whether participants would feel guilty if they left the institution right now, considering everything it has given them, especially in the economic part,* as was found on the part of the teachers (2.71 ± 1.27). This result indicates that teachers would not feel that they cause any harm if they left the institution, although it is not ideal due to their commitment to the students.

These findings coincide with what [29] pointed out regarding the fact that morale is linked to NC since it refers to loyalty to the organization for identification with objectives and values understood as the respect for the norms of the organization with which they have a relationship. In this way, workers who align their personal values and objectives with those of the organization will always seek to remain in the institution regardless of the economic part.

The CC is the benefits that the organization provides compared to others, this component is based more on the economic. While for the CC dimension, the results are shown in Table 5.

Table 5. Descriptive statistics of CC

CONTINUITY COMMITMENT (CC)	Teachers		Administrative staff	
	M	SD	M	SD
One of the main reasons for continuing to work here is because another institution could not match the salary and benefits I have here.	2.76	1.22	2.36	1.39
I think I have very few options to get another job like this to consider the possibility of leaving this institution.	2.68	1.34	2.78	1.51
One of the main reasons why I continue working at my institution is because outside, it would be difficult for me to get a job like the one I have right now, it would be hard for me to leave the institution where I work, even if I wanted to.	2.42	1.46	2.69	1.55
Too many things in my life would be disrupted if I decided to leave my institution now.	3.28	1.25	3.31	1.43
	3.44	1.35	3.25	1.42

According to Table 5, two ratings with a higher average were obtained: Item 16 and 17. Item 16 related to *right now it would be hard for me to leave the institution where I work, even if I wanted to,* in the administrative staff (3.31 ± 1.43) implies that for the majority of the administrative staff it would be difficult for them to stop working at the educational center, this derived from all the needs covered by the institute on a personal and professional level.

For item 17, *too many things in my life would be interrupted if I decided to leave my institution now,* in terms of teaching staff (3.44 ± 1.35) and administrative staff (3.25 ± 1.42). This result indicates that for most teachers they would stop contributing their knowledge and the desire to develop new projects for the benefit of students and the organization, apart from the changes in economic stability. For the administrative staff, they consider not leaving the educational center due to the years they have contributed to it and feel the need to continue doing so for the success and achievement of institutional objectives, apart from the changes in economic stability.

These findings confirm what was studied by [27], [29] regarding the fact that CC are the benefits that the organization grants compared to others, said component is based more on the economic, that is, in this part employees value the organization more for the benefits it grants them from a salary which allows them to cover their needs and generates in the worker the desire to continue in that institution and staff turnover is avoided by forcing the employee in a certain way not to think about resigning.

Meanwhile, with a lower mean for teaching staff was item 13, *one of the main reasons why I continue working at my institution is because outside, it would be difficult for me to get a job like the one I have*. For teachers the assessment was (2.42 ± 1.46) which implies that teachers have opportunities to work in other educational centers, however, they have loyalty to the institute, which deduces that there is a commitment and a good working relationship.

While for the administrative staff, the lowest mean was item 4, *one of the main reasons for continuing to work here is because another institution could not match the salary and benefits that I have here,* with a rating of (2.36 ± 1.39). This result implies that for the administrative staff, continuing to work at the institute has several benefits on a personal and professional level, especially in the economic part since their salary covers their needs.

The above results confirm what was established by [27], [29] regarding the CC that prevents staff turnover derived mainly from economic benefits and this causes workers not to want to leave the organization since they fear not finding another institution with better opportunities than those they already have in their workplace.

5. Conclusion

Educational organizations made changes in the operation of their academic programs following the emergence of the COVID-19 pandemic. The affective states of in teachers and administrative staff also changed. Overall, educational institutions modified their organizational commitment.

This research provides useful information because it provides results on AS and OC in the teaching and administrative staff of a higher education institution that are closely linked. Therefore, the research is relevant due to the changes generated by the COVID-19 pandemic in the participants, so the objective of the study was met.

For the post-pandemic era, both groups are happy to have returned to work at the Institute, however, the state of motivation requires innovation strategies that allow integrating all members of the educational center to achieve synergy and achieve institutional objectives. In addition, these strategies must be sustainable over time to ensure that the institutional identity remains alive and relevant, generating pride in belonging to said community and promoting an OC with greater emphasis on PS.

The results obtained from the research allow to determine the relevance of OC in higher education from the perspective of teaching and administrative staff. It is also worth highlighting the existence of AS, as an important component that influences the OC of an institution.

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