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TEACHERS' EMOTIONAL LABOR, ORGANIZATIONAL COMMITMENT AND WORK VALUES IN THE NEW YORK CITY PUBLIC SECONDARY SCHOOLS

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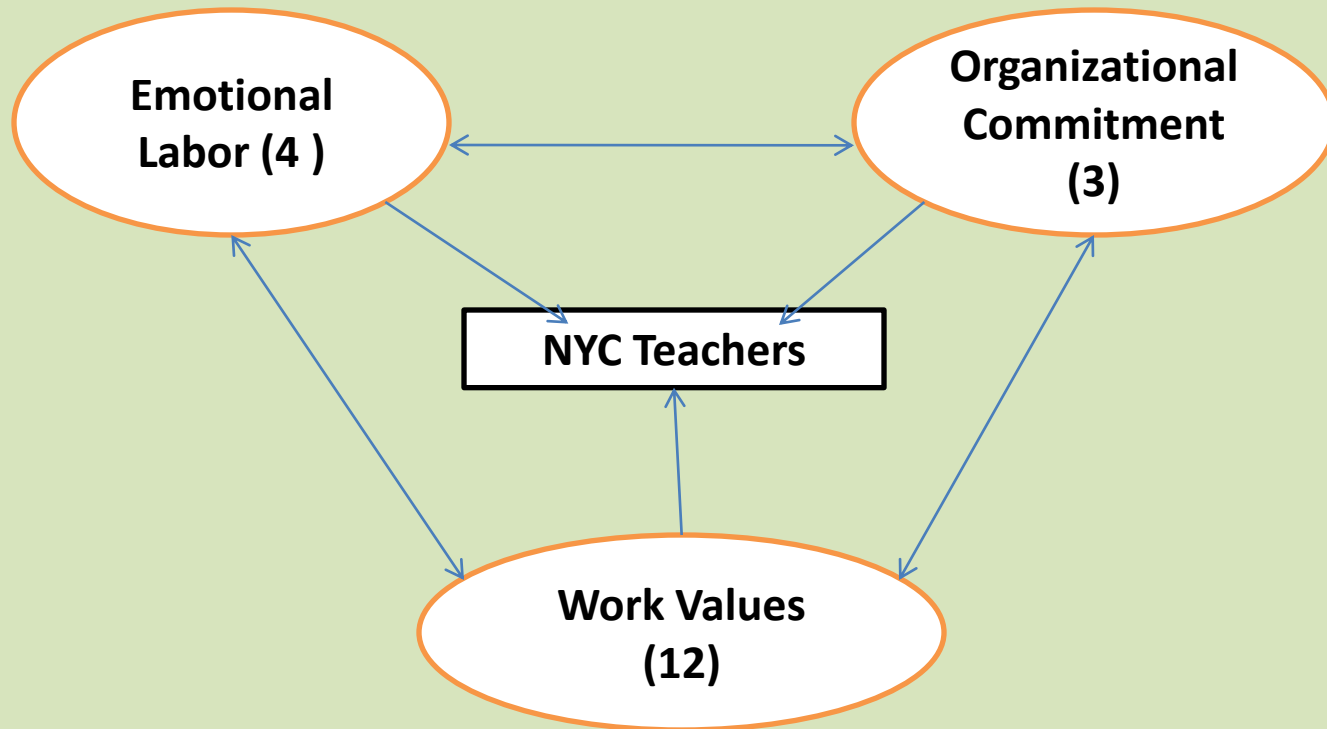
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RATIONALE



NYC Department of Education recruit teachers all over the world, many left but others stay for various reasons. This study hopes to determine whether emotional labour, organizational commitment and work values are predictors of teachers reason to stay or turnover. Will the results be the same if conducted to other urbanized cities, if any?

STUDY CONCEPT



OBJECTIVES



This study aims:

1. To describe emotional labor of the teachers using Teacher Emotional Labor Scale (TELS) such as automatic emotion regulation, surface acting, deep acting, and emotional deviance.
2. To determine the teachers commitment using the Three-Commitment Model (TCM) in terms of emotional commitment, normative commitment and continuous commitment.
3. To determine the work values of teachers using Supers' Work Values Inventory –Revised (SWVI-R) such as achievement, associates, creativity, income, independence, lifestyle, intellectual stimulation, prestige, job security, supervision, work environment, and variety.

OBJECTIVES



Specifically, to what extent do the factors of teachers' emotional labor, organizational commitment and work values affect teachers socio-demographic characteristics according to age, race, subject area, grade levels, highest educational attainment, and length of service (teaching experience) using multivariate analysis of variance (MANOVA).

Also use an exploratory factor analysis (EFA) using principal component analysis to identify the underlying relationships between measured variables.

METHODS



Research Design:

This study used the descriptive correlation methods specifically MANOVA and exploratory factor analysis (EFA) in finding out the relationship of teachers' emotional labor, organizational commitment and work values in the New York City public secondary schools.

METHODS



Respondents:

The respondents of this study are the New York City public secondary school teachers for SY 2018-2019. The researcher will use Raosoft to determine the sample size using 5% margin of error, a 95% level of confidence from a population of 20,000. The computed sample size is 377.

METHODS



Data Gathering Instrument:

1. Teacher Emotional Labor Scale (TELS) (20-items) By Cem Şafak ÇUKUR
2. A Three-Component (TCM) Organizational Commitment Questionnaire (24-items) By Natalie Allen and John Meyer
3. Supers' Work Values Inventory – Revised (SWVI-R) (12-items) by Donald Super

METHODS



Data Gathering Instrument:

Emotional Labor	Item Number	Total Number of Item	Percentage
Automatic Emotion Regulation	1, 5, 9, 13, 17	5	25
Surface Acting	2, 6, 10, 14, 18	5	25
Deep Acting	4, 8, 12, 16, 20	5	25
Deviance/Dissonance	3, 7, 11, 15, 19	5	25
TOTAL		20	100

METHODS



Data Gathering Instrument:

Organizational Commitment	Item Number	Total Number of Item	Percentage
Affective	1, 4, 7, 10, 13, 16, 19, 22	8	33.33
Continuance	2, 5, 8, 11, 14, 17, 20, 23	8	33.33
Normative	3, 6, 9, 12, 15, 18, 21, 24	8	33.33
TOTAL		24	99.99 or 100

METHODS



Data Gathering Instrument:

Work Values	Item Number	Total Number of Item	Percentage
Achievement	1	1	8.33%
Coworkers	2	1	8.33%
Creativity	3	1	8.33%
Economic Return	4	1	8.33%
Independence	5	1	8.33%
Lifestyle	6	1	8.33%
Mental Challenge	7	1	8.33%
Prestige	8	1	8.33%
Security	9	1	8.33%
Supervision	10	1	8.33%
Work Environment	11	1	8.33%
Variety	12	1	8.33%
TOTAL		12	99.96 or 100

VALIDITY SOURCES



Teacher Emotional Labor Scale (TELS) (20-items) By Cem Şafak ÇUKUR.

Source: Cukur, Cem. (2009). The Development of the Teacher Emotional Labor Scale (TELS): Validity and Reliability. *Educational Sciences: Theory and Practice*. 9 (2) • Spring 2009 • 559-574

A Three-Component Organizational (TCM) Commitment Questionnaire (24-items) By Natalie Allen and John Meyer

Source: Allen, N. and Meyer, J. (1990). The measurement and antecedents of affective, continuance, and normative commitment to the organization. *The Journal of Occupational Psychology*, 63, 1-18

Supers' Work Values Inventory – Revised (12-items) by Donald Super.

Source: Hammond, M & Betz, Nancy & Multon, Karen & Irvin, Tawana. (2010). Super's Work Values Inventory-Revised Scale Validation for African Americans. *Journal of Career Assessment - J CAREER ASSESSMENT*. 18. 266-275. 10.1177/1069072710364792.

Source: Alvaro, M.T de Belen, (2017). Work values, organizational culture, and employee engagement in a multigenerational setting. A Dissertation presented to the faculty of graduate school, LPU-Batangas. p. 99-110

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Data Gathering Procedure:

The researcher will sought approval by sending letter of request to conduct the study to the New York City Department of Education through the Chancellor and request permission to use the data from the data-base for inclusion in the study. The questionnaires were distributed to the participants of the study via email using the internal internet system of communication and using the Google Form, and were retrieved and captured immediately using the Excel file within two months.

METHODS



Data Analysis:

The data gathered will be analyzed using multivariate analysis of variance (MANOVA) as well as using the principal component analysis of the exploratory factor analysis (EFA) with the latest SPSS version.

THE END



THANK YOU VERY MUCH!!!