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Well-being and work engagement: teachers' professional advancement and how to manage it over time

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Abstract. The topic of the manuscripts focused on wellbeing connected with work area. Authors discusses the process of work and commitment as categories, which may be used in personal growth of teachers management. Paper theoretically is based on organizational positive psychology and raises a subject of well-being in the hedonistic and eudaimonistic subject of matter and professional commitment category (at organization and work) as a source of life satisfaction.

In order to examine relationships between the wellbeing, the commitment to work or the organization and the professional development the study was conducted. The study group consist of 129 teachers , and following tools were used: An UWES Questionnaire was used for examinations (Utrecht Work Engagement Scale, Schaufelie and Bakker, 2010), Questionnaire of the Welfare in the work situation (KDSP) and Affective Continuance, and Normative Commitment Scales (Bańka, Bazińska, Wołowska, 2002).

Results showed a positive connection between the welfare at work and with engagement at work and the organization and it is not linked with the duration of the professional career. Moreover research showed positive connection between the commitment to work and the commitment to the organization and it is not linked with the length of the work at the given institution. Results of research can be used in planning education operations for the forming developmental worldwide society.

Key words: well-being, satisfaction, commitment at work, commitment at organization

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Introduction

The article is concerns on the relation between well-being at work, work engagement and affective commitment and their relation between the length of career in the group of teachers. This group was choosen because it is very important group in society. They are responsed not only for the level of education the future generation, but they have a big impact on their identity and emotional development. So the optimalsation of their professional life is the important aim in every societies. The results of the study confirm the positive role of organizational factors like work climate on the level of wellbeing and engagement of the teachers.

Defining and re-defining well-being

A rather ambiguous construct, well-being has been variously defined as life satisfaction, affective experience, good relationships, and feelings of meaning (Linley and Joseph, 2007). According to Seligman, as many as five measures need to be taken into account to define this unique mental state of an individual. They are positive emotion, engagement, meaning and purpose, positive relationships, and accomplishment (Seligman, 2011). None of these elements alone defines well-being, but each significantly contributes to it. This kind of operationalisation fails to describe the concept exhaustively because — due to certain philosophical differences on how meaning and purpose or happiness should be understood (Szymańska, 1997, Shusterman, 2005) — two separate lines of research have emerged: hedonic and eudaimonic.

Two theoretical frameworks exist into which most hedonic concepts of happiness can be fitted. The two perspectives are called ‘bottom-up’ and ‘top-down’ (Czapiński, 2012). The assumption in the bottom-up model is that the better our situation is objectively (for example, the better off we are financially or the better relationships we have with other people), the more satisfied and happier we are. In the top-down perspective, the reverse is true: the happier we are, the more rose-coloured the view we take of our situation (financial, social, etc.). It is therefore an overall satisfaction with life or a sense of happiness which determine how much satisfaction we get from specific experiences and situations. In this line of research, the focus is on how to measure well-being (and, more generally, pleasure). The question is whether we should treat pleasure quantitatively (what

matters here is how many happy events there are in life) or qualitatively (what matters are the kinds and categories of experiences). Both research traditions are present in the current studies of well-being, the quantitative approach to pleasure putting researchers closer to the eudaimonic view of happiness (Bujacz and Hornowska, 2012).

The previous research showed that wellbeing is an important construct in human development and activity. The literature mentions three major eudaimonic theories of happiness (Bujacz, Hornowska, 2012). They are: Martin Seligman's theory of authentic happiness (2005). Research into well-being must make it clear how the concept is understood and approached. When operationalising the phenomenon, it is important to indicate the origin of the terms used. Hedonism and eudaimonism are two immensely significant perspectives in positive psychology, and well-being will be defined differently depending on which of them is adopted.

In the eudaimonic tradition of well-being studies, well-being is not a simple attainment of pleasure but a reward one gets for giving due meaning and purpose to one's life, for having lived a good life (Urry et al., 2004). The hedonic perspective pegs well-being as a positive psychological state, described in terms of satisfaction with life and positive and negative feelings, and attainable when a person is highly satisfied with his or her life and has a high level of positive affect and a low level of negative affect (Carr, 2004). This line of research includes the work of Cierpiąłkowska and Sęk (2002), Cieślińska (2013)

Satisfaction with work as an expression of hedonic well-being. Job satisfaction is usually understood in terms of a person's positive attitudes and feelings towards his or her working environment and professional duties (Staples, Higgins, 1998). Job satisfaction depends on the balance between what one invests in the job (such as time or engagement) and what one receives in return (promotion, pay, development opportunities, relationships with colleagues). Dissatisfaction is implied when an employee's substantial job investment brings little in return (Schulz, Schulz, 2002). Satisfaction also depends on the extent to which a job satisfies one's needs (Czajka, Szumski, 1987) and is in line with one's expectations.

Job satisfaction as an expression of hedonic well-being places importance on workplace experiences and their interpretation. Managers should be able to plan and arrange events and employees' experiences and through that somewhat influence the perceived job satisfaction. As such, well-being can stem from certain positive organizational engineering (Lindley, Alex, 2007; Lerner, 2010).

Traditionally, the factors affecting job satisfaction are divided into four areas: (1) Economic (pay; financial rewards; insurance); (2) Working environment (physical safety; noise; temperature; lighting; workstation set-up; car; phone); (3)

Interpersonal relationships (quality of relationships with supervisors and other employees; work atmosphere – competition vs. cooperation; management culture); and (4) Tasks and activities (responsibility; independence; attractiveness; monotony, Bajcar, Borkowska, Czerw, Gąsiorowska, 2011). The positive psychology view of management emphasises the importance of internal factors which affect an employee's job satisfaction, such as personality traits, which bring about job satisfaction, or the employee's unique emotional make-up. Usually, four groups of internal factors are mentioned, namely: (1) Professed values (independence; prosocial behaviour; self-fulfilment; responsibility; recognition; fair treatment in work; honesty; safety at work; drive for prosperity); (2) Information processing (synthetic thinking; analytical thinking; creativity; tendency to plan ahead; cognitive styles); (3) Emotional make-up (optimism, emotional intelligence; dominant emotions – positive or negative; emotional self-control; concerns and anxieties); and (4) Unique predispositions (temperamental traits; talents; personality traits such as sociability; professional interests). Howard (2008) described those traits as the "employee's psychological capital" which has a positive impact on his or her experiences and attitudes. The components of this capital are: resilience, optimism, hope, and self-efficacy. These traits protect against setbacks and facilitate one's ability to function more fully; they may also help offset shortages in work resources and influence one's sense of satisfaction. In this view, satisfied employees are more creative in their thinking and their decisions are more accurate and faster. Also, those satisfied with their jobs build stronger interpersonal contacts with their colleagues, cooperate better and find it easier to resolve conflicts more effectively (Czerw, 2014). Better work performance is not the only outcome of job satisfaction: people with a high level of job satisfaction have low absenteeism rates, are loyal, tend to stay in their job and, importantly, show strong engagement/commitment levels (Juchnowicz, 2013). High job satisfaction is also seen as a buffer against job burnout (Howard, 2008; Sęk, 2000; Staples, Higgins, 1998).

Work and organisational engagement as a sign of well-being. Work and organisational engagement are areas of positive organisational psychology which focuses on the improvement of life quality through the benefits of work (Szabowska-Walaszczyk, Zawadzka, Wojtaś, 2011). Both concepts are concerned with an individual's potential and opportunities for its development. Before the two processes are examined and differentiated, we will first look at what "engagement" means.

As a conceptual construct of positive psychology, engagement directs the researcher's attention to the notions of growth and development at work. Enjoyment of what one does can bring tangible benefits both to the individual concerned and the organisation as a whole. It may bring about employees'

creativity, initiative and willingness to improve (Zawadzka, 2010; in: Szabowska, Walaszczyk, 2010). Employees' engagement is of great benefit to each and every organisation, obviating the need for financial incentive and tending to reduce employee turnover. From this perspective, engagement is seen as general well-being or flow (Csikszentmihalyi 1990; in: Szabowska, Walaszczyk, 2010).

Engagement is present and can be analysed in a variety of contexts. Seen from the supra-individual perspective, it forms part of the employee-organisation relationship and can be split into work engagement and organisational engagement. The second perspective involves a situational context; here, engagement is examined in terms of situational and personal variables. The third context addresses the dynamic aspect of engagement. Seen from this point of view, engagement is either a state or a set of behaviours. These different contexts facilitate a distinction between work engagement and organisational engagement. In this respect, the breakthrough came with Kanungo's theory (Szabowska – Walaszczyk, 2010). The theory describes job engagement as a state that accompanies work and sees organisational engagement as one's identification with an organisation and its values, and a belief that individuals can develop and be successful when the organisation is successful. Schaufeli and his associates (2002) studied the links between organisational commitment and both work and role engagement which showed that, albeit similar, these concepts are not identical (Szabowska – Walaszczyk 2010).

Work engagement. Work engagement reflects a person's individualistic and autonomous need for self-fulfilment, generativity or self-determination (Schaufeli & Bakker, 2010). Research has proved that work engagement and job satisfaction are related to the employee's individual traits and situational factors relating to workplace characteristics. Among the essential individual traits identified by scholars are so-called personal resources, including positive attitude, emotional maturity, plasticity and flexibility, adaptability, passion, results-orientation, internal locus of control, low neuroticism, high extraversion, tendency to compromise, openness, diligence, self-esteem, optimism, and self-efficacy. Work-related factors, on the other hand, can be divided into two groups: one including employment and working conditions (organisational support; supervisor's role; plans and opportunities for development; recognition of attainment), the other comprised of social factors (fairness, satisfaction, interpersonal relationships).

Organisational engagement. Organisational engagement is captured by Meyer and Allen's three-component model of engagement, also known as organisational commitment (Bańka, 2000). The three components are affective commitment (emotional attachment to and identification with the organization); normative

commitment (feelings of obligation to stay with the organisation); and continuance commitment (awareness of losses that might occur when leaving the organisation). Each dimension entails specific consequences and has its own determining factors.

Based on the model, the individual types of commitment have both different determining factors and different consequences. Even though the various types of commitment should correlate negatively with a decision to leave the organisation, the authors of the model (Mayer, Allen) believe they can affect the employees' workplace behaviour and performance in various ways. Affective and normative commitment may positively predict work performance and "citizenship behaviour" within the organisation. Continuance commitment, on the other hand, will be negatively correlated with the two variables or there will be no linkage to them at all, potentially indicating that working for the organisation brings no job satisfaction. As such, not every form of organisational commitment is desirable. While employees with normative and affective commitment are better at work, enjoy more recognition and are better performers, those with continuance commitment fail to foster positive relationships with other colleagues, are worse performers and are more often dysfunctional in their activities (Bańka, Bazińska, Wołowska, 2002).

Research issue and research questions

Job satisfaction is an extremely important element of organisational impacts as it may serve as a measure of work performance and a predictor of work purpose. An organisation (a business) may seek to develop job satisfaction by delivering a richer work experience, providing accurate and constructive feedback, making sure its incentive scheme is fair, helping employees develop their skills and competences or, finally, giving them more job-related responsibilities. A lot of educational theorists claim that a degree of career advancement or length of service are of no relevance to assessing the quality of teachers' work (see Cibor, 2004; Şek, 2000); as a matter of fact, these two factors may even pose a risk to teachers' development (Kyriacou, 2001; Davidson, McEwen, 2012). The previous research shows that teachers tend to become less creative once they have progressed to the ultimate stage in their career development¹(Boguszewski, 2013).

¹ Under the Polish system of education, subsequent stages in career advancement are related to the length of service and teacher's achievements. A teacher cannot progress to the next stage before completing a pre-determined period of service. To become a "diploma teacher", which is the ultimate stage in career advancement (reflected in

The main focus of our research was to answer the following question: Is there any relationship between well-being, work and organisational engagement and the length of one's career? The base for this were the previous research lead by Czerw (2016) and Borkowska, & Czerw (2017). To be able to get an answer to this question, we have formulated the following research hypotheses:

H.1. The higher the result on all dimensions of well-being at work, the greater the work engagement and affective commitment to the organisation.

H.2. The higher the result on all dimensions of well-being at work, the lower the extent of the normative and continuance commitment to the organisation.

H.3. The higher the work engagement, the greater the affective commitment to the organisation and the lower the normative and continuance commitment to the organisation.

H.4. The length of service and the career advancement stage are positively correlated to well-being and engagement/commitment in all dimensions.

Research procedure and research tools

The following tools were used:

UWES. Work engagement was assessed using Schaufeli and Bakker's UWES questionnaire (Utrecht Work Engagement Scale, 2010). Work engagement is defined as a state of mind characterised by vigour, dedication and absorption. Our research used the Polish version of the tool (Szabowska, Walaszczyk, 2010). UWES defines work engagement as a positive and stable state which affects organisational performance. *"Schaufeli's engagement model has relied on empirical analysis to come up with three different factors: vigour, dedication and absorption. Vigour is described as high levels of energy, resilience, willingness to invest effort in one's work, and persistence. Dedication is characterised as being involved in one's work and experiencing a sense of significance, enthusiasm, pride, inspiration, and willingness to take up challenges. Absorption is defined as being concentrated and cognitively engrossed in one's tasks such that time passes quickly and one has difficulties with detaching oneself from work."* (Szabowska, Walaszczyk, 2010, pp. 58-59). The original questionnaire includes three scales which correspond to absorption (6 items), vigour (6 items), and dedication (5 items). Respondents provide answers using a seven-point frequency scale from "Never" to "Always" (meaning "every day"). The Polish version of the

teachers' pay scales), one must have worked for ten years. After 20 years of work, including ten years as a diploma teacher, one may seek a honorary title of education professor which is conferred by the Minister of National Education.

questionnaire is based on a translation provided by Schaufeli and Bakker and includes 17 items which correspond to the description above. The UWES-PL questionnaire “*has psychometric characteristics similar to those of the original*” (Szabowska – Walaszczyk, 2010, p. 65).

The Affective Continuance, and Normative Commitment Scales (Mayer & Allen) were developed based on the three-component model of organisational commitment. The Polish version of the tool was used (Bańka, Bazińska, Wołowska, 2002). The questionnaire uses constituent subscales to measure the three components of commitment (normative, affective, continuance). The statements are about employee’s feelings and beliefs and describe their relationship to the organisation. The Affective Commitment Scale items relate to the employee’s emotional commitment and include statements such as “*I can say I feel like a 'part of the family' at my organisation.*” The Continuance Commitment Scale items reflect what employees perceive as the costs of leaving the organisation and having no alternative job opportunities, and include statements such as “*I feel that I’d have very few available work alternatives if left this organisation.*” The Normative Commitment Scale items reflect the moral obligation of staying with the organisation, such as “*Even if I got something better, I would not feel it was right to leave my organization now.*” In its basic version, the questionnaire includes 24 items, 8 for each subscale. The questionnaire was used as a survey tool among employees in a variety of organisations. It has a seven-point scale where 1 means “*I completely disagree*”, and 7 means “*I completely agree*”. The respondents address each statement in the above-referenced scales.

The Polish version of the Affective Continuance, and Normative Commitment Scales includes 18 items, 6 for each subscale (Normative Commitment, Affective Commitment, and Continuance Commitment). For a variety of reasons, the other items were dropped.

Well-Being at Work Questionnaire (*KDSP*) (Czerw, 2014)

The Well-Being at Work Questionnaire (*KDSP*) is used for the subjective assessment of one’s own work and its place. The questionnaire includes 43 items across 4 categories: (1) Positive organisation (12 items); (2) Work fit and development (10 items); (3) Positive relationships with colleagues (13 items); and Contribution to the organisation (8 items).

Scale: Positive organisation relates to the feelings of accepting the organisational set-up. Seeing the organisation’s strengths/advantages as prevalent. An overall

sense of agreeing to how the organisation operates. A feeling that the organisation and its employees are capable of working towards the common good. The organisation is seen as an employee-friendly business. The opposite end of the scale reflects the perception of the organisation as a flawed workplace, one that is barely acceptable. The organisation's values are not accepted and there is a widespread distrust of the organisation and supervisors.

Scale: The work fit and development category measures the level of satisfaction with one's work role and how one's development in that role is perceived. A feeling that what one does is appropriate to their abilities/predispositions; a feeling that one is at the right place and does the right job / holds the right position. This sense is derived from the perception that the job corresponds to one's current needs, professed values, and abilities. This is also about the feeling that one's job is conducive to the development of new competences or a marked improvement of those one already has. The negative end of the scale involves a feeling that what one does is at odds with one's abilities; that one's role is a bad fit; that one's resources are not utilised; or that the job done exceeds one's abilities. Boredom and lack of interest in the job/tasks.

Scale: The category of positive interpersonal relationships facilitates assessment of how one perceives his or her workplace ties with other people; a feeling of having good, friendly and open relationships with colleagues at the same organisational level; a feeling that one can trust and rely on other employees in the workplace; certainty that one will get help from colleagues when such help is needed. The negative end of the scale involves a feeling that one is unable to form good and friendly relationships with colleagues; a sense of being under threat from others, of hostile competition; a feeling of being ignored and rejected by others within the organisation.

Scale: Contribution to the organisation reflects the assessment of one's value within the organisation. The scale captures the employee's sense of being an important part of the organisation, of being someone with high and important abilities. The category reflects the feeling of whether, and to what extent, what the employee does for the organisation is valued by the organisation and contributes to the common good of both the organisation and its employees. Contribution to the organisation involves the notions of the efficacy of what one does for the organisation and of being responsible for its fortunes. The negative end of the scale involves a feeling of having no influence on what happens to the organisation, and of one's job being detached from the organisation's fortunes; a sense of not being appreciated by other employees, and the organisation as a whole, for one's efforts and work performance.

The statements are assessed on the seven-point scale, where 1 is "I completely disagree" and 7 "I completely agree".

Controlled socio-demographic factors: sex; age; career advancement stage; length of service at current workplace; overall length of service.

Description of the sample

Our survey was conducted on a population of 129 teachers (107 women and 22 men) aged 26-56 ($M = 41.2$; $SD = 8.38$), including 47 primary school teachers, 50 special education centre teachers, and 33 upper-secondary school teachers. The study group consisted from all teachers from choose 3 schools in one of Polish region in Lubuskie voivodship. It means that they had the same background and organisational supplies because they had the same structure and the same organisation who lead the educational department. The differences in organisation could depend only on the headmaster and the teachers. All respondents agreed to take part in our survey. Questionnaires were distributed at the meetings of the School Educational Development Organiser with the Teachers' Board over January and February 2015. The respondents were given time to complete questionnaires anonymously and return them to a pre-agreed place. All respondents returned their questionnaires. One person did not complete the UWES questionnaire and was excluded from further analysis. Ultimately, we included the results from 128 respondents. All teachers (100%) held master's degrees and their length of service with their current institution ranged from one year to 34 years ($M = 14$; $SD = 8,5$).

The descriptive statistics for each questionnaire in study group were provided in Table 1. Except for one scale (the CS questionnaire's continuance scale), distributions for all measured factors are significantly left-skewed. Therefore, for our research hypothesis testing purposes, we have conducted non-parametric analysis of quantitative data using Spearman's r_s Coefficient.

Results of study

The first research hypothesis: Relationship between work engagement and well-being at work. The table 2 shows the results of the analysis we conducted to test the H.1 hypothesis. Both the overall UWES questionnaire result and its individual dimensions are significantly correlated with the dimensions of the KDSP questionnaire. All relationships are positive and can be referred to as moderately strong. It can therefore be concluded that **the higher the result** on all dimensions of well-being at work, **the greater the work engagement**.

	Min.	Max	M	SD	Skewness		Kurtosis		<i>K-S</i>	<i>p</i>
					Coef.	SE	Coef.	SE		
KDSP										
questionnaire										
Sum total	113	301	256.3	37.54	-1.19	0.21	1.52	0.43	0.12	0.001
Positive organisation	23	84	68.14	14.28	-0.97	0.21	0.25	0.43	0.14	0.001
Work fit and development	25	70	62.03	9.15	-1.75	0.21	3.18	0.43	0.19	0.001
Positive relationships	36	91	77.42	11.22	-1.04	0.21	1.03	0.43	0.14	0.001
Contribution to organisation	20	56	48.70	6.54	-1.32	0.21	2.72	0.43	0.13	0.001
CS										
questionnaire										
Affective scale	7	42	31.73	8.45	-0.67	0.21	-0.28	0.43	0.11	0.001
Continuance scale	11	42	31.03	7.44	-0.39	0.21	-0.54	0.43	0.08	0.061
Normative scale	6	42	29.15	9.87	-0.56	0.21	-0.53	0.43	0.10	0.005
UWES										
questionnaire										
Sum total	14	102	81.94	14.38	-1.31	0.21	3.36	0.43	0.10	0.002
Vigour	10	36	28.46	5.12	-0.76	0.21	0.56	0.43	0.14	0.001
Dedication	2	30	24.99	4.79	-1.61	0.21	4.24	0.43	0.15	0.001
Absorption	2	36	28.49	5.38	-1.53	0.21	4.68	0.43	0.12	0.001

N = 128

Table 1. Descriptive statistics and Kolmogorov–Smirnov test results for KDSP, CS and UWES scales.

	Positive organisation	Work fit & development	Positive relationships	Contribution to the organisation
Engagement as a state	0.59**	0.70**	0.56**	0.61**
Vigour	0.56**	0.64**	0.52**	0.55**
Dedication	0.64**	0.76**	0.59**	0.61**
Absorption	0.50**	0.59**	0.49**	0.56**

** Correlation is significant at 0.01 (two-sided).

Table 2. Correlation matrix for the UWES (Work and Well-Being; line items) subscales and the KDSP (Well-Being at Work; columns) subscales.

The second hypothesis: Relationship between organisational commitment and well-being at work

Based on the analyses we have conducted to test the relationship between organisational commitment and well-being at work, it can be concluded that there are moderately strong relationships between all well-being dimensions and affective organisational commitment. However, we have not confirmed the assumption of a negative relationship between well-being and normative and continuance commitment to the organisation. Our results indicate a positive relationship between tested variables (Table 3).

	Positive organisation	Work fit & development	Positive relationships	Contribution to the organisation
Affective scale	0.82**	0.77**	0.80**	0.57**
Continuance scale	0.52**	0.44**	0.57**	0.32**
Normative scale	0.74**	0.63**	0.71**	0.49**

** Correlation is significant at 0.01 (two-sided).

Table 3. Correlation matrix for the CS (Organisational commitment; line items) scales and the KDSP (Well-Being at Work; columns) scales.

The hypothesis third: Relationship between organisational commitment and work engagement

On analysis, we can conclude that affective organisational commitment is significantly and positively correlated with both the overall work engagement and each of its individual dimensions. These relationships are moderately strong. Similar results were obtained for the relationships between *normative* commitment and *continuance* commitment (Table 4).

	Engagement as a state	Vigour	Dedication	Absorption
Affective scale	0,60**	0,55**	0,66**	0,52**
Continuance scale	0,40**	0,33**	0,39**	0,40**
Normative scale	0,53**	0,47**	0,56**	0,50**

** Correlation is significant at 0.01 (two-sided).

Table 4. Correlation matrix for the CS (Organisational commitment; line items) scales and the UWES (Work and Well-being at Work; columns) scales.

The hypothesis fourth: Length of career vs. well-being, work engagement and organisational commitment

Based on our analysis of socio-demographic attributes of the teachers surveyed, these variables have very little impact on well-being, work engagement and organisational commitment. This is true both for the processes seen as a whole and for their sub-dimensions. The analysis has shown weak positive relationships between the length of service and continuance commitment ($r = .264^{**}$) and weak negative relationships between career advancement stage and well-being in terms of the positive interpersonal relationship dimension ($r = -.202^*$), affective commitment ($r = -.223^*$) and normative commitment ($r = -.201^*$ r_s -Spearman).

	Age	Education	Current length of service
Uw – VI	-0.006	-0.104	-0.085
Uw – DE	-0.022	-0.103	-0.147
Uw – AB	0.048	-0.047	-0.047
Uw – SUM	0.002	-0.093	-0.092
KDSP – SUM	0.014	-0.158	-0.123
KDSP – PO	-0.019	-0.153	-0.131
KDSP – WF&D	0.002	-0.155	-.184*
KDSP – PRWC	0.025	-.202*	-0.119
KDSP – CTO	0.008	-0.024	-0.06
CS – AS	0.047	-.223*	-0.066
CS – CS	.264**	-0.117	0.129
CS – NS	0.084	-.201*	-0.044

** Correlation is significant at 0.01 (two-sided); *. Correlation is significant at 0.05 (two-sided).

Table 5. Correlations between demographic variables and the results of questionnaires.

Discussion of results

The analyses we have conducted to answer the research questions and test our hypotheses show that the H.1 hypothesis (“The higher the result on all dimensions of well-being at work, the greater the work engagement and affective commitment to the organisation”) should be accepted, whereas the H.2 hypothesis (“The higher the result on all dimensions of well-being at work, the lower the extent of the normative and continuance commitment to the organisation”) should be rejected. The results show that both normative commitment and continuance commitment

may have a positive value and be related to fostering well-being in terms of organisational loyalty and respect for the organisational values and principles. They may also be related to the dimension of mastery and professionalism which are attained during one's service with the organisation. There is a clear correlation between normative commitment and businesses in which employees feel good, appreciate their comfortable working conditions and are convinced of their worth. Normative commitment may also stem from the fact that schools and other educational centres have money which they use for their teachers' professional development, thereby supporting them in their pursuit of new qualifications and skills. Not insignificantly, too, the educational market seems to be so inundated that the feeling of organisational continuance and loyalty is the consequence of a more generalised fear of joblessness.

The results we have obtained while testing the H.3 (*The higher the work engagement, the greater the affective commitment to the organisation and the lower the normative and continuance commitment to the organisation*) only confirm the first part of the claim. As was the case with a feeling of well-being, the linkages between work engagement and organisational commitment were found to be positive. Even though at variance with our adopted hypothesis and earlier research results, these findings testify to a positive subjective valuation of organisational continuance and to the importance of secondary work-related benefits of working in a given organisation.

Based on our results, an area that merits discussion is the relationship between the length of service and the sense of well-being and work and organisational commitment. In line with earlier research the H.4 (*The length of service and the career advancement stage are positively correlated to well-being and engagement/commitment in all dimensions*) should be rejected in whole. The relationships are weak and mostly negative. This could mean that, as postulated by some career advancement models, in a profession which involves stress and responsibility, such as the teaching profession, time is a risk factor, reducing the level of well-being and engagement (Howard & Johnson, 2004). Positive relationships between age and engagement may indicate the fear among older employees and their appreciation of continuance as a guarantor of their job security. The reduced work and organisation engagement reflects earlier research. Older employees do not have to engage and may adopt defensive or disengagement responses as some of the strategies of coping with routine or work load (Griffith, Steptoe, Cropley, 1999).

Summary

Studies of the employees' work engagement and organisational commitment and of the relationships between them are extremely important, and not just for the teachers who take part in them as respondents. Every working person is expected to be both professional and committed. Employees who are happy and satisfied find both their job and their organisation very important. The results of our research show that work engagement affects organisational commitment in as many as three dimensions, called affective commitment, normative commitment and continuance commitment. Both work and organisational engagement may be a source of a lot of tangible benefits (Kowalczyk, 2014). For this reason, consideration should be given to promoting employees' well-being and engagement in order to create the conditions for their development in the educational institutions of the 21st century. An organisation such as a school forms a unique environment, complete with its own atmosphere and specificity. This unique organisational culture (friendly and receptive or authoritarian and oppressive) may significantly affect job satisfaction, either increasing or lowering it. A person's individual predispositions and personality traits, and the consequent choice of profession, may determine the sense of satisfaction or a lack thereof, not just because one may have made a wrong choice of his or her job (and organisation), but also because each organisation – a school, a business or a factory – creates its own conditions for growth and development. Research is now being conducted into impacts and employee programmes which are designed to reduce the influence of age and experience factors. The proposed measures include behavioural and cognitive therapies, meditation or self-development (Flook, Goldberg, Pinger, Bonus, Davidson 2013; Urry, Nitschke, Dolski Jackson, Dalton, Mueller, et al., 2004).

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