

A Survey of the Organizational Commitment Status of Male High School Teachers in Ardabil Province

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Abstract: Study of behavior in the occupation's environment has marked importance because of higher importance of human resources in comparison with other resources in the organization. Faithful human resource that is adaptable with goals and values of organization and tend to stay in the organization and is ready to work more than agreed deputies can be an important factor in the efficacy of organization. Then this survey has been executed to determine organizational commitment status of teachers of Ardabil province's High schools within 2006-2007. Organizational commitment in this survey has been conceptualized as a structure with three components; affective, continuance and normative on the basis of three-component model of Meyer and Allen. Statistical population of this survey has comprised of all male teachers of Ardabil province's high schools within 2006-2007. Their number at 359 high schools of 19 educational districts was 1935 on the basis of statistics of Education and Nurture Organization. Among this number sample with 350 persons was selected through Cochran formula and Kregice-Morgan Table. The method is descriptive and for data collecting OCQ questionnaire (new version) has been used. Data analysis indicates that mean of organizational commitment and its triple types (affective, continuance and normative) are significantly higher than conceptual average however if the analysis unit is the school on the basis organizational commitment among 37% of teachers, affective commitment of teachers among 14%, continuance commitment of teachers among 3% and normative commitment of teachers among 11% of high schools is lower than average. Comparison of scores of two group; teachers with high and low organizational commitment showed that there is significant difference between these 2 group in triple types of organizational commitment (affective, continuance and normative) and profile of organizational commitment of above groups are clearly higher and lower than mean line.

Key words: Organizational commitment, teachers' commitment, affective commitment, continuance commitment, normative commitment

INTRODUCTION

Behavior of organization employee in the individual level that is influenced by four factors; attitude, personality, perception and learning is analyzing (Robbins, 2005) then acquaintance of employees insight about occupation and organization seems necessary for managers. On the basis of surveys, three main attitudes; job satisfaction, job involvement and organizational commitment, have attracted the most attention (Brook *et al.*, 1998; Robbins, 2005). And among them the organizational commitment is dominant attitude that has been noticed by researchers and has been the subject of many of meta-analysis (Erdheim *et al.*, 2006; Cohen, 2007) and has attracted marked attention in the organizational literature as a challenging concept in management territory, organizational behavior and human

resource management (Cohen, 2007) axis of organizational life and key factor of relation between human and organization (Fiorito *et al.*, 2007; Gilbert and Ivancovich, 1992).

The reason of continuance interest of researchers is this belief that firstly, organizational commitment is a new concept and is different generally from job satisfaction and job involvement secondly, in the legitimate suitable management organizational commitment has been followed by advantageous outcomes like organizational efficacy, desirable function and reduction of transfer and absent of personnel (Meyer *et al.*, 2005).

Organizational researchers assent that there isn't solidarity about definition of organizational commitment yet (Zangaro, 2001; Suliman and Isles, 2000 a, b). Different concepts has been presented for organizational commitment, Morrow has identified more than 25 different

conceptualization and measurements used by researchers. The commonality of these definitions is that all researchers have regarded them as a type of involvement and relation with organization. In Scholl's opinion each person's definition of organizational commitment is related to his/her approach to organizational commitment. Cohen (2007) believes that organizational commitment has witnessed three conceptual development territories. In the opinion of Suliman and Isles four main approach exist in the conceptualization and explanation of organizational commitment; attitudinal, behavioral, normative and multidimensional. First approach regards organizational commitment a type of affective dependency and attitude about organization, on this basis the commitment has been defined as relative degree of person's identification with organization and his/her contribution with organization.

Second approach sees the organizational commitment as behavior (Suliman and Isles, 2000a, b). And commitment is defined tantamount to tendency toward continuance activity on the basis of person's diagnosis about costs that are related to organization abandonment. "side-bet theory", "Investments" or "Resources" theory of Becker is culmination of this viewpoint (Cohen, 2007). Third approach regards commitment as a belief about person's responsibility in front of organization. On the basis of this viewpoint, all internalized strains for activity execution are somehow that goals and interests of organization be obtained. However, new approach to organizational commitment is a multidimensional one, then next researchers' survey is confused on types of commitment that can be regarded for explanation of behavior in the occupation environment. One of multidimensional models that have been generally accepted and have been used in the researches of organization within last 23 years is the three-dimension model of Meyer and Allen (Cohen, 2007). Meyer and Allen concluded in the assessment of organizational commitment that each of organizational commitment definitions are related to one of 3 general subjects; "Affective dependency", "Costs discernment" and "feeling of assignment". Then they called above mentioned methods, "Affective commitment", "Continuance commitment" and "Normative commitment", respectively. The commonality of these mentioned methods is that commitment is a psychic status that specifies relation of person and organization and implicitly has the decision about staying in or abandonment of organization.

In the opinion of Meyer Allen commitment is a psychic status that provide a type of tendency, need and obligation for employment in the organization. Affective commitment indicates to sentient dependency of person in the organization, Continuance commitment is related to

tendency of staying in the organization because of abandonment costs or bonuses induced by staying in the organization and finally, normative commitment reflects the feeling of assignment for staying as a member of organization (Chang *et al.*, 2007). Mateiu and Zajac (1990) assessed variables affect organizational commitment and its mutual relationship with some of variables like personal characteristics and occupational specifications through meta-analysis of findings of more than 200 researches throughout the world. They founded out that age and organizational commitment have positive correlation ($r = 0.20$). Women have more organizational commitment than men, education have inverse relationship with organizational commitment it means that with education level rising commitment reduces, married persons have organizational commitment a little more than singles and there is weak positive relationship between salary and organizational commitment. Perkin and Harold in the study of effective factors on teachers function found that interest, motivation and commitment feeling of teachers have significant relationship with their achievement in the teaching. It means those teachers who have selected the teaching occupation and have positive motivation and commitment feeling to their occupation, are practically more successful than others. Results of research by Ingersoll and Alsalam (1997) on the teachers showed significant relationship between teachers' professionalization and their commitment. Applying professional scales for employment of teachers, providing consultation programs for beginner teachers, helping in professional advancement of teachers through economic and educative supports, increasing the personal independence of teachers by devolution of more latitudes and paying maximum salary have been suggested for augmentation of teachers' commitment. Celep (2000) in Turkey assessed the teachers' commitment in the educational organizations and obtained their commitment in the moderate level and observed direct relationship between confidence in school and workgroups with commitment. Commitment in this study has comprised of commitment to school, commitment to teaching occupation, commitment to daily work and commitment to workgroups. Among theses for groups of commitment, commitment to school had the most values and there were apparent relationship between theses variables; commitment to school, commitment to workgroup and commitment to teaching occupation. Nir (2002) has obtained teachers' commitment to school, commitment to scientific achievement of students, commitment to their welfare state and commitment to teaching occupation more than average. And also found that teachers in healthy schools perceive higher commitment to school and commitment to students in comparison with teachers in the unhealthy schools. Result of study of Zafan (1994)

indicates that personnel's commitment of private parts is more than public ones. Tadrir hasani found that for increasing of occupational and educational efficacy and tendency toward staying at occupation, teachers should have high occupational interest, job satisfaction and organizational commitment. Sarooghi concluded that the more organizational commitment of person increase the less his/her tendency for abandonment of work is. Majidi (1998) indicates that turnover of personnel results in organizational commitment increasing. Mahmoodi concluded in his survey that there is significant relationship between motivator and preserver factors to rate of organizational commitment. Also there is significant relationship between these actors with affective commitment, continuance commitment and normative commitment. Mean of organizational commitment and mean of triple types of organizational commitment was higher than average in this study. Heydarifard (2001) and Dolatabadi Farahani (1999) in their studies have obtained mean of organizational commitment, affective commitment, continuance commitment and normative commitment higher than average.

Arizi assessed sexual differences in the occupational dependency and organizational commitment. Results of assessment showed that levels of occupational dependency doesn't have significant difference between men and women, however men have higher organizational commitment than women, also persons with higher organizational commitment have reported less difference related to occupation's environment. Study of behavior in the occupation's environment has marked importance because of higher importance of human resources in comparison with other resources in the organization. Faithful human resource that is adaptable with goals and values of organization and tend to stay in the organization and is ready to work more than agreed deputies can be an important factor in the efficacy of organization. Regarding this key point and to determine organizational commitment status of teachers in Ardabil province's High schools, this research aim to response following three questions:

- How is organizational commitment status from the viewpoint of its triple types in the male high schools of Ardabil province?
- How is the profile of 2 groups of teachers with high and low organizational commitment from the viewpoint of organizational commitment types (Affective, Continuance and Normative)?
- Is there difference between high committed and low committed teachers from the viewpoint of triple types of commitment?

MATERIALS AND METHODS

Statistical population of this survey has comprised of all teachers of Ardabil province's male public high schools within 2006-2007. Their number at 359 high schools of 19 educational districts was 1935 on the basis of statistics of Education and Nurture Organization. Among this number sample with 350 persons was selected through multi-stage sampling on the basis of Cochran formula and Kregice-Morgan Table.

In opinion of Cohen *et al.* (2001) this sampling method is a type of cluster type, in which researcher can use either simple random or cluster method in different stages of research according to needs. Then statistical sample of this survey has resulted from three stages of sampling:

- Dividing province to four non-overlapped relatively similar poles that was apportioning 19 educational regions and selecting 6 educational regions according to volume of educational regions exist in four educational poles (in the proportional stratified form).
- Selecting 35 schools among schools of 6 educational regions that were member of sample in the first stage (in the proportional stratified form).
- Randomly selection of 350 teachers among teachers of 35 schools that were member of sample in the second stage (simple sampling method in each school form).

Data collection was executed in individual form and in the workplace of subjects (high school) by experts that have been trained for data collection as first demographic characteristics and then organizational commitment questionnaire were been completed. Organizational commitment questionnaire had following characteristics.

Organizational commitment questionnaire of Meyer and Allen is the new edition of Organizational Commitment Questionnaire (OCQ) that has been used by Meyer, Allen and Smith and Meyer and Allen in organizational commitment researches. This questionnaire has 18 items and 3 sub-scales; Affective commitment, Continuance commitment and Normative commitment. For assessment of each of three types of commitment responders have to declare their agreement with 6 items that is in the Licert's 5-degree spectrum from "I agree completely" to "I disagree completely" and is in the reverse questions in reverse form. Previous versions of this questionnaire that has been translated in Iran and has been used in number of dissertations and other researches, has 24 items (it means 8 items for each commitment). This questionnaire has been firstly

translated and used in this research in Iran. Meyer *et al.* (2002) have used 18-items and 24-items questionnaires and in the mat-analysis of studies of 15 past years (1985-2000). They have obtained mean of reliability coefficient for affective commitment, continuance commitment and normative commitment 0.82, 0.73 and 0.76, respectively. This questionnaire has been preliminary executed for 30 teachers of province's high schools after translation. Reliability coefficient or internal consistency coefficient of questionnaire that has been calculated by Cronbach's alpha method was 0.79, 0.76, 0.63 and 0.75 for organizational commitment (total), affective commitment, continuance commitment and normative commitment, respectively. And it was in the final study 0.82, 0.80, 0.65 and 0.78 for commitment (total), affective commitment, continuance commitment and normative commitment, respectively. For getting and improvement of face and content validity of questionnaire we used specialists' opinions after translation and for concurrent validity assessment, this questionnaire was given to 30 teachers of province's high schools in pilot study simultaneously with organizational commitment questionnaire of Mowday (1979). Correlation coefficient of scores of two questionnaires that is showing cocurrent validity has calculated 0.73 ($r = 0.73$). In this research we tried to report "what exists" or "present status" without interference or conceptual deduction or study about present conditions or relations, beliefs, viewpoints, insights and beliefs of people toward processes and courses (Cohen *et al.*, 2001). Then according to data collection method, survey's method was descriptive type. To analyze data descriptive statistic method was used calculating numbers of mean, standard deviation, standard score, setting the frequency tables and graphs and for comparison of means T test was used.

Dependency and attitude about organization on this basis the commitment has been defined as regards organizational commitment a type of affective dependency and attitude about commitment has been defined as relative degree of person's identification with organization and his/her contribution with organization.

RESULTS

Characteristics of sample like age, teaching record, teaching on-the- job record, educational degree and marital status has noted in the Table 1. Data of this table show that in the sample, age mean of teachers is 38.33 years, their teaching record mean is 15 years and average of teaching on-the-job is 743 h. Most of teachers have Bachelor's degree (76%) and are married (90.5%).

On the basis of findings of Table 2 mean of organizational commitment of high schools are 3.34 of receivable maximum 4 or 60.12 of possible 90 maximum that is higher than conceptual mean it means 3 of maximum 5 or 54 of possible 90 maximum. Then organizational commitment of high schools of sample is more than conceptual average. Mean of affective commitment (3.42), normative commitment (3.43) and continuance commitment (3.26) were all higher than conceptual average. Among types of commitments, affective commitment has the highest value and continuance commitment has the lowest value. Single-sample t test explains that mean of organizational commitment and its triple types (affective, continuance and normative) are significantly higher than conceptual average in the level of $p < 0.001$.

As is seen in the Table 2, mean of organizational health and its triple types is higher than conceptual average however if the analysis unit is the school on the basis of results of Table 3 organizational commitment

Table 1: Characteristics of teachers of sample

Variables	Mean	Std. Deviation	Minimum	Maximum
Age	38.33	6	25	54
Teaching record	15	6.80	1	30
On-the-job training	743	319.22	15	1800
Variables	Categories	Frequency	(%)	Total
Level of education	Associate	30	9	329
	Bachelor of science	250	76	
	Master of science	49	15	

Table 2: Mean, standard deviation, minimum and maximum of scores of organizational commitment and its types

Variables	Mean	Std.D.	Minimum score of sample	Maximum score of sample	Maximum receivable score	t
Organizational commitment	60.12(3.34)	11.62(0.64)	18(1)	81(4.50)	90(5)	*9.55
Affective commitment	20.15(3.42)	4.59(0.82)	6(1)	28(4.67)	30(5)	*9.19
Continuance commitment	19.58(3.26)	3.44(0.57)	6(1)	28(4.67)	30(5)	*8.35
Normative commitment	20.03(3.34)	4.85(0.81)	6(1)	28(4.67)	30(5)	*7.57

*2 tailed significance: $p < 0.001$

Table 3: Levels of organizational health and its dimensions' health among high schools of sample in frequency and numbers

Variables	Rate					
	Low		Moderate		High	
	Frequency	(%)	Frequency	(%)	Frequency	(%)
Organizational commitment	13	37	5	14	17	49
Affective commitment	5	14	7	20	23	66
Continuance commitment	1	3	16	46	18	51
Normative commitment	4	11	10	29	21	60

Table 4: Comparison of mean of scores of types of organizational commitment in teachers with high and low organizational commitment

Types of organizational commitment	Teachers with high commitment		Teachers with low commitment		Difference of means	t
	Mean	SD	Mean	SD		
Affective commitment	25.32	1.96	14.91	3.50	10.41	25.82*
Continuance commitment	22.73	2.11	16.46	2.66	6.26	18.35*
Normative commitment	24.70	2.20	14.42	3.51	10.27	24.71*

*2 tailed significance: p<0.001

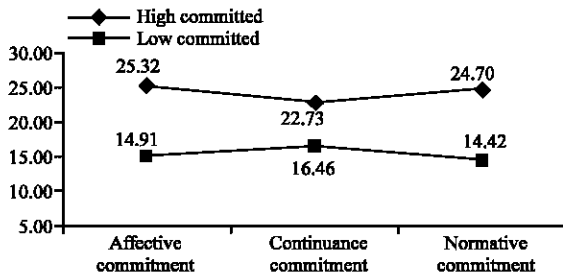


Fig. 1: Organizational commitment profile of high committed and low committed teachers

among 37% of teachers affective commitment of teachers among 14%, continuance commitment of teachers among 3% and normative commitment of teachers among 11% of high schools is lower than average. It means that only in 43% of high schools organizational commitment of teachers is high and among types of commitments, affective commitment has highest value with 66% and continuance commitment has least value with 51%.

To exhibit a clear picture of teachers with high and low organizational commitment, on the basis of types of organizational commitment, profile of organizational commitment of these 2 groups has drawn in Fig. 1. For chart drawing person (teachers of high schools) was selected as analysis unit. First, scores of organizational commitment were arranged and then 30% of high scores (99 persons) were selected as teachers with high organizational commitment and 30% of low scores were selected as teachers with low organizational commitment. Scores of these 2 groups in different types of organizational commitment; affective commitment, continuance commitment and normative commitment were the basis for setting the Table 4.

Findings of Table 4 show scores of teachers with high and low organizational commitment in different types of organizational commitment. Two-sided t-test for

two independent groups declares that 2 groups of teachers with high and low organizational commitment have significant difference for different types of organizational commitment (affective, continuance and normative). It means that mean of scores of these two groups are significantly different in affective commitment, continuance commitment and normative commitment. The most mean in high commitment teachers belongs to affective commitment (25.32) and the least mean belongs to continuance commitment (22.73), while the most mean in low commitment teachers belongs to continuance commitment (16.46) and the least mean belongs to normative commitment (14.42).

DISCUSSION

Improvement of performance and effective usage of human resource is the fundamental challenge of managers and deciders of organizations. Effective usage of human resource that results in productivity increase is directly related to organizational commitment increasing in the optimum level. In many of performed researches that some of them have been noted previously, organizational commitment has approved as main factor affects outcome and function increasing. Organizational commitment is a concept that show how much the employee has adapted him/herself with organizational goals, regard the membership in that organization worthy and tend to does her/his best to organization achieve its goals. On the basis of basic model of research personnel stay at organization (organizational commitment) because “they want to stay” (affective commitment) or “they need to stay” (continuance commitment) and or they feel that “they should stay” (normative commitment).

Results analysis showed that organizational commitment of teachers of high schools of sample (3.44) is significantly higher than conceptual average (3). This findings accords with findings of Nir (2002), Celep (2000),

Heydarifard (2001), Dolatabadi Farahani (1999), Tadrif Hasani (1994) and Mahmoodi (1992). Also on the basis of survey's results, mean of affective commitment (3.42), continuance commitment (3.26) and normative commitment (3.34) of teachers is significantly higher than conceptual average. This findings accords with findings of Mahmoodi (1992), Dolatabadi Farahani (1999), Heydarifard (2001).

In describing the application of their Organizational Commitment Questionnaire (OCQ) scales, Meyer and Allen do not provide guidance about expected, desired, average, or ideal means for affective, continuance and normative commitment. Instead and other researchers (Dunham *et al.*, 1994; Hackett *et al.*, 1994; Whitener and Walz, 1993; Lee, 1992; Vardi *et al.*, 1989) examined whether there was a positive or negative relationship between different types of organizational commitment and the outcomes that are being measured, as well as the pattern for those findings. The desired pattern is highest scores for affective commitment, followed by normative commitment, then continuance commitment (Brown, 2003).

In this research, too, mean of affective commitment, normative commitment and continuance commitment was 3.42, 3.34 and 3.26, respectively that completely accord with above researches. Although, mean of organizational commitment of teachers and its triple types (affective, continuance and normative) are significantly higher than conceptual average (Table 2) however if the analysis unit is the school organizational commitment among 37% of teachers, affective commitment of teachers among 14%, continuance commitment of teachers among 3% and normative commitment of teachers among 11% of high schools is lower than average. Since many of researchers have selected the person (teacher) as analysis unit, then this finding is of additive dimensions of this research. Regarding that in assessment of effective factors on organizational commitment beside demographic factors, organizational factors are effective, too, this finding and analysis of findings on the basis of school is important and mentions the vocation of principals of high schools that their teachers' organizational commitment was lower than mean, in attention to organizational factors effective on organizational commitment and its improvement. In this survey also, teachers with high and low organizational commitment were significantly different in triple types of organizational commitment and their profile of organizational commitment according to these three types of commitments has located upper and lower the mean line. However, what should be adverted in findings is the low difference of continuance commitment's mean

between 2 groups, while mean of affective commitment and normative commitment of these two groups are very different that is observable.

CONCLUSION

To explain this finding and for completing above subjects, should indicate to this point that items that related to continuance commitment subscale (6 items) in the OCQ questionnaire are settled into two specific groups. It means that they assay two factors; volume and value of investments and perceive of non-being of occupational opportunities out of organization. Teachers with high organizational commitment have gained higher scores dominantly in the volume and value of investment in the organization and teachers with low organizational commitment have gained higher scores dominantly in scale of perceive of non-being of occupational opportunities out of organization. It means that although, these two groups are similar in mean of continuance commitment but their main reasons for dependency to organization and avoiding costs of abandonment of organization are two different factors. Teachers with high organizational commitment "need to stay in organization" because they think that their investment in the organization has been considerable and don't want to lose it. However, teachers with low organizational commitment "need to stay in organization" because they think that with abandonment of organization they wont find other job. Indeed this subject need more extensive surveys and with other study methods.

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