

The Study of Organizational Commitment Based on Personal Characteristics of Physical Education Teachers in Mashhad

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Abstract

The aim of this research was to study organizational commitment based on personal characteristics of physical education teachers in Mashhad. The statistical population of this study was all the Physical Education teachers in Mashhad (N=1200) which based on Morgan Table, the size of statistical sample was calculated as 291 teachers. For gathering data, Organizational commitment questionnaire, the validity of which was achieved through considering comments of professors in sport management and its reliability using Cronbach's alpha 0.85 were obtained. The research method is descriptive which has been done through field method. Descriptive scales and Kolmogorov-Smirnov statistical tests, Independent-Samples T-Test, ANOVA, Tukey Post Hoc and Pearson correlation coefficient were used to analyze the data. Results showed that there is no significant difference between the organizational commitment of teachers based on gender and marital status ($P>0.05$). The organizational commitment of physical education teachers in elementary school was lower than guidance school and high

school levels, respectively. On the other hand, results showed that there is a positive and significant relationship between age and teaching experience with teachers' organizational commitment.

Key words: Organizational Commitment, Physical Education Teachers, Personal Characteristics

Introduction

It is obvious that organizations should adjust themselves with universal mentality in 21st century and change their leading toward presentation in universal competition space. The managers of organizations must learn how to manage changes otherwise there is no choice but to lose the competitive conditions. This is evident that human resources are the only eternal and immortal resource which is not only accessible easily but is a phenomenon that in proper management provides the development fields of management. Meanwhile organizations as on executive arms of government have an important role in relation with governments and nations and in fact the organizations employees are the main actors in organizations (Gholipour et al., 2008). By the end of an era which dominated by classical and artisan ideas in management, attention to human and its existence dimensions in management becomes more

and consequently the researches which were related to organizational behavior and territory get more depth and an area as the "work ethic" was discussed among many experts. Work ethic has various aspects and effects that one of its practical dimensions called commitment (Tavakoli et al., 2009). Today's organizations emphasized on recruitment and retention the people who are helpful and committed and often act beyond expectations (Bienstock et al., 2003). Work commitment is the emotional and mental reaction of an employee to his job and when the organizational commitment (OC) increased, the amount of production and the capacity of employee's ability will go higher and lack of it will follow the repetition in the absence of mental disorder, to work job dissatisfaction and low consciousness and understanding that the commitment process is useful for organization and society since in accordance with what was said, it makes the staff development and more retention in organization and increases the competitive power of organizations and sometimes the community will benefit from the productivity of organizations (Ranjbarian., 1996). Existence of commitment between individuals has mutual relation with organizational, job, workplace and individual factors. Being committed to working makes the conscientious work awake which always keeps up the affairs optimal (Moshbaki., 1999).

One of the responsibilities of educational institutions is the improvement of students' learning and this responsibility is primarily done by teachers responsibilities which carry out desirably require plentiful effort and beyond organizations' expectations. Teacher is the main manpower at school. The study of teachers' characteristics and doing various researches about them is necessity to provide them optimally for doing such researches (Dussalt., 2006). Educational institutions faced new challenges in the

new era because working in a complex and competitive conditions is the basic characteristic of education institutions (Vigoda et al., 2007). The need for professional development of teacher is necessity to influence the students. Working participation, involvement and enthusiasm of people respond to demands of their job. So, it is important that an organizations' employee has a portion in organizational view and know that they should be committed to their duties and goals. The teacher's commitment may lead towards factors of teacher job, students' success, certainly programs or towards schools as an organization that between these factors, teacher's commitment to school is more emphasized as an organization (Alvani & Memarzadeh., 1995). The teachers who committed to school have done more work and have more willing to stay in school (Fullan & Hargreaves ., 1996). Research has shown that organizational commitment is one of the strong predictors of teachers in schools (Dee et al., 2006). Researchers stated that organizational commitment provides suitable field to increase the quality of education and training and is an important factor in schools (Shagholi et al., 2011). Organizational commitment state there is an energy that necessitates the person to stay in the organization and work towards the organization's goals (Meyer & Herscovitch., 2006). Employees' commitment shows their loyalty to organization and also organizational commitment helps people to follow the commitment organizational goals with more motivation than others (Moynihana & Pandcy., 2007). Easily, it can be said that organizational commitment is believed to organization's values and politics, feeling loyalty to organization, moral obligation, willing heart and need to stay in organization (Moghimi., 2001). Bogler & Somech (2004) has acknowledged that teachers' perceptions of their own abilities have a significant effect on organizational commitment and

their professionalism (Bogler & Somech., 2004).

Kline and Peters (1991) have acknowledged that workers who have more experience in the organization normally have higher organizational commitment (Kline & Peters., 1991). Firetome quoted Hulpia & Devos (2010) stated that organizational commitment is an important predictor of teachers' job performance (Hulpia & Devos., 2010). Results of Poursoltani et al (2010) on the staff of the department of physical education in Iran showed that organizational commitment of female employees was less than male employees and also the organizational commitment of employees with master degree or higher was less other staff. However, results showed that from the aspect of age, experience, marital status, education field and employment, there is no significant difference in the level of organizational commitment of employees (Poursoltani et al., 2010). Allen and Meyer (1993) and Mathieu and zajac (1990) found that there is significant relationship between age and organizational commitment (Allen & Meyer., 1993; Mathieu & zajac., 1990). Although Hamidi and Keshtidar (2002) found that there is no significant relationship between age and organizational commitment. Also there is a significant and negative relationship between service experience and organizational commitment (Hamidi & Keshtidar., 2002). Taravian (2006) in the study of high school teachers in Isfahan found that there is a significant difference in the teachers' commitment, according to demographic factors (gender, education level, service experience and teaching field) (Taravian., 2006). Kuzehchian et al (2003) didn't find any significant relationship between age and organizational commitment (Kuzehchian et al., 2003). Williams (2003) concluded that the recruitment situation of an employee has an effect on organizational commitment. For example, the

commitment of part-time employees is different from the full-time employees (Williams., 2003). Talebpour and Emami (2007) achieved a significant relationship between educational level and organizational commitment levels (Talebpour & Emami., 2007). In Karlı and İskender research (2009) between organizational commitments of teachers based on teaching level, no significant difference had been seen (Karlı & İskender., 2009). The results of Huang's research (2011) suggest that there is no significant difference between the commitments of teachers based on gender (Huang., 2011). Lee et al (2011) with a study on 480 teachers acknowledged that there are significant differences between elementary and secondary teachers' commitment and the elementary teachers have higher commitments. Also, there is no significant difference between male and female teachers' commitment (Lee et al., 2011). According to that, most of the researches and studies which sought the official employees' organizational commitment of organizations and there is no research on organizational commitment of physical education teachers and also according to the importance of the role of physical education teachers in school, so the current research is going to evaluate the organizational commitment based on personal characteristics of physical education teachers in Mashhad city acknowledge to information, this research takes an effective step toward the higher goals of physical education and schools' exercise.

Method

The research method was descriptive and has been done through field method.

The statistical population of this research included the whole number of physical education teachers in Mashhad (N=1200). By using Morgan's table, the size of statistical sample was calculated as 291 teachers that were selected randomly.

They used Allen and Meyer's (1993) organizational commitment questionnaire (OCQ) which included 18 questions to collect the data. Questionnaire was a closed question and the measurement scale of the questionnaire was Likert Scale which includes options completely disagree, disagree, neutral, agree and completely agree and the rate method was respectively 1,2,3,4,5 except questions 12 to 14 which scored reversely. The validity of questionnaire was determined by using the comments of faculties of corrective sport management. By an experimental study on 30 cases of physical education teachers in Mashhad, the reliability of OCQ was acquired by using Cronbach's alpha test that was 0.85.

To evaluate and compare descriptive data of descriptive statistical methods and for analyzing the inferential data, we used statistical test method of Kolmogorov-Smirnov, Independent-Samples T Test, ANOVA, Post Hoc Tukey and Pearson Correlation coefficient Nero software at a significant level of SPSS and $P \leq 0.05$.

Results

From the 291 teachers who participated in the study, 161 of them were males (%55.3)

and 130 female (%44.7). Based on finding, the average age and experience working were 36 ± 10.12 and 13 ± 15.8 , respectively. Also, %12.7 of teachers were single and %87.3 of them were married. %14.1 had educational degrees, %67.7 BA, %17.9 MA and %3 of them had Ph.D.

Kolmogorov-Smirnov test was used to determine the normality of data which according to table 1, the data shows normal test results. According to the results of table 2, there is no significant difference between male and female teachers' organizational commitment and single and married teachers. According to table 3, in the evaluation of teachers' organizational commitment based on education level and teaching grade, ANOVA test confirmed that there is a significant difference between various groups based on teaching grade. Also, the result of Tukey Post Hoc test showed that there is a significant difference between elementary and high school teachers ($P \leq 0.05$). According to table 4, the result of correlation test show that the relation between the age and teaching experience with organizational commitment positive and significant.

Table 1. The results of K-S tests for normal evaluating of data

Variable	N	Z	sig	Result
Organizational Commitment	29	0.866	0.441	Normal

Table 2. Comparing the average OC in teachers based on gender and marital status

	Groups	Number	Mean	Std.deviation	df	t	Sig
Sex	Male	161	62.34	8.17	289	1.88	0.06
	Female	130	60.2	10.69			
marital status	single	37	60.83	9.64	289	-0.38	0.704
	married	254	61.46	9.40			

Table 3, Statistical analysis of teachers’ OC to separation the level education and teaching grade

Variable Name	Changing source	Mean Square	df	F	Sig
Education level	Between Groups	315.601	3	1.187	0.315
	Within Groups	25439.52	287		
Teaching grade	Between Groups	719.15	2	4.13	0.017
	Within Groups	25035.96	288		

Table 4. The relation between age and teaching experience with teachers’ OC

Variable	Number	Correlation	Sig
Organizational Commitment	Age	0.161	0.01
	Teaching experience	0.216	0.01

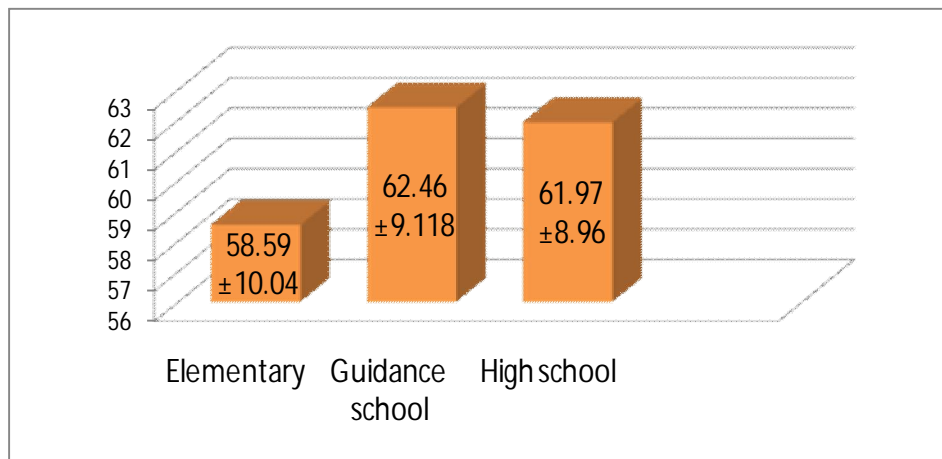


Figure 1. the average of teachers’ OC based on teaching grade

Discussion and Conclusion

The results showed that the average organizational commitment of physical education teachers was 61.38 ± 9.42 that was higher than the average and also is consistent with the results of Poursoltani (2010), Hoy et al (2000) research. This finding shows a strong point for teachers because researches knew that the high levels of organizational commitment were effective for an organization. Most of the important results of teachers’ commitment to school were increased creativity, retention of them, feeling satisfaction and

belonging and attachment to their school. Sabaghian et al (2006) accounted the multiple benefits of organizational commitment in the form of external benefits (like interest and incomes) and psychological benefits (eg. Inner satisfaction of job and relationship with colleagues) and stated that the development of organizational commitment in employees due to its positive effects on their behavior for the organizations and its directors is a vital and important action. Should be noted that the supervision of school administrators to the work of physical education teachers

have done to develop a safe environment and improve the self-management morale among teachers that ultimately leads to increased commitment. The results show that there is no significant difference between male and female teachers' organizational commitment that is consistent with the results of Lee et al (2011) and Huang (2011), and is inconsistent with the Poursoltani (2010) research. The advocates of the superior organizational commitment of men to women believe that the women's organizational commitment to family roles is more than their occupational roles in work environment. Marseden et al quoting from Zeinabadi (2009) believe, it is reported that men's organizational commitment is more than women based on occupational pattern because men is more affected the organizational and occupational factors than women and also are more sensitive to them than women. But in gender pattern, some issues such as attachment and dependence to family, marriage, birth of children has been suggested that reduces both gender and organizational commitment to organization but the effect of these factors on women as housewife and men as bread winner make this belief that the men's organizational commitment should be more than the women, because men compelled to have more commitments and attempts to manage the family optimally in organization. But advocates of the superior organizational commitment of women believe that women can blurt more commitment than men regarding to problems and gender discrimination in an organization and also due to have more limitations in finding jobs. In addition, according to nature of teachers' job it can be said that the high compliance of this job with the spirit of women's child friendliness is an important reason for the superior organizational commitment of women teachers (Reyes., 2001). The results of this study showed that, there is no significant difference between single

and married teachers' organizational commitment which is consistent with the result of Gholipour (2007) and Poursoltani (2010). It can be concluded that marital factors have little effect on teachers' organizational commitment. The results showed that there is a significant and positive relationship between age and teachers' organizational commitment which is inconsistent with Poursoltani (2010) results. On the other hand, Hamidi (2001) and Allen and Meyer (1993) achieve to a significant and positive relationship between age organizational commitment. It seems that the teachers become more realistic while get order and suffered no obligation with the simplest problems, so they become more dependent and feel more commitment to them while we can use older teachers' experience to teach others. Oldest teachers due to have double motivation to their work felt more commitment. According to this finding, it is suggested to school administrators and teaching and training authorities to pay more attention to younger physical education teachers for creating more organizational commitment between them. The results showed that there is a significant difference between the organizational commitment of different groups based on teaching grade and the teachers' elementary grade have the lowest organizational commitment and the teachers' middle and high school grade have the most organizational commitment which is inconsistent with the Lee et al (2011) results which state that teachers' high school grade have more commitment and are the teachers of lower grades. On the other hand, Karanlı and İskender (2009) stated that there is no significant difference between teachers' organizational commitment of different grades. According to it, teaching conditions for teachers get harder while the educational grades are lower and they work with young students, so the existence of organizational commitment is necessary among teachers. Therefore, it is suggested

to administrators and authorities of teaching and training to pay more attention to physical education teachers of elementary grades and provide the educational facilities. Also, listening to their needs, demands and teachers' bottlenecks, paying attention or supporting them emotionally in different situations are the cases that help administrator of school to improve the commitment in their teachers. The findings showed that there is no significant difference between the organizational commitment of different groups based on educational level. There is a significant and negative relationship between educational and organizational commitment in Gholipour et al (2007) research which is consistent with the current results. In this field, Hamidi (2001), Kozechian et al (2003) and Talebpour and Emami (2007) didn't achieve to a significant relationship between educational level and organizational commitment. On the other hand, Sheikh et al (2005) reported a positive relationship between educational level and organizational commitment which is inconsistent with the current results. They stated that the type and the expectations of staff were important factors in their commitment to the organization and satisfying these expectation lead to more committed staff and consequently to organization's success. Poursoltani (2010) state that the employees with Master degree or higher didn't know their received salary which is appropriate with the value of their work, so they reported lower organizational commitment. organizational commitment is one of the important concepts in schools teachers' area. This concept is beyond the conventional consent, royalty and feeling of solidarity or team spirit. The administrator school plays a key role in relationship between teachers, the student's parents and improving the commitment space. The basic role of administrator is confirmed in creating the determination of organizational

characteristic by the research's finding. With understanding the importance of physical education teachers role in teaching and training system and thus the effective influence on student ship exercise and training the talents, administrator and authority should care to human aspects and used physical education teachers to come off the goals of schools and teaching and training in exercise area in that shape that the commitment of their responsibility was appeared.

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