Relationship between Organizational Commitments and Teacher's Personal and Work Characteristics

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Abstract: The development of organizational commitment related to personal and work characteristics of school teacher's is still not well understood and very few studies have explored this concept. Hence, empirical research-evidence is needed to support the proposed link between teachers' commitment and their personal–work characteristics in schools as educational organizations. Participant's teachers (n=513) in this study were asked to provide their demographic information and organizational commitment based on Meyer & Allen's Organizational Commitment Questionnaire. In order to identify the relationship between variables of the study, ANOVA was employed. Result indicated that there is no relationship between age, gender, and educational level of teacher and teacher's affective, continuance, and normative commitment. Whereas, variables such as total number of years of experience in educational institutions, total number of years of teaching experience, total number of years of teaching experience in current school, and teacher involved to decision making have shown significant influence on teacher's affective, continuance and normative commitment. Findings of this research help psychological researchers, school managers and educational organizations to increase their teacher's commitment by focus on work characteristics in order to high productivity and performance.

1. Introduction

Organizational commitment is widely described in the management and behavioral sciences literature as a key factor in the relationship between individuals and organizations. Committed employees would lead to higher levels of performance and effectiveness at both the individual and organizational level. Therefore, the potential organizational benefits have resulted to focus on the nature of the organizational commitment.

Literature reveals a long list of factors that are associated with the development of organizational commitment. Many authors associate the development of organizational commitment with variables such as the personal characteristics of the employee, organizational characteristics and work characteristics (Mowday 1997; Nijhof et al., 1998). This research try to understand how these various variables fit together and lead to the development of the affective, continuance, and normative dimensions of the Allen and Meyer's (1990) organizational commitment at varying degrees. For example, when teachers are more committed to the school they will work harder for the students and even volunteer for extracurricular activities (Ross & Gray, 2006). Volunteering for activities to support the students and the school is a behavior that shows commitment (Shaw & Reyes, 1992).

Mathieu and Zajac's (1990) have shown a statistically significant positive correlation of .20 (p<.01) and .36 (p<.05) between age and affective organizational commitment, respectively. In contrast, Hawkins (1998) has been reported non-significant relationship between age and affective commitment (r=-.004, p>.05). Mathiew & Zajac's (1990) has reported a weak relationship (r=.089, p<.01) between gender and commitment. Overall, age and gender seem to have an inconsistent and subtle correlation and effects on organizational commitment.

Committed teachers tend to feel like they have a positive bond with the principal as a result of open communication (Postmes et al., 2001). Open communication is a key component to increasing teacher commitment (Postmes et al., 2001). When teachers and principals can share the development and implementation of goals, teachers tend to be more committed to the organization (Youngs & King, 2002). Teachers are more committed to students when they felt like they were successful at increasing their achievement level (Hausman & Goldring, 2001).

Celep (1992) tried to determine the level of organizational commitment of teachers with regard to the commitment to the school, to teaching work, to work group and to the teaching profession. Teacher's commitment to the school was tested with such factors as exerting effort on behalf of the school, and

having proper period in belonging to the school, among others. He indicated a direct relationship between the teacher's organizational commitment and having proper pride to belong to the school and work group.

Relatively, there is still very limited research that supports the argument that those personal and organizational characteristics can affect the level of teacher's organizational commitment within school as an important educational organization. The present study therefore aims to determine the influence of such variables on development of the teacher's organizational commitment in school.

2. Methodology

The sample for this study consisted of teachers of the primary school in Golestan Province, Iran (n=513 out of 2459 based on Cochran's formula, 1977). Participant's teachers were asked to provide demographic information and Meyer & Allen's (1997) Organizational Commitment Questionnaire. During the per-screening process, teacher's demographic information and their response to the organisational commitment were matched. Descriptive statistics procedure is used to show the variation in estimating means, standard deviations, skewness and kurtosis for organizational commitment and its subscales. ANOVA statistical method was used to identify the relationship between demographic variables and teacher's organizational commitment.

3. Results

The sample for this study consisted of teachers (n=513; male=241, female=272) of the primary school in Golestan province, Iran. Participant's teachers were asked to provide demographic information. Table 1 presents the demographic information of teachers.

In describing the application of their Organizational Commitment Questionnaire (OCQ) scales, Meyer & Allen (1997) do not provide guidance about expected, desired, average, or ideal means for affective, continuance, and normative commitment. Instead, Meyer & Allen (1997) and other researchers (Dunham, Grube, & Castaneda, 1994; Hackett, Bycio, & Hausdorf, 1994; Whitener & Walz, 1993; Lee, 1992; Vardi, Wiener, & Popper, 1989; Allen & Meyer, 1996) examined whether there was a positive or negative relationship between the 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. The mean scores for current study's data reflect that affective commitment score (M=3.18, SD=1.28) were higher than normative commitment (M=3.04, SD=1.09) and continuance commitment (M=2.95, SD=.94). Table 2 contains information for the three organizational commitment scales.

In order to investigate the relationship between demographic variables and organizational commitment and its subscales, Analysis of Variance (ANOVA) was used to indicate the variance of the organizational commitment of the teachers to the demographic variables. Table 3 to5 are shown the results of ANOVA statistical analysis. Results indicated that there is no statistical relationship between age, gender, educational level and teacher's affective, continuance and normative commitment. Whereas, work variables such as experience in educational institutions, teaching experience, teaching experience in current school, and teacher's involvement in decision making are significant influence on teacher's affective, continuance and normative commitment.

4. Conclusion

Organizational commitment has been identified as a predictor of behavior within organizations. Organizational commitment has got considerable attention in the last two decades because of its attempt to understand organizational development, productivity and performance. In a school, organizational commitment concept deals with how teachers become committed to their school and how do it effect to the school outcomes. Development of the teacher's organizational commitment depends to factors such as teacher's personal and work characteristics. This research tried to prepare a linkage between these variables. ANOVA statistical method indicated that increasing teacher's experience in educational institutes, increasing teaching experience, and increasing total years of working in a school and more involvement in the decision making, influenced to development of the teacher's organizational commitment. In contrast, findings indicated that teacher's age, gender, and educational level no have significant relationship with teacher's organizational commitment. It is resulted that for developing teacher's commitment should be more focus on work characteristics than personal characteristics.

Overall, results of this research as evidence help researchers, school managers and other educational organizations to increase their follower's organizational commitment in order to high productivity and performance.

Table 1: Summary of samples for teachers by demographic variables

Variables	n	%
Sample	513	
Gender		
Male	241	47
Female	272	53
Age		
25-30	13	2.6
31-35	111	21.6
36-40	145	28.4
41-45	161	31.3
46-50	82	16
Education Level		
Diploma	52	10.1
Bachelor Degree	455	88.8
Master's Degree	6	1.1
Experience in educational institutions(year)		
8-10	118	23.1
11-15	186	36.2
16-20	163	31.7
> 20	46	9
Teaching experience (year)		
5-7	125	24.3
7-10	204	39.9
> 10	184	35.8
Teaching experience in current school (year)		
2-4	209	40.7
5-7	260	49.3
7-10	51	10.1
Involvement in decision making		
Very Low	99	19.4
Some times	387	75.4
Moderate	26	5.2
High	-	-

Table 2: Descriptive statistics for commitment

Commitment scales	Mean	SD	Kur.	Ske.
Affective	3.18	1.28	-.36	.89
Continuance	2.95	.94	-.06	.76
Normative	3.04	1.09	-.24	.87
Commitment	3.06	.96	-.31	.90

Table 3: Results of ANOVA with teacher's demographic variables as independent variables and teacher's affective commitment as dependent variable (n=513)

Demographic Variables	d_f	SS	MS	F	Sig_F
Age	4	13.50	3.30	2.09	.082
Gender	1	5.70	1.60	3.51	.062
Educational Level	3	1.00	.33	.20	.895
Experience in educational institutions	3	29.55	9.85	6.34	.000*
Teaching experience	2	19.07	9.53	6.01	.003*
Teaching experience in current school	2	48.96	24.48	16.61	.000*
Involvement in decision making	2	183.82	91.91	95.29	.000*

Note: α= .05 and *= Reject H_0 and statistically significant difference among mean groups with 95% confidence level

Table 4: Results of ANOVA with teacher's demographic variables as independent variables and teacher's continuance commitment as dependent variable (n=513)

Demographic Variables	d_f	SS	MS	F	Sig_F
Age	4	3.17	.794	.891	.470
Gender	1	2.28	2.28	2.58	.109
Educational Level	3	4.00	1.33	1.58	.213
Experience in educational institutions	3	7.77	2.59	2.97	.032*
Teaching experience	2	4.25	2.12	2.41	.049*
Teaching experience in current school	2	6.90	3.45	3.96	.020*
Involvement in decision making	2	93.72	46.86	86.39	.000*

Table 5: Results of ANOVA with teacher's demographic variables as independent variables and teacher's normative commitment as dependent variable (n=513)

Demographic Variables	d_f	SS	MS	F	Sig_F
Age	4	7.03	1.76	1.46	.212
Gender	1	4.91	4.91	4.11	.053
Educational Level	3	2.93	.979	.809	.490
Experience in educational institutions	3	17.23	5.74	4.96	.002*
Teaching experience	2	15.48	7.74	6.68	.001*
Teaching experience in current school	2	20.64	10.32	9.06	.000*
Involvement in decision making	2	115.43	57.71	73.91	.000*

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