

## Examine the relationship between job satisfaction and organizational commitment of teachers to the academic success of elementary students in Heris

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**Abstract:** The first step towards a successful educational staff is to understand the factors that affect the quality of teachers' activities. Job satisfaction and organizational commitment of teachers is one of the important factors for improving the quality of education, teachers' occupational success and students' educational successes; because there is a direct relationship between these factors and their performances. Organizational commitment and job satisfaction are two important factors in predicting and understanding of organizational behavior that help supervisors in the identification of potential problems. The employees of organization are index of superiority of that organization. The aim of this study is to investigate the relationship between job satisfaction and organizational commitment of teachers with students' educational success in elementary school in Heris. This research is implemented in descriptive – correlation (survey) method. Population of the study is 147 teachers and 3,604 students, according to Morgan chart the sample consisted of 108 teachers, 60 men and 48 women and 246 students, half male and half female. The teachers and school students were selected randomly. To collect the data two questionnaires were used; Job satisfaction questionnaire and organizational commitment questionnaire. To assess students' educational success CV and teachers' passing percentage were used. For data analysis, descriptive statistics (mean, standard deviation and...) inferential statistics (correlation coefficient, ratio test, t test, khi 2 test) was used. The results indicate that a significant majority of teachers have high job satisfaction and organizational commitment. Student achievement of this group teachers-based on statistics-is in high level (above 95%). Therefore it can be concluded that the general relationship exists between job satisfactions of teachers and students success.

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### Introduction

Public education today is recognized as one of the basic points of sustainable development and every country in the world is allocated a large portion of their national income to expand and improve its efficiency. In fact, education is a fundamental element of human society and one of its main goals is training and educating children by teachers. Education can be defined as the process for change and modify behavior of students that are outlined with specific objectives. The teacher's role in this process is to provide conditions and facilities so that appropriate changes in student' behavior occur.

These changes that occur due to plan, tools, methods and aims of education in the student's behavior are called Learning. If academic success is considered equivalent to academic achievement it means significant success in graduate courses in a particular level or success in learning objectives. Its opposite is academic failure that is one of problems in educational system. Atkinson (1998) consider academic achievement acquired skills learned from the course offering, or in other words, an acquired or

learned ability to consider issues of school which is measured by standardized tests (quoted Seif, 1380). Most experts and scholars in educational issues believe that teachers are the biggest and the most important factor in education. It is not wrong to say that teachers constitute the foundation in a successful educational system. Therefore, for deployment and maintenance of them, they should establish norms and standards which are tailor to their cultural, economic, social conditions and establish systematic trainings so by creating competencies and necessary attitudes can use their abilities in educational and training activities; because satisfying effort cause to greater commitment and continuous efforts and ultimately leads to a better life for human and development of communities (koozeh Chian et al, 1381). Armstrong believes that job satisfaction is individuals' attitudes and feelings towards their jobs. In a way that positive feelings and attitudes about job reflects satisfaction and negative feelings and attitudes about it reflects a lack of job satisfaction (Armstrong, 2006). Job satisfaction is a set of individuals' beliefs and feelings toward their current

job. Levels of job satisfaction can range from the maximum satisfaction up to maximum dissatisfaction. In addition to have attitude towards individuals whole job thinking about the different aspects of their job such as different types of tasks, colleagues, supervisors, subordinates and their rights (George et al, 2008). Organizational commitment is also an attitude or orientation towards the organization that connect person identity to the organization.

In Porter's point of views, an organizational commitment is a kind of support the organization's goals, trying to achieve the organization's goals and desire to continue membership in the organization (Gautam, 2004, Brown, 2003). Today, one of the indicators of success and development of the organizations toward each other is enabling staffs and consequently loyalty and commitment toward the organization. That makes people do their duties with higher quality and take the full capacity to achieve the organization's goals. Research results have shown that organizational commitment increases job performance and organizational obedience behaviors. Therefore, organizations that have people with high levels of organizational commitment often have higher performance and less absenteeism and less latency (Nahrir, 2001; Ching, 2009). In Allen and Meyer's point of view commitment is a mental state that provides a kind of desire, need and requirement for employment in an organization. They consider these two views have introduced three dimensions for commitment: affective, continuous and normative. Affective and normative commitment has compliance with attitudinal aspects, and continuous commitment has compliance with behavioral aspect (koozeh chian, 2008).

Affective commitment: includes employees' emotional dependence to identification with the organization and involved in the activities of the organization with sense of responsibility.

Normative commitment: includes individuals' emotions based on obligation and need to stay in the organization.

Continuous commitment: includes understanding the costs that the person has when leaves the organization (Meyer et al, 2002).

Porter and colleagues and cook wall have identified three components related to each other of the organizational commitment.

According to these experts organizational commitment include following three parts:

- 1-Maintain organizational membership
- 2 - Willingness to work harder for the organization.
- 3- Accept values of the organization (Sheikh et al, 1384).

Naderi (2012) in a study examine the relationship between emotional intelligence, job satisfaction and organizational commitment among high schools English language teachers. Results indicate a significant positive relationship between job satisfaction and emotional intelligence, between organizational commitment and emotional intelligence, and also a positive relationship between organizational commitment and job satisfaction. However, there is a significant negative relationship between teachers' gender and age with job satisfaction and organizational commitment (Naderi, 2012). In another study Eslami and Qarakhanid (2012) also studied the relationship between organizational commitment and job satisfaction. The analysis showed that the three factors of job satisfaction (promotion, personnel relationships and work place conditions) have significant positive relationship with organizational commitment (Eslami and Qarakhanid, 2012). Mossadegh Rad and colleagues (2008) studied the relationship between job satisfaction, organizational commitment and intention to leave the occupation among hospital employees in Isfahan.

The study was done over 629 hospital employees who were selected through stratified random sampling the results showed that the hospital staffs in average have job satisfaction and are committed to the organization. . Job satisfaction and organizational commitment of employees is totally relevant to leave the occupation. In other words, there is a significant positive relationship between job satisfaction and organizational commitment and a significant negative relationship with leaving the occupation. This can be due to external factors such as labor market conditions that may affect the career development opportunities (Mossadegh Rad et al, 2008). Since reach to only educational purposes is subject to the optimal use of human resources, finance and equipments, but the dynamics of the education system depends on many factors, including having pleased employees, have a high level of commitment and loyalty to the organization and is attached to the work in a dynamic environment, and apply all its power to better performance in this cultural organization. So it was always trying to organize a proper attitude toward several different attitudes of members and employees, because their attitudes are connected with behaviors that are important for the organization. Thus this study in terms of the priority given to human factor in education system and leadership, their satisfaction and creating organizational commitment and recognize fields and their need to achieve students' academic success are important.

### Methodology

This study is a fundamental study which employs a descriptive – correlational method to investigate the relationships of teachers' job satisfaction and organizational commitment with educational success of primary school students in Heris region. Data were collected using two questionnaire which their validity and reliability have previously been evaluated by management sciences department. These two standardized questionnaires are as follows:

- 1- Job satisfaction questionnaire which was extracted from a book entitled "Organizational Behavior Management" written by its designers Robert, Kritner, and Anjelokinicky. Validity and reliability of the questionnaire have previously been evaluated by management sciences department (Moghimi, 2011).
- 2- The new edition of organizational commitment questionnaire which has been designed by Alen and Meyer. This is a standard questionnaire and its high validity and reliability have previously been confirmed in some Iranian offices.

The statistical population of the study includes all official and contractual primary school teachers of both genders in Heris region during 2011-2012 educational years. Samples were chosen using simple random sampling and questionnaires were distributed among them. Morgan's table was used to determine sample size of the study as follows:

- 1- Based on the second row of Morgan's table, 108 teachers (60 men and 48 women) were chosen among a total number of 147 teachers.
- 2- Based on the fifth row of Morgan's table, 246 students (half of them were female students and the other half was male students) were chosen among a total number of 3603 students.

Present study employs Pearson's Correlation test, Chi-square test, ratio test, t-test, and regression analysis methods to analyze the gathered data using SPSS software.

### Study Findings

According to the gathered data, 55.6 percent of participants in this study are men and 44.4 percent are women. Furthermore, the employment type of 107 of them (99.1 percent) is official employment, while others did not mention their employment type. Job satisfaction and organizational commitment evaluations revealed that for the population of male participants, the mean value, median and mode of organizational commitment are 29.8, 30, and 29, respectively. Moreover, standard deviation and variance respectively have the values of 3.3 and 11.3, while the minimum and maximum values of organizational commitment are respectively 22 and 35. For the population of female participants, the mean value, median and mode of organizational commitment are 30.9, 33, and 33, respectively. Standard deviation and variance respectively have the values of 4.4 and 19.6, while the minimum and maximum values of organizational commitment are 15 and 35, respectively. In the case of job satisfaction, results for the population of male participants showed that the mean value, median and mode of job satisfaction are 29.4, 29.5, and 30, respectively. Standard deviation and variance respectively have the values of 4.9 and 24.8, while the minimum and maximum values of job satisfaction are respectively 22 and 45. For the population of female participants, the mean value, median and mode of job satisfaction are 31.8, 32, and 31, respectively. Standard deviation and variance respectively have the values of 4.7 and 22.3, while the minimum and maximum values of job satisfaction are 17 and 40, respectively.

Table 1-1. The descriptive information gathered by One-Way Chi-Square test of the relationship between teachers' job satisfaction and students' educational success

Differences	Expected Frequency	Observed Frequency	Description
-31/0	36/0	5	Low Satisfaction
-16/0	36/0	20	Medium Satisfaction
47/0	36/0	83	High Satisfaction

P= 0/001       $X_2$  -95/16

According to the results shown in table 1-1, most of the studied teachers are significantly satisfied. Since the statistics provided by education and training ministry show a quite high level of educational success for the students of these teachers (above 95% of their students could pass the courses), it can be said that there is a relationship between teachers' job satisfaction and educational success of students so

that the related value of calculated chi-square is greater than the minimum requirement for confirmation of the study assumption. On the other side, the frequency, in the case of the teachers with a high level of satisfaction, is larger than that for other teachers. The resulted confidence level is 0.001 which is smaller than 0.05.

Table 1-2. The descriptive information gathered by One-Way Chi-Square test of the relationship between teachers' organizational commitment and students' educational success

Differences	Expected Frequency	Observed Frequency	Description
-21/0	36/0	15	Low Commitment
-41/0	36/0	77	Medium Commitment
47/0	36/0	83	High Commitment

**P= 0/001      X<sub>2</sub> -70/05**

According to the results shown in table 1-1, most of the studied teachers showed a significantly-high organizational commitment. Since the statistics provided by education and training ministry show a quite high level of educational success for the students of these teachers (above 95% of their students could pass the courses), it can be said that there is a relationship between teachers' organizational commitment and educational success

of students so that the related value of calculated chi-square is greater than the minimum requirement for confirmation of the study assumption. On the other hand, the frequency, in the case of the teachers with a high level of organizational commitment, is larger than that for other teachers. The resulted confidence level is 0.001 which is considerably smaller than 0.05.

Table 1-3. The descriptive information gathered by Pearson's correlation test of the relationship between male teachers' job satisfaction and students' educational success in Heris region

Confidence level	Correlation Coefficient	Standard Deviation	Mean Value	Variable Description
0/911	0/015	4/9 5/3	29/4 99/0	Male Teachers' Job Satisfaction Students' Educational Success

According to the results shown in table 1-3, the correlation coefficient between two variables of male teachers' job satisfaction and students' educational success is R=0.015 which means a weak correlation, considering the variation range of R to be between -1 and +1. The resulted confidence level is

0.911 and since it is quite greater than 0.05, it can be said with a confidence level of 95 percent that there is no significant relationship between male teachers' job satisfaction and students' educational success in Heris region.

Table 1-4. The descriptive information gathered by Pearson's correlation test of the relationship between female teachers' job satisfaction and students' educational success in Heris region

Confidence level	Correlation Coefficient	Standard Deviation	Mean Value	Variable Description
0/307	0/151	4/7 3/2	31/6 98/6	Female Teachers' Job Satisfaction Students' Educational Success

According to the results shown in table 1-4, the correlation coefficient between two variables of female teachers' job satisfaction and students' educational success is R=0.151 which means a weak correlation, considering the variation range of R. on the other hands, the resulted confidence level is 0.307

and since it is greater than 0.05, it can be said with a confidence level of 95 percent that there is no significant relationship between female teachers' job satisfaction and students' educational success in Heris region.

Table 1-5. The descriptive information gathered by Pearson's correlation test of the relationship between male teachers' organizational commitment and students' educational success in Heris region

Confidence level	Correlation Coefficient	Standard Deviation	Mean Value	Variable Description
0/485	0/092	3/3 3/3	29/8 99/0	Male Teachers' Organizational Commitment Students' Educational Success

As can be seen from table 1-5, the correlation coefficient between two variables of male

teachers' organizational commitment and students' educational success is R=0.092 which means a weak

correlation, considering the variation range of R to be between -1 and +1. The resulted confidence level is 0.485 and since it is quite greater than 0.05, it can be said with a confidence level of 95 percent that there

is no significant relationship between male teachers' organizational commitment and students' educational success.

Table 1-6. The descriptive information gathered by Pearson's correlation test of the relationship between female teachers' organizational commitment and students' educational success in Heris region

Confidence level	Correlation Coefficient	Standard Deviation	Mean Value	Variable Description
0/785	0/040	4/4 3/2	30/9 98/6	Female Teachers' Organizational Commitment Students' Educational Success

According to the results shown in table 1-6, the correlation coefficient between two variables of female teachers' organizational commitment and students' educational success is  $R=0.040$  which means a weak correlation, considering the variation range of R. The resulted confidence level is 0.785

and since it is greater than 0.05, it can be said with a confidence level of 95 percent that there is no significant relationship between female teachers' organizational commitment and students' educational success.

Table 1-7. Information on the ratio of male teachers' satisfaction to their salary

Confidence level	t	Standard Deviation	Mean Value	Description
0/001	79/5	/0098	/0345	Ratio of Male Teachers' Satisfaction to Their Salary

Table 1-8. Information on the ratio of female teachers' satisfaction to their salary

Confidence level	t	Standard Deviation	Mean Value	Description
0/001	223/1	/00954	/0501	Ratio of Female Teachers' Satisfaction to Their Salary

As it is obvious from tables 1-7 and 1-8, the ratio of satisfaction to salary is smaller for men than for women (0.0345 for men and 0.0501 for women). In other words, men are less satisfied with their job compared to women. The difference of these ratios with constant ratio (which has been taken as 0.041) is

significant and since the resulted confidence level (0.001) is smaller than the maximum limit (0.05) for confirmation of the study assumption, it can be said that the ratio of satisfaction to salary is significantly smaller than constant ratio for men, but is significantly larger than constant ratio for women.

Table 1-9. Information on the ratio of male teachers' commitment to their salary

Confidence level	t	Standard Deviation	Mean Value	Description
0/001	86/1	/00937	/0351	Ratio of Male Teachers' Commitment to Their Salary

Table 1-10. Information on the ratio of female teachers' commitment to their salary

Confidence level	t	Standard Deviation	Mean Value	Description
0/001	23/1	/00954	/0486	Ratio of Female Teachers' Commitment to Their Salary

According to the results shown in tables 1-9 and 1-10, the ratio of commitment to salary is smaller for men than for women (0.0351 for men and 0.0486 for women). In other words, men are less committed to their job compared to women. The difference of these ratios with constant ratio (which has been taken as 0.040) is significant and since the resulted confidence level (0.001) is smaller than the maximum limit (0.05) for confirmation of the study assumption, it can be said that the ratio of commitment to salary is significantly smaller than constant ratio for men, but is significantly larger than constant ratio for women.

## Discussion and Conclusion

Following the growing changes in communities, education and training system also face considerable changes. The employees who further believe in organizational values and goals better tolerate such changes. Neglecting the consequences of employees' decisions and performance may harm students and community well-being. Therefore, human resources managers should struggle to promote employees' job satisfaction and organizational commitment by developing appropriate strategies for choosing competent employees, replacement, development, appropriate

rewards, retaining competent employees in organization, and educational activities. Based on the results of this study, most of the teachers who participated in this study are highly satisfied with their job and since 95 percent of their students have managed to pass the courses, it can be concluded that the more satisfied teacher are with their jobs, the more educational success their students achieve. This finding is in accord with that of the study carried out by Poursayyad (1997). On the other hands, since most of the teachers show high commitment to their job and also 95 percent of their students have passed the courses successfully, it is resulted that a high level of teachers' organizational commitment leads to the further educational success of their students.

Comparing the job satisfaction and organizational commitment of male and female teachers it is clear that despite the smaller number of women, their job satisfaction and organizational commitment levels are higher compared to those of men. Nonetheless, no significant relationship was observed between job satisfaction of both genders and educational success of students. Information on the ratio of satisfaction to salary showed that this ratio is larger for women than for men. In other words, women are more satisfied with their salary compare to men. Furthermore, the ration of commitment to salary is smaller for men than for women. Since numerous studies such as that of Mesdagh Rad (2008) revealed the existence of a significant negative relationship of job satisfaction and organizational commitment with tendency towards turnover, it is recommended that organization management should enhance the job satisfaction and organizational commitment of male teachers, who form a large part of education and training ministry employees, by raising their salaries. Teachers play the most crucial role in educational system because they have the chief and the most effective relationship with students and their attitude and views highly impact upon students. Therefore, teachers, job satisfaction and organizational commitment is one the important factors which affects their attitude and performance.

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