

A study on the relationship between professional morality and maturity with organizational commitment

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Abstract: The present study has been designed to investigate the relationship between professional morality and maturity with organizational commitment of board members of Azad University in Marv Dasht branch. The main purpose of university includes training and educating expert human forces that are necessary for a society, and providing appropriate grounds for constant development of the country. In this respect, board members of the university are the most effective factors to fulfill this aim. Universities are expected to develop professional morality and maturity of all board members and they should plan everything in order to facilitate the promotion of their board members and it is effective in organizational commitment of them. Professional morality and its subordinate elements have a positive and meaningful relationship with organizational commitment and its aspects. The element of evolution in morality has the strongest constant relationship with organizational commitment and its aspects of emotional commitments. Therefore, in order to increase the organizational commitment, this element of morality should be emphasized more. The positive relationship between professional moral elements and organizational commitment means that as the elements of professional morality increase, the organizational commitments and its aspects increase as well. Investigation on the relationship between maturity and its elements and organizational commitment and its sides shows that of all maturity elements, professional maturity has no meaningful relationship with norm commitment and other elements have a positive relationship with organizational commitment. It means that as maturity and its aspects increase, organizational commitment and its aspects increase as well. Of all maturity elements, organizational maturity has the strongest relationship with organizational commitment of university board members of Marv Dasht Azad University. It illustrates that this cultural path is organizational which build up individuals' behavior.

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1. Introduction

Higher education in our country not only equips human forces with sciences, technologies, and moralities, but also since it pays attention to values and morale, training experts who have high qualities for thinking and they are appropriate people has been an important issue in this regard. Higher education system has two quality and quantity aspects and the growth should happen in both sides and in a parallel manner. University board members are the most important elements and of higher education in the country and their qualitative and quantitative loss has a direct effect on the higher education system in the country, since higher education has a determining role in economic, social, and cultural developments and the experts are trained through this section (Gharoon, 1995), as Kang (2000) believes "a university or a faculty is in fact the board members of that and as they improve, the quality of the university improves". Miller and Wilson (1963) have mentioned that "the heart of any university of higher education is the board member. A university or faculty is called good or bad, effective or ineffective for the type of its board members". Therefore, the quality of a higher

education institute regardless of its board members who are equipped with science and power, professional potential, commitment, motivation can never demonstrate a quality education (Hosseini, 1988). As this investigation showed when considering the professional morality, the path will be paved for development and maturity. When people have professional morality, they help the development of their maturity and their commitment towards others will increase in an organization. Board members are a group of experts who are responsible for the education and teaching sciences in universities and higher education institutes (Goodarzi, 2008).

Professional morality includes laws, regularities, codes and principles which provide necessary instruction for correct and conscience behaviors in specific conditions (Moghimi, 2008). Laws and regulations which define right and wrong behaviors are called professional behavior. There is an increasing tendency in obeying professional morality (Moghimi, 2008).

Optimized professional morality depends on some factors:

1-individual characteristics and organizational cultures

2-organizational structures

3-general and social national culture in which an individual works (Moghimi 2008)

In this respect, maturity of individuals in an organization is the means of the progress in an organization and for the purpose working better, an approach of professional maturity is used (Tousi, 2001).

Since board members of a university are the most valuable sources of a university, development of their scientific knowledge and commitment are the best indicators to recognize the attention of higher education this important task is on the universities and higher education which can move towards completion by a disciplined and logical planning in the direct path of maturity. Organizational commitment is a kind of logical, mental, sympathetically based relationship and the aims of an organization. Moreover, it is a signal of the viewpoints if the organization and it is derived from the individual value systems. Establishing an organizational commitment is a systematic process which leads to different changes such as jobs and leadership in an organization. On the other hand, if there is the culture of commitment in an organization, the individual shows a constant responsibility and has a better feeling towards his/her commitments and responsibilities. Being responsive and committed keeps the conscience awake all the time so that there is an optimization of the tasks and logicity in the job (Ja'fari, 2006). The main purpose of this research is to study the relationship between professional morality and maturity with organizational commitment and it would like to show that how important they can be in the commitment of people in an organization. The main purposes of this paper are:

1-determining the relationship aspects of professional morality and organizational commitment of board members of Marv Dasht Azad University

2-determining the relationship between maturity and organizational commitment of Marv Dasht Azad University board members

3-determining aspects of professional morality in predicting organizational commitment of Marv Dasht Azad University board members

4-determining the aspects of maturity in predicting organizational commitment of Marv Dasht Azad University board members

5-detrmining aspects of professional morality and maturity in predicting organizational commitment of Marv Dasht Azad University board members

Dey Crooz Andly studied the requirements of maturity of board members of Rima University in Malaysia in 1994. The requirement research of

maturity of board members designed by Hunter-Bein and revised by Dey Crooz Andly showed a rate of 95% of responses and it was understood that most of board members liked to hold some training classes to achieve some more credits as a lecturer and expert in teaching. University deans believed that board members had to have some experiences in training, class management, evaluation and teaching (Kang and Miller, 2000).

Kalivado, Soorel and Simpson (1994) mentioned the meaningfulness of cheerfulness and happiness of board members in higher education. Their research was to determine viewpoints, beliefs, and values of board members in research based universities and determine how changes in these parameters in working period of board members happen and if these measures related to maturity and scientific development have been to meet the needs of job period of board members. They have found that university board members in research based universities in the levels of assistant professor, associate professor and professor share a lot of their viewpoints, beliefs and values regarding their profession (Kang and Miller, 2000).

A research by Nasmith and et al (1995) in the title of the effects of long term maturity workshops of board members conducted in McGill University showed that the obtained knowledge, teaching approaches and people's points of views have been evaluated in small teaching groups in the two-day workshop. All the board members attending the workshop were GPs who had participated in teaching workshops between 1988 and 1993. 10 out of 47 participants were id the experiment group and 10 were in the control group. There instruments of observation, interview and questionnaires were used to collect data. These data were analyzed by K-2 and U Witni in order to compare the differences inside and outside the groups. The results indicated that there was no meaningful relationship between groups and intra-groups on each of the behaviors. 80% of the control group and all the experiment group members indicated that small teaching groups were interactive and effective (Nasmith, 1995).

The researches on organizational commitment show the fact that the workers with high commitment may have a better performance compared to the people with lower commitments and as a result a commitment may be accounted for as a good indicator of the effectiveness of an organization (Shine, 1970).

Kashman (1992) found out cooperation in organizational commitment in that the more the cooperation of teachers in schools, the more the organizational commitment.

Elis an Bernhard (1992) figured out the close relationship between independency and organizational commitment. The teachers who are more independent in their lesson planning have more organizational commitment.

Perkin (1983) studied different affective elements on teachers' performance and concluded that interest, motivation and commitment of teachers to their jobs have a meaningful relationship with their success in teaching. It means that teachers who have chosen this job b their interest have more commitment and motivation in their job so that they are more successful. As Batman (1984) believes "organizational commitment" has a positive relationship with "job satisfaction". Koch and Steers (1976) remind that organizational commitment is a satisfactory predictor for staying in one job. The results of the researches show that introverts feel more responsible for their task and they have a better performance, however, considering the type of job and different tasks, the results can't be generalized. Introverts intend to obtain as much information as they can before making a decision. They have more motivation to fulfill their goal and control their environment, however, extroverts compromise better and they would like to be a follower of the orders s that regarding specialized tasks, extroverts are more successful. Moreover, extroverts are suitable for some jobs that need more creativity and independency and unlike introverts, they have the best performance in the tasks which are repetitive and regular and their success depends on the abeyance of rules and cooperating with other colleagues (same source) and organizational commitment is an important feature. Researches and studies in recent

years have proven the same subject. Mahboube Farhadian (2003) showed a relationship between cooperative management and organizational commitment. In a research by Mahmoud Araghi (1995) which investigated the relationship between job satisfaction and organizational commitment, he could conclude that there was a meaningful relationship between job satisfaction and organizational commitment. Anold Welfareman found a meaningful relationship between job satisfaction and organizational commitment with staying in one job, but organizational commitment has a stronger relationship with job satisfaction regarding staying in one job (Yusefian, 1990).

2. Material and Methods

Considering the significant role of universities in knowledge producing and growth of people and societies' requirements, it sounds necessary that the main parts of universities who have the most effective role in education be identified and their performance should be analyzed in details. Of all important parts who play an undeniable role in education are university board members. Organizational commitment of these members can lift the quality of education in universities. Therefore, the effective elements on this commitment have a great importance to be recognized so that by putting them in a correct path, organizational commitment can increase, hence, the high quality of higher education system.

1-is there a relationship between professional morality and its elements with organizational commitment?(Table1)

Table 1-Pearson coefficient correlation between professional morality and its elements with different aspects of organizational commitment

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
|--|-------|------|-------|------|-------|-------|-------|-------|-------|-------|----|
| emotional commitment | 1 | | | | | | | | | | |
| constant commitment | 0.574 | 1 | | | | | | | | | |
| norm commitment | 0/03* | 0/22 | 1 | | | | | | | | |
| organizational commitment | 0/80 | 0/91 | 0/479 | 1 | | | | | | | |
| commitment in moral expertise in moral | 0/46 | 0/39 | 0/32 | 0/47 | 1 | | | | | | |
| belongs to morality | 0/32 | 0/31 | 0/3 | 0/34 | 0/633 | 1 | | | | | |
| consistency in morality | 0/37 | 0/22 | 0/39 | 0/32 | 0/435 | 0/515 | 1 | | | | |
| evolution in morality | 0/46 | 0/31 | 0/37 | 0/4 | 0/498 | 0/452 | 0/567 | 1 | | | |
| revolution in morality | 0/63 | 0/42 | 0/32 | 0/53 | 0/498 | 0/439 | 0/574 | 0/713 | 1 | | |
| Professional morality | 0/49 | 0/32 | 0/36 | 0/47 | 0/379 | 0/413 | 0/524 | /507 | 0/574 | 1 | |
| | 0/64 | 0/44 | 0/38 | 0/57 | 0/318 | 0/296 | 0/39 | 0/371 | 0/315 | 0/257 | 1 |

2-is there a meaningful relationship between maturity and its elements with organizational commitment?(Table2)

Table 2-Pearson coefficient correlation between maturity and its elements with organizational commitment

| | emotional commitment | constant commitment | norm commitment | organizational commitment | organizational maturity | organizational maturity | professional maturity | educational maturity | maturity |
|------------------------------|-------------------------|------------------------|--------------------|------------------------------|----------------------------|----------------------------|--------------------------|-------------------------|----------|
| emotional commitment | 1 | | | | | | | | |
| constant commitment | 0/574 | 1 | | | | | | | |
| norm commitment | 0/03* | 0/22 | 1 | | | | | | |
| organizational commitment | 0/80 | 0/91 | 0/479 | 1 | | | | | |
| organizational maturity | 0/367 | 0/463 | 0/27 | 0/5 | 1 | | | | |
| professional maturity | 0/24 | 0/326 | 0/26 | 0/37 | 0/82 | 1 | | | |
| educational maturity | 0/2 | 0/264 | 0/22 | 0/3 | 0/78 | 0/82 | 1 | | |
| individual maturity | 0/25 | 0/354 | 0/16 | 0/36 | 0/84 | 0/81 | 0/84 | 1 | |
| maturity | 0/29 | 0/381 | 0/25 | 0/42 | 0/92 | 0/94 | 0/91 | 0/93 | 1 |

3-which variable of professional morality and organizational maturity is the strongest predictor for organizational commitment?

1-3-which element of professional maturity is the strongest predictor for organizational commitment elements of Marv Dasht Azad University board members?(Table3&4)

Table 3-multi regression analysis in a step by step method in emotional commitment

| stage | Variable name | B | β | R | 2R | F | d.f | p |
|-------|---|------------------------------|----------------------|-------|-------|-------|--------|-------|
| 1 | Evolution in morality fixed number | 0/28 1/02 | 0/625 | 0/625 | 0/391 | 76/36 | 1, 119 | 0/000 |
| 2 | Evolution in morality Obligation in morality fixed number | 0/42 0/86 -6/18 | 5/27 0/198 | 0/648 | 0/42 | 42/8 | 2, 118 | 0/000 |
| 3 | Evolution in morality Obligation in morality revolution in morality fixed number | 0/72 0/37 0/22 -7/3 | 0/44 0/18 0/17 | 0/664 | 0/44 | 3/07 | 3, 117 | 0/000 |

Table 4-multi regression analysis in a step by step method in constant commitment

| stage | Variable name | B | β | R | 2R | F | d.f | p |
|-------|---|----------------------|---------------|-------|------|------|--------|-------|
| 1 | Evolution in morality fixed number | 0/89 1/23 | 0/411 - | 0/411 | 0/17 | 42/2 | 1, 119 | 0/000 |
| 2 | Evolution in morality Obligation in morality fixed number | 0/62 0/69 -1/7 | 0/286 0/25 | 0/465 | 0/22 | 16/3 | 2, 118 | 0/000 |

The results of multi regression in norm commitment are as the following, but two elements of commitment and consistency in morality and play a role in determining norm commitment (Table5)

Table 5- multi regression analysis in a step by step method in norm commitment

| stage | Variable name | B | β | R | 2R | F | d.f | p |
|-------|--|---------------------|----------------|-------|------|------|--------|-------|
| 1 | Obligation in morality fixed number | 0/31 0/91 | 0/385 - | 0/385 | 0/14 | 20/7 | 1, 119 | 0/000 |
| 2 | Obligation continuation in morality fixed number | 0/21 0/2 0/48 | 0/264 0/215 | 0/424 | 0/18 | 12/9 | 2, 118 | 0/000 |

The results of multi regression in organizational commitment are as the following (Table6)

Table 6- multi regression analysis in a step by step method in organizational commitment

| stage | Variable name | B | β | R | 2R | F | d.f | p |
|-------|------------------------|------|---------|-------|-------|-------|--------|-------|
| 1 | Evolution in morality | 1/87 | 0/521 | 0/521 | 0/272 | 44/4 | 1.12 | 0/000 |
| | fixed number | 32/3 | - | | | | | |
| 2 | Evolution in morality | 1/38 | 0/39 | 0/573 | 0/329 | 28/86 | 2,112 | 0/000 |
| | Obligation in morality | 1/26 | 0/27 | | | | | |
| 3 | fixed number | 5/13 | - | 0/597 | 0/356 | 21/56 | 3, 117 | 0/000 |
| | Evolution in morality | 1/01 | 0/28 | | | | | |
| | Obligation in morality | 1/14 | 0/25 | | | | | |
| | moral revolution | 0/57 | 0/2 | | | | | |
| | fixed number | 2/36 | - | | | | | |

A look at the multi regression in organizational commitment shows that three elements of completion in morality, commitment in morality and revolution in morality should be entered in the equation 3-2 which element of maturity is the strongest predictor for organizational commitment elements of Marv Dasht Azad University board members? (Table7)

Table 7-regression analysis of emotional commitment based on B coefficients

| stage | Variable name | B | β | R | 2R | F | d.f | p |
|-------|-------------------------|------|---------|------|-------|------|-------|-------|
| 1 | organizational maturity | 0/17 | 0/37 | 0/37 | 0/135 | 18/6 | 1,120 | 0/000 |
| | fixed number | 22 | | | | | | |

The results of multi regression test show that only organizational maturity enters the equation of organizational commitment and its elements (Table8)

Table 8-regression analysis of constant commitment based on B coefficient

| stage | Variable name | B | β | R | 2R | F | d.f | p |
|-------|-------------------------|------|---------|-------|-------|------|-------|-------|
| 1 | organizational maturity | 0/29 | 0/463 | 0/463 | 0/215 | 32/8 | 1,120 | 0/000 |
| | fixed number | 24/8 | - | | | | | |

The results of multi regression test in norm commitment aspect are as the following (Table9)

Table 9-regression analysis of norm commitment based on B coefficient

| stage | Variable name | B | β | R | 2R | F | d.f | p |
|-------|-------------------------|-------|---------|------|-------|------|-------|-------|
| 1 | organizational maturity | 0/07 | 0/27 | 0/27 | 0/075 | 9/28 | 1,120 | 0/000 |
| | fixed number | 12/99 | - | | | | | |

The results of multi regression test in organizational commitment are as the following (Table10)

Table10: results of multi regression test in organizational commitment

| stage | Variable name | B | β | R | 2R | F | d.f | p |
|-------|-------------------------|------|---------|-------|-------|-------|-------|-------|
| 1 | organizational maturity | 0/53 | 0/507 | 0/507 | 0/257 | 41/55 | 1,120 | 0/000 |
| | fixed number | 59/8 | - | | | | | |

4-3-which element of professional morality and maturity are the strongest elements of organizational commitment of Marv Dasht Azad University board members? (Table11)

Table 11: multi regression analysis in a step by step method in emotional commitment

| stage | Variable name | B | β | R | 2R | F | d.f | p |
|-------|-------------------------|-------|---------|-------|-------|-------|-------|-------|
| 1 | organizational maturity | 0/284 | 0/456 | 0/456 | 0/208 | 31/2 | 1,119 | 0/000 |
| | fixed number | 24/91 | - | | | | | |
| 2 | organizational maturity | 0/225 | 0/36 | 0/535 | 0/286 | 23/63 | 2,118 | 0/000 |

| | | | | | | | | |
|---|-------------------------|-------|-------|------|-------|-------|-------|-------|
| | Evolution in morality | 0/635 | 0/295 | | | | | |
| | fixed number | 11/18 | - | | | | | |
| 3 | organizational maturity | 0/35 | 0/56 | | | | | |
| | Evolution in morality | 0/65 | 0/3 | 0/56 | 0/313 | 17/77 | 3,117 | 0/000 |
| | educational maturity | 0/21 | 0/26 | | | | | |
| | fixed number | 8/1 | | | | | | |

Stage, variable, coefficient, B coefficient, β organizational maturity, fixed number, organizational maturity, evolution in morality, fixed number, educational maturity

The results of the multi regression analysis shows that the results are as the same as tables 4 and 9 regarding two elements of emotional commitment

and norm commitment and none of the maturity elements enters the equation. However, regarding constant commitment, three variables of organizational commitment, evolution in morality and educational maturity can enter the equation in three levels (Table 3)

Table 12: -multi regression analysis in a step by step method in organizational commitment based on B and β

| stage | Variable name | B | β | R | 2R | F | d.f | p |
|-------|-------------------------|-------|---------|-------|-------|-------|-------|-------|
| 1 | Evolution in morality | 1/87 | 0/521 | | | | | |
| | fixed number | 32/3 | | 0/521 | 0/272 | 44/4 | 1,119 | 0/000 |
| 2 | Evolution in morality | 1/27 | 0/4 | | | | | |
| | organizational maturity | 0/078 | 0/371 | 0/629 | 0/395 | 38/57 | 2,118 | 0/000 |
| | fixed number | 28/8 | | | | | | |
| 3 | Evolution in morality | 1/15 | 0/41 | | | | | |
| | organizational maturity | 0/6 | 0/376 | 0/65 | 0/423 | 38/6 | 3,117 | 0/000 |
| | educational maturity | 0/35 | 0/264 | | | | | |
| | fixed number | 31/2 | - | | | | | |
| 4 | Evolution in morality | 1/03 | 0/287 | | | | | |
| | organizational maturity | 0/6 | 0/282 | | | | | |
| | educational maturity | 0/4 | 0/25 | 1675 | 0/465 | 24/3 | 4,116 | 0/000 |
| | moral revolution | 0/63 | 0/23 | | | | | |
| | fixed number | 25/8 | - | | | | | |

But four elements of completion in morality, organizational maturity, educational maturity and revolution in morality can enter the equation.

3. Results & Discussion

The results of multi regression in determining organizational commitment and its aspects by professional morality show that three variables of completion in morality, commitment in morality and revolution in morality can enter the equation and in general 44% of changes happen in emotional commitment. According to β coefficient, equation of completion in morality is the strongest determiner of emotional commitment, therefore, in order to increase emotional commitment, completion in morality should be strengthened.

In determining constant commitment based on professional morality, two elements of completion in morality and commitment in morality are entered the equation and 22% of changes are determined in this aspect. According to β coefficient, the equation of completion in morality has a little more role than

commitment in morality to determine constant commitment.

The aspect of norm commitment is determined by two elements of commitment in morality and consistency in morality and these two elements determine 18% of all changes in norm commitment. The results of the research indicate that commitment in morality is a stronger predictor than consistency in morality in determining norm commitment and for the increase of norm commitment; this aspect of professional morality should be considered.

Finally, in determining organizational commitment, three elements of evolution in morality, commitment in morality, and evolution in morality should be entered the multi regression equation. In general, they constitute 35.6% of changes in organizational commitment. A study on β coefficients of the equation indicates that the element of evolution in morality is a stringer predictor than two other elements, but there is no significant difference with them.

In determining organizational commitment and its aspect with maturity elements, the results show that only the element of organizational maturity can enter the multi regression equation of organizational commitment and its aspects. This element covers around 13.5% of changes in emotional commitment, 21.5% of constant commitment, 7.5% of norm commitment, and 25.7% of organizational commitment. These results emphasize the importance of organizational culture and the role of management in Marv Dasht Azad University to increase organizational maturity so that organizational commitment and its aspects can increase as well.

A look at determining organizational commitment and its aspects by considering the variables of professional morality and maturity indicate that two aspects of emotional and norm commitments are determined by professional morality, and maturity variables play no roles in their determination. Therefore, the results are as before. However, in determining constant commitment, three variables of organizational maturity, evolution in morality and educational maturity can enter the equation and 31.3% of changes are predicted in constant commitment. According to β coefficients, organizational maturity is the strongest predictor of organizational commitment regarding consistency. Therefore, in order to strengthen this aspect, organizational maturity should be taken into account. Finally, in determining organizational commitment, four variables of completion in morality, organizational maturity, educational maturity and revolution in morality can enter the equation and they determine 46.5% of changes in organizational commitment. According to β coefficient, all predictor variables have an equal power for determination; therefore, these four variables can increase the organizational commitment.

A comparison of professional morality variables shows that the strongest professional morality of Marv Dasht Azad University board members is expertise in morality whole revolution in morality is the weakest variable in professional morality. Therefore, in order to increase professional morality, respondents should pay more attention to completion of morality, consistency in morality and revolution in morality.

A comparison of different maturity variables shows that the rate of maturity in all aspect especially in organizational maturity is low and this aspect of maturity has a meaningful difference with other three aspects:

Therefore, in order to strengthen this aspect of commitment, organizational maturity should be strengthened. Finally, in determining organizational

commitment, four variables of evolution in morality, organizational maturity a, educational maturity and revolution in morality of organizational commitment are determined. Therefore, considering these four variables and an attempt to enhance them can improve organizational commitment. Comparing different variables of professional morality indicate that the strongest variable in professional morality of Marv Dasht Azad University board members is related to their morality while revolution in morality is the weakest aspect of professional morality. Therefore, in order to increase professional morality, respondents should pay more attention to completion of morality, consistency in morality and revolution in morality.

A comparison of different maturity variables shows that the rate of maturity in all aspect especially in organizational maturity is low and this aspect of maturity has a meaningful difference with other three aspects

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