

The Relationship between Job Satisfaction and Organizational Commitment amongst School Teachers in Shiraz, Iran

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Abstract: The purpose of this study is to determine the relationship between job satisfaction and organizational commitment amongst school teachers in rural districts of Shiraz, Iran. Employees' productivity is largely related to their level of job satisfaction. Therefore, it is important for an organization to study the relationships between Job satisfaction and organizational commitment. A survey questionnaire was made to collect the information for job satisfaction and organizational commitment of each employee. One hundred fifty teachers responded to the survey. After analyzing the data, we found that there is a relatively strong correlation between job satisfaction and organizational commitment. Generally, higher level of job satisfaction will lead to higher level of organizational commitment. The Results of the study also show that the mean values of job satisfaction and organizational commitment are at low side.

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1. Introduction

Job satisfaction and organizational commitment are two buzzwords associated with the retention of personnel in a variety of occupational settings. Commitment is a more responsive approach by an organization, and job satisfaction is more of a response to specific facets of the job (Dormann & Zapf, 2001). There are numerous investigations that have studied the relationship between organizational commitment and job satisfaction (Currivan, 1999). Job satisfaction refers to "a collection of attitudes that workers have about their jobs" (Gary & M.Saks, 2001, p. 110). Job satisfaction is correlated to enhanced job performance, positive work values, high levels of employee motivation, and lower rates of absenteeism, turnover and burnout (Begley & Czajka, 1993; Bull, 2005; Tharenou, 1993).

Job satisfaction refers to the extent that the working environment meets the needs and values of employees and the individual's response to that environment (Camp, 1994; Lambert, 2004; Tewksbury & Higgins, 2006). Some studies showed that businesses that excel in job satisfaction issues reduce turnover by 50% from the norm, increase customer satisfaction to an average of 95%, lower labor cost by 12% and lift pretax margins by an average of 4% (Carpitella, 2003). These attitudes may derive from a facet of satisfaction or as an overall aspect of the job.

Therefore, it is important to study whether employees are satisfied, because it is believed that workers who are more satisfied will likely exhibit more positive feelings, thoughts, and actions toward

their job. In this way, this study illustrates the relationship between job satisfaction and organizational commitment.

2. Literature Review

The effects job satisfaction has on an organization are numerous. Job satisfaction is one of the most researched areas of organizational behavior and education. Many researchers have suggested that job satisfaction is a predictor of organizational commitment (Porter et al., Bull, 2005; 1974; Price, 1977). Lack of job satisfaction is a predictor of quitting a job (Adeyinka, Ayeni, & Popoola, 2007; Alexander, Liechtenstein, & Hellmann, 1998). Job satisfaction amongst teachers is a multifaceted construct that is critical to teacher retention and has been shown to be a significant determinant of teacher commitment to school. Evans (1998) mentions that factors such as teachers' low salaries and low status, growing class sizes and changes in the education system have all contributed as causes of what has been interpreted as endemic of dissatisfaction within the profession.

According to Kovack (1977), job satisfaction is a component of organizational commitment (Bull, 2005). Organizational commitment refers to "an attitude that reflects the strength of the linkage between an employee and an organization" (Ibid, 2003).

Commitment can be identified as three very different types, which include: affective, continuance and normative. Organizational commitment is determined by a number of factors, including

personal, organizational and non-organizational factors. All these things affect subsequent commitment (Northcraft & Neale, 1996). Dornstein and Matalon (1998) describe eight variables that are relevant to organizational commitment. These are interesting work, coworker's attitudes towards the organization, organizational dependency, age, education, employment alternatives, attitude of family and friends (Adeyinka, et al., 2007). Allen & Meyer (1990) also developed a measure of organizational commitment with three major components:

i) Affective component of organizational commitment refers to employees' emotional attachment, identification and involvement in the organization;

ii) Continuance component refers to commitment based on the costs that employees associate with leaving the organization;

iii) Normative commitment reflects an employee's feeling of obligation to remain with the organization (Warsi, Fatima, & Sahibzada, 2009).

Spector (1997) states that job satisfaction can be considered as a global feeling about the job or as a related constellation of attitudes about various aspects or facets of the job. Job satisfaction among teachers can be expressed as their willingness and preparedness to stay in the teaching profession irrespective of the discomfort and the desire to leave teaching for a better job. However, job satisfaction of the teachers naturally depends on the economically, social and cultural conditions in a given country (Ebru, 1995).

Mwamwenda's (1995) indicates that nearly 50% of rural teachers are dissatisfied with their working conditions. According to Shan (1998), teacher job satisfaction is a predictor of teacher retention, a determinant of teacher commitment, and in turn a contributor to school effectiveness. Kim and Loadman (1994) list seven predictors of job satisfaction, namely: interaction with students, interaction with colleagues, professional challenges, and professional autonomy, working conditions, salary and opportunity for advancement. However, there are also other factors that need to be considered, (Bull, 2005).

In order to understand job satisfaction, it is important to understand what motivates people at work. Scientific management believed at first that money was the only incentive; later other incentives also became prevalent for example; working conditions, security and a more democratic style of supervision (Bull, 2005; Luthans, Baack, & Taylor, 1987; Robbins, Odendaal, & Roodt, 2003; Smith & Cronje, 1992).

3. Methods

The aim of this study is to determine the relationship between job satisfaction and organizational commitment amongst teachers in schools in rural districts of Shiraz, Iran. A convenience sampling design was used for data collection. One hundred fifty (150) were targeted in the areas. As Sekaran (2003) states that sample sizes of between thirty and five hundred subjects are appropriate for most social sciences research (Bull, 2005). Respondents were provided with detailed instructions as to how the questionnaires were to be completed and returned. The questionnaire was contained 25 questions using a Likert scale with responses ranging from Strongly Agree= SA; Agree = A; Disagree = D; and Strongly Disagree = SD. The mean and standard deviation were primarily be used to describe the data obtained from the job satisfaction and organizational commitment. This study also has used correlation technique, because we are attempting to measure the two variables of job satisfaction and organizational commitment,

4. Result

The results indicate the mean for the total job satisfaction for all respondents was about 2.12 out of 5. Hence, it may be concluded that the overall job satisfaction of the sample is low. The standard deviation for the overall level of job satisfaction is also not high; indicating that most teachers experience low levels of satisfaction. Table 1 showed the mean and standard deviation for the dimensions of organizational commitment as well as total organizational commitment.

Table 1 mean and standard deviation for the organizational commitment (OC)

	Mean	SD
Affective commitment	1.98	0.79
Normative commitment	2.60	0.81
Continuance commitment	1.79	0.77
Total OC	2.12	0.80

The results in Table 1 indicated that the mean and standard deviation for the organizational commitment of the sample is 2.12 and 0.80, respectively. Since a mean score of organizational commitment is about 2 it may be concluded that the sample of teachers are below average levels of organizational commitment. Hence, it showed be concluded that respondents display below average belief in the organization's goals and values (Mean = 2.12, SD= 0.80).

Table 2 addresses the results obtained for the inferential statistics to determine the relationship between job satisfaction and organizational commitment.

Table 2 Pearson correlation between job satisfaction and organizational commitment

	Job satisfaction	
	Pearson correlation	Sig (2-tailed)
Affective commitment	0.546	0.012**
Normative commitment	0.690	0.000**
Continuance commitment	0.345	0.022*
Total commitment	0.454	0.000**

* $p < 0.05$ ** $p < 0.01$

Table 2 indicates the relationship between job satisfaction and the dimensions of organizational commitment. The results indicate that there is a significant relationship between affective commitment and job satisfaction amongst the sample of teachers ($r = 0.546$, $p < 0.01$). There was also a significant relationship between normative commitment and job satisfaction ($r = 0.690$, $p < 0.01$). Moreover, there was a moderate relationship between continuance commitment and job satisfaction ($r = 0.345$, $p < 0.05$). There was a significant relationship between total organizational commitment and job satisfaction ($r = 0.454$, $p < 0.01$).

5. Conclusion

The aim of this study was to determine the relationship between job satisfaction and organizational commitment amongst teachers in rural districts of Shiraz, Iran. The results of this study indicated the mean for the total job satisfaction for all respondents was about 2.12 out of 5. Hence, it may be concluded that the overall job satisfaction of the sample is low. The results obtained from our study showed that there is a positive relationship between job satisfaction and organizational commitment. The results of this are consistent with the studies of Richford and Fortune (1984), Duke (1988) and Mercer and Evans (1991), which they also indicated job dissatisfaction in education. Similarly, Van der Westhuizen and Smit (2001) report that there is a tendency worldwide towards job dissatisfaction in education (Bull, 2005). For an educational organization to be successful, its managers must ensure that their teachers have a high level of job satisfaction in order to mutually have a high level of

organizational commitment. To address this problem, managers should focus on increasing the employees' job satisfaction in factors such as: the work itself, benefit programs, rewards, work conditions, and promotions. These can influence the way a person would feel and perceive about their jobs. Indeed, managers may also apply job rotation so each employee will have an opportunity to perform different tasks using various skills and talents. By using this method, it may be able to further increase the interests the employees would have in their job. Moreover, managers should motivate employees to be more helpful, considerate, friendly and good-natured to their co-workers and supervisors, because this would increase the employees' job satisfaction and may motivate the urge to help out other co-workers (Gary & M.Saks, 2001).

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