

**Investigation of Effective Factors on Organizational commitment Case Study: Education Staff**Najim najimi<sup>1</sup>, Mohammad Hossein Alishiri<sup>2</sup>, Hossein Rostami<sup>3</sup><sup>1</sup>. Department of Sociology, Payam Noor University of Fars province, IRAN<sup>2</sup>. Mohammad Hossein Alishiri, Department of Accounting, Payam Noor University of Fars province, IRAN<sup>3</sup>. Hossein Rostami, Department of Teachers Education, Farhangian University Rajae Teacher Training University of Shiraz, IRAN[Hrostami111@yahoo.com](mailto:Hrostami111@yahoo.com)

**Abstract:** This paper aims to investigate the factors affecting the organizational commitment of employees in education in Shiraz. This research is a survey study and the data were collected by questionnaires from a sample of 374 personnel of the four-districts of Shiraz education system. Parson's act theory was used in a four-subsystem level to explain the organizational commitment. Results show that there were no significant relation between independent variables of age and service background and dependent variable of organizational commitment, but there are significant relations between independent variables of organizational justice, fiscal satisfaction, mental satisfaction and organization management capacities and dependent variable of organizational commitment. The results of some variables analysis show that job satisfaction from mental aspect organizational justice fiscal satisfaction and management capacities are the variables which had the most effect and were imported in Regression equation in an organizational commitment context. They could also explain more than half of the changes independent variable. Considering that half of the variance independent variable (organizational commitment) is explained by this pattern, it seems that the theoretical model which is derived from Parson's theory could be a suitable model for organizational commitment evaluation.

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**1. Introduction**

Organizations in the process of their movement towards the fulfillment of the objectives of the social system may be weakened which in turn causes disruption in the process of optimizing the coordination of issues within the organization. One of the weaknesses that the scientists havenoticed is the decrease in organizational commitment. This paper is a case study in the area ofthesociology on corporate behavior as organizational commitment ofthe employees.

In this study, the educationorganization with its performances and features is studied and thestaff of the organization areevaluated. The action theory of Parsons as a sociological theory in social system moderation was used to investigate the behavior of the staff.

According to Parsons' action perspective, the organizational commitment among the members of organization at the level of four sub-systems was analyzed. It is noted that each of these four sub-systems has its own logic and is based on different principles. For example, Education system is based on Logical integrity, social system on the principle of adaptation, institutional system on the principle of mobilization of resources, and finally the logic of personality system is based on the principle of fulfillment of organizational commitment. In this

section, as a first step to get closer to reality, Parsons 'framework (ejil) has been used. Four basic dimensions can be considered for this framework including: confirming, personal, social and cultural dimensions. The diagram below shows the four dimensions in Parsons' framework (1951, parsons).

Figure 1: Dimensions of Ejil organizational task

Character of the work <b>G</b>	Positive aspects of work <b>A</b>
Social aspects of work <b>I</b>	<b>L</b> Cultural aspects of work

In the confirming dimension, an activistuses his physical and intellectual power (work activities) in dealing with the environment (work).Based on an organizing way (working conditions), he changes work issues in a way to get the desired status (work commitment).

Men become sociable through society and its culture then get their personalities through which they are interrelated with different areas of society including the scope of work organization. In the scope of work within the organization and Eiiil framework, four components are considered for personality dimension: job skills, motivation or willingness to work, collective identity and individual identity. For the social dimension also four components can be considered: labor relations, performance guarantees, work commitments and work norms.

The fourth major dimension in organization is the cultural one. Based on this perspective toward work, at least four aspects are considered for the action members in general terms: the physical one in which work contains some kind of activity, biological aspect in which work needs some kind of physical and intellectual power. In the case of intellectual work, there seems to be a hidden underlying work commitment which leads to the work toward goals and accomplishment.

The other two aspects, construing and cultural outcome, are of undeniable importance to social organization. Because of raising cultural outcome for each dimension, a continuum of attitudes can be considered for the two opposite polars such as : good or evil for activity, saving or wasting for allotting physical and intellectual energy, virtues or vices for the work claim, salvation or meeting the needs for the optimal labor goals. The organization that seeks to develop and enhance its members' organizational commitment is expected to have a positive attitude

toward the above four work aspects with regard to the work cultural outcome. It is expected that organization culture does not take greed as the cause of activities but considers the work itself good for activists. In this case, allotting energy to work is not considered wasting energy anymore. In addition, it is expected that such a culture considers the claim and commitment as the doer rights. Instead, to promote the organization commitment, such culture is expected to giverewards to the doers. Such a social organization is finally expected to consider moral and temporal salvation as its optimal objectives.

## 2. Methods

The methods used in this study is a descriptive survey. A questionnaire containing 52 questions was used to collect data.

## 3. Results

After data description through frequency tables and situation indices, we are going to test the hypotheses through inferential statistics in this section of the study.

Table 1: Pearson correlation coefficients between the independent variables and organizational commitment

Years of Experience	Age	Satis.of Financial	Satis.of management capabilities	Job satis.of justice	Psychological aspects of job satis.	Inde.var.
0/004	0/006	0/3630*	0/5291**	0/5306**	0/6943**	The correlation coeff.

Table 2: Test of significant difference between groups in different academic commitment

Scoring average commitment	N	Educational Group
23/32	116	Diploma
22/71	115	Diploma above
23/19	136	Bachelor
19/86	7	Masters and above
=2/908F	=6/367D.F	=0/035sig
		=0/504R <sup>2</sup>

Table 3: regression coefficients organizational commitment in the first phase of the B and Beta

Sig	T-Value	Increase in R2	Beta	Coefficient B	Independent var.
0/0000	18/606	0/48201	0/6943	0/6134	Psychological aspects of job satisfaction
0/0000	16/91	=1/364F		11/17	Constant
		=1/346F	=1/372D.F	=/0000sig	0/482=R <sup>2</sup>

Table 4 regression coefficients organizational commitment in the second phase of the Beta and B

Sig	T-Value	Increase in R2	Beta	Coefficient B	Independent var.
0/0000	12/43	0/482	0/606	0/535	Psychological aspects of job satisfaction
0/0054	2/8	0/011	0/136	0/161	Constant
0/0000	15/23	-	-	10/54	Satisfaction of organizational justice
		=180/17F	=2/371D.F	=/0000sig	0/493=R <sup>2</sup>

Table 5: Institutional Commitment in the third regression equation based on the B and Beta coefficients

Sig	T-Value	Increase in R2	Beta	Coefficient B	Independent var.
0/0000	11/796	0/482	0/538	0/515	Psychological aspects of job satisfaction
0/0197	2/343	0/011	0/116	0/136	Satisfaction of organizational justice
0/0241	2/265	0/0067	0/092	0/11	Satisfaction of Financial
0/0000	-	-	-	9/35	Constant
	=123/16F	=3/370D.F		=/0000sig	0/4997=R <sup>2</sup>

Table 6: Predicting Organizational Commitment in the final stage of the coefficients B and Beta

sig	T-Value	Increase in R2	Beta	Coefficient B	Independent var.
0/0000	9/402	0/482	0/524	0/463	Psychological aspects of job satisfaction
0/05	1/99	0/011	0/089	0/104	Satisfaction of organizational justice
0/015	2/45	0/0067	0/099	0/116	Satisfaction of Financial
0/025	2/24	0/0067	0/112	0/065	Satisfaction of management capabilities
0/0000	10/32	-	-	9/01	Constant
	=84/62F	=4/369D.F		=/0000sig	0/5064=R <sup>2</sup>

#### 4. Discussions

In this study, regression and correlation analysis were used to examine the relationship between the independent and the dependent variable (Tables 1 to 6). Each of the independent variables was examined against the dependent variables of employee organizational commitment. Among those independent variables existing at the level of relative and interval measurement, Service records and age have no significant relation with organizational commitment. However, the variables such as organizational justice, corporeal satisfaction, mental and emotional satisfaction and organizational management skills are significantly related to organizational commitment. It means that the more satisfaction exist in different job dimensions and of management practices, the more organizational commitment the members would have. (Table 1) In this study, the variable which explains the organizational commitment variance most is the job spiritual satisfaction. This variable alone explains 2.48% changes in the organization commitment and it is of at least 95% possibility to generalize it to the entire population. Satisfaction rate from organizational justice is significantly related to organizational commitment. Each unit increase in organizational justice leads to 0/16 score increase in the organizational commitment of employees (Table 4).

The next variable entered the regression equation is the corporeal satisfaction which has explanatory power to increase the equation from 49.3% to 49.97%. This variable is also positively related to organizational commitment. The last variable entered the regression equation is satisfaction from the management. It also has explanatory power to increase the equation to 50.63%. (50.63%=R<sup>2</sup>). Then based on the coefficients B, variables such as spiritual satisfaction, management satisfaction, corporeal satisfaction, organizational justice showed the greatest effect on organizational commitment respectively. But the important point is that the mental satisfaction is about 4/4 times more than the organizational justice. These results are consistent with theoretical discussions and comments.

Parsonz believes that acceptance of similarity in nature among the members of an organization occurs only when a member does his best to establish

conscious and significant relationship with the others. It is the time when a person feels the need to respect and to be respected.

Management and financial rewards have great role in increasing the organizational commitment. The result of the study shows that the employees with university degrees higher than bachelor are of less organizational commitment than the other groups. Their average score in organizational commitment is about 19.89 while the average score for those with diploma degree is 23.32.

Based on the above issues, it can be concluded that despite of the improvement in education, it is of inadequate and weak governing structure, that is to say that is reflected a kind of personal and management oriented aspect rather than collaborative one. According to the results of the present survey, Lack of executing proper bureaucracy law in education has led to the non-organizational behaviors among the members (managers and employees). Accordingly, Organization affairs which should be done in accordance with regulatory and organizational norms based on function-oriented approach are done according to management desires and demands which leads to decrease in organizational commitment of the staff. Based on Parson's action view, giving too much importance to individual relationship and management, weak structure of education organization, and lack of executing laws by those in charge leads to decrease in organizational commitment among the staff in the education organization.

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