

An Analysis of the Relationship between Organizational Commitment and Job Performance among Sport Teachers at High Schools in Ahvaz, Iran

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Abstract

The goal of this research is an analysis of the relationship between organizational commitment and job performance among sport teachers at high schools in Ahvaz. In terms of data collection, this study is of descriptive-measurement type. Since the aim of this research is an analysis and illustration of the significance of effects of the independent variable of organizational commitment on the dependent variable of job performance, the correlation method was adopted. The data collection tool was standard questionnaires that were distributed among all sport teachers (190 instructors) in Ahvaz. At the level of inferential statistics, the Pearson Correlation Coefficient was used to analyze the relationship between organizational commitment and its micro-scales with job performance; and the results showed that there is a significant relationship between organizational commitment and job performance among sport teachers at high schools in Ahvaz at the level of $p < 0.01$. However, analysis of the three components of organizational commitment separately showed that among the components of affective commitment, continuance commitment and normative commitment, only affective commitment has a significant relationship with job performance.

Keywords: organizational commitment, job performance, physical education, sport teachers

1. Introduction

As one of the fundamental elements in provision of the human physical and mental health, physical education has been in the center of attention of programmers and policy makers in most countries. In Iran, there is more emphasis on this physical education since a considerable portion of its population is the young people. Thus, in order to reach its important goals in the field of physical education, the Education Organization is in need of motivated, committed and proficient instructors as well as enough budget, suitable equipment and efficient managers in achieving the aims, determined for physical education subject through execution of the arranged programs. In order to achieve this goal, Education Organization should enhance the sport teachers' level of efficiency and efficacy through use of scientific methods. Of these methods is organizational commitment (O.C.) that, as an internal motive, encourages the individuals to act better and that has drawn most of the individuals in charge and managers' attention to itself. Some authorities in the field of management hold the view that these internal motives can cause the performance to enhance in case they take the same direction as organizational goals do[5]. A belief in the values and goals of an organization and an attempt at reaching them is defined as "organizational commitment" in management literature. Organizational commitment is considered as affective and mental dependency on organization, based on which a fully committed individual determines his/her identity in accordance with that organization, contributes to it, becomes involved in it and enjoys being as a member of it[10]. Based on the views of *Lutanz & Shaw*, organizational commitment is considered as a strong tendency to remain at the organization, an inclination to great efforts and actions for it, a strong belief in acceptance of its values and goals as a defined opinion. By definition, organizational commitment is an affective connection with and a support for the values and goals of an organization- for the sake of that organization- and far from instrumental values [1]. Commitment is defined as the extent of responding to others' expectations by those individuals in different situations. The situations in which an individuals are placed, and the others who assess their behaviors determine the different types of commitment[2]. Organizational commitment is the relative extent of *assimilation* with a particular organization or dependency on it and can be determined by at least the following three factors:

1. A belief in the values and goals of that organization
2. A tendency towards a considerable attempt for the sake of the organization
3. A strong inclination and desire to remain as a member of the organization[7].

Based on *Stirez*, organizational commitment is a variable that can be simultaneously regarded both as an independent variable and as a dependent one as well [15]. As a matter of fact, while influencing the other

variables, organizational commitment is affected by them. Concerning organizational commitment, Becker suggested the theory of lateral advantages. This theory emphasizes the fact that an individual gains or saves some advantages and privileges during his/her activity at an organization and may lose them in the case of leaving that organization. The threat from losing these advantages and privileges as well as impossibility of compensation for lost privileges cause the individual to remain committed to the organization [6].

In their model, Mattue & Zajak have attempted to examine the variables affecting organizational commitment and those ones being influenced by it, and also the interrelationship between organizational variables and some other ones.

In other words, this model suggests that such variables as personality traits, job characteristics, the group leader's features, the organization characteristics and function states considered as independent variables may influence organizational commitment, the latter considered as a dependent variable. Moreover, organizational commitment as an independent variable may influence such results as job performance, perceived splits, tendency towards job satisfaction, tendency to leave work, attendance, late-coming, and absenteeism as dependent variables [8]. on the basis of Allen and Meyyer, organizational commitment is divided into such three dimensions as affective commitment, Continuance commitment and normative commitment. Affective commitment includes the employees' affective dependence on an organization and their continuance commitment to a tendency towards remaining at that organization. Normative commitment (or task-related commitment) consists of the individuals' moral and conscience responsibility towards the necessity of remaining at the organization.

In simpler words, those employees, having a strong affective commitment will remain at the organization simply because they have affection for it; those employees possessing a strong continuance commitment will remain at the organization since they need to remain, and those who have a strong normative (task-related) commitment will remain as they feel they are responsible for that organization. [5]

The preconditions of affective commitment, stated in this model are of four categories: personality traits, job characteristics, work experiences & personal characteristics. Also, the continuance component of organizational commitment is created on the basis of such factors as capacity and extent of *direct investment* as well as perceiving the loss of job opportunities out of the organization. Finally, the normative component of organizational commitment is influenced by the individuals' experiences before their entrance to the organization (socialization process and their cultural & family conditions) and after their entering the organization (organizational socialization) [1].

There are so many reasons why an organization should enhance its employees' level of organizational commitment, among which we can say that there is a positive relationship between organizational commitment and such outcomes as job satisfaction, attendance, meta-social organizational behavior, and job performance; and there is a negative relationship between organizational commitment and a tendency to job promotion [14].

A research conducted on organizational commitment and job satisfaction among the employees, working at one of the governmental organizations in the U.S. shows that commitment justifies the individuals' positive behaviors at the organization much better than job satisfaction does; and those employees, lacking organizational commitment can cause damage to the organization much worse than those lacking job satisfaction [14].

The results of another research conducted on the *instructor community* of elementary & secondary schools at Texas Stateshow that the first year of employment is the best time for the establishment of organizational commitment among the employees of an organization. In case the individuals' tendency to remain at the organization is increased, their efficiency and job performance will be improved [9].

Still, the results of another research show that the employees' continuance commitment has a positive influence on their affective commitment. In other words, long-term investments at an organization, particularly for those who have been employed for a longer time, cause them to justify themselves or to reduce incongruence through formation of their affective dependence on the organization, and those having longer years of service report more affective commitment [5].

The studies, carried out on the different factors affecting the instructors' performance revealed that there is a significant correlation between the instructors' interest, motivation and commitment to their career on one hand, and the extent of their success in teaching and job performance on the other. That is, those instructors who have chosen the teaching profession based on their interest and who have possessed more motivation and commitment to their career are practically more successful than others and also they show a better job performance [12].

In a research which was conducted on the relationship between dimensions of organizational commitment (affective, continuance & task-related) and job behavior (job performance, job satisfaction, & a tendency to absenteeism) among the workers of Chiang Mai private organization, the following outcomes were revealed:

- a. There is only a positive relationship between affective commitment as well as normative commitment and job performance.
- b. There is a positive relationship between all commitment incidents and job satisfaction while there exists a negative relationship between these commitment incidents and a tendency to abandon the organization.

c. Only the correlation between affective commitment and task-based commitment can predict the tendency towards *absenteeism* [11]

In a research, conducted to examine the relationship between organizational commitment and a tendency to absenteeism among the workers of the railway station in Tehran, regarding Allen and Meyyer's tripartite model, it was assumed that There is a significant correlation between each of the three components of organizational commitment and a tendency to absenteeism among the members of statistical population. In other words, the more is organizational commitment, the less is a tendency to absenteeism [3].

In another study, conducted under the title of "Analysis of the relationship between organizational commitment and job performance among one of the governmental organizations", it was shown that there is a significant relationship between organizational commitment and the employee's performance at governmental organizations [4].

Some useful information can be provided for managers in order to make decisions in the areas of programming, training and assessment of human resources through assessment of organizational commitment and measuring the extent of its influence on job behaviors.

In case the managers follow those policies in which the individuals at the organization feel committed to the goals and values of that organization, the behavioral indicators such as efficacy, obedience and job conscience will be improved among them. Following the creation of such attitude, human resources find their goals, congruent with those of the organization and make an attempt to enhance organizational goals because of their affection to the organization, resulting in their performance being improved.

The matter of organizational commitment receives more sensitivity in Education system as an organization, taking the responsibility of training the community in future generation.

In case the managers of Education organization are aware of the extent of organizational commitment among the instructors and teachers, they can come to a better understanding and cognition of their instructors' and teachers' organizational behaviors, and, if needed, they will enhance the amount of their organizational commitment through execution of reforming and repairing programs.

Understanding the questions "Is there any correlation between organizational commitment and the performance of the individuals of an organization " and " In which dimensions of organizational commitment is this correlation more strong than in others?" can be of help for the managers and programmers of any organization.

In the case of confirmation of such correlation, the organizational commitment among any organization's individuals, e.g. Education organization can be improved by applying suitable strategies and then can be hopeful for its performance being improved. Hence, the main matter in this study is whether there is any correlation between different dimensions of organizational commitment and job performance among sport teachers. Therefore, the assumptions of this research have been mentioned as follow:

1. There is a relationship between organizational commitment and job performance among the sport teachers.
2. There is a relationship between affective commitment and job performance among the sport teachers.
3. There is a relationship between continuance commitment and job performance among the sport teachers.
4. There is a relationship between normative commitment and job performance among the sport teachers.
5. There is a difference between organizational commitment and job performance among the sport teachers on the basis of demographic characteristics (e.g. type of employment, gender, years of service & major)

2. Research methodology:

The present research is considered as an applied study which has been conducted using correlational method and in a longitudinal manner in Ahvaz, Iran in 2010.

2.1 Statistical population and sampling:

In this study, the statistical population includes all male and female sport teachers, working at the high schools in Ahvaz in 2010.

Regarding the limited number of statistical population members, sampling was not done; hence, all members of statistical population were examined by use of census. Based on the information provided by the personnel office of Education organization in Ahvaz, the total number of samples was 190 people, among which, 83 people were male and 87 people were female.

2.2 Measurement tool

Organizational Commitment Questionnaire: This test was advised by Allen & Meyyer (1984) and was first translated and edited by Shokrkon, Ph.D. This measurement consists of 24 articles, and three micro scales: affective commitment scale (articles 1-8), continuance commitment scale (9-19) and normative commitment scale (articles 17-24).

a. Affective Commitment Questionnaire:

This questionnaire includes 8 articles (1-8) which measures the extent of affective commitment of an individual in relation to an organization. The scoring manner for this questionnaire is based on a 7-rating scale, in which the

following responses receive these points:

“I totally disagree.” 1 point

“I largely disagree.” 2 points

“I disagree.” 3 points

“I neither agree nor disagree.” 4 points

“I agree.” 5 points

“I largely agree.” 6 points

“I totally agree.” 7 points

Table 1: the reliability indices of the three scales of organizational commitment in the literature

The reliability index			Reliability method	Year of research	The researcher
Normative commitment	Continuance commitment	Affective commitment			
0/66	0/73	0/88	Chronbach Alpha	1984	Allen & Meyyer
0.70	0/79	0/86	Chronbach Alpha	1994	Hucket, Baisio&Chaldof
0.78 0/80	0/77 0/83	0/71 0/65	Chronbach Alpha	2001	Falahati

2. Job Performance Questionnaire

To measure the performance of the testees, a 32-part questionnaire (designed by Hussein Vatankhah, in 2004) was used. Its validity was confirmed by the professors and the experts of management field. To determine its reliability, the questionnaire was used on a sample of 35 individuals, and utilizing *Chronbach Alpha Method* the reliability of 0.90 was gained which was significant at the level of $p < 0.01$.

3. Data Analysis

From among the 190 questionnaires distributed, 170 questionnaires were given back. To analyze the data collected from the questionnaires at the level of Descriptive Statistics, such indices as mean, median, index, standard deviation, frequency distribution and the related graphs were used. And at the level of Inferential Statistics, the Pearson Correction Coefficient was used to examine the correlation between organizational commitment and its micro scales and job performance. Moreover, Fischer’s Z-test was applied to be assured of the significance of the difference among the groups’ correlation coefficient on the basis of demographic characteristics.

4. Research Findings

Assumption number 1: There is a relationship between organizational commitment and job performance among the sport teachers in Ahvaz.

Table 2. the correlation coefficient between organizational commitment and job performance among the sport teachers in Ahvaz

The level of significance(p)	Pearson correlation coefficient (r)	Number	Statistical characteristics Variable
0/002	0/232**	70	Organizational commitment

Concerning the findings in table 2 above, the correlation coefficient between the variables of organizational commitment & job performance among the sport teachers in Ahvaz is $r = 0.232$, which is significant at the level of $p < 0.01$. Therefore, there is a relationship between organizational commitment & job performances.

Assumption number 2: There is a relationship between affective commitment and job performance among the sport teachers in Ahvaz.

Table3. The correlation coefficient between affective commitment and job performance among the sport teachers in Ahvaz

The level of significance(p)	Pearson correlation coefficient (r)	Number	Statistical characteristics
			Variable
0/000	0/293**	70	Affective commitment

To examine this assumption, the Pearson Correlation Coefficient was used. As the information in table 3 above shows, the correlation coefficient between The variables of affective commitment & job performance is $r=0.293$, which is Significant at the level of $p<0.01$. Thus, the second assumption of this study is also confirmed.

Assumption number 3: There is a relationship between continuance commitment and job performance among the sport teachers in Ahvaz.

[Insert Table 4 about here]

Table4. The correlation coefficient between continuance commitment and job performance among the sport teachers in Ahvaz

The level of significance(p)	Pearson correlation coefficient (r)	Number	Statistical characteristics
			Variable
0/486	0/054	70	Continuance commitment

Based on the findings reported in table 4, the correlation coefficient between the variables of continuance commitment and job performance of the testees is $r=0.054$, which is **not** significant at the level of $p<0.05$. Thus, this assumption is rejected.

Assumption number 4: There is a relationship between normative commitment and job performance among the sport teachers in Ahvaz.

Table5. The correlation coefficient between normative commitment and job performance among the sport teachers in Ahvaz

The level of significance(p)	Pearson correlation coefficient (r)	Number	Statistical characteristics
			Variable
0/063	0/143	70	Normative commitment

To analyze this assumption, the Pearson correlation coefficient was applied. As shown in table 5, the correlation coefficient between the variables of normative commitment and job performance of the testees is $r=0.143$, which is not significant at the level of $p<0.05$. Thus, this assumption is rejected.

Assumption number 5: There is a difference between organizational commitment and job performance among the sport teachers on the basis of demographic characteristics (e.g. gender, years of service, major, age, education degree & type of employment)

Table 6. calculated t & z values in testees groups based on gender

Z	P	r	Number	Gender
1/78	0/675	0/047	83	Male
	0.003	0/315**	87	Female

** $p<0.01$

As shown in table 6, the correlation coefficient between organizational commitment and job performance is significant in the female instructors group ($p=0.003$); but is not significant in the male instructors group ($p=0.675$). The information in table 6 suggests that the z value, observed is 1.78, which is not significant at the level of $\alpha=0.05$.

Table 7. calculated Z values in testees groups according to years of service

20 years & beyond	11-20 years	1-10 years	Years of service
Z=0/388	Z=1/50	—————	1-10 years **r=0/316 P=0/004 n=79
Z=0/764	—————	Z=1/50	11-20 years r=0/067 p=0/613 n=60
—————	Z=0/764	Z=0/388	20 years & beyond r=0/238 P =0/197 n=31

**p<0/01

Just as the information in table 7 shows, the correlation coefficient between organizational commitment and job performance among those instructors, having 1-10 year(s) of service is significant at the level of p=0/004. But the correlation coefficient is not significant in the second & the third group. The results reveal that all of calculated Z values are smaller than the critical Z value, which equals 1.96 at the level of $\alpha=0.05$. Thus, there is not any significant difference between the correlation coefficient of the three groups.

[Insert Table 8 about here]

Table 8. calculated r & Z values in testees groups according to major

Z	P	r	Number	Major
0/189	0/012	*0/213	139	Related
	0/173	0/251	31	Unrelated

**p<0/05

The values in table 8 show that the correlation coefficient in the group of the instructors whose majors are related is significant at the level of p=0.012 and is not significant in the group of the instructors whose majors are unrelated regarding physical education (p=0.173).

Table 9. calculated r & Z values in testees groups according to age groups

44 years & beyond	33-43 years	22-32 years	Age groups
Z=0/123	Z=1/62	—————	22-32 years **r=0/306 P=0/004 n=123
Z=0/92	—————	Z=1/62	33-43 years r=0/043 p=0/613 n=47
—————	Z=0/92	Z=0/123	44 years & beyond r=0/278 P =0/210 n=22

**p<0/01

The information provided by table 9 shows that r value is only significant in the first group (p=0.004). But r value are not significant in the second group (p=0.743) & in the third group (p=0.210) as well. The information in the table reveal that the z value, observed in a comparison of the groups, is smaller than the critical z value (=1.96) and is not significant at the level of $\alpha=0.05$.

Table 10. **calculatedr & Z values in testees groups according to the education degree**

Master's degree	Bachelor's degree	Associate degree	Diploma	Education degree
Z=0/235	Z=0/549	Z=0/167	-	Diploma r=0/404 P=0/282 n=9
Z=0/774	Z=0/000	-	Z=167	Associate degree r=0/465** p=0/004 n=36
Z=0/190	-	Z=0/000	Z=0/549	Bachelor's degree r=0/198* P =0/032 n=117
-	Z=0/190	Z=0774	Z=0/235	Master's degree r =0/280 p =0/503 n =8

**p<0/01

*p<0/05

As shown in table 10, the correlation coefficient between the elements of organizational commitment and job performance is significant for the group of the instructors with associate degree (p=0.004) and for the group of the instructors with bachelor's degree (p=0.032), but is not significant for the group of the instructors with diploma degree (p=0.282) and the group of the instructors with master's degree (p=0.503). The information in the table shows that the calculated z value at the level of $\alpha=0.05$ is not significant in any of the cases.

Table 11. **calculatedr & Z values in testees groups according to the type of employment**

Z	p	r	Number	Type of employment
0/982	0/018	0/214*	123	Official
	0.771	0/044	47	Unofficial

*p<0/05

As the information in the tables (4-14) suggests, the correlation coefficient between the organizational commitment and job performance is significant for the group of the instructors with official employment (p=0.018), while it is not significant for the group of the instructors with unofficial employment (p=0.771). The information of the table reveal that the observed z value equals 0.982, which is not significant at the level of $\alpha=0.05$.

5. Discussion

Basically, in the present most competing world, the committed, highly motivated & skillful human resources play a strategic and important role on the success of their organizations. Similarly, in order to achieve its different goals including the goals of physical education major, the Education Organization in our country, Iran needs to have those instructors that not only enjoy a good command of scientific and technical knowledge, but also are committed to the organization at which they work. It seems that the more determined are the sport teachers in their belief in the values and goals of their organization and the more attempt they make to reach these goals, the more will their performance be improved. As clear, in case each of the individuals' performance at an organization is at an acceptable level, it will finally lead to the overall efficacy of the whole organization and also its goals will be achieved with a higher percentage of success.

The results of the research showed that there is a significant relationship between organizational commitment and job performance, and logically, the existence of such a relationship is not that far from mind. If the organizational commitment is considered a belief in the values and the goals of that organization and a tendency to make more attempt in order to achieve the organization's goals, the sport teachers' performances (in case they are highly committed) will be improved. In case the sport teachers select their organization with great interest and internal motivation and are affectively dependent on the organization, they will show a better performance,

comparing those ones lacking this interest. Since the tendency of the most sport teachers to remain at the organization arises from not existing any better job opportunities and also from the investments they have made there in terms of their education and experience, they really want to remain at the organization. But, this tendency is not an influential factor to improve their performance. Furthermore, the results of the assessment of the sport teachers' performance at the Education Organization have no effect on their employment or their being fired from work. Therefore, there is no significant relationship between the continuance commitment and job performance among the instructors, and the results of this research have just shown it. Also, the findings revealed that there is no significant relationship between the normative commitment and job performance. It can be implied from these findings that the normative commitment, i.e. the task, duty and spiritual feeling that an instructor morally has with regard to the Education Organization, has not been as an important factor to improve his/her job performance.

6. References

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