

*Original Article*

## Study of Relationship between Job Satisfaction and Organizational Commitment among High-School Managers

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### ABSTRACT

The scope of this research is to investigate the relationship between job satisfaction and organizational commitment among high-school managers in Bandar-Abbas. Descriptive method used in this research is correlation, and statistical multi-variable regression analysis was used to test research hypothesis. Participants included 76 high-school managers selected randomly from high-schools of Bandar- Abbas Educational system. Data collecting tools of the research include questionnaire of Organizational Commitment Scale and Minnesota satisfaction questionnaire, short form. The results revealed that predictor variables explain about 53 percent of criterion variable variance (organizational commitment). In this model, all components of job satisfaction as predictor variables have significant and positive relationship with organizational commitment. Findings and implications for instructional management are discussed.

**Keywords:** Job Satisfaction, Organizational Commitment, High-school Managers.

### INTRODUCTION

Educational managers' commitment to the organization is an essential subject in today's educational systems. Job Satisfaction of instructional managers can be a significant predictor of their organizational commitment. Researchers have shown that individuals with higher organizational commitment engage in organizational task and this, in turn, results in better job satisfaction (Chang et al, 2007). Organizational commitment is an educational construct that has been described and investigated broadly. Meyer and Herscovitch described commitment as a factor that directed a series of actions towards one or more goals (Meyer & Herscovitch, 2001). It has been suggested that commitment is a multidimensional construct and that the backgrounds, associates, and outputs of commitment be different across aspects (Meyer et al, 2002).

A commonly used model of organizational commitment as a multidimensional construct is Meyer and Allen's three-Component Model of Commitment (Meyer, & Allen, 1991). This model says that commitment constructed from the three forms as affective, continuance, and normative commitment (Meyer, & Allen, 1993). Affective commitment is described as an emotional attachment to the organization. Continuance commitment is explained by the perceived costs associated with leaving the organization. Normative commitment refers to the perceived responsibility to remain in the organization (Meyer et al, 2002).

Job satisfaction is defined as "the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs" (Spector, 1997). This definition implies job satisfaction is a general or global affective reaction that persons hold about their job. In other hand, job satisfaction is one of the factors that affect employees' productivity and organizational commitment too. Many researchers have examined the relationship between organizational commitment and job satisfaction. According to these studies, individual, occupational and organizational factors influences on organizational commitment. For example, in one of these studies, positive and significant relationship between job satisfaction and organizational commitment is reported (Yousef, 1998). Sloane and Williams (2000) found that job satisfaction can promote organizational commitment. Mowday et al (1982), believed that job satisfaction is formed immediately after entering the organization but organization commitment develops slowly, hence, job satisfaction can be a predictor of organizational commitment. Also Vandenberg & Self

(1993), State job satisfaction of managers affect upon the organizational commitment. Based on Theoretical background and previous research results, present study investigated the relationship between job satisfaction elements and organizational commitment among high-school managers in Bandar-Abbas.

## MATERIALS AND METHODS

Research method is correlation and data is collected in a survey. Statistical society of the research includes all managers of high-schools of Bandar-Abbas in 2010-2011. For selecting the sample we used randomly sampling method. Based on this method 76 managers were selected.

Organizational Commitment Scale (OCS) was used for assessment organizational commitment. This scale is a three-dimensional Meyer et al instrument (1993), originally developed by Meyer and Allen (1991). The affective, continuance and normative organizational commitment subscales each comprised six items, modified from the original questionnaire consisting of 24 items. Meyer et al (1993), reported internal consistency reliability estimates (Cronbach's alphas) for affective commitment 0.82, continuance commitment 0.74 and normative commitment 0.83. Responses were made on a 7-point Likert-type scale and were averaged to yield composite commitment scores for each respondent. Studies by Coetzee, Schreuder and Tladidyane (2007), Ferreira (2009) and Lumley (2010), confirmed the reliability and validity of the OCS.

For assessing participant's job satisfaction, Minnesota satisfaction questionnaire short form is used too. MSQ short form uses a Likert-type scale with five (weighted) responses ranging from "very dissatisfied" (1) to "very satisfied" (5). Scores on the short form can range from 20 to 100. Several studies have demonstrated good reliability and validity data for the MSQ (Albright, 1972; Anderson et al, 1984; Bolton, 1986; Bowen, et al). For the current study, reliability data for the short form revealed internal consistency reliabilities of .88 for the General Satisfaction scale, .85 for the intrinsic scale, and .84 for the extrinsic scale. Multiple regression analyses were used to explain and predict criterion variable by the use of predictor variables. For assessing significance of regression model we used F test, and statistical T test was used to determine significance of Beta coefficients. All of the statistical calculations were done by the use of SPSS statistical software version 16.

## RESULTS AND DISCUSSION

For explaining organizational commitment, general satisfaction, intrinsic satisfaction, and extrinsic satisfaction as predictor variables were assessed. Mean descriptive index and standard deviation of every variable is presented in table 1. Average organizational commitment among participants was 75 (table 1). Furthermore, for inferential analyzing of research data, we should calculate correlation matrix of predictor variables and criterion variable. Correlation matrix of study variables are presented in table 2. Based on this matrix intrinsic satisfaction has the highest correlation coefficient, and extrinsic satisfaction has the lowest correlation coefficient with organizational commitment.

The present study objective was to show a significant relation between job satisfaction elements and organizational commitment. Hence, in under study model we job satisfaction elements as predictor variables and organizational commitment as criterion variable. After analyzing regression on research data, we observed the model under study explains about 53 percent of criterion variable variance. We used statistical test of variance analysis to determine significance of R<sup>2</sup>, in which F=62.27 is statistically significant (P<0.05). Detailed results are presented in table 3. As it is shown in table 3, we used statistical T test to calculate significance of calculated Beta coefficient of every predictor variable of the model. The results show that all predictors' variables predict organizational commitment positively.

**Table 1.** Mean and standard deviation of predictor variables and criterion variable

Variable	Mean	Standard Deviation	N
OC	75	1.94	76
GS	7.76	1.30	76
IS	4.43	1.67	76
ES	6.63	1.67	76

OC= Organizational Commitment, GS= General Satisfaction, IS = Intrinsic Satisfaction, PPS = Extrinsic Satisfaction

**Table 2.** Correlation matrix of predictor variables and criterion variable

Variable	OC	GS	IS
GS	0.55**		
IS	0.67**	0.47*	
ES	0.35*	0.36*	0.31*

OC= Organizational Commitment, GS= General Satisfaction, IS = Intrinsic Satisfaction, PPS = Extrinsic Satisfaction. P<0.01\*\*, P<0.05\*.

Main purpose of this research is about relationship between job satisfaction elements and organization commitment among high-school managers. As it was mentioned in finding section, statistical analysis showed job satisfaction elements were positive predictors of organizational commitment. Finding of the research is similar to researches that report job satisfaction elements predict organizational commitment (Yousef, 1998).

**Table 3.** Amount of R, R<sup>2</sup>, B, β, and significance test in under study model

Variable	B	B	T value	Significant Level	R	R <sup>2</sup>	F	Significant Level
Equation constant	2.48	-	5.21	0.05				
GS	0.93	0.81	2.84	0.05	0.73	0.53	62.27	0.05
IS	1.44	1.32	2.97	0.05				
ES	0.51	0.47	3.15	0.05				

OC= Organizational Commitment, GS= General Satisfaction, IS = Intrinsic Satisfaction, PPS = Extrinsic Satisfaction

Similar to previous research, a high job satisfaction can promote organizational commitment (Sloane & Williams, 2000; Mowday et al, 1982).

Generally, job satisfaction provides a rich environment that predicts organizational commitment outcomes. So in the workplace to create organizational commitment need to promote job satisfaction among managers. Findings of this study can benefit to officials and main managers that planning for promote organizational commitment among personnel.

However, this study has a number of limitations. Using self-reported questionnaires and probable deficiencies of the tools and limiting statistic society of the research to high-school managers of Bandar-Abbas, can be regarded as limits of this research. So in generalizing the results of the research these limits must be considered. Furthermore, it's suggested that future researches explore relation between job satisfaction and other variables such as job motivation, job self-efficacy and organizational climate.

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