

Relationship between job satisfaction and organizational commitment of health educators of High Schools in Hormozgan Province

Mahnoosh Abedini¹

PhD of Educational Management¹, Farhangian University, Banadr Abbas, Iran.

(Received 24 Feb, 2014

Accepted 15 May, 2014)

Original Article

Abstract

Introduction: Job satisfaction and organizational commitment are considered prerequisites of internal and external efficiency of an organization. This study was aimed at investigating the relationship between job satisfaction and organizational commitment of health educators of high schools in Hormozgan Province.

Methods: In this descriptive-correlational study with respect to data analysis, 115 health educators in Hormozgan Province were selected through random sampling. The data were collected with job satisfaction and organizational commitment questionnaire. They were analyzed through descriptive statistics and regression methods using SPSS 18.

Results: The results showed a significant positive relationship between job satisfaction and organizational commitment components including continuance, affective, and normative commitment ($r=0.504$). Fifty percent of changes in job satisfaction were affected by organizational commitment.

Conclusion: The results of this study indicated that the relationship between job satisfaction and organizational commitment could provide valuable guidance for increasing motivation among health educators and actualizing their potential powers. As an important predictor of organizational commitment, job satisfaction played a significant role in health educators.

Correspondence:

Mahmaz Abedini, PhD.

Farhangian University.

Banadar Abbas, Iran

Tel: +98

Email:

mahnoosh_abedini@yahoo.com

Key words: Job Satisfaction - Hormozgan - Health Educators

Citation: Abedini M. Relationship between job satisfaction and organizational commitment of health educators of High Schools in Hormozgan Province. *Hormozgan Medical Journal* 2015;19(1):40-45.

Introduction:

Education is a fundamental necessity for self-sufficiency and independence of any society, and in this educational organization, teachers and educators are the most important factors affecting the education process. Therefore, paying attention to their needs and meeting these needs by the organization management can result in job

satisfaction and hence in their commitment to the organization (9,10).

Job satisfaction refers to the type of emotions and positive attitude towards the job. Woroum defines job satisfaction as employees' reaction against the role they play in their job (8). Spector believes that job satisfaction is an attitude which represents people's feelings about their jobs in general or about different areas (14). Job

satisfaction is the overall attitude of a person towards his job. An individual who has job satisfaction will have a positive attitude towards the job, whereas one who is unhappy with the job will have negative attitude towards it. In addition, job dissatisfaction reduces employees' morale, and low morale in a job is very unfavorable (15).

Managers should care about job satisfaction of their staff for three reasons: there is a lot of evidence that dissatisfied people leave the organization and mostly resign; it has been proved that satisfied employees have better health; and job satisfaction is a phenomenon that goes beyond the boundaries of the organization and its effects can be seen on private and social life of individuals (11).

Organizational commitment is the second important approach in organizational behavior which has been considered by scientists and experts of management. There is a significant contradiction regarding the definition and measurement of organizational commitment. Despite various definitions of organizational commitment, all reflect three general issues including emotional dependence, understanding costs, and sense of duty (11).

According to Beverly et al., organizational commitment is the relative degree of person's identification and participation in the organization (4). Allen and Meyer define commitment as an internal state that has at least three separable components, and each component is also subject to preconditions and different determinants (2). Porter et al. believed that organizational commitment is the age degree of person's identification and participation in the organization, and has these components: belief to goals and values of the organization, strong bias for the organization, and deep demands of continuing membership in the organization (12).

Becher said that employee commitment involved psychological dependence of employees to the workplace. Perhaps no issue is as important as commitment to contemporary management (3). Currently, possessing satisfied, energetic, creative employees or committed human capital is the most important resource of an organization. On the other hand, any organization can be successful unless the members and employees have a type of commitment towards it and do their efforts (13). A

causal relationship exists between job satisfaction and commitment and job satisfaction is a prerequisite for organizational commitment. Porter et al. found in their research that organizational commitment is directly related to job satisfaction and reversely to absence and displacement (7).

Beverly carried out a study about organizational commitment among educational teachers in 1994. The results demonstrated high levels of organizational commitment in training centers and this has increased job satisfaction (4). In 2000, Kevit Clip conducted a research in Turkish schools and indicated high levels of commitment among teachers (5,6). The results of Abedini and Yashudara in a study about organizational commitment and job satisfaction performed on teachers showed that organizational commitment was high among teachers and has increased job satisfaction (1).

Undoubtedly, human resource is the most important element of any educational organization, and if this manpower enjoys of organizational commitment and job satisfaction, he certainly will apply his talent and potential to achieve the organization's objectives. As the two occupational attitudes, job satisfaction and organizational commitment have significant effects on improvement of education. If employees have high job satisfaction and demonstrate a high commitment to their organization, they can help achieve the goals of education. In fact, dissatisfied and uncommitted teachers are not expected to train satisfied and committed persons. Thus, a desirable future depends on paying attention to the needs of teachers and changing society's attitude towards education.

In this regard, the present study aimed at investigating the relationship between job satisfaction and organizational commitment of health educators in Hormozgan Province and tried to answer these questions: Is there a relationship between job satisfaction and emotional commitment? Is there a relationship between job satisfaction and continuance commitment? Is there a relationship between job satisfaction and normative commitment?

Methods:

This study is descriptive in terms of data collection and analysis. It is also correlational in terms of the relationship between variables. The research was performed as a survey which enabled the generalization of the results and explained the relationship between the variables of job satisfaction and organizational commitment. The study population included all health educators (n=169) in the schools of Hormozgan Province in 2013-2014, among which 115 educators were selected through simple random sampling according to Morgan's table.

With regard to the research objectives, the questionnaire was the best way to collect data. To this end, two questionnaires were used in this study. The Job Descriptive Index (JDI) which is consisted of 40 items including five components of work, supervision, coworkers, promotion, and salary and benefits, was developed and standardized by Weysocki and Kromm (1991) based on job description index. The measurement scale of this questionnaire is of semantic differentiation type and each item is scored from one to five; higher scores indicate more satisfaction of individual. Cronbach's alpha coefficient was used to determine its reliability which was calculated 0.82, demonstrating an ideal reliability of the questionnaire. The Organizational Commitment Questionnaire (OCQ), developed and standardized by Allen and Meyer (1991), has 24 items measured through Likert's five-point spectrum. The questionnaire has three components including affective commitment, continuance commitment, and normative commitment. Cronbach's alpha coefficient was used to determine the reliability of the questionnaire which was calculated 0.79, indicating an ideally reliability.

The data were analyzed using SPSS 18 through descriptive and linear regression methods.

Results:

According to Table 1, out of totally 115 educators, 95 were women (83%) while 20 were men (17%); 101 held a bachelor's degree (88%), whereas 14 a master's degree (12%). Most of educators were 26-35 years old (59%) and the minority of them were older than 55 years (2%).

According to Table 2 and given that all means are more than 3, it can be said that job satisfaction and organizational commitment in health educators of the schools in Hormozgan Province is desirable. Among the components of organizational commitment, continuance commitment had the highest mean rate (4.47) and normative commitment had the lowest rate (3.63). The average value of job satisfaction among health educators was 4.01, which was a good condition.

Table 3 shows that the significance level of Kolmogorov-Smirnov test for all variables was more than 5%. Thus, the data were normally distributed, confirming the opposite assumption. Since the dependent variables of the study were normally distributed, the parametric tests were used for data analysis and hypotheses testing.

Table 4 showed that the estimated coefficients for the affective commitment variable was 2.326, and the coefficient was significant at the 95% confidence interval, because its significance level was less than 5% (0.0362) and significance of this factor in the regression equation means that a significant relationship existed between the independent variable of this factor, i.e. affective commitment, and the dependent variable of the research, i.e. job satisfaction; this confirms the first sub-hypothesis of the study.

As seen in Table 4, the estimated coefficient for the continuous commitment variable was 2.532, which was significant at the 95% confidence interval according to the significance column, because its significance level was less than 5% (0.04517); therefore the second sub-hypothesis of the research regarding a significant relationship between continuous commitment and job satisfaction is confirmed. Table 4 also shows that the estimated coefficient of normative commitment was 1.964, and given that the significance level of this coefficient was 0.0473 and this amount was lower than the accepted level of error in this research, this means that the significance of this factor was at the level of error of 5%; in other words, a significant relationship existed between normative commitment and job satisfaction at 95% confidence interval. Therefore, according to the research findings, the third sub-hypothesis is confirmed such as the two previous sub-hypotheses, and hence the main hypothesis of the study is also

confirmed. The coefficient of determination was 55% which showed that 55% of the variability can be explained by the independent variables.

Table 1: Frequency Distribution

Variable	Frequency	Percent	Cumulative percent
Gender	Male	20	17
	Female	95	83
	Total	115	100
Education	Bachelor	101	88
	Master	14	12
	Total	115	100
Age	26-35	68	59
	36-45	26	23
	45-55	18	16
	>55	3	2
	Total	117	100

Table 2. Distribution and Dispersion of the Research Variables

Variables	Minimum	Maximum	Mean	Standard Deviation	Variance
Job satisfaction	3.10	4.65	4.01	0.651	0.452
Affective commitment	2.9	4.22	3.84	0.173	0.357
Continuance commitment	3.12	4.75	4.47	0.538	0.318
Normative commitment	2.98	4.31	3.63	0.343	0.216

Table 3. Kolmogorov-Smirnov Test and Significance Level

	Job satisfaction	Affective commitment	Continuance commitment	Normative commitment
Kolmogorov-Smirnov test	4.564	2.793	3.428	3.216
Significance	0.0756	0.0616	0.0622	0.0816

Table 4. Results of Combined Regression Analysis ($JF_{it} = \alpha + \beta_1 CT_{it} + \beta_2 CR_{it} + \beta_3 CF_{it} + \epsilon_{it}$)

Variables	Coefficients	Standard Deviation	Statistic	Significance
Affective commitment (CT)	2.326	3.562	1.991	0.0362
Continuance commitment (CR)	2.532	0.7748	2.356	0.04517
Normative commitment (CF)	1.964	5.7214	2.986	0.0473
Constant	0.03813	11.4521	5.114	0.0021
Coefficient of determination	0.5532		F test	31.2578
Modified coefficient of determination	0.5043		Significant	0.00354
Regression standard error	60.372		Durbin-Watson	2.123

Conclusion:

The result of this research demonstrated that a significant relationship exists between job

satisfaction and organizational commitment of health educators in the schools of Hormozgan Province. The results of this study are consistent

with those of Babaei (2003), Pat (1999), and Porter et al. (1974) who have reported a positive and significant relationship between job satisfaction and organizational commitment. According to this hypothesis, it should be noted that organizations that are interested to increase their staff commitment must ensure that what the organization pays is compatible with the values of the employees. In addition, to increase the commitment, the intrinsic values should be emphasized.

In short, it is understood that in the absence or low levels of organizational commitment and job satisfaction in an organization, employees will experience many negative consequences including anxiety and worry, absences and delays, lack of physical and mental health, numerous displacements, loss of efficiency, and finally leaving the job or service. Therefore, the officials and planners of the education system should develop and provide an exclusive statute for the promotion of health educators, to properly and appropriately appreciate this working class and to promote their morale and satisfaction. It is also advised to raise their motivation through appropriate approaches and to actualize their potentials in the field of health.

References:

1. Abedini M. A Study Job Satisfaction and Organizational Commitment (OC) among High School Teachers in India. *Asian Journal of Development Matters*. 2011;3:119-124. [Persian]
2. Allen NJ, Meyer JP. A three-component conceptualization of organizational commitment. *Journal of Human Resources Management Review*. 1991;1:61-89.
3. Babai AS. A comparative study of organizational commitment and job satisfaction among teachers tuition and regional movement Razavieh in Mashhad, (dissertation) Mashhad: Mashhad University of Medical Sciences: 2002. [Persian]
4. Beverly ROT, Akeryd DP. The organizational commitment of marketing education and health occupation teachers by work related rewards. North Carolina state university; 2001.
5. Cevat C. Teachers organizational commitment in educational organization national forum of teachers. *Education Journal*. 2001;13-18.
6. DOlatabadi Farahani R. Relationship between organizational commitment and job performance of public organizations, (dissertation) Tehran: Shahid Beheshti University; 1998. [Persian]
7. Karimzadeh M. Management and organizational commitment. *Journal of Management Society of Iran*. 1998;39:28-32. [Persian]
8. Madhavan S. The J S level of Chinese and Indian Born Engineering faculty at a Research University. (dissertation) Virginia: West Virginia University; 2001.
9. Pat F. The relationship between job satisfaction and teacher performance in secondary schools in the area Torghabe, (dissertation) Mashhad: Mashhad University; 1998. [Persian]
10. Parsaeian AS, Arabs M. Organizational behavior, Tehran: Ofogh Press; 1998. [Persian]
11. Parsaeian AS, Arabs M. Organizational behavior concepts, theories, applications, Robbins Tehran: Ofogh Press; 1998. [Persian]
12. Porter Lyman A. Organizational commitment, Job Satisfaction and turnover among psychiatric technicians. *Journal of Applied Psychology*. 1974;59:24-27.
13. Shaqly R. Collaborative management of its relationship with organizational commitment of the state girls high school teachers, ordinary and regions 2 and 4. (dissertation) Mashhad: Ferdowsi University of Mashhad. 1998. [Persian]
14. Spector PE. Job Satisfaction. London: Sage Press; 1997.

بررسی رابطه رضایت شغلی و تعهد سازمانی مربیان بهداشت مدارس استان هرمزگان

مهوش عابدینی^۱

^۱ دکترا، مدیریت آموزشی، دانشگاه فرهنگیان، بندرعباس، ایران.

مجله پزشکی هرمزگان سال نوزدهم شماره اول ۹۴ صفحات ۴۵-۴۰

چکیده

مقدمه: رضایت شغلی و تعهد سازمانی را می‌توان پیش‌نیازهای کارایی درونی و بیرونی سازمان دانست و این مطالعه با هدف بررسی میزان ارتباط مربیان بهداشت مدارس استان هرمزگان انجام شد.

روش کار: تحقیق حاضر از نظر روش تحلیل داده‌ها، توصیفی - همبستگی است. از بین مربیان بهداشت استان هرمزگان با روش نمونه‌گیری تصادفی ۱۱۵ نفر انتخاب شدند و ابزار گردآوری اطلاعات شامل پرسشنامه رضایت شغلی و تعهد سازمانی بوده است. تجزیه و تحلیل داده‌ها با استفاده از نرم‌افزار SPSS 18 و از روش‌های آمار توصیفی و رگرسیون استفاده گردید.

نتایج: یافته‌های پژوهش نشان داد بین رضایت شغلی با مؤلفه‌های تعهد سازمانی از جمله تعهد مستمر، عاطفی و هنجاری رابطه مثبت و معنی‌داری وجود دارد ($r = 0.504$). ۵۰٪ تغییر در رضایت شغلی متأثر از تعهد سازمانی می‌باشد.

نتیجه‌گیری: نتایج این مطالعه نشان می‌دهد که بررسی رابطه بین رضایت شغلی و تعهد سازمانی می‌تواند رهنمودهای ارزشمندی را در زمینه افزایش انگیزه مربیان بهداشت و تبدیل نیروهای بالقوه آنان به نیروی بالفعل ارائه دهد. رضایت شغلی به عنوان متغیر مهمی برای پیش‌بینی تعهد سازمانی در مربیان بهداشت نقش مهمی ایفا می‌کند.

کلیدواژه‌ها: رضایت شغلی - مربیان بهداشت - هرمزگان

نویسنده مسئول:

دکتر مهوش عابدینی

دانشگاه فرهنگیان

بندرعباس - ایران

تلفن:

پست الکترونیکی:

mahnoosh_abedini@yahoo.com

نوع مقاله: پژوهشی

دریافت مقاله: ۹۲/۱۲/۵ اصلاح نهایی: ۹۳/۲/۱۰ پذیرش مقاله: ۹۳/۲/۲۵

ارجاع: عابدینی مهوش. بررسی رابطه رضایت شغلی و تعهد سازمانی مربیان بهداشت مدارس استان هرمزگان. مجله پزشکی هرمزگان ۱۹(۱):۴۵-۴۰.