

## Sociological Analysis of Working Commitment Status Among teachers

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### Abstract

**Purpose:** The present study was a sociological study of the level of job commitment among teachers working in educational system of Maku city in West Azerbaijan province. Since one of the most important goals in the growth and development of society is its efficient workforce and human resources, so paying attention to this important resource is one of the duties of managers, officials and specialists to identify and identify relevant quality factors in the workforce. Maintain and enhance it and make employees committed to the organization. **Methodology:** In this research, the required data were collected using the survey method and questionnaire technique. The statistical population of the study consisted of teachers working in three elementary, middle and high schools in Mikumi education, among whom 286 students were selected using Cochran sampling formula and using quota sampling. **Findings:** After analyzing the data, the mean score of job commitment index was about 3.16 out of 5 and it was found that organizational participation, work attitude, perception of organizational justice, job motivation, management style, alienation from work, job satisfaction and job base with The dependent variable of work commitment had a significant relationship, but the underlying variables had no significant relationship with the dependent variable. The results of the multivariate regression test also showed that the remaining variables in the equation account for about 60% of the variance of the dependent variable of work commitment. **Conclusion:** Exchange theories of tendency and tendency theories, which state that motivations have a great influence on people's behavior and social commitment.

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## 1. Introduction

In all societies, work means an activity whereby people enjoy their lives and make a living. Work occupies human life more than any other activity, and if it is not for the service of the people and the needs of society and the individual, it faces both the community and the individual. Experience has shown that one of the factors that put work to serve the community and its needs is to improve the quantity and quality of work, and this will not be possible unless the level of work commitment among community employees is increased. The tendency to do something is an inner tendency. Because the nature of man has become attached to his needs and needs are the motivation for work. So the motivation to work in man is inherent. It should be noted, however, that this motivation may be weakened or reinforced by factors entering the community and the workplace and organizational environment (Madani & Zahedi (2005). Therefore, commitment and conscience as an internal force depend on how individuals prioritize their needs and what their value and vision systems are and how they enter the organization and how the organization approaches its individual needs. Be it Does the methods used in the organization influence the level of commitment of employees? Or is the organization taking steps to weaken or reinforce employee engagement? Some studies show that a person with a high motivation to work after entering an organization and working in a turbulent organizational climate can become a person with poor performance motivation and inadequate return) (Taleban, 2002). Given that the country needs compassionate work to achieve development. But unfortunately, most studies show that human resource productivity in the country is very low, even compared to many developing countries, so that statistics show that human resource productivity in 2003 is higher than in 2003. The year 1995 in Iran has decreased by 25% (Farahani, 2003). In support of this finding, we can cite the report of the World Economic Forum in 2010, which ranked Iran 135 in terms of labor market efficiency among different countries of the world (Zare, 2018). In addition, Iran ranked 104th out of 130 countries in terms of human capital in 2017. It is also ranked 11th out of the 12 countries surveyed in the Middle East (Global Competitiveness Report 2018-2017).

On the other hand, according to the UN Human Development Reports, Iran ranks 64th in the group of countries with high human development, according to Iran's overall human development index. The scores of the constituent indicators of human development in Iran are as follows: Life expectancy at birth of 76.2 years, Expected years of education for 14.9 years and Average per capita education of 9.8 years (United Nations Human Development Report, 2018). Therefore, given the low level of productivity in the country, which, according to most economic experts, is very low, it is necessary to consider the lack of culture and proper work commitment in society as a social, economic and cultural issue and to strive for Knowledge of the factors affecting its promotion should be considered as a necessity. At this juncture, it is important to study the amount of work commitment of teachers and the factors affecting them, as this huge collection is both the largest occupational group in the community and the staff of the country's human resources training. Therefore, the choice of the city of Maku for this purpose is both a matter of internal concern and a public issue of concern to the community. Accordingly, the aim is to make this recognition possible and to enable appropriate and efficient solutions to increase the work commitment among teachers working in education in general and in the education of the city of Makuba in particular. As a result, the findings of such research will provide suggestions for policy and executive planning to increase the efficiency of their work and raise the level of education and training of the next generation of Iran and ultimately pave the way for community development. These questions can now be asked how is Mako's education staff working commitment? Which of the independent and contextual variables influence the level of commitment of teachers in Maku County? How much do these factors contribute to a simultaneous regression analysis that explains the variance of the dependent variable of work commitment? Finally, what research findings can be suggested to enhance the work commitment of Maku teachers?

**Necessity and Importance of the Study:** Essentially, "to carry out socio-economic development requires careful scientific research in the areas of need. This research may be undertaken to enhance knowledge of the subject matter or the issues and problems of the executive and the institutions involved in the administration of community affairs, or to assess the socio-cultural consequences of ongoing plans, actions, and programs. In today's world, due to limited resources and unlimited needs, one cannot do without proper research. Accordingly, the main purpose of this study was to provide recommendations based on research findings for policy making and executive planning, especially in promoting the quality of work commitment and productivity of education staff in general and education staff in Maku County. As a result, research can be considered as applied research. **Research Background:** Three of the researchers most working on organizational commitment are Modi and his colleagues (1987). For them, organizational commitment has three components, namely, the acceptance of the goals of the organization, the desire to work hard for the organization, and the desire to stay in the organization. In addition, various studies have shown that work and organizational commitment predict a variety of job behaviors and attitudes (Chen & Francisco, 2003; Meyer et al., 2002). In general, the study of the conceptual development of work and organizational commitment can be divided into three periods that have undoubtedly had a significant impact on its current conceptualization status (Cohen, 2007).

The first period of the research relied on the conceptualization of Howard Becker (1960). During this period, the term benefits come from referring to the accumulation of valuable investment made by individuals in such a way that individuals would lose it if they left the organization (Cohen, 2007: 338). The course shifted the focus of studies from the material side benefits to the psychological attachment. In this tendency approach, developed by Porter (1974), work and organizational commitment were regarded as a one-dimensional construct that focused solely on emotional attachment (Modi, 1998: 389). In the third period, several important multidimensional approaches were developed, one of which was the most important one proposed by Meyer and Allen (1997/1994). In this view, commitment is a binding and binding force. It has a psychological state that forces one to act.

There has been a lot of research on the inside and outside of the work and organizational commitment. However, most of the research has been done with a managerial or psychological approach. However, the present research approach is sociological. In one category of research, some studies show that perceptions of inequality have a negative effect on employees' performance and their positive perception of organizational justice has had an impact on their absenteeism and ultimately on job satisfaction and, ultimately, job satisfaction. Increasing or decreasing the amount of work and organizational commitment of employees has been effective. Among the dimensions of justice, distributive justice and procedural justice respectively have the highest share (Goudarzvand Chegini & Kheradmand, 2013).

Whereas, some other studies have investigated job alienation as a mediator between organizational injustice and work and organizational commitment, and have found that distributive and procedural injustice have a positive relationship with a sense of job alienation and organizational commitment. There is an inverse relationship (Ebrahimpour, 2006; Abbasi Ghaderi, 2007). Management and leadership style in an organization are other factors related to the amount of work and organizational commitment. Many scholars in this field have found that the management style that provides employees with the decision-making power of the organization significantly influences the variables in productivity, job satisfaction, and organizational and organizational commitment (Daniel, 2008; Kavian Ahvazi, 2004; Sayyadzadeh, 2012). Also, a number of studies have examined the relationship between autonomy, the authority to delegate, delegation to work, a sense of work, a sense of efficacy, a sense of entitlement, organizational support, a sense of job security, and a commitment to work and organization. By increasing these factors in employees, their level of work and organizational commitment increases, and vice versa (Darolia et al., 2010; AgeMang Waffle, 2013; Zaki, 2008; Behravan and Saeedi, 2009; Hejazi et al., 2012; Soltani et al., 2015). From the reviews and reviews of the reviewed studies, it can be concluded that only a few independent or contextual variables have been

studied in this research with the dependent variable of work commitment. In this study, while looking at the relationship between a large number of independent and contextual variables with the work commitment dependent variable, the statistical population has also selected from a small border town.

**Theoretical Framework:** Based on the results of the review of the studies and the theories associated with the research topic, the theoretical framework supporting the research is as follows: Although many definitions of work and organizational commitment have been provided by experts, the definition is cited This research is the same as the one proposed by Mir Allan (Mir Allan, 1992). In their view, work and organizational commitment have three dimensions: emotional commitment, continuous commitment, and normative commitment. Most of the research conducted has also generally studied work and organizational commitment with the same dimensions. As stated in theoretical discussions and empirical studies, one of the most important factors affecting employees' organizational commitment is the degree of perceived organizational justice. In this respect, most perceived organizational justice theorists describe the fairness of the organization's treatment of employees and their behavioral responses to such perceptions. In addition, most research has focused on three forms of organizational justice including distributive justice, procedural justice, and interactive or transactional justice. However, some scholars emphasize transitional justice and categorize it into two distinct interpersonal and information factors (Greenberg, 1993).

For some scholars, a procedure for fairness must be qualified. There are six characteristics: consistency (applied to all persons in all situations alike), avoidance of prejudice (no exceptions for certain individuals or groups), set-up (procedure) (Based on valid and reliable information), modifiable (corrected and revised if incorrect), represents all comments (all Contributions of stakeholders), and relies on moral principles (Karash and Spector, 2001). In this study, we emphasize the distributive, interactive and procedural dimensions of perceived organizational justice. Exchange theory is one of the theories that can be used in examining employees' work orientations, especially their organizational and organizational commitment. Because this theory forms the basis of theories such as organizational support, leader-member exchange, organizational justice, and trust that explain organizational behavior (Deccan, 2010). In addition, the type of management available in the organization can affect the amount of work and organizational commitment of employees. In this respect, the two types of organizational management appear to have more to do with organizational and organizational commitment: (a) Subtle management, in which management lacks trust and confidence. Decisions are mostly made at the top of the organization and the subordinates are forced to act in fear and punishment. (B) Participatory management, in this style, involves trust and confidence in the subordinates and decision-making widely. It spreads throughout the organization (Likert, 1981; Wilson, 2010; Sadley, 2012). As such, it can be argued that the existence of participatory management can affect employees' organizational and organizational commitment. According to Marshall's theory, with the expansion and increase of organizational participation at the four levels and dimensions of the organization, the feeling of organizational belonging and unity increases and reinforces organizational and organizational commitment. In addition, organizational participation enhances one's dignity, which can affect one's work and organizational commitment (Chalabi, 2006).

From Maslow's point of view, ignoring the needs of employees and not providing an environment in which they can nurture all their talents will lead to increased frustration, impotence, and ultimately alienation. This will lead to poorer performance, lower job satisfaction, lower job, and organizational commitment, and eventually, more staff leaving the organization (Maslow, 1993). According to Seaman, the bureaucratic structure of modern society has created and maintained conditions in which humans are unable to learn how to control the consequences and consequences of their actions and behaviors. According to him, how the organization controls and manages the organizational reward system is such that one cannot establish a relationship between one's own behavior and the reward demanded by the organization, and in this situation, the sense of alienation resulting from the organizational environment dominates the individual and leads him

or her to passive or incompatible action (including reduction of work and organizational commitment) towards the organization. On the other hand, in Moody et al.'s (1982) theoretical model, four sets of working and organizational commitment prerequisites are expressed that represent effective factors that drive work and organizational commitment, such as personality traits (age, gender, education), Job Experience) Job Characteristics (Role ambiguity and job pressure: Some roles are more complex than others. Some have only one role, while others with a higher base play multiple roles that are very complex. It can put a lot of stress on a person, especially when the expected behaviors of those roles are not well defined or conflicted. The pressures arising from role ambiguity and role conflict affect the work and organizational commitment of the individual and group, and according to Moody's and colleagues' study, role status is one of the prerequisites for creating work and organizational commitment, and Maito and Zajak's research proves this. One of Modi's assumptions is that role status is the result of perceptions of the work environment and organizational characteristics (Ismaili, 2001). Based on the empirical studies and considering the theories presented in this regard and the work is done, the following analytical model can be presented.

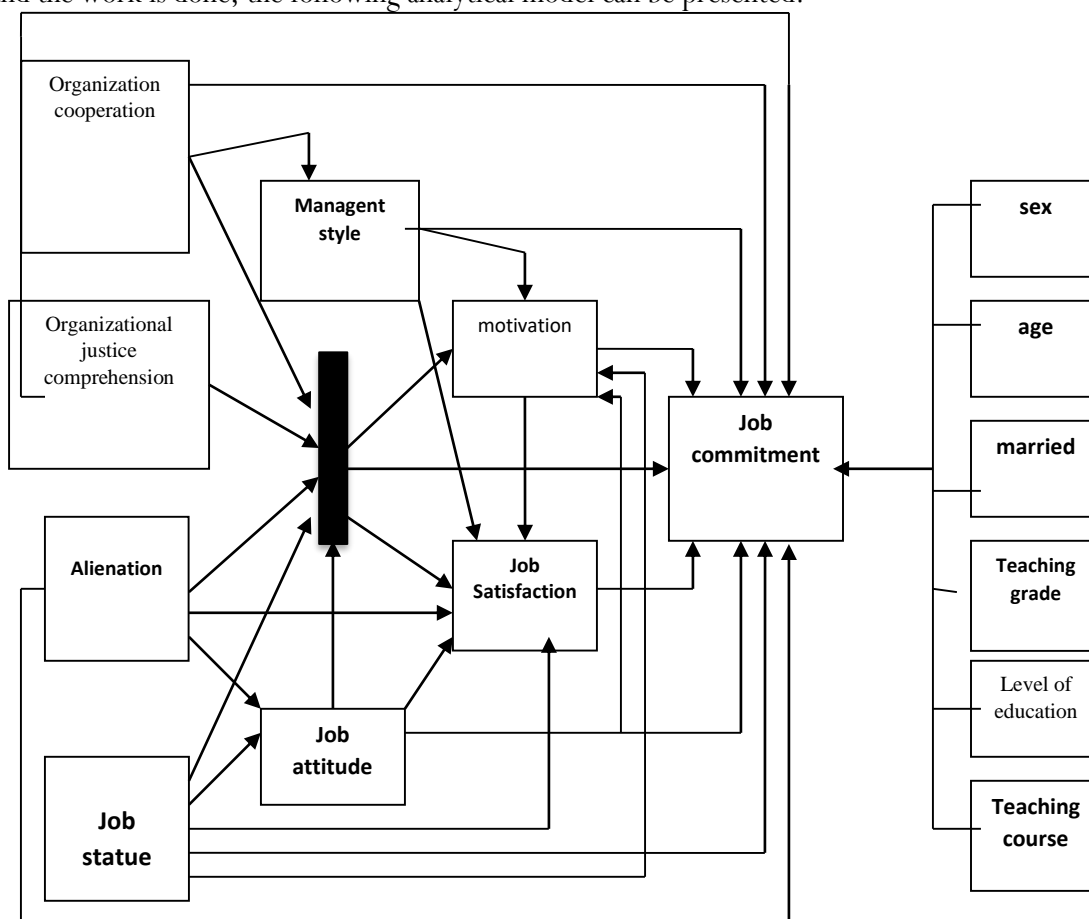


Figure 1. suggested theoretical model

## 2. Methodology

The method of this research surveys. The individual's "unit of observation" and "level of analysis" are the city of Maku. The questionnaire was used for data collection. The statistical population consists of teachers of all educational levels in the city of Maku in the academic year 89-89 with a total of 1110 students, 497 of whom are women and 583 are men. Of these, 450 work in elementary, 330 in guidance and 330 in secondary education. The sample size is assumed to be 28% with a distribution error of 50% to 50%, assuming an acceptable sampling error of 5. The proportion of each section was assigned to their share. To prevent sample

loss, 300 questionnaires were distributed. But finally, 286 completed questionnaires were analyzed. The unit of study, the teacher and the level of analysis, is Maku County in West Azarbaijan Province. Formal and structural validity were used to determine validity. Cronbach's alpha was used to determine the reliability of the instrument. SPSS software was used to extract the required tables and appropriate statistics were used to measure the level of each variable.

### 3. Findings

The most descriptive findings are as follows: The average job commitment index is estimated to be 3.16 out of 5, slightly above the average. Organizational commitment was the lowest with 2.82 and relationship commitment with 3.25 the highest. 52% of the sample was men and 48% women. The mean age of the sample was estimated to be 9.38. 83.3% of the sample were married and 7.16% were single teachers. 38.8% of elementary, 3.33% of guidance and 9.27% of secondary education were employed. The diploma teachers consist of 8.21% of associate professors, 4.57% of undergraduates, 7.17% of masters and 9.1% of PhDs. The average job satisfaction index is estimated to be 2.7, which is lower than the average. Satisfaction with physical conditions has the lowest mean (6.2). Job motivation is calculated at an average value. The mean management style index (2.5) expresses explicit management in the view of the sample teachers. Attitude to work has been estimated to be average, and all dimensions have been averaged. The occupational base index indicates that about 1.54% of the sample population has a high base, with the following results: 7.16% of teachers are teachers, 11.1% are contractual and 2.72% are formal teachers. The average monthly salary is 5.491 thousand Tomans. The average service life of sample members is estimated to be about 8.14 years.

The mean of the organizational participation index is 6.2 which is lower than the average. The perception of organizational justice (7.2) is lower than the average, which is estimated to be 7.2 both in and out of organizational justice. Negative attitudes toward this issue are typical among teachers. The indicator of alienation from work is 8/8, both occupational and social alienation are estimated to be twice as high, and a sense of job inferiority is estimated at 8/8, which is a low value. Table 1 summarizes the mean quantitative indicators of this study.

**Table 1.** Mean Quantitative Research Indicators

Variable	mean	Variable	mean
Work commitment	3/16	Organizational Partnerships	2/9
Job motivation	2/9	Organizational justice perception	2/7
Job Satisfaction	2/7	Alienation from work	2/8
management style	2/5	Average age of teachers	38/9

In testing the hypotheses, the hypotheses related to demographic and individual characteristics were rejected, but the rest were confirmed. Regarding the level of correlation and the significant level of relationship, it can be said that the variables of participation, work attitude, job motivation, perception of justice, job satisfaction, respectively, show the highest correlation with teachers' work commitment. Shows the correlation of research variables with work commitment:

**Table 2.** Correlation of intermediate and independent variables with work commitment

Variable name	r	Sig	Variable name	r	Sig
Sex	0/653	0/803	Job motivation	0/653	0/001
Age	0/610	0/115	management style	0/610	0/001
Marital status	0/712	0/874	Attitude to work	0/712	0/001
Teaching section	0/216	0/132	Job site	0/216	0/02
Level of education	0/721	0/214	Organizational Partnerships	0/721	0/001
Teaching field	0/635	0/402	Organizational justice perception	0/635	0/001
Job Satisfaction	-0/530	0/000	Alienation from work	-0/530	0/001

\*Note: r and sig stands for correlation and significance in turn.

In multivariate regression analysis, according to Table (3), a significant relationship was found between independent and mediator variables other than social base variable with dependent variable, among which job motivation variables with the highest and alienation from work with the least amount of dependent variable. They explained something. The adjusted R<sup>2</sup> value is 0.60 and the significance level is 0.000, indicating that the remaining variables in the equation explain about 0.60 the dependent variable of the research.

**Table 3.** Correlation coefficient of all variables in the model

Model	Correlation coefficient
	Beta
Job Satisfaction	0/129
Motivation	0/255
management style	0/096
Attitude to work	0/212
Job site	0/016
Organizational Partnerships	0/152
Organizational justice perception	0/129
Alienation from work	0/081-
=0/60R <sup>2</sup> =0/000 Sig	=0/69R

In the path analysis model, the relationships between independent variables and their impact on the intermediate variables and finally on the dependent variables are examined. The following model is built on the theoretical foundations and theoretical framework as a proposed model in this research. In the proposed model, job bases and individual and demographic variables are excluded because they are not significant. So we'll have the following model.

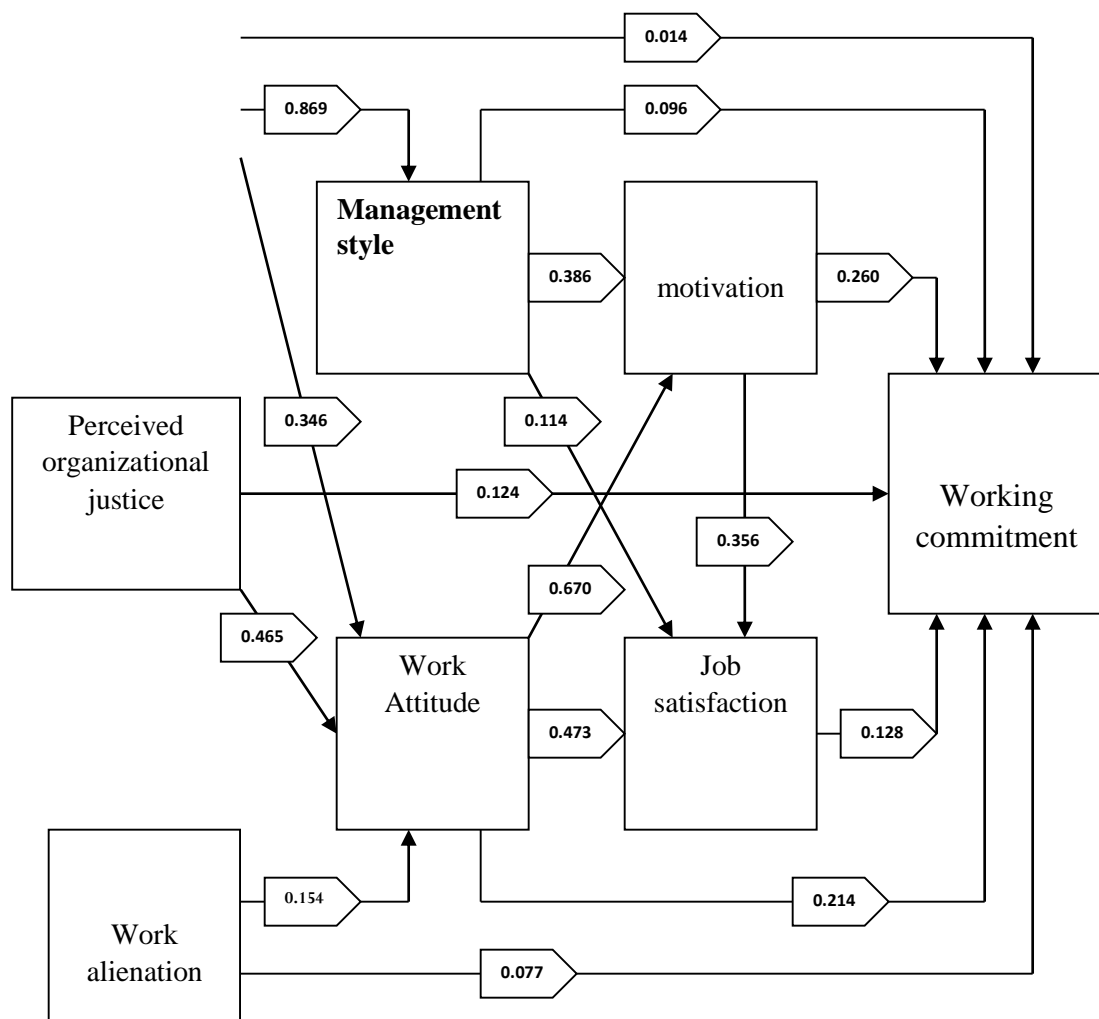


Figure 2. final research model

#### 4. Discussion

According to the sum of the direct and indirect effects of factors-respectively, organizational participation with 0.509, attitude to work with 0.479, organizational justice perception with 0.347, management style with 0.229, alienation with 0.151 - And job satisfaction with 0.128 had the greatest overall effect on job commitment explanation. This indicates the importance of a sense of participation, a positive attitude to work, and a perception of justice, including distributive, procedural, interactive, and informative justice in the amount of teachers' work commitment. Discussion & Conclusion: Based on the findings of this study, it is observed that the average job commitment index among the teachers under study is slightly above average (3.16), 62% above average, 13.9% below average and 24.1% above average. The averages are evaluated. Although this rate is above average, it is 3.04 out of 4 in comparison to the work ethic in Muidarf (1386). Therefore, it is important to address this issue in the study community. Dimensions of the problem According to the descriptive findings, it is observed that the commitment to education organization with the mean index of 2.8 out of 5 is the lowest, while the commitment has a relation with 3.25 highest It represents a greater commitment to society and its future. Commitment to self-employment, and even to the teacher's job itself,



at 3.2 indicates a higher than average commitment to work and activity in the teaching profession. In the present study, using previous research and theories, variables affecting work commitment were extracted and tested in the plant. A new variable was also tested in this study that had not been investigated in previous studies. Job satisfaction was one of the variables affecting job conscience that had a strong and significant direct relationship with the dependent variable (0.635), which is in line with Chalabi's researches (2007), Maidafar (2007), Taliban (2002), honesty (1999), Sakaki (2004), Qaderi (2007) and Sabour (2008), Catherine (2006), Matt Zein (2007), Zhejiang & Zain Research (2007) and Williams (2008), and Naime et al. (2014). Job motivation with 0.651 also has a significant direct relationship with job commitment, which is consistent with most external and internal research, such as job satisfaction. The management style also has a direct impact on work commitment with 0.612, and the more participatory it is, the greater the impact it will have on increasing work engagement. This result is consistent with most research, with the exception of the work of Williams (2008) who stated that the more centralized the management, the greater the working conscience. Attitude to work is highly correlated with work commitment with 712.0 and the more positive attitude toward work, the greater will be the work commitment.

This relationship is also consistent with research that considers the variable as an independent variable. Job inferiority is a new variable used in this study that has a significant inverse relationship with work commitment (-0.412). This relationship states that the greater the negative feeling about a job, the lower the job commitment, and this is inconsistent with Adler's theory that a sense of inferiority leads to a desire for progress and greater work. Organizational participation is the most influential factor in work commitment estimated in this study and has a positive correlation (0/723) with work commitment. This relationship is consistent with most research. Job base in this study had a significant relationship with job conscience but was not significant in multivariate regression analysis (which is in line with the research that examined this variable). The perception of organizational justice is in line with previous research and has a high direct relationship with work commitment and alienation with research such as Muidarf's research (2007) has a good inverse relationship with work commitment.

Demographic and demographic variables in this study had no significant relationship with work commitment, which is in line with the research of Santos (1998), Catherine (2006), Zhejiang and Jin (2007), Schutz (2008), Taliban (2002), It is not Sakaki (2004) and Maidifar (2007). The discrepancy between the level of education and the commitment to work is not consistent with the work done, which is one of the essential components of his research in expressing alienation. Perhaps this is because there is no variation in education that may be in other organizations in terms of degrees. Because the teachers' education ranges from associate to postgraduate, there are very few diplomas and PhDs in education. Although teacher education is increasing today and many teachers are continuing their education, it may be advisable to examine more closely this and especially the "test of alienation to work commitment", a further study after several years Test it with more confidence. In multivariate regression analysis, the following results were obtained: Job motivation had the most impact on job commitment followed by attitude to work, organizational participation, job satisfaction, organizational justice perception, management style and alienation, and job base and sense of inferiority. Although they were inversely related to work commitment, these two relationships were not significant. Individual and demographic variables also had no significant relationship with work commitment and were therefore not included in the multivariate analysis. Overall, the remaining independent variables in the research equation accounted for 60.0% of the variation in the research dependent variable, namely work commitment, which was significant. Based on these findings, it can be said that exchange theories of tendency and tendency theories, which state that motivations have a great influence on people's behavior and behavior, are confirmed.

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