Study of Social Development and Relation between Organizational Commitment and Self-Control among Primary Teachers in the Zahedan, Iran

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ABSTRACT: The main aim of this research is the Study of relation between organizational commitment and self-control among primary teachers in the zone of 1 in Zahedan, Iran. The method of research is correlation, the society of research is 1050 teachers in the zone of 1 in Zahedan, Iran, and the samples are 274 teachers. The research tool is a valid questionnaire that researcher has made it. The results show that here is the meaningful and positive relation between a) teacher's organizational commitments and personal emotions (r= 0.19), b) teacher's organizational commitments and relation with others (r= 0.35), and c) teacher's organizational commitments and intrinsic control (r= 0.53). The research has concluded that here is meaningful and positive relation between organizational commitment and self-control among primary teachers in the Zahedan, Iran (r= 0.50).

INTRODUCTION

Today, organizations are witnessing many rapid and unpredictable changes. Increasing global competition, the development of information technology and changes in manpower demographic features and customers are the heart of these changes (Bennis, 1985; Beer, 1991). In such circumstances, managers have little opportunity to control staff and most of their time and energy should be consecrated to identify the inside and outside environment of the organization and vest other daily tasks to the staff. For this reason, the most important source of competitive advantage in organizations and committed, motivated and conscientious employees (Boxell, 1996).

Although many writers and researchers have emphasized on the key and central role of organizational commitment and in human promotion, maintenance and performance (Doherty, 1996, Conger, Kanugo, 1985 and Conger, 1989). But there are a few scientific studies that have examined the relationship between commitment and self-monitoring. Therefore, this article is to review and explore this question that:

what is the relationship between organizational commitment and self-monitoring. For this reason, the theoretical foundations of organizational commitment and self-monitoring have been firstly discussed and then the research findings will be explored through presenting a conceptual model.

Organizational Commitment

From thirty years onwards, a lot of interest has been created in understanding the concept of organizational commitment and many great forces were spent to investigate and analyze this issue. Culverson (2002) maintains that the number of staff considers as a strong driving force to the success of an organization in recent years. Among other reasons to take into consideration the significance, review and study of organizational commitment is that the organizations having members with high levels of organizational commitment have usually higher performance.

In addition, high emphasis on organizational commitment comes from the fact that its relationship with leaving the services is negative and it has been

interpreted that committed employees are less likely to leave the organization than the employees who have no commitment to organization. On the other hand, today's organizations need the people in this competitive world who have an effort to the benefits of organization and beyond organizational duties and this issue is so significant in sensitive occupations, including the profession of instruction and training. According to Culverson (2002), high levels of employee's commitment actually decreases with unjustified absence and leaving the work (working escape). Therefore, an environment that is able to develop and make progress the employee's commitment will provide the opportunity for more engagement and satisfaction in work for staff.

Organizational commitment is a kind of occupational attitude and is a state in which the organization's member considers the organization's objectives as that of his own and desires to be remained as a member of that organization; therefore, he will do his best to achieve the goals of the organization (Robbins, 2000). Porter et al. (1974) defined commitment as the intensity of determining one's identity with a specific organization and the amount of learning and being engaged in that organization. The indicator used by them to assess this variable includes motivational assessment to stay in the organization and determining the person's identity with organization's values.

The organizational commitment is the relative degree to determine the identity of a specific individual or organization and being involved and engaged with that organization. In this definition, organizational commitment comprises three factors: 1. A strong belief to organization's goals and values. 2.

The tendency towards doing a considerable effort for the organization's benefits. 3. Having a deep and strong desire and request to continue membership in the organization (Steer and Lyman, 1983).

The organizational commitment has been divided into the following tripartite dimensions by Meyer and Allen (1991):

1. Emotional commitment (the person obtains his identity from the organization and has a feeling of belonging and attachment and also enjoys to continue the membership in the organization and will not leave it).

2. A stable commitment (the desire to have a continuous activity and based on one's recognition of the costs related to leaving the organization).

3. Normative commitment (people will be remained in the organization, because they feel like they are dedicated they not to leave the organization).

One of the most common methods in dealing with the organizational commitment is that commitment is considered as a kind of emotional and mental belonging to organization. According to this method, an individual who is highly committed to the organization is achieved his own identity from the organization, has an active participation within, being mixed with and enjoys to be a member of his organization (Rezaieyan, 2003). So briefly, being loyal to organization's values and goals, a sense of belonging and affiliation to stay in the organization is called organizational commitment.

In a research performed by Meyer and Allen, it has been found out that each definition of organizational commitment indicates at least one of the three dimensions, namely emotional, normative and continuous ones (Meyer and Allen, 1991).

Kushman (1992) made use of the attitudes of the scholars like Mowday et al (1982).

in his studies. He maintains regarding organizational commitment that "organizational commitment is a sense of loyalty towards the school environment and identifying the values and goals. The organizational commitment is related to employee's unity in achieving the goal, commitment to student's learning and their academic achievement in school environment".

Self-monitoring

The other variable used in this study is self-monitoring. Self-monitoring indicates the consistency of one's own behavioral features with existing circumstances and positions (Kritner and Keniki, 2005: 174). Also, it is the reflection of individual differences in inclinations that which creates a specific shape in managing the feelings and emotions (Tate, 2008; Snyder, 1974). The concept of self-monitoring expanded by Snyder in 1974 means that what a person is flexible and stable in his position (Kaushal and Kwantes, 2006). Snyder said that people can be divided into two categories in a general discussion; people with high self-monitoring and the one with low-self monitoring which each one has their own characteristics (Kjeldal, 2003). Some people are sensitive towards social positions and adjust their appearance proportional with the current situation. These people are the one who have high self-monitoring. In contrast, there are people who have low self-monitoring who wish to express their thoughts and feelings in order to organize it in accordance with their positions (Sbyder, 1974).

According to Kumru and Thompson (2003) low self-monitoring or high self-monitoring depends on the

difference in the attitudes, behaviors, perceptions and beliefs.

Review of Literature

Husseinzadeh (2004) showed, using the Meyer and Allen's three-dimensional model in studying the relationship between organizational commitment and Mashhad municipality employee's performance, that there is a direct relationship among organizational performance and emotional, continuous and normative commitment. In a research performed by Bhatnagar (2005) in India, a study has been made concerning the relationship between psychological empowerment and organizational commitment among the public organization's managers in this country. The results achieved in this study indicate that there is a positive and significant relationship between employee's empowerment and organizational commitment.

Rigi (1999) showed, in studying the factors affective to organizational commitment of telecommunication's employment in Sistan and Balouchestan province, that there is a direct relationship between accepting the goals from employments, being participated in decision-making and job security and organizational commitment.

Among the effects of organizational commitment, it can be pointed out to its inverse effect on leaving a job (Moday et al, 1982, Pishva, 1998), absence (Pishva, 1998; Husseini, 2005), Delay (Moday et al, 1982, Mirhashemi, 2006) and its positive effect on job satisfaction (Husseini, 2005) and also the significant increase in job performance and career development (Pishva, 1998, Rezaie, 2005). There is also a reciprocal relationship between organizational commitment and organizational justice (Chalabi, 1997), organizational change (Culverson, 2002) and style of leadership (Husseini, 2002) (quoted from Delgoshaie et al, 2009).

Blakely (2003) performed a research concerning whether the capricious people are good citizens or not, examined the relationship between self-monitoring and constructing citizenship behavior on managers and the specialists in laboratories research in federal government. Their results showed that the supervisors with high self-monitoring can better organize their citizenship behavior and direct their subordinates.

Burrick et al. (2005) carried out a research as moderating self-monitoring and the relationship between great factor personality traits and interpersonal performance. The findings from a sample of 102 people of the executive management students showed that when self-monitoring is high, the relationship between three features among five-factor personality traits, that is extroversion, emotional stability and open mindedness will be reduced in interpersonal experience and performance of supervisors. This result was also repeated for the peer groups and as expected, there is no relationship between moderating self-monitoring, personality traits and performing activities in the peers and supervisor's group.
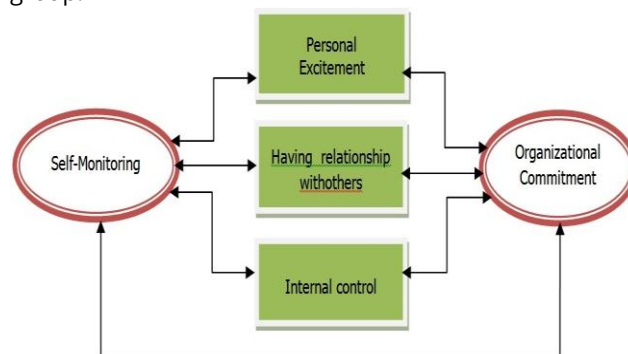

Figure 1. Research Conceptual Model

Kumru and Thompson (2003) performed a research concerning the relationship between identifying one's own identity and behavior self-monitoring in terms of age and gender among adolescents. The research findings indicate that gender is effective to self-monitoring. Also, men have a higher self-monitoring than women, but age has no effect on self-monitoring.

In this research, the relationship between the two variables namely organizational commitment and self-monitoring, which consist of personal excitement components, having relationship with others and self-monitoring are taken into consideration. Therefore, research hypotheses have been presented below:

Research Hypotheses

The hypotheses which are to be reviewed in this study are as follows:

Main Hypothesis: There is a relationship between organizational commitment and teacher's self-monitoring.

Sub-hypotheses:

Hypothesis two: there is a relationship between organizational commitment and personal excitement.

Hypothesis three: there is a relationship between organizational commitment and having relationship with others

Hypothesis four: there is a relationship between organizational commitment and internal control.

Research Methodology

This research methodology is correlation descriptive and is involved in the kind of applied research. Research's statistical community comprises all the elementary school teachers of district one in Zahedan who are 1050 in total, which 274 people were randomly collected as a sample using Morgan's Table. Data collection tool consist of two 18-question questionnaire of organizational commitment of Likert range 5 options adopted from Allen and Meyer (1993) and 14-question questionnaire consisted of researcher-made 5 options benchmarked from Charles S and Michael Shier. Self-monitoring Questionnaire includes three personal excitement components (questions 1-5), having relationship with others (questions 6-8) and internal control (questions 9-14).

The scoring criteria of the questionnaire has been considered from 5 (very high), 4 (high), 3 (moderate), 2 (low) and 1 (very low) which is better shown in the table below:

Table 1. The Numerical Value of the Questionnaire's Response Options

Response Options	Numerical Value
Very high	5
High	4
Moderate	3
Low	2
Very low	1

Validity and Reliability of the Questionnaire

To assess the validity, the questionnaires were given to university teachers, experts and scientific advisors and the validity of the questionnaires was confirmed by them. Cronbach's alpha coefficient was used to determine the reliability of the questionnaires. The following table shows Cronbach's alpha coefficient of the variables discussed in this study:

Table 2. Cronbach's Alpha Coefficient for Determining the Questionnaires' Reliability

Row	Variable	Alpha
1	Organizational commitment	0.79
2	Self-monitoring	0.85
3	Personal excitement component	0.70
4	Having relationship with others component	0.70
5	Internal control component	0.77

The research data were analyzed using SPSS software version 17 in the two descriptive and inferential statistics levels which Pearson's correlation coefficient test was used in the level of inferential statistic.

RESULTS

The results of descriptive statistic based on demographic characteristics of the regarded statistical sample were presented in tables 2 to 4.

Table 3. the result of frequency distribution based on teacher's gender.

Gender	Frequency	Percentage
Male	133	51.5
Female	141	48.5
Total	274	100

Table 4. the result of frequency distribution based on teacher's education level

Level of Education	Frequency	Percentage
Associate degree	142	51.8
BA	132	48.2
Total	274	100

Table 5. the result of frequency distribution based on teacher's years of service

Teachers records	Frequency	Percentage
1-5 years	40	14.6
6-10 years	43	15.7
11-15 years	61	22.3
More than 16 years	130	47.4
Total	274	100

Hypothesis one: There is a relationship between organizational commitment and teacher's self-monitoring. The Pearson's correlation coefficient test was used to answer to this hypothesis which the results are presented in the tables 5-8.

Table 6. the correlation matrix between organizational commitment and self-monitoring.

variables	Mean	Standard deviation	Total	r	Significance level
Organizational commitment	54.83	9.18	274	0.50 **	0.00
Self-monitoring	43.66	7.08	274		

Table 6 shows that the correlation coefficient of organizational commitment with self-monitoring is r=0.50 which is significant in confidence level of 99% (P<0.01), that is there is a positive and significant relationship between organizational commitment and teacher's self-monitoring.

Hypothesis two: there is a relationship between organizational commitment and teacher's personal excitement.

Table 7. the correlation matrix between organizational commitment and personal excitement.

variables	Mean	Standard deviation	Total	r	Significance level
Organization al commitment	54.83	9.18	274	0.19 **	0.00
Personal excitement	14.60	3.74	274		

Table 7 shows that the correlation coefficient of organizational commitment with personal excitement is r=0.19 which is significant in confidence level of 99% (P<0.01), that is there is a positive and significant relationship between organizational commitment and teacher's personal excitement.

Hypothesis three: there is a relationship between organizational commitment and having relationship with others.

Table 8. correlation matrix between organizational commitment and having relationship with others.

Variables	Mean	Standard deviation	Total	r	Significance level
Organizational commitment	54.83	9.18	274	0.35 **	0.00
Having relationship with others	9.77	2.32	274		

Table 8 shows that the correlation coefficient of organizational commitment with having relationship with others   is r=0.35 which is significant in confidence level of 99% (P<0.01), that is there is a positive and significant relationship between organizational commitment and having relationship with others.

Hypothesis four: there is a relationship between organizational commitment and teacher's internal control.

Table 9 shows that the correlation coefficient of organizational commitment with internal control   is r=0.35 which is significant in confidence level of 99% (P<0.01), that is there is a positive and significant

relationship between organizational commitment and internal control.

Table (9): the correlation matrix of organizational commitment and internal control

variables	Mean	Standard deviation	Total	r	Significance level
Organizational commitment		9.18	274	0.53 **	0.00
Internal control	19.28	2.89	274		

Results and Discussion

In the present study, the relationship between organizational commitment and teacher's self-monitoring has been assessed. The results achieved confirmed the relationship between organizational commitment and teacher's self- monitoring and its sub-hypotheses. The results of this study is compatible with the one performed by Hussein Zadeh (2004). He showed, using three-dimensional pattern of Meyer and Allen in studying the organizational commitment and Mashhad municipality employee's performance, that there is a direct relationship between performance and emotional, continuous and normative commitment.

This study also is compatible with the one conducted by Bhatnagar (2005). He had a study performed in India that the relationship between psychological empowerment and organizational commitment among the public organization's managers of this country was studied. The results obtained indicate that there is a positive and significant relationship between employee's empowerment and organizational commitment.

Blakely (2003) performed a research concerning whether the capricious people are good citizens or not, examined the relationship between self-monitoring and constructing citizenship behavior on managers and the specialists in laboratories research in federal government. Their results showed that the supervisors with high self-monitoring can better organize their citizenship behavior and direct their subordinates.

The findings of this study is also compatible with the one performed by Rigi (1999). He showed, in studying the factors affective to organizational commitment of telecommunication's employment in Sistan and Baluchistan province, that there is a direct relationship between accepting the goals from employments, being participated in decision-making and job security and organizational commitment.

Self-monitoring is a unique personality trait that is different among different people, that is to say, people who have high self-monitoring show different

reactions and have different behaviors based on the extent of their self-monitoring. Moreover, organizational commitment is a significant variable in understanding teachers' behavior. Organizational commitment causes increasing productivity, improving the educational system and increasing the quality by influencing teachers' performance. As indicated, the present study was performed aiming to study the relationship between organizational commitment and self-monitoring of preliminary school teachers in Zahedan city. The four hypotheses were confirmed by the results obtained in the study. The findings indicate that there is a positive and significant relationship between organizational commitment and teacher's self-monitoring in the main hypothesis (r=0.50).Also, in the sub-hypotheses, there is a positive and significant relationship between organizational commitment and personal excitement (r=0.19), there is a positive and significant relationship between organizational commitment and having relationship with others (r=0.35) and there is a positive and significant relationship between organizational commitment and internal control (r=0.53), respectively. Generally, it can be concluded that the awareness of educational system principals of the teacher's self-monitoring and the factors underlying the organizational commitment and also the correlation and a high relationship between the two categories can have an effectiverole in occupational success and increasing productivity and the employee's efficiency in an educational environment.

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