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**JOB PERFORMANCE PREDICTION BASED ON ORGANIZATIONAL
COMMITMENT AMONG THE TEACHERS OF PHYSICAL EDUCATION AT
KAZEROON IN 2015-16**

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ABSTRACT

The main purpose of this research is to evaluate job performance based on organizational commitment among physical education teachers of Kazeroon.

The research method is analytical and it is in the area of applied research. The statistical society included of all teachers of physical education in Kazeroon schools that they were 62. So the sample size was considered as equal as the statistical society. The data were collected by using of 2 questionnaires: 1. organizational commitment Porter et al (1974); 2. Job performance Peterson (1990), both of these questionnaires used Likert scale grading. The questionnaires are answered by self answering method. Data analysis is done in these ways: descriptive-statistical method, Pearson's cohesion and regression.

The results shows that there is a positive and meaningful correlation between organizational commitment and job performance it means that the teachers with higher organizational commitment have higher performance ($P < 0.05$, $r = 0.278$) and there is a reverse relationship between continued commitment component and job performance.

It seems that we can improve physical education teachers' performance by supporting the factors that affects the continued commitment.

Key words: Organizational Commitment, Emotional Commitment, Continued Commitment, Normative Commitment, Job Performance, Physical Education Teachers

INTRODUCTION

Now a days as for changes and continued transformations that the organization's face with, management researchers conclude that the most important factor in achieving competitive advantage in organizations is Efficient human resources. Efficient human resources are the resource (power) that has some positive attitudes and characteristics. When we look for the reasons of successfulness of developed societies we found that having an efficient and effective training and education is the main factor.

In organization of training and education they all try to define and determine the sensible interpretation of their members' and personnel's' commitments and attitudes because there is a relationship between people's attitudes and some behaviors of them for example job performance. That is very important for the organization. How they manage interactions with people, Mutual understanding and finally manager's job performance can have an amazing effect on improvement of student's educational status and also it can improve the job status of subordinates and teachers [1]. The teachers' role is the most important role because their performance determines the future of the country. So determining the factors that affect job performance of teachers has a particular importance [2].

Beliefs, attitudes and organizational commitment of the teachers are the most influential factors that can affect teachers' job performance .because being interested in their job and having positive attitude toward it because the teachers to be more active and also the costs became less than before. Sheldon (1971) believes that organizational commitment is an attitude or orientation toward an organization that relate the identity of a person to a particular organization [8]. Meyer and Allen (1991) believe that organizational commitment is a mental status and a kind of willingness, it's a need and obligation to present the employment in an organization it also affect on some of job behaviors such as job performance [9]. They present a three dimensional model of organizational commitment.

The emotional dimension that point to the Emotional Dependency of people to the organizations. Continued commitment is related to tendency of staying in an organization because of the expenses of leaving the organization or the allowances of staying in it. And finally the dimension of normative commitment is a kind of feeling of a duty to stay in an organization as a member. The organizations can achieve their own goals by determining the scale of their personnel's' organizational

commitment rate and also changing the factors that can affect it can be useful [3]. Ramzgoyan and Hasanpour (2013) study the relationship between personnel's' commitment and performance in ministry of economy and finance and they found that there is a meaningful relationship between organizational commitment and job performance [4].

Hojati (2004) study the correlation between organizational commitment and performance of young teachers of Tehran training and education organization and they found that there is a meaningful and positive relationship between job performance and organizational commitment, emotional commitment, normative commitment [5]. But there is no relationship between continued commitment and job performance. Also Esmailpour (2011) studied the organizational commitment and its relationship with job performance at rural cooperative company of Mazandaran [6]. He founded that there is a meaningful and positive relationship between job performance and organizational commitment, continued commitment, and normative commitment. But there is no relationship between emotional commitment and job performance.

In this field Heydari (2012), Dehqani Zadeh and Hamid (2009), Cohen and Liu

(2011), Cohen and Leo (2011), Rachi and Rastochi (2009) also find that we can predict job performance with the use of organizational commitment [5,11]. In training and education organization the role of physical education teachers as the main performer of sports have an influential effect in the society. So determining the factors that affect the physical education teacher's performance can help in many field such as their weak performances and Insufficiencies in this way we can determine the effective ways to increase efficiency in schools physical education. So for achieving the goal in the field of physical education in training and education organization we should have the adequate scale of job performance and the teachers should be faithful and have commitment in the process of achieving the goals of organization. If we do these steps then we have a dynamic and healthy atmosphere for the teachers so they can do their best to meet the goals of organization and reduce the organizational and social expenses. As the teachers of physical education have a close emotional relationship with their job status so they can lead the process of activities to the best organizational and personal performance in the optimal way.

According to what we discussed in this research and since no research was done

about the relationship between organizational commitment and job performance before so the performance of physical education teachers' are evaluated according to final evaluation of the educational year and managers' personal opinions thus this research is done to study about the relationship between organizational commitment and job performance among the physical education teachers of Kazeroon and also tries to answer these questions: 1) Is there any relationship between the organizational commitment and job performance of physical education teachers? 2) Is organizational commitment enabling us to predict the job performance of the physical education teachers?

SUBJECTS AND METHODS

The research method is descriptive-deductive and it is in the field of practical researches. The sample size includes all of physical education teachers of Kazeroon that they are 62 so the sample size is equals to the statistical society. The data collection instruments include: 1) Porter's Organizational Commitment Questionnaire (1974), which evaluate three components; a. Emotional commitment, continued commitment and normative commitment it consists of 13 questions with 5 options with the Likert model. The reliability of this questionnaire is measured by the

Kronbach's Alfa coefficient 0.88 and the analysis of validity is used to measure the validity of this questionnaire and their measures are acceptable; 2) Peterson's Job Performance Questionnaire (1990), includes 15 questions with 4 options with the Likert model. the reliability of this questionnaire is measured by the Kronbach's Alfa coefficient 0.82 and the validity of this questionnaire is measured by correlating the test by the total 1 question with 15 grades and it is 0.43 in the level of $P < 0.0001$. When the data were arranged they are analyzed by SPSS and data analysis was done by the statistical descriptive statistics (mean, standard deviation, percentage) and inferential statistics (Kolmogorov-Smirnov, Pearson's correlation and Regression).

RESULTS

This research is practical. It was done in a sectional way by correlational method in 2015-16 to determine physical education teacher's job performance and organizational commitment in this research first percentage of mean score toward the maximum score of questionnaire is calculated. If the percent of mean score is more than %66.6 (total score), it means that it has a strong condition. if the percentage is less than 33.3 it means that it has a weak condition and if the percentage is between 33.3 and 66.6 it has an average position of

organizational commitment and job performance.

According to results of table 1 the mean percent of organizational commitment is 18 (18<33.3) and mean percent of job performance is 18 (18<33.3). It means that the organizational commitment and job performance have a weak status.

The results of table 2, shows that to 95% there is a positive and meaningful relationship between organizational commitment and job performance. Minimum of correlation coefficient is related to the organizational commitment (r=0.278) and the maximum is related to emotional commitment (r=0.767).

To determine predictability of job performance by use of organizational commitment the regressive coefficient is

used. And according to the table 3 the scale of effectiveness of organizational commitment on job performance is $\beta = 0.072$. The maximum scale of effectiveness on job performance related to normative commitment that is $\beta = 0.269$ and the minimum scale of effectiveness is related to continued commitment that is $\beta = -0.034$ and also the amount of R is 0.325 ($0 < R < 0.325 < 1$). It shows that organizational commitment is approximately correlated with job performance and the amount of resulted R square ($R^2 = 0.106$), shows that 11 percent of changes in job performance related to organizational commitment and when organizational commitment is increased the job performance also increased.

Table 1: Statistical description organizational commitment and job performance

Variables	score	Mean	Standard deviation	Percentage
Organizational commitment		37.26	5.975	18.00
Job performance		27.95	5.801	18.00

Table2: Pearson's Correlation coefficient between organizational commitment and job performance

Variables	Index	Components of organizational commitment			
		Emotional	Continued	Normative	Organizational
Job Performance	Correlation Coefficient	0.767**	0.751**	0.764**	0.278**

* $P < 0.05$, ** $P < 0.01$

Table 3: Regression coefficients which are related to organizational commitment and job performance of physical education teachers

Variables	Index	Components of organizational commitment				R	R ²	F
		Organizational Commitment	Emotional	Continued	Normative			
Job Performance	B	0.070	0.153	-0.083	0.601	0.325	0.106	0.269
	β	0.072	0.076	-0.034	0.269			
	Significance level	0.009	0.007	0.020	0.008			

DISCUSSION AND CONCLUSION

The purpose of doing this research is to study the direct and indirect relationship between organizational commitment and job performance. The results of this research shows that the total score of organizational commitment is 37.26 it means that we have a poor organizational commitment in our statistical society and there is a positive and meaningful relationship between organizational commitment and job performance. The findings of this research is as similar as other studies [6,7,11,12,13]. But it is not as same as Dovlatabadi Farahani (2008) finding according to this research finding there's a negative relationship between continued commitment and job performance of physical education teachers [14]. It is as same as findings of Dovlatabadi Farahani (2008) and Meyer and Allen (2002) findings [9,14]; But it's not as same as Allen and Smith's (1987) findings in this field Meyer and Allen (2002), believe that different kinds of organizational commitments can have negative or positive effect on the consequences [9,15]. The findings of present research determined that organizational commitment enables us to predict the job performance of physical education teachers and it is as same as the findings of Jaqtayi et al (2006), Thomas (2004), Keiftshen and Zemptakiz (2008), Masoudi Asl (2012) according to the

resulted data it is very important that physical education teachers have enough understanding and knowledge about their kinds of attitude [7].

The importance of this subject is high because the physical education teachers have enough insight on students' behavioral, physical and educative problems. So according to their attitude and job commitments they perform a more effective policy that can positively affect their job performance and the students' behavior and their physical performance. The reverse relationship between continued commitment and job performance may be caused when the physical education teachers worried about their future job position, occupational inequality, and lack of suitable upgrade in their job, lack of interest and deficiency in their job. The major part of the successes in global and national sport is because of training and education strategies and teachers' job performance. So the performance of training and education in the field of physical education because of its quick effects lead to decreasing in championship age that has a great importance. So according to the prophecy of training and education organization for reaching the optimal goals they need to employ the expert teachers who have a high rate of

commitment toward the organizational purposes (goals).

So according to the previous records (experiences) and with citation to fundamental transformation of training and education organization in the field of physical education and sport they just focus on teachers' skills and proficiency but didn't pay any attention to their attitudes and commitments. So they should employ the people who are interested in working in school and also have the capacity of it didn't leave their jobs easily and if they are remained in this job they didn't became inactive. Because the physical education teachers with high organizational commitment can easily accepted the policy of their school or their organization and devoted him/her to achieve the considered goals in this way these teachers provide the suitable condition for quantitative and qualitative growth of the physical education. in the school and it also caused more performance and effectiveness of the athletic goals in the training and education organization. so the Senior managers in the training and education organization can suggest profitable suggestions for improving the level of organizational commitment and job performance of physical education teachers: 1) Arranging the emotional relationships with physical education teachers; 2) Cooperation in

athletic responsibilities; 3) Accept and use the physical education teachers' suggestions and criticisms in the decision making processes; 4) Improve the working condition of physical education teachers qualitatively; 5) satisfy the needs of teachers' job; 6) Mathis attitude: quality oriented attitude rather than Attainment; 7) Thank the successful teachers in a way that they deserve and fair evaluation of the teachers who do a particular job; 8) Maintain the job equity and organizational justice; 9) The teachers should can continue their education in academic aspect and participate in practical-scientific conferences of physical education teachers; 10) The managers should employ the people who concerned about the physical education of school and society and they really want to improve the situation.

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