A survey of the effect of organizational culture on organizational commitment based on Allen and Meyer model (Case study: High school teachers of Bandpey region)

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Keywords	Abstract
Organizational Culture Organizational Commitment Affective Commitment Normative Commitment Continuance Commitment	The present study aimed to investigate the effect of organizational culture on organizational commitment of teachers. in this study Organizational commitment is based on Allen and Meyer: affective, continuance and normative commitment. The studied organizational culture is based on Denison four- dimension theory. Adaptability, Mission, Involvement and Consistency. Due to a few empirical studies in this region, the data were collected among 156 teachers of Bandpay region. The data were collected via standard questionnaires of organizational culture and organizational commitment. The studies showed that components of organizational culture were correlated significantly with organizational commitment. It means that, increasing organizational culture, will eventuate to the higher commitment between teachers.

1. Introduction

Due to continual changes of business, the current organizations are faced with great challenges and opportunities. Changes in business world include technology progress and economy change to the world market. Social, cultural, political, world technologies obliged the organizations to re-definition of their strategies (Werner, 2007: 11). The most important competitive capital of any country is efficient human resources in the current strategy (Casio & Aguinis, 2005). The success of any organization depends upon organizational commitment of its employees (Cohen, 2003: 74). Thus, the investigation of behavioral factors associated with the organization commitment is of great importance.

Organizational culture is one of the requirements of organizational commitment. This concept refers to the necessity of the researches to determine the relationship between organizational culture and organizational commitment (Meyer and Allen, 1991). By considering its priorities, any organization should guide its staffs to achieve them and this should be considered in service organizations including education organization. Education organization can show itself when its staffs have commitment to their job, organization and work values and have high job participation (Zaki, 2009).

The higher the commitment of the employees, the higher the performance. The question is raised, how we can make the teachers committed to the relevant organization and stimulate their attachment, loyalty and responsibility?

To respond this question, the present study attempted to find the relationship between organizational culture and job commitment of teachers in a research unit, education organization. The main question of the study is whether there is a significant association between organizational culture of the employees and their organizational commitment?

2. Review of literature

In the past decades, many scientists were interested in understanding the nature, background and the results of organizational commitment in their research attempts. Organizational commitment is important because high level of commitment leads to many good organizational outputs. Based on meta analyses, commitment has negative association with employees performance (Meyer et al., 1989, Somers & Birnbanm, 1998, Rashid et al., 2003), culture (Rashid et al., 2003), movement (Cooper & Viswesvaran, 2005), absence (Farrell & Stamm, 1988) and has positive association with job satisfaction (Cooper & Viswesvaran, 2005), motivation (Mathieu & Zajac, 1990) and organizational citizenship behavior (Riketta, 2002).

Many researches are conducted on organizational commitment in industrial organizations. A few researches are conducted on organizational commitment in educational background. Organizational commitment is recognized as behavior prediction factor in organization. According to the researches, the interested and loyal employees have high job performance, their intention to stay is high, and they are rarely absent and have high work motivation. By identifying the degree of organizational commitment of their employees and changing the effective factors, the organizations can fulfill the organization goals (Saatchi, 2003). Many researches showed that one of the effective factors on organizational commitment is organizational culture (Ziayi et al., 2011 and Maleki et al., 2008).

According to the results of the study, organizational culture can have positive effect on organization effectiveness as performance (Petty et al., 2009), commitment (Rashid et al.,2003), Job burnout , satisfaction (Riley et al., 1998) and ethical behaviors of employees and workers (Dension, 1984).

3. Development of hypotheses and conceptual model of the study

No organization will be successful unless the organization employees are committed to it and work hard to fulfill its goals. Employees' commitment indicates loyalty and obligation of them to organization (Allen & Meyer, 1990). Various researches supported the effect of organizational commitment on organization performance. The people with low commitment show more absence and intention to turnover (Raisi et al., 2011). Meyer and Allen (1991) had multi-dimensional approach to organizational commitment. They developed three-component model of organizational commitment including:

Affective commitment: Affective commitment is defined as emotional attachment, intention to stay and continue job in organization (Meyer & Allen, 1991).

Continuance commitment: It is based on the costs of intention to turnover. Sometimes, intention to stay is for the aim of not finding a new job (Meyer & Allen, 1991).

Normative commitment: In this dimension, people consider activities in organization as their obligations by which they can fulfill their commitment to the organization (Meyer & Allen, 1991).

According to Schein, organizational culture is a model of basic assumptions that a special group created in facing with the problems for their adaptability with the external environment and achieving integration and internal consistency (Schein, 1990: 111).

Another famous study in organizational culture is dedicated to Daniel Denison (2000). Organizational culture of Denison was considered as study theoretical model after the investigation of various models. This model was selected for the following reasons: New nature of Denison model compared to other models, behavioristic basis of this model and its completeness from measurement indices and evaluation of organizational culture and using this model in all organizational levels.

Denison considered four dimensions for culture as: adaptability, mission, involvement and consistency culture. Two dimensions of 4 dimensions are investigated in the present study.

Involvement culture: The first emphasis of this culture on involvement and participation in works is considering the varied expectations of external environment of organization. The organization aim in this case is rapid responding the needs, increasing responsibility, belonging and commitment among the organization people.

Consistency culture: The organization with this culture emphasizes on internal affairs of organization and activates in the environment with relative stability (Robins, 1998).

4. Methodology

This study is correlation design. The present study attempted to present a clear image of the features of study population, as it is without any effect on the results. Based on the limited study population, total count sampling was used. The data collection instrument is questionnaire. Allen and Meyer (1990) questionnaire consisting of 24 items was used. The reliability of the mentioned test is reported by Homayi (2003) and Soltan Hosseini (2005) as 0.87, 0.84 respectively. Also, organizational culture questionnaire of Denison et al. (2007) was applied. The reliability organizational culture questionnaire was obtained by Denison et al., (2007) as 0.83. The validity of the organizational commitment questions was 0.79, affective commitment 0.66, continuance commitment 0.38, normative commitment 0.58. The validity of organizational culture questionnaire was 0.92 and empowerment 0.66, team based 0.83, capabilities development 0.78, basic values 0.78, adaptability 0.68 and coordination 0.81.

The collected data were used for descriptive and inference analysis. To do this, two software SPSS and AMOS were used. To describe the variables, frequency of variables was reported.

To test the hypotheses, SPSS software was uses and based on the variables evaluation level, Pearson statistics, regression and path analysis were used. Amos software was used to present structural model.

5. Data analysis

Among 156 people, 150 teachers answered the questionnaires. Based on the received data of sample 56.7% of the respondents were men and the rest women. From age aspects, 6.9% of people were below 30 years old and 34.7% 3-40 years old and 41.1% 40-50 years and the rest were above 50 years.

Hypotheses test: To test the hypotheses, the data were analyzed by SPSS and AMOS software. Pearson and Spearman correlation tests were used for bi-variate analysis and structural equations were used for multi-variate analysis and direct and indirect relations between independent and dependent variables.

Table 1.

test between consistency and organizational commitment components

| variable	correlation	Significant
Affective commitment	0.43	0.00
normative commitment	0.15	0.02
Continuance	0.19	0.06
commitment	0.35	0.00
organizational		
commitment		

Table 2.

Correlation test between Involvement and organizational commitment components

variable	correlation	Significant
Affective	0.31	0.00
commitment	0.17	0.04
normative	0.48	0.00
commitment	0.44	0.00
Continuance		
commitment		
organizational		
commitment		

The above tables show correlation test between organizational culture components and organizational commitment componets. As shown in the table, there is high and positive correlation between all components of organizational culture and organizational commitment. The correlation of organizational commitment with consistency was 0.35 and with Involvement 0.44. It means that the higher the consistency culture, or the higher the teachers Involvement, the higher the organizational commitment.

Multi-variate analysis: According to AMOS software, the relations between independent and dependent variables were investigated as structural model. The coefficient of determination or total effect of independent variables on dependent variables is 0.24.

Empirical model of the relationship between organizational culture and organizational commitment
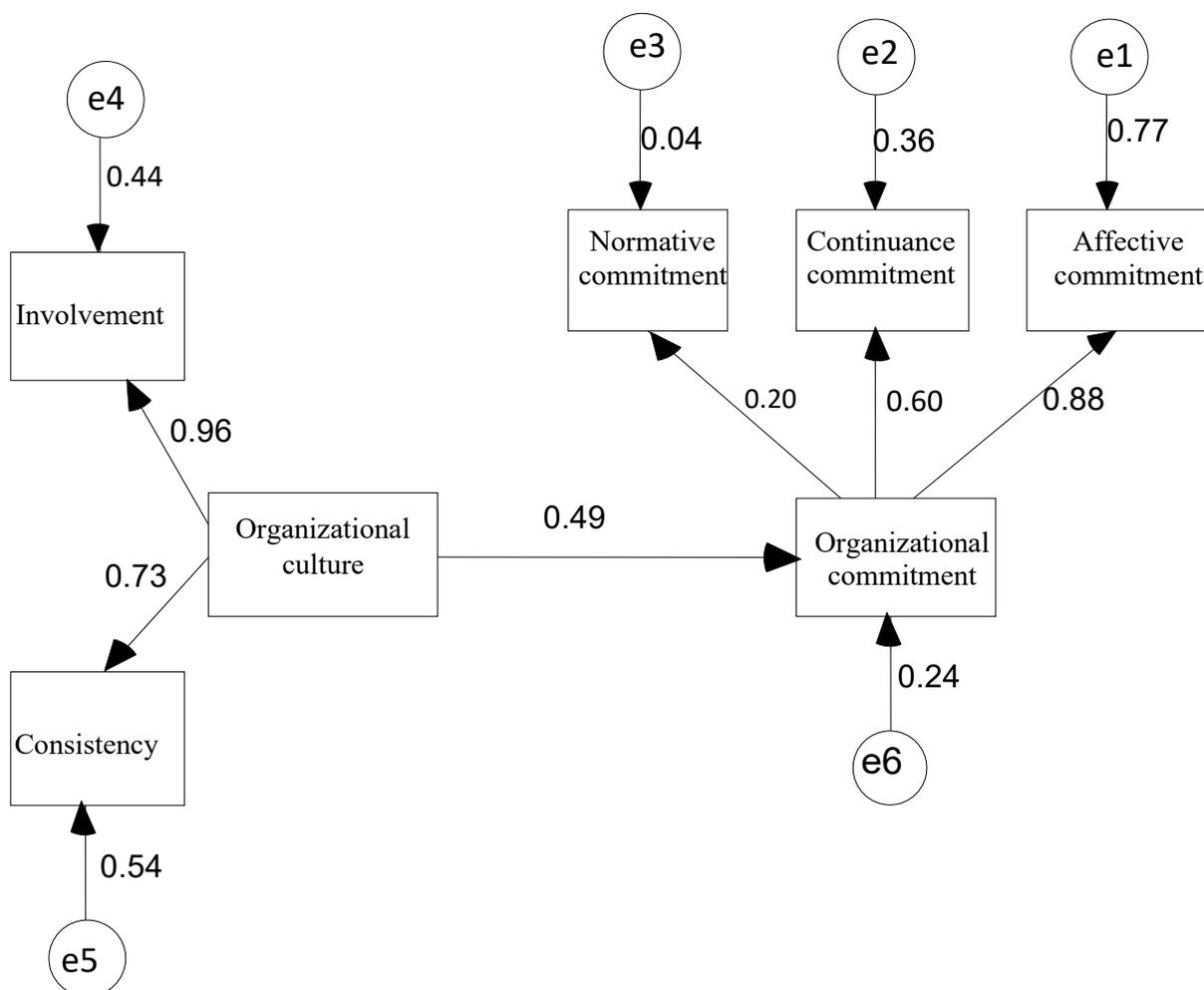
6. Discussion and Conclusion

The general aim of the study is the investigation of the effect of two dimensions of four dimensional model of organizational culture of teachers on their organizational commitment in a state organization as education organization. The results showed that teachers' perception of organizational culture model has positive association with their work commitment. When their awareness of organizational culture dimensions is high, more positive reactions to more commitment to organizations are shown. The results showed that empowerment and team-based had high correlation with Involvement and consistency culture and they are dominant dimensions of organizational culture and they have high correlation with organizational commitment. This study is inconsistent with the previous researches in this regard. The results showed the importance of agreement and development of capabilities, basic values and team work to predict organizational commitment of staffs. For example, according to managers, providing development of capabilities leads to time saving and the teachers do the tasks well and their efficiency and effectiveness and involvement of teachers with organization work is increased. This result is in line with the study Saasongu and Ngutor (2012).

Involvement is one of the most important dimensions of organizational culture and it has great role in fulfillment of organizational commitment of teachers. This shows that people participation in work helps their intention to stay in work space. The employees' Involvement

means using them in decision makingand this leads to the stability of their commitment. According to the results , organizational culture has positively significant effect on affective, continuance and normative dimensions. This result is consistent with the studies of Rastegar and Aghayian (2012), Azadi et al. (2013), Maleki et al., (2008) and Saasongu and Ngutor (2012). Also, consistency culture is consisting of some components as coordination and integration, agreement and fundamental values, is important from the view of employees for making the activities efficient and effective to create the quality of educational services to students.

Briefly, this study is an explorative study of the relationship between organizational culture components and organizational commitment among the teachers of Bandpey region. The term commitment is a vital element in all organizations as this element is associated with keeping the members of each organization. In addition, commitment determines customers' satisfaction (students) of the presented services by employees (teachers). Thus, to improve the commitment of employees, the management should do some measurements to improve commitment.

Various researches conducted some studies about organizational commitment and stated that organizational culture has one of the most important effects on attitude to commitment and stay of the employees in organizations. The investigation of the teachers of the region showed that perception of organizational culture has positive effect on their commitment. The major effect of organizational culture on organizational commitment is empowerment and its correlation is 0.43 and this result is in line with the results of the stud y of Azady et al., (2013), Saasongu and Ngutor (2012) and Rastegar and Aghayian (2012). The higher the innovation of capability among the teachers, the higher their commitment. The present study aimed to help the understanding of the importance of organizational culture in formation of organizational commitment among the teachers of Bandpey region. The findings referred to managers for management of employees commitment and some recommendations are presented to review considering the dimensions of organizational culture to act well and fell more committed to organization. The present study is the first research regarding the investigation of the relationship between organizational culture and organizational commitment among the teachers of education in Bandpey region.

Some limitations should be considered for future studies. At first, according to Joiner and Baklaise (2006), absence of employees is an important factor in this study and this is influenced by organizational commitment. Thus, considering this component is useful in exact investigation of the relationship between organizational culture and organizational commitment. It is proposed in future studies to use multi resources for sampling to generalize the results of the study. It is recommended that in future studies, evaluate the effect of organizational culture and its dimensions on each of the three-component of organizational commitment proposed by Allen and Meyer (1991) to consider the direct effect of organizational culture on each of the components of commitment as separately. Finally, it is proposed to add other relevant structures to organizational culture as EQ and organizational, flexibility, strategic planning and support of new ideas to conceptual framework of the study. We can add some variables as leadership affecting the organizational commitment of the employees to the study model. As leadership is a vital element in organization and it has mutual dependency with organizational culture.

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