

## A RESEARCH ON JOB SATISFATION OF SCHOOL MANAGERS AND ORGANIZATIONAL COMMITMENT

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### ABSTRACT

*In this study, the correlation between school managers' job satisfactions and organizational commitments has been examined.*

*42 women, 172 men and altogether 214 managers have participated in the research. Data have been collected by using "The Job Satisfaction Survey (JSS)" and "Organizational Commitment Questionnaire". Independent t-test, One-Way ANOVA, Tukey Test and Correlation have been used to analyze the data.*

*School managers': 1- Job satisfaction has been significantly varied according to gender and management service duration. 2- The level of Organizational Commitment has significantly been varied according to gender and management service duration. 3- The scores of Organizational commitment and job satisfaction have significantly and positively been correlated. The correlation level of job satisfaction has been found %17,4.*

**Key Words:** Job Satisfaction, Organizational Commitment, School Manager

Behavior is conscious actions of an individual that can be observed, measured, and repeated and explained. Since behaviors of a person in an organization are different from the ones out of the organization, these behaviors are called "organizational behaviors". Organizational behaviors are conscious activities as they are conducted by staff in the organization to reach the aims and to meet the needs of it and to keep the organization constant. The ultimate aim of the organization is to achieve organizational performance in order to realize organizational aims as they are required. Organizational commitment and job satisfaction of school managers can be effective to achieve required performance in educational organizations.

Organizational commitment is the most important reason for a person to associate himself or herself with organization and to join the organization. The elements of this kind of commitment have been determined as believing and agreeing the aims and values of the organization, willingness to work harder for the organization and having strong desire to continue being a member of the organization (Porter et al., 1974). As scientists and social psychologists working on organizational behavior study the point from various angles, organizational commitment have been evaluated in two different ways; behavior and attitude. While scientists that study on organizational commitment emphasize attitudes, social psychologists emphasize behavioral commitment (Modway et al., 1982).

Organizational commitment that is described as commitment of staff in the organization (Becker and et al., 1996), value system that commits staff to the organization (Griswold, 1983; O'Reilly, 1991), attitudes and trends that combine identity of staff with organization (Sheldon, 1971; Luthans, 1995), identifying oneself with the aims and organization and the willingness to be part of the organization (Robins, 1998) is one of the most important variables which affects organizational productivity in a high level. As a result of stimulating the staff to be part of organization and to work in the organization is one of the parts of persuasion, it is also an indication that the staffs' willingness to stay in the organization.

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Organizational commitment starts when an employee starts working and when s/he feels himself or herself a part of that organization. According to Balay (2000), a staff can only commit him or herself to the organization when he or she identifies himself or herself with the organization. At this stage, the person starts getting information about the aims of the organization and his or her work. From this point of view, organizational commitment is a power unification that is formed when the person identifies himself or herself with the organization. This unity of power cause staff to have three important behaviors: commitment to values and aims of the organization, willingness to work for the organization and showing tendency to stay as a member of the organization (Northcraft and Neale, 1990).

That the staff in the organization considers the benefits of the organization superior to theirs can be an indication of organizational commitment. For this reason, it is necessary to strengthen psychological relations between the staff and the organization and to form a unity on aims and values.

Many variables such as organizational justice, organizational reliability, joining the decision process, recognition in the organization, alienation in the organization, promotion opportunities, other rights provided beside salary and etc. may affect the organizational commitment (Balay, 2000; Çetin, 2004; Bayram,2005).

Oliver (1990), in one of his studies on factors affecting organizational commitment, discovered that organizational commitment had a lower relation with demographic but higher relation with organizational awards and occupational values and that staff who show more contribution to organization committed more him or herself to the organization. In the light of these results, it can be concluded that strong contribution to the organization is related to strong job satisfaction.

Locke (1983) describes job satisfaction as providing positive psychological situation or satisfactory psychological situation that occurs after praising someone about his or her job or experience. According to Ersan (1997), it is a personal attitude to the job and positive psychological situation when staff reaches their expectations. Başaran (2000) describes it as an entity being satisfied with his or her jobs and lives. Staffs' contentment is supposed to be as high as job satisfaction.

Job satisfaction is, to some extents, is an indication of psychological healthiness as a result of being well treated. Owing to this fact, these firstly attracted psychologists' attention and staffs' needs, valued and expectations are given importance in the studied applied (Maslow, 1954; Vroom, 1964; Korman, 1967). Because it exists in the society and influences the societies, it has been an issue in social psychology and because people's behaviors affect organizations, it has been an issue in management literature.

According to Mowday and et al (1979), job satisfaction is an attitude that is closely related to the organizational commitment but is a different concept. The commitment including aims and values is a global concept that reflects person's reactions to the organization. But job satisfaction is a reaction that the staff shows depending on their experiences. Some of the studies on the relationship between job satisfaction and organizational commitment puts forward that organizational commitment causes job satisfaction (Bateman and Strasser, 1984; Hullin and et al., 1985), and other studies indicate that job satisfaction and organizational commitment are interrelated in a positive way (Williams and Hazer, 1986; Ostroff, 1992).

It is believed that school managers' job satisfaction affects their organizational commitment. Thus, in this study, how much school managers' job satisfactions and organizational commitment are related to variables such as sex, school type, educational background and management status and how much job satisfaction affects organizational commitment have been studied.

Following questions have been tried to answer:

- 1- Do the level of school managers' job satisfaction and organizational commitment show any difference depending on their sexes?
- 2- Do the level of school managers' job satisfaction and organizational commitment show any difference depending on the type of school?
- 3- Do the level of school managers' job satisfaction and organizational commitment show any difference depending on their educational background?
- 4- Do the level of school managers' job satisfaction and organizational commitment show any difference depending on management status?
- 5- Do the levels school managers' job satisfactions explain organizational commitment?

## **RESEARCH METHOD**

In this section, model of the research, universe of the data and sampling, data instruments and research statistics were explained.

### **Research Approach**

This research is a survey model. General survey models are research models that are done on a sample or a group of sample in a universe composed of many elements in order to get an idea about the universe (Karasar, 2002).

In this study, quantitative approach was used because there was a need for the study to reach more school directors and to draw a general conclusion. That approach was also used to receive a variety of responses from a number of subjects participated in this study.

### **Sampling**

Research universe includes school managers who work in elementary and secondary schools that are located in Antalya, Karaman, Konya and İçel cities during 2005 and 2006 education terms. 60 schools (15 schools from each city) and 214 managers working in those schools were randomly selected and interviewed and the scales were applied. Every school was visited twice and present managers were interviewed and those who were absent for any reason were excluded. The application started in November 2005 and finished in May 2006. The application was conducted with the help of master and PhD students working in those cities. The scales were answered by 172 male and 42 female managers. Of the school managers who participated in the survey, 71 of them had between 1 and 5, years 67 of them had 6 and 10 years and 76 of them had 7 and more years working experience. 25 of them had two year graduate degree, 166 of them had bachelor's degree and 23 of them had master degree.

## **II. The research Instruments**

All the items were marked in a positive way. While maximum point is 70, minimum point is 14 and the job satisfaction point is 56. While points are low, satisfaction is low and while it is high satisfaction is high.

In a study by Güler (1990), found out that points between 14 and 32 showed low satisfaction, points between 33 and 52 showed normal satisfaction and the points between 53 and 70

showed high job satisfaction. In this study, Güler's classification was used. Reliability of the test was analyzed and Cronbach Alpha value was found .89.

In measuring organizational commitment, Organizational Commitment Questionnaire that was developed by Porter, Crampon and Smith (1976) was used. The scale was adapted to Turkish and then it was used. Reliability and validity of the questionnaire was done by data that were collected from the school managers and cronbach alpha was found .84. This Likert type scale with 15 items has 7 choices varying from "very wrong" to "very correct". While minimum total point is 15, the maximum total point is 105. More points mean more organizational commitment. 3<sup>rd</sup>, 7<sup>th</sup>, 9<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>, and 15<sup>th</sup> items of the questionnaire were written in negatively. Questions measuring organizational commitment include being willingly to over struggle for the organization, loyalty to the organization and being proud to be a member of the organization.

These scales were preferred to be used as they were appropriate for the aim of the study and they were widely used in these kinds of studies.

### III. Analysis

In order to answer the research questions, 'Pearson Product Moment Correlation' was used because it helped to describe the linear relationships between two variables and 'Stepwise Multiple Regression Statistical Procedures' were used because the researcher wanted to understand high school teachers' burnout using some predictors such as age, locus of control and job satisfaction. For the analysis, the data were fed into computer and then, the data were analyzed using the Statistics Package for Social Scientists Program (SPSS 10.0).

Whether the level of school managers' job satisfaction and organizational commitment significantly vary or not from the point of sex was analyzed by using t-Test.

Whether the level of school managers' job satisfaction and organizational commitment significantly vary or not from the point of work experience was analyzed by using one way ANOVA and the cause of significant variance was analyzed by using Tukey test.

Regression analysis was used to discover how much the level of job satisfaction affected the level of organizational commitment. Data were analyzed by using package program (SPSS 10.0).

### Findings

1. Whether the level of school managers' job satisfaction and organizational commitment significantly vary or not from the point of sex was analyzed by using t-Test.

TABLE 1: The results showing whether the level of school managers' job satisfaction and organizational commitment significantly vary or not from the point of sex variable

	Sex	N	Mean	Std. Deviation	t	Sig.
Job satisfaction	Female	42	46,74	8,988	2,513	,015
	Male	172	42,94	7,934		
Organizational Commitment	Female	42	75,31	11,891	,416	,679
	Male	172	74,48	10,036		

As it is seen in the table 1, level of female managers' job satisfaction was significantly found higher than the level of male managers' job satisfaction ( $t=2.513$ ,  $P<0.05$ ).

From the point of organizational commitment, it was discovered that there was not a significant variation between male and female managers' average points ( $t=0.416, P>0.05$ ).

2. Whether the level of school managers' job satisfaction and organizational commitment significantly vary or not from the point of work experience was analyzed by using one way ANOVA and the results are given in table 2.

Table 2: The results showing whether the level of school managers' job satisfaction and organizational commitment significantly vary or not from the point of work experience

		N	Mean	Std. Deviation	F
Job Satisfaction Total	abc0-5 years	71	43,76	7,257	3,288*
	B6-10years	67	41,78	6,980	
	ac11 years and more	76	45,29	9,813	
Organizational Commitment Total	A0-5 years	71	75,34	9,520	1.342**
	A6-10 years	67	72,93	9,444	
	A11 years and more	76	75,51	11,845	

\* $P<0.05$

\*\* $P>0.05$

**Note: The variance between averages shown with same letter is not significant.**

As a result of the analysis, it was found that the level school managers' job satisfaction varied significantly from the point of management experience variable ( $F=3.288, P=0.039, P<0.05$ ), points of organizational commitment did not vary significantly ( $F1 .342, P0.263, P>0.05$ ). The cause of significant variance was analyzed by using Tukey test. Results showed managers who had 11 or more years work experience had more significant average job satisfaction points than those who have 6 and 10 year work experience. It was also found that the other pair assessments were not significant.

**3. Regression analysis was used to discover how much the level of job satisfaction affected the level of organizational commitment and the results are given in table 3.**

Table 3: The correlation table of job satisfaction and organizational commitment

		Org. Com. Tot.
Job Satisfaction Total	Pearson Correlation	,417(**)
	Sig. (2-tailed)	,000
	N	214

\*\* Correlation is significant at the 0.01 level (2-tailed).

Examining the table 3, job satisfaction and organizational commitment has a positive correlation between ( $P<0.05$ ). These analyze results show that school managers have higher organizational commitment when they have higher job satisfaction.

The effect of managers' job satisfaction on organizational commitment has been analyzed with stepwise regression.

Table 4: The explanation strength of job satisfaction on organizational commitment

		B	Std. Error	Beta	t	Sig.
1	(Constant)	51,752	3,491		14,824	,000
	Job Sat. Tot.	,524	,079	,417	6,673	,000
R=0.417 R <sup>2</sup> =.174						
F=44.534 p=.000						

Examining the table 4, it can be said that job satisfaction explains organizational commitment in a positive way. And job satisfaction and organizational commitment have significant and linear relation. Explanation Level of Job Satisfaction on Organizational Commitment is %17,4 (R<sup>2</sup>=0.174). This result has been significant at 0.05 levels. %17,4 of the Organizational commitment is explained with job satisfaction.

The results of Stepwise regression analyze supports the idea, "Job satisfaction explains the organizational commitment"

## V. Discussion

1-Researches related to job satisfaction show that there is not always a correlation between job satisfaction and gender; sometimes this correlation shows that women have more and sometimes men have more job (Reitz 1977; Newstrom, Davis 1993).

According to research results, school managers' job satisfactions are usually low. Considering working conditions, it is expected that women managers have lower job satisfaction. However, the study has shown the opposite data. Conversely, female school managers' job satisfactions have been significantly higher. According to these data, it can be said that gender is a variable which effects job satisfaction.

Similar studies have had unlike results. For instance, in a study conducted by Ulusal (1998) on job satisfaction, in another study by Keser (2005) on job satisfaction in auto sector, and in another study by Aksu et al.(2002) on health sector managers, it has been discovered that there was no significant relation between being a woman and job satisfaction. A study by Yıldırım (1999) on hospital managers showed that male hospital managers had higher job satisfaction than female ones. In studies by Lefkowitz (1994), it was found that women had lower job satisfactions than men.

2- The research results have indicated that there has been a close correlation between organizational commitment and gender variable. On the other hand, school managers' organizational commitment has considered being very high.

Similar studies however have given different results. For instance, while Mowday and at al. (1982), Gökmen (1996), McClurg (1999), Dale & Fox (2006) found that women had more organizational commitment than men, some other researchers (Mathieu and Zajac, 1990; Çırpan, 1999, Özden, 1997) found that there was not a significant correlation between organizational commitment and gender variable.

Women administrators' organizational commitment is higher than men's organizational commitment; thus, Akdaş et al. (2000) indicated that women managers had more organizational commitment due to the fact that they like taking risks, they are content with social insurance provided by the state and they prefer regular lives.

Erigüç (1999) suggests that the results which is women managers have higher job satisfaction and organizational commitment contradict with the traditional idea, "Strength and success are paid more attention in more men centered society in which there is a clear separation between genders roles, contradictions are solve by arguments. Matriachy based societies solve their problems in a harmony and peace". The idea that is Turkish National Education System is more traditional so women have lower job satisfaction and organizational commitment has been invalidated.

3- The work duration at a certain place and at certain job have been two mostly studied area related to job satisfaction (Newstrom, Davis 1993). According to the result of studies on work service

lengths, school managers that have 10 or more service length have had higher than those that have 6- 10 year service length and 0- 5 year service length. Literature shows that those with longer service duration have higher job satisfaction (Naumann 1993; Paknadel 1995; Kanungo, 1995). That manager with 6- 10 year service duration have had lower job satisfaction than others can be explained with less work experience and higher retirement expectations.

The finding to do with service duration is supported with studies by Brush, Moch and Pooyan'in (1987) with out considering whether they work in private or public sector or production sectors. Findings of the study have shown that those with 0- 5 year service duration a little higher, those wit 6- 10 year service duration a bit lower and those with 11 and more year service duration have had higher job satisfaction. Ronen (1978) said that people have lower job satisfaction when they had more service duration because every other year they became more realistic.

Some other researches have shown that have shown that there has no been a significant correlation between service year and job satisfaction. For example, Yıldırım (1999) found that there was not a significant relation between job satisfaction and service duration as a manager or staff in a hospital.

4- It is expected that when one work more than he has more organizational commitment. This expected result has been found in the study. Those with 0-5 and 11- and more service year had high and those with 6- 10 year service duration had low organizational commitment. Considering the beginning years, it can be said that managers have higher organizational commitment when they work more according to arithmetic means but not very significant. These results are similar other similar work results (Çırpan, 1999; Gökmen, 1996).Some studies have not shown a significant correlation between working year and organizational commitment (Baysal and Paksoy, 1999; Benkhoff 1997; Angel ve Perry ,1981).

According the findings, it can be said that more management experience mean more organizational commitment. This situation is consistent with Angel and Perry (1981)'s point of view. When they work in an organization more they stop planning to change the work and so they have more organizational commitment.

5- The research findings show that job satisfaction is a variable which is positively correlated to organizational commitment. Thus, when school managers have more job satisfaction they have more organizational commitment. While this result is comparable to some studies, they are different than some other studies. For example, Bateman and Strasser (1984) found that one who had organizational commitment, Williams and Hazer (1986) found that there was correlation between job satisfaction and organizational commitment; Cho (1993) found that job satisfaction effects the organizational commitment, other studies suggested that job satisfaction had positive effect on normative and emotional dimension of organizational commitment and had negative effect on permanence dimension (Clugston, 2000; DeConinck and Bachmann, 1994; ; Eby v.d., 1999).

Organizational commitment is considered to be the most important factor to reach the organizational accomplishment (Dick and Metcalfe, 2001; Beck and Wilson, 1997). Organization should help their staff commit themselves to the organization if they want to be permanent. Organizational commitment is a variable that affects organizational productivity. Researches (Naumann, 1993; Fletcher, 1998) indicate that staff with higher organizational commitment try to reach organizational targets more. It is suggested that these kinds of staff keep working longer than others.

Those with strong organizational commitment are keener on organizational attitudes and trends (Chow,1994). Besides higher organizational commitment help being successful and having more salary, they are promoted to the higher position easier. The staff with lower commitment are usually less successful. As they perform their own duties less, they attempt to realize organizational commitment. Low organizational commitments harm the organization because they cause gossips, objections and complaints. Reliability to the organization lowers, adapt becomes more difficult and organizational income decreases. Oberholster and Taylor (1999) said that those workers could not commit themselves to the organization and organizational targets.

Those with higher job satisfaction take part in many school activities such as school planning and development programs voluntarily. In the school where those activities take place, managers join, follow and direct the activities and can solve the conflicts easier. This situation shows that they have higher organizational commitment. Therefore, precaution to increase managers' satisfaction and commitments should be taken.

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