

Analyzing the Role of Social Capital in Organizational Commitment of Teachers

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ABSTRACT

The purpose of this study is analyzing the role of social capital organizational commitment is social capital. The purpose of this study is the investigation of the relationship between social capital and organizational commitment of the teachers' of Marand city. Statistical population of this study includes all primary, guidance school and high school teachers of Marand in 2012-2013totally2305 teachers from whom 323 teachers were selected randomly the basis of Cochran Formula as sample. This study was a survey one. For data selection we used social capital questionnaire (Bolen & Anix, 1998) and organizational commitment questionnaire (Allen & Mayer, 1991). Statistical Methods of Pierson's correlation coefficient, and Multiple regression coefficients, Path analysis were used. The results of this study indicate that factors such as social capital, organizational commitment, Affective Commitment, perceptive (Continuance) Commitment, Normative Commitment are significantly correlated with organizational commitment whereas. In this respect affective Commitment has the greatest ($R=0/611$) and perceptive (Continuance) Commitment has the weakest relationship ($R=0/258$) whit the teacher's organizational commitment. Path analysis test which estimates the internal relations of variables explains three variables of social capital, organizational commitment , affective Commitment , perceptive (Continuance) Commitment, Normative Commitment organization commitment directly and indirectly affective Commitment with the correlation of ($0/635$) has the highest and, Normative Commitment with the correlation of($0/059$) has the lowest effect on organizational commitment , respectively

KEY WORDS: social capital, organizational commitment, effective Commitment, perceptive (Continuance) Commitment, Normative Commitment.

1. INTRODUCTION

Due to the changes in the current era and the arrival of organizations to "knowledge-based economy", human capital is more important in comparison to other sources of organization (Roepki, 2000). In fact, human force is actually the most crucial element to increase the effectiveness and efficiency of the organization and will bring the development and progress of society. Human force committed to the goals and values of the organization, not only is a means to prefer one organization to another organization, but also is regarded as a sustainable competitive advantage for many organizations (Woolridge, 2000). Social capital is a suitable ground for the efficiency of human and physical capital and a way to be successful. Senior managers and those who can create social capital in the organization, pave the way for their occupational and organizational success On the other hand, social capital gives meaning to life and makes life easier and more enjoyable.

Motivated human capital to perform their own duties, are the most important factor for efficiency and the motivation of employees is provided by increasing morale and job satisfaction. Therefore, the task of managers, administrators and experts is to try hard for the maintenance and development of personnel and get them committed to their organizations. Human force committed to the goals and values is the major factor for the superiority of one organization over others. This important factor will increase the effectiveness and efficiency of organization, will bring the development and progress of society and will succeed them in confrontation with global changes (Saghafi, 2007: 4). Organizational commitment reflects the people's attitude toward organizational goals and values and represents a force that requires a person to remain in the organization and do works for the realization or fulfillment of organizational goals.

One of the major goals of job rotation is to create and strengthen social and human capital. Job rotation provides the opportunity for employees to recognize the tasks and activities of other jobs, increase their ability to communicate and interact with each other, and consequently develop the spirit of trust (which is the essence of social capital) which in turn leads to the facilitation, knowledge sharing and experience of employees (Baker, 2003: 235)

The importance of human force in an organization is as much that they are called as internal customers. It can be said that when customers are not content with their activities, it will be impossible and difficult to satisfy external customers. If workforce doesn't have organizational effort and doesn't use its ability to achieve the goals of organization, the organization won't achieve its objectives. it is evident that all the soft-wares, hard-wares and advanced technologies are a means that the main conditions to use them efficiently is having trained, interested and committed workforce and the success of organization is dependent on the work of these forces. Optimum utilization of personnel abilities in the institutions is the primary goal of any organization that requires the creation of justice, commitment and satisfaction of employees (Idris and Ardali, 2004: 2).In other words, human force is the most important capital of organizations. The more favorable the quality of this capital is, the more the success, survival and improvement of organizational will be; because

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this is useful both for organization and individuals. Loyal and content human force that are consistent with the goals and values of organization, tend to maintain a membership in organization and work beyond given duties, can be an important factor in organizational effectiveness. The presence of such force in organizations along will increase employees' performance, will decrease absents, delays and desertion, will display an appropriate image for organization in the society and will provide an opportunity for the growth and development of organization. In contrast, a human force with low sense of satisfaction, justice and organizational commitment, and inclination to leave organization, not only doesn't move toward achieving organizational goals, but also would be beneficial in creating an indifference culture towards the problems of organization among other colleagues (Hoseinian et al., 2007: 10)

Given to the importance of social capital and organizational commitment, these questions are proposed: firstly, how much is the social capital of employees? and secondly, what kind of relationship is there between this capital and organizational commitment of employees?

2. LITERATURE REVIEW

2.1. Organizational commitment

During the last three decades, the concept of organizational commitment is considered important since the factors rooted in the level of employee commitment are effective on organization as a component and on society as a whole. The base of research on employees' commitment, particularly organizational commitment, is in the field of industrial and organizational psychology and management. Researches show that the study of commitment to a large extent has been done with emphasizing job satisfaction (Gilliand, 2008) However, researchers in the field of organizational commitment focus on identifying its predictors. They all agree that commitment can take many forms and, therefore, it is a complex construct (Yang, Mossholder & Peng, 2009). Shirvani (2003) conducted a study entitled "the effect of public sector organizations' performance on social capital". The results of this study indicated that there is a significant relationship between the performance of public organizations and social capital. Ashrafi (1995) by the use of Meyer and Allen's three-dimensional model in studying the relationship between organizational commitment and performance of experts in Mashhad Municipality indicated that there is a direct relationship between affective commitment, conceptual (ongoing) commitment and normative commitment. Amir Khani (2008) did an investigation entitled "the relationship between perceptions of employees from organizational justice and their social capital in the organization. In this study, reliability, participation and civic leadership, generosity and spirit of volunteering, ability to establish informal social relations and different kinds of communications and friendships are investigated in order to analyze social capital. According to results, there is a significant positive relationship between these variables and the formation of social capital in an organization is strongly influenced by justice perceptions (Nikumaram, 2008).

Rikosna (2002) conducted a study entitled "social capital, satisfaction and life quality in workplaces" and concluded that social capital is a good descriptive factor for the job satisfaction and life quality of employees, and considers trust, social relations at work, organizational commitment, communication and influence as components that show a large part of total variance in job satisfaction and life quality of employees in workplaces (Nikomaram, 2008:182).

Granovette (1973) studied the relationship between social capital, theoretical network of organization and structural theory and stated that the weak relationships are more important than strong relationships among individuals and groups.

Walking (1991) conducted a study entitled "the management of human force and organizational commitment". He classified organizational commitment into three categories: affective, normative and ongoing commitment and studied the factors affecting the organizational commitment of employees. The results indicated that those employees who had the opportunity to take part in decision makings, were provided with the grounds for participation in organization, were treat with respect and were satisfied with the control of their work by managers were satisfied with their job. Also, he found that those employees who were in high positions, had a relationship with owners and were educated had a higher sense of affective commitment but in terms of ongoing commitment employees who are more educated are less likely to show this sense. Chatman and Aorayli (2007) define organizational commitment as emotional support and continuity with goals and values of an organization for the organization itself and avoid its instrumental values (as a means to achieve other goals) (Rahnamay and Mahmoodzadeh, 2008: 33).

Shalfoon defines organizational commitment as an attitude or orientation that relates the individual identity to organization (Saroghi, 75). Despite the differences that there are in the opinion of scholars and researchers on the concept of organizational commitment, it can be said that in the tripartite model of Allen and Meyer, the distinction between different dimensions of organizational commitment are presented in a way that have higher overlap with other classifications. Based on this classification, organizational commitment has three dimensions as follows:

Affective commitment: the will and desire of the individual to continue working for an organization due to the acceptability of its goals and values. This dimension of commitment is defined as dependency to organization by accepting its values and the desire to remain.

Conceptual (ongoing) commitment: individual tendency to continue working for an organization because he/she needs it or he/she cannot do any other work. This aspect of commitment involves the costs associated with leaving the organization. Ongoing commitment is one of the significant indicators of commitment that is justified in terms of organization investments. The more the investment of organization is, the likelihood of desertion is reduced and the individual can't leave the organization.

Normative commitment: a sense of obligation for employee to continue working in an organization due to the pressure put on him from the others. People with high normative commitment are those individuals who are highly concerned that if

they leave their job, what others will say. These kinds of people do not want to upset their employer and are worried that their resignation may cause the unfavorable attitude of colleagues toward them (Rahnamay and Mahmoodzadeh, 2008)

These three aspects can be summarized as the following based on the explanation "Allen" and "Meyer":

Affective commitment: having a sense of commitment and common identity toward organization (sincerely asking).

Conceptual commitment (ongoing): estimating the loss and gain and the costs related to leaving organization (need to stay). Normative commitment: having a sense of loyalty to organization and a moral obligation to remain in the organization (a moral obligation).

2.2. Social capital

Putnam considers social capital as a social organization consisting of relationships, conscious actions and social respect that can be useful by the facilitation and correspondence of actions in the promotion of organization productivity and effective economic development (Putnam, 2001: 285).

2.3. Theoretical Background

Based on Adams’ theory, in general, people tend to be treated equally and justly and are always comparing themselves with others (Morhed & Griffin, 2002: 115). So that if the rewards offered by the organization are considered as fairly and equally according to employees, then the greater satisfaction is created among employees because people feel that they receive reward according to their work and efforts. Otherwise, they will be unsatisfied. However, the level of individual satisfaction impacts on his commitment which in turn is effective in his function, performance and behavior. Therefore, employee attitude towards organizational justice may affect his performance including his organizational commitment.

According to Maslow and Shaffer, the ignore of employees’ needs, failure to provide an environment that meets their most important needs, including social respect and the opportunity for progress and advancement as well as failure to provide an environment in which they can develop their talents, will lead to increased employee dissatisfaction which will result in poor performance, less satisfaction, lower organizational commitment and eventually more employees will leave the organization. To prevent this situation requires the lack of role pressure and the creation of opportunities for more independency. Bosul and Moonch believe that in a group by the increase of inter-group relations, particularly in the acquaintance stage (in which the friendship is weak and is based on mutual respect) subjective conditions for social assistance are increased, tensions and contradictions are decreased and consequently the commitments of actors are increased in relation to each other in society. In other words, the relationship of individuals to each other especially the relationship between employer and employee impacts on their actions and behaviors in the organization, provides the participation of employees in organization and increases their organizational commitment (Chalabi, 1389: 159).

Based on the theory of leadership, a leader characteristics such as being a good listener, being a good manager, being patient and paying attention to the feelings of his subordinates, having a good and mutual relationship with his subordinates and consulting with them in an organization impacts on the monitoring and control of employees and their commitment to the organization. Therefore, characteristics of a leader in an organization are effective on the behavior of employees (Saboori, 2006: 194). According to goal setting theory, a variety of stimuli (such as promotions, appointments, job promotion, job security, etc.) that are used by organizations to influence the employees, impact on employees’ behavior such as their commitment to the organization through the effect they have on their goals. Indeed, stimuli cause employees to consider certain goals, while these stimuli can be used to make employees committed to the organization's goals over time, or to encourage them to resist in obstacles (Hersey and Blanchard, 1998)

According to the opinions expressed on the subject of organizational commitment, we can propose the following hypotheses:

- 1) There is a relationship between social capital and organizational commitment of teachers.
- 2) There is a relationship between social capital and affective commitment of teachers.
- 3) There is a relationship between social capital and conceptual commitment of teachers.
- 4) There is a relationship between social capital and normative commitment of teachers.

3. METHODOLOGY

3.1. Statistical Population, Sample, and Sampling Method

This study is a survey study concerning method, is applied study concerning purpose and is cross-sectional study concerning time. The population (n=2305) of this study included all teachers of Marand’s Education and Development Organization at 2012. The sample size was 323(200 man and 123 woman) subjects who were selected by stratified sampling method using Cochran sampling formula.

To measure the variables, questionnaire was used. The content validity of questionnaire was determined and its reliability was calculated by Cronbach's alpha. Alpha value for organizational commitment was obtained 0.76 which indicates the used instrument (questionnaire) has a good and acceptable reliability.

4. Instrument

4.1. Teacher Participation Questionnaire

Table 1: Descriptive statistics of variables

Social Capital	Normative dimension	Ongoing dimension	Affective dimension	Organizational Commitment	Descriptive statistics
165/83	19/30	21/88	37/18	78/44	Mean
24/306	3/692	5/133	7/134	11/265	SD

Descriptive results of variables showed that the mean of employees' organizational commitment (dependent variable) was 78.44 (in range of 0-100), which indicated that the given sample had a high level of commitment. While, social capital with the mean of 165.83 constitute the highest percentage of respondents and normative commitment with the mean of 19.30 constitute the least percentage of respondents.

There is a correlation between social capital and organizational commitment of teachers.

Table 2: results of Pearson correlation coefficient to test the relationship between social capital and Organizational Commitment

		Organizational Commitment	Social Capital
Organizational Commitment	Pearson correlation	1	0/599
	Significant level		0/000
	number	319	319
Social Capital	Pearson correlation	0/599	1
	Significant level	0/000	
	number	319	323

Due to the fact that both variables are in interval level, thus the Pearson correlation coefficient was used. As it is shown in Table 2, since the significance level is lower than 0.05 (sig=0.000), therefore, there is a positive and significant relationship between two variables.

There is a relationship between social capital and affective commitment of teachers.

Table 3: results of Pearson correlation coefficient to test the relationship between social capital and affective commitment of teachers

		Organizational Commitment	affective commitment
Organizational Commitment	Pearson correlation	1	0/611
	Significant level		0/000
	number	323	323
affective commitment	Pearson correlation	0/611	1
	Significant level	0/000	
	number	323	323

Due to the fact that both variables are in interval level, thus the Pearson correlation coefficient was used. As it is shown in above Table, since the significance level is lower than 0.05 (sig=0.000), therefore, there is a positive and significant relationship between two variables.

There is a relationship between social capital and conceptual (ongoing) commitment of teachers.

Table 4: results of Pearson correlation coefficient to test the relationship between social capital and conceptual (ongoing) commitment of teachers

		social capital	conceptual commitment (ongoing)
social capital	Pearson correlation	1	0/258
	Significant level		0/000
	number	323	323
conceptual commitment (ongoing)	Pearson correlation	0/258	1
	Significant level	0/000	
	number	323	323

Due to the fact that both variables are in interval level, thus the Pearson correlation coefficient was used. As it is shown in above Table, since the significance level is lower than 0.05 (sig=0.000), therefore, there is a positive and significant relationship between two variables.

There is a relationship between social capital and normative commitment of teachers.

Table 5: results of Pearson correlation coefficient to test the relationship between social capital and normative commitment of teachers

		Organizational Commitment	normative commitment
Organizational Commitment	Pearson correlation	1	0.274
	Significant level		0.000
	number	319	319
normative commitment	Pearson correlation	0.274	1
	Significant level	0/000	
	number	319	323

Due to the fact that both variables are in interval level, thus the Pearson correlation coefficient was used. As it is shown in above Table, since the significance level is lower than 0.05 (sig=0.000), therefore, there is a positive and significant relationship between two variables.

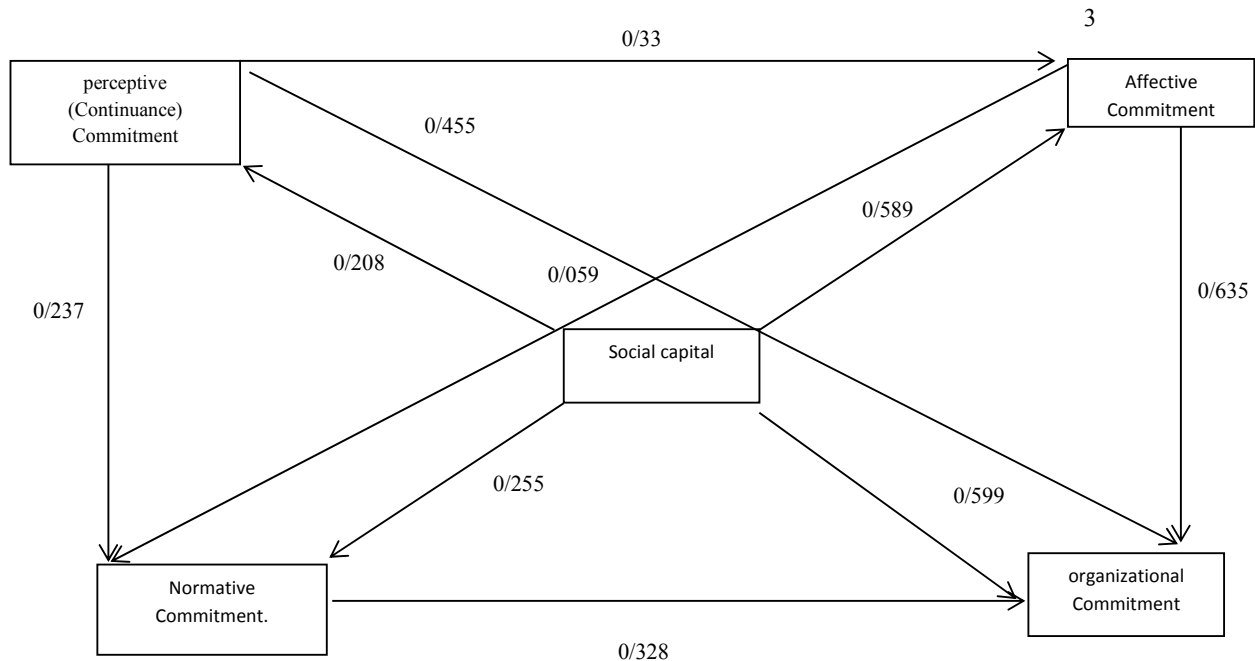
Table 6: Results of multiple regression analysis

The coefficients of multiple regression models					
Model	Non-standardized coefficients		Standardized coefficients	T	Significance level
	B	SD	Beta		
Constant value	30/663	3/477		9/394	0/000
Social capital	0/276	0/21	0/599	13/306	0/000
Constant value	30/619	3/700		8/275	0/000
Social capital	0/241	0/030	0/523	8/014	0/000
Affective commitment	0/179	0/013	0/801	13/830	0/000
Constant value	30/729	3/783		8/124	0/000
Social capital	0/171	5/96	0/599	15/521	0/000
Affective commitment	2/08	0/151	0/611	3/421	0/000
Conceptual (ongoing) commitment	12/852	0/054	0/258	4/78	0/000
Normative commitment	0/041	0/008	0/274	5/07	0/000
Regression coefficient	0/78				
Significance level	0/000				

To check the main hypothesis (the simultaneous and combined effects of independent variables on organizational commitment), the multiple regression method was used. As shown in the last row of the table, the multiple correlation coefficients of variables are 0.78 and significance level is less than 0.05. Accordingly, we conclude that the simultaneous and combined effect of four independent variables on organizational commitment is statistically significant, and the results can be generalized to population by the probability of more than 95%.

In addition, among independent variables, the variable of affective commitment with beta coefficient of 0.635 has the strongest relationship with social capital and the variable of normative commitment with beta coefficient of 0.328 has the weakest relationship with social capital. Also, to clarify and study the paths, path analysis was used. As it can be seen from the independent variables entered into the model, the effects of all variables on organizational commitment is significant and generalizable to population. Among the variables influencing organizational commitment, affective commitment with beta coefficient of 0.611, social capital with beta coefficient of 0.599, normative commitment with beta coefficient of 0.274 and conceptual (ongoing) with beta coefficient of 0.258 have the highest impact. Thus, the results of path analysis show that among independent variables, the variable of affective commitment is more important in explaining the organizational commitment of teachers.

Figure 1: path analysis



5. DISCUSSION & CONCLUSION

The organization of Education and Development as an important organization that its major processes are knowledge production, promotion and distribution to guide and control process in order to achieve goals, in the first step needs a committed and qualified human force. It can be efficient when it focus on the attraction and retention system of human resources and be able to encourage employees to do their duties while they are motivated. Awareness of the role of social capital in the organization of Education and Development can have favorable effects in increasing the motivation of teachers. It is likely that the lack of adequate understanding from such capital, it is a necessary and critical factor for the organization of Development and Organization and even our society. Therefore, identifying social capital and strengthening it can help us to encourage teachers toward progress and advancement while they are motivated and to make it possible to attract committed and kind teachers. Therefore, according to the importance of Education and Development Organization as the greatest social organization of country with cultural-educational function, studying the organizational commitment of employees can have an effective role in the performance of this organization.

In this study, to determine the factors related to dependent variable (organizational commitment) four hypotheses were proposed, that finally according to the available experimental data were supported. The first research hypothesis which was related to the relationship between social capital and organizational commitment of teachers was supported. This result is consistent with the results of Riconae's study (2002) who believes that social capital is a good descriptive factor for social relationship in work and commitment to organization.

The second research hypothesis, which was related to the relationship between social capital and affective commitment of teachers, was supported too. This result is in line with the results of a study conducted by Watkins (1991), which was mentioned in literature review. The third research hypothesis was related to the relationship between social capital and conceptual (ongoing) commitment of teachers. This result is in consistent with the results of Ashrafi's study. Finally, the last hypothesis of this study which was related to the relationship between social capital and normative commitment is in line with the findings of Ashrafi's study.

6. Suggestions for further studies

Conducting study in this subject in country level by comparative method will have good results and will present appropriate strategies for researchers. Therefore, it is suggested that this study to be done in national level.

According to the importance and role of social capital and organizational commitment in explaining and predicting social capital and organizational commitment that is supported in other studies, it is suggested that managers pay more attention to these two factors, evaluate the commitment of their employees once in a year and compare the process of these variables.

It is suggested that this study to be done in the non-public female and male schools so that to present views about the findings and results with more confidence. It is suggested that this study to be done by reliance on the perspective of managers, so that it can be possible to compare two different perspectives (teachers, managers) and clarify broad outlooks.

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