

Artículo de investigación

Evaluating organizational commitment of secondary school's teachers based on Herzberg's motive-hygiene two-factor theory

Evaluar el compromiso organizacional de los docentes de la escuela secundaria basado en la teoría de dos factores de higiene motriz de Herzberg

Avaliando o comprometimento organizacional dos professores da escola secundária com base na teoria dos dois fatores de higiene de motivos de Herzberg

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Abstract

The main aim of the present study is evaluating organizational commitment of secondary school's teachers based on Herzberg's Motive- hygiene two-factor theory. A descriptive-survey method is used in this study. The statistical population of this study included the secondary school's teachers of the education administration of Jahrom city. They were 330 persons at the time of study. The sample size was 178 persons based on Kerjesi-Morgan's table and the sampling was done by a stratified- randomized method. Two questionnaires of organizational commitment (Allen and Meyer) and motive- hygiene two-factor (job expectation) (Lussier) were used for gathering information. The validity and reliability of questionnaires were confirmed. Indexes such as mean and standard deviation, One – Sample T Test, Pearson correlative coefficient, Independent- Samples T – Test, stepwise multivariate regression analysis and One - Way Analysis of Variance of two parts of descriptive statistics and inferential statistics were used for analyzing the data respectively. Results of the analyzed data showed that there is a significant relationship between motive- hygiene factors and organizational commitment. There is no significant difference between hygiene factors of male and female teachers but the rate of hygiene factors of female teachers is more than the male

Resumen

El objetivo principal del presente estudio es evaluar el compromiso organizacional de los docentes de la escuela secundaria basado en la teoría de Herzberg sobre la motivación de dos factores. Un método de encuesta descriptiva se utiliza en este estudio. La población estadística de este estudio incluyó a los profesores de la escuela secundaria de la administración educativa de la ciudad de Jahrom. Eran 330 personas en el momento del estudio. El tamaño de la muestra fue de 178 personas según la tabla de Kerjesi-Morgan y el muestreo se realizó por un método estratificado y aleatorizado. Se utilizaron dos cuestionarios de compromiso organizacional (Allen y Meyer) y de motivación por motivos de dos factores (expectativa de trabajo) (Lussier) para recabar información. La validez y fiabilidad de los cuestionarios fueron confirmadas. Se usaron índices como media y desviación estándar, prueba T de una muestra, coeficiente correlativo Pearson, prueba T de muestras independientes, análisis de regresión multivariante por pasos y análisis de varianza de una vía de dos partes de estadística descriptiva y estadística inferencial para analizar el datos respectivamente. Los resultados de los datos analizados mostraron que existe una relación significativa entre los factores de higiene motivacional y el compromiso organizacional.

teachers. There is also no significant difference between organizational commitment of male and female teachers but the rate of teachers with associate of arts is more than the teachers with Bachelor of Arts and Master of Arts (or sciences).

Keywords: organizational commitment, hygiene factors, motive factors.

No hay una diferencia significativa entre los factores de higiene de los docentes masculinos y femeninos, pero la tasa de factores de higiene de las maestras es más que la de los docentes masculinos. Tampoco hay una diferencia significativa entre el compromiso organizacional de maestros y maestras, pero la tasa de maestros con asociado de artes es más que la de maestros con Licenciatura en Artes y Maestría en Artes (o ciencias).

Palabras clave: compromiso organizacional, factores de higiene, factores de motivación.

Resumo

O principal objetivo do presente estudo é avaliar o comprometimento organizacional de professores do ensino médio baseado na teoria de Herzberg sobre a motivação de dois fatores. Um método de pesquisa descritiva é usado neste estudo. A população estatística deste estudo incluiu os professores do ensino médio da administração educacional da cidade de Jahrom. Havia 330 pessoas no momento do estudo. O tamanho da amostra foi de 178 pessoas, de acordo com a tabela de Kerjesi-Morgan, e a amostragem foi realizada por método estratificado e randomizado. Dois questionários de comprometimento organizacional (Allen e Meyer) e motivação foram usados por razões de dois fatores (expectativa de trabalho) (Lussier) para coletar informações. A validade e confiabilidade dos questionários foram confirmadas. Índices como média e desvio padrão, amostra teste t, Pearson coeficiente de correlação, t-teste em amostras independentes, análise de regressão multivariada e análise de variância através de duas partes de estatística descritiva e estatística inferencial foram utilizados para analisar o dados, respectivamente. Os resultados dos dados analisados mostraram que existe uma relação significativa entre fatores de higiene motivacional e comprometimento organizacional. Não há diferença significativa entre os fatores de higiene de professores do sexo masculino e feminino, mas a taxa de fatores de higiene das professoras é maior do que a dos professores do sexo masculino. Também não há uma diferença significativa entre o comprometimento organizacional dos professores, mas a taxa de professores de artes associados é mais do que professores com Bachelor of Arts e Master of Arts (ou ciência).

Palavras-chave: comprometimento organizacional, fatores de higiene, fatores motivacionais.

Introduction

Nowadays, prosperity and benefiting of committed manpower is a factor of gaining competitive advantage and it is one of the indicators of evaluating the superiority of organizations than each other. Committed employees are the most important and essential capitals of organizations. They are the capitals that manifest themselves as an important aspect of the organization and they provide the ground of the organization's growth and development. Not only the manpower who has low commitment and low enterprise doesn't achieve the goals of the organization but also they can create an indifference culture concerning organizational problems among their colleagues

and what is more important is that the organization fails to realize its aspirations (Maghsoodi, 2011). So, nowadays considering the issue of loyalty and commitment of human resources toward the organization and the best performing of tasks and achievement of organizational goals are serious concerns of managers of the organization. Proter et al² defined organizational commitment³ as accepting organizational values and engaging in the organization. They believe that measurement criteria of organizational commitment are high motivation, organizational acceptance and accepting its goals, readiness for too more efforts and being interested in maintaining membership

² Proter et al

³ Organizational Commitment

in the organization. O'Reilly and Chatman⁴(1986) suggested that organizational commitment shows the individuals' psychological attachment relative to their organization. Organizational commitment is usually related to the individuals' identity and values of the organization (Li, Liu, Yuan and Ju,⁵ 2017). Mowday, porter and Steers⁶ (1982) suggested that organizational commitment consists of three parts such as adjustment with organizational goals and norms, orientation of individual's wishes and desires in line with organizational demands and the tendency of endeavoring on behalf of the organization. Lotonz and Shaveh⁷ (1985) suggested that organizational commitment is often defined as an attitude. This attitude is the strong desire of staying in the organization, tendency of extraordinary endeavoring in the organization and strong belief of accepting of values and goals. Greenberg and Baron⁸ (1993) defined organizational commitment as a job attitude and a psychological state which shows the tendency, need and necessity of continuing working in an organization. In the meantime, tendency means the individual's heart's desire in continuing serving in an organization and need means an individual has to continue serving in an organization for the sake of investing in the organization. Allen and Meyer (1991) also suggest a three-dimensional concept of organizational commitment. Their three-dimensional model of organizational commitment includes affective dimension, continuous dimension (rational) and normative dimension (task) as three dimensions of organizational commitment. The common point of all these three components is described as following: commitment is a psychological state that at first it identifies the relationships between employee and organization and second, it implies the continuation or discontinuation of membership in the organization implicitly.

1- Affective Commitment⁹: Lalianpoor, Doosti and Mohammadzadeh (2013) suggested in their research which is quoted by Allen and Meyer that affective commitment indicates the affective affinity of the employee and it determines his identity with respect to the values and goals of the organization and the extent of his engagement in the organization. Allen and Meyer believe that employees who have a strong

affective commitment in the organization maintain their membership in the organization and they continue their activity there.

Affective commitment prerequisites: Four factors are suggested as affective commitment prerequisites. They are prioritized as following:

- Personal characteristics: Since many of the personal characteristics have a growing or reduction role in commitment, they are very important. These characteristics are age, record of service, level of education and specialization, gender, race, marital status and other personal characteristics. There is a direct relationship between age, record of service and commitment. There is an inverse relationship between level of education and organizational commitment.

- Role characteristics: Studies suggested that supported and enriched jobs increase job challenges and it leads to the increased commitment. Results also suggested that there is an inverse relationship between role conflict and role ambiguity.

- Structural characteristics: Researches which were about organizational size, scope of supervision, concentration and job continuity suggested that there is no significant relationship between organizational commitment and none of variables.

- Work experiences: Work experiences are achieved during the individual's work life. Work experiences are known as one of the main forces of socialization process or employee effectiveness and they affect the level of employees' psychological attachment to the organization. Employees' feelings about positive attitudes of colleagues affect the individuals' commitment (Mowday et al, 1982).

2- Normative or task commitment¹⁰: This kind of commitment is defined as sense of loyalty to the organization and the moral obligation of staying in the organization and satisfying of a claim according to Pudlowski¹¹ perspective (2009). People consider continuing service and work in the organization as their duty based on this dimension of commitment, so they satisfy their claim relative to the organization.

Normative commitment prerequisites:

- Family, cultural and organizational impact.
- Organizational investments.

⁴ O'Reilly and Chatman

⁵ Li, Liu, Yuan & Ju

⁶ Mowday, porter & Steers

⁷ Lotonz & Shaveh

⁸ Greenberg & Baron

⁹ Affective Commitment

¹⁰ Normative Commitment

¹¹ Pudlowski

- Reciprocal services.

3- Continuous commitment¹²: Psychological and emotional attachment has a less role in the concept of commitment from the scholars' viewpoint. Instead, commitment is defined as the tendency of doing continuous activities based on the individual's recognition of the cost of quit. Allen and Meyer believe that employees whose initial relationship with the organization is based on continuous commitment are staying in the organization because they need to stay in the organization and it is necessary to stay in the organization (Hadi Khameneh, 2006).

Continuous commitment prerequisites

- Size and amount of investment and the used force in the organization.
- Lack of job opportunities outside of the organization.

Providers of this model believe that it is better to consider normative, continuous and affective commitment as the constituents of the commitment than it's certain types because if there are certain types of commitment, a member of the group feels less obligation and the sense of duty relative to staying in the organization (Mowday et al, 1982).

Human resource specialists are interested in exploring organizational commitment because organizational commitment is associated with desirable outcomes such as reducing absenteeism and improving job performance. Researches showed that organizational commitment has a negative effect on many organizational behaviors such as absence, delay and turnover. It means that the more the organizational commitment, the less these variables. So, organizational commitment has potential serious effects on the performance of the organization and it can be an important predictor of effectiveness of the organization (Vadadi, Rezaizadeh, Mirhashemi and Njafi, 2013). It should be noted that if individuals are not committed to their jobs and they are not

interested in them, they will have a low incentive and the possibility of quitting the organization will increase (Maertz, 1998). Employees' motivations, attitudes and job expectations are considered as effective factors on organizational commitment. Mitchell ¹³(1977) believes that there is a significant relationship between job attitudes and work behavior variables. Findings of the researches that show there is a significant relationship between job attitudes and work behaviors have led industrial and organizational psychologists to search variables that affect job attitudes.

Mathieu & Zajac ¹⁴(1990) suggested the effect of some of demographic characteristics¹⁵ such as gender, marital status, level of education, employment record, skill level¹⁶, work ethic¹⁷, amount of children and some of the job characteristics such as skill variety¹⁸, task identity¹⁹, task autonomy²⁰ and some of the organizational characteristics²¹ such as organizational size²², organizational centralization²³ and role states such as role ambiguity²⁴, role conflict²⁵, role overload²⁶ and many other variables. Torkzadeh, Mohammadi, Naseri Jahromi and Afshari (2013) in their research entitled, "Evaluating the organizational commitment of staff of Shiraz Medical University based on their job expectations ", suggested that there is no significant difference between gender and rate of organizational commitment based on job expectations but level of education and service record affect the rate of organizational commitment. Maertz (1998) suggested that if individuals are not committed and interested in their jobs, they have a low motivation and the possibility of their organizational quit increases. Those organizational quit which are in the control of the work are related to their job and organizational satisfaction and those service quits which are in control of the organization are related to organizational performance, effectiveness and commitment.

Allen and Meyer believe that attendance at work is one of the factors that has an effective and direct relationship with organizational

¹²Continuous Commitment

¹³Mitchell

¹⁴Mathieu & Zajac

¹⁵ Demographic Characteristics

¹⁶ Skill Level

¹⁷Work Ethic

¹⁸ Skill Variety

¹⁹ Task Identity

²⁰Task Autonomy

²¹ Organizational Characteristics

²² Organizational Size

²³Centralization

²⁴ Role Ambiguity

²⁵ Role Conflict

²⁶ Role Overload

commitment. Absenteeism is reduced in certain suspicious cases. It means that an employee who is loyal to the organization will be more enthusiastic about his job and he/ she is more incentive to spend more time in the organization and he/she will do the things that meet the needs of the organization (Maghsoodi, 2011).

Robinz (2007) suggested that it is emphasized on job attitudes and insights in the organizational behavior studies and most of these studies are about three attitudes of "job attachment", "job satisfaction" and "organizational commitment". Willingness of doing work or motivation is a key factor of the development of the efforts and activities of an individual or individuals. Motivation is one of the important tools of inducing employees in order to achieve effective and efficient outcomes, creating a positive working climate and successful implementation of predicted programs (Bessell et al²⁷, 2012). Herzberg divided the effective factors of employees' job satisfaction or dissatisfaction in to two main groups. Motivational factors which lead to increased job satisfaction and hygiene factors which lead to reduced job dissatisfaction merely. Torkzadeh et al suggested in their researches that employees who have low educational qualifications and low service record are committed relative to their organization because they are seeking higher salaries and job security based on hygiene factors and employees who have high educational qualifications and high service experience record are committed relative to their organization due to their attitude and insight of life based on motivational factors. Rezai, Soofi and Shabani (2013) consider the following cases as motivational factors.

- 1- Self- work nature: This factor points to diversity, uniformity, easiness and difficulty of Self- work so that the employees' emotion points to actual work and the tasks that can be performed in a uniform, diverse, challenging, innovative, enjoyable, simple and hard way.
- 2- Decision-making power: It refers to the individual's ability in decision- making about his/ her job.
- 3- Appreciation and recognition: This variable encompasses a wide range of positive and negative job affairs. It can be raised by any one and it encompasses reward and blame, encouragement and punishment.
- 4- Responsibility: It refers to the conditions that are used for controlling and monitoring the

employed individual activities or others that control their new responsibilities based on the conditions. In fact, responsibility refers to the power and authority of the organization.

- 5- Possibility of growth and development: This element is related to the actual change of the individual's status in the organization which in fact provides the opportunity of developing the professional skills of the employed individual.

Hygiene factors are as following

- 1- Policy and management: They refer to correct implementation of strategy of formulation and reform of various policies, laws, regulations and organizational procedures that the work is carried out based on them.
 - 2- Supervision: It refers to competence and qualification of the manager and his willingness to delegate the authority, others' participation, evaluation and justice implementation.
 - 3- Salary and benefits: This variable refers to the benefits which are paid by the organization in order to compensate the function of the employed person. This factor not only refers to the money itself, but it refers to the ability of converting the money and facilities that each one can meet any certain need in a certain manner.
 - 4- Relationships with colleagues: This variable refers to the interactions between individual and other organizational staff. It encompasses the relationships between individuals, superiors, peers and subordinates. Establishing the correct human relationships makes people out of isolation and it makes them independent while they are depended to the work group.
 - 5- Work conditions: This factor refers to the amount of work and physical conditions such as facilities, tools and available facilities for performing tasks.
 - 6- Job security: It refers to stability or instability of the organization, leaders and the era of tenure, their management and the job future of the employed person.
- Herzberg pointed to two hygienic or preserving factors such as salary, working conditions, position, organizational management and employees' relationships and motivational factors or motivational job factors such as job success, nature of the job, responsibilities and job growth. Li, Ma²⁸ (2010) suggested in his research that staff has job satisfaction in terms of responsibilities, access to asset and relationship with colleagues

²⁷ Bessell et al

²⁸ Li, Ma

and their job and they has the lowest level of job satisfaction in terms of organization's policies, management system, unfavorable work conditions and their salary. Gharekhani (2006) studied the relationship between motivational and hygiene factors of Tehran high school sports teachers based on Herzberg's theory and found that there is a significant difference between motivational factors of male and female sports teachers. There is no significant difference between hygiene factors of male and female sports teachers. There is no significant relationship between age and motivational and hygiene factors. Karimi (2007) studied the relationship between motivational and hygiene factors of Tehran physical education colleges sports teachers based on Herzberg's theory. Results of this research showed that there is a significant difference between motivational and hygiene factors of sports teachers. There is no significant relationship between motivational factors and personal indexes such as age, teaching record, employment status, income level and education level. There is also no significant relationship between hygiene factors and personal indexes such as age, teaching record, employment status, income level and education level and there is no significant difference between motivational and hygiene factors of male and female sports teachers. Hosseini and Mahdavidzadeh Ashrafi (2010) points to Baron²⁹ (2003) research which considers the factors such as personal responsibility, work repeatability, opportunity of job advancement, alternative job opportunities, age, record, gender and supervisor satisfaction as effective factors on organizational commitment.

So, as what is suggested before, lack of organizational commitment creates a major problem in organizations which is found more or less in most of the organizations. Since organizational commitment affects people's behavior and performance and it expresses a person's sense of identity and his/ her dependence on the organization, no organization can be succeeded without employees' commitment and effort. Employees who are committed to the organization have more discipline in their work and they spend more time in the organization (Yaghoobi, et al. 2009). Organizational commitment can have many positive outcomes. Workers who have a high commitment have more discipline in their work, spend more time in the organization and work

more than any other one. Managers should maintain employees' commitment and adherence relative to the organization (Moorhead and Greefin, 1989). Committed manpower belong himself/ herself to the organization. He/ she consider organizational goals as his/her goals and he/she doesn't refrain from doing anything and effort in realizing the goals. He/ she depend on the organization and identify himself/ herself with it. He/ she steps in the direction of the majesty and progress of the organization in addition to his/her vaunting so organization becomes closer to its mission and philosophy of existence (Armstrong, 2004). Khalifeh (2013) summarizes existence of staff organizational commitment as three characteristics: 1- Strong belief relative to organization and acceptance of organizational goals 2- Extensive and enthusiastic endeavor in order to achieve organizational goals 3- person's desire to remain in the organization.

Intelligencia and authorities agree on the importance of manpower as the most important capital of the organization. Education organization is one of the infrastructural organizations of all of the societies that allocate a special status to it. The most valued force of this organization is teachers who are responsible of educating new generation. Educational managers and authorities are responsible of meeting motivational and hygiene needs and guaranteeing the psychological though and rejoicing health of manpower of educational organizations. Tenago, Nickraves and Dabaghi (2005) suggested that educational organizations should be more sensitive to organizational commitment. Progress of each organization depends on the proper management of manpower to a large extent. Identifying the characteristics, benefits security and establishing the appropriate conditions for teachers in order to develop and enhance their vision and motivation and responsibility and their commitment affect fostering of the country's future. Non-commitment of teachers to the fundamental education organization can have an unpleasant effect on student education. City of Jahrom is one of the large and densely populated areas of Fars province in terms of the number of teachers and students. The present research is studying whether hygiene and motivational factors have a significant relationship with the level of organizational commitment of secondary school's teachers of the education administration

²⁹Baron

of Jahrom city? Are personal characteristics varies from each other?

Research questions

Main question: How much is the level of organizational commitment among teachers?

Sub questions:

- 1- Is there a significant relationship between hygiene and motivational factors and organizational commitment?
- 2- Is there a significant difference between hygiene factors of male and female teachers?
- 3- Is there a significant difference between motivational factors of male and female teachers?
- 4- Is there a significant difference between organizational commitment of male and female teachers?
- 5- Is there a significant difference between organizational commitment of teachers with different educational levels?

Research methodology

The present research is an applied, descriptive- correlative research in terms of its aim and method respectively. Its statistical population included the secondary school's teachers of the education administration of Jahrom city. They were 330 persons in 2017. The sample size of this case study was 178 persons based on Kerjesi-Morgan's table. Sampling was done by a stratified- randomized method. Two questionnaires of organizational commitment (Allen and Meyer) and motive- hygiene two-factor (job expectation) (Lussier) were used for gathering information. Questionnaire of organizational commitment (Allen and Meyer) has 24 items. It is based on 5 Likert Scale ((1) strongly agree to (5) strongly disagree). It measures three affective, continuous and normative dimensions. 6 items are scored inversely. . Questionnaire of motive- hygiene two-factor (job expectation) (Lussier) has 12 items. It is based on 5 Likert Scale ((1) not important to (5) very important) (two subscales of hygiene factors (6 questions) and motive factors (6 questions)). Face and content validity of both of questionnaires are confirmed by professors. Reliability coefficient of the questionnaire of organizational commitment was calculated by Cronbach's Alpha method in the present research and it is shown in table 1.

Table1. Cronbach's Alpha coefficients of organizational commitment and motive- hygiene factors

Motivational factors	Hygiene factors	Normative commitment	Continuous commitment	Affective commitment	Variable
0.81	0.83	0.76	0.68	0.71	Cronbach's Alpha

Data were evaluated at two descriptive and inferential levels. Mean and standard deviation of research variables and Pearson correlative coefficient, Independent- Samples T – Test, stepwise multivariate regression analysis and One - Way Analysis of Variance of two levels of descriptive statistics and inferential statistics were used for analyzing the data of this research.

Descriptive findings:

Table2. Mean and standard deviation of research variables and its dimensions

Organizational commitment	Motivational	Hygiene	
3.23	4.23	4.36	Mean
0.50	0.73	0.77	Standard deviation

Inferential findings

Main question: How much is the level of organizational commitment among teachers?

One – Sample T Test is used for testing this hypothesis and the result is shown in table 3.

Table3. Comparing organizational commitment mean by assumed average (3)

Significant level	Degree of freedom	t- value	Standard deviation	Mean	No	Variable
0.001	178	6.06	0.50	3.23	179	Organizational commitment

As it is shown in table 3, the t- value is equal to 6.06. This value is significant with a degree of freedom of 178 at 0.01 level. So, we conclude that there is a significant difference between the calculated mean (3.23) and the assumed average (3). It means that the level of organizational commitment among teachers is higher than average and it is at relatively high levels.

First question: Is there a significant relationship between hygiene and motivational factors and organizational commitment?

Pearson correlative coefficient is used for testing this question and its results are shown in table 4.

Table4. Correlative matrix of hygiene and motivational factors and organizational commitment

Motivational	Hygiene	Organizational commitment
0.19**	0.20**	

** : Significant at 0.01 level * : Significant at 0.05 level

We can infer from the results of table 4 that there is a significant and direct relationship between hygiene factors and organizational commitment ($r=0.20$, $p<0.01$) and between motivational factors and organizational commitment ($r=0.19$, $p<0.01$) at a level less than 0.01.

Second question: Is there a significant difference between hygiene factors of male and female teachers?

Independent- Samples T – Test is used for testing the second question and its results are shown in table 5.

Table5. Comparing hygiene factors among male and female teachers

Significant level	Degree of freedom	t- value	Standard deviation	Mean	No	Groups
0.21	177	-1.23	0.70	4.27	66	Male
			0.84	4.42	113	Female

As it is shown in table 5, the t- value is equal to -1.23. This value is not significant with a degree of freedom of 177 at 0.05 level. So, we conclude that there is no significant difference between hygiene factors of male and female teachers.

Third question: Is there a significant difference between motivational factors of male and female teachers?

Independent- Samples T – Test is used for testing the third question and its results are shown in table 6.

Table6. Comparing motivational factors among male and female teachers

Significant level	Degree of freedom	t- value	Standard deviation	Mean	No	Groups
0.04	177	-1.98	0.76	4.09	66	Male
			0.70	4.31	113	Female

As it is shown in table 6, the t- value is equal to -1.98. This value is significant with a degree of freedom of 177 at 0.05 level. So, we conclude that there is a significant difference between motivational factors of male and female teachers and the rate of motivational factors among female teachers is higher than the rate of motivational factors among male teachers.

Fourth question: Is there a significant difference between organizational commitment of male and female teachers?

Independent- Samples T – Test is used for testing this question and its results are shown in table 7.

Table7. Comparing the rate of organizational commitment of male and female teachers

Significant level	Degree of freedom	t- value	Standard deviation	Mean	No	Groups
0.69	177	-0.38	0.57	3.21	66	Male
			0.46	3.24	113	Female

As it is shown in table 7, the t- value is equal to -0.38. This value is not significant with a degree of freedom of 177 at 0.05 level. So, we conclude that there is no significant difference between the rate of organizational commitment of male and female teachers.

Fifth question: Is there a significant difference between organizational commitments of teachers with different educational levels?

One - Way Analysis of Variance is used for testing this question and its results are shown in table 8.

Table8. Comparing the rate of organizational commitment of teachers with different educational levels

Significant level	f	Root mean square	Degree of freedom	Sum of squares	Variation source
0.001	20.23	4.29	2	8.58	Intergroup
		0.21	176	37.35	Intragroup
			178	45.94	Total

As it is shown in table 8, the F-test is equal to 20.23. This value is significant with degrees of freedom of 2, 176 at 0.01 level. So, we conclude that there is a significant difference between the rates of organizational commitment of teachers with different educational levels and Scheffe Post hoc showed that the rate of organizational commitment of teachers with associate of arts is more than the rate of organizational commitment of teachers with bachelor's degree and master of arts (of sciences) .

Conclusion

The results of data analysis show that the rate of organizational commitment of teachers with an average of 3.23 is more than the rate of organizational commitment of teachers with an average more than the so-called average. They are at a relatively high level than other teachers. These results are in agreement with the results of research of Torkzadeh et al (2013). It can be said that secondary school's teachers of the education administration of Jahrom city are interested in maintaining membership in their organization in explaining this finding. They consider themselves as a member of the organization and their desires and tendencies are in agreement of the organizational goals. They consider organizational values and norms and they tend to continue working in the

organization. Findings of this research also showed that there is no significant difference between the rate of organizational commitment of male and female teachers but the educational level affects the organizational commitment so that rate of organizational commitment of teachers with associate of arts is more than the rate of organizational commitment of teachers with bachelor's degree and master of arts (of sciences). So, we can say that male and female teachers are both committed to their organization based on motivational factors or the factors that increase job satisfaction (such as power of decision-making in affairs, responsibility and possibility of growth and progress) and hygiene factors or the factors that lead to reducing job dissatisfaction merely (such as salary and benefits, relationships with colleagues, working conditions and supervision). Teachers with associate of arts are committed to

their organization following the reduction of job dissatisfaction and the acquisition of salaries and benefits, relationships with colleagues and job security (based on hygiene factors) and the teachers with master of arts (of sciences) are committed to their organization because of their job expectation following job satisfaction and the possibility of growth and advancement and decision- making power (based on motivational factors). Results of the current research showed that there is a significant relationship between hygiene- motivational factors and organizational commitment. It means that the more hygiene- motivational factors, the more organizational commitment. These results are in agreement with the results of research of Karimi (2007). As Maertz and Champion³⁰ (1998) believe People who are not interested in their jobs have a low incentive and their commitment levels are reduced. Increasing of some of the factors such as job success, job growth, improved working conditions, increased salaries and benefits, promotion of position and responsibilities can enhance the organizational commitment of teachers. Results also showed that there is a significant difference between motivational factors of male and female teachers and the rate of motivational factors of female teachers is more than the rate of motivational factors of male teachers but there is no significant difference between hygiene factors of male and female teachers. These findings are in agreement with the results of research of Gharekhani (2006). it can be concluded that female teachers' attitudes toward motivational factors such as success and job growth differ from male teachers' attitudes and efforts of getting progress and power and authority, encouragement and evaluation of the end of the year of the female teachers differ from male teachers in explaining these results but hygiene factors such as salaries and benefits, job security and working conditions are the same for both of them. Finally, it is recommended to managers and authorities strengthen and enhance their motivation, responsibility and commitment by improving working conditions, providing welfare and job security, delegating the authority and encouraging participatory decision making and offering rewards and benefits proportionate to teachers' expectations.

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