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Organizational Commitment and Academic Performance (Case study: students at secondary schools for girls)

Zohreh Gholipour Haftkhavani^{a*}, Batoul Faghiharam^b, Alireza Araghieh^c

^{abc} *Islamshahr Branch Islamic Azad University, psychology & Training Faculty, Tehran, Iran*

Abstract

Educational system is the most effectual point to progress and develop for people of society, and schools need insurable teachers as an operational patterns to make reality for each of these progress. Meanwhile their performance and those factors effecting for those performance are very important for educational systems. Purpose of this research is commonly examining the organizational commitment for teachers against performance of students in governmental secondary school for girls. The operational presented research is being descriptive by the way that has been written. The statistical population of this study is 195 persons from teachers of secondary school for area 6 in Tehran that 125 persons has been accidently selected as samples. Research has been done by organizational commitment standard questionnaire of Allen & Meyer and questionnaire for demographical and examination the averages of mark of students. This research has been done to examine performance of students. All gathered data have been talked and analyzed by Pearson correlation co-efficiency, Test Hypothesis, non-parametric Spearman correlation Analysis of multiple regression (Stepwise Regression). Results have been shown significant and positive relation between organizational commitment, normative commitment, emotion commitment and educational performance for students, but there is no significant relation between continuously commitment and educational performance for students. Also there is significant and negative relation between general commitment and educational degree for teachers, but there is no significant relation between their age and work experiences. According to the study, results could be improved by all types of organizational commitment that increase educational performance in the educational field.

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1. Introduction

Education in today's society is the most important pillar for reaching progress and development. It is education through which the society can be guided on the road for growth in different dimensions. The biggest share of the effort goes back to schools as the operational patterns of the educational system which are first in line when it comes to planning and the administration of curriculum for the attainment of goals. Therefore, schools more than ever need

* Corresponding author. Tel.: +989125793479; fax: +982144821106.

E-mail address: Gholipour@iiiau.ac.ir.

strong and committed manpower and the attainment of the education's goals more than anything else is at the mercy of teacher's effort. There are many factors that can prepare teachers to fulfil such a goal. In other words, to have an effective teacher who will be able to teach and consequently to bring about an effective education, the fulfilment of some conditions is required. One of these conditions is the Organizational Commitment factor which encourages a teacher to utilize all his/her effort in arena of school and classroom. Therefore, to create an effective school, it is necessary to have an effective teacher. And in order to have an effective teacher, we have to learn about the concept of Organizational Commitment and its role and importance in the teaching field and to make an effort to elevate its level among teachers (Saki, 2009).

In fact, the subject of Organizational Commitment is very important in education and it has a calculated application. In the educational system, committed, professional, thoughtful and analytical teachers and the ones in the role of being educational leaders, have more capabilities to cope with the obstacles in teaching at the classroom setting. An effective school teacher is a committed and professional person who is constantly updating his/her knowledge to serve the students more and better. Thus, the teacher's commitment, knowledge, skill, experience, the education, the type of educational degree, personal characteristics and the teacher's attitude are the collection of variable that can affect the quality of teaching.

Therefore, we can say that the state of these variables and their effects can be found in the teachers' teaching. Also, we can say that the degree of the teachers' effectiveness can be determined through the effectiveness of their teaching in the students' educational progress. In fact, the teaching stage is like a fair in which the teacher by mixing his/her knowledge, art and experiences, creates the necessary opportunities for teaching and the students' learning and thus offering his/her abilities.

1-1. Organizational Commitment and its application

Despite deep and extensive changes that exist in the economic and social system of the world and the new definitions that have been presented in regard to the relations between the individual and the organization, the thought of commitment still is the subject of many management articles and studies. Organizational Commitment concept becoming prevalent is because of the importance that it has in the organization's effectiveness and efficiency of the organization (Adigun, 1999). Organizational Commitment has been defined in many different ways. In fact, Organizational Commitment has been defined as a psychological condition that describes some kind of a desire for staying and the need for offering services at an organization (Allen and Meyer, 1990). Therefore, people's Organizational Commitment has an appropriate effect in their function. That is the reason, its trend can affect many problems (Zolghadar, Nasab, 2004).

Also, some researches have been conducted about Organizational Commitment. Ingersoll et al., 1997 in their research titled, "the effect of teachers' professionalism on their commitment over the elementary and intermediate teachers in the U.S." show that between teachers' becoming professional and their commitment, there is a significant correlation and the most important recommendations of this research includes utilizing professional criteria for hiring teachers, providing consultation programs for beginner teachers and helping them, helping the professional progress of teachers by giving financial and academic support, increasing the teachers individual independence through delegation of more authority to them and paying them the top salaries by the schools. Chen and Francesco (2000) in their research concluded that the reverse correlation between Organizational Commitment and job abandonment. However, there was not a significant correlation between the employees' commitment and their work experiences in the organization. Beverly Obrien and Akroyd (2001) did another research to study Organizational Commitment in the academic centres. The results of this research indicated a very high level of Organizational Commitment in these centres which cause the increase in the job satisfaction. Meyer, Stanley and Herscovitch's researches (2002) in the scope of Organizational Commitment indicated that there is a positive correlation between the work experiences with emotional commitment, continuous commitment and the employees' normal commitment. Chen and Francesco (2003) in another research that was done China for the correlation between Organizational Commitment and the employees' performance showed that as the employee's commitment

increases their performance improves. The other result of this study indicates that there is not a significant correlation between the employees' work experiences and the emotional commitment and duty commitment.

Also, Tamosaitis (2006) found out in their research that there is a correlation between continuous commitment and emotional commitment with the employees' real performance.

However, there is a correlation between normal commitment and the performance. Joiner and Bakalis (2006) conducted a research about Organizational Commitment among employees at Australia's academic institutes. This research was focused on the analysis of part-time employees' commitment.

Results of this study indicates that individual's characteristics such as (gender, supervisor, the support of co-workers, the clarity of the individuals' roles, accessibility of the necessary sources) and ultimately, the specifications about the job involvement such as (having a second job) were all effective in the Organizational Commitment of part-time and contract employees. Vicente's research findings (2007) which was done about the Organizational Commitment in Spain's service organizations by using Meyer and Allen's 3 dimensional models, pointed out to a positive and significant correlation between Organizational Commitment and organizational performance.

On the other hand, Lee, Lee and Lum (2008) through research findings in the area of correlation between offered services to the employees having Organizational Commitment, showed that employees' views of the organization is related to the services that the organization has offered them. In other words, the desirable quality of these services creates a positive image of the organization and ultimately increasing the employees' Organizational Commitment.

Steyrer, Schiffinger and Lang (2008) in a study titled "The Analysis of the Effects of Leadership Behavior on the Organizational Commitment and Organizational Performance", have reached the conclusion that the leadership behavior being desirable will have a positive effect on the Organizational Commitment of the employees. And this will lead to the improvement of performance because of the employees Organizational Commitment. Also, Akroyd Legg, Jackowski and Adams (2009) did a study with the objective of the analysis of the effects of organizational factors on the Organizational Commitment and the conclusions in this research indicate that there is a positive and significant correlation between organizational support and the supervisors' behaviour with their emotional commitment and continuous commitment. Cichy, Cha and Kim (2009) conducted another research for the analysis of Organizational Commitment and its correlation with the performance.

The findings of this research show that the dimensions of Organizational Commitment have a huge effect on the performance as such that among the organizational dimensions, the emotional commitment had the highest effect on the performance. As far as the Iranian researches are concerned, Haji Ahmadi (2003) has, also, concluded the existence of correlation between emotional commitment and its fruits. Sadeghi (2004) has, also, shown the correlation between Organizational Commitment, emotional commitment, with the managers' effectiveness. Emami (2004), in his research about the analysis of teachers' Organizational Commitment has reached the conclusion that among the characteristics of demography, the significant correlation exists only between the teachers' academic degree and their Organizational Commitment. Nazem and Shad (2008) have also found out that there is a significant correlation between exploitation and the three variables reacted to the components of Organizational Commitment and, to least, one of the co-efficiencies of regression is significant. Also, among the three components only the emotional commitment has a significant correlation with good results and can predict it.

In general, sources that have been studied in this research, have selected the following as the most important results of the commitment.

1. Increase in desire to stay longer in the organization and a reduction in quitting the job.
2. Better performance and better results.
3. Agreement with the organizational changes.

1-2. The Theoretical pattern of the research based work on Allen and Meyer's three-part Organizational Commitment:

Despite these studies and multiple researches, according to Lee and Jameil (2003) and Brown (2003) there are still many differences of opinions in the definition and evaluation of Organizational Commitment. Even beyond this, the

changes that have taken place in the economical and political relations at the global level have put the management of the organizations at a crossroad as to whether close down the organizations at a crossroad as to whether close down the organization, making it smaller or acquiring the employees' commitment towards the organization (Desler, 1999) and the mutual relation of individual and the organization has been questions (Moody, 2000). One of the most important studies is Allen and Meyer's theory (1990) that is the basis of this research.

Based on their model, organizational model includes three components of emotional commitment, normative commitment and continuous commitment. Allen and Meyer in their common studies and the ones they conducted with other researchers since 1984, by separating the two perceptions, Attitudinal Commitment and Behavioural commitment and offered different definitions for each of the organizational dimensions. They compared affective commitment and normative commitment with the perception dimension and the Continuous Commitment with the behavioural dimension. In their view, the emotional commitment is about emotional dependence to the organization, identifying with the organization and conformity with it. Normative Commitment means having a feeling of belongingness to the organization, continuation of work and Continuous Commitment is the understanding of expenses that the individual suffers if he/she leaves the organization (Meyer et al., 1989; Allen and Meyer, 1990, Meyer, Irving and Allen, 1998).

Therefore, Organizational Commitment is the man power considering the tri-dimensional attention (Emotional Commitment, Continuous Commitment, and Normative Commitment) in education as a perception can have a considerable effect on the interest of the employee to stay, quitting the job and behavioural effectiveness (Allen and Meyer, 1990).

In addition, taking into account the increasing role that the educational system has adopted in the areas of countries' economical, cultural, technological, academic advancement and progress, these countries real challenge at the present time should be attaining and the elevation of cultural and academic identity in order to increase the level of performance and enjoyment and decreasing the rate of absenteeism and tardiness (Nazem and Shad, 2008).

Despite the many researches that have been conducted in relation to the Organizational Commitment, the correlation between the teacher's Organizational Commitment and academic performance of the students has been paid much attention to. Therefore, this research has been conducted with the goal of analyzing the correlation between Organizational Commitment of teachers with the student's academic performance at the girls' intermediate schools.

2. The Method:

The current research is because of the application objectives and the working method is descriptive – correlated. The statistical pool of this research is all the female teachers at Tehran's all-girls intermediate schools in the academic year of 2009-2010. The number of the subjects is 195. the sample volume using Kerjisi and Morgan Chart is 125 and the method of selection was simple random. The necessary data have been gathered based on Allen and Meyer's (1991) standardized test on Organizational Commitment along the five degree scale in Likert spectrum (totally disagree, disagree, do not have an opinion, agree, totally agree). Also the mean of the academic year's final scores of the students for the purpose of evaluating their academic performance was utilized. In describing the data, the mean of the teachers' Organizational Commitment based on the demographic specifications was analyzed and for analyzing the data, the correlation between the first variable of the research meaning the teacher's Organizational Commitment and its dimensions as the independent variable with the second variable of the research meaning the mean of the students' academic performance as the dependent variable by using Spearman correlation coefficient was analyzed. Also, to analyze the role of the teacher's Organizational Commitment components on the students' academic performance and the calculation of the degree of independent variable's effect on the dependent's variable and the prediction of the students' academic performance based on the teachers' commitment using Multivariate Regression Analysis Test, Stepwise Method was utilized.

3. Findings:

3-1. The Organization Commitment mean and its Components Based on the Demographic Specifications

Based on the information in the table 1, the female participants in the research with any type of employment, work experiences, academic degree and age enjoy Organizational Commitment. The general mean of commitment, emotional commitment, continuous commitment and normative commitment in teachers holding a contract and having working worked for 7-14 years and having an associate degree was more than other teachers. Teachers older than 46, concerning general commitment and emotional commitment, teachers 25-35 years old, concerning continuous commitment and teachers under the age of 25, concerning normative commitment were more committed than other teachers.

3-2. There is a Significant Correlation between the Teachers' Organizational Commitment and its Dimensions with the Students' Academic Performance:

Based on the presented results in the following chart, it is observed that the correlation coefficient of general Commitment (the mean of all three components of organizational commitment) with the mean of the students' scores is 0.211 and the significance is 0.018. Since the significance level of general Commitment is smaller than $\alpha = 0.05$ ($0.018 < 0.05$). Therefore, we can say that there is a significant and positive correlation at the 90% assurance level between the general Commitment and the students' academic performance. In other words, as the teachers' general Commitment increases, their students' mean of grades also goes up. Also, the correlation coefficient of emotional Commitment with the man of the students, scores is 0.177 and its level of significance is 49%.

Since the emotional commitment's level of significance is smaller than $\alpha = 0.05$ ($0.049 < 0.05$), we can say that there is a significant and positive correlation at the assurance level of 95% between the emotional Commitment and the students' performance. The calculated correlation coefficient between continuous commitments with the mean of students' scores is 0.047 and the significance level is 0.604. Since the significance level of continuous Commitment is bigger than $\alpha = 0.05$ ($0.05 < 0.604$), we can, therefore, say that there is not a significant correlation at the assurance level of 90% between continuous Commitment and academic performance. The correlation confident of normative Commitment with the mean of the students score is 0.278 and its significance level is 0.002. Since the significance level of the normative Commitment is smaller than $\alpha = 0.01$ ($0.01 > 0.002$), there is a significant and positive correlation between the students' table 2.

Table 1. Mean of organizational Commitment and its components Based on Demographic Specification

Demography Specification				Emotional Commitment	Continuous Commitment	Normative Commitment
Employment Type	official	Mean	4.0875	3.3227	3.2545	3.5549
		Number	110	110	110	110
	Unofficial	Mean	3.8417	3.175	3.2333	3.4167
		Number	15	15	15	15
Employment Background	Under 7 Years	Mean	3.6625	3.1375	3.3125	3.3708
		Number	10	10	10	10
	Between 7-14	Mean	4.3015	3.4338	3.375	3.7034
		Number	17	17	17	17
	Between 15-21	Mean	3.912	3.2917	3.1574	3.4537
		Number	54	54	54	54
Longer than 22 years	Mean	4.233	3.3097	3.3068	3.6083	
	Number	44	44	44	44	
Academic degree	Diploma	Mean	4.15	3.3	3.375	3.6083
		Number	5	5	5	5
	Associate Degree	Mean	4.2226	3.3506	3.4939	3.689
		Number	41	41	41	41
	Bachelor's Degree	Mean	4.0221	3.2886	3.1783	3.4963
		Number	68	68	68	68
Master's Degree and Higher	Mean					
	Number	11	11	11	11	
Age	Under 25 years old	Mean	3.625	3.2386	2.75	3.2045
		Number	5	5	5	5
	25-35 Years old	Mean	4.1771	3.4219	3.1875	3.5955
		Number	24	24	24	24
	36-46 Years old	Mean	3.9198	3.2593	3.2015	3.4602
		Number	67	67	67	67
Older Than 46	Mean	4.319	3.3104	3.3534	3.6609	
	Number	29	29	29	29	

Table 2. Spearman Correlation coefficient Between Teachers' organizational Commitment and its Dimensions with the Mean of Students Academic Performance

Components of first variable	Second Variable	Number	Spearman coefficient	Significance Level
Emotional Commitment	Students Academic Performance	125	0.177(*)	0.049
Continuous Commitment		125	0.047	0.604
Normative Commitment		125	0.278(**)	0.002
General Commitment		125	0.211(*)	0.018
* Correlation is significant at the 0.05 level (2-tailed).				
** Correlation is significant at the 0.01 level (2-tailed).				

3-3. Prediction of Students Academic Performance Based on Teachers' Organizational Commitment

In order to analyze more deeply and study the effect of two significant independent variables under study meaning the teacher's emotional Commitment and normative Commitment on the dependent variable of students' scores and the prediction of the students' academic performance based on the teacher's commitment, the Regression analysis has been utilized. Look at the following table please:

Table 3. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.278(a)	0.077	0.07	1,22807
a Predictors: (Constant) Normative Commitment				

Based on the information in table 3, is observed that the among suggested independent variables, the teacher's normative Commitment has the highest effect on the mean of his/her students' scores and with a correlation coefficient of 0.278, he/she can clarify the mean of the students' scores by 0.077%.

Table 4. Coefficients (a)

Model		UNSTANDARDIZED Coefficients		Standardized Coefficient	T	Sig.
1	Constant	15,986	0.63		25.372	0
	Normative Commitment	0.612	0.191	0.278	3.21	0.002
a Dependent Variable: Students' Mean of Scores						

table 4 indicates that it is possible to prepare the mean of the students' score using a model based on a predicted variable and predict the mean of the students' score based on model $15/986 + (\text{normative commitment}) (0.612)$. Regression, a normative Commitment variable with a significance level of $(0.002 < 0.01)$ is significant. Also, you should pay attention that normative Commitment has a positive effect in the prediction of the mean of students' score. You can see on the chart that the constant effect (meaning the internal effects and factors that have not been taken into consideration) is significant. Thus, the teacher's mean of the students' score in addition to the suggested variable is also affected by other factors.

Table 5. Excluded Variables (b)

Model		Beta In	T	Sig.	Partial correlation	Co linearity Statistics
						Tolerance
1	Emotional Commitment	0.45(a)	0.442	0.659	0.04	0.732
a) predictors in the Model: (constant) Normative Commitment						
b) Dependent Variable: Mean of Students' Scores						

As you can see on table 5, based on the first model of emotional commitment, ($0.05 < 0.659$) at the assurance level of 90% can not have an effect on the mean of the students' score (sig is the significant level bigger than $\alpha=0.05$).

4. Discussion and conclusion

The analysis of the findings in this research indicates that the state of the Teachers organizational Commitment and also its components (emotional commitment, Continuous Commitment and normative Commitment) are more higher than the average. This finding of the research is similar with the results of Emami's researches (2004), Zacky (2004), Haghiri (2009), Mowday et al. (1979), Harison and Habbard (1998), Beverly Obrien and Akeryd (2001).

They employees at the academic institutes is at a high level. This issue can, somewhat, be due the sensivity and the importance of schools and academic organizations in the society. The other conclusion of this research is that there is 90% assurance level of significant and positive correlation between teachers' general Commitment (the mean of three components of organizational Commitment) and the academic performance of students. In other words, as the teachers' general Commitment increases so does the students' mean of scores. The results of the researches conducted by Chen and Francesco (2003), Vicente (2007), Steyrer, Schiffinger and Lang (2008), Cichy, Cha and Kim (2009), Saki (1993), Sadeghi (2004) and Nazem and Shad (2008), who confirm the existence of correlation between organizational Commitment and the employees' performance conforms to the theory of the current research. In fact the organizational Commitment considering the 3 dimensions of (emotional, Continuous, normative) in education as a Perception can have a considerable effect the amount of interest, desire to stay and leaving the organization and the teachers' behavioural effectiveness at school and consequently the students' academic performance.

Also, there was a significant and positive correlation at the assurance level of 90% between the teachers' emotional Commitment and the students' academic performance in this study. In other words as the teachers' emotional Commitment increased the students' mean of scores increased as well. Allen and Meyer (1993), Tamosaitis (2006), Cichy, Cha and Kim (2009), Haji Ahmadi (2003), Amini (2004), Sadeghi (2004), Nazem and shad (2008), discovered in their researches that there was a correlation between emotional Commitment and the employees' performance which conformed with the result of the current research. In the clarification of this conclusion, we have to say that when teachers feel a sense of belonging towards the school and identify with it, their working at school will be based on desire and internal interest and, consequently, their emotional Commitment will be at a high level. This behaviour and perception of Teacher will have a direct effect on the Students' academic Performance and their mean of scores.

Also, there is a significant and positive correlation at the 99% assurance level between normative Commitment of teachers and the academic performance of students. In other words, as the teachers' normative Commitment increases, their students' mean of scores, also, increases. This conclusion conforms to the conclusions of the researches of Vicente (2007), Cichy, Cha, Kim (2009) and Nazem and Shad (2008). In fact, when teachers feel committed to the school and their staying at school is some kind of moral thing and a must to them. Their normative Commitment will become strong and this kind of Commitment will have a direct and positive effect on the students' mean of scores and their academic performance. Meanwhile, among the components of organizational commitment,

the teacher's normative Commitment has the highest amount of effect on the students' mean of scores and it can determine the students' academic performance.

The other findings of the current research is that there is no significant correlation at the 90% assurance level between the teachers' continuous Commitment and the students' academic performance. This finding conforms to the results of Allen and Meyer (1993) and Amini's (2004) researches. To clarify this result, we should state that teachers work at school and will stay there because of living expenses they will not be able to pay if they leave. Staying will become a necessity for them and they have to calculate the losses and gains. Therefore, such teachers are not committed and do not feel any having any responsibility and loyalty to the school. They might leave school as soon as a better opportunity comes along. Therefore, this kind of Commitment does not have any effect on the mean of the students' scores and their academic performance.

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