The relation between the Methods of Management with organizational tendency of The Education Office managers

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Abstract

Statistics of the research encircles all the managers of the secondary high schools in the fifth section of Tehran Teaching and Education center. Since the total number of persons in research was (72 persons), the statistic society was done according to statistical symbol. The data, with the use of two questionnaires, according to the symbol of Bardenz and Metzcas (1974) and the questionnaire of Mowday (1998), Steers and Porter (1987), then the organizational obligation was collected. The coefficient of Alpha cronbakh of this questionnaires were collected were 78.5 and 0.78. In order to analyze the data the covalence of Pierson and the independent t test of the free groups was used. The research showed that, there is not a meaningful relation between the symbols of relation and duty circle of the secondary high school managers with their organization tendency in the Education Office of the fifth section of Tehran.

Keywords: Managing symbols, Organizational Tendency, Managers (headmasters), Teaching and Education Office.
Introduction

Nowadays, organizations are more active and more energetic than ever (Rabinz, 2002). At such instances, to have employees with extra abilities, and interests, having obligation are the main points that create durable competition for the organization (Golipour 2007). That is why to have close attention to organization commitment of employees is the main and urgent performance in most today’s successful organizations. Actions, such as, paying salary due to working ability, managing the work of employees, creating the peaceful working environment should not be forgotten. It is, too valuable to have relation with the employees and the customers, and to realize their needs and expectancies. Managers should have attention to the long period planning, reduce un-useful and un-necessary behaviors in the organizations. It is evident that creating mind and intellectual peacefulness for the employees, having attention to their living conditions are the main and important endeavors. These are some of the special points that should be followed to create obligation on the employees.

The word responsibility has been used in widespread on social and psychological areas and in organization studies. The description and usage of this word has close attention on values, merits and existence of it (Esfahanian, 2010). In the Oxford dictionary, the word responsibility is described “an action that shortens the freedom of doing something”.

Griffin and Moorhead, (2009) believe that an organization responsibility is a sort of feeling that has been connected with the organization. According to their ideas, responsibility and stability on important behaviours, like changing place and being away will be influential. It can have the numerous positive results. The employees who are responsible and have strength manner, will have excellent propriety upon their work. They stay a long time in the organization and spend more time on doing work. O’Reily & Chatman (1986) describe that the organization responsibility is to support with continuous eager the ideas and values of it for the benefit of the organization should be in mind away from other values of Hosseini (2008).

Meyer and Allen (1997) divided the organizational responsibility to three quarters: Affective commitment, Continuous commitment, and normative commitment. In affective commitment, the employee gets its recognition documents from the organization. He becomes happy and be impressed to have been the organization member and feels eager to this ownership. According to the continuous commitment, the employee doesn’t leave the organization, He feels that leaving the place will be useless, and it will not bring any interest. In normative commitment, the employees stay in the organization, for they sense a duty not to leave the organization (Shojaei-Far, 2000).

Porter et al. (1974) describe that the organizational obligation is to recognize the values of the organization and have close relation with it. They believe the values of evaluating the organization contain, exciting, interest to work, and accepting the dignities. According to them, the organization responsibility, at least contains the three following points: Accepting the organization, believing to its aims and values. Being ready to do the job in valuable way and be keen to persist the symbols of the organization.
Allen and Meyer (1997) say that the organizational responsibility is a multitude organ that has ability to predict the results of the organization. Overall, there are two ideas about the organizational responsibility. The first one generally depends on Porter idea. Porter describes the responsibility on the base of the general responsibilities and a person’s collaboration with the organization. In this idea, the responsibility contains three points. Once, accepting the ideas and values of the organization, he, or she, will be eager to collaborate with and gain its ideas, be ready to stay in the organization (Istizer, 1989). In this way, commitment has been looked as one idea that only centralizes on affective commitment.

Contrary to Porter (1974) that centralized on one link; ideologists predict a model with three points for the organizational commitment (Allen and Meyer, 1990, Meyer et al., 1993). In the three points model the organizational commitment is composed with three points: affective, continuous and descriptive, or normative. The affective commitment shows the employees desire to know their responsibility with the organization and take part in its activities. The continuous responsibility is to continue activities in the organization and uneasy to leave it. If it happens he will face with various difficulties. Finally, the normative commitment contains, necessity morals that desire fully wish to work in the organization.

The results of the researches show that from these three organizational responsibilities, (affective commitment) has many relations to leave out the job, but with increment of it job quitting decreases (Tett & Meyer, 1993).

**The most important numerous models of organizational responsibilities are:**

**The symbol of Early and Chatman**

Early and Chatman have based their symbols with this supposition that responsibility issues ideas to the organization, and through them mechanisms can be relieved. As a result, due to Kalman work in viewing and changing the behavior,(1958) Early and Chatman believe that relation between the employee and the organization can take three tokens: supportive, symbolizing and internal.

According to this model, the time accepting happens when the identical behaviours own the special rewards. The symbolizing happens when the employee accepts his influence to create or keep safe his acceptable relation (Mayer & Herscovitch, 2001). Finally, it reflects the behavior that has been expanded from the evaluation or ideas. These are in complete accord with the ideas of the organization (Mowday, 1998). The new review of an extended symbol, instead of three responsibilities showed two. They are nicknamed: acceptable and normative commitments (1996).

In the later inquiries, these two researchers and their collaborations were unable to distinguish a difference in inner obligation. That is why they shortened the inside collaboration and called it normative commitment (Mayer & Herscovitch, 2001, page 306).
Meyer and Allen Symbol

Meyer and Allen based their three points model on the foundation of equivalences and differences which existed in single points of the organization commitment. Their total discussion was about this point that commitment because an employee has strong connection with the organization. This connection reduces the possibility of leaving the job (Mayer & Herscovitch, 2001). They do not view the three commitments with the same degree. Affective commitment, refers to the point that the employee feels responsibility to the organization. Continuous commitment refers to the employee’s eager to stay in the organization. If he leaves his job high expenses will annoy him, or the respect he gets will be erased. When he does not lose his job he will be in comfortable faze. Finally, normative commitment strengthens the employee to do the job and he believes himself as a member of the organization.

These researches show that there is a great balance between Porter method who made commitment to be understood, and later works of Chatman (1986), and Meyer and Allen (1997, 1998, 2001). Porter method is much alike the obligation which is similar to inside part of Chatman (1986), and affective commitment of Meyer and Allen (1997, 1998, 2001). In fact, it seems Meyer and Allen state the questionnaire of organizational commitment can be believed as an affective commitment (Mowday, 1998, page 390).

The recent investigations by Meyer and Allen support their hypothesis in connection with this idea, but there are still some differences in their belief. Are really affective and normative commitments variant from each other? Is continuous commitment a single size commitment, or not? The obtained results, about the continuous commitment are very tough. Some researchers have introduced its single point and others have found acceptance that these two have relations with each other. One of these points is to leave the organization and the other does not recognize the importance of the employment ideas (Mayer & Herscovitch, 2001).

Angle & Perry symbol

The results that obtained from the questionnaire investigation of Porter and his collaborators in organizational commitment Angle and Perry believe there is difference in evaluating it. Though this questionnaire is a single dimension one, Angle and Perry marked two main points in the questionnaire. One action is evaluating commitment provokes one to remain in the organization, and the other measures the questions to became clear (Mayer & Herscovitch, 2001). Angle and Perry obligation have positive intention to the organization. This kind of commitment refers to mind and amicable obligation. Angle and Perry emphasize employee, to stay in the organization it refers to the importance of rewards- unchangeable collaboration in an economical exchange. This kind of obligation refers to the quick, and correct exchange and continuous commitment (Mayer & Schoorman, 1998).

The Symbol of Mayer and Schoorman

According to Mayer and Schoorman (1998) the organizational commitment has two dimensions. They call them continuous commitment (desire to stay in the organization) and
evaluating commitment (desire to work hard). Though there are some similarities between the dimensions of organizational commitment that Mayer and Schoorman (1998) found out, but there is a basic difference among their models. That is the three kinds of commitments of Maer and Allen (affective, continuous and normative commitments) which connect the employees to the organization due to their understanding, but they are different. The behavioural result of these three points of obligations have still similarities, that is continuing the job in the organization. On the contrary, Mayer and Schoorman believe, continuous commitment means to stay or quit the organization. The obligation has value connected to gain the organization ideas, too (Mayer & Herscovitch, 2001).

**Penly & Gould model**

Penly and Gould introduced numerous dimension method. They believed in differences among the three forms of commitment with the names of politeness, dutifulness, and strangeness. The description of polite commitment has close meaning with the description of Mayer and Allen. Evaluating obligation of Mayer and Schoorman are the same. Using the word dutiful commitment is an accepted way in Early and Chatman model. That is possible, to be used as one form of provocation instead of obligation. Finally, their idea about to strengthen obligation is rather the same with the continuous tendency (Haman). The undertaking researches show that the decreasing of organizational tendency of employees can cause them to leave their jobs. Organizational commitment, provoke to continue the job and work hard. It also accepts the values and ideas of the organization. That is one of the most effective means to create obligation in employees, and the routine of the managers. According to the descriptions that have been done, managing routine is collection of ideas, thought, and obligations of the managers that have been based on four regulations: values, reliance, belief to employees, leadership. Good wishes, feeling safety, are also the important positions (Rowold 2009).

Since the Education Office benefits an important parts of the budget and due to its important position in economic, social, culture and politics of the country, it is necessary to start seriously and stop misusing of mind and humanity budget. If the organizational managers of a society have accepted knowledge and experience, they choose an obtained routine of leadership that can be steps towards good schools and its needs. It will also be a necessary factor to invent suitable learning position and have good relations with employees. The managers will try to increase the ideas of the teachers and provoke them to desirous method. They will be able to increase the importance of the organization and double the usefulness of teaching.

Managing leadership of schools, which seems necessary and important, will have amazing change in the education office. The main idea of the present research is to clarify the methods of leadership and management. What is the relation of it with the head masters of the secondary school of the Education Office of the fifth section of Tehran?
The research routine
Society, sample and method of sampling

Since the aim of this research was to investigate the relation between the custom of head-masters in secondary high schools and with their organizational commitment in the education office of the fifth section of Tehran, the present research is descriptive- and practical that has been done with the routine of collaboration. The statistics society embraced all the head masters of secondary high school in the fifth section of Tehran. Since, the number of the statistics society was not much (72 persons) the total society was done in statistics method.

The means of research and the method of information collection
In this research, in order to collect data two standard questionnaire were used. These questionnaires contended three sections (introduction, Population recognition, variances obligation and research questions). These have been prepared on the base of Likret five degree domination.

A Questionnaire of leadership method and management:
In this questionnaire, which did (Bardener and Metzkass 1974) create, contained 35 questions about the leadership method. The stability of this tool is compiled with using of Alfa Kronbakh method. The reported amount of it is (a=78/5).

B: Organizational commitment questionnaire:
This questionnaire has 15 points that were prepared by Moday, Estirez and Pourter in 1987 and the coefficient of Alfa Kronbakh, which has been computed, is 0.78.

Research founding
Since, using parametric tests needs some special information; in this research we used the most accepted test of Kolmograph-Ismirnough. T to review its normality the research data was used. The result introduced at the following table.

According to table 2 information the meaningful Test of Kolmograph-Ismirnough for all varieties of the research was higher than 0.05. As a result all the varieties that were investigated at the present research hold the normal distribution and the condition of using the parametric tests are ready (to use). To re- investigated the research phenomenon we used Pierson test collaboration.

Table 1. Descriptive statistics and research varieties

<table>
<thead>
<tr>
<th>Variables</th>
<th>Average</th>
<th>Average curve</th>
<th>Curved</th>
<th>Dragged</th>
<th>Waiting Time</th>
<th>Former Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>leadershi symbol</td>
<td>82.66</td>
<td>7.21</td>
<td>-0.30</td>
<td>1.15</td>
<td>59</td>
<td>99</td>
</tr>
<tr>
<td>Relation symbol</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Duty symbol</td>
<td>1103.89</td>
<td>10.24</td>
<td>0.44</td>
<td>2.46</td>
<td>64</td>
<td>126</td>
</tr>
<tr>
<td>Organizational obligation</td>
<td>80.82</td>
<td>10.82</td>
<td>-0.48</td>
<td>-0.27</td>
<td>56</td>
<td>101</td>
</tr>
</tbody>
</table>
Table 2. The result of Kolmograph- Ismironph for the research varieties

<table>
<thead>
<tr>
<th>Variable</th>
<th>Test statistics</th>
<th>Meaningful era</th>
<th>Test result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanity method</td>
<td>0.95</td>
<td>0.32</td>
<td>Normal</td>
</tr>
<tr>
<td>Duty symbol</td>
<td>1.04</td>
<td>0.22</td>
<td>Normal</td>
</tr>
<tr>
<td>Organizational obligation</td>
<td>0.94</td>
<td>0.32</td>
<td>Normal</td>
</tr>
</tbody>
</table>

Question Number one:

Is there a connection between the management methods of headmasters of the secondary schools with organizational commitment at the Education Office of the fifth section of Tehran? To reply the above question, Pierson’s coefficient collaboration is used. The results are shown on the table 3.

According to table 3 management relation is continuous relation with the organizational commitment among the headmasters is 0.17; management relation, that is duty relation with organizational commitment among the headmasters is 0.03 this relation on the level of p<0.05 is not meaningful. So it is said that there is not a meaningful valence between the management relation and duty relation with the organizational commitment of Education Office of the fifth section of Tehran headmasters.

Table 3. The results of Pierson relation between the methods of management with the organizational commitment

<table>
<thead>
<tr>
<th>Variables</th>
<th>The amount of relation</th>
<th>Meaningful Valence</th>
<th>Test result</th>
</tr>
</thead>
<tbody>
<tr>
<td>The relating method</td>
<td>organizational responsibility</td>
<td>0.17</td>
<td>0.12</td>
</tr>
<tr>
<td>The duty method</td>
<td></td>
<td>-0.03</td>
<td>0.76</td>
</tr>
</tbody>
</table>
The second question

Is there a difference between the management method of headmasters of men and women in the second high school in the Education Office of the fifth section of Tehran?

To investigate meaning fully the difference marks in two groups, we used t-test of independent groups.

The results of this test are shown on Table 4.

The information given on the table 4 shows that the amount of obtained t on the level of P<0.05 is not meaningful. Therefore, it can be said that the average amount of the two groups have not meaningful difference. The routine of duty and the amount of average in women headmasters is equivalent to 103.51. That is 1.13 less than men. In the method of relationship the amount of obtained t on the level of P<0.05 is not meaningful. It can be said, there isn’t far difference between the two groups. The average amount of lady head masters is 82.60 that 0.22 times is more than men.

Table 4. The result of t independent test (meaningfulness, of different leadership methods, due to gene)

<table>
<thead>
<tr>
<th>Managing symbol</th>
<th>Groups</th>
<th>average number</th>
<th>average difference</th>
<th>Df</th>
<th>T</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duty symbol</td>
<td>Lady</td>
<td>103.51</td>
<td>-1.13</td>
<td>70</td>
<td>-0.46</td>
<td>0.64</td>
</tr>
<tr>
<td></td>
<td>Man</td>
<td>104.64</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relation symbol</td>
<td>Lady</td>
<td>82.60</td>
<td>0.22</td>
<td>70</td>
<td>0.13</td>
<td>0.89</td>
</tr>
<tr>
<td></td>
<td>Man</td>
<td>82.37</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Results and discussion

The idea from the present research was to search the relation between the secondary schools head masters in managing routine with their organizational commitment in the fifth section of Tehran.

For that reason, according to the previous researches and studies and the framework of theories in this field, the introduced ideas and suppositions and to reply them with a suitable method of research are planned. The obtained ideas showed that there is not a meaningful relation between the routine of management leadership (relation and duty forms). These results have close stability with William H. Heller et al. (1991). So, it can be said that organizational commitment in head masters, is done through their own chosen routine of leading method. The inside actions and organizational points are not influential to them. The repetitions of interest to work, eager to be in the organization and freedom in unimportant actions have relations with the organization commitment. These are strong actions for the various groups of employees and leaderships in organization (Hosseini & Mehdizadeh Ashrafi, 2010). Though the obtained result make evident that one of the special point in the organizational obligation is gender, women have more responsibility than men. The result of this research shows that there is not a meaningful difference between the women and men in organizational commitment. These results are different according to Hosseini et al. (2010) research.
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