

## Relationship between Managers' Communicational Skills and Teachers' Organizational Commitment

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**Abstract:** The present research has been carried out to investigating the relationship between the managers' communicational skills and the teachers' organizational commitment in the middle schools of Sirjan. The method of research was descriptive – correlation and the specified group for that include all the managers and teachers in the middle schools of sirjan in 2011–12 that has 77 managers and 651 teachers. By applying the Cochran formula the statistical society for managers and teachers has been specified 54 and 169, (in respect) that were chosen stratified. The measurement devices include two questionnaires, the standard questionnaire of Queendom communicational skills (2011) and the questionnaire of organizational commitment. Both of them were based on demographic questions. For the analysis of data descriptive and deductive methods were used (Eta and Pearson correlation coefficient). Finally the result of the analysis revealed that all the dimension of managers' communicational skills relate positively with the teachers' organizational commitment. The results of this study can be used by administrative systems, managers of organizational and private sector.

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### Introduction

Communication has been one of the oldest and greatest achievements of human. In the past for primitive people it has functions for surviving and taking help from others, apart from that it was important for social life. But in the present modern life communication is very vital and human always looks for the new ways and devices to communicate more efficiently (Bolton, 2009:12).

So it is clear that better communication is the key factor for success. Successful people with satisfactory work and home atmosphere think this satisfaction and improvement is due to new communication techniques. Having good family relationship, long – term friendship, good business and other good aspects of life is only possible through this way. (Coel, 2011:7) With this new development in communication, distances have been reduced centuries changed to decades and the speed of publishing information increased, it also changed the world of management and organization. The thing that is very important for the managers of the organizations is to make the basis of the organization based on the right principals and applying the kind of management system with new knowledge and skills in different parts, one of the most important is communications

skills. To improve the function and attitude of employees, managers should be involved in different processes specially in using the best of communication skills (Rahimi & Ghorbani, 2001:54&56).

From the other hand, managers are not invested in all the attitudes of their employees, they are mostly interested in work attitudes, that one of the most important is organizational commitment. Organizational commitment in workplaces is one of the most challenging concepts in management, organizational behavior and management of human resources. (Cohen, 2007:339) Since efficient human force is the main criteria for a good organization, specialized, loyal employees with strong motivation and awareness to the values are very essential to an organization. Committed human force knows him as part of the organization and understands the goals of it as his own goals and attempts to fulfill them. This person is dependent on the organization and identifies himself with it and helps the organization to meet its goals. Through this he helps himself to improve as well (kermani, 2010:377).

Thus organizational commitment can have positive consequences like reducing costs in control systems, better function, less absent in work. With knowing this managers should try to apply the right procedures. One

that affects employees' behavior is using the communicational skills. In this study were going to analyze the relationship of it with organizational commitment.

### The literature of the research

Education system is one of the greatest systems in each society that makes the destiny of the society in long term. So if this system has been planned well for its aims and resources it will develop the society in long term (Jahromi et al., 2009:9). In this respect, teachers are the basic structure of the society. This system should be perfect from different aspect and directly influence teachers' functions and affects a lot of other things. If the education condition is not perfect, teachers won't have any motivation and interest. Then it would not be a big loss to the body of education system. On contrast in a good condition of education that teacher are interested in their job with great motivation, they will always remain loyal to the system and it will increase educational standards (Zolghadrnasa, 2005:1). The educational system in our country needs hard working, committed teachers that feel responsible in their job and help this system to be more productive (Hoshyar, 2009:289).

Organizational commitment is a professional attitude that is very important due to various reasons (Walumbwa, 2008:254). Porter and his colleagues defined organizational commitment as a relative factor to identify a parson with the organization. In this definition, organizational commitment includes 3 elements: 1) to believe in the values of the organization and accept them. 2) To be interested in working hard toward catching the goals of the organization. 3) To be interested a lot in being a member of the organization (Chughtai & Zafar, 2006:39-40).

Simply we can say that organizational commitment is the tendency of employees for working hard in a system based on cooperation (Semerceoz et al., 2010:77). The studies of the last two decades have focused on different dimensions in work place. They explained multi dimensions of organizational commitment in scientific background. In this study we are going to talk about organizational commitment according to Allen & Meyer. Based on Allen & Meyer ideas, organizational commitment is a mental state which shows need and interest continue working in an organization and it has three dimensions: a) Emotional Commitment: The most general way of dealing with organizational commitment is the emotional way towards the organization. In this respect, the person who is very commitment identifies himself / herself with the organization, participates in it and enjoys from being a member of it. b) Permanent Commitment: This is based on costs due to leaving the

organization. In this respect the more employees invest in the organization, the less they leave it. On the other hand, by spending time, life and working hard most people cannot leave their job easily and according to their need, continue working. c) Behavioral Commitment: In this dimension people know working in the organization as their duty and feel responsible and try to do them in the best way (Allen & Meyer, 1990:3&4). According to the studies, there is significant relate between the quality of work life and organizational commitment (Hosseini at el., 2009:172), organizational atmosphere with organizational commitment (Shayan Jahromi at el.2009:120) and also between the style of managers and the organizational commitment of employees (Rezaie & Saatchi, 2009:110).

Saatchi and his colleagues in 2008 (reported by David Sirota and his colleagues) mentioned that in today' s world art and management are one of the most difficult and important tasks and are known as one of the main criterion of the civilization that is important for social, cultural and economical developments in societies. From different managements, the management of educational systems is very important and has a strategic role, because all aims and elements of this organization are human beings. One of the main behaviors of managers in this organization is caring about motivation, satisfaction and organizational commitment of employees that in recent years have been as an important and challenging subject for managers. On the other hand, since organizational commitment influences the behavior of people, it shows their dependence on the organization and no organization can be successful without the working of the members. Employees that are committed have more principle and stay longer in the organization and this is the duty of managers to keep themselves and employees committed and responsible (Yaghoubi Poor at el.,2009:27).

Coeling (2000) and Ogbimi (2006) in their studies found out that with suitable communicational skills in organization, employees can have better interrelation with each other (zeighami & Haghighi, 2009:126). Also Robbinz declared that there is a positive and significant relate between effective communication with employees ' productivity. Communicational skills are kind of skills that though them people can participate in interactions and interchange thoughts and feelings. These skills include different dimensions related to understanding verbal and nonverbal messages skill, emotion regulation skill, listening skill, being aware of communication process skill and assertiveness skill which are the basis of communicational skills (Coeling,2000:65) because mastering these skills has a great effect on promoting the employees ' commitment and success of the

organization (Ghorbani,1999:25) studies shown that between managers' communicational skills and motivation of trainees (Rahimi & Ghorbani,2001:62), between managers' communicational skills and employees satisfaction (Amiri et al.,2008:10), between communicational skills and educational functions (Amini et al, 2010:100), between communicational skills and the amount of co-operation (Zeighami & haghghi,2009:123) and between managers' communicational skills and organizational health(Ahanchian & Manidari,2004,46), there is a positive and significant relate.

Thus we can claim that at this time the only advantage of schools and organizations in being competitive is not just using the new invention but is in increasing the confidence of employees and their commitment to the goals of organization that in this respect effective communication and the right use of communicational skills is its key. School managers can make positive interaction in organization by communicational skills and increase teachers satisfaction, loyalty and commitment to their job.

Herbert Simon also believed that if managers can't use communicational skills in good ways to make motivation and commitment, the organization can't continue its life and he /she can't have a good effect on the organization and group (Doaee, 1994: 36). According to what said, this made researchers to investigating the relationship between the managers' communicational skills and the teachers' organizational commitment in the middle schools of Sirjan.

### **Objective**

#### **Main Objective**

To determine the relationship between managers' communicational skills and teachers' organizational commitment in the middle schools of Sirjan.

#### **Specific Objective**

- 1) To describe present condition of the managers' communicational skills in the middle schools of Sirjan.
- 2) To describe present condition of the teachers' organizational commitment in the middle schools of Sirjan
- 3) To determine relationship between managers' 'communicational skills and teachers' organizational commitment in the middle schools of Sirjan

- 4) To determine the relationship between the teachers' individual traits and their organizational commitment in the middle schools of Sirjan

### **Hypotheses**

#### **Main Hypothesis**

There is a positive and significant relation between managers' communicational skills and teachers' organizational commitment in the middle schools of Sirjan.

#### **Specific Hypothesis**

- 1) There is relationships between managers' understanding verbal, nonverbal messages skill and teachers' organizational commitment in the middle schools of Sirjan.
- 2) There is relationship between managers' emotion regulation skill and teachers' organizational commitment in the middle school of Sirjan.
- 3) There is relationship between managers' listening skill and teachers' organizational commitment in the middle schools of Sirjan,
- 4) There is relationship between managers' assertiveness skill and teachers' organizational commitment in the middle schools of Sirjan.
- 5) There is relationship between managers' being aware of communication process skill and teachers' organizational commitment in the middle schools of Sirjan.
- 6) There is relationship between teachers' individual traits (gender, age, experience, education and marital status) and teachers' organizational commitment in the middle schools of Sirjan.

### **Research method**

The statistical society of this study includes all the managers and teachers in the middle schools of Sirjan in 2011-12. According to the following tables, the number of middle schools of Sirjan were 77, the number of managers were 77 (39 male and 38 female) and the number of teachers were 651 (376 male and 275 female).

**Table 1:** The state of Sirjan's middle schools managers in 2011-12

Type of school Gender	Secondary & pre-university schools		Vocational schools		Technical schools		Total
	state	private	state	private	state	private	
For boys	12	7	3	9	2	2	35
For girls	16	11	3	4	1	---	35
Total	28	18	6	13	3	2	70

**Table 2:** The state of Sirjan's middle schools teachers in 2011-12

Type of school Gender	Secondary & pre-university schools		Vocational schools		Technical schools		Total
	Official employment	Way of teaching	Official employment	Way of teaching	Official employment	Way of teaching	
Male teachers	280	---	83	3	10	---	376
Female teachers	220	---	52	2	11	---	275
Total	500	---	135	5	11	---	651

For calculating amount of the sample, Cochran formula was used. Based on this formula, the sample

amount for managers was 54 and for teachers were 169.

To choose the portions, firstly the amount of each part specified according to tables 3 & 4, then randomly the samples were chosen.

**Table 3:** managers sample amount for each school based on the specified samples

Type of school Gender	Secondary & pre-university schools		Vocational schools		Technical schools		percent	Total
	state	private	state	private	state	private		
For boys	10	6	2	7	1	1	50%	27
For girls	13	8	2	3	1	---	50%	27
Total	23	14	4	10	2	1	100%	54

**Table 4:** teachers sample amount for each school based on the specified samples

Type of school Gender	Secondary & pre-university schools		Vocational schools		Technical schools		percent	Total
	Official employment	Way teaching	Official employment	Way teaching	Official employment	Way teaching		
Male teachers	73	---	21	1	3	---	58%	98
Female teachers	56	---	13	1	1	---	42%	71
Total	129	---	34	2	4	---	100%	169

### Research Instruments

For this study two questionnaires were used:

1) Questionnaire for managers' communicational skills: The Queendom (2011) standard questionnaire was used. At first demographic questions regarding gender, age, experience, education and marital status provided. This questionnaire includes 25 questions (5-choice questions) that were based on Coeling' measurements. To measure the desired elements Likert' five – degree criteria was used. The options for each question include: never, rarely, sometimes, most of the times and always that shown 1, 2, 3, 4 and 5 (in respect).

b) The questionnaire of organizational commitment: It was a type of planned questionnaire that at the first of it there were demographic questions about gender, age, experience, education and marital status. The questionnaire includes 18 questions each with 5 choices. Although we can find different definitions of

commitment in the literature of this topic, each of them reflects one of the three general topics of emotional dependence, costs and duty (Bagheri & Tavallae, 2010:76). Also Allen & Meyer in 1990 considered three dimensions for organizational commitment. So their ideas have been used in this study. To analyze the desired elements, research used Likert' five degree criteria. The options for each question include: I'm totally disagree, I'm disagree, I have no ideas, I'm agree and I'm totally agree, that in turn were rated 1, 2, 3, 4 and 5.

### Reliability of Instrument

In this study, we used symbolic or pictorial method to measure the stability of tools. So the designed questionnaire with preface and some explanations regarding variables and hypotheses were given to five professors of Azad University in management field (M.A.) and they were asked to express their ideas about the questionnaire. The result revealed that the assessment tools have got a great stability. In this

respect, a primary survey has been carried out on 30 people of the statistical society and by a software called SPSS, the stability of the questionnaire of managers' communicational skills calculated 0.785 and teachers' organizational commitment calculated 0.891. The amount of this statistic shows that questionnaires have great stability.

### Result

The results showed that 50 percent of the statistical sample for managers was female and 50 percent were male and 57.4 percent of the statistical samples for teachers were female and 42.6 percent were male. 88.9 percent of managers and 82.6 percent of teachers were married. Age range 41-50 were the most sample of managers (%57.4) and age range 31-40 were the most sample of teachers (%36.5). 92.6 percent of managers' statistical society and 82.6 percent of teachers' statistical society were officially employed. Most academic degree were B.A. with 81.5 percent for managers and 86.1 percent for teachers and job experience more than 20 years was for 55.6 percent of managers and 27.8 percent of teachers. To analyze the amount of managers' communicational skills in the middle schools of Sirjan, the answers from questionnaires were gathered to get the right score for managers. According to the average number, 3.4519, managers' communicational skills was ascendant.

Also to analyze the amount of teachers' organizational commitment in the middle schools of Sirjan, the right information from 18 questions shown that, the average was 3.8981, that means was teachers' organizational commitment was ascendant.

To get the third aim of this study planned one main hypothesis and six secondary hypotheses. To test the hypotheses, SPSS software has been used. To evaluate the correlation between variables Pearson and Etta'correlation test have been used. The result of the study shows that: Main hypotheses: Significant amount of Pearson correlation test for analyzing the relationship between two variables, the managers' communicational skills and the teachers' organizational commitment was 0.000 and this was less than 0.05 which was the lowest significant level. Also Pearson coefficient was 0.504, that these amounts shown a positive and significant relationship between two variables. Some other research like Ghorbani (1999), Coeling (2000), Rahimi & Ghorbani (2001), Hargie & Dicson (2004), Amiri at el. (2008), Hosseini at el. (2009) and Zeighami at el. (2009) also support this hypotheses.

First specific hypotheses: The amount of Pearson correlation test for analyzing the relationship between the managers' understanding verbal and nonverbal messages skill and the teachers' organizational commitment was 0.020 and this was less than 0.05 which was the lowest significant level. Also Pearson coefficient was 0.315, that these amounts shown a positive and significant relationship between two variables. Some other research like Robbinz (1999), Coeling (2000), Hargie & Dicson (2004) and Zeighami at el. (2009) also supported this hypothesis.

Second specific hypotheses: The amount of Pearson correlation test for analyzing the relationship between the managers' emotion regulation skill and the teachers' fforizational commitment was 0.022 and this is less than 0.05 which was the lowest significant level. Also Pearson coefficient was 0.310, that these amounts shown a positive and significant relationship between two variables. Some other research like Coeling (2000) and Zeighami at el. (2009) also supported this hypothesis.

The third specific hypotheses: The amount of Pearson correlation test for analyzing the relationship between the managers' listening skill and the teachers' organizational commitment was 0.032 and this was less than 0.05 which was the lowest significant level. Also Pearson coefficient was 0.293, that these amounts shown a positive and significant relationship between two variables. Some other research like Porter at el. (1995), Coeling (2000), Hargie & Dicson (2004) and Zeighami at el. (2009) also supported this hypothesis.

The fourth specific hypotheses: The amount of Pearson correlation test for analyzing the relationship between the managers' assertiveness skill and the teachers' organizational commitment was 0.001 and this was less than 0.05 which was the lowest significant level. Also Pearson coefficient was 0.425, that these amounts shown a positive and significant relationship between two variables.

The fifth specific hypotheses: The amount of Pearson correlation test for analyzing the relationship between the managers' being aware of communication process skill and the teachers' organizational commitment was 0.009 and this was less than 0.05 which was the lowest significant level. Also Pearson coefficient was 0.351 that these amounts shown a positive and significant relationship between two variables. The summary of the above description have been written in table 5:

**Table 5:** The summary of the relationship between all the dimension of manager' communicational skills and the teachers' organizational commitment in the middle schools of Sirjan

Managers' communicational skills		Teachers' organizational commitment
understanding verbal and nonverbal messages	Pearson correlative coefficient	0.315
emotion regulation	Pearson correlative coefficient	0.310
listening	Pearson correlative coefficient	0.293
assertiveness	Pearson correlative coefficient	0.425
being aware of communication process	Pearson correlative coefficient	0.351

According to table 5, the dimension of assertiveness with 0.425 had the most influence and the dimension of listening with 0.293 had the least influence on teachers' organizational commitment.

The sixth hypotheses: To determine the fourth secondary goal, the relationship between the teachers'

individual traits and their organizational commitment has been analyzed through Pearson and Etta test; the results have shown in table 6.

**Table 6:** the relationship between the teachers' individual traits and their organizational commitment

Individual traits		Teachers organizational commitment	Result
Gender	Etta correlative coefficient	36.698	Refute the hypotheses
	significant level	0.345	
Age	Pearson correlative coefficient	0.221	Accept the hypotheses
	significant level	0.023	
Experience	Pearson correlative coefficient	0.199	Accept the hypotheses
	significant level	0.047	
Education	Etta correlative coefficient	74.45	Refute the hypotheses
	significant level	0.276	
Marital status	Etta correlative coefficient	49.989	Accept the hypotheses
	significant level	0.038	
employment	Etta correlative coefficient	28.869	Refute the hypotheses
	significant level	0.717	

### Conclusion

1) Based on the results of the survey, between the managers' communicational skills and the teachers' organizational commitment in the middle schools of Sirjan is a positive and significant relationship. It means the more managers' communicational skills will have the more teachers' organizational commitment. Thus, managers with great communicational skills will help to develop work condition, have better co-operation, organizational commitment and increase job satisfaction. So these hypotheses can be supported.

2) There is a positive and significant relationship between the managers' understanding verbal and nonverbal messages skill and teachers' organizational commitment in the middle schools of Sirjan. In most of organizations like schools, among all the tasks that a manager does, speaking is of great

importance. Also some nonverbal messages skills like gesture and closeness to others are very important. If managers use best of these skills, specially admiring, supporting and developing good reactions, they actually are working towards increasing organizational commitment.

3) There is a positive and significant relationship between the managers' emotion regulation skill and teachers' organizational commitment in the middle schools of Sirjan. In fact, managers should try increase the quality of work life and also organizational commitment by showing their feelings in the right time and controlling them as well.

4) There is a positive and significant relationship between the managers' listening skill and teachers' organizational commitment in the middle schools of Sirjan. In work life the art of well listening, increases the quality of our interactions with our colleagues and

with other organizational people. This helps managers to arise love, co-operations and sympathy among employees and make a better relationship among them. It reduces tension and miss-understanding and helps managers have better control over them and increase their responsibility and commitment toward their job, then it helps the organization to get its goals. Thus, well listening can be an element for developing the quality of work life in the organization and increase teachers' organizational commitment.

5) There is a positive and significant relationship between managers' assertiveness skill and the teachers' organizational commitment in the middle schools of Sirjan. In fact, by being aware of how to influence social relations and how to understand others, managers can increase organizational commitment.

6) There is a positive and significant relationship between the managers' being aware of communication process skill and the teachers' organizational commitment in the middle schools of Sirjan. Stability for managers means being able to show ideas, feelings and define belief and urge on sensible attitudes. By this skill managers can improve the condition of work life and increase organizational commitment as well.

The basis of independence in each society is based on educational systems. Many scholars believe that among all the elements of these systems, teachers are very important in education process. Thus caring about their needs and fulfilling them by the managers can increase their job satisfaction and commitment toward the organization. Teachers have various abilities, skills and interests and also they have different values and attitudes. So it is clear this different effects their behavior. In this situation by relevant relations, managers can give their employees honor and dignity to increase their commitment. Lacking enough communicational skills in managers will decrease collaboration, operation of policies relations, job satisfaction, functions and will increase tensions. (Stein, 2002) found out that using communicational skills and improving the relation of doctors and nurses has a direct relation with job satisfaction and will increase the quality of care. (Zeighami et al. 2009:125) Since high interaction skill makes a feeling of harmony in managers' personality and increase their identity, these kinds of people are acceptable for others due to their great personality and character. For this reason, they also have complicated and flexible thoughts and with high inner-control, they understand others better, interpret messages and give good feedbacks to others. They increase organizational commitment and make employees to be creative, feel satisfied, dependent have better functions, be socially active, benevolent stay longer in the organization and

don't leave it. These decrease their stress and make the organization successful and productive. These good consequences cause development and are beneficial to the society.

#### Limitations

- 1) Managers and teachers were not aware of the importance of the studies but it led to collaboration of some of them.
- 2) Dependence of finding of this survey on questionnaires, because they have some limitations (It may not show the ideas of the samples in the right way).
- 3) The data of the direct studies was not available.
- 4) There were some problems in using academic library and also in valid science centers.
- 5) Not enough studies about communicational skills.

#### Recommendations

- 1) It is recommended that the authorities of the educational system should teach social interactive skills to managers and pass out brochures and magazines to help them to make more stable and effective relations. So that great organizational consequences will be increased.
- 2) The role of communicational skills as a dependent variable and effective on job satisfaction and organizational commitment should be emphasized.
- 3) Redoing this study in other levels of education and other organizations can give a broader understanding of the issue. Since individual and situational factors (geographical aspects, study of climate and ...) are effective on interactions between people, the study and analyzing the influence of these elements can prepare a good condition for people who are interested in this issue, to study more and research about it in future, so that we will have good educational systems with efficient managers and employees.

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