IDENTIFYING THE ROLE OF CULTURE AND ORGANIZATIONAL COMMITMENT IN THE JOB PERFORMANCE OF HIGH SCHOOL TEACHERS IN TEHRAN

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ABSTRACT

The present study was aimed to investigate the role of organizational culture on the job performance of teachers with the emphasis on the intermediary role of organizational commitment. This research was practical in terms of objective, descriptive-correlational in terms of data obtainment and of quantitative type (using questionnaire) based on the data collection. Statistical population of the research consisted of teachers in Tehran's high school that 150 teachers were selected among them by using Cochran formula and the questionnaire was distributed among them by using random sampling. Data analysis was done using structural equation modelling and Smart PLS software. The results of the research indicated the positive and significant effect of organizational culture on the job performance of teachers and also the significant impact of organizational commitment was considered as the intermediary variable.

KEYWORDS: organizational commitment, organizational culture, job performance, teachers.

INTRODUCTION

Developments in the last decade in the organization's environment indicate this fact that organizations' success is only possible by the employees more than anything else. But the excessive attention any organizations to the increase in profits prevents the employee from finding any chances to improve their performance (Huang *et al*, 2014). So the first step for designing a comprehensive plan for organizational success, attention to the development and empowerment of human resources is essential and Only in this way, it can be possible to improve the organization condition by evaluating organizations' businesses and recognizing the shortcomings and failures accompanied by increasing job performance and staff's skills. Job performance means assuming the required duties of a job in the best way; the circumstances under which the work is done, and some salaries and benefits for doing it is received (Koopman *et al*, 2002).

Job performance is a tool that if it is investigated competently and as it is required to be and controlled properly and optimally will be Suitable means to achieve personal and organizational goals and also the means of efficient use of the organization's human resources (Jiang *et al*., 2012). Several studies have noted that the existence of the suitable organizational culture influences job performance (Jacobs *et al*., 2013; Awadh and Saad, 2013). Organizational culture must be able to provide organizational survival and growth of the organization. Without an effective organizational culture, it cannot be expected to enhance employee performance as well.

Robbins (2005), defines culture as a system of concepts and beliefs shared by the members of the organization which determines their behavior towards each other and people outside the organization. According to Julia (2011), a miniature organization's culture is from the macro cultural processes of the organization's environment that with the advent of factors such as ICT, the phenomenon of globalization and how to deal with, demographic changes, continuing education, the explosion of knowledge, moral crises, learning organization and increasing development of knowledge has gained more importance. Mobley *et al* (2005) suggest that there are a pattern of beliefs, practices, symbols, customs and rituals in each organization that are acquired over time, nurtured, and eventually formed. These patterns cause organizations acquire a special character and identity. Also, the members of the organization take the operation and behavior pattern from that in order to achieve common and equal understanding. Denison (2000), referring to the fact that organizational culture is the core values, beliefs and morals that plays the basic role for an organizational management system, he introduces four dimensions of organizational culture as involvement in work (empowerment, team making, and capabilities development), compatibility or adaptability (change, Customers and

organizational learning), mission (strategic orientation, goals and objectives, vision) and sustainability (coordination, arrangement, value).

As the organizational culture is flowing anywhere in all aspects of the organization, therefore, while it has an impact on the conduct and the condition, it also influences organizational behavior including their organizational commitment. These effects can be either the motivation or weakness that play role in the labor force. Meanwhile, organizational commitment is also another factor that is associated with job performance (Rose *et al*., 2011; Imran *et al*., 2014).

Organizational commitment is the kind of internal attitude and feeling in individual towards the performance of the organization that affects his performance, loyalty and the judgments to the organization. Organizational commitment is an attitude of staff's loyalty and to the organization and is a continuous process that is highly desired through participation of individuals in organizational decisions (Ogbonna and Harris, 2007). Meyer and Herscovitch (2001) define commitment as the tendency of people to put their energy and their loyalty to the social system. They stated that the commitment link the person with the organization and this link is likely to reduce turnover in him.

The tripartite model of organizational commitment by Allen and Meyer (1991), which also studied in several researches, three kinds of commitment have been proposed as emotional commitment (emotional and mental attachment to the organization); ongoing commitment (commitment to an understanding of the costs caused by leaving the organization), and normative commitment (commitment as a duty to remain in the organization) (Meyer and Herscovitch, 2001).

Related researches have been done in the present study that some of them are mentioned here. Imran *et al* (2014), concluded in their research that positive attitudes are effective in the organizational job and commitment over the job satisfaction of the staff and this satisfaction causes the increase in job performance. Vidyarthi *et al*, (2014) emphasize that people in the organization like to use the payment system and policy of promoting fair are unambiguous and consistent with their expectations. Those who think like that the policy of salaries and benefits and the promotion of organization's members are equity-based will probably have higher job performance. Jacobs *et al* (2013) concluded that in spite of the proper organizational culture, it can be expected that the performance in different fields of work are set to increase. Results of Awadh & Saad, (2013) also suggest that organizational culture is one of the effective factors that affect the good performance of employees. Ramanaidu (2011), in a research titled an evolutionary leadership, organizational culture, organizational commitment and performance concluded that Organizational culture in addition to being a positive relationship with organizational commitment, affect the operation of educational institutions both directly and indirectly through organizational commitment Results of Rose *et al*, (2011) suggests that organizational commitment is effective in job satisfaction and job performance of the staff. Valencia *et al* (2010) stated in their research that organizational culture is recognized as a determinant factor that in addition to determining creative and innovative strategies for people in the organization, they also affect their performance. Joe (2010), who conducted the research, concluded that organizational culture and learning culture that exist in the organization influence organizational commitment of the staff in order to acquire more knowledge. Taylor *et al*, (2008) also concluded in their research that organizational culture, human resources management and management trends are among the effective factors in organizational commitment.

Therefore, since the current state of the schools indicated their inability to deal with problems related to the job performance of teachers, and the role of organizational culture and organizational commitment, as two important factors affecting the improvement of job performance of certified teachers; hence, we need more research in this area. In this context, the present study is to investigate the role of commitment and organizational culture on job performance of secondary school teachers in Tehran And answers the question of whether organizational culture and organizational commitment are effective in job performance of teachers or not?

Conceptual Model

Thus, according to the research literature, the following hypotheses were formed and were presented according to the conceptual model of research (see below) as follows:

The main hypothesis (Ha): Organizational Culture has a positive impact on job performance of high school teachers in Tehran.

Sub-hypothesis 1 (Hb1): Organizational Culture has a positive impact on organizational commitment of high school teachers in Tehran.

Sub-hypothesis 2 (Hb2): organizational commitment has a positive effect on job performance of high school teachers in Tehran.
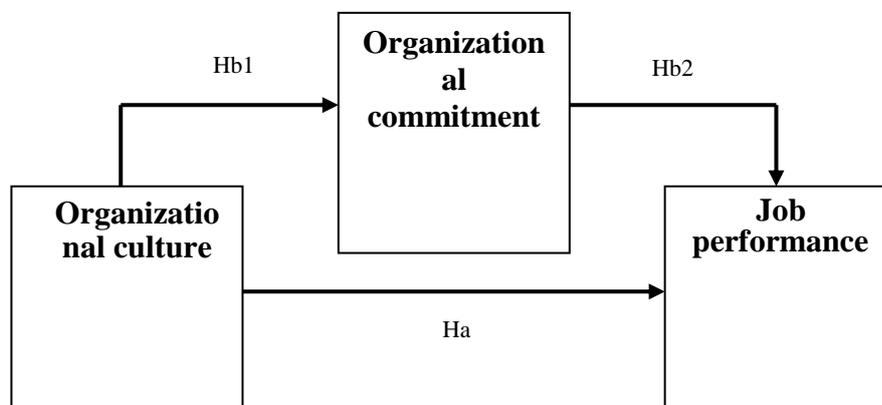

Figure 2. Conceptual model of the research

MATERIALS AND METHODS

The present research is practical (purpose-based), descriptive-correlational (based on the method of data collection) and quantitative (due to the use of the questionnaire). When a research is performed with the intention of applying the results of its findings for solving the problem of a specific organization, such research is applied. Also, in descriptive studies, or what is examined is what it is or the current status of phenomena and the researcher deals with the detailed descriptions of activities, objects, processes, and people without any interference or inference.

The study sample consisted of high school teachers in Tehran which is due to the inability to accurately estimate their number for various reasons such as lay off, and frequent employment, Cochran's formula was used in unknown population size to determine sample size. Thus, given the amount of error of 0.08 (d) in the formula, 150 subjects were assigned as a sample and according to this number of subjects questionnaires were distributed. In addition, using stratified random sampling method, five regions West, East, South and North of Tehran were considered as the strata and some Schools were randomly selected from each category, and the questionnaires were distributed.

The measurement tool of the study, that is the same questionnaire, according to three main components (organizational culture, organizational commitment and job performance), consist of three sections:

The first section contains questions related to the Organizational Culture of Denison (2000) with 60 questions

The second section contains questions related to organizational commitment of Allen and Meyer (1990) with 24 questions

The third section contains questions related to job performance of Koopman *et al*, (2002) with 15 items

The following table shows the main components of the Research (hidden variables), the dimensions of the components and questions (obvious variables) for each of the following dimension shows:

Table (1): research components, dimensions, and items

Number of revealed or obvious variables(questions)	Dimensions of variables	Hidden variables
15	Involvement in work	**Organizational culture**
15	adaptability	
15	mission	
15	sustainability	
4	Emotional commitment	**Organizational**

9	Continuous commitment	**commitment**
11	Normal commitment	
5	Having knowledge towards job	**Job performance**
7	Cooperation and coordination with other staff	
3	Career planning	

To check the model fitting and data analysis, PLS method was used which is one of the approaches in structural equation modeling or SEM .This method is useful because it presents results which are more accurate than other methods with a few data. Hence, the model fitting was investigated using the PLS method and the criteria of reliability and convergent validity. To assess the reliability, Cronbach's alpha was used and for the composite reliability the Smart PLS software was used. If the amount of these two criteria are equal to or greater than 0.7 (Hulland, 1999), suggests that the reliability of that measurement model is acceptable.

The results in Table 2 indicate suitable reliability.
On the other hand, its validity was assessed by convergent validity and using the PLS method. To assess the convergent validity of the criteria, AVE (Average Variance Extracted) was used that the results of this criteria for the variables and dimensions of three variables in research are also shown in Table 2:

Table (2). Results of criteria related to the investigation of reliability and convergent validity

Job performance			Organizational commitment			Organizational culture				variables
Career planning	Cooperation and coordination	Job knowledge	Normal commitment	Continuous commitment	Emotional commitment	sustainability	mission	adaptability	Involvement in work	**dimensions**
0.90	0.85	0.85	0.80	0.81	0.79	0.77	0.71	0.77	0.87	**alpha**
0.96	0.91	0.91	0.90	0.95	0.93	0.88	0.83	0.84	0.91	**Composite reliability**
0.73	0.58	0.70	0.68	0.69	0.62	0.55	0.56	0.53	0.55	**AVE**

The criteria for the acceptance AVE is 0.5 (ibid). As it is clear from the above table, all values related to AVE components were more than 0.5, and this study suggests that the concurrent validity of the model is at the acceptable level.

At the next stage, relations between were investigated using structural model in the PLS method which in both states the T-value and Standardized Estimation of the results were recorded. First, in order to confirm the hypotheses of the research the Bootstrapping command of Smart PLS software was used that the output shown in Figure 2 shows the t coefficients. When t values in a range are more than +1.96 and less than − 1.96, it indicates the significance of the relevant parameters and subsequently confirming the research hypotheses. As indicated in Figure 2, the coefficients of t among the three main structures of research are all above 1.96 which indicates the acceptance of the research hypotheses.
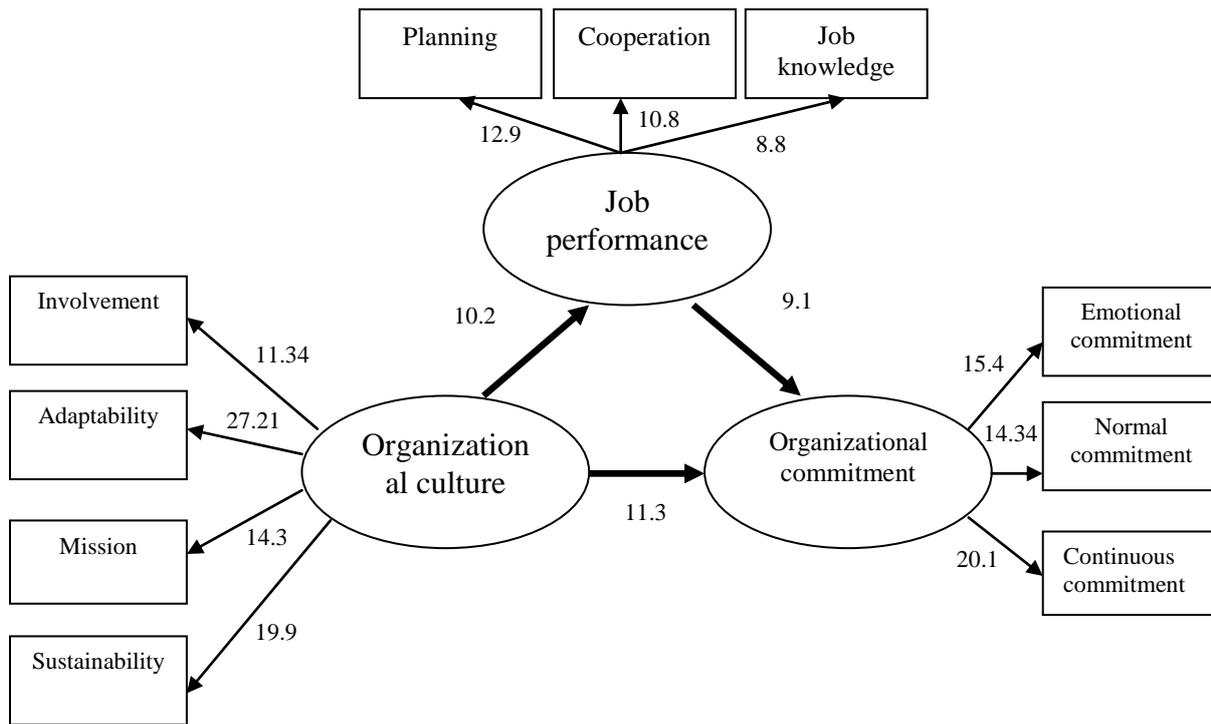
Figure 2. Significance number for hypotheses testing

After checking the acceptance of hypothesis, the intensity of causal relationship between the components were also assessed using software Smart PLS 2. As shown in Figure 3 (performing the model in the standard estimation), the relationship between the three main components of the research is direct because of the Positive Factors; therefore, the organizational culture has a significant and positive effect on organizational commitment (the main hypothesis) that according to the standard output coefficients of Smart PLS Software, 71% of the organizational commitment's changes predicts the organizational culture. The impact of organizational culture on organizational commitment (sub-hypothesis 1) and also organizational commitment on job performance (sub-hypothesis 2) is also positive and significant. Coefficients of the causal paths among the three main components of the study show the direct and indirect effects of (through intermediary variable of organizational commitment) organizational culture on organizational commitment. So that a direct impact on the amount of 71%, indirect impact on the amount of 22% (44% × 50%) and the total impact on the amount of 93% (22% + 71%) have been explained.
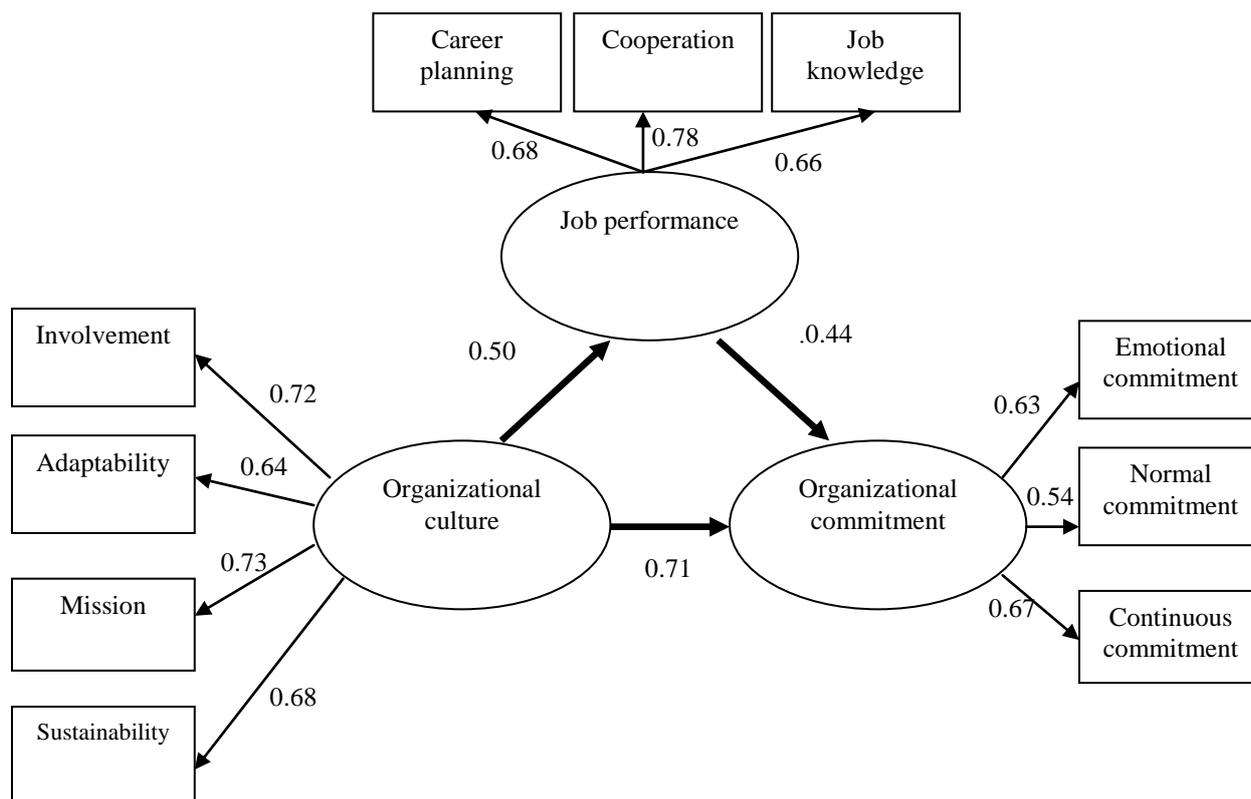
Figure 3. Standardized coefficients for determining the intensity of the variables' impact

The results of performing the model are given in table 3 in two states of T-values and Standardized Estimation

Table 3. Results of testing research hypotheses

result	statistics t	Continuous coefficients	hypotheses
Hypothesis is confirmed	11.3	0.71	**Organizational culture→ organizational commitment**
Hypothesis is confirmed	10.2	0.50	**Organizational culture → job performance**
Hypothesis is confirmed	9.01	0.44	**Job performance → organizational commitment**

DISCUSSION AND CONCLUSION

The purpose of this study was to examine the role of organizational culture on job performance of teachers with the emphasis on the intermediary role of organizational commitment. In this context, high school teachers in Tehran were selected for the study and the questionnaire was distributed among them. The results of data analysis showed acceptance of all three hypotheses of the study (impact of organizational culture on job performance, the impact of organizational culture on organizational commitment and impact of organizational commitment on organizational culture) using structural equation modeling. In the following, the interpretations of these findings are discussed.

As mentioned in the theoretical bases of the present study, organizations with the increase in the dynamics of the environment and the increasing complexity of today's competitive world have to change their internal structures in order to adapt better to the environment. Organizations' survival in such a competitive environment requires high flexibility and agility. One of the most important indicators that high level executives are always faces with is values, beliefs and norms that is realized in the concept of organizational culture. On the other hand, organizations to compete

in today's turbulent world and maintain their existence and hope for progress in the future need creative employees with high job performance and it is by enjoying such a valuable asset that they can adapt themselves to the new situation and to keep pace with changes in the process. In the meantime, there are several factors that affect job performance in this research the role of culture and organizational commitment was investigated. The results indicate that these two components have a positive and significant impact on job performance of high school teachers in Tehran.

Confirming the main hypothesis of this study it was showed that organizational culture has a positive effect on job performance of teachers. Organizational culture, which plays an important role in the management of human resources, as a key factor has an effective role in the creation of innovative and creative atmosphere among organizational members. Consequently, in order to improve job performance, employees should focus on organizational culture and the necessary actions should be taken towards the harmony of values and norms with the norms and values of the organization's staff. Ltynay and Wong (2011) suggest that having an appropriate organizational culture, creates a positive atmosphere in the organization that this space has led to the flourishing of individuals and thereby improving the performance. The results of this hypothesis are consistent with the results of Valencia et al, (2010), Kastylyv (2008), Keskin (2006) and Ltynay and Wong (2011) stated that one of the factors that affect performance is the organizational culture.

The first sub-hypothesis revealed that organizational culture had a significant and positive impact on organizational commitment of teachers in the study. Organizational culture refers to the beliefs and the realized basic values in the organization, and the existence of appropriate and effective culture in the organization leads to business excellence, job satisfaction, reduction of the burnout, and ultimately will follow an increase in the effectiveness and more commitment of the individuals to organization .Some researches' results such as Ramanaydv (2011), Taylor et al (2008) and The Worm et al (1389) stated that one of the factors influencing organizational commitment is the appropriate organizational culture which also confirmed the findings of the present hypotheses .

Findings from the second sub-hypothesis concerning the effect of organizational commitment on job performance of teachers also indicated the significance of this effect. According to this effect that is bidirectional or two-way, teachers who are committed to their organizations generally have higher performance. Likewise, no matter how the organization has staff with better performance and better incentives that makes the employee perform better, does exist in the organization, in addition to its staff that will have higher performance, we can expect that they are committed to the organization. Interpretation of the present findings indicate the importance of the impact of organizational commitment on job performance, and in fact, confirm that the attempt to make the employees committed to in different ways It could be expected that their dissatisfaction, leaving, and their absenteeism are reduced and their job performance improve. The results of Lambert & Hogan, 2010; De Clerk and Rios, 2007 also confirmed the findings of the present hypotheses.

Finally, according to the confirmation of the research hypothesis, it could be suggested that studied school principals gave special importance to indicators proposed in the organizational culture that were discussed in the present study, that is "involvement in work, adaptability, mission and Sustainability" and strengthened the properties and considered it as a very important issue on top of their agenda because it improves the performance of teachers at different levels and causes them to have their own job satisfaction And therefore are more committed to their organizations and, of course, we can see an increase in school performance. Hence, based on the research hypotheses the following suggestions are offered:

- Managers following a participatory organizational culture give more authority to teachers so that they have a sense of independence and freedom in their work. On the other hand, this has led to improved organizational decision making because teachers are the closest people to the decision making place and know the schools' problems better and can fix them better, too.
- The system for monitoring the performance of teachers in schools should be created so that by improving their job performance, their organizational commitment is also reinforced.
- Identifying teachers with better performance and empowering them through the implementation of training programs required for the promotion of technical and managerial skills of teachers and creating a motivation for other teachers.
- Empowering schools' teachers through making their jobs meaningful and involving them in the part of organizational decisions towards higher increase in organizational commitment.

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