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Research Article

The Relationship between the Transformational Leadership Style with Organizational Commitment and Job Satisfaction of Physical Education Teachers of General Educational Office of Ardebil Province

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ABSTRACT

The main objective of this study is to examine the relationship between transformational leadership style of managers with organizational commitment and job satisfaction of physical education teachers in Ardabil province. The statistical population consists of all the managers and teachers of physical education in the city of Ardabil schools. Based on Statistical Center of Education Office of Ardabil province, this number equaled 170 in the academic year 2013-2014. A statistical sample is the same as the statistical population. Data collection tools included multifactor leadership questionnaire of Bsoavoliv, organizational commitment questionnaire of Allen and Meyer and job satisfaction of JDI Buff. Transformational leaders make organizational commitment and job satisfaction increase by a sense of confidence and care about the values and beliefs and also by encouraging the prospecting, the emphasis on the attainable goals, fostering sense of cooperation and finding new ways of doing things.

INTRODUCTION

Educational organization of each country is one of the most effective and most widely different social organizations that is responsible for the selection and transmission of cultural elements into the emerging generation of the society. It is a device that is the general pattern of official institutions and it has played essential role in the survival and continuity of ancient culture and civilization (Safi, 2004). Leadership of organizations is a subject that has long attracted researchers and the public. Perhaps the reason of the widespread appeal of leadership is that it is a mysterious process that exists in lives of all people. In most cases, scientists of behavioral sciences have tried to find out on what characteristics, capabilities, behaviors, power sources or to rely on what aspects of the situation, the leader’s ability to influence on followers and realization of goals of the group can be determined (Yokel, 2004). The results of several studies show that transformational leaders have created tremendous motivation and increased job satisfaction in their followers (Babe, 2008). Some of the feelings and attitudes that people have towards their jobs are told job satisfaction. When someone says he has high job satisfaction, it means that he really likes her job, he has good feeling about his job and he considers great value for it. If the actual needs of teachers aren’t understand and valued and managers don’t attempt to satisfy them, productivity at school will be reduced because interest and positive attitude toward the job make effort of work increase and thus it reduces the costs and increases the working satisfaction of teachers. The leaders will also increase confidence, commitment and team work of the followers (Gill, 2010). Employees have a wonderful performance when they feel that the work is their own and they emotionally belong to the organization or they believe that their identity belongs to the organization. In other words, they have a strong institutional commitment. So in the last decade it had an important position in organizational behavior research and it is the case that the person believes that the organization is his reagent and wishes to remain a member of that organization. As White has defined the term...
organizational commitment; determines the three areas of feeling and behavior of an individual who works in the organization. These three areas of behavior are: belief in organization and acceptance of its goals and values, a willingness to join the organization and endeavor for the organization is beyond what was included in the contract with the organization (Talebpour Emami, 2007). One of the most common methods of dealing with organizational commitment is that it is considered as mental and emotional attachment to the organization. According to this method, a person who is strongly committed to his organization, he takes his identity from the organization; he has active participation in the organization, and enjoys being a member of his organization (Mughli et al., 2009; quoted by Rezayian, 1382). Nowadays, organizations are increasingly facing with dynamic environment and changing and so in order to survive they are forced to adapt to environmental changes. In other words, due to the accelerating pace of scientific, technological, social, and cultural transformations, the organizations are effective and efficient which in addition to coordinating with the modern societies can predict the direction of evolution in the future and lead these changes to a better future (Toffler 1994, quoted by Rashid, 2003). Hosseini & Meh dizade Ashrafi (1391) in a study titled "Identification of factors affecting organizational commitment" achieved these results that repetitive variables of the work, satisfaction with supervisor, job autonomy and staff perceptions of administrative decentralization has had a significant relationship with organizational commitment; additionally organizational commitment of men is more than women, as well as the commitment of the staff in the Research Unit has been higher than other employees. Gholami and colleagues (2013) in a study evaluated the effects of managers' leadership style and demographic factors on job satisfaction of employees of the police force, the results showed that transformational leadership style of managers increased employees' job satisfaction. Feldman et al conducted a research (1995) over 30 fire-fighting personnel; the results showed that the process of transformational leadership in working groups in addition to influence on self-efficacy and group cohesion, increased commitment and improved the performance of the followers. According to Babe (2012) employees who had understood the transformational leadership style of their managers had a higher level of job satisfaction. Hague (2000) studied the experimental effects of transformational and interaction-oriented leadership on creativity. Therefore participants conducted a brainstorming task in both nominal and real group; their performance evaluation with the criteria eloquence and fluency and flexibility showed that participants in the transformational leadership and the nominal group acted better than their counterparts in interaction-oriented leadership and in a real group. Recruitment and training of skilled and expertise manpower are the major challenges of organizations. But the more difficult is to create the conditions for the continuation of their activities and maintaining motivation. Manpower has the most important role in increasing and reducing productivity of organization, if the organization has the most capital and best technology and facilities but has no productive and motivated manpower, won't reach its goal (Sanjaghi, 2001). Thus, paying attention to the variables affecting the improvement of manpower's performance of organizations and finding the relationship between these variables is essential. Therefore, the reason of studying the attitudes of employees in various organizations is due to the significant results that can improve organizational behavior which has been of interest to researchers and experts of the science of human resource management during the past few decades. Two attitudes such as organizational commitment and job satisfaction were studied more than the others.

RESEARCH METHODOLOGY

Methods chosen for this study is the correlation method which is a subset of descriptive research methods. In this study, the relationship between the variables is analyzed based on objective research. The aim of correlation studies containing three variables is to investigate the relationship between each three variables in the study. In regression analysis, the goal is to predict changes in one or more of the dependent variable (criterion), due to changes in one or more independent variables (predictor) (Elmi et al 2009). The population of this study consists of all the managers and teachers of physical education in schools of Ardabil city. Based on Statistic Center of Education Office of Ardabil province, this number equalled 170 in the academic year 2013-2014. The participants of this study consisted of 22 male and 10 managers, 78 male and 60 female physical education teachers; due to the limitation of the population in the present study, a statistical sample is the same as the statistical population.

The present research tools:

1: Multifactor Leadership Questionnaire:

Validity and reliability of Multifactor Leadership Questionnaire: Menander Viton (1996) in a research indicates that all the multifactor leadership questionnaire items have the necessary validity. He reported Cronbach's alpha validity coefficient for the questionnaire as 94%. Bass and Olive (1990) stated Cronbach's alpha reliability coefficient for the scales of the questionnaire was from 77% to 95%. The reliability of the questionnaire of transformational leadership in this study through Cronbach's alpha was 0/89 and its validity was 0/82.
2: Organizational commitment questionnaire of Allen and Meyer:

Validity and reliability of organizational commitment: reliability coefficient of each organizational commitment scale was between 50 and 0.88 indicating their acceptance. Asgari and Hadith Poor in their study entitled "The relationship between quality of work life, organizational health, job involvement and organizational commitment of employees" have reported the validity of questionnaire was 0.87 (Asgari and Hadith Poor, 2010).

3: Job satisfaction: JDI and validating the tool:

This questionnaire measures a list of five different aspects of job, supervisor's duty, colleagues, promotion, and pay. To assess one's job satisfaction, the scores of each dimension should be separately calculated and then the scores of all the dimensions should be collected.

Validity and reliability of job satisfaction:

Studies conducted by Kendall and Hyaline (1969 and 1972) states that the reliability coefficient was 0.92 to 0.89; it was 0.59 to 0.92 for the subtests in the first study and it was achieved in the second study as 0.62 to 0.92 (Etebarian and Umidpanah, 2008). Statistical methods such as mean, standard deviation, and Pearson correlation, multiple regression using SPSS version 18 were used to analyze the data.

<table>
<thead>
<tr>
<th>Description</th>
<th>job satisfaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>138</td>
</tr>
<tr>
<td>Kolmogorov-Smirnov</td>
<td>0.37</td>
</tr>
<tr>
<td>Significant level</td>
<td>0.471</td>
</tr>
</tbody>
</table>

Table (1) evaluating the normality of the variables related to job satisfaction

<table>
<thead>
<tr>
<th>Description</th>
<th>Idealized influence</th>
<th>Inspirational motivation</th>
<th>Mental persuasion</th>
<th>Considerations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>32</td>
<td>32</td>
<td>32</td>
<td>32</td>
</tr>
<tr>
<td>Kolmogorov-Smirnov</td>
<td>0.23</td>
<td>0.537</td>
<td>0.362</td>
<td>0.353</td>
</tr>
<tr>
<td>Significant level</td>
<td>0.537</td>
<td>0.342</td>
<td>0.651</td>
<td>0.301</td>
</tr>
</tbody>
</table>

Table (2) assessing the normality of the variables related to transformational leadership style

<table>
<thead>
<tr>
<th>Description</th>
<th>Affective commitment</th>
<th>Continued commitment</th>
<th>Normative commitment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>138</td>
<td>138</td>
<td>138</td>
</tr>
<tr>
<td>Kolmogorov-Smirnov</td>
<td>0.213</td>
<td>0.417</td>
<td>0.587</td>
</tr>
<tr>
<td>Significant level</td>
<td>0.213</td>
<td>0.287</td>
<td>0.324</td>
</tr>
</tbody>
</table>

FINDINGS:

Kolmogorov-Smirnov test was used to check the normality of statistical population. The results are presented in tables.

Significant level in the above tables are larger than average (0.05). Hence it can be said that the statistical population distribution is normal and test correlations can be used.

First hypothesis:

Hypothesis zero (H0): there is no relationship between transformational leadership style of managers and organizational commitment of teachers.

Hypothesis 1 (H1): there is a relationship between the transformational leadership style of managers and organizational commitment of teachers.

The results of the first hypothesis of the study are stated in Table 1 (4). The observed correlation coefficients indicate a positive and significant relationship between transformational leadership style of managers and organizational commitment of teachers (R = 0.521). Thus, Hypothesis 1 is confirmed and there is a relationship between transformational leadership style of managers and organizational commitment of physical education teachers. In other words, we can say the more managers' transformational leadership style increases,
the more organizational commitment of physical education teachers in the study increases.

**Second hypothesis:**

Null hypothesis (H0): there is no relationship between the managers’ component of idealized influence and organizational commitment of teachers.

Hypothesis 1 (H1): there is a relationship between the managers’ component of idealized influence and organizational commitment of teachers.

The results of the second hypothesis of the study are stated in Tables (4-8). The observed correlation coefficients indicate a positive and significant relationship between the managers' component of idealized influence and organizational commitment of teachers (R = 0/425). Thus, second hypothesis is confirmed and there is a relationship between the managers’ component of idealized influence and organizational commitment of physical education teachers. In other words, we can say the more the managers' component of idealized influence increases, the more organizational commitment of physical education teachers in the study increases.

**DISCUSSION AND CONCLUSION**

This study sought to examine the relationship between transformational leadership style and organizational commitment and job satisfaction of physical education teachers. In relation to the first research hypothesis “there is a significant relationship between transformational leadership style of managers and organizational commitment of physical education teachers.” Evaluating correlation coefficients analysis between transformational leadership style of managers and organizational commitment represents a significant and positive correlation between transformational leadership style of managers and organizational commitment of the teachers (R = 0/521). The first research hypothesis is confirmed and there is a significant and positive relationship between transformational leadership style of managers and organizational commitment of physical education teachers. These findings are consistent with the study of Ehsani & Hajhashemi (2005), Korkomaz (2007), Anguni et al (2008). In the explanation of the above finding, it can be said that the more transformational leadership style is dominant in management method, the more organizational commitment of the employees increase and vice versa the less this factor is, organizational commitment of the employees reduces. Whatever the leadership style goes towards transformation, loyalty to the organization can be observed among physical education teachers. One of the reasons of correlation between transformational leadership and organizational commitment is the individual attention of transformational leader to the followers that leads to trust, build respect among followers and motivate them to work beyond the expectation (Valumbva, 2005) so that followers will tend to determine their identity with their leaders and organizations. As a result, the followers will trust the leader and sympathize emotionally with him and will tend to remain with the organization even in difficult conditions. Transformational leaders change personal values of his followers so that they will support the goals and vision of the organization and it occurs through creating the proper relationship and trust of followers to the vision of organization (Stone et al., 2004). In fact transformational leadership is the process of creating commitment to organizational goals and empowering

| Table (4) Correlation matrix of transformational leadership style and organizational commitment |
|-------------------------------------------------|---------------------------------|
| Correlation matrix                              | organizational commitment      |
| leadership style transformational               | Correlations coefficient       | 0/521                        |
| Two sided significance level                    |                                | 0/038                        |
| Frequency                                       |                                | 170                          |

| Table (5) The correlation matrix of the component of idealized influence and organizational commitment |
|-------------------------------------------------|---------------------------------|
| Correlation matrix                              | organizational commitment      |
| the component of idealized influence            | Correlations coefficient       | 0/425                        |
| Two sided significance level                    |                                | 0/002                        |
| Frequency                                       |                                | 170                          |

* Significance at the level of α =0/05
followers to achieve these goals. As a result, this style of leadership will lead to better performance of followers. In relation to the second hypothesis of the study "there is a relationship between the managers' component of idealized influence and organizational commitment of teachers" observed correlation coefficients indicate a positive and significant relationship between the managers' component of idealized influence and organizational commitment of teachers (R = 0.425). Thus, second hypothesis is confirmed and there is a relationship between the managers' component of idealized influence and organizational commitment of teachers. In other words, we can say the more the managers' component of idealized influence increases, the more organizational commitment of physical education teachers in the study increases. Explaining the above finding, it can be said that teachers trust the manager who has transformational leadership style and they consider him as an admirable manager; teachers believe that he is a valuable model that they can be like him and they show ideal behavior and they have more loyalty to their organization.

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Toffler (1994) quoted by Rashid, (2003) studding the relationship between transformational & interaction-oriented leadership style and attitude to organizational change

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