

The Analysis of the Relationship between the Managers' Power Resources and Organizational Commitment: A Case Study of Employees of Education Organization of Mazandaran Province

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ABSTRACT

This study is an attempt to investigate the relationship between the managers' power resources and organizational commitment of the education employees of Mazandaran province which uses correlation as the descriptive research method. The population of the study consists of 317 people and cluster sampling is used in it. The instruments which were utilized in the research in order to gather data includes a standard questionnaire of the managers' power resources by Susman and Deep and another standard questionnaire of the employees organizational commitment by Mowdey, Steers and Porter. The results revealed that there is a significant and inverse relationship between the coercive power resource of managers and the employees organizational commitment, there is a relatively weak relationship between the legal power resource of managers and the employees organizational commitment, there is a direct and significant relationship between the reward power resources, managers' expertise and authority and the employees organizational commitment. There is a significant difference between the degrees of the employees' organizational commitment of the regions of East, Central and West and the employees with various job experiences. Moreover, increasing the employees' education level will increase their organizational commitment degree.

KEYWORDS: power resources, commitment, organization, offices, employees, managers.

1. INTRODUCTION

Efficiency, effectiveness and development of every organization highly depend on the proper use of its human resources. Managers in an organization are policy-clearing and power owners and the organization's performance has to do with their power. Managers can provide the field of growth and excellence or the field of distortion and corruption in an organization by using the power resources and this issue depends on essence and the manner of using its power and resources, power is a resource which enables the manager to make others obedient and responsible, (Haghighi, 2003, p.402). Among, important organizational variables such as the employees' job attitude, organizational commitment is the most fascinating and the most prevalent, the reason is that some organizational problems such as absence, desertion, employees' non-participation may be better predicted by organizational commitment as an attitude than other job attitudes such as job satisfaction, and job involvement. Furthermore, those organizations with higher levels of commitment among employees include more performance and higher productivity, and those with lower levels include absence and delay. Therefore, the issue of organizational commitment can play an important role in the organizational behavior researches. The presence of organizational commitment leads to the increase of profitability and decrease of desertion in organizations and by affecting on the employees' performance yield higher productivity, improvement of services presentation and higher quality of services, (Pazargadi, 2006, p.4).

Each organization requires management and is designed in order to achieve some goals. Management is influencing on others in order to fulfill our goals, and it is done by having power. Managers, as the organizational leaders, use different methods in order to influence on their subordinates and change their behavior according to their wishes and performing each method requires power as a necessary support. Therefore, according to the employees' readiness level, leaders and managers of the organizations need to use each kind of power resources. Power means the ability of influencing on a person or a group in order to achieve the goals or advance the organizations' interests (Giddens, 2003, p.789). French and Rion stated 5 power sources which include: 1) coercive power 2) legal power 3) reward power 4) expertise power 5) authority power. Regarding the point that utilizing the power effectively is a big challenge for the managers and employees of the organizations; therefore, the managers

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should make the commitment sense in the employees by proper use of power resources and instruments, since human resources are committed in helping the organization to achieve its goals.

One of the problems of most organizations is the reduction of employees' commitment sense to the organization in which they're working. People who are employed in an organization show the degree of their attempt and loyalty to the organization and don't expect more than financial rewards against it. They need security, respect human behavior, social relationship with people and support in order to achieve their goals. If an organization pays attention to mental and spiritual goals of employees, they will attempt with all their power along with the organization's goals.

The main goal of conducting this research is to recognize the power sources which are used by the managers in the Education office and those resources relationship with the organizational commitment of Mazanadarn Education office employees and finally presenting suggestions through the obtained results in order to retain the employees' organizational commitment, and increase the efficiency and effectiveness of Education offices.

Research Hypotheses

- 1) There is a relationship between the managers' coercive power and the organizational commitment of Mazanadarn Education office employees.
- 2) There is a relationship between the managers' legal power and the organizational commitment of Mazanadarn Education office employees.
- 3) There is a relationship between the managers' reward power and the organizational commitment of Mazanadarn Education office employees.
- 4) There is a relationship between the managers' expertise power and the organizational commitment of Mazanadarn Education office employees.
- 5) There is a relationship between the managers' authority power and the organizational commitment of Mazanadarn Education office employees.
- 6) There is a difference between the degrees of the organizational commitment of the regions of Mazanadarn Education office employees.
- 7) There is a difference between the degrees of the organizational commitment of the Education office employees with different job experience.

METHODOLOGY

Descriptive-correlational research method is used in this study in which 1721 people are investigated as the research population. According to Krejcie and Morgan's table, 317 people were selected for sampling. Cluster-randomized sampling method was utilized in this research. The province was divided into three clusters as: West, Center and East, and five city was selected from each cluster randomly and among the sample cities, regarding the community population, targeted samples were chosen in order to fill in the questionnaire.

In order to gather the data, two standard questionnaires were applied:

- 1) Susman and Deep's power resources measurement with 20 items, each consisting of two alternatives, and there's one score for each selection. Score range for each kind of power is zero to eight. Its validity has been confirmed through various studies and also the professors and researchers, moreover, its reliability is calculated through Cronbach's coefficient $\alpha = 0.89$.
- 2) The second questionnaire is for measuring people's organizational commitment degree which was planned by Mowdey, Steers and Porter. It includes 15 items, each one containing 7 alternatives. In this questionnaire, the possible minimum score is 15 and the maximum score is 105 and the higher score shows the person's higher commitment to the organization. The validity of the given questionnaire is confirmed through different uses in the researches by various professors and its reliability is calculated through a test performance and Cronbach's coefficient $\alpha = 0.95$. In order to analyze the data, descriptive statistics and inferential tests such as Pearson correlation coefficient, One-way analysis of variance and t-test were used.

Research Findings

Table 1 shows the mean use of different kinds of power sources by the managers of the province education offices. This table reveals that the managers of Mazandaran regions and education offices of cities utilize the legal power more than others and expertise power, less than other ones. Furthermore, coercive power is used as the second kind of power recourse.

Table 1: average use of kinds of power by the province managers

Power kind	coercive	legal	reward	expertise	authority
Mean	3.13	4.02	2.86	2.76	3.03

Table 2 demonstrates the average degree of the employees’ organizational commitment in different regions of the province. The table shows that the employees in west have the most degree of organizational commitment and that the employees in center have the least degree of organizational commitment in this research.

Table 2: employees’ average degree of organizational commitment of the education offices in different regions

Regions	East	Center	West
Organizational commitment mean	77.48	76.42	80.13

First hypothesis: There is a relationship between the managers’ coercive power and the organizational commitment.

Null hypothesis: There is not a relationship between the managers’ coercive power and the organizational commitment.

Alternative hypothesis: There is a relationship between the managers’ coercive power and the organizational commitment.

Table 3 reveals that there is a significant and reverse relationship between the two variables: managers’ coercive power resource and employees’ organizational commitment. Also, the observed correlation value equals 0.476.

Table 3: correlation of the managers’ coercive power resource and Education employees’ organizational commitment

	Significance level	Probability level	df	observed correlation value
First Hypothesis	0.000	0.05	316	0.476

Second hypothesis: There is a relationship between the managers’ legal power and the organizational commitment.

Null hypothesis: There is not a relationship between the managers’ legal power and the organizational commitment.

Alternative hypothesis: There is a relationship between the managers’ legal power and the organizational commitment.

Table 4 reveals that there is a positive relationship between the two variables: managers’ legal power resource and employees’ organizational commitment. Also, the observed correlation value equals 0.143.

Table 4: correlation of the managers’ legal power resource and Education employees’ organizational commitment

	Significance level	Probability level	df	observed correlation value
Second Hypothesis	0.011	0.05	316	0.143

Third Hypothesis: There is a relationship between the managers’ reward power and the organizational commitment.

Null hypothesis: There is not a relationship between the managers’ reward power and the organizational commitment.

Alternative hypothesis: There is a relationship between the managers’ reward power and the organizational commitment.

Table 5 reveals that there is a significant relationship between the two variables: managers’ reward power resource and employees’ organizational commitment. Also, the observed correlation value equals 0.483.

Table 5: correlation of the managers’ reward power resource and Education employees’ organizational commitment

	Significance level	Probability level	df	observed correlation value
Third Hypothesis	0.000	0.05	316	0.483

Fourth Hypothesis: There is a relationship between the managers’ expertise power and the organizational commitment.

Null hypothesis: There is not a relationship between the managers' expertise power and the organizational commitment.

Alternative hypothesis: There is a relationship between the managers' expertise power and the organizational commitment.

Table 6 reveals that there is a significant relationship between the two variables: managers' expertise power resource and employees' organizational commitment. Also, the observed correlation value equals 0.361.

Table 6: correlation of the managers' expertise power resource and Education employees' organizational commitment

	Significance level	Probability level	df	observed correlation value
Fourth Hypothesis	0.000	0.05	316	0.361

Fifth Hypothesis: There is a relationship between the managers' authority power and the organizational commitment.

Null hypothesis: There is not a relationship between the managers' authority power and the organizational commitment.

Alternative hypothesis: There is a relationship between the managers' authority power and the organizational commitment.

Table 7 reveals that there is a significant relationship between the two variables: managers' authority power resource and employees' organizational commitment. Also, the observed correlation value equals 0.461.

Table 7: correlation of the managers' authority power resource and Education employees' organizational commitment

	Significance level	Probability level	df	observed correlation value
Fifth Hypothesis	0.000	0.05	316	0.461

Sixth hypothesis: There is a difference between the degrees of the organizational commitment of the regions of Mazanadarn Education office employees.

Null hypothesis: There is not a difference between the degrees of the organizational commitment of the regions of Mazanadarn Education office employees.

Alternative hypothesis: There is a difference between the degrees of the organizational commitment of the regions of Mazanadarn Education office employees.

Table 8: the average degree of the Education offices employees' organizational commitment in different regions.

Regions	East	Center	West
Numbers	120	127	70
Organizational commitment mean	77.48	76.42	80.13
Variance	10.79	11.42	8.57

Table 9: mean scores of the Education offices employees' organizational commitment

Resources	Sum of squares	df	Squares mean	F Value	Probability level	Critical F Value
Inter-groups	625.41	2	312.70			
Intra-groups	1827.02	314	5.81	53.74	0.05	3.07
total	2452.43	316				

Tables 8 and 9 suggest that there's a difference between the Education offices employees' organizational commitment in different regions. Also, Scheffe post hoc test showed that the degree of the Center's employees' organizational commitment is less than other two regions and the West part enjoys the most degree.

Seventh hypothesis: There is a difference between the degrees of the organizational commitment of the Education office employees with different job experience.

Null hypothesis: There is not a difference between the degrees of the organizational commitment of the Education office employees with different job experience.

Alternative hypothesis: There is a difference between the degrees of the organizational commitment of the Education office employees with different job experience.

Table 10: average of the Education offices employees’ organizational commitment with different job experiences.

Work records	Under 10 years old	10 to 20 years old	Over 20 years old
Number	27	118	172
Organizational commitment mean	79.39	76.66	78.30
Variance	1.98	12.77	13.76

Table 11: mean scores of the Education offices employees’ organizational commitment with different job experiences.

Resources	Sum of squares	df	Squares mean	F -Value	Probability level	Critical F Value
Inter-groups	271.59	2	135.79			
Intra-groups	2180.83	314	6.94	19.55	0.05	3.07
Total	2452.43	316				

Tables 10 and 11 demonstrate that there’s a significant relationship between the employees’ organizational commitment with different job experience. Also, Scheffe post hoc test showed that the organizational commitment degree of employees between 10 to 20 years old is less than other two groups, and there’s not a significant relationship between the two groups of under 10 and over 20 years old.

Table 12: mean scores distribution of the Education offices employees’ organizational commitment with different educational level

Educational level	mean	Variance	Observed value	t	df	Probability level	Critical t Value
Under diploma to associate degree	75.86	2.96					
Bachelor degree and higher	78.13	2.52	6.34		315	0.05	1.96

Table 12 shows that there’s a significant difference between the two groups, and according to the means, it can be concluded that those employees with higher education level enjoy higher degree of organizational commitment.

DISCUSSION AND CONCLUSION

The results of the study revealed that if the managers increase their use of coercive power resource, employee’s organizational commitment will decrease. In a research done by Biork and Wilcox (2001), it was demonstrated that coercive power has the least degree of employee’s satisfaction. This will confirm the point that the employees’ are not satisfied by the managers’ use of coercive power and more use of such a power will decrease employees’ interest and organizational commitment and also interfere with the employees’ task process.

Furthermore, it is concluded in the present study that managers’ utilization of legal power has relatively weak power on the employees’ increase or decrease of organizational commitment. This point is in line with the findings of the study done by Mahmoodi (2008) that claims there’s no significant relationship between the managers’ legal power and none of the methods of overcoming employees’ resistance against the organization’s changes. Legal power is one of the most important power sources of the managers and its application is inevitable in order to achieve the organization’s goals and plans but its mere application will influence the employees’ commitment. Also, sometimes much use of legal power will have negative effect on the employees’ organizational commitment due to the inflexible formal rules dominated in the organizations.

The results of the third hypothesis show that managers’ utilization of reward power source will increase the employees’ organizational commitment degree. Batnager (2005) and Johnson (2004) revealed in their studies that employees’ empowerment has a positive and significant relationship with their organizational commitment. Since encouragement and reward are categories which play the main role in the stabilization and reinforcement of human behavior, managers’ granting of material and spiritual bonus which are interest by employees and also their attention to the positive behaviors of the offices employees will lead to higher degrees of organizational commitment and additional work.

The results of the fourth hypothesis show that there’s a direct and significant relationship between the utilization of expertise power resource and employees’ organizational commitment. Respectively, more application

of the expertise power by the managers will yield higher degrees of organizational commitment by the employees and since this is a direct relationship, less application of the expertise power by the managers will yield lower degrees of organizational commitment by the employees. Jamison and Tomas (2001) claimed that Masters and PhD students recognize expertise power as the strongest power base.

In the organizations, attention to the managers' expertise will lead to more success in achieving the organization's goals, since the managers who are more expert and skillful in their job enjoy more reasonable and correct judgments and better evaluations in their work. These characteristics in the work environment will produce the employees' higher degrees of trust and satisfaction and the employees carry out their duties without delay and waste of resources, and finally increase the organization's efficiency.

The results of the fifth hypothesis show that there's a direct and significant relationship between the managers' utilization of authority power and the employees' organizational commitment. Higher degrees of authority power resource used by managers will lead to higher degrees of employees' organizational commitment. The given result had been confirmed in other researches such as: Molla Hosseini and Kahnooji (2007) showed in a research that there's a positive relationship between the authority power and the employee's degree of organizational commitment. Haji Abadi (2001) writes in his study that there's a significant relationship between the managers' authority power and organizational environment of secondary schools in Mashhad. Moreover, Amjadi (2000) concluded in his research that managers' utilization of the authority power resource highly increases the employees' performance. Authority power is an important resource to be used in the offices for the managers and its application will create an appropriate environment in the office and finally increases the employees' organizational commitment. Those managers, who usually use the authority power, enjoy an effective kind of management. The subordinates choose them as their model due to their charisma, personality traits and certain characteristics; therefore, the managers can be more pervious to the employees this will finally lead to the creation of internal attitudes and higher degrees of organizational commitment.

The results of the sixth hypothesis revealed that there's a significant difference between the average degree of the employees' organizational commitment of East, Central and West regions of the province. While West part's employees have higher degree of organizational commitment, Central's part employees have lower degree. Bellah and colleagues (1993) showed in their research that factors such as professional dependency, organizational dependency, adherence to the values of work and job sharing are more important in determining the organizational commitment degree. Though the Office Education workers generally enjoy a desirable degree of organizational commitment, there are fewer key factors of increasing the organizational commitment in the Central regions of the Province.

The results of the seventh hypothesis revealed that there's a significant difference between the average degree of the employees' organizational commitment with various job experience and those teachers with a job experience of 10 to 20 years have lower average degree of organizational commitment compared with the other two groups. The given result had been observed in other researches, too. For example, in a study by Taravyan (2006) it was concluded that there's a significant difference between the teachers' organizational commitment with different professional background. Allah Dadi (2001) believed that there's a significant difference between the groups of various professional background regarding their emotional commitment to the organization. Mathieu & Zajac (1990) write in their discussion that people's organizational commitment has positive and partial correlation with their age. It is clear that Education Offices young employees have a remarkable interest in their organization's promotion and subsequently their organizational commitment degree is higher than other groups. In comparison of the employees with higher than 20 years of job experience with those of 10 to 20 years, the former group enjoy higher organizational commitment due to their higher degree of experience and establishment of the authority position in the offices. In contrast, those employees of 10 to 20 years of job experience has lower degree of organizational commitment compared with other groups due to their hesitation in staying in the office or serving at school, willingness to gain higher positions in the organization, gain promotions and their own comparison with other employees of the office.

The results of the eighth hypothesis demonstrated that there's significant difference between the employees' organizational commitment with different educational level. Those with Bachelor and higher degrees enjoy higher degrees of organizational commitment in comparison with those who have Diploma and Associate degree. The given result had been observed in other researches, too. Taravyan (2006) claimed that there's a significant difference between the organizational commitment aspects and teachers' degree in Isfahan secondary schools. On the other hand, in the study done by Tsai & Wang (2004) it was confirmed that educational level is not effective in the organizational and professional commitment and also in the study of Mathieu & Zajac (1990) it was showed that there's weak and negative relationship between the organizational commitment and educational level. Although the findings of other studies are in contrast with this research, but it's logical that peoples' higher educational level in

the organizations will lead to a change in the level of income and wages, job category, and hope to job promotion and these issues will be influential in their organizational commitment.

There's a significant difference between the average degree of the employees' organizational commitment of East, Central and West regions of the province. Also, the employees in West have the highest degree and the employees in East have the lowest degree of organizational commitment. Though the Office Education workers generally enjoy a desirable degree of organizational commitment, there are fewer key factors of increasing the organizational commitment in the Central regions of the Province.

Suggestions

- 1) Managers minimize their use of coercive power, and pay attention to the employees' situation in the case of proper use of the reward and legal power.
- 2) Upstream officials should consider the expertise and personality characteristics in choosing the managers.
- 3) Periodic analysis of the employees' organizational commitment degree and identifying the personal, professional and organizational factors and their attempt in order to promote them is a necessary issue.
- 4) Measurement of the managers' application degree of power resources and effective factors in this issue should be considered.
- 5) Specialized courses of familiarity with power resources and their use effect should be held for the managers.

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