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Current thinking and future view: participatory management a dynamic system for developing organizational commitment

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Abstract

The purpose of this research was to examine the relationship between participatory management (PM) and organizational commitment (OC) as multi dimensional phenomena among female government high schools in Mashhad, Iran. The authors examined fifteen components of PM and nine components of OC simultaneously. Data for the study was obtained from a sample of 903 female teachers. Methodologically this study is descriptive and co relational type. The reliability of questionnaire with Cronbach's coefficient alpha was 0.97. The results show that a positive correlation exists between PM and OC. Multi-variable regression was used for determining the effects components PM on OC. In addition the result of ANOVA show there were a significant differences for PM and OC with regards to Teacher's Demography. Findings of the study can be used to improve organizational performance. PM is a tool that has tremendous potential in educational organization for increasing the OC.

Keywords: Participatory management; organizational commitment; female teachers; high school; components.

1. Introduction

Decentralization policy in education, with school councils being involved in the administration and management of schools, is one of the trends taking place in the world today (Walker and Dimmock, 2000).Nowadays, because of the increasing development, school organizations in Iran face the urgent need for PM because schools in Iran need to employ the best resources and efforts by advocating to creative thinking and innovative ideas of teachers, parents, and the community. Performing this policy requires the school managers to believe in the benefits of PM. So, the fulfillment of this policy requires a shift in the attitudes towards participation style in schools and revising the roles of teachers, students and parents in the process of managing schools. At the present time, the condition of affairs has changed into a situation in which having efficient, energetic and creative staff employees and committed teachers are considered the most important organizational effectiveness. And, commitment is a good indicator to show the

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degree of the efficiency of the organization (Schein, 1970). Furthermore, the function of the employees often surprises the mangers and makes them hesitant in employing PM methods. This is because some employees perform their duties in a high level of responsibility and commitment and are devoted to the improved performance of their duties and are committed to their organizations while some others have low efficiency, performs their duties at the routine level and show no interest and commitment to the organization. As it is inevitable that the managers should try to improve the individual and organizational skills of their employees and attempt at raising their abilities to the desirable level, therefore; relationship between PM and the OC of the employees in school is very important.

2. Research on Participatory Management

Researchers have found that PM may positively impact job satisfaction (Kim 2002; Spence-Laschinger et al 2004), perceived organizational support (Rhoades and Eisenberger 2002; Lau and Lim 2002), organizational citizenship behaviour (VanYperen et al 1999), labour-management relations (Ospina and Yaroni 2003) and job performance (Lau and Lim 2002; Ming 2004) Positive work outcomes (Siegall and Worth, 2001). According to Somech (2002) PM is a complex concept that consists of several dependent yet distinct dimensions. This research attempts to define PM as multidimensional approach contains fifteen components as follow:
(1) Trust: PM enhancing the levels of trust (Blase and Blase, 2001; Tschannen-Moran, 2001). (2) Decision making: PM is a process where subordinates share significant degree of decision-making power with their immediate superiors (Gono, 2001; Riesgraf, 2002).(3)Team work: In PM, team work provides a structure for assembling teachers with diverse backgrounds, perspectives, disciplines, and expertise needed for these tasks (Zahavy and Somech, 2002).(4) Share power: PM is a process in which influence is shared among individuals who are otherwise hierarchically unequal (Kim, 2002; Marzano, 2003).(5) Motivation: participative approaches to decision making mainly out of pragmatic motives to achieve valued organizational results (Somech, 2002). (6)Communication: PM causes Communication effectively with subordinates (Albanese, 1975).(7)Involvement: PM attempts to involve stakeholders towards meaningful involvement (Waters, Marzano, and McNulty, 2003).(8) Collaboration: Through a judicious use of PM, leaders may make sound decisions by drawing upon the collective expertise, experience, and wisdom of their employees (Lichtenstein, 2000).(9) Democracy: Democracy is a benefit of PM (Bartle, 2007).(10)Transparency: Transparency is important in participatory approach (Bartle, 2007; Christensen, 2002). (11) Innovation: PM encourage innovations (Walker and Dimmock, 2000).(12) Respect: PM prepare a situation for expressing appreciation when a subordinate does a good job (Albanese, 1975).(13) Problem solving: PM promotes the adoption of problem solving, flexibility and change (Marchant, 1982).(14)Identify common goal: PM is a co-operation between manager and subordinates in the setting up of objectives (Dutton, 1973).(15) Equalitarian: In PM power inequities are balanced (Harchar and Hyle, 1996).

3. Research on Organizational Commitment

OC has been identified as a precedent to the constructs of job satisfaction (Rhoades and Eisenberger, 2002; Spence-Laschinger et al ,2004), Organizational citizenship behavior (Mowday, 1999; LaMastro, 2000), Organizational performance (Mowday, 1999; Eisenberger et al ,1990), perceived organizational support (LaMastro ,2000; Eisenberger et al ,1990; Mowday ,1999; Meyer andAllen ,1997; Rhoades and Eisenberger ,2002;Whitener, 2001), organizational justice (Spence-Laschinger and Finegan, 2004), productivity (Mathieu and Zajac, 1990), service quality (Oshagbemi, 2000). OC is a vital component in any effective organization (Brantley, 1993) and it's important to achieve human resources capabilities (Chang, 2006). This research attempts to define OC as multidimensional approach contains nine components as follow: (1)Willing to exert effort: OC can be characterized by a belief in and acceptance of the organization's goals and values, a willingness to exert substantial effort on behalf of the organization (Porter, Steers, Mowday, and Boulian, 1974). (2) Stabilizing: OC is a psychological stabilizing or obliging force that binds an individual to courses of action relevant to the target of that force the organization (Meyer and Herscovitch, 2001).
(3) Loyalty and allegiance: OC is loyalty to the organization and mobilization of all employees in the development of its goals, purposes, and infrastructure (Lee et al., 1999; Lambert, 2004). (4) Maintaining membership: OC is a strong desire to maintain membership in the organization. (Mowday, Porter, and Steers ,1982). (5) Attachment: Mathieu and Zajac (1990) define OC as an attachment to or identification with the organization. (6) Feeling of obligation to the organization: Commitment is an obligation that restricts freedom of action (Chena, 2006). (7)

Identification and internalization value: OC helps workers to identify with the organization's rules, rewards and values. (Katz, 1978). (8) Identification and acceptance goal: OC is a strong belief in and acceptance of the organization's goals and values. (Mowday et al, 1982). (9) Involvement: OC is the strength of identification and involvement with the organization (Steers, 1977).

4. Research Methodology and Research Question

The sample of this study comprises 903 female high school teachers in the city of Mashhad, Iran. Previous research has shown that female high schools perform better than male high schools. The instruments used in this survey study are questionnaire consisted of 96 items for obtaining information related to PM and 46 items for obtaining information related to OC. This study attempted to answer the following three questions:

1. What is the extent of PM of female teachers in governmental high schools in Mashhad city? 2. What is the extent of OC of female teachers in governmental high schools in the Mashhad? 3. What is the extent of relationship between PM and OC, in the overall term and discretely among the components of PM and the components of OC?

5. Result

The results show, the highest mean value is 78.1 for the Respect component whereas the lowest mean value is 58.6 for the Share power component. The t-test value was at significant level for all the 15 components, the highest being 29.363 and the lowest being -2.472. Overall, the mean value was more than 60 except for the Share power component, the standard deviation of which was 16.0 and the t-test value was 18.563 at the significant level of 0.00. These findings show that the level of PM for 14 components was prominent or favourable except for the Share power for the female government high schools in Mashhad, Iran. The results show, the highest mean value is 76.9 for the   Involvement component whereas the lowest mean value is 66.4 for the Stabilizing. The t-test value was at significant level for all the 9 components, the highest being 30.800 and the lowest being 7.762. Overall, the mean value was more than 60. These findings show that the level of OC for 9 components was prominent or favourable in Mashhad, Iran. The results show there were significant liner correlations among the fifteen components of PM and OC ($r = 0.57$). In other words, there is a strong evidence to show that, from teachers' perspectives, when managers promote a higher level of PM, then teachers tend to have a higher level of OC , while as to managers with a lower level of PM, teachers tend to have a lower level of OC. Also Identify common goal and Transparency had the strongest linear correlation i.e. ($r = 0.57$) and ($r = 0.55$) consecutively with OC rather than other component and Trust had the poorest liner correlation ($r = 0.34$) with OC. This correlation was statistically significant at the 0.05 level (2-tailed). Overall findings of the study concerning components of PM and OC were as follows:

1-There was a significant correlation between PM and OC, $r = 0.57$. 2- There was a significant correlation between Trust and (OC), $r = 0.34$. 3-There was a significant correlation between Decision making and (OC), $r = 0.48$.   4-There was a significant correlation between Team work and (OC), $r = 0.52$. 5-There was a significant correlation between Share power and (OC), $r = 0.38$.6-There was a significant correlation between Motivation and (OC), $r = 0.49$. 7-There was a significant correlation between Communication and (OC), $r= 0.48$. 8-There was a significant correlation between Involvement and (OC), $r = 0.53$. 9-There was a significant correlation between Collaboration (PM8) and (OC), $r = 0.54$. 10-There was a significant correlation between Democracy and (OC), $r = 0.50$. 11-There was a significant correlation between Transparency and (OC), $r = 0.55$. 12-There was a significant correlation between Innovation and (OC), $r = 0.53$. 13-There was a significant correlation between Respect and (OC), $r = 0.50$.

14-There was a significant correlation between Problem solving and (OC), $r = 0.53$. 15-There was a significant correlation between Identify common goal and (OC), $r = 0.57$. 16-There was a significant correlation between Equalitarian and (OC), $r = 0.52$. Further analyses were made to examine which combination of the PM components was a better predictor of OC. For this reason, the multiple regression analysis was used. Thus, both Pearson correlation and regression analysis were used to test the effects of the variables. The results show Transparency was significant at the 0.05 level ($p = 0.035$), Collaboration was significant at the 0.05 level ($p = 0.015$). Respect was significant at the 0.05 level ($p = 0.020$). Other factors consisting Identify common goal, Team work and Trust were significant at the 0.01 level ($p = 0.000$). Of the six factors, Identify common goal (PM14) had the most regression coefficient to OC with a Beta of 0.272 ($p = 0.000$).This was followed by Team work (PM3) with a Beta of 0.222

(p = 0.000), Collaboration (PM10) with a Beta of 0.10 (p = 0.015), Transparency (PM8) with a Beta of 0.11 (p = 0.035) and Respect (PM12) with a Beta of 0.100 (p = 0.020).Trust (PM1) had a negative effect on OC with a Beta of -0.210 (p = 0.00). The general regression model was:

$$y_{OC} = 27.25 + 0.27\, x_{PM14} + 0.22\, x_{PM3} - 0.21\, x_{PM1} + 0.10\, x_{PM10} + 0.11\, x_{PM8} + 0.10\, x_{PM12}$$

In general, there were significant differences among teachers of different educational levels with regards to their perception of PM. However, there were no significant differences among the educational levels of teachers in the components of Trust, Share power and Communication. The tendency was that an increase in the levels of education could decrease PM. Also, there were significant differences among teachers of different age group with regards to their perception of PM. Teachers believe an increase in the group of age could increase in PM except in age group 31 to 40 years. In general, there were significant differences among teachers of different educational levels with regards to their perception of OC. Teachers believe an increase in the levels of education could decrease in OC. Also, there were significant differences among teachers of different age group with regards to their perception of OC. However, there were no significant differences among the age group of teachers in the components of Identification and internalization value and Identification and acceptance goal. Teachers believe an increase in the group of age could increase in OC except in age group 31 to 40 years.

6. Conclusion

The results of this study show that there were empirical and theoretical relationships between PM and OC of teachers in female government high school in Mashhad, Iran. The findings indicate that PM and OC were moderately related. The statistical analysis showed a moderately correlation existed among the entire components of PM and OC. Hence there is a strong evidence to show that, from teachers' perspectives, when managers promote a higher level of PM, then teachers tend to have a higher level of OC, while as to managers with a lower level of PM, teachers tend to have a lower level of OC. Consequently, PM would be the best method for improving OC and performance, and thus it would be widely used in Iran to bring new changes in school management. With regard to the results, participation in school enlightenment's vision of common goal Transparency and Respect therefore teachers are willing to increase Involvement to their job and school. It is noticeable that Share power component were weakly present in high schools, hence teachers were weakly present Stabilizing in high schools too. Despite Trust component is an essential human value that should be developed in every organization, the findings of this study show that Trust had the poorest linear correlation with OC. However manager should be improved trust component, because it is critical relationship and lack of trust can impact an organization's productivity significantly.

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