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Organizational commitment of physical education teachers from their point of view

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Abstract

The aim of the research was to determine the level of organizational commitment among physical education teachers based on their perspectives. To accomplish this objective, the researcher employed the descriptive method and utilized a questionnaire as the primary data collection tool, aligning it with the research topic. The research population consisted of education teachers in Wasit Governorate, which was deemed suitable for obtaining the necessary results to fulfill the research goal.

The scale utilized in the study comprised several paragraphs, each assigned a degree rating ranging from high to medium, corresponding to percentage weights between 79% and 50%. Additionally, six paragraphs of the scale received a low score, with percentage weights below 50%. Based on these findings, The researcher concluded from this study that some of the teachers have a very high commitment, and this organizational commitment is due to the teachers who have a long service in their field of work, and it was also concluded that some of the teachers have a high to medium organizational commitment, and this won most of the items of the scale, and this is due to their commitment to the professional ethics.

Keywords: Organizational commitment, physical education, negligence, negligence, negligence

Introduction

We are currently living in an era characterized by rapid development and increasing competition between institutions and organizations to provide the best. Every institution or organization must keep pace with this development to provide its best. Paying attention to organizational structures and modern systems increases the performance of the individual, motivates him and strengthens his affiliation, commitment and integration within the educational institution.

Organizational commitment is one of the important issues that research deals with. Because of its importance in increasing efficiency and effectiveness, and it has a great role in raising morale, increases the individual's attachment, and reduces his negative behavior such as negligence, negligence, or absence from his work. Porter and Smith defined organizational commitment as "an effective and positive attitude towards the organization".

Organizational commitment stands out as a critical topic of research due to its significant impact on increasing efficiency, effectiveness, and overall morale. It plays a vital role in fostering strong bonds between individuals and their work, thereby reducing negative behaviors like negligence, carelessness, and absenteeism.

Educational institutions, particularly schools, are committed to improving the academic and educational levels of their students and helping them excel through the use of both material and human resources. However, it is the teacher who remains the driving force behind achieving these goals. This depends greatly on the teacher's level of commitment within and outside the school environment, as well as their willingness to work with a sense of responsibility and a high degree of organizational commitment to the school they belong to.

The significance of this research lies in the fact that organizational commitment serves as a strong indicator governing teachers' job performance. It is one of the crucial foundations, procedures, and plans on which decisions are made.

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Therefore, it is necessary to continuously monitor, evaluate, and measure organizational commitment.

As a teacher responsible for sports activities in Wasit Governorate, the researcher has direct experience in an educational institution and has observed the importance of organizational commitment. It has become evident that some teachers display negative behaviors, such as arriving late to school or class, engaging in activities outside the school, making excuses to leave work, and other actions that affect their job performance and the overall school environment. On the other hand, there are teachers who demonstrate strong commitment and diligently adhere to work hours and activity schedules. Based on these observations, the researcher aims to investigate the level of organizational commitment and the reasons behind its deficiency among physical education teachers, both within and outside the school, particularly concerning school activities and lessons. The research problem can be summarized by the following question.

What is the degree of organizational commitment among physical education teachers from their own perspective?

Search objective

The research aims to identify the level of organizational commitment of physical education teachers from their point of view.

Research Methodology

The researcher used the descriptive survey method, which is the appropriate method for this study, and used the questionnaire tool as a means to collect data on organizational commitment.

Research community

The study population consisted of (301) physical education teachers in the Wasit Education Directorate for the academic year 2022-2023. The table below shows the distribution of the study population according to the regions of Wasit Governorate.

Table 1: Distribution of the teachers' community according to the general directorates in Wasit

General directorates	The number of teachers
Wasit Education Directorate	93
Al-Hay Education Directorate	52
Numaniyah Education Directorate	55
Azizia Education Directorate	44
Essaouira Education Directorate	57
Total	301

The study sample

The sample was chosen randomly, representing the study community from the Wasit Education Directorate / Center, which numbered (93) teachers.

Study scale

The researcher prepared the Organizational Commitment Scale as he modified some of its original paragraphs, and added other paragraphs that are consistent with the paragraphs of the scale, and the scale consists of (20) paragraphs after being presented to a group of experts (see Appendix No. 1) and expressing their observations about the wording of the paragraphs and taken into account in its amendment and deletion from it, each paragraph of the scale corresponds to a list bearing the following phrases: (strongly agree, agree, neutral, disagree, strongly disagree) and was finalized as

shown in Appendix No. (2) To identify the questionnaire in its final form.

Scores were given for each statement to be processed statistically as follows:

Score (1) for answering a strongly disagree indicator.

Score (2) for answering an indicator that does not agree.

Score (3) for answering a neutral indicator.

Score (4) for answering an indicator of agreement.

Score (5) for answering an OK indicator

Statistical treatment

The researcher used the data processing using the statistical package program (SPSS).

Result

Presenting the results (weighted means and percentage weights) of the organizational commitment scale.

Table 2: Shows the spread of paragraphs according to their fields

Sir.	Paragraphs	Weighted mean	Weight Percentile	Rank
1	Do you think that the time factor is important in performing the teacher's homework?	4.68	93.63	1
9	Are you willing to make more effort than is required to make the school work a success?	4.4	88.18	2
4	Do you perform the work entrusted to you?	4.31	86.36	3
6	Is there cooperation and dedication with others to achieve the public interest and set goals?	4.22	84.54	4
17	Do you feel like a valued member within the school?	4.04	80.9	5
20	Are you permanently committed to the start and end times of work?	4	80	6
14	Do you feel loyal to your educational institution?	3.95	71.81	7
3	Do you believe in the general laws of the educational institution with your colleagues at work?	3.95	79.09	8
12	Do you feel proud and proud in front of others of being a member of this school?	3.9	78.18	9
19	Will you defend the school when it is spoken of badly?	3.77	75.45	10
2	Is your professional commitment to this institution because of the relationship that binds you with the employees?	3.72	74.54	11
10	Do you miss school except for necessary and extreme cases?	3.68	73.63	12
15	Is there much to gain by staying at this school for so long?	3.13	62.72	13
13	Are you ready to work in any other school, as long as the type of work is the same?	2.5	50	14
7	Do you think that the work mechanism is going properly despite the availability?	2.46	49.39	15
16	Is there any difficulty in conforming with the school regulations related to teachers?	2.4	48	16
18	Are school problems part of your problems?	2.3	46	17
8	Does the administration in the educational institution neglect the opinions of others?	2.1	42	18

5	Do you think there are some pressures on you in your work?	2.1	42.12	19
11	Do your values match the values of the school you work for?	2	40	20

It is clear from the above table that there are paragraphs that were distinguished in their areas over the rest of the paragraphs with high percentage weights, as this indicates their prevalence in most schools, while there are paragraphs whose percentage weights are low, and this indicates their weak impact.

As it turned out that the following paragraphs (1, 9, 4, 6, 17, 20) got a weight percentage of (100%-80%)

Paragraph (1) ranked no. (1) As the weighted mean was (4.68) and the weight percentile was (93.63%), while Paragraph (9) ranked No (2) As the weighted mean was (4.4) and the weight percentage was (4.4). The percentile was (88.18%), while paragraph (4) ranked no. (3) As the weighted mean was (4.31) and the weight percentile was (86.36%), while paragraph (6) ranked N. (4) As the mean The weighted percentage was (4.22) and the percentage weight was (84.54%), while paragraph (17) ranked No. (5) As the weighted mean was (4.04) and the percentage weight was (80.9%), while paragraph (20) ranked No (6) As the weighted mean was (4) and the weight percentile was (80%).

- It turned out that the following paragraphs (14, 3, 12, 19, 2, 10, 15, 13) obtained a weight percentage of ((79%--50%)

Paragraph (14) ranked No (7), as the weighted mean was (3.95) and the weight percentile was (71.81%), while Paragraph (3) ranked No. (8), as the weighted mean was (3.95) and the weight percentile reached (3.95). The percentile was (79.09%), while paragraph (12) ranked No. (9), as the weighted mean was (3.9), and the weight percentile was (78.18%), while paragraph (19) ranked No. (10), as the weighted mean was (3.77) and the percentage weight was (75.45%), while paragraph (2) ranked No. (11) as the weighted mean was (3.72) and the weight percentile was (74.54%), while paragraph (10) ranked No. (12).) as the weighted mean was (3.68) and the weight percentile was (73.63%), while paragraph (15) ranked No. (13) as the weighted mean was (3.13) and the weight percentile was (62.72%) and while paragraph (13) It ranked No. (14), as the weighted mean was (2.5), and the weight percentile was (50%).

It was found that the following paragraphs (7, 16, 18, 8, 5, 11) got a percentage weight below (50%)

Paragraph (7) ranked No. (15), as the weighted mean was (2.46) and the weight percentile was (49.39%), while Paragraph (16) ranked No. (16), as the weighted mean was (2.4) and the weight percentage reached (2.4). percentile (48%), while paragraph (18) ranked No. (17) as the weighted mean was (2.3) and the weight percentile was (46%), while paragraph (8) ranked No. (18) as the mean The weighted percentage was (2.1) and the percentage weight was (42%), while paragraph (5) ranked No. (19) as the weighted mean was (2.1) and the percentage weight was (42.12%), while paragraph (11) ranked No. (20) If the weighted mean was (2) and the weight percentile was (40%).

Discussion

By presenting the results, the researcher concluded that the Phrases (1, 9, 4, 6, 17, 20), which correspond to a weight percentage of ((100%--80%), got a very high degree, and this was explained by the fact that the teachers who have service In teaching for a long time, they are the most persistent and continue to work, and they enjoy a set of moral and material

factors that have contributed to a high level of organizational commitment. This is consistent with the study (Sami: 2006), and as confirmed by the study (Fatima: 269: 2020) ^[12] “that employees are the most Service at work have a higher organizational commitment.

Phrases (14, 3, 12, 19, 2, 10, 15, 13), corresponding to a weight percentage of ((79%-50%) got a medium to high degree, and this is explained by the fact that some of the teachers have respect for the profession And the manager or a good relationship between the boss and the subordinate, as well as respect and appreciation for their performance that strengthens their confidence in themselves and in others, and this makes them organized in their performance and organizational commitment, and this is consistent with the study (Asi Hussein: 2008) ^[13] and what was confirmed by the study (Fatima: 280:2020) ^[12], (Hasan BB 2022) ^[14] that the degree of commitment Organizational factors for workers are between medium and high, and this is due to some of the organizational factors that had an important role in that, the most important of which is management.

Phrases (7, 16, 18, 8, 5, 11), which correspond to a percentage weight below the ((50%), got low grades, and this is explained by the fact that there are many teachers who have ideas and goals that do not match the goals and the school system, and this It generates a strong unwillingness among them to work, not to make an effort, and to escape from responsibility, and this reduces his behavior and he has a shortcoming or a defect, and thus leads to his decline, and this is confirmed by (Al-Thabiti: 2014: 49) ^[15] whenever “the goals of the individual coincide with the goals of the organization or institution, the more desire is born in him Strong in maintaining his work, organizational commitment increases the individual's work and reduces his negative behavior such as negligence, negligence in work or absence and leaving work. (Aziz, Hasan, & Alawi, 2021) ^[16].

Conclusions

1. The researcher concluded from this study that some of the teachers have a very high commitment, and this organizational commitment is due to the teachers who have a long service in their field of work.
2. It was also concluded that some of the teachers have a high to medium organizational commitment, and this won most of the items of the scale, and this is due to their commitment to the professional ethics.
3. It was also concluded that there are some teachers who have a low degree of organizational commitment due to the difference between the goals of the individual and the goals of the school.
4. The researcher concluded that there is a discrepancy in the scale answers of the study or sample members.

Recommendation

1. Paying attention to the organizational commitment of physical education teachers from time to time, as high commitment may change over time because it is affected by internal and external variables. The periodic measurement of commitment helps in appropriate measures and interventions in a timely manner to strengthen control.
2. Carrying out similar studies on teachers in other disciplines to find out their organizational commitment and ways to achieve commitment.
3. Developing a mechanism for the development of organizational commitment among teachers of physical education in particular, and other specialization teachers in general.
4. Among the important necessities that must be met is the

moral motivation by the higher authorities of the teachers to perform their duties and match their goals in order not to cause them satiation and boredom, and this generates non-commitment.

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Appendix (1): The scale

	Concept	Strongly Agree	Agree	Agree Neutral	Disagree	Strongly Disagree
1.	Do you think that the time factor is important in performing the teacher's jobs?					
2.	Is your professional commitment to this institution because of the relationship that binds you with the employees?					
3.	Do you believe in the general laws of the educational institution with your colleagues at work?					
4.	Do you perform your job?					
5.	Do you think there are some pressures on you in your work?					
6.	Is there cooperation and dedication with others to achieve the public interest and set goals?					
7.	Do you think that the work mechanism is going properly despite the availability?					
8.	Does the administration in the educational institution neglect the opinions of others?					
9.	Are you willing to make more effort than is required to make the school work a success?					
10.	Do you miss school except for necessary and extreme cases?					
11.	Do your values match the values of the school you work for?					
12.	Do you feel proud and proud in front of others of being a member of this school?					
13.	Are you ready to work in any other school, as long as the type of work is the same?					
14.	Do you feel loyal to your educational institution?					
15.	Is there much to gain by staying at this school for so long?					
16.	Is there any difficulty in conforming with the school regulations related to teachers?					
17.	Do you feel like an important member of the school?					
18.	Are school problems part of your problems?					
19.	Will you defend the school when it is spoken of badly?					
20.	Are you permanently committed to the start and end times of work?					