An examination of the relationship between social intelligence and organisational commitment among the school managers of Kashmar and Khalilabad

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Abstract

This research aims to examine the relationship between social intelligence (SI) and organisational commitment (OC) among male and female managers of boys' and girls' schools in the two Iranian cities of Kashmar and Khalilabad. The statistical population of the study included all the managers of the aforementioned schools in two cities, with a total of 204 people based on the information received from the local education bureaus. The study is based on the correlation method. Pearson's correlation coefficient, multiple regressions and independent *t*-test were carried out using the Statistical Package for the Social Sciences software for data analysis. The results revealed that there was a relationship between SI and OC; meanwhile, SI could somehow predict and explain the alterations in OC. Also, there was a meaningful association between the subscale of patience and OC where patience had an impact on OC and its dimensions.

Keywords: Organisational commitment, affective commitment, continuance commitment, normative commitment, social intelligence.

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1. Introduction

Today, education is a sensitive, fruitful and even very hard and difficult job. The education progress is highly dependent on the existing relationships between its two pillars, i.e., the teacher and the school manager, so that an organisation which has more competent managers will better attain its goals and be able to create the required productivity. Therefore, the action method and the behaviour of a manager in an educational environment will be subject to interactive measures between his/her personality and the situations in educational environment. The work environment, the types of relationships among the teachers and, generally, the school atmosphere can stimulate the various affections in teachers and employees, so that these affections will have a crucial role in their existence or lack of commitments.

Various psychological schools have different concepts from intelligence to talent, and these have formed the different theories among which Thorndike (1920) has presented the different dimensions for intelligence. One of these dimensions is social intelligence (SI). Thorndike (1920) believes that SI is a kind of intelligence which helps to understand the relationships among the individuals and social groups. The subset fields of SI are ethnic and tribal traditions, the attributes of social institutions and legal and penal laws (Behzadi & Esmaeilizadeh, 2015).

Since humans are social creatures and jobs are a means for creating social relationships, SI is considered a factor which can effect on organisational commitment (OC). Based on Arab-Chadegani (2009), SI is equivalent to interpersonal intelligence which is one of the components identified in Gardner's theory of multiple intelligences and is highly related to emotional intelligence. SI, which is the ability to deal with and interact well with other people, can be effective in OC; so, the present study intends to answer whether there will be a meaningful relationship between SI and its components with OC. Moreover, the study aims to find if there is any difference between OC among male and female managers.

The main hypothesis of the research has been defined as follows: 'there is a meaningful relationship between SI and OC (as the general concepts and in separation of their components)'. In addition, the sub-hypotheses of the study have been determined as follows:

1. SI explains OC (as the general concepts and in separation of their components);
2. There is a meaningful difference between SI (as a general concept and in separation of its components) among male and female managers;
3. There is a meaningful difference between OC (as a general concept and in separation of its components) among male and female managers.

2. Literature review

The idea of SI is not new. Thorndike (1920) famously categorised intelligence into three 'types': abstract, mechanical and SI, defining the latter as 'the ability to understand and manage men and women, boys and girls – to act wisely in human relations' (Gulliford, Morgan, Hemming & Abbott, 2019). According to Albrecht (2009), SI is the ability to get along well with others while winning their cooperation. He added that SI is a combination of sensitivity to the needs and interests of others, sometimes called 'social radar', an attitude of generosity and consideration, and a set of practical skills for interacting successfully with people in any setting.

'Social' in the term 'SI' refers to the interaction between the members of the society. Hence, SI is connected with human relationships. According to Thorndike (1920), 'an SI person will have the ability to understand others and use this understanding to act wisely in human relations in diverse situations' (Mohanasundram, Sundararaj & Kavikumar, 2020). During adolescence, when the child is ready to step into a wider world, acquiring SI becomes an important prerequisite as it helps him/her to develop competences to understand his or her environment optimally and react appropriately for socially

successful conduct. Good interpersonal and social skills not only dictate the success a person achieves in his human relationships but also in his job pursuits as one needs to be socially skilled particularly with jobs that involve direct contact and communication with other people (Srivastava, Mathur, Anshu & Chacko, 2016).

The phenomenon of SI lies on the basis of the transformation. The development and maintainability of the social innovation must be transformed into social competence. SI at the societal level provides awareness for transformation. SI is defined as an ability to understand and establish relationships with others and it is an important phenomenon for effective communication (Zehir & Karaca, 2019).

In the organisational sciences literature, OC is one of the most popular attitudes. OC antecedents, correlates and consequences have been studied for many years in management and organisational psychology (Zehir, Muceldili & Zehir, 2012). OC, as an outlook on employees' loyalty to the organisation, is an ongoing process through which members of an organisation exhibit their interest towards the organisation and its continuous success and efficiency (Zahed Babalan, Karimianpour & Ranjbar, 2018). According to Yucel and Bektas (2012, quoting from Mowday, Steers and Porter 1979), OC is a strong belief in the organisation's goals and values and a willingness to exert considerable effort on behalf of the organisation.

OC plays an important role in retention and stuff turnover in organisations. It has been defined as the magnitude of an employee's relationship with a company. Many times, it is related to various factors such as the employee's belief in the organisation's goals and values, the employee's attitude in giving effort for the company and the desire to remain with the company (Trofimov, Bondar, Trofimova, Miliutina & Riabchych, 2017).

Human resources in the organisation are very important factors for the effectiveness of activities within the organisation. Existing human resources must also contribute to realising the goals the organisation wants to achieve. To be able to achieve these goals, many factors influence it, including internal organisational factors such as OC and compensation, where the two components play a role in determining the performance produced by employees (Vizano et al., 2020).

The subject of OC is very important in education and it has a calculated application. In the educational system, committed, professional, thoughtful and analytical teachers, and the ones in the role of being educational leaders, have more capabilities to cope with the obstacles in teaching in the classroom setting. An effective school teacher is a committed and professional person who is constantly updating his/her knowledge to serve the students more and better. Thus, the teacher's commitment, knowledge, skill, experience, education, type of educational degree, personal characteristics and attitude are the collection of variables that can affect the quality of teaching (Gholipour Haftkhavani, Faghiharam & Araghieh, 2012). According to Celep and Yilmazturk (2012), teachers' trust in each other as well as in management could be considered to increase their OC; meanwhile, organisational trust is a significant predictor of OC.

OC influences job satisfaction, which in return affects job performance. OC provides gradual need fulfilment, as it addresses employees' emotional attachment and sense of responsibility to the company. OC has significant impacts on employee's performance at work. Commitment might enhance or inhibit employees' willingness to do the job whereby it affects their job productivity and quality (Loan, 2020).

3. The conceptual model of the research

The six dimensions of SI, based on Habeeb (2019) and Chaddha and Usha (2005), customised by Arab-Chadegani (2009), are as follows:

1. Memory;
2. Patience;
3. Cooperativeness;
4. Confidence level, tactfulness and sensitivity;
5. Recognition of social environment;
6. Sense of humour.

On the other hand, based on Murray and Holmes (2021), Cetin (2020), Loan (2020) and Allen and Meyer (1990), there are three main dimensions for OC as follows:

1. Affective commitment;
2. Continuous (continuance) commitment;
3. Normative commitment.

Based upon the aforementioned studies, the conceptual model of the research has been presented.

4. Methods and material

In this research, the statistical population includes all the managers of the governmental schools – from primary school to high school – in the two Iranian cities of Kashmar and Khalilabad. The sample size was 204, i.e., male and female managers of the aforementioned cities. Since the number of school managers in the mentioned cities is 204 and also the study is a correlation research, all the population comprised the sample size. In other words, the sample size is exactly the same as the population; thus, the questionnaires were distributed in all schools.

The required data was gathered from the SI questionnaire designed by Chaddha and Usha (2005) and customised by Arab-Chadegani (2009) and the OC questionnaire was designed by Meyer and Allen (1984). General information about the aforementioned questionnaires are as follows:

1. *The SI questionnaire*: this questionnaire containing 66 questions has been designed and normalised by Chaddha and Usha (2005). Arab-Chadegani (2009) customised and applied it on an Iranian sample of 500 people selected from the female university students of Tehran University, Allameh Tabataba'i University and Tarbiat Modares University. The cut-off point for the scale was determined by standard error of the mean, so that the SI scores higher than 74 are considered high, scores lesser than 68 are indicated as low and scores between the two limits reveal the mean SI. The reliability coefficient of the questionnaire by Cronbach's alpha was 0.68, and its validity was considered acceptable via the factor analysis by assessing the construct validity.
2. *The OC questionnaire*: this questionnaire containing 21 questions was designed by Mayer and Allen (1984). The reliability coefficient of the questionnaire was 0.79 by Meyer and Allen (1984), revealing a rather good similarity. Also, the face validity of the questionnaire was confirmed by the six psychological experts.

5. Findings

For predicting OC via SI and its six components ('memory'; 'patience'; 'cooperativeness'; 'confidence level, tactfulness and sensitivity'; 'recognition of social environment'; and 'sense of humour'), the multiple regression analysis was utilised considering the inter-method reliability for entering predictive variables in the regression model. The list of entered variables, the summary of the model and the results for the analysis of variance relating to the predictive variables are presented in Table 1.

The model specifies that 15% of the observed variance in OC can be justified to the predictive variables. In other words, R-squared value is 0.15. Since the values of p and F are less than 0.01, the

null hypothesis is rejected and it can be concluded that there is a linear relationship between SI and OC. In other words, the main hypothesis is confirmed.

Table 1. Results of the regression analysis for OC in terms of SI using the inter-method reliability

Entered variables	*R*	R^2	*F*	df	df	Meaningfulness level
'SI', 'Memory', 'Patience', 'Cooperativeness', 'Confidence level, tactfulness and sensitivity', 'Recognition of social environment' and 'Sense of humour'	0.42	0.15	6.28	7	196	0.000

The dependent variable: OC

The predictive variables: 'SI', 'Memory', 'Patience', 'Cooperativeness', 'Confidence level, Tactfulness and sensitivity', 'Recognition of social environment' and 'Sense of humour'

In Table 2, the values for *B*, beta, *t*, and meaningfulness level are presented. According to the table, the overall score of 'SI' has the maximum value for beta-coefficient (0.19), and also the score of 'memory' has the minimum value for the mentioned coefficient (0.01). Thus, if the score of SI is increased to one unit, the amount of 0.19 will be added to the score of OC.

Table 2. Coefficients of the predictive variables in the regression analysis for OC

Model	*B*	SD	Beta	*t*	Meaningfulness level
Constant	35.08	4.20	0	8.35	0.000
Memory	−0.05	0.26	−0.01	-0.19	0.84
Patience	0.008	0.20	0.004	0.04	0.96
Recognition of social environment	0.58	0.32	0.14	1.79	0.07
Cooperativeness	0.29	0.24	0.10	1.22	0.22
Confidence level, tactfulness and sensitivity	0.22	0.40	0.05	0.55	0.58
Sense of humour	0.21	0.31	0.05	0.68	0.49
SI	0.16	0.12	0.19	1.32	0.18

The dependent variable: OC.

5.1. Sub-hypothesis 1

Sub-hypothesis 1 is defined as follows: 'there is a meaningful relationship between SI and its components with the affective component of OC'. For predicting the affective component of OC via SI and its six components ('memory', 'patience', 'cooperativeness', 'confidence level, tactfulness and sensitivity', 'recognition of social environment' and 'sense of humour'), the multiple regression analysis was utilised considering the inter-method reliability for entering predictive variables in the regression model. The list of entered variables, the summary of the model and the results for the analysis of variance relating to the predictive variables are presented in Table 3.

Table 3. Results of the regression analysis for the affective component of OC in terms of SI using the inter-method reliability

Entered variables	*R*	R^2	*F*	df	df	Meaningfulness level
'SI', 'Memory', 'Patience', 'Cooperativeness', 'Confidence level, tactfulness and sensitivity', 'Recognition of social environment' and 'Sense of humour'	0.22	0.04	1.44	7	196	0.19

The dependent variable: the affective component of OC

The predictive variables: 'SI', 'Memory', 'Patience', 'Cooperativeness', 'Confidence level, tactfulness and sensitivity', 'Recognition of social environment' and 'Sense of humour'.

The model specifies that 4% of the observed variance in the affective component of OC can be justified to the predictive variables. In other words, *R*-squared value is 0.04. Since the values of *p* and *F* are greater than 0.05, the null hypothesis is accepted and it can be concluded that there is no linear relationship between SI and the affective component of OC.

In Table 4, the values for *B*, beta, *t*, and meaningfulness level are presented. According to the table, 'recognition of social environment' has the maximum value for beta-coefficient (0.11), and also 'patience' has the minimum value for the mentioned coefficient (0.01). Thus, if 'recognition of social environment' is increased to 1 unit, then the amount of 0.11 will be added to the affective component of OC.

Table 4. Regression coefficients of the predictive variables in the regression analysis for OC

Model	B	SD	Beta	T	Meaningfulness level
Constant	15.41	1.74	0	8.82	0.000
Memory	0.07	0.11	0.06	0.70	0.48
Patience	−0.01	0.08	-0.01	-0.17	0.86
Recognition of social environment	0.17	0.13	0.11	1.30	0.19
Cooperativeness	0.03	0.10	0.02	0.31	0.75
Confidence level, tactfulness and sensitivity	0.08	0.16	0.05	0.49	0.62
Sense of humour	0.03	0.12	0.02	0.27	0.78
SI	0.02	0.05	0.07	0.44	0.66

The dependent variable: the affective component of OC.

5.2. Sub-hypothesis 2

Sub-hypothesis 2 is defined as follows: 'there is a meaningful relationship between SI and its components with the normative component of OC'. For predicting the normative component of OC via SI and its six components ('memory', 'patience', 'cooperativeness', 'confidence level, tactfulness and sensitivity', 'recognition of social environment' and 'sense of humour'), the multiple regression analysis was utilised considering the inter-method reliability for entering predictive variables in the regression model. The list of entered variables, the summary of the model and the results for the analysis of variance relating to the predictive variables are presented in Table 5.

The model specifies that 22% of the observed variance in the normative component of OC can be justified to the predictive variables. In other words, *R*-squared value is 0.22. Since the values of *p* and *F* are less than 0.01, the null hypothesis is rejected and it can be concluded that there is a linear relationship between SI and the normative component of OC.

Table 5. Result of the regression analysis for the normative component of OC in terms of SI using the inter-method reliability

Entered variables	R	R^2	F	df	df	Meaningfulness level
'SI', 'Memory', 'Patience', 'Cooperativeness', 'Confidence level, tactfulness and sensitivity', 'Recognition of social environment' and 'Sense of humour'	0.46	0.22	7.59	7	196	0.000

The dependent variable: the normative component of OC.

The predictive variables: 'SI', 'Memory', 'Patience', 'Cooperativeness', 'Confidence level, tactfulness and sensitivity', 'Recognition of social environment' and 'Sense of humour'.

In Table 6, the values for *B*, beta, *t*, and meaningfulness level are presented. According to the table, 'recognition of social environment' has the maximum value for beta-coefficient (0.18), and also

'memory' has the minimum value for the mentioned coefficient (0.02). Thus, if 'recognition of social environment' is increased to 1 unit, then the amount of 0.18 will be added to the normative component of OC.

Table 6. Regression coefficients of the predictive variables in the regression analysis for OC

Model	*B*	SD	Beta	*T*	Meaningfulness level
Constant	8.81	1.58	0	5.57	0.000
Memory	0.03	0.10	0.02	0.33	0.73
Patience	0.08	0.07	0.10	1.11	0.26
Recognition of social environment	0.29	0.12	0.18	2.41	0.01
Cooperativeness	0.05	0.09	0.14	0.55	0.57
Confidence level, tactfulness and sensitivity	0.06	0.15	0.03	0.03.06	0.69
Sense of humour	0.22	0.11	0.13	1.87	0.06
SI	0.03	0.04	0.11	0.76	0.44

The dependent variable: the normative component of OC.

5.3. Sub-hypothesis 3

Sub-hypothesis 3 is defined as follows: 'there is a meaningful relationship between SI and its components with the continuous component of OC'. For predicting the continuous component of OC via SI and its six components ('memory', 'patience', 'cooperativeness', 'confidence level, tactfulness and sensitivity', 'recognition of social environment', and 'sense of humour'), the multiple regression analysis was utilised considering the inter-method reliability for entering predictive variables in the regression model. The list of entered variables, the summary of the model and the results for the analysis of variance relating to the predictive variables are presented in Table 7.

Table 7. Results of the regression analysis for the continuous component of OC in terms of SI using the inter-method reliability

Entered variables	*R*	R^2	*F*	df	df	Meaningfulness level
'SI', 'Memory', 'Patience', 'Cooperativeness', 'Confidence level, tactfulness and sensitivity', 'Recognition of social environment' and 'Sense of humour'	0.39	0.15	5.20	7	196	0.000
The dependent variable: the continuous component of OC						
The predictive variables: 'SI', 'Memory', 'Patience', 'Cooperativeness', 'Confidence level, tactfulness and sensitivity', 'Recognition of social environment' and 'Sense of humour'						

The model specifies that 15% of the observed variance in the continuous component of OC can be justified to the predictive variables. In other words, *R*-squared value is 0.15. Since the values of *p* and *F* are less than 0.01, the null hypothesis is rejected and it can be concluded that there is a linear relationship between SI and the continuous component of OC.

In Table 8, the values for *B*, beta, *t*, and meaningfulness level have been presented. According to the table, the overall score of 'SI' has the maximum value for beta-coefficient (0.27), and also the score of 'sense of humour' has the minimum value for the mentioned coefficient (0.02). Thus, if the score of SI is increased to 1 unit, then the amount of 0.27 will be added to the continuous component of OC.

Table 8. Regression coefficients of the predictive variables in the regression analysis for OC

Model	*B*	SD	Beta	*T*	Meaningfulness level
Constant	9.84	2.01	0	5.37	0.00
Memory	-0.16	0.12	-0.10	-1.28	0.20
Patience	-0.06	0.09	0.06	-0.36	0.52
Recognition of social environment	0.11	0.15	0.05	0.71	0.47
Cooperativeness	0.21	0.11	0.15	1.84	0.06
Confidence level, tactfulness and sensitivity	0.08	0.19	0.03	0.41	0.67
Sense of humour	-0.04	0.14	0.02	-0.27	0.78
SI	0.10	0.06	0.27	1.77	0.07

The dependent variable: the continuous component of OC.

5.4. Sub-hypothesis 4

Sub-hypothesis 4 is defined as follows: 'there is a difference between SI of male and female managers in the defined statistical population'. Number, mean, standard deviation and the results for *t*-test are presented in Table 9 in order to compare the scores of the two groups (men and women) relating to SI and its components.

Table 9. Results of the *t*-test for comparing the two mean values of the groups in SI

Variable	Group	Number	Mean	SD	*t*-test for comparing the two mean values of the groups		
					df	*T*	*p*
SI	Women	103	69.27	5.67	202	-0.63	0.52
	Men	101	70.03	8.67			
Memory	Women	103	7.65	1.97	202	-1.25	0.21
	Men	101	7.83	2.08			
Patience	Women	103	21.86	3.52	202	0.35	0.72
	Men	101	22.44	2.97			
Recognition of social environment	Women	103	8.30	1.68	202	-1.26	0.20
	Men	101	8.22	1.67			
Cooperativeness	Women	103	13.91	2.34	202	-0.02	0.98
	Men	101	14.33	2.32			
Confidence level, tactfulness and sensitivity	Women	103	9.28	1.50	202	0.84	0.40
	Men	101	9.29	1.62			
Sense of humour	Women	103	8.29	1.44	202	-0.66	0.50
	Men	101	8.10	1.79			

The TCR value (*T*-value) for mutual test with the df value of 202 in the alpha level of 0.05 is 1.96. TCR (202) = 1.96 and *p* < 5.

Based on the results of the table, *t*-value and meaningfulness level (*p*) are greater than 0.05, and it can be concluded that there is no meaningful difference between SI among the male and female managers. In addition, no significant difference was observed between the components of SI. In other words, the null hypothesis was confirmed with 95% confidence.

5.5. Sub-hypothesis 5

Sub-hypothesis 5 is defined as follows: 'there is a difference between OC of male and female managers in the defined statistical population'. Number, mean, standard deviation and the results for *t*-test are presented in Table 10 in order to compare the scores of the two groups (men and women) relating to OC and its components.

The TCR value (*t*-value) for mutual test with the df value of 202 in the alpha level of 0.05 is 1.96. TCR (202) = 1.96 and *p* < 5.

Based on the results of the table, *t*-value and meaningfulness level (*p*) are greater than 0.05, and it can be concluded that there is no meaningful difference between OC among the male and female managers. In addition, no significant difference was observed between the components of OC. In other words, the null hypothesis was confirmed with 95% confidence.

Table 10. Results of the *t*-test for comparing the two mean values of the groups in OC

Variable	Group	Number	Mean	SD	*t*-test for comparing the two Mean values of the groups		
					df	T	p
OC	Women	103	58.73	6.41	202	-1.01	0.31
	Men	101	59.70	7.12			
Affective commitment	Women	103	20.16	2.46	202	-0.54	0.58
	Men	101	20.36	2.78			
Normative commitment	Women	103	18.94	2.57	202	0.02	0.98
	Men	101	18.95	2.65			
Continuous commitment	Women	103	19.63	3.18	202	-1.68	0.09
	Men	101	20.38	3.22			

6. Discussion and conclusion

The results obtained from the present study using the multiple regression analysis revealed that there was a relationship between SI and OC; meanwhile, SI can somehow predict and explain the alterations in OC. A similar research undertaken by Azizi-Nejad, Madadi-Kokjehyaran and Jana-Abadi (2014) confirms the results of the present study. The latter study indicates that there is a positive and meaningful correlation between SI and educational performance. Moreover, the findings of the research carried out by Gharreh-Beiglou, Ab-Char, and Feizi-Ilkhchi (2020) revealed that SI has a robust relationship with the quality level of the services; thus, SI can be a predictive variable for quality of the offered services.

In the present study, and by using the multiple regression analysis, no meaningful relationship was found between memory and OC. On the other hand, since it seems that no similar research has been undertaken in Iran and abroad, some studies relating to the current research has been addressed here. In a study on the relationship between personal traits and OC, fulfilled by Sharifi (2010), a positive and meaningful relationship between the five dimensions of managers and teachers' traits and their OC was reported. Among the five dimensions of traits, the components of psychiatry, extraversion, compatibility and conscientiousness were able to predict the affective dimension of OC. In addition, the components of psychiatry and conscientiousness could predict the continuous dimension of OC; meanwhile, the conscientiousness was able to predict the normative dimension of OC.

The findings of the present study also revealed that there was a meaningful association between the subscale of patience and OC so that patience has an impact on OC and its dimensions. Also, no aligned and unaligned studies were found with the current research by surfing the Internet. Moreover, the results of the current study revealed that there was a meaningful relationship between work

ethics and OC which is aligned with the findings undertaken by Niaz-Azari, Enayati, Behnam-Far and Kahroudi (2014). According to the latter study, the work ethics has a positive and meaningful correlation with OC and its three dimensions (affective, normative and continuous commitments). Also, work ethics has the power to predict the employees' OC ($p < 0.001$), so that a one point increase in the work ethics will lead to an enhancement in the average score of OC by the amount of 0.284.

The results of the current study also indicated a meaningful relationship between cooperativeness and OC which is aligned with the findings of Mashayekhi and Fathi (2018), because the latter research has addressed to the relationship between SI and self-efficacy with job satisfaction and commitment. Moreover, in the aforementioned study, the mediating role of variables was also examined and the results indicated a positive and direct association between job satisfaction, self-efficacy and commitment through sympathy, making useful emotions, manipulating the interpersonal relationships and focusing on self-control factors.

The findings of the current study also revealed that there was a meaningful relationship between two variables of 'confidence level, tactfulness and sensitivity' and 'OC'. The similar research by Sharifi (2010) is somehow aligned with the present study. The latter study, which examined the relationship between personal traits and OC among the school teachers and managers, indicated that adaptability (as one of the personal traits) had a positive and meaningful association with affective commitment.

The results of the present study revealed a relationship between sense of humour and OC with 95% confidence, so that the former is a good predictor for the latter. No aligned or unaligned research was found in internet-surfing to confirm the mentioned results. Also, the findings indicated no difference between SI and its components among the male and female managers.

In a study by Bar-On (2006), analysing the scores of 7,700 people disclosed no difference between men and women in emotional intelligence (as a variable relating to SI); meanwhile, the men had higher scores in self-actualisation, optimism, stress tolerance, impulse control and adaptability, while the women had upper scores in empathy, interpersonal relationships and social responsibility.

The results of the current study revealed no difference between OC and its dimensions among the male and female managers. With the aim to identify the dimensions and components for promoting OC, Ahmadi, Sharifi, Imani and Shariatmadari (2020) found some effective factors in this respect, such as individual responsibility, work reproducibility, opportunity for job promotion, age, work experience, gender and job satisfaction. The findings of Alikhani (2011) on the relationship between OC and contribution in employees' decisions are somehow aligned with the results of the present study. According to the mentioned research, the male employees had more affective commitment than the female ones, but the average of continuous and normative commitments was the same among the men and women. The researcher concluded that OC is generally identical among the men and women.

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