Investigating the Relationship between Knowledge Management and Organizational Commitment Elementary School Principals

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ABSTRACT: The present study was aimed to investigate the relationship between knowledge management and organizational commitment elementary school principals. Research method is to describe the correlation; the study population comprised all educational managers Konarak city primary school, academic year 2013-2014. Sample size is 108, Training Manager, Konarak city elementary schools, which are 96 men and 12 women, which is calculated sample size, with Morgan, and with respect to population characteristics, were used the stratified random sampling. The instrument used in this study is a questionnaire knowledge management and organizational commitment, which is paid to the data collection in this research. The result is to suggest that, from the perspective of school administrators, is satisfactory, knowledge management and organizational commitment of schools. The results are indicative of the knowledge management; with all dimensions have any relationship with organizational commitment. The results are indicative of the knowledge management; with all dimensions have any relationship with affective commitment. The results are indicative of the knowledge management; with all dimensions have any relationship with the continued commitment.

Keywords: Elementary school principals, Knowledge management, Organizational commitment.

INTRODUCTION

Knowledge management in the modern era is making dramatic changes in management issues. Knowledge management is looking to capture the knowledge, wisdom and experience with the added value of staff, and the implementation and maintenance of retrieval knowledge as an asset of the organization. According to Drucker (1999), “The secret to organizational success in the 21st century is the Knowledge Management”. Therefore, organizational management must rely on superior knowledge, to find a more reasonable opportunity to make decisions on important issues, and improving the knowledge-based functions. Therefore, knowledge management is an important category of self-knowledge in organizations that are looking to explore and clarify how information and knowledge of how to transform individual and organizational knowledge and skills in individual and group (Glaser, 2003) the complexity and breadth of the concept of knowledge management has been caused to not develop the same attitude about knowledge management. So many experts, it is seen from different angles, and has to define it. Despite this fact, some of the most common definitions of knowledge management are presented here:

Knowledge management refers to a set of systematic activities of the organization, in order to achieve greater value, is made available to the students. Knowledge available, including all the experiences and knowledge of people in an organization, and all the documents and reports within an organization (Marwik, 2001). Knowledge management is the process of creating and sharing, transfer and retain knowledge so that it can be, used in the most effective manner (Hoffman, Hoelscher, & sheriff, 2005). Santosus and Surmacz (2004) believe that "knowledge management is an observer on the set of processes, in which the flow of knowledge in a society leads to frequent and increasing.

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Our country's education system, the role of teachers and administrators, in conjunction with increased learning and use, useful knowledge cannot be ignored. Today in organizations, human resources, which is regarded as the most important resources, and well-realized, managers, the most important factor in achieving competitive advantage, human resources are organized. Hence, attention to human resource commitment and loyalty to the organization, and performed better roles assigned to them, and even learn tasks by role, HR is one of the major concerns of managers in organizations.

But the first step in such a way that it is, and the holders of such knowledge, are or are not ready to support the process? And it is committed to the professional staff and the needs of your organization. Because organizational commitment, including a complex of values, and beliefs of employees. These values will affect the attitudes, and ultimately behavior in the workplace; just study, change and improve organizational commitment and professional people, we took advantage of the knowledge management as a competitive advantage of the organization should create an environment of sharing, knowledge transfer and conflict among members, and to educate people in order to make sense of their interactions (Nonaka & Takeuchi, 1995). Nowadays organizations, in addition to global competition, are faced with an organizational challenge. On the one hand, they need fundamental changes, and on the other, professional and organizational commitment are important for the organization, and do not want to reduce it. In such circumstances, it is necessary to do research in the field of knowledge management in organizations, and professional and organizational commitment (Whig, 2000). Organizational commitment is an important attitude to the job and the organization, which over the years has been a favorite of many researchers in the fields of organizational behavior and psychology, especially social psychology (Rokninejad, 2007). To comment, organizational commitment as an attitude is an expression, a strong desire to stay in the organization, willingness to exert extra effort for the organization to adopt a strong belief in the values and goals (Iraqi, 1994). Allen and Meyer (1991) argue that it is committed to a mental state, which are a desire, need and obligation to continue employment in an organization. The scientists, which have shared a commitment, in three dimensions: affective commitment, continuance commitment and normative commitment (Khoshnood, 2011). However, research done on the relationship between knowledge management and organizational commitment, is very small, this study is an attempt to examine the relationship between the two components of knowledge management and organizational commitment in schools. Now according to the above question, this study is that, Do there were a significant relationship between knowledge management and organizational commitment elementary school principals?

Allen and Meyer (2002), in a research study of job satisfaction, organizational commitment, organizational justice and turnover intentions among managers and staff golf clubs, came to the conclusion that there was a significant positive relationship between organizational justice and organizational commitment. The research was conducted by Mohamed in 2014, showed that there was a significant relationship between organizational justice and commitment among workers.

Chen, Lin, Tung and Ko (2008), in their study titled developments, organizational justice, job insecurity, turnover, organizational commitment, self-efficacy, the 447 employees of the City bank, of Kaosiong city in Japan, came to the conclusion that there is a relationship between variables personal (age, gender, work experience, organizational justice, but they have a significant relationship with organizational commitment, and also organizational justice, has had a significant relationship with affective commitment, and organizational justice has a moderating effect on organizational commitment.

Lawchuk and Eric (2008) conducted a study to determine the effects of distributive and procedural justice, organizational commitment, in America. The sample was 160. They found that both procedural justice, distributive justice also has a direct impact on organizational commitment, and procedural justice effects on organizational commitment, is much more than distributive justice.

Chen et al (2008), a research on the effects of organizational commitment on organizational policies and organizational justice, in between, 1020 employees of the State Bank, concluded that organizational justice has a significant positive relationship with organizational commitment. Also, the organizational justice, role of confounding variables on organizational commitment. The research was conducted in 2000 by FIELDS, PANG, & CHIU. As the impact of distributive and procedural justice, organizational commitment, the results showed that there was a significant relationship between organizational commitment and procedural and distributive justice, between affective commitment and productivity, the managers and workers. In addition, there was a significant relationship between normative commitment and worker productivity.

METHODOLOGY

The research method used in this study is descriptive and correlational; the population of the study comprised all educational managers Konarak city primary school, academic year 93-92. In this study, a sample size of 108, director of education, elementary school, Konarak city, which includes 96 men and 12 women, the sample size calculation is using Morgan, and according to the characteristics of the population, use was stratified random sampling. The instrument used in this study includes Knowledge Management and Organizational Commitment Questionnaire, which is paid to the data collection in this research.
Management knowledge questionnaire

25 item questionnaire designed by the researchers, is a 5-item Likert scale (very high, high, medium, low and very low) and includes four components of knowledge - knowledge sharing - applying knowledge and lay knowledge.

Organizational commitment questionnaire

Questionnaire, 24 questions, Allen and Meyer's organizational commitment, affective commitment, which includes three components-continuous commitment and normative commitment, and is one of seven options (quite the opposite, quite the opposite, less the opposite, I think, less compliant, partially compliant, too agree). The content validity of the, knowledge management questionnaire, was confirmed by several professors, and reliability of the questionnaire, which contains 38 questions and was conducted on a sample of 30 patients, Cronbach's alpha coefficient is 0.80.

The content validity of the, organizational commitment questionnaire was confirmed by several masters. The reliability of the questionnaire, using Cronbach's alpha, the software SPSS, was calculated as a ratio equal to 0.79.

In this study, to analyze research questions, using inferential statistics, such as Pearson correlation, regression, t-test and ANOVA test. It is necessary to mention that, all statistical calculations were performed with the software SPSS.

RESULTS

To examine how is the situation of knowledge management and organizational commitment, from the perspective of school administrators researcher used a single-group t-test; the results were presented in the following table:

Table 1. Status, knowledge management and organizational commitment from the perspective of school administrators.

<table>
<thead>
<tr>
<th>Variables</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>t</th>
<th>t-test</th>
<th>df</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge Management</td>
<td>108</td>
<td>82.2</td>
<td>21.45</td>
<td>75</td>
<td>35.03</td>
<td>107</td>
<td>0.001</td>
</tr>
<tr>
<td>Organizational Commitment</td>
<td>108</td>
<td>100.2</td>
<td>15.50</td>
<td>96</td>
<td>28.49</td>
<td>107</td>
<td>0.005</td>
</tr>
</tbody>
</table>

Table 1 shows the results of knowledge management, with the average 82.2, and organizational commitment, with an average of 100.2, is higher than average, and both variables were significant at the 95 level (P< 0.05). These results are indicative of the utility of knowledge management, and organizational commitment, the sample studied. Pearson correlation coefficient was used to examine the relationship between management and its dimensions, with organizational commitment, which is provided in the table below.

Table 2. Results of correlation between knowledge management and dimensions, with organizational commitment.

<table>
<thead>
<tr>
<th>Organizational Commitment</th>
<th>Knowledge Management</th>
<th>Knowledge creation</th>
<th>Knowledge sharing</th>
<th>Applying knowledge</th>
<th>Remember Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The correlation coefficient</td>
<td>0.101</td>
<td>0.128</td>
<td>0.241</td>
<td>0.078</td>
</tr>
<tr>
<td></td>
<td>Sig.</td>
<td>0.296</td>
<td>0.187</td>
<td>0.114</td>
<td>0.425</td>
</tr>
</tbody>
</table>

Table 2 is stating that the correlation coefficient between organizational commitment and knowledge management is equal r=0.886 and these two variables have a positive and significant relationship with each other. Also the correlation coefficient between organizational commitment and management of knowledge, i.e. knowledge creation, knowledge sharing, knowledge utilization, knowledge is stored in the following order: r=0.128, r=0.241, r=0.078, r=0.051.

The correlation coefficient for all aspects of knowledge management is an expression, not a direct and significant relationship with organizational commitment (P>0.05). So there is no direct relation between knowledge management and its dimensions, and organizational commitment. To examine significant relationship between knowledge management and its dimensions, with emotional commitment, Pearson correlation coefficient was used, which was presented in table 3.

Table 3. Test results of the correlation between knowledge management and its dimensions with affective commitment.

<table>
<thead>
<tr>
<th>Emotional commitment</th>
<th>Knowledge Management</th>
<th>Knowledge creation</th>
<th>Knowledge sharing</th>
<th>Applying knowledge</th>
<th>Remember Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>The correlation coefficient</td>
<td>0.150</td>
<td>0.159</td>
<td>0.135</td>
<td>0.169</td>
<td>0.093</td>
</tr>
<tr>
<td>Sig.</td>
<td>0.121</td>
<td>0.100</td>
<td>0.163</td>
<td>0.080</td>
<td>0.093</td>
</tr>
</tbody>
</table>
Table 3 is indicative of the correlation coefficient between knowledge management and its dimensions with affective commitment is the equivalent r=0.150, and is an indication of lack of communication between these two variables. Also, the correlation coefficient between affective commitment and knowledge management aspects, namely knowledge creation, knowledge sharing, knowledge utilization, knowledge is stored in the following order: r=0.159, r=0.135, r=0.169, r=0.093.

The correlation coefficient for all aspects of knowledge management is to indicate the absence of a significant direct relationship with affective commitment (P>0.05). Therefore, there is no direct relation between knowledge management and its dimensions, and affective commitment. In order to point out the significant direct relationship between knowledge management and its dimensions, the continuous commitment, Pearson correlation coefficient was used, the data presented in table 4.

**Table 4.** The results of correlation test between knowledge management and its continuous commitment.

<table>
<thead>
<tr>
<th>Continuous commitment</th>
<th>The correlation coefficient</th>
<th>Knowledge Management</th>
<th>Knowledge creation</th>
<th>Knowledge sharing</th>
<th>Applying knowledge</th>
<th>Remember Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>-0.011</td>
<td>0.058</td>
<td>-0.001</td>
<td>-0.060</td>
<td>-0.044</td>
</tr>
<tr>
<td>Sig.</td>
<td>0.908</td>
<td>0.551</td>
<td>0.990</td>
<td>0.538</td>
<td>0.652</td>
<td></td>
</tr>
</tbody>
</table>

Table 4 shows that the correlation coefficient between continuous commitment, knowledge management, is equal to r=-0.011, which does not exist any relationship between these two variables. Also, the correlation coefficient between continuance commitment, the management of knowledge, ie knowledge creation, knowledge sharing, knowledge utilization, knowledge is stored in the following order: r=0.058, r=-0.001, r=-0.060, r=-0.044.

The correlation coefficient for all aspects of knowledge management is to indicate the absence of a significant direct relationship with continuance commitment (P>0.05). So there is no direct relation between knowledge management and its dimensions, and continuance commitment. To examine the relationship between knowledge management and its dimensions, with normative commitment, researcher used the Pearson correlation coefficient, which was presented in the following table.

**Table 5.** The results of the correlation test between knowledge management and normative commitment.

<table>
<thead>
<tr>
<th>Normative commitment</th>
<th>The correlation coefficient</th>
<th>Knowledge Management</th>
<th>Knowledge creation</th>
<th>Knowledge sharing</th>
<th>Applying knowledge</th>
<th>Remember Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sig.</td>
<td>0.294</td>
<td>0.503</td>
<td>0.167</td>
<td>0.360</td>
<td>0.396</td>
<td></td>
</tr>
</tbody>
</table>

Table 5 shows that the correlation coefficient between normative commitment to managing knowledge is an equal r=0.102, which have no significant direct relationship with each other. Also, the correlation coefficient between normative commitment, the management of knowledge, ie knowledge creation, knowledge sharing, knowledge utilization, knowledge storage, respectively, are: r=0.065, r=0.134, r=0.089, r=0.083. The correlation coefficient, all aspects of knowledge management, normative commitment, shows that there is no correlation between them (P>0.05). Therefore, there is no direct relation between knowledge management and its dimensions, and normative commitment.

**CONCLUSION**

Discussion The research presented according to the order, the following research questions:

- In examining the first research question, which is related to the status of knowledge management and organizational commitment among elementary school principals Konarak city, the results obtained, it is suggested that, from the perspective of school administrators, was sufficient to manage knowledge and organizational commitment of schools. The result of this question, with the research results Eriko and her colleagues which performed with 160 samples, to investigate the impact of knowledge management on job satisfaction and organizational commitment of employees in America, in 2007, and found that procedural justice has a direct impact on job satisfaction, but distributive justice, which directly impact on satisfaction, as well, distributive justice and procedural justice has a direct impact on organizational commitment, and procedural justice corresponds impact on organizational commitment, which is much more than distributive justice.

- Knowledge management refers to a set of systematic activities of the organization, in order to achieve greater value, is made available to the students. Knowledge available, including all the experiences and knowledge of
people in an organization, and all the documents and reports within an organization (Marwik, 2001). Knowledge management is the process of creating and sharing, transfer and retain knowledge so that it can be, used in the most effective manner (Hoffman, Hoelscher, & sheriff, 2005). Santosus and Surmacz (2004) believe that "knowledge management is an observer on the set of processes, in which the flow of knowledge in a society leads to frequent and increasing.

- In examining the second research question which is connected with the study of the relationship between knowledge management and its organizational commitment. Results indicate that, there is no relationship between knowledge management, with all dimensions of organizational commitment.

Not found literature in this field
- Evaluate third research question which is related to examine the relationship between knowledge management and its dimensions, with emotional commitment. The results suggest that knowledge management, with all dimensions have any relationship with the affective commitment.

Not found literature in this field
- Evaluate the fourth research question which is related to examine the relationship between knowledge management and its dimensions, with the continuous commitment. The results suggest that knowledge management, with all dimensions have any relationship with continuance commitment.
- Knowledge management refers to a set of systematic activities of the organization, in order to achieve greater value, is made available to the students. Knowledge available, including all the experiences and knowledge of people in an organization, and all the documents and reports within an organization (Marwik, 2001). Knowledge management is the process of creating and sharing, transfer and retain knowledge so that it can be, used in the most effective manner (Hoffman, Hoelscher, & sheriff, 2005). Santosus and Surmacz (2004) believe that "knowledge management is an observer on the set of processes, in which the flow of knowledge in a society leads to frequent and increasing.

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