

Analysis and Providing a Leadership Management Pattern on Organizational Commitment Promotion of Staff in Automotive Industry

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Abstract-This study aims to analyze and present a leadership management pattern on promoting organizational commitment of automotive industry staff. The statistic population includes 350 experts and supervisors in automotive industry in 1395, among which, 300 members were sampled by simple random sampling method. Regarding the objective, the study is applicable, and regarding data gathering method, it is considered a correlational descriptive study. In the present study, leadership management is the independent variable and emotional, normative and constant organizational commitment of the staff is the dependent variable. Two questionnaires were used for data collection. To measure organizational commitment and leadership management, the standard questionnaire of Allen and Meyer, and the researcher-made questionnaire were used, respectively. The content validity of the researcher-made questionnaire is validated by supervisors and advisors, study of the books and papers related to the study and determination of the strengths and weaknesses, and it was determined valid. The reliability of the questionnaire was evaluated by Chronbach's Alpha. The results obtained by data analysis (300 returned questionnaires), using Pearson correlation coefficient and multiple regression coefficient, on reliability level 95%, indicated that there is a significant relationship between leadership management and organizational commitment.

Keywords- *Organizational Commitment, Emotional Organizational Commitment, Normative Organizational Commitment, Constant Organizational Commitment, Leadership Management*

I. INTRODUCTION

Human force, among resources of organizations, is of particular position and considering such a major resource results the organization and society to approach their objectives (Mirsepasi, 2005). Therefore, it is the responsibility for administrators, authorities and experts to make an effort for maintaining, growth and promotion of staff so that they turn to a committed organization. Committed human resource to the objectives and values of an organization is the major index of superiority of an organization to others, thus, such an important

index causes an increase in effectiveness and efficiency of the organization and will lead into consequent progress and advancement of the society; in addition, it results in success for the society faced with global changes (Hajibabaei, 1999). Leadership management is a management style that invites individuals to assume responsibility and lack of controlling behavior. In this management style, manager's focus on problem solving rather than looking for a guilty person to be blamed (Golsar, 2013). Human force could be a determinant factor of existence and success of an organization and equally be problematic in challenging the managers to achieve the organizational goals. One of the problems to cause loss for the organization is desertion and high mobility of human resources (Fathollahi, 2009). Human force, among organizational resources, is of particular position and considering this major resource results the organization and society to approach their goals. Therefore, it is the responsibility of managers, authorities and experts to make an effort for maintaining, growth and promotion of the staff and make them committed to the organization. Committed human resource to organizational goals and values is the major index of superiority to other organizations, thus, this major index cause an increase in effectiveness and efficiency of the organization and leads the society into progress and advancement and makes it successful while facing global changes (Hajibabaei, 1999).

Research has indicated that organizational commitment has a positive relationship with the consequences such as job satisfaction, job performance and a negative relationship with tendency to desertion (Mohammad Yari, 2008). Compared to other job attitudes such as job satisfaction, organizational commitment is a more effective factor in preventing desertion, promoting performance and productivity, lower levels of absence and displacement. Commitment ideas are the major subject of articles on management. This idea is one of the essential values on which the organization relies and the staff is assessed based on commitment. Most managers believe that organizational commitment is an absolute necessity for organizational effectiveness (Sadeghi, 2006). In today world of constantly changing, turbulent and competitive organizations, traditional principles of management and organization, such as bureaucracy, command and control, have been invaded. Bureaucratic-based strategies, i.e. application of laws and

regulations and guidelines and sorting hierarchy of activity standardization to level out staff behavior, have not been proved so efficient. Human forces have been trapped in the maze of bureaucracy for their talent and creativity outbreak and are not able to utilize their potential capabilities to solve problems (Ardestani, 1997). In such a traditional concept of management, known as patronizing management, organizational commitment is much less visible among staff and they are not satisfied with what they do and the quality is much lower, they shirk from their job, do not take the responsibility and constantly look for another guilty one (Ordobari, 2011). Confirming the words of Edwards Deming on successful management and calling that the leadership management, Golsar, the pioneer and well-known international psychologist, has emphasized educating the theory of choice for managers and staff and its application in workplaces. The theory of choice is a new explanation on how and why we, human beings, show a particular behavior. The theory of choice offers a persuasive discussion on leadership management (Golsar, 2011).

II. ORGANIZATIONAL COMMITMENT

Organizational commitment, similar to other organizational behaviors, is defined in different ways. The most common method of dealing with organizational commitment is that it is considered as a type of dependency to the organization. Therefore, someone, with intense commitment to the organization, is identified by, participates in, is interwoven with and enjoys being a member of that organization (Saroughi, 1995).

Porter et al. (1974) define organizational commitment as the acceptance of organizational values and involvement in the organization, and consider the measurement criteria including motivation, desire to continue working and accepting organizational values.

III. ORGANIZATIONAL COMMITMENT AND ITS EFFECTS ON STAFF

Organizational commitment has been extensively studied by several researchers; and various definitions have been offered. Commitment expresses the sense of identity and dependency of an individual to an organization; no organizations can be successful without commitment and effort. Committed staff is more disciplined and stay longer in the organization to work; managers need to maintain and foster stability and commitment to the organization, both for themselves and for the staff. The most common way of dealing with organizational commitment is that it is considered as a type of emotional dependency to the organization, or it is defined as a sort of feeling of loyalty to the organization. Organizational commitment is an important attitude towards the job and the organization that has attracted the interest of many researchers in organizational behavior and psychology. The positive impact of organizational commitment on the performance of organizations has been approved by several studies (Yaghoubi et al., 1999).

Various factors, including professional affiliation, job satisfaction, dependency to the organization, commitment to organizational values and the expectations of the organization and colleagues, might affect promotion of organizational commitment of the staff by fostering the employee's passion (Pardakhtchi, 1995; quoted from Rouhi et al, 1999). Conducted research has considered high levels of organizational commitment to be beneficial to the organization and the benefits of being committed have been considered as internal benefits (such as pros and income) and psychological benefits (such as inner satisfaction of job and communication with colleagues); and creating organizational commitment among staff, due to positive impacts on their behavior, is an essential and prior issue for the organization and its managers (Keshtidar, 2008). Meanwhile, many consider insufficient salary, inadequate fringe benefit and the type of job as important factors of organizational commitment (Kouzeh chian et al., 2009). In fact, one of the indices of organizational superiority is the staff of the organization whose loyalty and commitment cause them to fulfill the highest quality duties. It leads into an increase in performance, efficiency and effectiveness of the organization. On the other hand, indifferent and irresponsible individuals to organizational duties transfer such a behavior to others and cause lower quality performance and organizational degradation in terms of both quality and quantity (Tahrir et al., 2009). Those with lower commitment have been observed to leave job and be absent more than others (Yaghoubi et al., 2009).

IV. REVIEW OF LITERATURE

Amir Kafi and Hasheminasab (2012), by a research entitled the impact of organizational justice, perceived organizational support and organizational trust on organizational commitment, using AMOS software, investigated this research. The population of the research consisted of the staff of fire station, red crescent, Shahid Bahonar University, offices of Melli Bank branches (Kerman province). The results indicated that organizational justice is indirectly effective on organizational commitment through two variables of organizational support. Furthermore, the results showed that perceived organizational support is both directly and indirectly effective on commitment. Its direct impact is through organizational trust; and finally, direct impact of organizational trust on commitment is higher than other that of other variables.

Jahangir and Mehrali (2011) conducted a study to investigate the relationship between organizational commitment, job satisfaction and personal traits of nurses working in surgical wards in hospitals of Shahid Beheshti University of Medical Science. They employed descriptive-correlation method to describe and assess the relationship between variables. The results of the research indicated that there is a positive relationship between job satisfaction of nurses and emotional commitment and duty, however, there is a negative relationship between job satisfaction and constant commitment. The studies units indicated the highest satisfaction level of communication with colleagues, job position, supervision and management, and the lowest

satisfaction level of job condition, job security and salary and benefits, respectively.

Attack and Arthurhot (2010) conducted a study to investigate the relationship between various aspects of organizational commitment and organizational learning; they suggested that organizational commitment is an effective element on organizational learning and employing the staff who are highly committed and creating circumstances to increase organizational commitment of the staff, results in higher organizational learning.

The present study investigates effectiveness of leadership management (educating the theory of choice) on increasing organizational commitment of the staff of Modiran Khodro Factory (MVM). Required data of the research is gathered by 330 questionnaires containing questions both about personal information and research hypothesis. Using tables and frequency diagrams, a description of the indicator status is offered. Then, based on the results from the questionnaires, research hypotheses were tested to be accepted or rejected, using inferential statistics.

V. DESCRIPTIVE FINDINGS, DEMOGRAPHIC CONDITION OF THE SAMPLE

In this section, frequency and percentage of participants in tests, in terms of gender, education level and age are calculated. These figures are presented as follows:

TABLE I. FREQUENCY AND PERCENTAGE OF PARTICIPANTS IN TESTS, IN TERMS OF GENDER

Gender	Frequency	Frequency Percentage
Female	15	4.5 %
Male	315	95.5 %
Total	330	100 %

According to the table, the studied sample consists of 315 male subjects (95.5%) and 15 female subjects (4.5%).

TABLE II. FREQUENCY OF PARTICIPANTS IN TERMS OF EDUCATION LEVEL

Education Level	Frequency	
Lower-Than-Diploma	16	5 %
Diploma	57	17 %
Associate Degree	79	24 %
Bachelor Degree	109	33 %
Master Degree and Higher	69	21 %
Total	330	100 %

VI. DESCRIPTIVE REPORT OF VARIABLES IN THE SAMPLE

Table 3 presents the mean and standard deviation of pre-test and post-test scores of the sample in terms of organizational commitment.

TABLE III. MEAN AND STANDARD DEVIATION OF PRE-TEST AND POST-TEST SCORES FOR ORGANIZATIONAL COMMITMENT

Pre-test		Post-test	
Mean	Standard Deviation	Mean	Standard Deviation
112.74	8.44	118.08	7.12

TABLE IV. MEAN AND STANDARD DEVIATION OF PRE-TEST AND POST-TEST SCORES FOR EMOTIONAL COMMITMENT

Pre-test		Post-test	
Mean	Standard Deviation	Mean	Standard Deviation
37.14	4.37	40.82	3.55

According to the tables, mean and standard deviation of emotional commitment scores were (37.14 ± 4.37) and (40.82 ± 3.55) for pre-test and post-test, respectively.

TABLE V. FREQUENCY OF SAMPLE IN TERMS OF EMOTIONAL COMMITMENT

Variable	Statements	Frequency	Percentage
Emotional commitment	Very high	64	19 %
	high	55	17 %
	moderate	89	27 %
	low	62	19 %
	Very low	60	18 %
Total		330	100 %

According to the table, 64 individuals (19%), 55 individuals (17%), 89 individuals (27%), 62 individuals (19%), 60 individuals (18%) showed very high, high, moderate, low and very low emotional commitment, respectively.

TABLE VI. MEAN AND STANDARD DEVIATION OF PRE-TEST AND POST-TEST SCORES FOR NORMATIVE COMMITMENT

Pre-test		Post-test	
mean	Standard Deviation	Mean	Standard Deviation
33.40	5.14	35.17	4.72

According to the tables, mean and standard deviation of normative commitment scores were (33.40 ± 5.14) and (35.17 ± 4.72) for pre-test and post-test, respectively.

TABLE VII. SAMPLE FREQUENCY IN TERMS OF NORMATIVE COMMITMENT

variable	Statements	Frequency	Percentage
Commitment	Very high	60	18 %
	High	72	22 %
	Moderate	76	23 %
	Low	62	19 %
	Very low	60	18 %
Total		330	100 %

TABLE VIII. MEAN AND STANDARD DEVIATION OF PRE-TEST AND POST-TEST SCORES FOR CONSTANT COMMITMENT

Pre-test		Post-test	
Mean	Standard deviation	Mean	Standard deviation
44.20	3.47	48.8	3.36

According to the tables, mean and standard deviation of constant commitment scores were (44.20 ± 3.47) and (49.08 ± 3.36) for pre-test and post-test, respectively.

TABLE IX. SAMPLE FREQUENCY IN TERMS OF CONSTANT ORGANIZATIONAL COMMITMENT

Variable	Statements	Frequency	Percentage
Constant commitment	Very high	48	15 %
	High	68	21 %
	Moderate	98	30 %
	Low	66	20 %
	Very low	50	14 %
	Total	330	100 %

Investigating the hypothesis of normal distribution of variables in the sample:

TABLE X. PRESENTS KURTOSIS AND SKEWNESS OF SAMPLE SCORES FOR ORGANIZATIONAL COMMITMENT

Variable \ Index	Kurtosis		Skewness	
	Kurtosis value	Standard deviation	Skewness value	Standard deviation
Organizational commitment	-0.084	0.119	0.48	0.248

TABLE XI. PRESENTS THE RESULTS OF KOLMOGOROV-SMIRNOV TEST FOR THE SCORES OF ORGANIZATIONAL COMMITMENT

Variable	observations	The amount Z K-S	The significance level
Organizational Commitment	330	0.69	0.34

According to the results, the obtained ZSK value and significance level are 0.69 and 0.34, respectively. As the obtained significance level (0.34) is higher than measurement level (0.05), Hypothesis H0 is confirmed, i.e. it can be concluded that the distribution of organizational commitment is not statistically significantly different from normal distribution.

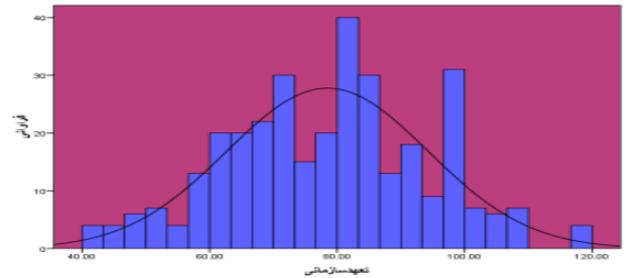


Figure 1. Normal distribution of organizational commitment scores

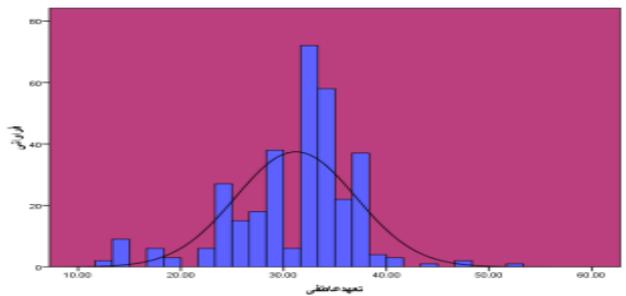


Figure 2. Normal distribution of emotional commitment scores

VII. INVESTIGATING NORMAL DISTRIBUTION OF NORMATIVE COMMITMENT

TABLE XII. KURTOSIS AND SKEWNESS OF SAMPLE SCORES OF NORMATIVE COMMITMENT OF THE SAMPLE SCORES

Variable \ Index	Kurtosis		Skewness	
	Kurtosis value	Standard deviation	Skewness value	Standard deviation
Normative commitment	0.74	0.119	0.62	0.248

TABLE XIII. RESULTS OF KOLMOGOROV-SMIRNOV TEST FOR NORMATIVE COMMITMENT

Research variable	NO. of observations	ZKS values	Significance level
Normative commitment	330	0.35	0.67

According to the results, the obtained ZKS value and significance level are 0.35 and 0.67, respectively. As the obtained significance level (0.67) is higher than the measurement level (0.05), hypothesis H0 is confirmed, i.e. it can be concluded that there is no significant difference between distribution of normative commitment and normal distribution. Diagram 3 illustrates the distribution of emotional commitment scores vs. normal distribution.

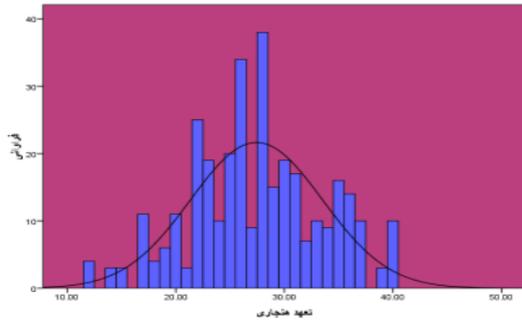


Figure 3. Normal distribution of normative commitment scores

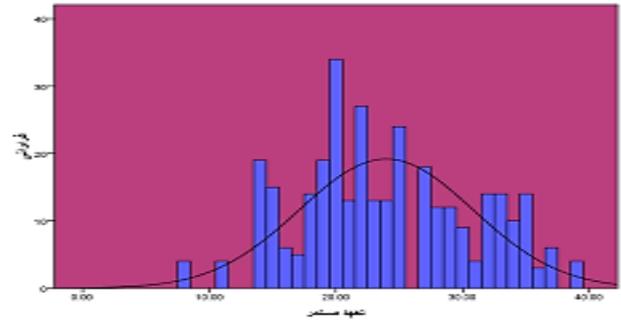


Figure 4. Normal distribution of constant commitment scores

VIII. INVESTIGATING NORMAL DISTRIBUTION OF CONSTANT COMMITMENT

TABLE XIV. KURTOSIS AND SKEWNESS OF CONSTANT COMMITMENT OF THE SAMPLE GROUP

Index Variables	kurtosis		skewness	
	Kurtosis value	Standard deviation	Skewness value	Standard deviation
Constant commitment	-0.41	0.119	-0.27	0.248

TABLE XV. RESULTS OF KOLMOGOROV-SMIRNOV TEST FOR CONSTANT COMMITMENT

Research variable	NO. of observations	ZKS value	Significance level
Constant commitment	330	0.57	0.44

Hypothesis 1: It is predicated that leadership management (educating the theory of choice) affects increasing of organizational commitment of staff.

H1: leadership management (educating the theory of choice) affects organizational commitment of staff.

H0: leadership management (educating the theory of choice) does not affect organizational commitment of staff.

TABLE XVI. LEVENE TEST FOR HOMOGENEITY OF VARIANCES

F	Df1	Df2	significance
0.007	1	328	0.879

TABLE XVII. COVARIANCE ANALYSIS TEST FOR THE IMPACT OF LEADERSHIP MANAGEMENT (EDUCATING THE THEORY OF CHOICE) ON INCREASING ORGANIZATIONAL COMMITMENT

Change source	Sum of squares	Freedom degree	Mean square	Test statistics	P	H	Test ability
Pre-test impact	1075.318	1	1075.318	43.629	0.0	0.618	1.000
Independent variable impact	825.377	1	825.377	33.488	0.000	0.554	1.000
error	665.463	327	24.647				
Adjusted total	2222.817	329					

As can be observed, the test statistic value is $F=33.488$. Since $p < 0.01$, the value is significant on level 0.01. Therefore, it can be said that organizational commitment, influenced by education of managers, has significantly increased. According to the obtained results, it can be said that the research hypothesis is confirmed and the null hypothesis is rejected.

H1: Leadership management (educating theory of choice) affects increasing emotional commitment of staff.

H0: Leadership management (educating theory of choice) does not affect increasing emotional commitment of staff.

IX. SECONDARY HYPOTHESES

Hypothesis 2: it is predicted that leadership management (educating the theory of choice) is effective on emotional organizational commitment of staff.

TABLE XVIII. LEVENE TEST FOR HOMOGENEITY OF VARIANCES

F	Df1	Df2	significance
0.008	1	328	0.825

TABLE XIX. COVARIANCE ANALYSIS TEST OF EFFECTIVENESS OF LEADERSHIP MANAGEMENT (EDUCATING THEORY OF CHOICE) ON INCREASING EMOTIONAL COMMITMENT

Change source	Sum of squares	Freedom degree	Mean square	Test statistic	P	H	Test ability
Pre-test effect	326.587	1	326.587	22.240	0.0	0.452	0.995
Independent variable effect	230.609	1	230.609	15.704	0.000	0.368	0.968
error	396.479	327	14.684				
Adjusted total	831.367	330					

As can be observed, the test statistic value is $F=16.404$. Since $p<0.01$, the value is significant on level 0.01. Therefore, it can be said that emotional commitment, influenced by education of managers, has significantly increased. According to the obtained results, it can be said that the research hypothesis is confirmed and the null hypothesis is rejected.

Third hypothesis: it is predicted that leadership management (educating theory of choice) affects increasing normative commitment of staff.

H1: Leadership management (educating theory of choice) affects increasing normative commitment of staff.

H0: Leadership management (educating theory of choice) does not affect increasing normative commitment of staff.

TABLE XX. LEVENE TEST FOR HOMOGENEITY OF VARIANCES

Significance	Df2	Df1	F
0.728	328	1	0.007

As can be observed, the test statistic value is $F=15.704$. Since $p<0.01$, the value is significant on level 0.01. In addition, $H=0.368$, i.e. approximately 37% observed differences in normative commitment is related to the effect of leadership management. Test ability is 0.968, i.e. higher than 0.8, which suggests adequacy of sample size. Therefore, it can be said that normative commitment, influenced by education of managers, has significantly increased. According to the obtained results, it can be said that the research hypothesis is confirmed and the null hypothesis is rejected.

Fourth hypothesis: it is predicted that leadership management (educating theory of choice) affects increasing constant organizational commitment of staff.

H1: Leadership management (educating theory of choice) does not affect increasing normative commitment of staff.

H0: Leadership management (educating theory of choice) does not affect increasing constant organizational commitment of staff.

As can be observed, the test statistic value is $F=9.301$. Since $p<0.01$, the value is significant on level 0.01. In addition, $H=0.256$, i.e. approximately 26% observed differences in constant organizational commitment is related to the effect of leadership management. Test ability is 0.836, i.e. higher than 0.8, which suggests adequacy of sample size.

X. DISCUSSION AND CONCLUSION

The present study aimed to investigate the effectiveness of leadership management (educating the theory of choice) on increasing organizational commitment of the staff of Modiran Khodro Factory (MVM). In this regard, a 330-individual sample was selected out of 2400 employees of the company, for the test group. This group received 8 training sessions for leadership management. To measure the level of organizational commitment of the staff, i.e. the subjects, the questionnaire of Allen and Meyer for organizational commitment of staff were used in both pre-test and post-test phases. The obtained data were analyzed by descriptive and inferential statistics methods.

The first hypothesis of the research was as follows: it is predicted that leadership management (educating the theory of choice) affects organizational commitment of the staff. To test the hypothesis, analysis of covariate (ANCOVA) was used. The results of the test suggested that there is a significant difference between the pre-test and post-test mean score of organizational commitment of the staff. According to Table 4-4, there is a significant difference between pre-test and post-test mean score of organizational commitment of the staff, so that the subjects are reported with higher post-test organizational commitment. The difference is statistically significant, on level of error probability lower than 0.001, therefore, the first research hypothesis is confirmed. Thus, it can be concluded that leadership management (educating the theory of choice) is effective on increasing organizational commitment. This finding of the research is consistent with the results of the research by Bateman and Strasser (2005), which has pointed out the positive impacts of leadership management and educating the theory of choice.

The second hypothesis of the research was as follows: it is predicted that leadership management (educating the theory of choice) is highly effective on increasing emotional organizational commitment. Analysis of covariance was used to test the hypothesis. The results indicated that there is a difference between pre-test and post-test mean scores of increasing emotional organizational commitment. According to Table 6-4, there is a significant difference between pre-test and post-test mean scores of increasing emotional organizational commitment, so that it is reported for the subjects to show a higher increase in emotional organizational commitment. The difference is statistically significant with error probability lower than 0.001. Therefore, the second hypothesis is also confirmed. Thus, it can be concluded that after leadership management had been practiced by the managers, emotional organizational commitment significantly increased. It can be said that leadership management (educating the theory of choice) is effective on increasing emotional organizational commitment of the staff.

This finding of the research is consistent with the studies by Kim (2008) and Lloyd (2005), which pointed out the positive impacts of leadership management and educating the theory of choice on dimensions of organizational commitment.

The third hypothesis of the present research was that it is predicted that leadership management (educating the theory of choice) is effective on increasing normative organizational commitment. Analysis of covariance was applied to test this hypothesis. The results indicated that there is a difference between pre-test and post-test mean scores of increasing normative organizational commitment. According to Table 8-4, there is a significant difference between pre-test and post-test mean scores of increasing normative organizational commitment, so that it is reported for the subjects to show a higher increase in normative organizational commitment. The difference is statistically significant with error probability lower than 0.001. Therefore, the second hypothesis is also confirmed. Thus, it can be concluded that after leadership management had been practiced by the managers, normative organizational commitment significantly increased. It can be said that leadership management (educating the theory of choice) is effective on increasing normative organizational commitment of the staff. This finding of the research is consistent with the studies by Kim (2008) and Lloyd (2005), which pointed out the positive impacts of educating the theory of choice on dimensions of organizational commitment.

The fourth hypothesis of the present research was that it is predicted that leadership management (educating the theory of choice) is effective on increasing constant organizational commitment. Analysis of covariance was applied to test this hypothesis. The results indicated that there is a difference between pre-test and post-test mean scores of increasing constant organizational commitment. According to Table 10-4, there is a significant difference between pre-test and post-test mean scores of increasing constant organizational commitment, so that it is reported for the subjects to show a higher increase in constant organizational commitment. The difference is statistically significant with error probability lower than 0.001. Therefore, the second hypothesis is also confirmed. Thus, it can be concluded that after leadership management had been practiced by the managers, constant organizational commitment significantly increased. It can be said that leadership management (educating the theory of choice) is effective on increasing constant organizational commitment of the staff. This finding of the research is consistent with the studies by Kim (2008) and Lloyd (2005), which pointed out the positive impacts of leadership management and educating the theory of choice on dimensions of organizational commitment.

XI. EXPLAINING THE RESULTS

On this stage, the results will be explained. At the moment, industries and organizations play an important role in development and growth of all countries. After years of experience, the world has come to conclude that for an organization to be pioneer in economic and business affairs, and not to fall behind the competition, professional, creative and motivated staff must be recruited; today, the organizations

are not superior in using recent technology, but their superiority lies in increasing self-confidence and commitment level of the staff (Sharifi,2010). Organizations are the infrastructure of cultural, social, economic and political development of a society. Today, in most countries, organizations are considered as the growing industry and the second highest proportion of the state budget, after defense affairs, are allocated to them (Cheraghi, 2012). Organizations will not be able to do this enormous task in the best way, unless they are sound and dynamic organizations (Zahed Babolan, 2012).

For a sound administrative system in every system of governance, it is essential to have active, responsible and committed staff in economic, social and political activities. When frustrated of their needs to be fulfilled, some individuals behave irresponsible rather than taking the responsibility and looking for other effective ways (Golsar, 2011). One of the main concerns of efficient managers, on various levels, is how to create appropriate circumstances for working human factors of all professions, so they work responsibly and committed to the issues related to their society and profession and respect dominant ethical principles on their job. However, despite their efficiency, these managers are not sometimes successful; time to time the media report problems such as follows: a building or bridge falls down, non-standard roads are built, an organization goes bankrupt, plant effluent runs into streams or a food factory is closed due to hygiene principles. A major reason for such problems can be irresponsibility of the members of the organization. It can be also said that many institutes face a failure on the way to success and lead their customers to purchase non-native, particularly Japanese, products. Companies do not fail merely due to lack of essentials such as organizational tables and advanced technological and financial affairs, but their failure is mostly related to the way and quality that the staff work. Apparently, it is not accepted that the staff refuse to perform quality work, mostly because of patronizing behavior of the managers, but it is because they do not perceive technical aspects or numbers and figures of their job. Realistic problem solving and acceptance of reality and responsibility are the main interesting areas of leadership management and educating the theory of choice. Facing overwhelming issues, staff usually applies the inefficient escape-avoidance coping strategy. Applying such coping strategy requires that the staff ignore the created issue and deny the consequences. This behavior pattern is in accordance with denial defense-oriented style; in fact, denial defense-oriented style creates the ability to deny the problems, by suppressing unpleasant feelings caused by the behavior of the staff facing stressful workplace, and the staff behaves as if there is no problem. The researcher has frequently observed such a phenomenon among the staff. The employees suppress negative feelings due to workplace (including fear, anger, hostility, frustration because of routine life and the tendency to shirk or quail), and consequently, deny the created problem and refuse to deal with it. Therefore, the start point to lead them into accepting reality and responsibility is preventing the suppression of negative emotions caused by the problem. To consider the issue in training sessions of the present study, the managers were asked to express their experiences with the

emotions of their staff facing problems. In most cases, during the first meetings of the manager and the staff, the staff considered the problems as complex and onerous; however, they reported their non-emotional feelings to those problems and usually blamed another one. At this stage, the manager encouraged that employee to accept reality and responsibility, to use problem-solving coping strategies including seeking social support, planned problem solving and positive re-assessing. By the end of each session, while concluding, more effective approaches were emphasized. It caused a promotion in the ability to solve problems. The experience of the researcher, accompanied by the results of other studies (Jacobson, 1979), suggested that fading external control is possible only with aware managers of the dysfunctional pattern of allocation and its unpleasant consequences. The consequences that not only create many problems, but also they underlie psychological problems. In leadership management, the researcher makes an effort to inform managers of allocation and staff controlling pattern and its consequences. After awareness of this dysfunctional pattern, and using leadership management, managers and staff are encouraged to accept realities and stay away from external allocations and irresponsibility. As it is observed, the results of hypothesis tests indicated that leadership management (educating the theory of choice) leads into organizational commitment and its components among staff. The results of this research and previous ones support leadership management methods to increase organizational commitment and improve performance of the staff. According to the findings of this research, awareness of control style (external or internal), understanding the role of oneself in formation of the current situation, educating realism and facing reality, accepting responsibility, ethical judgment on a right or wrong behavior based on its consequences, focusing on now and here, inner control, achieving individual identity, recognizing essential needs and how to meet them, strengthening behaviors with positive consequence, providing emotional support, accepting emotions, encouraging to accept restrictions and lack of avoidance, sharing experiences, discussing unpleasant feelings, and educating communicational skills for managers and staff, underlay communication quality improvement and organizational commitment increase. The research has suggested that organizational commitment has a positive relationship with consequences including job satisfaction and job performance and a negative relationship with desire to leave job (Mohammad Yari, 2009). Organizational commitment, relative to other job attitudes such as job satisfaction, is a more effective factor to prevention from weakness leaving of staff and increased performance and productivity and lower levels of absence and displacement. Commitment idea is the main subject of management literature. This idea is one of essential values on which organizing rely and staff are assessed based on their commitment. Most managers believe that organizational commitment is essential for organizational effectiveness (Sadeghi, 2006)

XII. LIMITATIONS OF RESEARCH

Through the procedure of the present research, the researcher faced some limitations that might have affected the research quality. Some of these limitations are as follows:

1. Shortage of research resources on leadership management and using education of the theory of choice in management fields
2. Due to the time-limited research, the researcher might not be able to present a perfect image of organizational commitment of the staff. Effective factors on these variables, including the process of life quality improvement, official and non-official supports and various personality variables need to be considered in a more-extended-time research.
3. Impossibility to control confounding variables and non-recurring experiment conditions are also other restrictions of this research.

XIII. RESEARCH RECOMMENDATIONS

1. It is recommended that this management style is compared to other management styles.
2. Recommendation of the researcher for future study in organizational commitment area is educating leadership management and the theory of choice (in a group) for managers and staff, respectively.
3. It is recommended for future researchers to compare the effect of this management style (leadership management) for separate groups of male and female staff.
4. Since the present research has studied all the staff of the factory, it is recommended that future researchers compare the staff regarding their job position.
5. It is recommended that future researchers compare the managers with the approach of leadership and controlling management.
6. The present study can be conducted to compare novice and experienced employees.
7. As inner control and lack of external control is the basic principle of leadership management and the theory of choice, and Golsar argues that managers will not be able to utilize other concepts of leadership management unless they learn this principle, it is recommended for future research to study the effectiveness of interference based on leadership management (educating the theory of choice), independently in internal and external locus of control of managers and its impact on the staff.

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TABLE XXI. COVARIANCE ANALYSIS TEST OF EFFECTIVENESS OF LEADERSHIP MANAGEMENT (EDUCATING THEORY OF CHOICE) ON INCREASING NORMATIVE COMMITMENT

Change source	Sum of squares	Freedom degree	Mean square	Test statistic	p	H	Test ability
Pre-test effect	30.217	1	30.217	8.656	0.07	0.241	0.805
Independent variable effect	32.812	1	32.812	9.301	0.005	0.256	0.836
error	95.250	327	3.528				
Adjusted total	168.667	329					

TABLE XXII. LEVENE TEST FOR HOMOGENEITY OF VARIANCES

significance	Df2	Df1	F
0.957	328	1	0.009

TABLE XXIII. COVARIANCE ANALYSIS TEST OF EFFECTIVENESS OF LEADERSHIP MANAGEMENT (EDUCATING THEORY OF CHOICE) ON INCREASING CONSTANT ORGANIZATIONAL COMMITMENT

Change source	Sum of squares	Freedom degree	Mean square	Test statistic	P	H	Test ability
Pre-test effect	316.547	1	316.547	21.250	0.0	0.472	0.745
Independent variable effect	220.619	1	241.609	16.404	0.000	0.387	0.865
error	387.489	327	13.673				
Adjusted total	891.387	329					