

Analyzing the Relationship between Personnel's Education and Psychological Competence on Quality of Service: The Mediation Role of Organization Commitment in Ministry of the Interior

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Abstract

The goal of the present paper is to analyze the effect of personnel's education and psychological competence on quality of service. The mediation role of organizational competence in Ministry of the Interior is of descriptive-correlational method. To do that, the standard questionnaire psychological competence by Spriters (1995), personnel education and quality of service by Deher (2015) and organizational commitment by Alen and Mier (1990) were used. The statistical population of the research includes all personnel of Ministry of the Interior which are 1600 subjects. Based on Cochran's formula, 3100 subjects were selected randomly. In order to analyze data the Pearson's correlation test and structural equation of data analysis were used by SPSS and AMOS software. The findings of the research indicate that personnel's education has a positive effect on organizational competence and quality of service (with Alpha level of 0.05). Moreover, the psychological competence is positively affect the quality of service (with Alpha level of 0.05) and organizational commitment affect the quality of service. Finally, it was revealed that the personnel training through organizational commitment affect the quality of service. But, psychological competence does not affect the quality of service through organizational commitment. Moreover, psychological competence does not affect the organizational commitment. The significance level of the model turned out to be more than the first type error (0.05). This shows that the significant adaption of the estimated model with the present research model. Furthermore, the AGFI and GFI indicators are more than the estimated value (0.9). These indicators show that the model has a capability in estimating the ratio of each factor.

Keywords: personnel's education, psychological competence, quality of service, ministry of the interior, organizational commitment

1. Introduction

Today, the quality of service can help the organization in accessing the competition benefit in order to differ it with other organization (Xie, 2005). Companies can provide services with high quality regarding competition benefits. Companies that are deeply quality oriented are developed in both internal culture and external popularity in a way that its imitation would be difficult. Quality of a product or a service is its adaption degree to consumer. The quality of services is one of the important constructs and contracts which are created for explaining the future's behavioral tendency of customers (Bover et al., 2009). It was suggested that the distribution of qualified services is one of the most fundamental strategies for the company's survival (Chen & Chiu, 2008). In doing services, the behavioral performance of personnel is one of the most important part of qualified services received by customers.

One of the most controversial issues in many organizations after passing the employment processes and the costs they have to pay is the commitment of personnel to the organization (Van Dick & Riketta, 2006). Keeping the obligor personnel in the organization is one of the highest concerns of the contemporary organizations (Hausknecht & Howard, 2009). Organizations failed to do this faced a decrease of competitive capabilities (Hausknecht & Howard, 2010).

The human resource management is defined as the beneficial use of people in accessing the organization's strategic goals. Thus, making personnel capable is deeply considered as the vital factor in organization's success (Mundy, 2010). One of the proper ways for maintaining the organization's personnel is providing them with educational programs (Madler, 2001). Implementing such programs has an influence in personnel commitment to organization and avoiding the waste of knowledge and skills in organization (Halirand & Batz, 1999). The reason for this subject is that personnel perceive education as an important factor in their professional development (Akten & Golden, 2003).

2. Theoretical Fundamentals

2.1 Organizational Commitment

One of the factors affect the organization's survival is human resource. The studying the development history of industrial community shows that professional human resource has a an influence on the process of traditional society evolution to an industrial community in a way that human resource is the main factor for development of organization (Taleb Pour & Emami, 2006). The results of the research show the role and importance of human resource in developing the growth of organizations and community. The community will not grow without the role of human resource (Alen, 2007). One of the most important variables in organization is organizational commitment.

According to Cohen (2007), the organizational commitment leads to useful consequences including the efficiency of performance, productivity and decrease of absence of personnel in individual and organizational levels. Despite many researches internationally done on organizational commitment, it seems that this subject requires more investigation due to its complexity. According to Meyer and Alen (1990), the commitment is a psychological status provides a tendency, need and requirement for employment in an organization. "Emotional commitment" points to emotional dependence of a person in an organization. "Continuous commitment" refers to tendency to remain in an organization due to the costs of leaving it or rewards of being there. Finally, "the normative commitment" reflects the necessity of being in an organization as a member (Chang et al., 2010).

2.2 The Quality of Service

Unlike the products, services are produced and consumed at once. The personnel working in the front line are inherently producer of services. This leads to a high focus on a vital role of personnel in distributing services with high quality (Yoon & Suh , 2003). Although there are many definitions regarding the quality of service, most definitions are in the customer oriented category. Maybe Loris and Booms are among the first people who defined the quality of service as a measurement criterion which shows the extent to which the level of service is adapted to the expectations of customers (Malhotra & Mukherjee , 2004).

2.3 The Personnel Education

The relationship between the development and human resource is clearly revealed by looking at development indexes. Except some indexes directly related to human being, the rests are directly related to investing on human resources (Nasiri, 2009) because we will have a developed society by having a developed nurtured humans. A society having an educated human resource, have a higher capitation and national income. Each indicator is shown by literacy level. As the ratio of human resource becomes more powerful, the technology type used also changes. Undoubtedly, it can be concluded that there's no country that is in the highest level in terms of human resource features and vice versa (Mirkamali, 2004). One of the factors in creating and improving the organization's productivity is educating the human resource.

2.4 Quality of Service, Personnel Training, the Cognitive Competency and Organizational Commitment

Organizations highly respect the education spend many resources to education process in order to assure that the personnel have enough skills in their educational programs. Such organizations are successful in maximizing the educational benefits (Hung, 2001). Most theorists in the realm of management and educational planning agree that the main key for balancing the process methods in the organizations with the changes and innovations of organization is using efficient method for education of the personnel during their service. Therefore, today, you can find a rare organization or institution that has not a special section called "education while working" (Fathivajarah, 2010). Scholars consider human resource empowerment as an efficient way on performance and reform of human resource other than education, evolution management and organization's reformation. They believe that empowering the human resource is a new perspective that is used by organization and it's actually a response to the vital need of contemporary management (Schermuly et al , 2011).

Among the indexes of measuring the organization's superiority include the personnel work there. Their faithfulness and commitment scale lead them do their tasks with a high quality. This causes the increase of

function, productivity and efficiency of organization. On the contrary, the indifferent or irresponsible people transmit this behavior to others and cause the performance to be decreased both qualitatively and quantitatively. On the other hand, the vital power of a service organization are their employees specially those in front line (Yoon & Suh, 2003) work directly with customers (Kim, 2006). Some researchers believe that empowering people leads to the increase of job satisfaction, organizational commitment and job performance (Krishna, 2007). Moreover, some researchers believe that the capable employees show a higher level of organizational and motivational commitment compared to others (Joo & Shim, 2010).

In case of the psychological capability and organizational commitment, Ambedand Behron (2008) pointed out that autonomy and efficiency have a significant relationship with organizational commitment among the four dimensions. There's not any significant relationship between other dimensions i.e. significance and competence with organizational competence. The results of Johnson (2004) shows that there's not a positive and strong relationship between competence and organizational commitment of personnel when there's a conflict with senior managers of the organization. Moreover, the result of the studies done by Parr et al. (2013) showed that providing more opportunities for followers in order to be free in decision making, challenges, responsibility and self-determination probably leads to the fact that followers respond with a higher level of commitment to their organization.

2.5 The Conceptual Model and Hypotheses

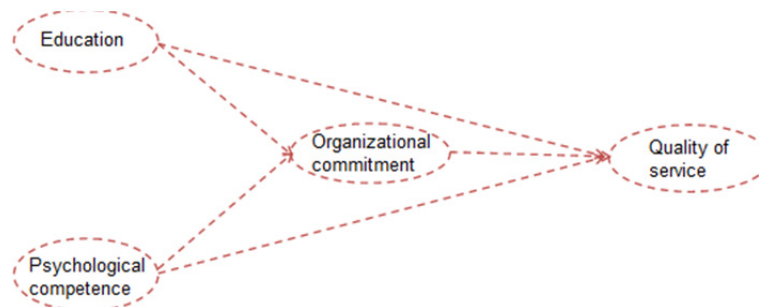


Figure 1. The conceptual model of the research

According to the model presented, the hypotheses of the research are suggested as follows:

1. Personnel training affects the organizational commitment.
2. Psychological competence affects the organizational commitment.
3. Education affects the quality of service.
4. Psychological competence affects the quality of service.
5. The organizational commitment affects the quality of service.
6. Personnel training through organizational commitment affect the quality of service.
7. Psychological competence affects quality of service through organizational commitment.

3. Method

The present research is practical in terms of goal and it's descriptive-correlative in terms of data collection; moreover, it's a survey research. The data analysis obtained by SPSS and AMOS software. The statistical population includes all personnel working in Ministry of the Interior who are totally 1600 subjects. 310 subjects were selected for sampling through using Cochran's formula and the simple random selection method.

3.1 Instrument

The instrument used for estimating organizational commitment is Dhar questionnaire (2015) that includes 5 questions in Likert scale (completely agree=5, completely disagree=1). Moreover, the personnel training questionnaire and quality of service questionnaire were used in Dhar (2015) study. The personnel training questionnaire includes 10 questions in the Likert scale (completely agree=5, completely disagree=0). The quality of service questionnaire includes 15 questions in Likert scale (completely agree=5, completely disagree=1).

In order to estimate psychological competence, the standard scale of Veten and Cameron (1998) was used. It has 5 dimensions: efficiency, self-organization, significance and trust. It has 14 questions.

The reliability of questionnaires was calculated using SPSS software (version 20) and Cronbach's Alpha which is shown in table 1.

Table 1. Cronbach's Alpha of the questionnaire

Questionnaire	Cronbach's Alpha
Organizational commitment	0.76
Psychological competence	0.79
The quality of service	0.83
Personnel training	0.87

3.2 Findings

Fitting the structural equation

In order to identify the role of each variable on the other, the fitting of structural equation was used. The coefficient value of each factor was estimated in this model. The effect of education, psychological competence and organizational commitment was identified on quality of service. Table 1 shows the path coefficient of each factor in explaining the quality of service.

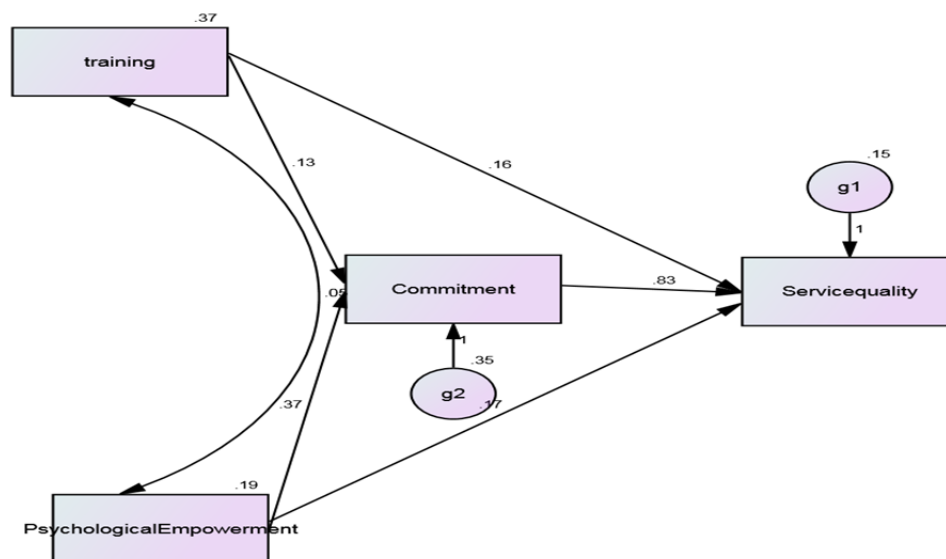


Figure 2. Estimating the path coefficient in non-standard status

The model fitting by maximum likelihood estimation has been done by latent variable. According to the findings it can be seen that:

- Education affect commitment positively (loading=0.13). In other words, increase in education leads to increase in commitment.
- Commitment affect quality of service positively (loading= 0.83). In other words, increase in commitment leads to increase in quality of service.
- Education affect the quality of service positively (loading=0.16). In other words, increase in education leads to increase in quality of service.
- Competence affect the quality of service positively (loading=0.17). In other words, increase in competence leads to increase in quality of service.
- The findings of the estimation model show that competence had not a significant influence on commitment.

Table 2 shows the summary of the related structural model

Table 2. The summary of the structural model

Path	Coefficient of path	Statistic	Significant level
Education commitment	0.137	2.230	0.047
Competence commitment	0.321	4.685	0.079
Commitment quality of service	0.830	5.258	0.037
Education quality of service	0.163	4.171	0.038
competence quality of service	0.174	3.145	0.043

Based on the significant level of each factor, it can be concluded that:

1. Personnel educating affect the organizational commitment.
2. Psychological competence does not affect the organizational commitment.
3. Education affects the quality of service
4. Psychological competence affects the quality of service.
5. Organizational commitment affects the quality of service.
6. Personnel education through organizational commitment affects the quality of service.
7. Psychological competence does not affect the quality of service through organizational commitment.

Therefore, the hypotheses were all confirmed except the effect of psychological competence on organizational commitment. However, because there's not a possibility of rating each factor based on non-standardized path coefficient, the estimation of the standardized path coefficient is presented in Figure 3.

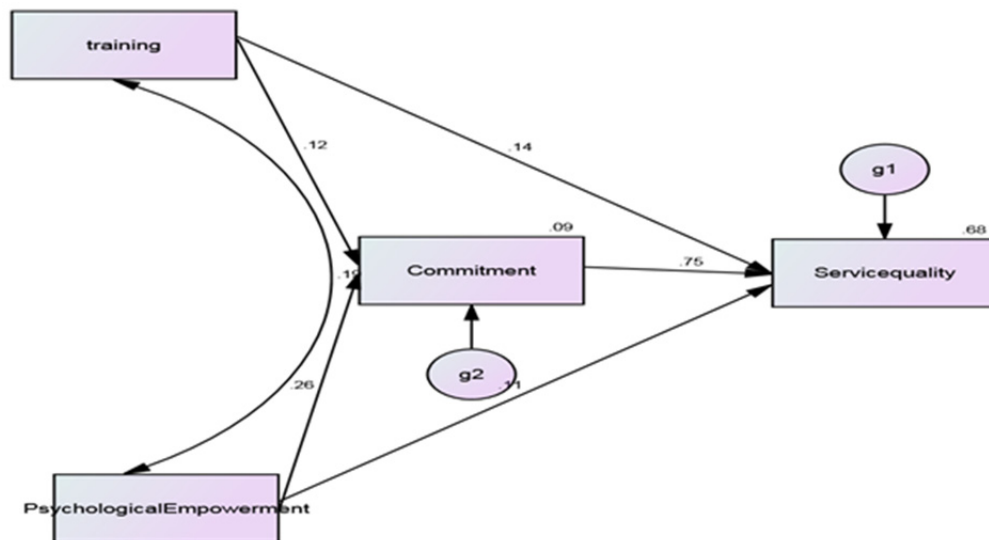


Figure 3. Estimating the factor power in standardized status

Based on the standardized path coefficient for each factor, the share of each factor can be ordered based on the priorities:

1. Commitment (0.830= loading)
2. Education (loading=0.163)
3. Competence (loading= 0.174)

In order to evaluate the goodness of structural model fitting, the goodness indexes of power fitting and error of model are evaluated. The results are as follows:

Table 3. the results of fitting goodness tests

Indicator	Estimation
P value	0.085 (0.771)
GFI)AGFI(0.982 (0.892)
RMSEA	0.037
pr(RMSEA<0.05)	0.512

The results of table 3 show that the significant level of the model is bigger than the first type error (0.05). It shows that the estimated model is adjusted to the research conceptual model. The GFI and AGFI indicators are bigger than the empirical value (0.9). These indicators reveal the desirable power of the model in estimating the share of each factor. The criterion of the error is estimated to 0 and by the probability of 0.512, it can be accepted that this error is low. According the result of this table it can be accepted that the research model has the validity.

4. Conclusion

The aim of the present research is analyzing the relationship between personnel education and psychological competence on quality of service (the mediating role of organizational commitment in Ministry of the Interior). Human resource is the main capital of organizations. The more it has a high quality, the more it leads to succession, survival and increase of the organization. Therefore, most attention must be paid on improving human resource quality because it's beneficial for both organization and individuals. However, professional training does not lead to this progression alone. We should pay attention to perspectives and balancing people values. One of the most important perspectives is organizational commitment. Bilateral commitment of individual and organization is the fundamental factor in assessing and explaining the organization status from the point of view of development. In fact, one of the main qualities which is the origin of approaches and behaviors and shapes the individual's performance in organizations is a commitment links the individual and organization and defines them.

The result of the first hypothesis shows that the personnel education positively affects the organizational commitment. This is in line with the studies done by Asadi and Abdolmaleki (2014) that studied the effect of personnel education of organizational commitment and quality of medical service (a case study of Urumia hospitals). It's also in line with the results of Yousefifard and MiraftabZade (1392) who studied the role of educations (while serving) in developing human resource and in increasing the organization's commitment of the personnel. The results of the second hypothesis show that the psychological competence does not affect the organizational commitment which is not in line with the findings of Liden et al (2000).

The results of third hypothesis show that personnel education positively affects the quality of service. These findings are in line with the findings of Dhar (2015). the findings of Dhar's study indicates that personnel education positively affect the quality of service. The results of the forth hypothesis shows that psychological competence positively affects the quality of service. This is in line with the findings of Mohamadpour (2013). The results of fifth hypothesis show that organizational commitment positively affects the quality of service. These finding are in line with the studies done by Dijj (2005), Mier and Alen (1996), Testa (2001) Tisay and Woo (2006). The results of the sixth hypothesis show that the education of personnel affects the quality of service through organizational commitment. It's in line with the studies done by Dijj (2005) ,Mier and Alen (1996) and Testa (2001) and Tisay and Woo (2006). The results of seventh hypothesis show that psychological competence does not affect the quality of service through organization commitment. It's not in line with the results of Ambad (2010) done in Malaysia with the title of "the relationship between psychological competence and organizational commitment. It shows a limited relationship between them.

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