



## Examination the Dimension of Organizational Commitment and Motivation in Student Sport Volunteers Structure in Iran

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**Abstract.** This study was conducted to determine the dimensions of organizational commitment and motivation of student sport volunteer's structure in Iran.

**Methodology:** This study is cross correlation. Population includes all officials in education and training of sporting discipline which was equal to 806 people in the country that they were working on a voluntary basis by sports associations. The number of samples was determined 260 using Morgan table. Data collection was carried out by a researcher-made commitment and motivation of volunteers questionnaires, adapted from Meyer and Allen organizational commitment questionnaire (1997), and the motivation questionnaire by Esmond & Dunlop questionnaire (2004). The construct validity in the questionnaire was confirmed using confirmatory factor analysis, and reliability was calculated equal to 0.727 and 0.822 respectively, which were approved.

**Results:** The results showed that the highest and lowest ranking for variable motives are respectively, the community and business development, for organizational commitment variables, they are normative commitment and continuance commitment. There was no significant relationship between motivation and commitment of volunteers. Comparison commitment two groups male and female volunteer showed a significant difference between normative commitment and overall variable in organizational commitment ( $P < 0.05$ ). The comparison in two groups male and female volunteer motivation, showed no significant difference ( $P < 0.05$ ).

**Conclusion:** The application of scientific management volunteers in the field of student sport can have a considerable role in the human resource management in student sport of Iran.

**Keywords:** motivation, commitment, volunteers, sports, volunteer movement, student sport

### 1. INTRODUCTION

Today, the presence of volunteers is needed to help develop the sport, as according to the applicants, the development and popularization of sports and sports programs, human resources analysis by sports officials and planners is growing day by day (Kim et al, 2010). Volunteer activities have mutual benefits for voluntary or community organizations which we can mention the social, personal, political and economic interests (Park and Kim, 2013). From the viewpoint of Keunsu et al (2013) Social, recreational, physical, personal motivation (love him or herself), purpose and external stimuli are particularly effective in the motivations of volunteers sporting events. The results of the study Wicker & Hallman (2013) showed that age and time are important in motivating volunteers for men and women.

Bagheri et al (2010) concluded that the material factor is the most important factor for motivation, student volunteers from the University of Tehran to participate in sports associations. Ghafoori et al (2012) concluded that the most important motivating factors for volunteers, respectively, include targeted, employment, social, development, commitment and support incentives and the least important is the material incentive motivation.

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In view of Bang et al. (2013), organizational commitment of volunteers is said by people associated with the organization so that they are willing to spend significant time and effort to organize without financial goals. Ghafoori findings and colleagues (2012) showed that the priority aspects of organizational commitment of volunteers in the tenth Olympiad Iranian student respectively are included normative, emotional and sustained commitment.

Undoubtedly, holding of sports competitions among students and nurture sporting talent is one of the responsibilities of the Ministry of Education, with 12 million students, and 30 thousand experts in Physical Education and Sport Sciences. The management of this enormous and valuable human resource covers a variety of approaches for managers. The presence of volunteers in the field of sport is precious opportunities for sports managers in the Ministry of Education, so that they can overcome many of the problems of student sport, especially the lack of financial resources. For this reason, managers, student sport, inevitably faced with the challenge of managing volunteers. Because of all the research done in our country is doing in the field of volunteer movement, with a focus on sports, academic, and so far, research has not been done in the volunteer movement in student sport, so the dimensions of the role Volunteers student sport, nodes can be helpful for many of the problems in this sector.

Considering the above, the researchers in this study have important two factors that are influencing the management of sports volunteers, the commitment and motivation of volunteers. In this study, we have tried to look at priorities and different dimensions of organizational commitment and motivation of volunteers and the relationship between organizational commitments of volunteers. Finally, we offer some suggestions we have for the development of the volunteer movement in student sport.

### 2. RESEARCH METHODOLOGY

This study was descriptive and correlational which was carried out in the field. The population study included those of education professionals and physical education teachers who were working in the provincial student sports associations in the various sporting disciplines in the country, on a voluntary basis, and did not receive the financial means for its activities and the little amount of money. Currently there are 13 student sport fields in Iran. The population was 806 people according to figures obtained from the Ministry of Education in the country. Given the extent of the investigation, sampling was organized as a cluster, and it was with Morgan, the 24-item questionnaire designed to 260. Researchers organizational commitment of student sport volunteers (in the affective, normative regular size), and 36 questions for candidates motivated student sport (in eight dimensions of value, career development, social interaction, recognition, security, self-esteem, social and perception), to achieve the objectives of the study based on questionnaires commitment organizational Meyer and Allen (1997) and comprising volunteers Esmond motivational factors and Dunlop (2004). Validity of the questionnaire was confirmed by 20 experts. To determine the validity of the structure of the questionnaire, we used confirmatory factor analysis. Cronbach's alpha coefficient index test method, based on a preliminary analysis, 40 patients was used to evaluate the reliability of the questionnaire (Table 1). Of the 260 questionnaires delivered, 235 usable questionnaires were returned to the researcher which is appropriate given the size of the population.

**Table 1.** The reliability of the questionnaire survey.

Cronbach's alpha	Split-half test	Questionnaire
0.728	first half Reliability 0.718	Organizational Commitment
	second half reliability 0.731	
0.822	first half reliability 0.782	Motivation
	second half reliability 0.823	

To analyze the collected data, we used the method of descriptive statistics such as mean, standard deviation and frequency distribution table and inferential statistical methods including Pearson, T-test for independent groups and Friedman test. Kolmogorov-Smirnov test was used to evaluate the normal distribution of variables, the results of this test confirmed that the data are normal. Furthermore, all the statistical operations were carried out using SPSS and LISREL software.

### 3. FINDINGS

The results in Table 2 show that 63.83 percent of volunteers from the student sport are male, and 36.17 percent are female, 53.62 percent have bachelor's degree and master's 46.38 percent.

**Table 2.** Personal information of candidates for volunteers student sport system in Iran.

Percentage	Frequency	Statistics	Variable	Percentage	Frequency	Statistics	Variable
45.53	107	30 to 40	age	63.83	150	Man	Gender
43.83	103	40 to 50					
10.64	25	More than 50					
33.19	78	10 to 15	Experience	53.62	126	BA	Education
20.00	47	15 to 20					
46.81	110	Above 20					

Friedman test results showed that there are significant differences between the ratings of motivation volunteers ( $P < 0.01$ ,  $\chi^2 = 156.68$ ) and society has the highest rank and the professional development, has the lowest rating (Table 3).

**Table 3.** Friedman test for variables, Organizational Commitment and motivation.

Mean	Motivation	Mean	Organizational Commitment
3.04	Career Development	1.47	Continued commitment
3.81	Recognize	2.13	Affective commitment
4.31	Security	2.40	Normative commitment
4.68	Value		
4.88	Self esteem		
4.92	Social interaction		
5.17	Perception		
5.18	Community		
Friedman test: Motivation		Friedman test: Organizational Commitment	
156.68	Chi square	113.03	Chi square
7	df	2	df
0.000 **	p	0.000 **	p

\*  $P < 0.05$  \*\*  $P < 0.01$  N=235

The Friedman test results showed that there are significant differences between the ratings of the dimensions of Organizational Commitment ( $P < 0.05$  and  $\chi^2 = 113.03$ ) and normative commitment, has the highest rank, and has an ongoing commitment lowest ranking (Table 3).

**Table 4.** Pearson correlation coefficients between the research variables.

Normative commitment	Continued commitment	Affective commitment	Organizational Commitment	Correlation test	
0.190	0.085	0.002	0.49	0.49	Motivation
0.003 **	0.192	0.981	0.453	0.453	
0.086	0.233	0.032	0.093	0.093	Job Development
0.190	0.000 **	0.623	0.157	0.157	
0.060	0.188	0.269	0.170	0.170	Formality
0.357	0.004 **	0.000 **	0.009 **	0.009 **	
0.225	0.224	0.097	0.126	0.126	Security
0.000 **	0.001 **	0.139	0.054	0.054	

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0.145	0.168	0.270	0.083	0.083	Value
0.026	0.010 *	0.000 **	0.205	0.205	
0.262	0.116	0.044	0.139	0.139	Self esteem
0.000 **	0.075	0.500	0.033 *	0.033 *	
0.212	0.131	0.062	0.212	0.212	Social interaction
0.001 **	0.045 *	0.343	0.001 **	0.001 **	
0.248	0.063	0.174	0.002	0.002	Perception
0.000 **	0.336	0.007 **	0.980	0.980	
0.139	0.148	0.007	0.008	0.008	Community
0.033 *	0.023 *	0.911	0.899	0.899	

\* P<0.05 \*\* P<0.01 N=235

The results in Table 4 show that Pearson correlation coefficient between motivation and organizational commitment is equal to 0.49 and the significance level is equal to 0.453, so there is no significant correlation between these two variables ( $P > 0.05$ ). Also There is a significant correlation between motivation - normative commitment, organizational commitment - formal, organizational commitment - self-esteem, commitment - social interaction, develop job - ongoing commitment, recognition - emotional commitment, recognition - commitment to continuous safety - continuous commitment, Security - normative commitment, values - commitment to continuous self - normative commitment, social interaction - continuous commitment, social interaction - normative commitment, perceived - affective commitment, understanding - normative commitment, society - continuous engagement and social - normative commitment ( $P < 0.05$ ) (Table 4).

In Table 5, the results are independent of the volunteer group, females (85 cases) and males (150 cases), to variable organizational commitment, show that there is a significant difference between males and females ( $P > 0.05$ ). There are also significant differences in the variables of normative commitment and organizational commitment ( $P < 0.05$ ); and the average of women are more than men (Table 5).

**Table 5.** Comparing two groups of male and female subjects for organization commitment.

Mean equality test			ANOVA		S	Mean	Gender	Variables
p	df	t	p	F				
0.828	217	0.22	0.000	14.53	0.62	3.34	Man	Affective commitment
					0.46	3.35	Woman	
0.940	233	0.08	0.552	0.35	0.30	2.95	Man	Continued commitment
					0.31	2.95	Woman	
**0.000	233	4.72	0.103	2.68	0.31	3.33	Man	Normative commitment
					0.28	3.52	Woman	
*0.013	221	2.50	0.003	9.12	0.24	3.21	Man	Organizational Commitment
					0.17	3.27	Woman	

\* P<0.05 \*\* P<0.01 N=235

**Table 6.** Comparison of two groups of male and female subjects for motivation of volunteers.

Mean equality test			ANOVA		S	mean	Gender	Variable
P	df	T	P	F				
0.964	209	0.05	0.000	12.64	0.75	4.00	Man	Value
					0.59	4.00	Woman	
* 0.006	233	2.78	0.351	0.87	0.86	3.37	Man	Job Development
					0.77	3.69	Woman	
0.594	195	0.53	0.037	4.38	0.68	4.17	Man	Social interaction
					0.59	4.21	Woman	
0.636	151	0.47	0.026	5.00	0.55	3.81	Man	Formality
					0.66	3.85	Woman	
* 0.006	233	2.79	0.101	2.71	0.48	3.90	Man	Security
					0.41	4.07	Woman	
0.901	233	0.12	0.248	1.34	0.72	4.11	Man	Self esteem
					0.78	4.09	Woman	
0.257	233	1.14	0.120	2.43	0.78	4.11	Man	Community
					0.71	4.22	Woman	
0.624	233	0.49	0.085	3.00	0.80	4.09	Man	Perception
					0.75	4.14	Woman	
0.099	188	1.66	0.037	4.38	0.42	3.94	Man	Motivation
					0.39	4.03	Woman	

\* P<0.05 \*\* P<0.01 N=235

The independent t-test results of the two groups of male and female volunteers, volunteer motivation variable, show that there is a significant difference between the two groups of women and men ( $P > 0.05$ ) the results in Table 6 on data protection and career development indicates a significant difference, so that the average of women significantly more than men ( $P < 0.05$ ).

#### 4. CONCLUSION

The purpose of this study was to assess the dimensions of organizational commitment and motivation of volunteers from the student sport system. The sample of this study included the provincial authorities, sports associations, schools across the country that they were the work of the Forum on a voluntary basis.

The results showed that, given the motivation of volunteers from the student sport, were included, social perception, social interaction, self-esteem, values, protection, recognition, and career development. Moharramzadeh and Afroozeh (2008), voice recognition as the first factor in the motivation of volunteers, Afroozeh et al. (2011), the support of family and Ghafoori et al (2012) the express purpose as the first factor The volunteers motivated. The results were consistent with the results of similar studies that have been done in the field of sports, academic or professional sport; it shows a lot of difference in managing volunteers in student sport (Brown et al., 2011, Bang et al., 2013 and Caroline et al., 2014).

Society describes a situation that a volunteer effort, the influence of other people, the principles (such as friends or acquaintances). Points in this section, it is evident that the volunteer performs voluntary activity, because he has a lot of friends or acquaintances, they do volunteer work (Cleary et al., 1992). From the perspective of Kenzo et al. (2013), as well as social, recreational, physical, personal motivation (love), purposeful and external stimuli, are affecting the motives of special events, sports, the results of researchers, partly consistent with results study (Kenzo et al., 2013).

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Perception, describing the situation, the volunteers develops Adrakshan of him or others will help them to understand the concept of volunteerism. Points, in this section, indicated a strong desire to learn from the experiences of volunteering (Clary et al., 1992). Kim et al (2010), introduced its perception as a second factor for sport volunteers which is close to the results.

Social interaction describes a situation where a volunteer enjoys the social atmosphere of volunteer activities, in particular. They enjoy the opportunity to create social networks and interact with other people. High scores indicate a strong desire to meet people and make friends with them, through volunteer activities (Aysmvnd and Dunlop, 2004). It seems that student sport, is a valuable opportunity to enhance the volunteers' social relationships with others.

Self-esteem, describes a situation that is a volunteer effort, develop self-esteem or sense of worth, through voluntary activities. Points in this variable, indicating that the candidate has a better sense of volunteerism, through the activities of its own (Chen & Hums, 2009). Allen & shaw (2009), also emphasize the intrinsic motivations such as self-esteem voluntary activities that are consistent with the results somewhat.

Value describes a situation where a candidate is able to work through his or her vision of life, according to his conviction, and importance of helping others. High points in this variable, show that a candidate is motivated to help others, simply because of an act of self-help (Cleary et al., 1992). The results are inconsistent, and the results of the Aysmvnd and Dunlop (2004) and Kim et al. (2010), in terms of value, because it had Nhamrfy of value, as the most important factor for the volunteers. The research Moharramzadeh and Afroozeh (2008), a value, has the least importance. We can tell, the operating value, as the fifth factor, which implies that, student sport volunteers, volunteer activities are repudiated, in accordance with the institutional values of sport in the community, and this requires special attention from Managers, for education and culture of volunteering, with targeted programs.

Protective factors, described a situation where a volunteer, using a voluntary activity, as a means of getting rid of negative feelings about herself. High points in this section shows that a candidate is free of negative emotion, or forget it, by volunteering activities (Cleary et al., 1992). Research (Cleary et al., 1992) and Kim et al. (2010), is a protective factor in the categories of motivating factors, and the results are somewhat consistent with the results.

Recognition factor, describes a situation where a volunteer, enjoys the recognition of volunteer activities. They enjoy their skills, and their cooperation is formalized, and the same factors that motivated them to volunteer. High score in this range indicates that there is a strong desire to recognize the work (Esmond and Dunlop, 2004). This factor ranks the seventh, shows that, because the majority of student sport volunteer work in education and the environment of student sport are most friendly environments so they do not feel the need to recognize the work of volunteers.

Career development was the final factor which describes a situation where a volunteer performs voluntary activities to gain experience and job skills and find employment aspects. High score in this range indicates that there is a great desire to gain valuable experience for volunteers and Community Employment job (Esmond and Dunlop, 2004). In many studies, professional development is a factor in the higher categories (Ghafoori et al., 2012 and Esmond and Dunlop, 2004) which shows the difference in the motives of sports, academic, professional and the student sport. In general, we can say that people with different motivations to participate in voluntary student sport and according to their needs and motivations from sports managers can improve the quality of their participation.

The results found that given the dimensions of organizational commitment of volunteers from the student sport is the most normative, affective and continual commitment. Normative commitment is defined as a perceived duty to support the organization and its activities and it

expresses a sense of commitment to stay in the organization that people believe and support the organization's activities is their duty (Meyer and Allen, 1997). In other words, student sport volunteers, the volunteer tasks, know their responsibility, morally, to education and they do not consider it proper to leave.

According to Meier and Allen (1997) and Podsakov (2000), emotional commitment, a sense of belonging to our employees feels their devotion and loyalty to the organization. In other words, student sport volunteers interested in performing tasks related to the athletic associations of the provinces and in fact, they have the inner desire and willingness to perform volunteer duties. Meier et al (2002) found that work experience is the best predictor of emotional commitment and the staff, who their expectations and basic needs meet, has a higher level of emotional commitment. The third aspect was the continuous commitment of volunteers, which states candidates to the organization's financial dependence. We can infer that, student sport volunteers, they are not related to education, financially, to continue their volunteer activities. In general, the contrast between participation, commitment and motivation is very complex. From the perspective of Catano et al. (2001), there are several factors that people enjoy or join an organization of voluntary activity in it. These factors can determine the difference between involvement and commitment of volunteers. Clearly, there is a conceptual link between motives (such as emotional, practical or legal), and three-dimensional model of organizational commitment (affective, continuance, normative), a person decides to provide services in a organization to carry out voluntary activities and sports. Balduck et al (2009) suggested that volunteers have a high commitment to the organization, play an important role in active participation (such as the allocation of time, regular meetings, providing services to committees, etc.). Therefore, the concept of organizational commitment to explain Participation (levels of participation and engagement), social organizations and the development of organizational commitment are helpful links. The staff managers of student sport can increase the quality and longevity of volunteers in volunteer activities through honoring the values and motivations of volunteers as well as introduce the volunteer movement and education goals. This program needs to be targeted, and the development of student sport in partnership with volunteers, volunteer Charter. The results of this study are consistent with findings Park and Kim (2013) to some extent, they tried to benefit from the development perspective, to understand the commitment of volunteers to the organization, and provide a hierarchical model of organizational commitment of volunteers in sport. Model commitment to the researchers was hierarchical sequence of the initial commitment, continuous commitment, international commitment, normative commitment and emotional commitment. The results of this study about the priorities of organizational commitment consistent with the results Ghafoori et al. (2012), which had been on the commitment of volunteers from the sports college student sport.

Results showed a significant relationship between motivation and organizational commitment of volunteers. The results of this study were consistent with the results of research and Hamz Chen (2009), Bang et al. (2010), Kenzo and colleagues (2013) and Ghafoori et al. (2012) and the fact that most of these studies have been conducted in the field of sports, academic and international championship, it shows the difference between motivation and commitment of volunteers in student sport. In general, the contrast between participation, commitment and motivation is very complex and volunteers, especially volunteers, sport, show high commitment to the organization, which has active participation in the decision-making organization. Engelberg et al (2014) also stated that, the motives and the volunteers, are the cause of their commitment to change, depending on experience and the role of volunteers.

Comparing the two groups, male and female volunteers to variable organizational commitment, indicated that there were no significant differences in continuous variables and emotional commitment. There was a significant difference in the overall range of variables normative commitment and organizational commitment. Also, average of women was more than men. Due to the fact that organizational commitment is an attitude of loyalty to employees, this difference

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suggests that women have a higher commitment to volunteer work compared with men. The results of this study are consistent with results from Caroline et al. (2014).

Also, there was no significant difference between two groups of men and women volunteered for motivation variable. This indicates that the motivation for volunteering activities in student sport is somewhat similar to military men and women and it is important to manage them. There was a significant difference only in the development of occupational and protective factors and the average was higher than that of women than men. This means that women candidates are further aspects of experiences and skills and getting rid of negative emotions with volunteer activities in student sport compared to men. The results of the development work were not consistent with the results Moharramzadeh and Afroozeh (2008).

In the end, that in this study it is clear that many studies have been done within the candidates for student sport and recognition and knowledge of the factors related to the role of the volunteer movement of the managers of student sport can improve the performance of the candidates in this sector. Undoubtedly there are major weaknesses in the management of volunteers especially at the macro level, and there is a targeted program for managing volunteers in the field of student sport. We propose that, researchers and sports managers should try to develop a systematic program and charter of volunteering in student sport, through further studies and research in this field and identify the factors associated with it.

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