

## ARTICLE

# INVESTIGATE THE RELATIONSHIP BETWEEN ORGANIZATIONAL CLIMATE AND JOB INVOLVEMENT OF SCHOOL PHYSICAL EDUCATION TEACHERS OF JIROFT

Seyed Ahmad Nejad Sajjadi<sup>1</sup>, shahram yazdani<sup>2</sup>, Koroush Ghahraman Tabrizi<sup>3</sup>, Mahdieh Mashayekhi<sup>1\*</sup>

<sup>1</sup> Assistant Professor, Vali-e-Asr University, Rafsanjan, IRAN

\*M.S. Jiroft University IRAN

<sup>2</sup> Assistant Professor, Shahid Bahonar University, Kerman, IRAN

<sup>3</sup> Master of Science Student, Sport Management, Science and Research Branch, Islamic Azad University, Kerman IRAN

## ABSTRACT

**Background:** The purpose of this study was finding out any relationship between organizational climate of schools and job involvement of physical education teachers at Jiroft city. **Methods:** The population for this study was (130). All teachers were included in this study. Research tools include: a) organizational climate questionnaire (OCDQ-RS), which includes 34 questions and includes 5 factors, that it's two principal behavior and other dimensions of teacher behavior (behavior hopelessly behavior responsibly intimate behavior) to evaluate. B) A questionnaire job involvement containing 20 questions. The Cronbach's alpha questionnaire equal 0.82. **Results:** For Analysis and comparison of methods for data description descriptive statistics and inferential analysis of data, the data distribution was not normal (K-S test), the Spearman correlation coefficient at  $P \leq 0/05$  was used. Investigation showed that the behavior of job commitment, sincere attitude, behavior and organizational climate supportive There is a positive correlation. **Conclusions:** Although disappointed by the attitude and behavior of the managers' job grammatical there was a significant inverse relationship. Finally, individuals are ineligible and the ability to run the school, the school will impose many problems. Therefore, efficient and effective management of the organization for excellence in education is obvious and inevitable.

## INTRODUCTION

### KEY WORDS

Organizational Climate,  
Job involvement &  
teachers

Education system is one of the organizations in which we have human being balance with environment. Of course, teachers and schools play an important role in this system [1]. Experienced teachers know that any transfer from one school to another, they find a new feeling with clear differences with previous places, School Organizational climate is the real factor of such a feeling. According to the behavior and conduct of personnel, there are various evidences about any relationships among teachers. Whether they have calmness or mutual relations and/or working with each other with full confidence [8]. Perhaps there is stress in school with further reflections in behavior and speech of teachers and their relations with principal and students. It is necessary to have a health and active environment to find out training goals with positive relations among teachers and students [16]. Rather than organizational climate as a group & organizational variant at schools, we have some other effective variants like personal attitudes (organizational commitment, job satisfaction and job involvement) on job quality, playing any roles and responsibilities of teachers. As a result, personnel prefer any jobs in which they have required specialty and freedom. Such an attitude may cause a person feel more mental satisfaction and find his/her job really involving [19].

Litwin & Stringer (1988) defined organizational climate including some personal concepts about the organization and place of work and his/her feeling about different organizational dimensions like independency, organizational structure, allowances, aggressiveness, sincerity, support and clearness [16]. Organizational Climate is similar to a bridge. It is from one side a real aspect of the organization including the structure and leadership regulations and methods. Although it is necessary to have optimized benefit from human resources, financial and equipment resources but potentiality of educational system depends upon different factors like satisfied personnel with high level of loyalty to organization. This is necessary to work in an active and health place with applying all their force for better efficiency [15]. Therefore, it has been always tried to have suitable attitude about various ideas of members and personnel. This is because of their attitudes and related to their important behavior. For example, it is possible to have unsatisfied personnel with lots of absences or leaving the organization for entrance into a better one. Furthermore it has been proved that satisfied personnel have higher level of mental & bodily health. Finally we will conclude that job involvement is an ultra-organizational phenomenon and so much effective in private life of people. [14]. As a result, those personnel with higher level of involvement are more sensitive for selecting any jobs and more attention what they should do. (Narrated from 17). Dezfuli, Shafi Nia and Shetab Booshehir (2009) have studied any relationship between mental health and job involvement. Eskandari & Nisti (2009) studied any relation between equality concept and organizational commitment and satisfaction. Omidi Arjanki, Arizi and Nouri (2008) studied any relation between job characteristics and job commitment and job involvement. Shakiba & Nisti (2007) studied any relation between general health and satisfaction with job involvement. Khoshkan, Shekar Shekan and Nisti (2007) studied any relation between IT, commitment, satisfaction

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### \*Corresponding Author

Email:  
yazdani.shah@gmail.com

remaining and involvement [3, 4]. According to the studies about organizational climate and job involvement, it is clear that organizational climate (open & closed) is effective on both job attitudes (commitment & satisfaction). It may cause an increase in modes and decrease of stress. As a result, it is probable to have any relationship between organizational climate (open & closed) with job involvement. It is specifically to have both leadership styles of school (normative & supportive) with more roles in these relations. Organizational climate is obvious in all dimensions of the organization. Therefore, it is not only effective on conducts of members but also on their attitudes of their jobs [11]. On the other hand, since organizational climate is effective on job involvement, such a research could specify the rate of job involvement of physical education teachers? How much this involvement is affective by organizational climate? Although these are lots of research about job attitudes, but there is a little number of research about job involvement in Iran in the field of physical education. According to the studies, various researches were made about organizational climate of schools and job involvement of physical education teachers separately. But any relation of these two variants was not specified at Jiroft. The author hopes the results of this research could bear important applications for persons in charge of education and principals of schools and provides a suitable situation for any increase in job involvement of teachers.

## MATERIALS AND METHODS

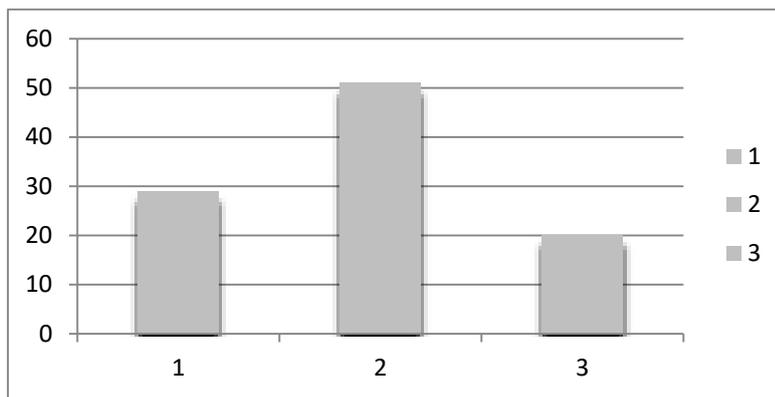
The present research is an explanatory and measuring one. It is also applicable from viewpoints of goals. The statistical population includes all physical education teachers, male & female, at Jiroft city (130 persons).

Regarding the present small statistical population, all male and female teachers are included in statistical sample of research. Research tools are: a) organizational climate questionnaire (OCDQ-RS), which includes 34 questions and includes 5 dimensions, that its two principal behavior (normative behavior and supportive behavior) and other dimensions of teacher behavior (behavior hopelessly behavior responsibly intimate behavior) to evaluate. Therefore climate of schools is perhaps closed or open. But in fact sincere behavior of teachers is not included in open organizational climate. This means that schools have either closed or open climate. But this means that there is little or high degree of sincerity among teachers. As a result, sincerity is a general factor in organizational climate. All indexes of this questionnaire have required reliability and validity for measuring important aspects. Reliability of organizational climate questionnaire was approved by Ojaghi (1997). The validity of it was confirmed by the use of Chronbach alpha 0.85. The relevant questions of any dimensions of organizational climate were regulated according to 4-value Likert criterion. Therefore we should select any variants from among four options (very rarely, sometimes, frequently and always). Grading method for the options of (very rarely, sometimes, frequently and always) was respectively 1 to 4.

B) A questionnaire for job involvement including 20 questions. Tadriss Hosseini (1993) obtained the validity coefficient of this test equal to 0.90 by the use of half making method and its reliability through base validity equal to 0.86. Both reliability and validity coefficients were inserted also in the same research by Imami & Taleb Pour (2007) and equal to 0.73. Also Dezfuli (2009) has obtained a validity coefficient of this questionnaire and by the use of Chronbach alpha equal to 0.83. This is a sign of suitable reliability of this research. The researcher has also obtained the reliability of this questionnaire equal to 0.82 by the use of Chronbach alpha. In order to evaluate and compare explanatory data we used explanatory statistical methods for further analysis of research information. Due to the lack of normal data distribution (by the use of K-S test), we used Spearman correlation coefficient at P

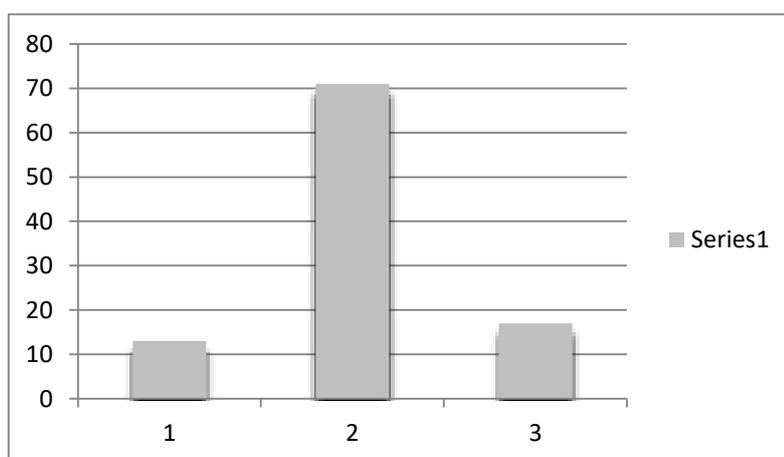
## RESULTS

About 120 physical education teachers were present in this research. According to the results, the average age of %51 of physical education teachers at Jiroft city was 31-41. With regard to such an age distribution, it is possible to say that all physical education teachers of Jiroft city have considerable experiences in this field. [Diagram 1]



**Diagram 1:** Distribution of research sample in three age groups

Also the group of Bachelor of Science and Associate Degree holders had the highest rate of degrees and Master of Science had the minimum rate as well.



**Diagram 2:** Frequency distribution of research sample according to academic degree

Another result was a positive and significant relation between job involvement and normative behavior, sincere behavior, supportive behavior and organizational climate. But there is a converse and significant relation between disappointment behavior and normative behavior of principals and job involvement. [Table 1]

**Table 1:** Any relation between organizational climate dimensions and involvement of physical education teachers

Dimensions of organizational climate	Obligatory behavior		Disappointing behavior		Sincere behavior		Supportive behavior		Normative behavior	
	r	p	r	p	r	P	r	p	r	p
Job involvement	0.62	0.00	-0.58	0.002	0.71*	0.003	0.69*	0.005	-0.64*	0.001

## DISCUSSION

Presence of any positive and significant relation between organizational climate and job involvement in this research is in compliance with the same results by Moradi Nia (2009), Mogaji (2002), Rangnekar (2005), Chang (2006), Dimitriades (2007) and Shu Hui (2010). [9, 10, 11]

This result is because of an average and open climate, in which the principal is like an active leader for performing of duties and a relation-based person. All teachers are obliged to teach with mutual respects and really proud of this school. The important index of them is high mode and severity of their work place. As a result, because of satisfying their social necessities and suitable job performance, they have high level of job satisfaction and may accept any stress factors of their organizational climate. This may cause an increase in job involvement of teachers. High level of obligatory behavior level among teachers may cause them to be proud of their school. They are enjoying from working with each other and support their colleagues. [2, 12]. Meanwhile teachers are not worry about each other and also are obliged against success of their students. This means that upon any increase in their obligatory behavior, there is an increase in their job involvement which is in compliance with the same results by Taleb Pour & Imami (2007), Elankumaran (2004), Ping et al. (2009). [5, 7]. There are various situations through the job life in which we face with lots

of disappointments, failures and pressures. Any understanding of the mentioned factors may cause a reduction in job involvement in people. In this research, there is also a significant and negative relation between disappointment behavior and job involvement which is in compliance with the same results by Ghasemi Nejad (2005), Grayson et al. (2007) and Malik (2005). [18, 20]. Disappointment behavior of teachers is mostly because of high interference of principal and colleagues. This may prevent teachers to perform their major teaching duties. In this case, there are lots of managerial ignorance and non-educational duties. Probably this may cause a person who find itself without any power, authority and freedom in performing of duties and finding any organizational goals to have disappointed behavior and finally a reduction in his/her job involvement [14,16]. Sincere behavior of teachers means an integrated and powerful social relations network among all teachers. Such a behavior not only means good relations inside the school but also out of it. Also it has been observed in this study that there is a significant relation between sincere behavior and job involvement of teachers which is in compliance with the same results by Taleb Pour & Imami (2007), Elankumaran (2004), Ping et al. (2009). Such a positive and significant relation is probably due to the presence of a non-official organization inside the school for satisfying social needs through sentimental and social relations among teachers with their colleagues and principals and students [18]. The mentioned kindness may cause an increase in job involvement of teachers. Furthermore, there was a significant relationship between supportive behavior of principals and job involvement of teachers. It is in compliance with researches made by Nickson et al. (2006), Arizi (2005), Chio Hoo (2006), and Uygur & Kilic (2009).[11]. According to the evidences, lower control on people and little control on their speed of work may cause a reduction in their stress and increase of their job involvement. Of course it is necessary to make more researches but according to the evidences, there is an increase of stress and a reduction in job involvement in those jobs which are really important and in which people have no more freedom. In this research, there was a significant and converse relation between normative behavior of principals and job involvement of teachers. This means that any increase in normative behavior of principals we faced with a reduction in job involvement of teachers. It is in compliance with the results of researches made by Ghasemi Nejad (2005), Grayson et al. (2007) and Malik (2005). [10]. Probably the real reason of any converse and significant relation between these two factors are little chances for upgrade and sever rules and regulations and also lack of freedom which may cause some negative attitudes in teachers about their jobs. The result of which is a reduction in their job involvement. [12].

### CONCLUSION

According to the researches it is obvious that principals are so much effective on thoughts, feelings and wishes of their fellow persons. The mentioned thoughts and feelings and wishes are effective on all personal aspects and further motivations. Education Organization includes one of the major organizations which should be controlled and managed by a principal. In presence of any persons with lack of competency and required abilities, there will be so many problems imposed on this organization. As a result, it is inevitable to have effective and efficient principals for education organization.

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