

The Relationship between Organizational Climate and Job Involvement among Teachers of High Schools in Delijan City (Iran)

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ABSTRACT:

The present research was conducted with the aim of exposition of the relationship between organizational climate and job involvement among teachers of high schools in Delijan city of Iran in year (2012-2013). The research was applied, descriptive and correlational. Statistical population included 184 teachers in the first semester of educational year (2012- 2013), of which 125 teachers were selected, based on Krejcie and Morgan sample size method. Sampling method was simple random. Reliability of the Halpin and Croft's (1963) organizational climate questionnaire was 0.84 and was 0.87 for Kanungo's (1982) standard job involvement questionnaire using Cronbach's alpha. Data analysis was accomplished in two parts of descriptive and inferential Spearman correlation coefficient and Shapiro–Wilk test. Results revealed that there was no significant relationship between job involvement and organizational climate dimensions of spirit, hindrance, intimacy and consideration; however, there was a significant relationship between job involvement and, aloofness as well as production emphasis.

Keywords: Organizational climate, Job involvement, Spirit, Hindrance, Intimacy, Consideration

INTRODUCTION

Today education is considered as the basis and foundation of cultural, social, economic and political development. Since a considerable part of education is received in schools, they have a special position as a sensitive and important social system. The prerequisite for schools to efficiently carry out the crucial task they are responsible for is that they have desirable climate. In addition, from the organizational point of view, job involvement is considered as a key to motivating employees and increasing production, and from the individual point of view, the job involvement is considered as a key to motivation, performance, personal growth and

job satisfaction, and in this regard, its relationship with the organizational climate can be considerable and reviewed. The topic of school climate and its effects on school's overall performance have attracted the attention of many researchers through last decades (Hoy & Forsythe, 1986). Schools which have a desirable climate, bring about job involvement and attachment among teachers, and increase their effectiveness through this (Ramezani Nezhad et al., 2009-2010).

The importance of high school courses is not unknown to anybody. The high school courses connects the general education to higher

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education, and prepares a large group for entering the society and labor market; thus, any insufficiency and flaw in this course will greatly affect the performance and quality of higher education in a direct manner, and in turn, the performance of society and industry. Therefore, having teachers with high spirits and job involvement along with schools' organizational climate are among the important factors affecting the success of students attending this course. Identifying the factors promoting the job involvement among teachers can also have an effectual role in achievement of educational goals and success of this region's students. But unfortunately, it seems there is not much job involvement among teachers of Delijan city high schools.

On one hand, today organizations require energetic and enthusiastic employees, or people who are highly involved in their job. Generally speaking, enthusiastic employees are fully engrossed in their jobs and perform their tasks desirably (Bakker and Leitr, 2010). Having employees with high job involvement can be profitable for the organization, because when people are immersed in their jobs, their motivation increases, which may have a positive effect on their job performance (Mantler and Murphy, 2005). A high level of job involvement means the individual attributes a certain job to him/her, and considers the job, representative of him/herself. In order to increase the level of job involvement we need to have a realistic and all-embracing approach to its determinants. Job involvement as an attitude is an important variable in maximizing the organizational effectiveness, and among the different viewpoints, the most realistic one is a function of personality and organizational climate (Elankumaran, 2004).

Job involvement is the basic and important factor in most people's lives, since employees are emotionally affected by the extent to which they are involved in their job or tired of it (Word and Park, 2009). People who are highly involved in their jobs rarely think of quitting their jobs, and they are expected to work for their respective organizations for many years. In addition, the job involvement has a positive relationship with variables such as organizational commitment, organizational citizenship behavior,

motivation and performance, and has a negative relationship with absenteeism and desertion (Brown, 1996).

Generally, job involvement influences both the individual and the organization. From the organizational point of view, job involvement is considered as a key to motivating employees and increasing production, and from the individual point of view, the job involvement is considered as a key to motivation, performance, personal growth and job satisfaction. Job involvement is helpful in organizational effectiveness, production and employee spirit through deeply involving the employees in their work and making the work experience meaningful (Brown, 2007). People who are involved in their job tend to establish strong emotional bonds with the organization, and so it is less likely they quit the organization compared to others (Hallberg and Schaufeli, 2006). Job involvement boosts people's performance by encouraging them to make more attempts, to make use of their creativity for solving the problems, and to work cleverly (Rogelberg, 2007).

There are different definitions of organizational climate proposed by the experts. For example, Halpin and Croft (1963), define the organizational climate as internal features which differentiate an organization from other organizations and influence employees' behavior. The organizational behavior is evaluated by the employees' perception and their description of the internal features of the organization. In order to further clarify the concept of organizational climate, these two researchers make an interesting analogy, saying the relation between the personality and the individual is like the relation between the organizational climate and organization; in other words, they consider the school climate as school personality.

Researchers have studied various dimensions in investigating the concept of organizational climate. Without doubt, the most known concept of investigating the organizational climate in studies of Halpin and Croft (1963) is related to elementary schools. They prepared the *Organizational climate description questionnaire* (OCDQ) to describe the organizational climate of schools. The dimensions of this questionnaire, which was used in this study, include two

sections of *the teacher behavior* and *the principal behavior*, whose explanations are as follows:

A. The dimensions of teachers' behavior are:

1. Team spirit: it refers to the situation in which teachers enjoy working together, and feel responsible toward their colleagues and students.
2. Hindrance: it refers to the feeling of teachers about climate in which the principal imposes cumbersome, awkward and unnecessary tasks on teachers which hinder and encumber their main activity, i.e. teaching.
3. Intimacy: it refers to the warm, friendly, social and pleasant relations between teachers.

B. The dimensions of principals' behavior are:

1. Consideration: this dimension refers to the friendly and warm behavior of the principal who likes to treat teachers humanely.
2. Aloofness: it refers to the impersonal and formal behavior of the principal. The principal stays aloof from his/her staff and prefers that the rules and regulations govern the school climate. The principal acts as per regulations, is normative and stresses the structural dimension.
3. Production emphasis: it shows the close supervision and imperious imperative behavior of the principal (Owens, R. G., 1987).

Since it appears that the school climate significantly affects the organization behavior of teachers and principals, and in turn, it can influence organizational concepts such as job involvement, the main problem of the present research is reviewing different dimensions of the organizational climate among teachers of high

schools in Delijan city of Iran, and its relationship with an important concept such as job involvement. In other words, this research is trying to find the answer to the question: is there a relationship between organizational climate variables and job involvement?

The conceptual model of the study is presented in figure 1, after stating the theoretical principles and background. As it is implied from the presented model, the researchers aim to investigate the following hypotheses:

Hypothesis one (H1): there is a relationship between organizational climate and job involvement among teachers of high schools in Delijan city.

Hypothesis two (H2): there is a relationship between spirit and job involvement among teachers of high schools in Delijan city.

Hypothesis three (H3): there is a relationship between hindrance and job involvement among teachers of high schools in Delijan city.

Hypothesis four (H4): there is a relationship between intimacy and job involvement among teachers of high schools in Delijan city.

Hypothesis five (H5): there is a relationship between consideration and job involvement among teachers of high schools in Delijan city.

Hypothesis six (H6): there is a relationship between aloofness and job involvement among teachers of high schools in Delijan city.

Hypothesis seven (H7): there is a relationship between production emphasis and job involvement among teachers of high schools in Delijan city.

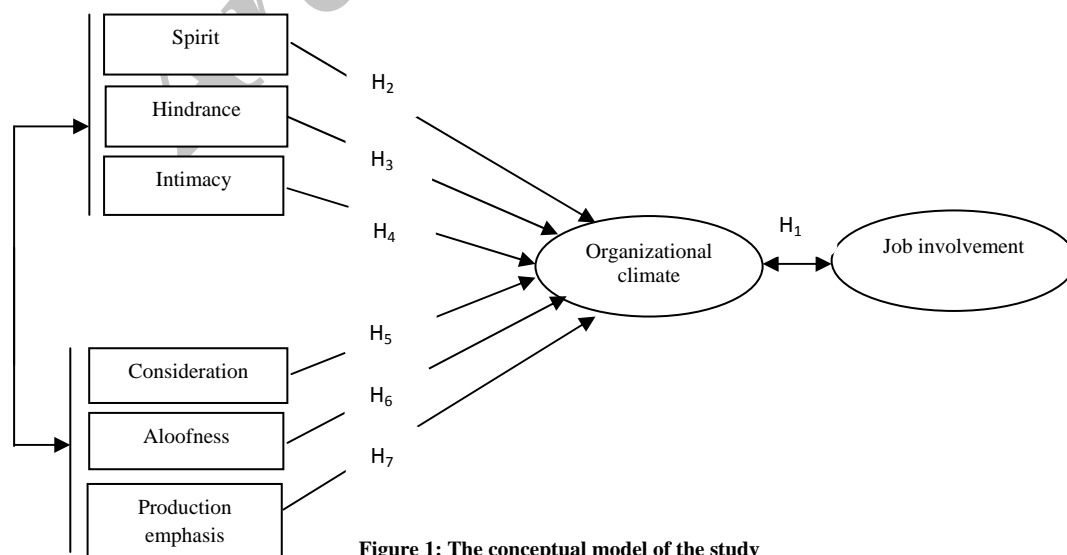


Figure 1: The conceptual model of the study

RESEARCH METHOD

The present study is applied, descriptive and correlational in terms of purpose, the method of obtaining the data and conduction respectively. In addition, the study is quantitative in terms of the collected data which was collected through distributing some questionnaires for obtaining the Delijan city's high school teachers' opinions in educational year 1391- 1392 (2012- 2013); and the collected data was analyzed using descriptive (mean, median, variance, standard deviation, frequency distribution tables and diagrams) and inferential statistics (Spearman correlation coefficient and Shapiro–Wilk test).

Statistical population of the study consisted of all the teachers of state-run high schools in Delijan city of Iran in first semester of educational year 1391- 1392 (2012- 2013). It was revealed that based on the data from the Statistics Center of Education Department in Delijan city, the total number of teachers teaching in state-run high schools of this city are 184, out of which a sample size of 125 teachers was selected as the study sample using Krejcie and Morgan formula. Sampling method was simple random.

The questionnaire of the present study includes two sections; the first section contains the questions related to organizational climate (predictor variable), which is based on the standard questionnaire of Halpin and Croft (1963), with 8 sub-tests (spirit, hindrance, intimacy, disengagement, consideration, aloofness, thrust, production emphasis). The second section of the questionnaire is specific to job involvement (criterion variable), which is based on standard questionnaire of Kanungo (1982), designed with 5 point scale (1= totally disagree to 5= total agree).

In order to determine the validity of the questionnaire, the content-related validity is used. For this purpose, the questionnaires were examined by the respective experts, and then the final questionnaire was prepared after some modifications. Besides, in order to measure the reliability, a first sample including 30 questionnaires of organizational climate and job involvement questionnaires were pre-tested, then the reliability was determined by Cronbach's alpha using the data obtained from the

questionnaires and using SPSS software; as a result, the reliabilities of organizational climate questionnaire, job involvement questionnaire and total reliability were 0.84, 0.87 and 0.82 respectively. These results show that the used questionnaires have acceptable reliability, since the obtained alpha coefficient is above 70 percent. To analyze data, Shapiro–Wilk and Spearman correlation coefficient test were employed.

RESULTS

Findings Based on Demographic Characteristics

In this study, %47.2 of the respondents are male and %52.8 are female, out of which %8.8 are single and %87.2 are married; however, %4 of the respondents did not answer the question related to marital status. Most of the participating teachers, i.e. %79.2, have a B.A., while only %4 of them has an associate's degree; And %14.4 of the teachers have an M.A.; however, %2.4 of them did not answer the question related to education. Most of the participating teachers, i.e. %23.2, have a work experience of 15 to 20 years; %20.8 of them has a work experience of 20 to 25 years, %28 has a work experience of less than 15 years, and rest of them, i.e. %14.4, have a work experience of above 25 years; however, %2 of the respondents did not answer the question related to work experience. The employment status of most of the teachers, i.e. %88, is tenured, %8 of them is contractual, %8 of them is hourly-rated, and %1.6 of them is contract-based; however, %1.6 of the respondents did mention their employment status in the answer sheet.

Examining the Normality of the Variables

In order to test the normality of the data, the Shapiro–Wilk test and Kolmogorov–Smirnov test were used. The findings revealed that significance level is not above 0.05 in all distributions and is less than 0.05 with respect to some variables. Therefore, it cannot be stated that the distribution pattern of all variables is normal. As a result, for measuring the correlation between variables, the *Spearman correlation* was used, since using it do not require any particular prerequisite for the distribution of variables.

Table1: The matrix of correlation between organizational climate and job involvement

Job involvement	Organizational climate	Variables
	1	organizational climate
1	0.272**	
–	0.002	job involvement

Table 2: The matrix of correlation between organizational climate dimensions and job involvement

Job involvement	Production emphasis	Thrust	Aloofness	Consideration	Intimacy	Disengagement	Hindrance	Spirit
								1
								Spirit
							1	–0.226*
							0.020	0.012
						1.000	0.020	–0.407**
						–	0.828	0.000
					1	–0.390**	–0.002	0.368**
					–	0.000	0.980	0.000
				1	0.320**	–0.388**	–0.004	0.275**
				0.000	0.000	0.000	0.968	0.002
			1	0.347**	0.191*	–0.328**	0.001	0.095
			0.000	0.000	0.033	0.000	0.992	0.293
		1	0.337**	0.780**	0.266**	–0.363**	–0.023	0.380**
		0.000	0.000	0.000	0.003	0.000	0.800	0.000
	1	0.674**	0.314**	0.584**	0.352**	–0.374**	0.022	0.377**
	0.000	0.000	0.000	0.000	0.000	0.000	0.805	0.000
1.000	0.305**	0.179*	0.307**	0.110	0.085	–0.200*	0.102	0.111
0.220	0.001	0.046	0.000	0.223	0.344	0.026	0.257	0.220
								job involvement

* significant correlation at the level of %0.05

**significant correlation at the level of %0.01

Hypotheses Testing

Hypothesis 1: There is a relationship between organizational climate and job involvement among teachers of high schools in Delijan city.

In order to test this hypothesis, the Spearman correlation was used, and the matrix of correlation between organizational climate and job involvement can be seen in table 1.

The results of the Spearman correlation show that there is a significant relationship between organizational climate and job involvement with the coefficient of %27.2 at the significance level

of 0.01. Regarding the above results, the data obtained for this hypothesis as to the relationship between the organizational climate and job involvement is accepted.

Hypothesis 2 to 7: There is a relationship between organizational climate dimensions and job involvement among teachers of high schools in Delijan city.

In order to test the above hypotheses, the Spearman correlation was used, and the matrix of correlation between organizational climate

dimensions and job involvement can be seen in table 2.

Reviewing the results shown in table 2 reveals that:

- ✓ The four dimensions of spirit, hindrance, intimacy and consideration do not have a significant relationship with job involvement, and thus the hypothesis about the relationship between these dimensions and job involvement is rejected.
- ✓ The two dimensions of aloofness and production emphasis have a positive and significant relationship with job involvement at the level of %1, and thus the hypothesis about the relationship between these dimensions and job involvement is accepted. Besides, the two dimensions of disengagement and thrust have a positive and significant relationship with job involvement at the level of %5, and the hypothesis about the relationship between these dimensions and job involvement is accepted. The relationship between dimension of disengagement and job involvement is negative and the relationship between dimension of thrust and job involvement is positive.
- ✓ In addition, according to the results shown in table 3, the most correlation between organizational climate dimensions and job involvement is related to those teachers who stated aloofness and production emphasis of the school principal is high.

DISCUSSION AND CONCLUSION

Today, public education is considered as one of the elements of sustainable development, and in most of the countries, a great portion of general budgets is allocated to its promotion, improvement and efficiency. Education is actually an essential part of human society, and education of children and their educational advancement is one of its main objectives. Reviewing the related literature shows that there are different factors having a role in children's educational advancement. Teachers are one of the most important factors affecting the educational advancement of students, and the important factor which influences the teacher's behavior is job involvement. In order to increase the level of job involvement we need to have a realistic and all-embracing approach to its

determinants. Among the different viewpoints, the most realistic one is that job involvement is a function of organizational climate. In other words, involving teachers in their jobs requires a favorable organizational climate which could encourage teachers to do their job.

As for the importance of organizational climate and job involvement in increasing the educational effectiveness, the present study investigated the relationship between these variables in high schools in Delijan city of Iran. Findings showed that there was no significant relationship between job involvement and organizational climate dimensions of spirit, hindrance, intimacy and consideration; however, there was a significant relationship between job involvement and, aloofness as well as production emphasis. Results of the present research were aligned with those of Heidari Nezhad and Moradi Poor (2012), Taleb Poor and Gholamian (2011), Ramezani Nezhad et al. (2009) and Imran et al. (2010).

Now we will discuss and conclude based on the research hypotheses:

- ✓ The positive relationship between dimension of thrust and job involvement means that if the principals be more dynamic and motivate teachers by setting an example of him/herself, the job involvement among teachers will increase and vice versa.
- ✓ The positive relationship between dimension of aloofness and job involvement means that the teachers who found principals behavior impersonal and formal, displayed more job involvement as well. In case of aloofness, the principal stays aloof from his staff and prefers that the rules and regulations govern the school climate. The principal stresses the structural dimension and is normative. This could indicate that teachers with high job involvement prefer impersonal formal behavior and governance of rules and regulations over working environment.
- ✓ The positive relationship between dimension of production emphasis and job involvement means teachers with high job involvement prefer close supervision and imperious behavior of the principal. In this case, the principal evaluates the teachers' performance, visits the classrooms and tries to identify the teachers' capabilities and

abilities. These behaviors could satisfy those people's needs who are involved in their job and consider their job as part of themselves and their identity.

- ✓ The relationship between the dimension of disengagement and job involvement is negative. As stated earlier, disengagement indicates the teachers' unwillingness to participate in school affairs and their lack of interest in their job. The lack of interest in one's job show slow involvement in his/her job, and the results related to the hypothesis confirm this statement. The lower the disengagement of teachers, the more the teachers' job involvement and vice versa.

Suggestions Based on Research Findings

The following suggestions are made based on the research hypotheses:

- ✓ Holding different meetings for educational planning or for resolving school problems can boost teachers' spirit in schools and get them involved in their job.
- ✓ Principals avoid interfering in teachers' duties, imposing cumbersome, awkward and unnecessary tasks on teachers which hinder and encumber their main activity, i.e. teaching.
- ✓ The principal should take into account teachers' interests and capabilities while assigning courses to them, since teaching courses which is interesting to them is one of the ways resulting in job involvement.
- ✓ The principals should try in various ways to create an intimate and sincere environment in schools, and in this way, reinforce openness, honesty, mutual trust, and in turn, job involvement. For this purpose, direct confrontation, direct conversation with teachers should be on the agenda of principals and officials.
- ✓ The principals and officials must avoid making promises which they cannot fulfill, since failure to fulfill their obligations will result in increasing distrust and insincerity in schools, and in turn, will decrease job involvement among teachers.
- ✓ Creating competence-based trust in the staff is considered as a gradual process. The principals and officials should assign

teachers the teaching of courses which they can handle properly and do not need to resort to lies to make their work seem good. Particularly, the new teachers need to be assigned courses which they can teach properly and correctly, so the habit of becoming successful will be reinforced in them. Competence-based trust greatly affects the job involvement among teachers.

- ✓ The officials of Education Department need to create equal opportunities for development and growth of teachers. Equitable distribution of information and resources in schools, clear dissemination of information and access to reliable information will lead to increased teachers' trust and in turn, increased job involvement among them.

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