

Research Paper

Identify the basic dimensions Of Organizational Indifference In Teachers: A Mixed Research

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Abstract

Introduction: The present study aimed at recognition and classifying the basic dimensions of Organizational indifference among teachers of elementary schools in Fardis.

research methodology: The research approach was mixed method with exploratory design. In qualitative part of the research, the Grounded Theory method and in quantitative part a descriptive survey type was used. Sampling method in qualitative part was purposive and in quantitative part was Random stratified. The statistical sample in qualitative part was 14 people, according to theoretical saturation law, and in quantitative part was 302 people according to the Cochran formula. The data collection tool in qualitative part was semi-structured interview and in quantitative part was researcher-made questionnaire with 32 questions. In qualitative part for achieving the validity from checking by contributors and to determine the reliability, approval strategy of research colleagues was used. In quantitative part expert's opinions were used to assess the validity and the result of Cronbach's alpha test was 0.84, which indicates a high reliability. The data analysis method in qualitative part was an inductive content analysis with using coding at three levels of open, axial, and selective. That 32 dependent variables and 9 dimension variables were listed (indifference due to accident, financial factors, emotional and mental affairs, management factors, Non-participation of colleagues, non-expert Comment, workplace, organization, and presence of the clients). In quantitative part, exploratory factor analysis was performed by SPSS software and verifiable factor analysis and Friedman test, structural equations and path analysis by AMOS software.

Findings: The results of exploratory factor analysis showed that Due to the high factor load of each item, the effective of all dimensions on the organizational indifference of teachers was confirmed. Based on the results of confirmatory factor analysis, the research model is a valid model and provides a suitable framework for investigating the dimensions of organizational indifference of teachers. The results also showed that; Indifference due to the comments of non-experts is the most important dimension of indifference among teachers and other dimensions are in the next positions.

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Extended Abstract

Introduction

One of the common problems in organizations is the phenomenon of indifference in organizations. However, little attention is paid to it. Indifference is a slow process that gradually appears in people. Examining the behavior of employees in organizations is inevitable, and managers should continually evaluate the performance of their employees and pay constant attention to their behavior because employees' behavior directly impacts their performance and, ultimately, the organization's performance. A spirit of indifference to employee behavior deprives them of motivation to work and strive. As a result, indifferent employees form an indifferent organization. What causes people to give up and become indifferent is the deep dissatisfaction of people for a long time. Hence, organizational indifference is destructive to individuals and suppresses creativity and risk-taking. This study aimed to identify and rank the basic dimensions of organizational indifference among primary school teachers in Fardis.

Method:

The approach of the present study was mixed with a two-stage experimental design. The primary purpose of the two-stage exploration plan is for the results of the qualitative method to help create or shape the quantitative method. In qualitative part of the research, the Grounded Theory method and in quantitative part a descriptive survey type was used. The study's statistical population includes all primary school teachers in Fardis city in the academic year of 1998-99. According to the statistics received, the total number of teachers was 1926. Sampling method in qualitative part was purposive and in quantitative part was Random stratified. The statistical sample in qualitative part was 14 people, according to theoretical saturation law, and in quantitative part was 302 people according to the Cochran formula. The data collection tool in qualitative part was semi-structured interview and in quantitative part was researcher-made questionnaire with 32 questions. In qualitative part for achieving the validity from checking by contributors and to determine the reliability, approval strategy of research colleagues was used. In quantitative

part expert's opinions were used to assess the validity and the result of Cronbach's alpha test was 0.84, which indicates a high reliability. The data analysis method In qualitative part was an inductive content analysis with using coding at three levels of open, axial, and selective. That 32 dependent variables and 9 dimension variables were listed (indifference due to accident, financial factors, emotional and mental affairs, management factors, Non-participation of colleagues, non-expert Comment, workplace, organization, and presence of the clients). In quantitative part, exploratory factor analysis was performed by spss software and verifiable factor analysis and Friedman test, structural equations and path analysis by AMOS software.

Results:

The results of data analysis in the qualitative part of the research based on the extracted information of 32 indicators in the form of 9 dimensions, including indifference caused by accidents, indifference caused by material causes, indifference caused by psychological factors, indifference caused by Managerial causes, indifference due to non-participation of colleagues, indifference due to comments of non-experts, indifference due to work environment, indifference due to organization and indifference due to the presence of the client and category Was closed. That These cases can affect the performance of teachers in the education system, accordingly, the need to have skilled and capable managers, not to do personal affairs during working hours, not to waste time, not to use organizational facilities for personal gain and to pay attention to the maintenance of the public property of the organization, reduce unnecessary absences, to respond to the client appropriately, doing the clients 'work as soon as possible and honoring the client, participating in group work and warm interaction of colleagues with each other, increasing accuracy and patience, focus and speed in doing work, attending meetings and using colleagues' perspective in decisions Importance and honesty in work are factors that reduce the feeling of organizational indifference among employees. The results of exploratory factor analysis also showed that; Due to the high factor load of each item, the

effect of all dimensions on teachers' organizational indifference was confirmed. In confirmatory factor analysis, the results showed that the research model is valid and provides a suitable framework for examining the organizational indifference dimensions of teachers. The results of data analysis concerning prioritizing the dimensions of organizational indifference showed that from the perspective of teachers; 1. Indifference due to the comments of non-experts, 2. Indifference due to material causes, 3. Indifference due to psychological factors, 4. Indifference due to accidents, 5. Indifference due to organization, 6. Indifference due to work environment, 7. Indifference due to non-participation of colleagues, 8. Indifference due to managerial reasons and 9. Indifference due to the presence of the client has priority, respectively. Findings indicate that one of the leading causes of indifference among teachers according to the calculated average is the opinion of non-specialists (parents) in their teaching. Other dimensions are in the following positions. The average indifference due to organization, work environment, non-participation of colleagues, and managerial reasons is moderate among teachers. In addition, it was found that the average

dimension of indifference due to the client's presence is lower than the average level.

Conclusion

Therefore, through the management of organizational indifference among teachers, it is possible to promote a sense of inner satisfaction, voluntary and redoubled effort, commitment and participation in work, development of cooperation, improvement of procedures and increase of teachers' satisfaction, reduction of unfair working conditions in all Fields and increasing their vitality were used. Undoubtedly, employees are a sustainable and non-tradable resource for the organization and can use other organizational resources in the right direction and lead the organization to achieve its goals. The key to a stable competitive advantage in today's world is to develop employees with these capabilities. Therefore, to prevent indifference among teachers, special welfare facilities should be provided to increase motivation and reduce the pressure of their work and life problems. Managers try to communicate properly with their teachers to feel that their presence is significant and valuable to the organization.