

Investigating the Relationship between Organizational Climate and Individual Factors with Job Performance of Second Period High School Teachers of Zanjan

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Abstract

Today job performance has widely attracted attention in research literature, especially in humanities. The aim of this research was to consider the relationship between organizational climate and individual factors with teachers job performance in the secondary schools of district 2 in zanjan in academic year 2014-2015. It was applied and took into account the descriptive- correlation method. To conduct the questionnaires, 160 teachers among 270 populations were selected using classified random sampling method. The instrument of data collecting were two standard questionnaires including Halpin & Craft (1989) and Patterson's job performance (1970) questionnaires. According to the findings of this research, organizational climate and the employees performance was assessed as favorable. Also, there was a significant relationship between organizational climate and job performance. As for individual factors, there was no significant relationship between education degree, gender with job performance, but the relationship between salaries with job performance was confirmed.

Keywords: Organizational Climate, Job Performance, Components of Organizational Climate.

Introduction:

The education and training is a fundamental activity which is reflected in political, economic, social, cultural, and social life of community and has many irreversible effects.

The growth, prosperity, perfection, and excellence of man and society depend on the kind of training that they receive at school and outside of it. If the quality and quantity of education and training will be good, it will provide the background for progress and excellence; if it will be bad, it will lead to failures and backwardness. Undoubtedly, teacher's performance quality is one of the factors which significantly

impact on quality of education. In many education planning writings of scholars and experts in West, the financial problem is proposed as one of the main problems of education in developing countries; other main constraints are not considered well. Therefore, it is thought that if the financial problem will be solved, all problems of education growth and development will also be solved. Although the lack of financial resources is a serious barrier to development and popularization of education, it is not the only problem (Feuzat, 2013).

Other constraints include education policy and lack of human resources (not in terms of quantity, but in terms of quality). Undoubtedly, teacher's performance quality is one of the factors which significantly impact on quality of education. It is an essential component of education and is the subject of current research.

The job performance is an important factor in modern societies and should be considered in development of countries. In the current context in which Iran has taken growth steps and tries to achieve its valuable targets, the role of education is very important. The starting point of any revolution is transformation of thought and beliefs of people. The education and training system is responsible for this task.

Problem Statement:

The research problem is the first thing that should be clear to researcher and be determined definitely. The researcher tries to solve a scientific problem, answer its questions, and make known its unknowns (Abbas Zadeh, 2001; p. 74).

Today, the organizations easily provide their needed commodities and raw materials from other organizations in other countries. The human resources is the only source which is not readily tradable in ideal form. So, it can be said that the most important competitive advantage of a country is its efficient human resources.

The human resource is one of the most important assets of organizations. Now, smart managers know that the more they invest in human resources development and promotion, the more they will guarantee the success, efficiency, and competitive advantage of their organizations. The success of today's organizations depend on efficient and effective use of their resources to implement their organizational strategies. The organizations' employees are the core of any strategy, organizational policies, and use of resources (Davoudi, 2012).

The concepts of job performance and performance evaluation are recently widely considered in literature and research on human resources. The studies have examined the relationship between job performance and its factors and consequences. Wayne and Robert (1987) consider performance evaluation as a process by which workers are assessed periodically and formally. The recognition and giving rewards to employees and therefore, providing an incentive to improve their performance and other staff are the principal causes of performance evaluation (Saadat, 2013). According to Gehrman and Douglos (1984), the employee performance evaluation is a very important process and it is the most sensitive issue which authorities deal with it.

Since the organizational climate exists in all dimensions and various parts of organization, it impacts on conduct, organizational behavior, and organizational performance of organization's members. The impact may be motivating or weakening. In any case, it impacts on human resources performance (Asgharian, 2008). The good organizational climate may motivate employees, improve employee morale, involve employees in decision-making, and be effective in increasing creativity and innovation. It may be an important source of mental health of employees, and vice versa. Therefore, a change in any part of

organizational climate may lead to immediate and profound change in employees' work method and performance (Sabeti, 2000).

The climate is a complex and multilevel phenomenon. Therefore, the study of climate in organizations has always been difficult (Glick, 1985). Depending on focus on organizations or individuals, there are different definitions for climate including organizational climate and psychological climate (Larsson, Pousette, & Torner, 2007). Both climate dimensions are considered as descriptive and multidimensional phenomenon of employees' perceptions of their experiences (Quiz & Dekutiz, 1991). The lack of literature review on climate may lead to uncertainty about the boundaries of this structure. This problem has caused many shortcomings in this research area (Rousseau, 1998; quoted by Carless, 2004). However, there is reasonable progress in conceptualization of climate (Schneider & Reichers, 1983).

Pein & Puge (1976; quoted by Ostroff, Kinicki & Tamkins, 2003) suggest that the climate is created by objective context of structure including the size of organization, hierarchy, turnover, control extent, and resources. This debate still exists: whether climate is an objective organizational feature or a subjective and perceptual organizational feature (Tagiver & litwin, 1968; quoted by Ostroff et al., 2003).

Victor and Colon (1988) suggest that organizational climate within an organization will be an important information source for staff. It considers that what things are proper for a work field. The basis of this argument is this assumption that organizations and organizational subgroups create formalized normative systems which are perceived as well-known work climate by their members (Victor & Colon, 1988).

Numerous studies have shown that individuals' perception of organizational climate impacts on their reactions to work and organization (Martin and Colon, 2006). While early research defined climate as an organizational feature or stable position which is understood by organization's members (Schneider & Bartlett, 1968; quoted by Ghafari, 2008), today the more emphasis is on personal perceptions than organization characteristics. The psychological concepts are an important component of organizational nature (Rentsch, 1990; quoted by Ghafari, 2008).

The openness of organization's climate depends clearly on its emotional situation. This means that in open climate organizations, the employees show less alienation to organization and its environment than close climate organizations. Also, the open climate organizations' employees are strong, have high self-esteem, are aware, and have more confidence to effectiveness of their organizations. They also show more commitment and loyalty to their organization. The managers in these organizations show more interest to suggestions of staff, sincerely appreciates them, and respect their professional competence. In open climate organizations, the staff communicate with each other and authorities and face with fewer behavioral problems. In contrast, employees in close climate organizations try to humiliate and are militant (strouf et al., 2003).

The workplace conditions for creation and growth of employees' feelings can be summarized in three factors: management, job, and co-workers. Several decades have passed since the first definition of organizational climate. During this period, there have been several proposed definitions which all of them has two elements: 1) Cognitive system (subjective element) which represents the value systems of organization. 2) Collective perceptions (emotional element) which stem from the policies, performance, and procedures of organization.

The first case is related to culture of organization and the second case shows the climate and is associated with leadership. The climate is visible and culture is the non-visible part of organization, like an iceberg floating in water (Zahedi, 2012).

Although scholars have proposed different definitions for organizational climate, most of them have expressed same views on its properties. The research suggest that policies, programs, and financial position of organization do not make the organization as a suitable working environment; however, the employees' feelings toward work environment and its organizational climate make the organization an ideal work environment.

The organizational climate is as air in a room. We cannot see or touch the organizational climate, but it surrounds us, affect everything that happens, and is affected by what is going on in the organization. Therefore, any organization has specific culture, traditions, and practice which together form the climate of organization. The climate of organizations is either active and dynamic or permissive, humanity, and or quite hard and cold.

In desirable and open climate, the staff have significant job satisfaction and sufficient incentive to overcome the problems. They have a driving force for organizing the works and maintaining mobility in organization. In addition, employees are proud to work with their organization. The staff work well together and conduct the tasks of organization completely (Sarmadi & Hatami, 2011).

The organizational climate determines the measurable characteristics of work environment which are perceived directly or indirectly by those in work environment and it is assumed to affect their motivation and behavior. It also acts as effective and influential source for shaping the behavior. Therefore, this study aims to evaluate interactions and correlation among organizational climate components and using them to create favorable and human climate in organization.

Mehr Alizadeh and Sepasi (2005) defined organizational climate as internal quality of organization which is perceived and experienced by its members. For example, the internal features of a university which distinguish it from other universities and affect the behavior of its members is called the organizational climate of university.

The Department of Education, District 2 in Zanjan is one of the biggest training units in Zanjan. It is clear that it is necessary to study the organizational climate and organizational performance of its members. Accordingly, the main question is: How is the organizational climate and job performance of employees in Department of Education, District 2 in Zanjan? What is the relationship between them?

Since the organizations try to maximize production and improve the quality of their productions, Education Department also pursued this objective seriously. The productions of this organization include training skilled and specialist forces in various fields and enhancing the quality of these forces in organization. Given the important role of education system in overall development of society, its issues should be examined in terms of different aspects.

In recent years, considerable attention has paid to concept of quality in education. This has caused all factors involved in learning be studied and continuously improved. One of the factors or approaches to improve the quality of education is paying special attention to education human resources including teachers. The teachers are actually the learning objectives interfaces and directly affect the students. Therefore, the factors affecting their job performance must be considered. The organizational climate and individual factors are among the factors affecting job performance. Due to their significance and importance, they will be examined in this research.

The studies have shown that there are several factors may increase job performance of employees and their commitment to organization. If these factors will be considered in organization, they will lead to

better performance of employees and impact on other matters relating to organization and its quality and productivity.

In addition, this study will:

- Determine the job performance of teachers, its related factors, the role of organizational climate, and individual factors.
- Provide necessary suggestions to education system to improve the performance of employees.
- Provide necessary information for managers and those involved in education for using in future decisions.
- Given the importance of non-material and expert human resources in education and its critical role in education of new generation, it is necessary to pay attention to factors involved in training of teachers.

Methodology:

This was applied descriptive- correlation filed study. The population consisted of all male and female high school teachers in Department of Education, District 2 in Zanjan in academic year 2014-2015. Using Kerchsi and Morgan table, the sample size was determined to be 160 cases. The research tool included job performance and organizational climate questionnaires. Using software SPSS (version 16), the ETA and Spearman correlation coefficient (due to non-normality of data distribution) was used to answer research questions.

Findings, discussion, and conclusion:

Among the selected sample, 7.5% (n=12) had interstitial view, 1.2% (n=2) were quite dissatisfied, 63.2% (n=100) were satisfied, and 27.8% (n=44) were completely satisfied from organizational climate. This finding may be compared with following theories.

Today, it is accepted that the organizational climate as individual perception is different from organizational climate as shared perceptions between people and as collective perception (Schneider, Barbera, Young & Lee, 2006). So, the psychological climate is distinguishable from organizational climate (Rousseau, 1988; quoted by Parker et al., 2003). The psychological climate is introduced as a part or a summary of perception which is related to practices and characteristics of individuals' work environment (Schneider & Richerz, 1983). The psychological climate is an individual characteristics and it should be measured and analyzed in theory level (Parker et al., 2003). So, the psychological climate represents a personal judgment about whether the business environment is efficient and appropriate and provides healthy sense for staff (Carlos, 2004).

Although there is no consensus on definition of organizational climate, there is little agreement on certain aspects which constitute the structure (Parker et al., 2003). The research try to explain various dimensions of organizational climate (Campbell et al, 1970; Likert, 1967; quoted by Ostroff et al., 2003). Campbell et al (1970; quoted by Quiz and Dekutiz, 1991) classify climate in four dimensions: 1) individual autonomy 2) orientation toward rewards and benefits 3) sincerity, 4) support (Hart, Wearing, Conn, Carter & Dingle 2000; quoted by Ghafuri, 2008). The organizational climate is considered to include the following seven dimensions: 1) Role clarity: clarity of job expectations and responsibilities definition. 2) Supportive leadership: Support of managers from their subordinates. 3) Collaborative decision-making: participation of employees in job issues. 4) Official and professional interaction: quality of communication and support of employees. 5) Evaluation and appreciation: received feedback and appreciation. 6) Professional

development: acquired and sustained skill growth.7) Consistency of objectives: individual and organizational objectives consistency.

Larson & Al (2008) state that the organizational climate has these dimensions: job characteristics, role characteristics, leadership qualities, working group characteristics, organizational characteristics, and its sub-systems. The researchers have proposed other dimensions to organizational climate such as work structure, clarity of role, supportive management, working group, focus on decision-making, and facilitation of leadership goals (Brown & Leidh, 1996; James & James, 1989; Kozolowski & Doherty, 1989; Pritchard & Karasick, 1973, quoted by Ghafari).

Quiz and Dekotiz (1991) related more than eighty structures derived from previous research. They introduced eight dimensions by using exploratory factor analysis: Independence, cohesion (integration), trust, support, pressure, fairness, gratitude, and innovation.

Chandan (1995) states that the organizational climate reflects the attitude of individuals toward their attached organization and it is a major force which is effective in determining employees' behavior. French (1986) considers the organizational climate as relatively stable set of organization members' perceptions about cultural characteristics of organization. This perception affects the feelings, attitudes, and behaviors of individuals in workplace. According to Mir Kamali (1994), the organizational climate is a set of states, characteristics, or attributes of organization which make it hot, cold, reliable, scary, reassuring, facilitating, or preventive; it also consists of factors such as job satisfaction, personality, behavior, history, management style, organizational culture, morale, motivation, structure, technology, and etc. (Mohabbatkah, 2011). Accordingly, Education system in District 2 in Zanjan has good organizational climate; so, there may be expected to be job satisfaction, creativity, and intimacy among employees.

According to above result, more effectiveness and efficiency may be expected from teachers; this will lead to increased productivity and ultimately achieving to organizational goals.

The Spearman correlation coefficient ($r = 0.365$) showed that there is a good correlation between organizational climate and job performance scores. This correlation is significant at 99% confidence level ($P < 0.001$). Therefore, there is a significant relationship between organizational climate and job performance. This finding may be compared with following theories.

Brown & Lay (1996) reported that there is a direct and indirect relationship between psychological climate and career important outcomes. They found that the psychological climate impacts positively on job satisfaction, job involvement, organizational commitment, and job endeavor. Also, the psychological climate impacts on job performance of employees through influencing individual attitude variables such as job involvement and job endeavor.

Parker and colleagues (2003) reported that psychological climate impacts positively on job outcomes such as job satisfaction, organizational commitment, job involvement, and job performance.

Ranjbarian (1996) has conducted extensive research on organizational performance. He states that if managers encourage the spirit of innovation and creativity among employees in organizations, the employees will react positively and improve their performance in organization.

Brown & Yale (1996) state that there is another form of relationship between psychological climate and job outcomes. They found that there is job involvement mediation between psychological relationship and effort and performance. The employees are motivated and tried to the extent they are identified by their job and organization. This model of relationship between psychological climate and job outcomes may

also be seen in the study of Kopelman, Brief, & Guzzo (1990). They found that the relationship between psychological climate and salient organizational behaviors such as performance, organizational citizenship behavior, and attachment are mediated by cognitive and emotional states such as job motivation, job satisfaction, organizational performance, and job involvement.

Assuming job performance is dependent variable and using ETA correlation coefficient, the correlation between gender and job performance was estimated to be 0.040; this is perceived to be weak correlation and is not confirmed at 95% confidence level. Therefore, there is no significant relationship between gender and job performance.

Using Spearman correlation coefficient, the correlation between salary and benefits and job performance is calculated to be about 0.256; this is perceived to be weak correlation. According to this relationship between these two variables, it may be said that by increase of salary, the job performance also increases; this relationship is confirmed at 95% ($P < 0.05$).

Using Spearman correlation coefficient, the correlation between education level, age, and years of service and job performance was estimated to be 0.01; this is very weak correlation. Given the ($P > .05$), this relationship is not significant.

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