A Review of the Relationship between Employment Status, Educational Degree, Occupational Background and Organizational Climate with Job Satisfaction among Teachers from Training and Education Organization (TEO) at Baharestan Town, Tehran

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ABSTRACT: The present study has dealt with review of the relationship between job satisfaction and organizational climate and other factors among teachers of Training and Education Organization (TEO) from Baharestan Town, Tehran Province (Iran). This study is of applied type in terms of its objective, and a quantitative survey from data collection aspect, and it is conducted by correlation method in terms of data analysis. The studied population of the current research includes all teachers from TEO Organization in Baharestan Town (Tehran Province) comprising of 170 participants where in the studied sample, 118 participants are Official, Contractual and Casual Employees, who were elected via simple randomized technique in 2012, in order to give answer to research hypotheses and 36 questions from Herzberg's Job Satisfaction Questionnaire and Stern and Steinhoff's Organizational Climate Index (OCI) including 20 questions. After conducting the statistical analysis on its findings, the results were evaluated by SPSS software. Findings indicated that there is direct relationship among organizational climate and job satisfaction in teachers from TEO Organization at Baharestan Town. So this reflects personnel's job satisfaction will be increased in light of the existing positive and appropriate organizational climate.
Keywords: Organizational Climate, Job Satisfaction, Teachers of Training, Education Organization (TEO).

ORIGINAL ARTICLE

INTRODUCTION

Nowadays, Public Education has been identified as one of the cornerstones of Sustainable Development and any country of the world may allocate a major part of its income to expansion, improvement and efficiency for this purpose. In fact, education and training are basic fundamentals for human community. One of the main goals in this organization is purposing of education and training for children and teens and their educational achievement and all researchers tend to identify its effective factors and to adjust each of these factors in such a way that students to manage to achieve further growth and learning (Ghashghaei, 2004). Studies on research literature in this field shows that several factors may play role in prediction of teens' educational achievement and these factors consist of family background, individual and educational experiences, parents' educational level, parents' rewards and educational expectations, school climate, and teacher's supports and educational expectations (Maya 2002, Quoted from Abedi, 2009). Since recognizing of school organizational climate and its improvement are considered as the major step in the path of rising quality of school so making effort for its identifying and improvement may serve as useful strategy for principals and practitioners in education

and training field to make school as a humanized public climate and achieve total quality step. During recent decades, subject of school climate and its effects on general performance within schools has drawn attention of many researchers and school climate is one of the rare factors among other related variables to school so by manipulation of this variable one may contribute to realization of educational goals and at the same time satisfaction of school members with this climate may be considered as a value. Thus, these efforts, which made for its improvement, are not intended only to facilitate learning and realize students' success, but observance of human's rights requires him/ her enjoying a healthy and confident climate in his/ her educational environment.

On the one hand, teachers are another important factor that affects on students' academic achievement. One of the important factors in educational organizations is teachers, who directly try to meet the given objective. They coordinate the communications among students in order to prepare appropriate ground for realization of educational and training goals. Making of appropriate setting for education and training is required creation of conditions that inspire hope to teacher and it is effective on supporting them (Fathi 2002 and Micha Alowa 2007).

Similarly, on the other hand teacher's job satisfaction is one of the other factors that affect on teacher's behavior. The presence of dissatisfaction in teacher may cause him/ her not to make his/ her best efforts through education and training flow and as a result educational institutions may resume their work with the least level of adequacy and quality. This leads to damage to development and improvement in education and training of learners (Micha Alowa, 2007). Accordingly, one of the reasons for considering teachers' job satisfaction is in that job dissatisfaction may create some problems to them for the most part and this not only leads to cut off educational and training trend but also it may inflict adverse effect on learning of students and eventually will be followed by irrecoverable losses on quality of education and training since teacher plays vital and essential role in learning process and educational quality (Nazarpoor Samsami, 2006).

It is necessary to try for identifying school organizational climate and teachers' job satisfaction so it is duly expedient to lead schools toward an appropriate climate and teachers to higher level of job satisfaction by recognition of school climate and job satisfaction and their impact on school effectiveness and efficiency.

In this course, many people have dealt with effective factors on learning and teaching of learners following of several studies and review of different aspects of educational achievement; therefore, review and identifying the effective factors on educational achievement may prepare ground to make decisions in order to improve efficiency of this system and provide platform for its development and entire community (Ghashghaei, 2004).

School organizational climate and teachers' behavior are especially important for students' achievement so that in 2007, an educational institute in USA has purposed a conceptual model in which school organizational climate, curricula, internal communications within school, students and teachers' characteristics might influence in their educational achievement (Homana Barber, Putra, 2007, quoted from Farzan). Since the major part of TEO's activities is done in schools, so schools have special status in a vital and important social system. Schools will manage to do their crucial task at best if they possess a healthy, supportive and dynamic climate (Jahed, 2006).

Perry (1908) was the first person, who studied the impact of organizational climate on learning level and students' achievement (Homana, Baber, Putra F., 2007). The previous studies showed that school's open climate considerably related to emotional status in school and in those schools, which are benefitted from an open climate, students and educational crew, may more rarely suffer from sense of alienation to each other than in schools with a close climate. Educational crew further relies on their own effectiveness and school and they show further loyalty and commitment to the school (Goodarzi and Siadast, 2005).

In his study under title of "*Mutual effects of organizational climate elements on each other*", Kermani (2008) has also reported organizational open climate as follows: Collective high spirit, relatively low disturbance, highly interest, average intimacy, relatively low consideration, relatively high avoidance, low influence and dynamism and focus on mass production. In other words, presence of free- thinking, confidence, high spirit of respect and correlation in school reflect a positive climate thus positive climate may lead to satisfaction and educational achievement. Organizational open climate improves students' ability for learning since students feel more sense of security and appropriate support so that they approach together in open and supportive climate and a kind of sense of unity, cooperation and intimacy will be created among them and for this reason, participatory learning is increased within an open climate (Ghaith 2003; Younzeva, 2008). The organizational open climate and appropriate organizational behavior models highly influence in rate of learning, educational achievement and creativity and even students' personality (Stamler 1990; & Uchitowa 2002, quoted from Abolghasemi, 2003). In his essay, Wandy (2001, after Ghashghaei, 2004) has considered focus on school climate as one of the techniques to eliminate educational problems for removal the absence of educational achievement and suggested some strategies to improve school climate.

Montovia and Brown (1990) studied on the relationship among school climate and educational achievement and concluded that there is no relation between students' impressions from school climate with educational achievement. Teachers play important role in students' educational achievement and learning and teaching process. The importance of teacher's role in such system is due to this fact that teacher establishes the foremost and most effective relationship with learners and each and every behavior and attitude of teacher may crucially affect learners (Wabishi 1996, after Nazarpoor Samsami, 2006).

With respect to what it mentioned, the present study is mainly intended to give the appropriate answer to this question: Is there any relationship between employment status, educational degree, occupational background and organizational climate with job satisfaction among teachers from Training and Education Organization (TEO) in Baharestan Town?

MATERIALS AND METHODS

This study is of applied type in terms of its objective, and a quantitative survey from data collection aspect, and it is conducted by correlation method in terms of data analysis. To select the reference sample group as well as in order to increase accuracy of measurement based on simple randomized sampling technique and according to sample space formula from H.S. Bola Table (1970, transl. Abily Khodayar, quoted from Khorshidi, 1996), 118 participants were chosen as sample for this study out of which 8 participant did not responded to the questionnaire and 6 useless forms of questionnaire were excluded from total statistical data and totally 104 participants were evaluated and their information was analyzed among all comments after data collection.

Information Collection Tool: In order to gather information, questionnaire was used as tool for measurement. Generally this questionnaire comprises of two parts. First section includes personal characteristics of statistical sample in this study like age, gender, marital status, latest educational degree, and education and service records. Second part consists of questions of inventory that should be answered for research in order to examine its hypotheses. Two questionnaires were adopted to review hypotheses of this study, as follows:

I) Herzberg's Job Satisfaction Questionnaire: This inventory has been prepared by Daunt et al (1966) within framework of Herzberg's Dual- Factor Theory. The aforesaid questionnaire includes 72 questions where there is a 7- scale criterion versus any phrase so respondent has been asked to read those phrases carefully and then to specify his/ her agreement with each of choices in these questions by crossing mark (×). Degree 1 shows the lowest agreement and degree 7 indicate the highest agreement of the respondent. This questionnaire comprises of 36 questions about job satisfaction and 36 questions on job dissatisfaction in each of which both motivation factor and health factor exist. For the sake of confidence about validity of questionnaire in present study, Face validity has been used. It was calculated as 0.94. And in order to examine reliability of questionnaire in the current research, Cronbach Alpha Coefficient has been utilized.

II) Stern and Steinhoff's Organizational Climate (Index) Questionnaire: Stern and Steinhoff have prepared a tool from Campus Climate Index (CCI) which could be used in an organization and it is also called Organizational Climate Index (OCI).

These factors may be classified into two basic groups; namely, development and control weights (pressure). Term "development weight" refers to organizational climate and it includes mental activity, work success, organizational policy, individual values, order and discipline and uniformity of conduct inside organization. The given questionnaire consists of 20 four- choice questions to which respondent should give answer to one of these four choices based on their own view toward organizational climate. In order to make sure of validity of questionnaire in this study, Face Validity was adopted. Also to examine reliability of questionnaire, Cronbach's Alpha Coefficient was used and rate of reliability was calculates as 0.79.

RESULTS

In this section, initially some demographic information was collected for study and then testing of the studied hypotheses was given.

As it seen in Table 1, the majority of participants in this sample is of male gender (67.3%) and married ones (72.1%). To revise the relationship among organizational climate and job satisfaction of TEO's teachers from Baharestan Town, we have used Pearson Correlation Coefficient. In this test, we considered confidence at 95% level.

Table1. Demographic characteristics of sample

Variable		Sample Quantity	Percent
Gender	Male	70	67.3%
	Female	34	32.7%
Marital Status	Married	75	72.1%
	Single	29	27.9%

Table 2. Correlation coefficient for job satisfaction and organizational climate

Variable	Job Satisfaction
Organizational Climate	0.493
Significance level	0.01
Quantity	104

As it observed above, obtained value for the given coefficient indicates the existing significant relationship among three above variables. Thus, Hypothesis confirms the presence of relationship between organizational climate and job satisfaction and personnel's age.

Table 3. Analysis on regression of predicator sources of job satisfaction variable

Model	Sum of Squares	df	Mean Square	F	Significance Level
Regression	3.851	3	1.284		
Error	91.189	100	0.912	1.408	0.024
Total	95.040	103			

In this section, job satisfaction is considered as the dependent variable and personnel's servicing years, educational degrees and employment status are deemed as the independent variables. Since we intend to examine the impact of several independent variables on the dependent variable in this study; thus, multivariate regression is used to predict the dependent variable in this case.

With respect to the resultant significance level, which is lesser than 0.05, we conclude that in general, our independent variables are appropriate for regression line (*Galtonian Curve*). Therefore, we purpose the following table:

Table 4. Results of multivariate regression

Model	Non- standardized Coefficients		Standardized Coefficients	F	Significance Level
	B	Standard Deviation	B		
Constant	5.237	0.976		5.367	0.000
Employment Status	-0.082	0.074	-0.118	-1.111	0.269
Educational Degree	0.175	0.232	0.075	0.756	0.014
Occupational Background	-0.342	0.175	-0.205	-1.949	0.045

By considering this fact that the existing level of significance in the above table relates to employment status (0.269) that is greater than 0.05; therefore, the relationship among job satisfaction and employment status is rejected. Namely, employment status of a teacher may not affect on his/ her job satisfaction.

Similarly, with respect to the existing significance level in Table-4, which relates to educational degree (0.014) and lesser than 0.05, the relationship among job satisfaction and educational degree is confirmed and by considering that β 2 value is 0.175 in the same table, it is characterized that the given relationship is of direct type. In other words, the higher educational degree a teacher has, the greater job satisfaction he/ she will have with the job as well.

Since the existing significance level in Table- 4, which relates to type of occupational background (0.045), is also lesser than 0.05; thus, the relationship among job satisfaction and occupational background is verified; however, with respect to value of β 3 in the same table that is negative and -0.345, we come to the result that since we set the quantitative values of the official employment as 1 and for the contractual employment as 2 in definition of the data regarding type of background and at the same time we conclude that this relation is of inverse type; therefore, rate of job satisfaction is higher among official personnel than other staffs.

DISCUSSION

It can be implied that personnel are customer-oriented in the aforesaid organizations and at the same time organizations adopt short- term and long-run strategies and plans in order to achieve satisfaction and maintain the customers outside the organization. Thus, to restore and maintain human resources, particularly their expert workforce, organizations should be benefitted from modern techniques and technologies and seek for the existing challenges and adopt efficient strategies duly to alleviate the barrier to which they exposed in meeting their personnel's satisfaction.

According to the conducted studies, personnel's behavior in organization is affected by their attitudes and knowledge of organization and managers about these approaches and formulation and execution of plans proportional to this trend may noticeably contribute them in achievement the goals for personnel and organization.

With respect to this point that today subject of Human Capital has been highly emphasized in thematic literature and in this study, validity of the given subject has been verified based on teachers' viewpoint in TEO Organization from Baharestan City, therefore, this subject should be taken into special consideration. Study findings signify the existing significant relationship between organizational climate and job satisfaction among TEO's teachers in Baharestan City where rate of this relationship is at significance level (0.01). Also, organizational climate directly relates to teachers' age.

Findings came from this study denote that Null Hypothesis, regarding lack of significant relationship among organizational climate and personnel's job satisfaction and age, is rejected and it is concluded at 95% level of confidence that organizational climate affects on rate of job satisfaction among school teachers. This finding is complied with results came from studies conducted by Fatehi Boroojeni (1996), Mir Rokni (2001), Choobak (2003), Afshin (2005), Karimi (2009) and Su- Chao & Ming and Shing- Lee (2007) meanwhile it also indicates that organizational climate has positive and significant impact on job satisfaction among personnel.

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