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The study of Organizational Environment and its Correlation with the Performance of High School Teachers in Chalus

Tahoora Babaei

Shiraz university_ international Devicion, Shiraz, Iran.

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ABSTRACT

Today, educational system is allocated a significant share of each country's budget. If educational institutions, particularly schools and teachers have the perfect of organizational environment and a quiet space free from mental pressure and stress on the important issue of educating their children in this country, we can achieve efficiency and the organizational effectiveness. The effectiveness of any organization is a destination which all organizational efforts are done in order to achieve and reach it. For having efficient school, a proper and suitable environment is required. Considering that the school's organizational environment has an importance on the teacher's performance, this study was to seek review the relationship between these two variables in secondary schools in Chalus. Technique of this study is a cross-correlation. For this purpose, between the high school teachers in Chalus, 280 teachers were randomly evaluated using a questionnaire. The results of the study, then analyzed using Pearson correlation analysis and regression using SPSS software. The results showed that there is a significant relationship between organizational environment and performance of the organization. Between the closed organizational environment in school and the teacher's performance, there is a significant negative relationship. Between the open organizational environment in schools and the teacher's performance positive and significant relationship exists. As a result, it is recommended that the planning and investment in the ministry of education be in order to reach to the open atmosphere and environment and in management positions, used the educated people in educational administration and management.

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INTRODUCTION

Today, education, allocated a significant share of the each country's budget. Due to the importance and the role of education, especially in economic dimensions, political, social and cultural community, to improve the quality of education is essential the main activities undertaken to prevent the waste of human and material investments.

If educational institutions, particularly schools and teachers have the perfect of organizational environment and a quiet space free from mental pressure and stress on the important issue of educating their children in this country, we can achieve efficiency and the organizational effectiveness.

The effectiveness of any organization is a destination which all organizational efforts is done in order to achieve and reach to that. For having efficient school, a proper and suitable environment is required.

The atmosphere is a wide term that refers to teachers' perceptions of the public work environment and is under the impact of formal and informal organization, personality of individuals and leadership of the organization.

George "litwin" and "Robert Stringer" also defines the Organizational Atmosphere such this: it is the perceptions of the organization where the person works, and his or her feelings toward the organization in terms of dimensions such as autonomy, organizational structure, the reward, canniness, intimacy, openness and support. Since the school environment is an important issue, it is often difficult that to define it carefully. The atmosphere should be considered as sustainable and durable features which describes the psychological features of a certain school and distinguishes it from other schools and influence in the behavior of teachers and students and also it is the psychological feeling that teachers and students have than that school. As a result the

Corresponding Author: Tahoora Babaei, Shiraz university_ international Devicion, Shiraz, Iran.

organizational atmosphere on employee performance analysis is very important because the school environment effects on the behavior of teachers and students. Recognizing or understanding of the school's environment helps us to recognize the conflicts and then with their review with the purpose of trying to reduce or eliminate them and to conflict resolution in the work environment between employees and managers, the perceptions of the students will be more favorable towards education. Based on the research done, attention to the mental aspect of the organization caused enhancement of the performance, motivation, morale and performance of employees in the organization. This aspect or dimension of the organization, is that the organizational atmosphere and has a stake or a vast share in organizational effectiveness. On the other hand, when it is said, individuals are working well that they have productivity and efficiency. Today's Productivity or efficiency implies the two related concepts means effectiveness and efficiency. The effectiveness is toward the end or it is goal-oriented but it doesn't talk about performed costs to achieve the purpose or the goal. In fact, as much in return the obtained outcomes, loose the fewer resources and data, we are having more efficiency and functionality. Thus, the costs where the functionality is presented, are considered. In addition to productivity, which is measured in terms of effectiveness and efficiency, performance requires information's such as the amount of the word accidents, circulation of the work, absenteeism and delays of the employees in entering the workplace. With this meaning that a good employee is the person that not only in term of functionality, works well, but also, with the simultaneous or punctuality of the presence in the work place or not losing the time work or reducing the related work accidents, reduces the troubles and the problems of the organization. Most of the organizations are seeking and following the improvement and progress of the employee's performance, thus, review of the relationship of the spirit and mental expressions of individuals, is their usual needs with their performance and their attitude and it is very essential and important. The results of this survey can help managers so that find the relationship of the organization's environment with the teacher's performance and by applying of the correct and true approaches, acts in the improvement of the school's conditions and create preparation in its own staffs and employees for the progress of their function or operation. Thus, considering that the environment of the organization has an importance in the teacher's operation or performance, this study sought to examine the relationship of these two variables in secondary schools of Chalus.

Theoretical Basis:

The purpose of the organizational Atmosphere, is the human security that the employees of an organization are performing their duties. Sometimes the purpose of the organizational environment, is the point of opinions that is shared and in relation to the way of behavior of the employees of an organization exists between the most senior managers of that organization.

The concept of organizational environment that was common in the late sixties, prior to the corporate culture that grew in the late 80s. Thomas believes that the organizational environment is defined as current perceptions of quality nature of the phenomenon in one place and in other words it is an aspect of cultural characteristics. Richard and Schneider in the definition of atmosphere or environment stated that "organizational environment referred to an organizational perspective, and measures and procedures whether formal or informal.

James Jones knows the organizational environment as a set of traits and organizational characteristics that people understand it and can be described in terms of actions, processes and communication of the unit members with the environment. Macleri and hencli, knows the organizational environment as a qualitative aspect between the relationship of an individual in the organization that depends on the perception and understanding of an individual from work and his position and post and other members in the organization. These perceptions and understanding often determine by the participation of the persons and individuals in the organization and the set of their behavior and attitude, make and create the working relationship of individuals. From the Bloom's perspective, the organizational environment includes of the conditions, forces and external stimuli that affected on humans. He summarized the external stimuli in physical- social and intellectual causes and reported the domain of the organizational environment changes from the most inner social actions and measures and reactions to or till very external, cultural and organizational forces.

Sousman and Deep (1989) are presented Components of the purpose, role, rewarded, procedures, and communication as dimensions of organizational environment. Braine (1974) and Hui and Myskl like Halpyn has been defined the organizational environment has an organization's personality. In their idea, the organizational environment is the approach of encountering of the organization with the members, so it can be assumed as the character and personality of the organization. Faranch, kenz and rose nezwitch are believing that the organizational environment includes of one strong base of perceptions and understanding of the employee's about the organizational features and quality. In addition, they express that the organizational environment might be encouraged by the encountering of the organization with staff and environment till it reflects the exist procedures of working, physical status, the way of communication and using power in the system to the attracted persons in the organization. Peterson says about the organizational environment that: organizational environment defined as typical patterns of perceptions and attitudes of employees of a firm. Peterson

emphasizes that organization atmosphere is a common sense of understanding of how the members perceive, their role in the organization and how members feel about the organization.

If people in an organization feel that their needs of belonging, being worthy, respect and flourish provided, they reach to some sort of mental relaxation that provides the conditions of the individual's growth. All of these scenarios, leading to improve morale and increase individual's work and effort and ultimately cause achieve to the organizational goals.

On the other hand, examining and testing the employee's performance in an organization is a vital factor, to making decisions, managers for making a reliable staff decision needs to evaluate the performance of their employees. The data and information from the evaluation of the performance applied as a factor to determine and provide the educational needs, Promotions, dismissals, pay, super of job, and reward allocation and is an evidence upon which the staffs are graded efficient, effective, or vice versa. The consequences of this evaluation have an outstanding importance to the management and staff in all organizations.

School organizational environment (school atmosphere):

Nazim and toosi according to Halpyn quotes and Craft considered school environment combines the behaviors of teachers that this combination creates the organizational environment. Soieni knows the school environment as an idiom and a term that applied for the purpose of describing the persons feeling about their school and believed that in this field must consider ten factors. 1) Motivational supportive environment, 2) student-centered, 3) positive expectations, 4) feedback, 5) Rewards, 6) sense of family, 7) close to the parents and community, 8) Communication, 9) progress, 10) Trust.

He emphasizes that the fundamental steps should be taken to improve the school atmosphere: 1) inform and engage, 2) evaluation of organizational climate, 3) set goals to improve the atmosphere, 4) planning, 5) implementation, monitoring and evaluation program. Systrank knows the school environment a feeling that the person obtains it by the experiences in the system of school. Considering all the mentioned definitions, may be can say that the organizational environment is the features in an organization that distinguishes it from the other organizations and affected on the members and the peoples of the organization and measured by the staffs perception and description which they do from the inner features of the organization.

Types of the organizational environment:

Hal pien and craft in their extensive research recognized and identified six types of organizational environment that takes place or placed on a continuum.

1- Open atmosphere: that the people in it, enjoy their work and have high morale. Teachers without ruff and engaging work well together. Approaches and the ways of management makes the task easy. Teachers will enjoy of friendly ties together, have closed together; gain a substantial job satisfaction, self-motivated enough and by their own, overcome the difficulties and frustrations.

Rules and regulations shows and come from the direction and guidance and the exact controlling of teachers, although teachers are not required to give announce and inform of their duties, because they easily and conveniently work and have a control over the educational status of the school.

2- Autonomous atmosphere: ID of this organizational environment, is the complete and perfect freedom that the manager gives to the teachers gives. Also, the director gives such training for the teachers to meet the social needs of the group with tasks for work. Teacher morale is relatively high during their duty.

They are doing their own work and achieve their goals more quickly and easily. The administrator creates procedures and regulations that facilitate the task of the teachers. Teacher morale is very high, but not as much as in the open atmosphere. High morale is probably at the root of many social needs of teachers.

3-Controlled Atmosphere: The atmosphere relies on achieving the cost of meeting social needs. In this atmosphere all the staffs and members work hard and for friendly ties together time is negligible. The atmosphere considered and attention the tasks, apart from providing of the social needs.

However, because the morale is high, can know this atmosphere relatively more open from the closed environment. Teachers often work alone and impersonally, and indeed social isolation is a common and normal scenario and teachers are not a real warm Syndication with each other.

4-Friendly Atmosphere: this atmosphere is the representative of a friendly attitude and behavior of the administrator and teachers. In this atmosphere, the supplying of social needs is too high, while the inverse, less supervision is done over the activities of the group toward the goal. Communication and intimacy are high. Morale and job satisfaction is moderate, but this is a consequence of meeting social needs.

5-The Fatherly atmosphere: fatherly atmosphere is known with the affecting efforts of the manager to control the employees, as well as providing of social needs. Behavior is unrealistic and it is not motivating. This atmosphere is somewhat closed. Teachers do not work together and this issue, causes the separation between the groups. Stability of the Group is not guaranteed, because managers cannot control teacher's activities. Teachers do not enjoy from friendly ties and their morale obviously is so low.

6-The Closed atmosphere: Closed atmosphere shows the situation that people have gained little satisfaction in performing tasks and access to social needs. In brief, the manager is not effective in directing and leading the activities for teachers and with respect to all, is regardless of their personal welfare. Teachers do not work well together, thus achieving to group success is very low. In this atmosphere morale is low which is indicative of low job satisfaction and in continue, social satisfaction would be low.

An important point is that only the holder factor of the teachers at the school, is a satisfaction that they get from the friendly ties. The rate and the amount of teachers working leave In this atmosphere is too much, unless the appropriate affairs and working age are simply having incarcerated because for a pension in this situation.

Research hypotheses:

There is a significant relationship between the organizational atmosphere and organizational performance.

Between closed organizational environment in schools and the teacher's performance, there is a significant negative relationship.

Between opened organizational atmosphere in schools and teacher performance positive and significant relationship exists.

Statistical Society:

The statistical population of this study consisted of all secondary school teachers in Chalus who are full-time teaching in academic year 92-93. Accordingly 280 teachers were examined and schools were randomly selected from secondary schools in Chalus and eventually the selection of samples was also randomly.

Methodology:

According to a research topic related and the main objective of the research that wants to describe and express the amount and the rate of relationship between the organizational atmosphere with the performance of high school teachers of Chalus.

Research Tools:

The data gathering tool is a questionnaire made by researchers. This questionnaire is based on Likert scale responses that each question has five answers (very high, high, medium, low and very low respectively). Thus, from related total score of the responses for each of the respondents a score obtained.

Reliability and validity of research:

Cronbach's alpha was used to assess reliability. The alpha coefficient was used for calculating the amount of software spss the alpha rate for the questionnaire was 86%, and it was determined that the questionnaire has an essential and important validity. The validity from 10 specialists and experts' opinions and their ideas on the questionnaire was applied.

Methods of statistical analysis:

In order to analyze The obtained data and to investigate the relationship between variables were used from Spss software and Pearson correlation and regression analysis.

Analysis of findings:

First hypothesis: between the school's Organizational Atmosphere and the high school teachers in Chalus there is a significant relationship.

Table 1: Pearson correlation.

		School Atmosphere	Teachers' Performance
School Atmosphere	Pearson Correlation	1	.797**
	Significant Level		.000
	number	280	280
Teachers' Performance	Pearson Correlation	.797**	1
	Significant level	.000	
	Number	280	280

For the examination of the relationship between school's organizational atmosphere and the performance of high school teachers, it was used from Pearson correlation. Since the significance level of the test is equal to 0 and less than 1% as a result, a significant relationship between the these two variable with a probability of 99% exists.

Table 2: a brief of the model.

Multiple Correlation Coefficient	Determination Coefficient	Adjustment Factor	Estimated Error
.797 ^a	.635	.633	15.346

Considering the table above, the amount of determined coefficient shows that 63 percent of changes in the performance of high school teachers related to the variable of the organizational environment.

Table 3: Analysis of Variance.

Model	Sum of Square	Degree of Freedom	Squares Average	F Statistics	Significant Level
Regression	87643.679	1	87643.679	372.159	.000
The Remaining	50397.136	278	235.501		
Total	138040.815	279			

For evaluation of the severity of the relationship between two assessed variables it was used from regression analysis Since the significance level of the test is equal to 0 and is less than 1 percent, we get a conclusion that the intensity of the relationship between these two variable of the teacher's performance and organizational atmosphere is significant with a probability of 99 percent.

Second hypothesis: between the closed organizational Atmosphere, depending on schools and the teacher's performance in secondary schools of Chalus a significant negative relationship exists.

Table 4: Pearson correlation test.

		Closed Organizational Atmosphere	Teachers' Performance
Closed Organizational Atmosphere	Pearson Correlation	1.000	-.769**
	Significant level	.	.000
	number	280	280
Teachers' Performance	Pearson Correlation	-.769**	1.000
	Significant level	.000	.
	number	280	280

For investigation of the relationship between the closed organizational atmosphere of schools and the high school teacher's performance, used from Pearson correlation test Since the significance level of the test is equal to 0 and is less than 1 percent, as a conclusion, between these two variables a significant relationship with a probability of 99 percent exists.

Since negative values are the indicative of an inverse relationship between the two variables.

Table 5: Summary of the model

Multiple Correlation Coefficient	Determination Coefficient	Adjustment coefficient	Estimated Error
.769.	.542	.537	.536

Considering the table above, the amount of the coefficient indicates that 54 percent of changes in variable of the high school teacher's performance of Chalus, is related to the closed organizational atmosphere variable.

Table 6: Analysis of Variance.

Model	Sum of Squares	Degree of Freedom	Sum of Squares	F Statistics	Significant level
Regression	12331.402	1	12331.402	216.532	.000 ^a
The Remaining	7346.476	278	56.949		
Total	19677.878	279			

For investigation of the intensity of the relationship between these two investigated variable, it used from regression test. Since the significance level of the test is equal to 0 and is less than 1 percent, we conclude that the intensity of relationship between these two variables is significant with a probability of 99 percent.

Third hypothesis: between the open atmosphere in schools and teacher performance in secondary schools of Chalus positive and significant relation exists.

Table 7: Pearson correlation test.

		Open Organizational Atmosphere	Teachers' Performance
Open Organizational Atmosphere	Pearson Correlation	1	.654**
	Significant Level		.000
	Number	280	280
Teachers' Performance	Pearson Correlation	.654**	1
	Significant level	.000	
	number	280	280

To investigate the relationship between organizational atmosphere in schools and performance of high school teachers, Pearson correlation test was used. Since the significance level of the test is equal to 0 and less than 1%, as a result, a significant relationship with a probability of 99 percent between these two variables exists. Since the correlation is a direct indication of the relationship between these two variables.

Table 8: Summary of the model.

Multiple Correlation Coefficient	Determination Coefficient	Adjustment Coefficient	Estimated Error
.654	.427	.425	19.218

Considering the table above, the amount of determined coefficient shows that 42 percent of changes in variable of the teacher's performance of high schools in Chalus is related to the opened school's organizational atmosphere.

Table 9: Analysis of Variance.

Model	Sum of Squares	Degree of Freedom	Squares Average	F Statistics	Significant level
Regression	59002.407	1	59002.407	159.752	.000 ^a
The Remaining	79038.408	278	369.338		
Total	138040.815	279			

For evaluation of the severity relationship between two investigated variables, the regression analysis is used. Since the significance level of the test is equal to 0 and less than 1 percent, we conclude that the intensity of the relationship between the two variable of opened organizational atmosphere and the teacher's performance is significant with a probability of 99 percent.

The first hypothesis result: There is a significant relationship between organizational Atmosphere of schools and performance of high school teachers of Chalus.

For examining the relationship between the organizational atmosphere and teacher performance it used from Pearson test. The significance level of the test showed a significant relationship between these two variables exists likely to be 99 percent. The amount of coefficient showed that 63 percent of changes in the performance of high school teachers of Chalus is related to organizational Atmosphere variables.

The second hypothesis result: between the closed organizational atmosphere in schools and teacher performance in secondary schools of Chalus a significant negative relationship exists. For examining the relationship between the closed organizational atmosphere and performance of high school teachers of Chalus was used from Pearson test. The significance level of the test showed a significant relationship between these two variables exists likely to be 99 percent. Also being the negative of the amount of coefficient, was the indicative of being reversed of this relationship. Amount of determined coefficient also showed that 54 percent of changes in the teacher's performance variable are related to the closed organizational environment of schools. The third hypothesis result: positive and significant relation exists between open atmosphere in schools and teacher performance in secondary schools of Chalus. To investigate the relationship between the closed organizational atmosphere in schools and teacher performance in secondary schools of Chalus it used from Pearson test. Considering the significant level test, we conclude that a significant relationship with a probability of 99 percent between these two variables exists. Also being positive of Pearson's amount was the indicative of being directly of this relationship. Amount of determined coefficient_ showed that 42 percent of the changes in the performance of high school teachers are related to the schools opened organizational Atmosphere variable. For evaluation of the severity relationship between two assessed variables it was used from regression analysis. Considering the significance level of test, we conclude that the intensity of the relationship of this variable is significant with a probability of 99 percent.

Research suggestions:

An applicable and research-able suggestion in this field is that to attend or to consider the school's organizational atmosphere and mental aspect of the organization because it caused the enhancement of performance, motivation, morale and performance of employees in the organization. Also staff should be trained so that they have the ability to work and schools organizational Atmosphere is open and friendly because it has a role in the amount and rate of responsibility and the employee's performance measured in the organization, because this issue is essential and critical. Managers need to evaluate the employee's performance for getting the valid personnel decisions. Planning and investment in the ministry of education must be to achieve the open atmosphere and the style of managerial relation of the circuit. Also to evaluate and investigating of organizational environment and also performance using other tools and in different educational levels also this research is to be done.

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