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**THE INVESTIGATION OF THE INTELLIGENCE-MAKING PLAN
IMPLEMENTATION EFFECT OF SCHOOLS ON THE OCCUPATIONAL
SATISFACTION (A CASE STUDY: EDUCATION
OF MAHABAD COUNTY)**

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ABSTRACT

The main purpose of the present study was to investigate the schools intelligence-making implementation plan and the occupational satisfaction. The research method was established based on scale and descriptive approach and it also was an applied study purposefully. The statistical population of the study included the whole teachers and principals and vice-president of MAHABAD educational department. The sample estimation was achieved by Cochran Formula. The number of the sample was estimated about 336 people that the questionnaire led by accidental method (categorization and simple methods) in the statistical population was consisted of about 2651 people in this regard. A questionnaire was applied to gather the related data and the linear and multiple regressions were also applied in order to analyze the same data. The results of the study showed that the implementation of the intelligence-making plan had an effect on the teachers' occupational satisfaction. Also the school management led by the multiple cohesive systems, connecting the cohesive relationship by computer at schools, the developed infrastructures of the information technology at schools as well as teachers' ability-making issues regarding to the information technology had effect on the occupational satisfaction.

Keywords: *Intelligence-making, Occupational Satisfaction, MAHABAD*

INTRODUCTION

The contemporary world is coming along with the most sophisticated and developed engineering world of the information and communication technology rapidly. The issues and challenges of the contemporary educational world have been doubly increased for two last decades (Salehi and Kashani, 2007). One of the most important factors influencing on the progression of the educational purposes is subjected to the simultaneous movement of these purposes along with the new and modern technologies and the application of the new teaching methods that the implementation of the intelligence-making plan is one of these essential approaches in this filed. The implementation of the intelligence-making plan is success when teachers' satisfaction will be achieved in this pavement (the same, 75). Today, due to the growth of the computer-based technologies and higher rapid of the informational transformation as well as the knowledge explosion, the information and knowledge can be transferred easily towards people available. For the reason, the school is not only framework for teachers to transfer the knowledge and skills into students but also the economical, social, cultural and mass media can be determining in the formation of these students' phenomenon (Moaayednia, 2005). Aydin and Taski (2005), Chun and Naghi (2007) consider the attitudes of users and human resources as two main factors influencing on the use of technology. Sadri Arhami (2004) consider the cultural issues as problematic factor for determining the implementation of the electronic learning plan and issues such as people's objection (teachers) in using the modern technologies against the educational traditional methods, the existence of electronic learning special problems including the communication background in Iran, the lack of suitable educational software and the expense of the hardware issues can be considered as the obstacles for implementing the related plan (quoted of Salehi and Kashani, 2007).

The occupational satisfaction is one of the most important factors for increasing and optimizing the efficacy and feeling of teachers regarding to the occupational satisfaction. In educational organizations, teachers are the main factor of conducting the process of learning in the class level and the whole

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elements of the school should be achieved along with teacher's thesis potentially (Saki *et al.*, 2012). Because the occupational dissatisfaction can reduce people's efficacy at job and then it will lead to loosen their commitment towards the values, norms, trust and social affairs (Afrasiabi *et al.*, 2013). Since the growth of every community is subjected to people, the positive consequences of people from their occupations can lead to the progression and achievement of the same community (Abedi quoted of Zandipour and Momeni, 2011). Hapak defines the occupational satisfaction as a complex and multi-dimensional concept having relationship with the internal, physical and social factors. According to Herzberg (1959) the occupational satisfaction has two dimensions separately including the health and motivating factors.

The health factors include the occupational environmental features and the motivating factors depend on the related tasks, occupational context and its internal aspects (Saki *et al.*, 2012). Hozouri (2008) carried out the role of the participation in optimizing the staffs' occupational satisfaction at college-bound territory. The results of the study represented that the participation management of the organizations is coming along with the higher occupational satisfaction and little tolerance against any changes in this pavement. Spector defines the occupational satisfaction as an attitude that people feel it towards their occupations showing different aspects towards the same process (Neaami and Zarghar, 2008). The occupational satisfaction takes place when the personal values of an occupation will represent the same occupational values (Zandipour *et al.*, 2006).

Fred Lotanz defines the occupational satisfaction as a positive emotional situation that it is coming from the personal evaluation of the experiences or occupations (Nahrir *et al.*, 2010). The occupational satisfaction is a personal attitude towards the occupation being considered as one of the most important factors of the occupational success increasing the efficacy and making the creative thoughts and personal satisfaction sensation (quoted of Kaheh and Hioudi, 2012). Fisher and Hana consider the occupational satisfaction as an emotional adaptation with the same occupation and occupational conditions (quoted of Ghalaiee *et al.*, 2012). Krous believes that the occupational satisfaction is a kind of perception that a person has got it from his or her own experiences. There have been represented many various theories all about the occupational satisfaction.

Also there have been represented many various factors for making the occupational satisfaction backgrounds and these factors include the internal and external factors; the internal factors include the personality, emotional and excitement features and the external factors include the organizational, social and cultural features (quoted of Ghafourian *et al.*, 2011). In relation to the occupational satisfaction, it can be considered as the personal attitude towards the occupation and its dimensions. In the present study the schools' intelligence-making plan is considered as one of the most important variables influencing on the occupational satisfaction.

MATERIALS AND METHODS

The present study is a descriptive-scaling based research and it also is an applied type of study purposefully. The statistical population of study includes the teachers and executives of MAHABAD County School Officials. The number of these people is 2651 ones. The sample volume of the population is estimated about 336 people using Cochran Formula and the members are also taken up by categorization and simple accidental method. In the present study, a questionnaire is also applied in order to gather the related data. A questionnaire including 20 options are also applied in order to evaluate and assess or measure the intelligence-making process relying on the information and communication technology regarding to the educational fundamental changes documents. The occupational satisfaction questionnaire is implemented regarding to the educational background of Mahabad County after the confirmation of the college professors. In the applied model, the intelligence-making process (with four elements) and occupational satisfaction are investigated along with 16 questions. The validity of the questionnaire is about 0.884 for the intelligence-making process using Cronbach alpha coefficient and the occupational satisfaction is obtained about 0.753. The simple and multiple regressions and T-test are also applied in order to analyze the related information in this study.

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RESULTS AND DISCUSSION

Results

Table 1: Results of regression test to implement the intelligence-making and occupational satisfaction plan

Correlation coefficient	Determination coefficient	Degree of error	of Watson-Durbin
0.655	0.430	0.1665	2.324

Model	Sum of squares	DF	Mean squares	F	Sig
Regression	6.978	1	6.978	251.532	0.000b
Residual	9.265	334	0.028		
Total	16.243	335			

The obtained results of the regression test represent that there is a positive significant relationship between the implementation of the schools' intelligence-making plan and occupational satisfaction (R= 0.655) and the implementation of the intelligence-making can influence on the teachers' occupational satisfaction. In other words, the implementation of the intelligence-making plan (0.430) can increase the occupational satisfaction in the schools. The statistics of Watson-Durbin (2.324) is established based on the process ranging between 1.5 - 2.5 representing the lack of correlation in the elements of the regression model; ANOVA test shows the relationship between these two variables (P= 0.000 and F= 251.532).

Table 2: Results of school management regression through cohesive system and occupational satisfaction

Correlation coefficient	Determination coefficient	Degree of error	of Watson-Durbin
0.582	0.339	0.1792	2.396

Model	Sum of squares	DF	Mean squares	F	Sig
Regression	5.509	1	5.509	171.422	0.000b
Residual	10.734	334	0.032		
Total	16.243	335			

The obtained results of the regression test represent that there is a positive significant relationship between the implementation of the schools' management cohesive system and occupational satisfaction (R= 0.582) and the implementation of the intelligence-making can influence on the teachers' occupational satisfaction. In other words, the implementation of the management cohesive system (0.339) can increase the occupational satisfaction in the schools. The statistics of Watson-Durbin (2.396) is established based on the process ranging between 1.5 - 2.5 representing the lack of correlation in the elements of the regression model; ANOVA test shows the relationship between these two variables (P= 0.000 and F= 171.422).

Table 3: Results of computer-based cohesive communicative system regression and occupational satisfaction

Correlation coefficient	Determination coefficient	Degree of error	of Watson-Durbin
0.434	0.188	0.1986	2.465

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Model	Sum of squares	DF	Mean squares	F	Sig
Regression	3.061	1	3.061	77.565	0.000b
Residual	13.182	334	0.039		
Total	16.243	335			

The obtained results of the regression test represent that there is a positive significant relationship between the implementation of schools' computer-based cohesive system and occupational satisfaction (R= 0.434) and the implementation of the intelligence-making can influence on the teachers' occupational satisfaction. In other words, the implementation of the computer-based cohesive system (0.188) can increase the occupational satisfaction in the schools. The statistics of Watson-Durbin (2.465) is established based on the process ranging between 1.5 - 2.5 representing the lack of correlation in the elements of the regression model; ANOVA test shows the relationship between these two variables (P= 0.000 and F= 77.565).

Table 4: Results of the technological infrastructures foundations at schools and occupational satisfaction

Correlation coefficient	Determination coefficient	Degree of error	of Watson-Durbin
0.593	0.351	0.1776	2.264

Model	Sum of squares	DF	Mean squares	F	Sig
Regression	5.705	1	5.705	180.808	0.000b
Residual	10.538	334	0.032		
Total	16.243	335			

The obtained results of the regression test represent that there is a positive significant relationship between the implementation of the technological developed foundations at school and occupational satisfaction (R= 0.593) and the implementation of the intelligence-making can influence on the teachers' occupational satisfaction. In other words, the implementation of the technological foundation infrastructure backgrounds (0.351) can increase the occupational satisfaction in the schools. The statistics of Watson-Durbin (2.264) is established based on the process ranging between 1.5 - 2.5 representing the lack of correlation in the elements of the regression model; ANOVA test shows the relationship between these two variables (P= 0.000 and F= 180.808).

Table 5: Results of the ability-making regression test of teachers in the field of information technology and occupational satisfaction

Correlation coefficient	Determination coefficient	Degree of error	of Watson-Durbin
0.376	0.142	0.2043	2.365

Model	Sum of squares	DF	Mean squares	F	Sig
Regression	2.300	1	2.300	55.083	0.000b
Residual	13.943	334	0.042		
Total	16.243	335			

The obtained results of the regression test represent that there is a positive significant relationship between the implementation of the ability-making of teachers at school and occupational satisfaction (R= 0.376) and the implementation of the intelligence-making can influence on the teachers' occupational satisfaction. In other words, the implementation of the ability-making of teachers at schools (0.142) can

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increase the occupational satisfaction in the schools. The statistics of Watson-Durbin (2.365) is established based on the process ranging between 1.5 - 2.5 representing the lack of correlation in the elements of the regression model; ANOVA test shows the relationship between these two variables (P= 0.000 and F= 55.083).

Table 6: Results of the multiple regression dimensions of independent variable and occupational satisfaction

Dimensions of independent variable	Determination coefficient	Degree of error	Watson-Durbin	Multi correlations coefficient	Degree of probability
School management through multiple cohesive systems Establishment of cohesive system through computer Developed technological infrastructures at schools	0.492	0.1579	2.366	0.701	0.000

Model	Unstandardized coefficients		Standardized coefficients	T	Sig	Correlations		
	B	Std Error	Beta			Zero-order	Partial	Part
Constant	0.132	0.071		1.855	0.064			
Management	0.137	0.018	0.390	7.788	0.000	0.582	0.394	0.305
Communication	0.017	0.023	0.037	0.735	0.463	0.434	0.040	0.029
Infrastructure	0.154	0.020	0.437	7.893	0.000	0.593	0.398	0.309
Ability-making	-0.08	0.016	-0.027	-0.525	0.600	0.376	-0.029	-0.021

Conclusion

The obtained results of table 6 show that there is multiple correlation coefficients between the independent variable dimensions (schools management through multiple cohesive system, establishment of the computer-based cohesive relation, technological developed infrastructures at schools and teachers' ability-making regarding to technology and information technology) and dependent variable (occupational satisfaction) 0.701 representing that there is a strong correlation between the collections of these independent and dependent variables significantly. Due to the significance of F test (0.000) mentioned in ANOVA table, it can be concluded that the research regression model consisting of four independent variables and one variable is a good model. In other words, the collection of these independent variables can represent the changes of the dependent variable (occupational satisfaction). Hence, this regression model is confirmed. The table of the standard coefficients shows that the degree of beta standard variable of school management through multiple cohesive systems is about 0.390, the establishment of computer-based cohesive system 0.037, the technological developed infrastructures of schools 0.437 and ability-making of teachers regarding to the information technology is about -0.027. As a consequence, the main reason of applying the beta variable of the technological developed infrastructures at schools efficiently is that the related variable has got the highest degree in representing the dependent variable variance. After that the variable of the school management through a cohesive system has the highest degree. In the related model the indexes of the computer-based and ability-making of teachers' establishment are not mainly important regarding to the occupational satisfaction affairs. It is necessary to pay attention to the significance of the coefficients potentially. The variable with higher probable degree 0.05 cannot be considered as a suitable variable for representing the dependent variable potentially. In other words, the variable of establishing the computer-based cohesive system at schools and ability-making of teachers regarding to the informational technology is a suitable variable for

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representing and increasing the occupational satisfaction. In the three last columns of the table (Coefficients), there have been shown good and simple correlation coefficients. The simple correlation shows the relationship between the independent and dependent variables. The column regarding to the Partial Correlation shows that the elimination of other variables will lead to the degree of correlation between the variable of the technological developed infrastructures at schools and occupational satisfaction 0.398. The statistics of Watson-Durbin (2.366) in the process of 1.5 – 2.5 is established representing the lack of correlation between the independent variables' error. The results showed that the implementation of the intelligence-making plan on the occupational satisfaction is very effective on teachers. The results of Elzidine *et al.*, (2010) and Kumar *et al.*, (2008) showed that the level of teachers' application of the technology is low regarding to the educational purposes but the related attitudes are positive in this relation. However, there is a positive correlation between the attitudes of teachers and the level of teaching technology. Saadattalab (2009) in measuring the application of the information and communication technology at schools of Tehran concluded that the conditions and facilitations of using the related resources are very low for these teachers and schools while Akhavan and Dousmohammadi (2010) regarding to the investigation of the educational affairs at Tehran schools concluded that the conditions and facilitations and available infrastructures are really suitable in terms of teachers and principals' viewpoints. This difference can be obtained from the different samples of both studies. It may be regarded to the conditions of schools in the field of applying the technological facilitations in 2010 in compare to 2009 influencing on the studies of Akhavan and Doustmohammadi (quoted of Abdolvahabi *et al.*, 2012, 90). The results showed that principals and teachers do not have enough information regarding to the intelligence-making issues; for the reason, they should be trained by holding some educational courses in relation to the intelligence-making affairs. Also along this these teachers and principals should be aware of achieving the electronically tasks.

Due to the positive and significant effect of the school management through the multiple cohesive systems on the teachers' occupational satisfaction, providing the necessary facilitations is suggested to achieve the informational technology affairs efficiently.

Due to the positive and significant effect of the establishment of computer-based cohesive relationship on the teachers' occupational satisfaction, providing the necessary facilitations is suggested to achieve the informational technology affairs efficiently because it motivates the whole human resources and forces to achieve their tasks based on these technological affairs potentially.

The informational technology developed infrastructures have the highest effect on the occupational satisfaction of teachers. In other words, these electronically struggles should be roughly provided in order to meet the teachers' satisfaction potentially. For the reason, holding the educational courses can support the new and modern educational systems at schools. The results of the present study showed that the index of the teachers' ability-making regarding to the information technology is having the highest mean in compare to other indexes but the lowest effect can be also seen on the teachers' occupational satisfaction in this pavement. Hence, the construction of a legal case is necessary to imply the whole teachers and principals to achieve the internet-based tasks potentially and there have been represented some suggestions for fulfilling the same process. The determination of the praise legislation for teachers is one of the most essential approaches that motivate teachers to achieve their tasks in this regard.

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