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EXAMINE THE RELATIONSHIP BETWEEN ORGANIZATIONAL CLIMATE AND JOB SATISFACTION AMONG TEACHERS OF EDUCATION DEPARTMENT OF TEHRAN, THE CITY OF QODS

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ABSTRACT

This study is a descriptive study that examines the relationship between job satisfaction and organizational climate among high school teachers of the Department of Education in the city of Qods. The aim of this study was to find a relationship between organizational climate and job satisfaction among high school teachers of Department of Education in the city of Qods. This study is applied in terms of objectives, in terms of method of data collection is surveys and quantitative and in terms of analysis of the data is the correlation method. The studied population consisted of all 200 high school teachers of Department of Education in the city of Qods, the sample are 132 teachers in 2014 have been selected randomly and according to the formula determining sample size from Table H, S, Bhola (1970) who respond to the assumptions of the study, the Herzberg's job satisfaction questionnaire consists of 36 questions and Stern and Stinhov organizational climate questionnaire includes 20 questions and its results was evaluated after statistical analysis using SPSS software. In this study, in addition to data descriptive statistical methods, drawing frequency distribution tables and tables of statistical features and charting, statistical techniques such as t test correlation and Pearson correlation coefficient and analysis of variance were used for analysis, and the results of this study were included: 1) There is direct relationship between organizational climate and job satisfaction of teachers of Department of Education in the city of Qods, and shows that organizational climate has positive and significant impact on job satisfaction of employees; 2) There is direct relationship between the organizational climate and teachers' age of Department of Education in the city of Qods. In other words, the age of teachers is the determining factor in the organizational climate; 3) There is not direct relationship between gender and job satisfaction of teachers of Department of Education in the city of Qods. It means gender does not affect the job satisfaction of teachers, 4) There is not direct relationship between job satisfaction and work experience among teacher teachers of Department of Education in the city of Qods. It means the increase of work years does not affect the job satisfaction of teachers; 5) There is direct relationship between job satisfaction and teachers' education level of Department of Education in the city of Qods. That means that whatever the education level of teachers are higher their job satisfaction increases; 6) There is direct relationship between teachers' job satisfaction of Qods city Department of Education, however, it is an inverse correlation, and it means the level of job satisfaction among formal teachers is more than job satisfaction of contractual teachers.

Keywords: *Organizational Climate, Job Satisfaction, Teachers of Education Department*

INTRODUCTION

The public education has been recognized as one of the pillars of sustainable development and each country in the world allocates a large part of its income to expand, improve and efficiency. In fact, education is the fundamental unit of human society. One of its main goals, education for children and their educational attainment and everyone want to identify effective factors on it and sets up each of factor so that students reach to more grow and learn (Qashqaei, 2005). Review of research literature in this area suggests that many factors play a role in predicting academic achievement in adolescents and these include family background, personal and education experiences, parents' level of education, encouragement and educational expectations of parents, school environment, support and teachers'

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training expectations (Abedi, 2009). Since the diagnosis of school organizational climate and its improvement is an essential step on the way of increase the quality of schools, efforts to identify and promote it can be useful strategies for managers and those involved with education to humanize the public climate of school and access to the comprehensive quality. The issue of school environment and its effects on the overall performance of schools in recent decades has attracted a lot of interest of many researchers. The school environment among other variables related to the school is one of the rare factors that can achieve educational goals by manipulating it. As well as, the consent of the school members from atmosphere is a value. Therefore, the actions that can be done to improve it is not only to facilitate the learning and to realize students success, but also a human rights requires that he can use healthy and relaxing atmosphere in his education environment.

Other important factors that affect student achievement are teachers. Teachers are one of the most important factors in educational institutions who try directly to meet the targets. They are coordinating communication among students to provide the favorable conditions to achieve the goals of education. To favor educational environment is due to the conditions that teachers are encouraged to work and be effective in supporting people (Fathi, 2002; Michaleowa, 2007).

One of the important factors that affect the behavior of teacher is teachers' job satisfaction. Teachers' dissatisfaction cause to they don't makes a maximum effort in the education and training and therefore the educational institutions continue with a minimum efficiency, this leads to damage the development and improvement of learners' education (Michaleowa, 2007), from this view point, one of the reasons of attention to job satisfaction among teachers is that dissatisfaction with the job are more likely to cause problems in them. This not only disruptive to the educational process but also has an undesirable impact on student learning and at the end has an irreparable influence on the quality of education, because teacher plays a basically and important role in the process of learning and quality of the education learning (Nazarpavar, 2006).

Literature

A research has been accomplished by Mirrokni (2001) with the theme of the relationship between organizational climate and job satisfaction of employees of the oil industry to achieve these results: there was high correlation between organizational climate and job satisfaction and it was indicated whatever the climate is more open, more job satisfaction will follow. In a study was concluded by Shokri (2006) about job satisfaction faculty members among 6 branches of Islamic Azad University in the district 8 it was found that job satisfaction in selected sample group was lower compared to the community. Also, in terms of the average, health factor of sample group was lower than population. At the same time, the motivational factor was higher than the average population. Pour and Abdoli (2007) in a study on "examine the relationship between organizational climate of Physical Education Colleges and Departments and the spirit of entrepreneurship in Physical Education male students" concluded that open organizational climate has been effective on growing and developing the spirit of entrepreneurship the of student. Ranjbar in a research in 2008 on "the relationship between job satisfaction and organizational climate of the Social Security Organization of Qom" concluded that there is a positive and significant correlation between organizational climate and its subscales and job satisfaction of employees. As well as there is a positive and significant correlation between the subscales of job satisfaction and organizational climate. Hosseini (2009) in a study on "examine the relationship with the organizational climate and level of entrepreneurship in the area of management of sports federations," concluded that there is significant relationship between to favor organizational climate and the level of entrepreneurship. Karimi in his study in 2009 conducted on "the relationship between organizational climate and job satisfaction of physical education offices in the province of Kurdistan and Kermanshah" concluded that there is a positive correlation between organizational climate and its subscales and job satisfaction of employees. As well as between the subscale of job satisfaction and organizational climate there is positive and significant correlation. Samadi and Shirzadi (2009) in their study, entitled "Study of the relationship between organizational climate and high school students' interest for entrepreneurship" concluded that there is a significant relationship between components of organizational climate and interest to entrepreneurship.

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Bahramzadeh *et al.*, (2010) in his study on "Evaluating the role of organizational climate in the spirit of high school students' entrepreneurship in Ahwaz" concluded there is a significant relationship between organizational climate indicators and the spirit of entrepreneurship.

Farzan (2010) in the scholarly study entitled "the relationship between job satisfaction and organizational commitment of Mapna Company employee" concluded that there is significant relationship between job satisfaction and organizational commitment, and between each of the variables formed of job satisfaction including organizational factors, supervising, wages and benefits, environmental factors and contributors and organizational commitments.

Hassanzadeh (2012) in a study on "Assessment of description of the creative climate in the organizations of Yazd city and its relationship with the executive corporate entrepreneurship" concluded that there is a significant relationship between the creative climate and organizational entrepreneurship.

Mousavi (2012) in the scholarly study of the relationship between organizational climate and job satisfaction among teachers of Education Department in the city of Baharestan of Tehran Province concluded that there is a significant relationship between organizational climate and job satisfaction of teachers.

Asadi (2013) in the scholarly study of the relationship between organizational climate and teachers' entrepreneurship of the technical and vocational schools in the city of Qods concluded that there is a significant relationship between organizational climate and teachers' entrepreneurship of the technical and vocational schools.

Morsin and Bloom (2002) in a study entitled "investigate the relationship between positional factors and job satisfaction and organizational commitment concluded that culture and organizational climate significantly affects employees' job satisfaction (Farzan, 2010).

Robert (2003), based on his research on the relationship between age and job satisfaction, says while the workers become older, tendency to satisfy of the work becomes more for this have reasons such as by accumulating the work experience, their expectations are lower and they find more consistent with their work position. From other hand, the young workers because of higher expectations have low consistency and fewer job satisfaction (Quoted by Farzan, 2010).

Sarjant and Hanami (2003) also after investigating the teachers' job satisfaction in China showed that the relationship and school environment is effective in their job satisfaction. When comparing this study with other studies found that younger and trained teachers have less job satisfaction. Also, payment of salaries is linked with the consent of the teachers (Farzan, 2010).

Sheng and Lee (2007) in a study on the relationship between leadership, organizational culture, employee satisfaction and performance learning organization achieved the results that the different amount of learner organization performance with considering dimensions of leadership and organizational culture and performance of the learner organization has significant differences. Leadership and organizational culture can certainly significantly affect the performance of a learner organization. In addition to the performance, the learner organization has positive significant impact on the job satisfaction of employees. Ying *et al.*, (2009) in their research on the context of moderating effects of organizational culture on the relationships between leadership behavior and organizational commitment, and relationship between organizational commitment and job satisfaction and performance that conducted in Malaysia have achieved these results that usually except a few exceptions, leadership behavior was significantly related to organizational commitment and organizational culture plays an important role in moderating the relationship. It also became clear organizational commitment significantly is related to job satisfaction, but not related to the performance of the employee. Also supportive culture makes a significant impact on the relationship between commitment and satisfaction.

Westover *et al.*, (2010) in his article entitled "The long-term increase in productivity and efficiency of the workers" concluded that seventeen authentic and reliable components in the field of work are related to understanding the job satisfaction and organizational commitment. In this study, factors related to the parameters of passion and talent of the staff, appropriate values, fairness, education, age and gender were identified. Meanwhile, the part that is often overlooked in job satisfaction and is called passion to work is

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reviewed in this study. Work passion was for a theory that believed it is the relevant and decisive key in the job satisfaction and organizational commitment. Considering the above factors at the time of recruitment, additional point is that employees should have a good understanding of the work and inject their efforts to work.

Antonic (2011) in a study on "the relationship between the general satisfaction of employees, corporate entrepreneurship and growth of companies" that were conducted in Slovenia concluded that there is a positive relationship between the general satisfaction of employees and corporate entrepreneurship and growth of enterprises.

MATERIALS AND METHODS

This study is an applied in terms of the objectives, is a survey and quantitative in terms of the method of data collection, and it is a correlation method in terms of analysis of the data. The population of this study consisted of all high school teachers in the city of Qods in 2014 are working and their number is 200, and 132 of them are as the sample that has been conducted based on a simple random sampling method using the sample size determination formula (from Table H, S, Bhola in 1970, translated by Khodayar Abili, quoted by Khorshidi, 1996). In this study, Stern and Stirenhov's organizational climate questionnaire included 20 questions and Herzberg's job satisfaction questionnaire consist of 36 questions have been used. In order to ensure the validity of the questionnaires formal validity was used and Cronbach's Alpha method is used to evaluate the validity of the questionnaire of this study, they were calculated 0.97 and 0.94 (for organizational climate and job satisfaction, respectively).

RESULTS AND DISCUSSION

Data Analysis

In this study, t - test for independent groups has been used to analyze a comparative analysis between men and women, and Pearson correlation coefficient has been applied to analyze the relationship among variables that are within the scope of correlation research, as well as, regression test has been utilized to determine the percentage of employees' job satisfaction.

Test Hypothesis

The first hypothesis: there is a direct relationship between organizational climate and job satisfaction of high school teachers in the city of Qods.

The second hypothesis: there is a direct relationship between organizational climate and age of high school teachers in the city of Qods.

The third hypothesis: there is a direct relationship between high school male and female teachers' job satisfaction in the city of Qods.

The forth hypothesis: there is a direct relationship between high school teachers' job satisfaction and years of services in the city of Qods.

The fifth hypothesis: there is a direct relationship between high school teachers' job satisfaction and level of education in the city of Qods.

The sixth hypothesis: there is a direct relationship between high school formal and contractual teachers' job satisfaction and level of education in the city of Qods.

Check First Hypothesis

Pearson correlation coefficient was used to study the relationship between organizational climate and job satisfaction among Department of Education of Baharestan city teachers. In this test, we considered the 95% confidence level. Thus, if the correlation coefficient is calculated between two variables is smaller than the critical value 0.5, this relationship is significant.

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Using SPSS software came to the following conclusions:

Table 1: The relationship between organizational climate and job satisfaction of high school teachers in the city of Qods

Pearson correlation coefficient	
Variable	Job satisfaction
Organizational Climate	0.489
Significant level	0.023
Count	132

As can be seen, significant level between these two variables is equal to 0.023 that showed a significant relationship between the two variables above. Therefore, given the relationship between organizational climate and job satisfaction of teachers is approved.

Second Hypothesis

Pearson correlation coefficient was again used to study the relationship between organizational climate and high school teachers in the city Qods.

Using SPSS software came to the following conclusions:

Table 2: The relationship between organizational climate and high school teachers old city of Qods

Pearson correlation coefficient	
Variable	Age Staff
Organizational Climate	0.351
Significant level	0.018
Count	132

In this case, given that amount of significant

In this test given, the amount of obtained significant level is smaller than 0.05, the hypothesis relationship between teachers' organizational climate and age are accepted. Thus, according to value of Pearson coefficient obtained is equal to 0.351, we concluded that there is between organizational climate and high school teachers' age in the city of Qods.

Third Hypothesis

We used the t-test to study the relationship between job satisfaction high school women and male teachers in the city of Qods. In this test, we considered confidence level 95%.

Using SPSS software came to the following conclusions:

Independent Samples t-test

As you can see in Table 3, we are dealing with two above series of variance equality hypothesis and a second series of inequality hypothesis. According to the results shown on the table above, because the significance level is obtained greater than 0.05 we accept inequality hypothesis of variances and use the top row of data.

Then value of significant level (bilateral) (which is equal to 0.583) due to the greater than 0.05 and also the obtained marginal efficiency that is a threshold of zero, we rejected hypothesis of the gender influence on the teacher's satisfaction.

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Table 3: Independent samples t-test table

	Lyon test for equality of variance	test for T - test for means					
	Statistics F	Significant level.	df	Double sided Meaning Level	Difference Average	Difference Error Criterion	Confidence interval Upper limit Lower limit
In the state of equality of variance	0.38	0.589	108	0.583	0.10892	0.30045	0.39424 -0.50054
In the state of inequality of variance			61.645	0.691	0.10892	0.31053	0.36425 -0.51802

Check the fourth, fifth and sixth hypothesis:

There is a direct relationship among high school teachers' job satisfaction and work experience in the city of Qods.

There is a direct relationship among high school teachers' job satisfaction and level of education in the city of Qods.

There is a direct relationship among high school formal and contractual teachers' job satisfaction in the city of Qods.

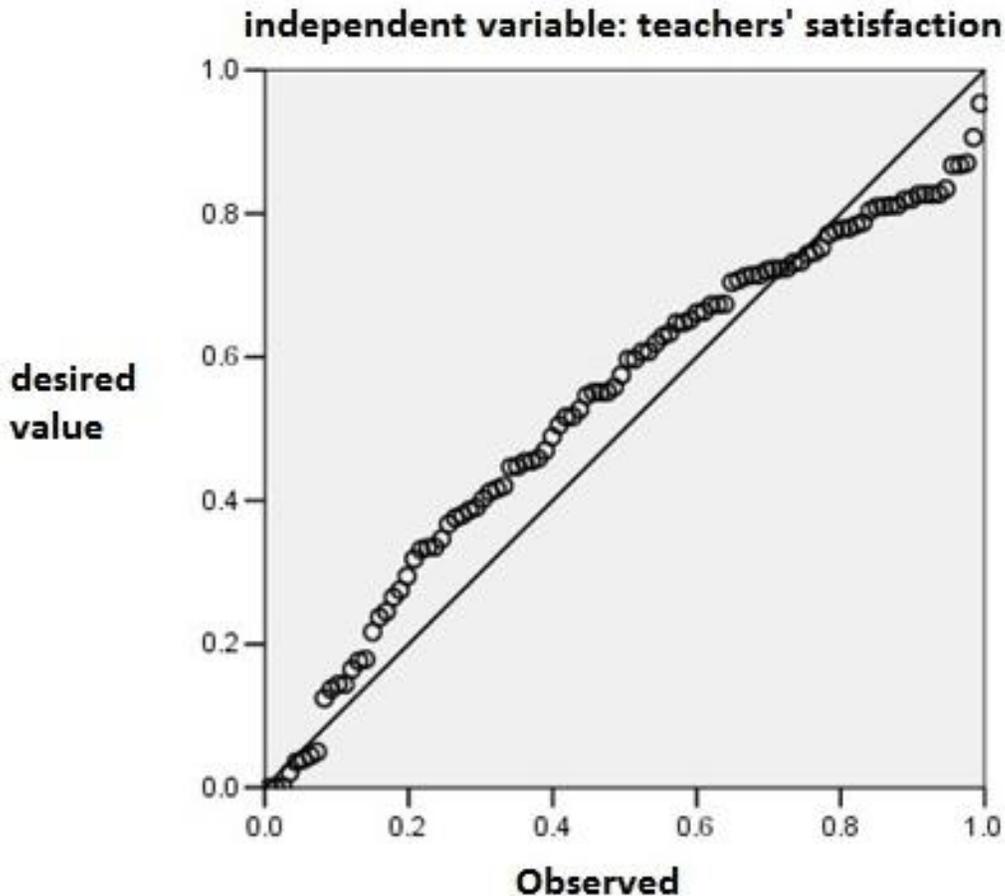


Figure 1: P- P Plot Diagram to evaluate the normality of the error

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We use the standard regression to examine the matter. In fact, we seek to estimate the mathematical relationship in the regression, so that it can help to determine an unknown variable using the variable or variables that are evidently. Assuming there is a causal relationship between the two variables, and the relationship is linear, regression equation is defined as $\Psi = \alpha + \chi\beta + \varepsilon$

In fact the dependent variable is estimated with the help of the independent variable.

In this part, teachers' job satisfaction is considered as the dependent variable and teachers' job experience, education level and employment status of teachers as independent variables. Since this study is to examine the impact of independent variables on the dependent variable, in this situation, multiple regression is used to predict the dependent variable. However, it must be considered that if the researcher can use the linear regression the following conditions is fulfilled:

1. The average of the error is zero.
2. The variance of the error is fixed.

According to the terms 1 and 2, the error must be a normal distribution.

3. There is no correlation between the model errors (using Dourbin – Watson test).

4. The dependent variable has normal distribution (using Kolmogorov - Smirnov).

The following we point out the tests that evaluate the hypothesis. Then, for this purpose we use the SPSS software and for the significance of the regression model, we used a 95% confidence level. So that if a significant level calculated from the regression equation is smaller than the critical value 0.05, regression model will be significant. In addition, to check autocorrelation for the errors of Dourbin - Watson test and Kolmogorov - Smirnov test will be used for the normality of the dependent variable. First, we showed the normality of the error using the diagram P - P Plot. As can be seen, the points near to the line indicate the error is normal. Now, we should using Dourbin - Watson test show there is no correlation between the errors of the model. By the help of SPSS software the following results will be achieve:

Table 4: Summary of Model

Model	R	Square of R	Square of Regulated R	estimation Standard error	Watson - Dourbin
1	0.202	0.041	0.012	0.98465	1.976

Predictors are: constant, employment status, educational level and job history.

Variable Dependent: job satisfaction

According to that the amount of Dourbin - Watson test in the table above is equal to 976.1 (a number between 1.5 and 2.5) is, the hypothesis of exist correlation between the errors of correlation model is rejected. In the last stage to assess the initial condition of the regression line, using Kolmogorov - Smirnov test we should show dependent variable have normal distribution. So with the help of SPSS, we have:

Table 5: Test of normality

The dependent variable: job satisfaction		Kolmogorov - Smirnov		
Predictors: employment status		Statistics	Df	Significant level.
Job satisfaction	formal	0.161	104	0.050
	Contractual (one - year)	0.156	20	0.210
	Contractual (five - year)	0.151	8	0.210
Predictor: job experience				
Job satisfaction	0 to 5 years	0.105	29	0.201
	5 to 10 years	0.149	40	0.87
	10 to 15 years	0.333	21	0.201
	15 to 20 years	0.185	30	0.393
	20 to 25 years	0.278	7	0.129
	Over 25 years	0.279	5	0.325
Predictor: Education level				
Job satisfaction	Bachelor	0.157	103	0.201
	M . S.	0.245	29	0.050

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So, considering the significant level in the Kolmogorov - Smirnov table, normality of the dependent variable is accept. Because the normality of these values must be greater than 0.05.

First we must have a general review of the regression line. After having the initial conditions of regression, we should see whether the set of independent variables in general are suitable for this regression line or not. If at this point we find the variables are appropriate then we go to the next step namely determining the regression coefficients.

Table 6: ANOVA Table

Model	The sum of squares	df	Mean square	F	Significance Level
Regression	4.051	12	0.337	1.408	0.035
Error	92.183	120	0.768		
Total	96.234	132			

Predictors are: constant, employment status, educational level and job history.

Dependent Variable: job satisfaction

Given the obtained significant level that is less than 0.05, we can conclude that in general our independent variables are fit for the regression line. So we have the following table:

Table 7: Coefficients table

Model	Not standardized coefficients		Standardized coefficients	t	Significance level.
	B	SEM	Beta		
Fixed	5.227	0.966		5.461	0.000
Employment status	-0.072	0.084	-0.118	1.121	0.035
Academic degree	0.165	0.233	0.075	0.751	0.024
Job history	-0.332	0.177	-0.205	9.961	0.259

According to the factors specified in the table above the regression line is as follows:

$$\Psi = \alpha + 1\chi_1\beta + 2\chi_2\beta + 3\chi_3\beta$$

$$\alpha = 5 / 237$$

$$1\beta = 0$$

$$2\beta = 0.165$$

$$3\beta = -0.342$$

Here Ψ is as job satisfaction and 1χ , 2χ and 3χ variables as employment, education level and history, which 1β is zero because a significant level of employment status in the above table is greater than 0.05.

Results of the Fourth Hypothesis

Given the significant level available in the above table about job experience (the last row is equal to 0.259) that is greater than 0.05, the relationship between job satisfaction and job experience, will be rejected. That is, the history of a teacher had no effect on his satisfaction.

Results of the Fifth Hypothesis

Given the significant level of experience in the above table (third row is equals 0.024), which is smaller than 0.05, the relationship between job satisfaction and education level is verified and due to the amount of 2β in the same table is equals to 0.165, it is determined that the relationship is direct. That is, whatever education of a teacher will be higher his satisfaction is more.

Results of the Sixth Hypothesis

Given the significant level of available in the table above about type of contract (the third row of 0.035), which is smaller than 0.05, the relationship between job satisfaction and the type of contract is approved, but according to the amount of 3β in the same table that is negative and equal to -0.342 we reached this

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conclusion since in the definition of the data on the type of contract, amount of formal and contractual employments are considered 1 and 2, respectively, and here, too, we reached the conclusion that the relationship is reverse, so the satisfaction of formal employees is more.

Conclusion

It can be said that employee are as customers of organizations and while the organizations implement strategies and short – time and long time programs to satisfy and support costumers out of organization, and to maintain human resources specially the expert ones utilize the novel techniques and technology and explore the challenges and use good strategies appropriately to remove obstacles to meet the employee satisfaction.

According to the conducted researches, the employee behavior in the organization is affected by their attitudes, and managers and organizations awareness of the attitudes and compilation and implementation of these programs appropriated to it can help worthily to achieve to the objectives of individuals and organizations. One of the factors and cases which are expected to be effective on the teachers' satisfaction was organizational climate. So we investigated the relationship between organizational climate and teachers' satisfaction of high schools of Qods city. In addition to exploring the main hypothesis, we investigated the relationship between others variables such as teachers' age, gender, job experience, education level, employment status (formal, contractual and...) and job satisfaction in the form of secondary hypotheses. Many researchers have been conducted about the study subject yet, according to abundance of factors involved in job satisfaction, the researchers examined and proved frequently the effect of organizational climate on the many factors, meanwhile given the researchers findings, employees' job satisfaction can be relevant related to factors such as the age of teachers, gender, job experience, education level, employment status (formal, contract..) motivational factors, wages and benefits, environmental impact, performance of organization, safety culture, employee talent, passion, and dozens of other factors. The results of this research is consistent with the studies conducted by Shokri (2006), Pour and Abdoli (2007), Ranjbar (2008), Hosseini (2009), Karimi (2009) and Shirzadi (2009), Bahramzadeh *et al.*, (2010), Farzan (2010), Hassanzadeh (2012), Mousavi (2012), Asadi (2013), Mauritius and Bloom (2002), Robert Vanir (2003), Sarjant and Hanam (2003), Chang (2007), Ying and colleagues (2009), Vestor *et al.*, (2010) and Antonic (2011).

Suggestions

The findings show that in general there is a direct and positive relationship between organizational climate and job satisfaction so that attention to dimensions of organizational climate and planning on the basis of these dimensions cause to increase employees' satisfaction. Therefore attention to the organizational climate should be involved as a main principal in the work program.

Given the correlation among teachers' job satisfaction and level of education and age it is recommended that nature of work of people be according to level of education, profession and age to influence significantly the job satisfaction.

Given the significant relationship between job satisfaction and final and formal employment in the schools, to increase job satisfaction, it is proposed to solve staffing problems and to become the contract status to formal form.

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