

Study on affects of organizational atmosphere of occupational schools on spirit of Shiraz technological teachers

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ABSTRACT

Since the operation of educational organization is very dependant to the educational environment, so having a strong spirit, will increase the performance and effectiveness in educational organizations. The goal of this research is to study organizational atmosphere of occupational schools on spirit of Shiraz technological teachers. Statistical society (or population) includes all governmental occupational schools of mentioned city, that are 75 units. By random and classified sampling, 30 educational units were selected as statistical sample, according to their region and gender. Two types of questionnaire were used for organizational atmosphere and spirit, and then distributed among occupational schools, and finally the result of Pearson correlation coefficient and information two-factor variance analysis, were analyzed by SPSS software pack and using statistical methods. Justifiability of content and exterior, confirmed by experts. Despite of standard questionnaires, stability for organizational atmosphere calculated as 83% and for spirit calculated as 94%. In general the results taken from research showed that, there is a meaningful relation between organizational atmosphere and students' spirit. And also there is a meaningful relation between close and open atmosphere and atmosphere sizes and spirit sizes. Also a meaningful relation observed between spirit in open atmosphere and spirit in close atmosphere, but some variants like: age, gender, working years, did not have a meaningful relation, in dealing with atmosphere and spirit.

Key words: organizational atmosphere, Spirit, Occupational schools, Technological teachers.

INTRODUCTION

Since the school climate has a main effect on the organizational behavior and the managers can have the important and positive impact on the development of school feature, description and analysis of school climate is so important[13].

Creating the morale and hopefulness in teachers and making them happy play the important role in the quality of efficiency and enhancing the effectiveness of education. Organizational climate of schools is one of the most important factors in creating and enhancing the teachers' morale[4].Therefore, understanding the school climate and it deflection the art students' morale, educating as the teacher at art school, is very important and essential. In this regard, the following hypotheses have been proposed:

- 1- There is a significant correlation between the climate and art students' morale.
- 2- There is a significant correlation between the Open Climate and art students' morale.
- 3- There is a significant correlation between the Close Climate and art students' morale.
- 4- There is a significant correlation between the dimensions of Climate and dimensions of morale.
- 5- There is a significant correlation between the Open and Close Climate with the art students' morale (Female and male).
- 6- There is a significant correlation between the Open and Close Climate with the art students' morale according to the educational level.
- 7- There is a significant correlation between the Open and Close Climate with the art students' morale according to the work experience.
- 8- There is a significant correlation between the Open and Close Climate with the art students' morale according to the age.

Jamshidian, Khoshakhlagh, Ghiasian, [13].have stated that organizational climate is a relatively lasting feature of organization and distinguishes it from other organizations.

According to Hoy and Mysl's [4].point of view, the climate refers to the relatively stable quality of school environment which is experienced by the teachers, has affected their behavior and is based on collective perceptions of behavior at school. The ratio of climate to the organization is like the personality to the person. The social climate of a school is resulted from the mutual impact of teachers' behavior pattern as a group and the manager's behavior pattern as a leader[19].

Due to the limitations in a close climate, the teachers feel that they are forced to adapt to the regulations[16].

The factor "Morale" is one of the most important factors on which number us studies have been conducted in recent years and its correlation with the organizational climate has been proved; it is investigated in this study because it is related to the content of research.

The morale has been defined as follows: The morale is the individual's emotional and psychological reaction to his job and this reaction can have the high or low degree; moreover, the morale is an intangible quality which cannot be observed and be investigated apart from other factors. He has classified the morale into two categories, strong and weak. [12].Washington and Watson[21].have defined the morale as a sense which a worker has about his job. Studies have has shown that there is a significant correlation between the organizational climate of schools and the teachers' morale, also the difference between the means indicates that the teachers' morale in open climate is higher than the ones in close climate. He found that there is a significant and positive correlation between the gender and morale, but a significant and negative correlation between the age and morale [11].

MATERIALS AND METHODS

This research has a descriptive method. The statistical population of this study includes all public art schools in Shiraz city during the school year2008-9.The number of public art schools in four districts of Shiraz city was equal to 75 educational units which 30 of them were selected as the statistical samples by using the stratified random sampling method. They are fully described in Tables 1 and 2.

Table 1: Statistical population distribution of art schools in Shiraz

Region	Frequency		
	Male art schools	Female art schools	Total
1	14	13	27
2	8	5	13
3	8	7	15
4	11	9	20
Sum	41	34	75

Table 2: Statistical sample distribution of art schools in Shiraz

Region	Frequency		
	Male art schools	Female art schools	Total
1	5	5	10
2	3	3	6
3	3	3	6
4	4	4	8
Sum	15	15	30

The scale, used for the independent variable (Climate), is the Organizational Climate Description Questionnaire (OCDQ) which includes 34 questions developed for explaining the high school managers and teachers' behavior and has 5 dimensions. 2 dimensions explain the school managers' behavior including the supportive and imperative dimensions and three other dimensions include the desperate, intimate, and engaging behavior about the teachers. Furthermore, the scale used for the dependent variable (morale) includes three dimensions of similarity, belonging and rationality which have been used in the form of 28 questions.

Findings: Information received from the software SPSS was analyzed and the results are presented in the following tables.

Table 3: Frequency and percentage of statistical sample

Gender	Frequency	Percent
Male	75	50
Female	75	50
Sum	150	100

Table 4: Frequency and percentage of art students based on the educational degree

Degree	Frequency	Percentage
Associate Degree	36	24
Bachelor	100	66/7
Master	14	9/3
Sum	150	100

Hypothesis 1: There is a significant correlation between the climate and art students' morale.

Table 5: Correlation coefficient between the organizational climate and morale

Variable	Mean	Standard deviation	No.	correlation coefficient	Significant level	No.
Climate	120/75	14/04	124	0/734	0/001	115
Morale	98/56	16/82	135			

As the observed correlation coefficient in the above table is significant at the level less than 0.05 ($P < 0.05$), thus the hypothesis 1, under which there is a significant correlation between the climate and art students' morale, is confirmed.

Hypothesis 2: There is a significant correlation between the open climate and art students' morale.

Table 6: Correlation coefficient between the open climate and the morale

Variable	Mean	Standard deviation	No.	correlation coefficient	Significant level	No.
Open Climate	131/94	8	63	0/421	0/001	55
Morale	109/6	13/35	55			

As the observed correlation coefficient in the above table is significant at the level less than 0.05 ($P < 0.05$), thus the hypothesis 2, under which there is a significant correlation between the open climate and art students' morale, is confirmed.

Hypothesis 3: There is a significant correlation between the close climate and art students' morale.

Table 7: Correlation coefficient between the close climate and the morale

Variable	Mean	Standard deviation	No.	correlation coefficient	Significant level	No.
Close Climate	109/96	8/41	61	0/696	0/001	60
Morale	90/57	14/67	60			

As the observed correlation coefficient in the above table is significant at the level less than 0.05 ($P < 0.05$), thus the hypothesis 3, under which there is a significant correlation between the close climate and art students' morale, is confirmed.

Hypothesis 4: There is a significant correlation between the dimensions of climate and the dimensions of art students' morale

Table 8: Correlation coefficient between five dimensions of organizational climate and three dimensions of morale

Morale dimensions			Climate dimensions	
Rationality	Belonging	Similarity		
0/631	0/644	0/724	Correlation coefficient	Teacher's Engaging Behavior
0/001	0/001	0/001	Significant level	
137	144	144	No.	
0/299	0/335	0/414	Correlation coefficient	Teacher's desperate behavior
.001	.001	0/001	Significant level	
134	141	141	No.	
0/403	0/388	0/545	Correlation coefficient	Teacher's Intimate behavior
.001	.001	.001	Significant level	
133	139	140	No.	
0/637	0/651	0/574	Correlation coefficient	Manager's Supportive Behavior
.001	.001	.001	Significant level	
131	137	137	No.	
0/095	-.047	0/014	Correlation coefficient	Manager's imperative behavior
.278	.585	.875	Significant level	
133	137	136	No.	

The observed correlation coefficient observed in the above table is significant for all dimensions at the level less than 0.05 ($P < 0.05$), except the imperative dimension. Thus the hypothesis 4, under which there is a significant correlation between the dimensions of climate and the art students' morale, is confirmed.

Hypothesis 5: There is a significant correlation between the open and close climate and the art students' morale (male and female).

Table 9: Two-factor analysis of variance between the climate and the morale according to the gender

Source of changes	Sum of squares (SS)	Degrees of freedom (df)	Mean square (Ms)	Calculate dF	Significant level p	
(A)285/778		1	285/778	16/17	151/0	
(B)329/8205		1	329/8205	624/178	048/0	
Interaction between gender and climate (A×B)	Inter-group Variance 936/45		1	936/45	237/0	627/0
	Intra-group Variance 253/21499		111	687/193		

Since the calculate dF is not significant at the level less than 0.05 ($P < 0.05$) in the interaction between the gender and climate compared with the levels (F 1% and 5% in the Table), so the hypothesis 5, under which there is a significant correlation between the open and close climate with the students' morale (male and female), is not confirmed.

Hypothesis 6: There is a significant correlation between the open and close climate with the students' morale according to the educational level.

Table 10: Two-factor analysis of variance between the climate and the morale according to the educational level

Source of changes	Sum of squares (SS)	Degrees of freedom (df)	Mean square Ms	Calculated F	Significant level p	
Degree (A)568/257		2	784/128	227/0	815/0	
Climate (B) 315/5012		1	315/5012	958/10	0/05	
Interaction between degree and climate (A×B)	Inter-group Variance 797/1132		2	398/566	965/2	0/05
	Intra-group Variance 571/20821		109	024/191		

Since the calculated F is less than 0.05 ($P < 0.05$) in the interaction between the degree and climate compared with the levels (F 1% and 5% in the Table), so the hypothesis 6, under which there is a significant correlation between the open and close climate with the students' morale according to the educational level, is not confirmed.

Hypothesis 7: There is a significant correlation between the open and close climate with the students' morale according to the work experience.

Table 11: Two-factor analysis of variance between the climate and the morale according to the work experience

Source of changes	Sum of squares (SS)	Degrees of freedom (df)	Mean square (Ms)	Calculated F	Significant level p
Work experience(A) 245/37		2	622/18	069/0	936/0
Climate (B) 156/9726		1	156/9726	899/35	026/0
Interaction between work experience and climate (A×B)	Inter-group Variance 753/542	2	376/271	363/35	260/0
	Intra-group Variance 185/21708	109	158/199		

Since the calculated F is not significant at the level less than 0.05 ($P < 0.05$) in the interaction between the work experience and climate compared with the levels (F 1% and 5% in the Table), so the hypothesis 7, under which there is a significant correlation between the open and close climate with the students' morale according to the work experience, is not confirmed.

Hypothesis 8: There is a significant correlation between the organizational climate and the students' morale according to the age.

Table 12: Two-factor analysis of variance between the climate and the morale according to the age

Source of changes	Sum of squares (SS)	Degrees of freedom (df)	Mean square (Ms)	Calculated F	Significant level p
Age(A) 012/534		2	006/267	3/1	435/0
Climate (B) 626/7078		1	626/7078	570/34	019/0
Interaction between age and climate (A×B)	Inter-group Variance 758/410	2	379/205	040/1	257/0
	Intra-group Variance 418/21522	109	452/197		

Since the calculated F is not significant at the level less than 0.05 ($P < 0.05$) in the interaction between the age and climate compared with the levels (F 1% and 5% in the Table), so the hypothesis 8, under which there is a significant correlation between the organizational climate and the students' morale according to the age, is not confirmed.

RESULTS AND DISCUSSION

In the field of first hypothesis, the research results indicate that there is a significant and positive correlation coefficient between two variables. In this regard, Evans (1996) indicated in describing the model "Tagiuri" that the morale, motivation and job satisfaction are effective in forming the school climate. Dessler (1994) concluded that the leadership structure will affect the climate and ultimately has an impact on staff morale. Research findings are consistent with the studies by Shokri (2002), Matin (2002), Mansouri (2001), Sabeti (2000), Ojaghi (1998), Ahmadifar (1997) and Rezaei Dolatabadi (1993).

In the field of second hypothesis, the results of research indicate that there is a significant correlation between the open climate and the art students' morale. In this regard, Dynham (1995) concluded in his studies that the open climate enhances the employees' morale, job satisfaction and decreases the conflict. In a survey on 260 school managers, Dessler (1994) concluded that the more open and supportive climates will lead to the higher performance than the limiting and degrading climates.

In describing the features of open features, Alagheband (1998) considered the high group morale, guidance and consulting as the features of this type of climate. Findings of this research are consistent with the research conducted by a Shokri (2002), Matin (2002), Sabeti (2008), and Ahmadifar (1997).

The results of research according to the third hypothesis show that there is a significant correlation between the close climate and art students' morale. Hoy and Miskel (2003) suggest that the individuals have the lowest level of morale in close climate. Dynham (1995) states that there are many problems and poor morale in a close climate and the manager does not consult with the staff. The result of this study is consistent with the research conducted by Hartley (1994), Stein (1972), Nedykh Vandykh (1986), Shokri (2002), and Matin (2002). The results of paper in the field of fourth hypothesis indicate that there is a significant correlation between the dimensions of climate and the art students' dimensions of morale, despite the fact that there is no correlation between the type of imperative mode and any type of morale dimensions. In this regard, Alagheband (1998) states that the manager acts according to the regulations in the imperative mode, emphasizes on the structure, and gradually gets away from the employees physically and emotionally. The research conducted by Ojaghi (1998) confirms the mentioned results and indicate that the imperative relation weakens the morale dimensions and ultimately will lead the correlation towards the zero.

The studies conducted by Corman(1991), Sabeti (2000), and Ojaghi (1998) confirm the results of fifth hypothesis, under which there is a significant correlation between the open and close climate and the art students' morale (men and women), but are not consistent with the results of research by Mansouri (2002).

In general, the results obtained from the data analysis and their interpretation revealed that there is a significant correlation between the organizational climate and the art students' morale. Furthermore, there is a significant correlation between the close and open climate and the dimensions of climate with the dimensions of morale. However, no significant correlation was seen between the close and open climate and the educational level, but the variables such as age, gender, years of experience had no significant correlation with the climate and the morale.

Providing an open climate at the art schools by the managers and creating the supportive, intimate and engaging behavior will enhance the morale and thus the quality level of teaching and learning; in contrast, the close climate and imperative behavior weaken the art students' morale and make it impossible to reach the individual and organizational objectives. If the climate of art schools are intimate and lively and the managers use the relationship-centered behavior, the factors such as age, years of experience, and gender will not affect the art students' morale. Given the average score of open climate is higher than the average score of close climate at the art schools of four regions, it is expected that the art students 'characteristics dimensions will be grown and developed in different dimensions by providing higher opportunities in the future.

CONCLUSION

The following suggestions are offered based on the results of hypotheses in this study:

- 1-For creating an open climate at art schools, the students' participation in educational decision-making will be effective.
- 2-Creating the attractions in technical and educational council of art schools and a deep respect for art students 'suggestions and criticisms will pave the way for making decision and will enhance the group morale in managing the affairs.
- 3-Transparency in different aspects of managing the art schools by the managers and avoiding from the preconceptions about the dimension of art students' personality will make the lively climate.
- 4-Providing an open climate requires the art managers' supportive behavior and avoiding from the imperative behavior, therefore paying attention to the human aspects of work environment, flexibility in implementing the regulations and using the encouragement tool physically and spiritually can be helpful.
- 5-Holding the short term attendance courses and also non-attendance introduction of books related to the mentioned subject are essential for managers' study in order to enhance the managers' knowledge about the available types of climate at art schools and way of strengthening the art students' morale.
- 6-In line with achieving the individual and organizational objectives, providing the appropriate opportunities will play an important role for art students to continue their education.
- 7-The researchers, who may wish to conduct the research, can study the climate as well as other variables which can affect the morale, can use other scales for research, investigate the effect of new management methods in strengthening the group morale, analyze the reason of students' tendency towards other businesses, and examine the correlation between the organizational climate and morale in the field of creating the quality for the education and significant learning and enhancing the efficiency.

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