



The Relationship between Organizational Climate, Job stress, Job burnout of the Physical education teachers: A case of the Schools at Islamshahr, Iran

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Abstract

The present study aimed to examine the relationship between organizational climate, job stress and job burnout of the physical education teachers in Islamshahr schools. The study was conducted on 185 female and male physical education teachers in Islamshahr town working in primary, guidance and secondary schools during academic year 2012-2013. 131 teachers were selected by simple random sampling. For data collection, three questionnaires were applied as Organizational Climate Description Questionnaire Revision Secondary Schools (OCDQ-RS) with the reliability of 0.82. Meshach Burnout Inventory (MBI) with the reliability of 0.83 and Kyrlicou & Sutcliff Stress Questionnaire, with the reliability 0.93 were used. The results of the study showed that there was a significant association between organizational climate dimensions of the schools and job burnout of the teachers with correlation coefficient $r=0.430$. The results of the regression analysis showed that there was a significant positive correlation among organizational climate dimensions, hopeless attitude of teachers and directive behavior of the managers with job burnout of the physical education teachers ($P<0.05$). There was a negative correlation between engaged behavior of the teachers, friendly attitude of the teachers and supportive behavior of the manager with job burnout of physical education teachers. The results showed a correlation between the dimensions of organizational climate and teachers' job stress level of 0.180 at $\alpha=0.05$, which shows that there is a significant relationship. The regression results showed that there is a positive correlation between organizational climate dimensions of directive behavior of the manager and hopeless attitude of the teachers with job stress of the physical education teachers. There was a negative correlation between engaged behavior and friendly attitude of the teachers and supportive behavior of the managers with job stress of the physical education teachers. The results showed that there was a correlation between job burnout dimensions of the teachers and organizational climate of the schools as 0.359 at $\alpha=0.05$ and it showed the significant relationship. The results of regression analysis showed that among the dimensions of job burnout analysis, there was a negative correlation between emotional burn out and depersonalization and organizational climate of the schools but there was a positive correlation between personal success and organizational climate of the schools. The results of the study showed that there was a significant association between organizational climate dimensions and job burnout of the physical education teachers of the schools of Islamshahr town and organizational climate was a good predictor for stress and job burnout of the physical education teachers.

Keywords: Open climate, close climate, engaged behavior, directive behavior, burnout.

Introduction

The current era is the organization era. People are related with different organizations from the birth to the death. One of the organizations in close interaction with human beings is education system in which the schools, namely the teachers play crucial role¹. Being transferred from one school to another, the experienced teachers feel they entered a new place with considerable difference from the previous place and this feeling is called organizational climate².

The organizational climate of the school is consisting of the fixed characteristics of the internal environment of the school making this environment as unreliable and cold or reliable, friendly and supportive. One of the important factors with considerable effect on the relations of the educational

employees, students and teachers in the schools is school climate making two similar schools different from each other. Halpin believed that organizational climate of the school is the personality of the school³.

Some terms as healthy, unhealthy, open or close climate are used among people each with positive or negative meaning⁴. The good organizational climate can be an important factor in improving the quality of the educational activities in the school and bad organizational climate leads into stress that is the inability of a person to respond to the contradictory factors with the inclinations endangering the natural trend of his life⁵ and finally it leads into job burnout with negative outcomes for the teachers and educational activities of the school.

Maslach and Jackson⁶ considered burnout with three functions

as emotional exhaustion, depersonalization, and reduced personal accomplishment. At first a person feels he is emotionally exhausted and he has no feeling. In the second stage, he is indifferent to his personal duties and in the third stage he feels he is not successful in working and he has nothing to do⁷.

Girdin et al.⁸ believed that burnout is state of mental and/or physical exhaustion caused by bureaucracy prolonged work.

In other words, stress outcomes and burnout affect the teaching quality, personal life and above all the educational performance of the students and the activities of the teacher are disturbed socially, mentally, physically and family aspects.

Stress and job burnout is a serious problem and it is observed among the people active in human services job and teaching is one of the stressful jobs⁹.

The organizational climate of the school is related to the morale of the teachers and their behaviors and it affects the education quality. Based on the educational conditions of physical education course in the schools, the stressful factors among physical education teachers were reported as moderate to high¹⁰⁻¹³.

Ojaghi¹⁴ found that they more open the organizational climate, the stronger the morale of the teachers.

Fejgin et al.¹⁵ found that three factors of job conditions affecting the job burnout of the teachers were low wage, bureaucratic limitations and role limitations.

Beer¹⁶ found that the teachers in primary schools had low job burnout and mental pressure compared to the teachers working in high schools.

Miller¹⁷ found that there was a significant relation between positive organizational climate characteristics and low burnout.

Dworkin¹⁸ in a study found that job burnout among the teachers with supportive management was low compared to those with opposite behavior.

Colangelo¹⁹ showed that the teachers who participated in moderate physical activity have increased parent involvement in their classrooms and reported less stress and job burnout.

Ghasemi found that there was a negatively significant association between organizational climate and job stress. To determine the relation between organizational climate and job stress indices, the highest index was dedicated to the student issues indicators.

Antoniou et al.²⁰ in a study showed that physical education teachers were susceptible to high burnout than others as

professional athletes have high stress for education and physical education.

It seems that physical education is dependent upon many educational facilities due to its specific nature but if organizational climate is not used for facilitation of educational activities of the physical education teachers, the school environment will be unsuitable and stressful and burnout are increased and this shows the importance of organizational climate as an important factor. The researcher attempted to respond this question in the present study: "What is the relationship between organizational climate and stress and job burnout of the physical education teachers of schools in Islamshahr and if the hypothesis is supported, is organizational climate of the schools in Islamshahr a good predictor for job burnout and stress of the teachers?"

Methodology

The present study was correlation-descriptive design. The study was conducted on 185 female and male physical education teachers in Islamshahr town working in primary, guidance and secondary schools during academic year 2012-2013. The questionnaire was distributed among them. Based on Morgan Table, 131 teachers were selected by simple random sampling.

In the present study, organizational climate was considered as predictor variable and job burnout and stress of physical education teachers was considered as criterion variable.

For data collection, personal characteristics, organizational climate, job burnout and stress questionnaires were applied. The personal characteristics questionnaire of the teachers showed the demographic characteristics of the study population with 8 questions. The second measurement instrument in the present study was Organizational Climate Description Questionnaire Revision Secondary Schools (OCDQ-RS) with 34 questions. This measurement was used to explain the behavior of the teachers and managers of the secondary schools with 5 dimensions. To dimensions of manager behavior (directive behavior and supportive behavior) and three dimensions of teacher behaviors (hopeless attitude, engaged behavior and friendly attitude) were defined. The validity of the organizational climate questionnaire was supported by Ogaghi on the teachers of Malayer (Iran) and its reliability was obtained by Cronbach's alpha s 82%. The third instrument is Meshach Burnout Inventory (MBI) that was provided by Maslach⁶ from Palo Alto group in California. This inventory is consisting of 22 questions. The responses were based on 7-point Likert scale, ranging from 0 (never) to 6 (every day). The reliability of this inventory was for the first time evaluated by Emad Philian on the nurses. The correlation of the variables ($r=0.83$) to ($r=0.96$) was obtained and the scientific validity reliability of the inventory was supported. The fourth instrument was job stress inventory of the teachers provided by Kyricou & Sutcliff with 25 questions. The scoring was ranging 0 to 3 for each question

and 0 indicated no stress and 3 indicated very much stressful. The validity and reliability of the questionnaire were evaluated by Mashhadi and its alpha was 0.93.

For descriptive comparison of the data, descriptive statistics (frequency, percent and mean) and for inference analysis (Pearson correlation coefficient and regression equations) at $p \leq 0.05$ was applied. The analysis was done by SPSS software.

Results and Discussion

The results of personal characteristics in the present study: The frequency of gender distribution of the study population showed that 45% were male teachers and 55% female teachers. The frequency of marital status of the study population showed that 32.1% were single and 67.9% were married teachers. The frequency of age distribution of the study population showed that 46.6% of physical education teachers aged 30 to 40 years old. The frequency of the education of the study population showed that 74.8% of the teachers had BA and above and this showed that the study population of the study had relatively high education level. The frequency of work experience of the study population showed that 55.7% of the teachers were belonging to the age group less than 10 years. The frequency of major of the study population showed that about 82.4% of them were physical education teachers. The frequency of the academic level of the study population showed that about 45.5% of the teachers were in primary schools and they were equal in high school and guidance schools.

The results of the study hypotheses showed that: The result of the first hypothesis: It can be said that there was a significant association between organizational climate dimensions and job burnout with correlation coefficient 0.430 at $\alpha=0.05$ and it showed that significant relation (table-1 and table-2).

Table-1

The indices of regression analysis between the organizational climate dimensions and job burnout of the physical education teachers

Standard estimation error	Adjusted coefficient	The squared correlation coefficient R ²	Correlation coefficient R
19.151	.182	.184	.430

The result of the second hypothesis: It was observed that between organizational climate dimensions and job stress of the teachers, the correlation coefficient was 0.180 at $\alpha=0.05$ and it showed the significant relation (table-3 and table-4).

The result of the third hypothesis: It was observed that between organizational climate dimensions and job burnout of the teachers, the correlation coefficient was 0.359 at $\alpha=0.05$ and it showed the significant relation (table-5, 6).

Table-2

The results of correlation coefficient test between all dimensions of organizational climate and job burnout of the physical education teachers

Results of hypotheses	Correlation coefficient	Organizational climate dimensions
There was a negative correlation between engaged behavior of the teachers with job burnout of the teachers, it means that the increase of engaged behavior of the teachers reduced job burnout of the teachers and the hypothesis was supported.	221(*)-0/	Teachers engaged behavior
There was a positively significant association between hopeless behavior of the teachers and job burnout. It means that the increase of hopeless attitude of the teachers increased the job burnout of the teachers and the hypothesis is supported.	114(*)0/	Hopeless attitude of the teachers
There was a negatively significant association between the friendly attitude of the teachers and job burnout, it means that the increase of friendly behavior reduced job burnout of the teachers and the hypothesis is supported.	125(*)-0/	Friendly attitude of the teachers
There was a negatively significant association between supportive behavior of the managers of the school and job burnout, it means that by the increase of supportive behavior of the managers of the school reduced the job burnout of the teachers and the hypothesis is supported.	157(*)-0/	Supportive behavior of the teachers
There was a positively significant association between directive behavior of the managers of the school and job burnout of the teachers, it means that the increase of directive behavior of the school managers increased the job burnout of the teachers and the hypothesis was supported.	249(**)0/	Directive behavior of the teachers

Table-3

The regression analysis indices between the organizational climate dimensions and job stress of the physical education teachers

Standard estimation error	Adjusted coefficient	The squared correlation coefficient R ²	Correlation coefficient R
20.86	.029	.032	.180

Table-5

The regression analysis indices between job burnout of the physical education teachers and the organizational climate of the schools and

Standard estimation error	Adjusted coefficient	The squared correlation coefficient R ²	Correlation coefficient R
19.790	.126	.129	.359

Table-4

The results of correlation coefficient between all dimensions of organizational climate and job stress of the physical education teachers

Results of hypotheses	Correlation coefficient	Organizational climate dimensions
There was a negative correlation between engaged behavior of the teachers with job stress of the teachers, it means that the increase of engaged behavior of the teachers reduced job stress of the teachers and the hypothesis was supported.	-0/318(**)	Teachers engaged behavior
There was a negatively significant association between hopeless behavior of the teachers and job stress. The hypothesis is rejected.	-0/155	Hopeless attitude of the teachers
There was a negatively significant association between the friendly attitude of the teachers and job stress, it means that the increase of friendly behavior reduced job stress of the teachers and the hypothesis is supported.	-0/276(**)	Friendly attitude of the teachers
There was a negatively significant association between supportive behavior of the managers of the school and job stress, it means that by the increase of supportive behavior of the managers of the school reduced the job stress of the teachers and the hypothesis is supported.	-0/218(**)	Supportive behavior of the teachers
There was a positively significant association between directive behavior of the managers of the school and job stress of the teachers, it means that the increase of directive behavior of the school managers increased the job stress of the teachers and the hypothesis was supported.	0/249(**)	Directive behavior of the teachers

Table-6

The results of correlation coefficient between all dimensions of job burnout of the physical education teachers with organizational climate of the schools

Results of hypotheses	Correlation coefficient	Burnout dimensions
There was no significant association between Emotional Exhaustion of the teachers and organizational climate of the schools and the hypothesis four is not supported.	-0/058	Emotional Exhaustion
There was a negatively significant relation between depersonalization of physical education teachers and organizational climate of the schools, it means that the increase of depersonalization of physical education teachers decreased organizational climate of the schools and the hypothesis is supported.	-0/194(**)	Depersonalization
There was a positively significant relation between personal accomplishment of physical education teachers and organizational climate of the schools, it means that the increase of personal accomplishment of physical education teachers increased organizational climate of the schools and the hypothesis is supported.	0/348(**)	Personal Accomplishment

The result of fourth hypothesis: The results showed that linear combination of "job stress and burnout of physical education teachers" had 26.4% correlation coefficient with organizational climate of the schools and determined 7% of the variance of organizational climate of the schools (table-7).

Table-7

The regression analysis indices between the organizational climates with job burnout of the physical education teachers

Standard estimation error	Adjusted coefficient	The squared correlation coefficient R ²	Correlation coefficient R
8.19080	.055	.070	.264(a)

Table-8

The variables entering the regression equation

Level	t-value	Standard Beta coefficient	βcoefficient		Index Variable
		Beta	Standard error	B	
.000	345.943		3.643	1260.204	Constant
.001	-3.166	-.100	.053	-.162	Job burnout
.004	-2.948	-.252	.053	-.157	Total stress score

Based on standard coefficient of regression separation (Beta) in Table 8, it can be said that: There was a negative relation between organizational climate and job stress and job burnout of the teachers ($P < 0.05$).

Thus, organizational climate is a good predictor for stress and job burnout of the teachers. The regression equation of the study is as following:

$$Y = a + bx_1 + bx_2 = 1260.204 + (0/162x_1) + (.157x_2)$$

Conclusion

The results of the study showed that the relation between organizational climate dimensions and job burnout of the physical education teachers was different as there was a positively significant correlation between some of the sub-scales of organizational climate as hopeless attitude of the teachers and directive behavior of the manager and job burnout of the physical education teachers ($P < 0.05$). There was a negative correlation between engaged behavior of the teachers, friendly behavior of the teachers and supportive behavior of the manager and job burnout of physical education teachers. Based on the standard coefficient of regression separation (Beta), it can be said that among organizational climate dimensions, friendly attitude of the teachers had strong correlation with job burnout of physical education teachers compared to other dimensions. In other words, the more the friendly attitude of the teachers, the

less the job burnout of the teachers.

The results of the study of Grayson et al.²¹ showed that there was a significant relation between organizational climate dimensions and teachers burnout. They found that there was a significant relation between organizational climate dimensions in the school, the interaction between the teacher and job burnout dimensions.

The results of the study showed that the relation between organizational climate dimensions and job stress of the physical education teachers was different as there was a positively significant correlation between some of the sub-scales of organizational climate as hopeless attitude of the teachers and directive behavior of the manager and job stress of the physical education teachers. There was a negative correlation between engaged behavior of the teachers, friendly behavior of the teachers and supportive behavior of the manager and job stress of physical education teachers. Based on the standard coefficient of regression separation (Beta), it can be said that among organizational climate dimensions, friendly attitude of the teachers had strong correlation with job stress of physical education teachers compared to other dimensions of organizational climate. In other words, the more the friendly attitude of the teachers, the less the job burnout of the teachers. The more the friendly behavior of the teachers, the lower the job stress of the teachers.

Al-Mohannadi and Capel²² in a study «stress among the physical education teachers of Qatar» found that stress is not increased due to a person or environment as separately and it is created mostly by the interaction of a person with the surrounding environment. A good interaction between a person and environment doesn't create any stress and the stress is increased due to the lack of compatibility between the person and environment. They considered stressful factors of work place as unsuitable organizational climate, the lack of respect to the teachers, management style, relation with the co-workers, the lack of support from the co-workers, role conflict and role ambiguity.

The results of the present study showed that the relation between job burnout of the teachers with organizational climate of the schools was different as there was a negative correlation between emotional exhaustion, depersonalization and organizational climate of the schools but there was a positive correlation between personal accomplishment and organizational climate of the schools. Based on the standard coefficient of regression separation (Beta), it can be said that among the job burnout of the teachers, emotional exhaustion had strong negative correlation with organizational climate of the schools compared to other components. The more the emotional exhaustion of the teachers, the worse the organizational climate of the schools and the more the personal accomplishment of people, the better the organizational climate of the schools.

Dworkin¹⁸ in a study titled job burnout of the teachers and perception of democratic climate of the school found that the teachers who perceived their managers as non-directive and supportive and participated the teachers in school decisions, there was low experience of job burnout compared to those who perceived the opposite. The democratic method of the managers had great influence on lowering the job burnout level of the teachers. The organizational support of the co-workers based on its important had low influence on burnout of the teachers.

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