J. Appl. Environ. Biol. Sci., 5(7S)164-167, 2015

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ISSN: 2090-4274
Journal of Applied Environmental and Biological Sciences
www.textroad.com

Correlation between Organizational Climate and Organizational Support of Physical Education Professors of Ardabil Province

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Received: March 19, 2015
Accepted: May 2, 2015

ABSTRACT

The aim of this research is surveying the correlation between organizational climate and organizational support of physical education professors of Ardabil Province. From the point of aim the current research is an applied research and from the point of aim it is a descriptive-correlative research. In this research all physical education professors of Ardabil Province who were teaching at the universities of Ardabil at the time of study (2014) were considered as the statistical population; and due to the limited population all of them were chosen and surveyed as the research sample. Organizational climate questionnaire by Lyle Sussman and Sam Deep (1986), and organizational support questionnaire by Eisenberger et al (1986) were used as research tools. Pearson correlation coefficient was used for data analysis. Results indicate that there is a positive and significant correlation between organizational climate (clarity of goals, clarity of role, reward appreciation, accepting procedures, and effective communications) and organizational support.

KEYWORDS: Professors, Organizational Support, Organizational Climate.

INTRODUCTION

Nowadays due to the increasing competition among companies and along with paying attention to organizational changes, each organization tries to have a more effective performance; and this has attracted the attention of researches of humanities and especially industrial and organizational psychologists. Understanding the problems related to organizations results in their more effectiveness [6]. The term “climate” has been used by researches of different fields such as industrial and organizational psychology [13]. In the study of organizations, climate has a long history. In 1960, McGregor provided one of the conceptualizations of climate and defined this structure as the daily behavior of organization’s main person [12]. During 1960’s and 70’s this was discussed that focusing on levels of individual analysis on structures with organizational levels is incorrect [9]. French and Bell consider organizational culture and climate as kind of collective evaluation of an organization. Since organizational climate is a set of individual assessments and perceptions these perceptions also include training.

Increased organizational supports results in more attachment of individuals to the organizations and increased job satisfaction and ultimately they have more tend to remain at the organization and they less think of leaving their job. In fact, organizational climate affects the professors’ behavior and generally a desirable climate provides the ground for desirable organizational support which naturally results in professors’ retention at universities [8]. Perceived organizational support increases the employees’ demands and in return the organization is responsible to pay more bonuses and rewards regarding the organizational goals [10]. Also desirable job conditions increases the perceived support from the organization. Professors who experience high levels of perceived organizational support, have this feeling that they should have a role according to the appropriate behaviors and attitudes in the organization and their actions must be along with the interests of their organization; and in this way they compensate the organizational support. Universities have a significant role in formation of social ethics and generally in the whole society. Regarding the advancements and evolution happened in the educated community and needs and necessities realized in this group of community, new, advanced and complete thoughts are formed in their minds and by inspiring these thoughts the society moves toward progress. Professors have an important role; and due to creating a positive or negative climate, they play an important role among the group of university students. A professor must be an expert in his field and must be able to demonstrate increasing specialization in the related field and must have sufficient proficiency in his field [1]. Physical education professors must also be expert in 4 fields of ethics,

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education, research and behavior; and it could be said that one of the desirable features of a physical education professor is his mastery and awareness about the physical education; also moral, behavioral characteristics and even appearance of professors are some of the important features that can have an effect on university students and motivate them; thus the aim of conducting this research is surveying the correlation between organizational climate and organizational support of professors.

1. METHODOLOGY

The research method was descriptive-correlative. The research population included the physical education professors of Ardabil Province and the number was 100 individuals; due to the small statistical population, all of them participated in the research. The predictor variable was organizational climate and the criterion variable was organizational retention. At the research implementation stage, after providing introductory explanations about the measuring tools and aim of conducting the test, the answering method was fully explained to participants. Regarding the ethical considerations, after obtaining their testimonials, and providing enough information, they were assured that the received information would be only used in this research and they would be protected from all sorts of abuse. The following questionnaires were used for measuring research variables.

Organizational climate questionnaire by Lyle Sussman and Sam Deep (1986): This questionnaire includes 20 questions measuring the subscales of clarity of goals, clarity of role, reward appreciation, accepting procedures and effective communications. The answering scale was a 5-point Likert scale [2].

Organizational support questionnaire by Eisenberger et al (1986): This questionnaire includes 16 questions; and it is completed based on a 5-point Likert scale [3]. Validity of questionnaires was confirmed by professors and experts. Cronbach alpha coefficient was used for surveying the reliability of questionnaires. Cronbach alpha coefficient for organizational climate questionnaire was equal to 0.83 and for organizational support questionnaire was equal to 0.89. Also the amounts for components of organizational climate were: clarity of goals 0.78, clarity of role 0.76, reward appreciation 0.76, accepting procedures 0.82, and effective communications 0.72; which indicate desirable reliability of the measuring tools. Pearson correlation coefficient was used for data analysis. Significance level in all analyses was considered to be $p \leq 0.05$.

2. RESULTS

Kolmogorov-Smirnoff test results showed that data distribution is normal ($p \geq 0.05$). Table1 shows mean and standard deviation of research variables.

Table1.Statistical description of research variables.

Variable	Items	No. of Respondents	Mean	SD
Organizational Climate	Clarity of organizational goals	100	3.69	0.676
	Clarity of organizational role	100	2.804	0.467
	Organizational reward appreciation	100	3.534	0.353
	Accepting organizational procedures	100	3.148	0.582
	Effective organizational communications	100	3.544	0.708
	Organizational support	100	2.469	0.678

Table1 shows that the highest mean is related to the dimension of clarity of organizational goals (3.69±676) and the lowest mean is related to the dimension of organizational role (2.804±0.467); also the mean of variable of organizational support was 2.469±0.678.

Pearson correlation analysis results showed that there was a positive and significant correlation between organizational climate and organizational climate (Table 2, $p \leq 0.05$).

Table2.Correlation between organizational climate and organizational support.

Variables	Organizational Support		
	Pearson correlation coefficient	Significance level	No.
Organizational climate	**0.627	0.001	100

**p<0.01

The correlation between components of organizational climate and organizational support was surveyed. Results indicated a positive and significant correlation between components of clarity of organizational goals and organizational support (r= 0.275), clarity of role with organizational support (r= 0.404), reward appreciation and organizational support (r= 0.502), accepting organizational procedures and organizational support (r= 0.242), and effective organizational communications and organizational support (r= 0.659) ($p \leq 0.05$).

3. DISCUSSION AND CONCLUSION

The aim of conducting this research was surveying the correlation between organizational climate and organizational support of physical education professors of Ardabil Province. Results indicated a significant correlation between organizational climate and organizational support. Other results indicated a positive and significant correlation between all components of organizational climate and organizational support of participants. These findings were consistent with research results of Rasekh and Mozafari (2014), Narimani et al (2011), Piscopo B (1994), Damoon et al (2010). For example, Rasekh and Mozafari (2014) showed that there was a positive and significant correlation between organizational support, its dimensions and innovative organizational climate. Also organizational support had the positive and significant predictability of innovative organizational climate. In a research, Narimani et al (2011) concluded that when the organizational climate is appropriate, individuals do activities with more motivation; because they are working at an organization that facilitates the appropriate, dynamic, valuable and goal-oriented welcoming climate. Piscopo (1994) showed that there was a positive correlation between organizational climate and role conflict. Factors such as communication and behavior combined with trust, clarity of organizational tasks and roles, participatory decision making and understanding the value of work are some of the important factors of retention; based on this, lack of clarity of organizational role results in decreased support and formation of conflicts in different sectors. Based on the current research results, in a research Ghorbani et al (2009) showed that in this organization there was a positive and significant correlation between organizational support and effectiveness and in the overall research results this is confirmed that organizational support has a close relationship with its effectiveness and it shows that it could be used as a cognitive tool for understanding organizational support and its effects on different dimensions of organizational effectiveness. The correlation between accepting organizational procedures and organizational support was positive and significant; but compared to other dimensions of organizational climate this amount had the lowest effect; but the factor of effective organizational communications had the highest amount of correlation with organizational support. Generally, it is suggested to improve the organizational climate in order to improve the organizational support of physical education professors.

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