

The Effect of Environmental and Organizational Factors on the Productivity of Male High School Teachers in Tehran

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ABSTRACT

The main question of this research is to determine the effect of environmental and organizational factors on the productivity of physical education teachers in high schools, school principals and education officials of Tehran city. The research method is descriptive and the data is collected in field by using questionnaires in Delphi method. The sample of this research includes 100 male teachers of physical education in Tehran City, and 100 male principals of schools and 25 education officials of Tehran. The research tool was a 38-item questionnaire with 5 point likert response options from "very high" to "little" that measures the effects of environmental and organizational factors on productivity of physical education teachers. Results showed that 50.5% of teachers, 47.5% of school principals, and 44.3% of physical education officials indicated a very high effect of these factors on the productivity of physical education teachers. Further, a factorial analysis showed that the effects of various subscales of environmental and organizational measure on the productivity of physical education teachers based on priority are: accessibility of facilities, working hours per week, increase in teachers training courses, friendly and sincere work environment, intra-organizational desirable relationship, clarity of job description, management and its methods, managers familiar with human relations, no discrimination among teachers, physical conditions of work environment, passing on-the-job training courses and participation in seminars and meetings. The officials of physical education of education ministry are recommended to take extensive and comprehensive activities to inform principals and teachers on the role and place of physical education course and its teachers in improving students' abilities.

KEYWORDS: organizational factors, environmental factors, productivity, high school teachers.

INTRODUCTION

Most people are members of a group and organization; such as a university, college, sports team, a theater or music band, a religious organization, public or private media and/or a business firm. All organizations have some common characteristics. The most apparent and important common characteristics or the basis of organizations is their goal-orientation. In order to realize or conceptualize the organizational goals, a particular plan or procedure must be considered. Organization's success in fulfilling its goals and performing its social responsibilities significantly is attached to the qualification of its managers. Peter Darker, one of the most famous and prestigious researchers in management area have defined the two substructure terms of efficiency and effectiveness. Efficiency means performing in a suitable and acceptable manner while effectiveness means performing suitable and acceptable works. Productivity, in Darker's term means quality of using human and physical resources in a way that would contain the two categories of efficiency and effectiveness. (Mir Kamali, 1991).

Many economists emphasize on this point that in the technology development and improvement of industrial capacities, human forces are considered as one of the major needs of development and become subjects of attentions. Development of human resources is one of the important economic and development aspects in the world, especially in developing countries. Since 1960, human capitals have been receiving emphasize and attention and are presently recognized as one of the major factors in development.

Most often, officials, authorities, planners and experts of active human forces in organizations and the specialists show concerns on how productivity in organizations could be increased. What factors cause an increase or decrease in productivity of an institute or organizational organization? How productivity of human resources in organizations could be raised to a desirable level? What is there any relationship between productivity in state organizations and national productivity and, many such questions? However, in order to find answers to those questions, one should pay attention to the concept of productivity, or in another word, the goal of productivity in an organization.

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Productivity is an optimized use of important resources; human factors, on one hand, and the criticality of growth stage in children and young adults, or in another word, the future of this country, on the other hand give especial importance in enrichment and productivity of educational environment as students have direct contact with it. Teachers of physical education field are a part of education environment as in the path of education; those teachers pay attention to all dimensions of growth and therefore, play a special role in the realization of education's goal. Physical Education has a strong organization in facilitating social-political and cultural activities. It makes people to be more persistent, participant, effortful and stable and those functions in turn plays significant role in productivity. Thus, making investments on it would lead to lowering expenses in other sectors such as health, medicine, social corruptions control and subsequently lowering individual and social abnormalities. Therefore, ground should be prepared to improve the productivity of physical education teachers; for, propagation of physical education culture across the society should be basic and fundamental and the best start is in childhood and early adulthood and since personality, mode and attitude, or in another word, the mental structures of individuals take form in those ages; hence, teachers' function as a factor with direct impact in children and young adults' mental-psychological and personality will become greatly important. In order to realize this purpose, knowing the effective factors in productivity of physical education teachers is an effective and important ways; so by knowing those factors, the grounds for growth and improvement of this group of people become envisaged.

For this reason, undertaking an applicable research that could specify those factors become necessary. Of course, it should be noted that many scholars and researchers have already determined effective factors on human forces' productivity; however, the important point is how far those factors could be true and applicable regarding the physical education male teachers and instructors. Thus, in order to achieve it, the best way is to conduct a research for studying those factors. Therefore, in this research, the viewpoint of physical education teachers has been studied; for, they could objectively and tangibly show ways in this area and their views are important. In addition to male physical education high school teachers, the viewpoints of schools principals have also been studied because they are both in contact with teachers and students and as concerned authorities in educational environments have views of other perspectives. Furthermore, to complete the results of research, the views and opinions of education authorities have been searched due to their place in developing education laws and standards. The three viewpoints in various dimensions could specify the effective factors on productivity of male physical education teachers in an acceptable way. By making comparisons and analysis of those views and the results obtained on productivity of female physical education teachers (KhiabanchianNazila 2004) a cross review could be made in order to give best approaches in improving productivity of physical education teachers and by considering those reviews, it becomes possible to present a model in process of productivity promotion. Therefore, this research has particular necessity and importance. That is, if one could find a way for improving and increasing the productivity of physical education teachers, their performance, in turn, could be directed in a desirable and effectiveness level and subsequently, the children and young adults of this country will benefit from overall growth and improvement. This will be a factor in increasing national productivity.

From the first researches, which have been carried out in Iran, one may note a research conducted by MoshfeghArani in 1980, titled "The Effectiveness of Applying the Concepts and Principles of Educational Technology in the Efficiency of Teachers' Teaching". The research concluded that familiarity and using principles of educational technology by teachers increases the efficiency of teachers that ultimately lead to the improvement of their productivity.

Another research by Jacobson, Stanley, A. Stiles, Richard L titled "Effectiveness of Physical Education Specialists" in 1985 the effective factors in the effectiveness of physical education teachers in school were studied. The research concluded that a series of factors such as professional specialty, education, experiences and systematic planning for teachings in the course of teaching have been among the important and effective factors on the effectiveness of physical education teachers in schools. Research by Morgan Toni, A in 1993, titled "Improvement of Educational Skills and Productivity" studied the clinical psychology issues and their relationship with the educational skills. According to the results of the research, teachers' attention to psychology led to increase in their teaching skills and it could be a way in increasing and improving teachers' productivity in educational institutes. John Mclyne (1992) performed a research and concluded that salary and wages were not the only important factors for personnel. He names the characteristics of a good job for increasing productivity of employees as: the interesting nature of job, sufficient help and facilities for performing the job, sufficient information for performing the work, necessary power to do the work, suitable salary, opportunity to improve abilities, job security and receiving work results either as feedback or appreciation and thanks. Parker Jenny in 1995, titled "Viewpoint of Secondary School Teachers of Effectiveness in Physical Education" studied the viewpoints of teachers and developed essential principles in effective teaching as exercising a series of educational practices and hierarchy-based activities such as organization, management, discipline and control to be performed by teachers by aiming at students' achievements

and concluded that such measures would lead to effective teaching. HashemZadeh (1997) has compared the effective factors on promotion and lowering productivity of human forces and viewpoint of principals and teachers of boys' high schools in Ghom. He concluded that the five factors of management, education, motivation, participation and quality of life affect the productivity of human forces. MehdizadehTehrani in 1997, titled "Description of Views of Physical Education Teachers of Isfahan Schools in Connection with some of the Effective Factors in Increasing their Efficiency". The research described the effective factors in sports teachers' efficiency and improvement from their own point of view. The results of research stated that the most important factors in priority are: existence of healthy atmosphere and supportive laws construction, having suitable salary to match their hard work conditions, supply the primary life needs, respect and trust to their profession, existence of environment and free conditions for constructive critiques, existence of job attraction and higher social status of teachers in society, using services of specialized and educated teachers particularly in elementary schools, use of education aids, establishment and expansion of on-the-job training programs, development of textbooks, facilities to participate in seminars and scientific tools and suitable transportation means for going work to school, existence of rational evaluation in accordance with academic measures, to provide solution to remove weak points, constant supervision and control on education, teaching the instructors and public education for planning of educational activities of students. Ghasemi (2002) conducted a research and studied the effective factors on the productivity of human forces from the viewpoints of senior and intermediate managers of industry sector at East Azarbaijan Province. The results of the research showed the most important factors were planning, leadership, control and organization. Another research was carried out by Khiabanchian in 2004 titled "Description of Effective Factors on Productivity of Female Physical Education Teachers from the Viewpoint of Principals of Schools, Officials of Physical Education in the Education Ministry and themselves". Based on the findings of the research, there were significant differences between the views of the three groups of research subjects on the effective factors on productivity of female high school physical education teachers. The differences in views could be seen in the two sectors of personal factors and economic-social factors as the effective factors on productivity. According to DorahAtaphiaAkporehe's research (2011) besides salaries and wages, the work environment should be made more conducive for academic work. He examined the influence of work environment on teachers' productivity in Secondary schools in Nigeria.

In sum, by studying the researches, it could be concluded that each one of the researches has somehow discussed productivity or discussed management planning. All the above-mentioned researches have somehow discussed the process of productivity and relevant issues and each have viewed productivity from one aspect; however, the important point is that all those researches have been on one direction and in none of them; the neutral effects of those factors have been mentioned. The present research tries to complete those researches and consider all effective factors of environmental and organizational on the productivity of physical education male teachers and compares the results with the effective factors on productivity of female teachers and by studying them from three different viewpoints, actions could be taken to improve the productivity of physical education teachers.

RESEARCH METHODOLOGY

The research method is descriptive and the data is collected in field by using questionnaires in Delphi method. The statistical society of this research includes all male physical education teachers, school principals and physical education teachers of Tehran City and 100 principals of male schools and 25 officials of physical education of Tehran. The research tools included a questionnaire containing 38 questions, arranged based on the five-value scale of Likert, ranging from "very high" to "little" to assess the research variables in the environmental and organizational factors. The present research is descriptive research and the data has been collected in field method and by using the questionnaire in Delphi method. The statistics samples of the research consist of three groups: The statistics samples of male teachers of physical education field consisted 100 teachers; that is 18.18% of total statistics society. Statistics samples of guidance, secondary and technical high schools for boys with total number of 100 principals who were selected at random from five education departments in Tehran city.

The statistics samples of male officials of physical education department of education organization consisting the experts the nineteen districts of education department of Tehran and experts of education organization of Tehran, consisting 25 individuals.

The research variables include main variables of research and the interfering variables. The main variables of research are considered as environmental and organizational factors. To determine the reliability and validity of the measurement tools, a guide research was performed on 25 samples consisting teachers, school principals and physical education officials of district 9 of education department of Tehran by using Cronbach's alpha method that give the value of 0.873 and therefore, the reliability of the questionnaire was confirmed. To classify and analyze the data obtained from samples in the research, the descriptive and deductive statistics methods are used. The

simple and percent frequency table has been used to monitor research data. In addition, to test normalization of distribution, the mean average, average and index have been used as disperse indexes. To determine the differences in views of teachers, principals of schools and physical education officials, the unilateral variance analysis was used and to determine the significance of differences in viewpoints, the follow up tests were used. To list the priority of factors, the factorial analysis has been used and to check the suitability of the factorial analysis test, the Brattle Test has been used.

RESULT

Table 1

Study the environmental and organizational factors and their effects on productivity from the viewpoint of physical education teachers

subscales	Low		Average -		Average		High		Very high	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Physical conditions of work environment	0	0%	0	0%	4	4%	35	35%	60	60%
Accessibility of facilities	0	0%	0	0%	6	6%	35	35%	58	58%
Working hours per week	0	0%	0	0%	8	8%	55	55%	35	35%
Friendly atmosphere	0	0%	0	0%	5	5%	45	45%	51	51%
Managing and methods	0	0%	0	0%	3	3%	41	41%	54	54%
Managers' knowledge on human relations	0	0%	0	0%	4	4%	62	62%	33	33%
Non-discrimination between teachers	1	1%	0	0%	6	6%	40	40%	52	52%
Desirable inter-organizational relations	0	0%	0	0%	7	7%	63	63%	29	29%
Teachers' participation in seminar	1	1%	1	1%	8	8%	65	65%	24	24%
Passing on-the-job-educational courses	1	1%	0	0%	6	6%	45	45%	47	47%
Lucidity of job descriptions for teachers	1	1%	0	0%	6	6%	66	66%	25	25%
Increasing teachers' training courses	1	1%	2	2%	8	8%	57	57%	30	30%

By studying the environmental and organizational factors and their effects on productivity from the viewpoint of physical education teachers" and by referring to the frequencies related to the options "very high, high, fair, little and very little" it could be seen that the maximum answers of physical education teachers (50.5%) was the very high option.

Table 2

Study the environmental and organizational factors and their effects on productivity from school principals' point of view

subscales	Low		-average		Average		High		Very high	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Physical conditions of work environment	0	0%	2	2%	18	18%	49	49%	30	30%
Accessibility of facilities	0	0%	1	1%	11	11%	53	53%	34	34%
Working hours per week	0	0%	1	1%	14	14%	56	56%	28	28%
Friendly atmosphere	0	0%	1	1%	11	11%	36	36%	51	51%
Managing and methods	0	0%	0	0%	8	8%	47	47%	44	44%
Managers' knowledge on human relations	0	0%	0	0%	4	4%	44	44%	51	51%
Non-discrimination between teachers	0	0%	0	0%	11	11%	44	44%	44	44%
Desirable inter-organizational relations	0	0%	1	1%	17	17%	50	50%	31	31%
Teachers' participation in seminar	0	0%	0	0%	12	12%	50	50%	37	37%
Passing on-the-job-educational courses	0	0%	1	1%	12	12%	35	35%	51	51%
Lucidity of job descriptions for teachers	0	0%	0	0%	8	8%	68	68%	23	23%
Increasing teachers' training courses	0	0%	0	0%	5	5%	39	39%	55	55%

By studying the environmental and organizational factors and their effects on productivity from the viewpoint of school principals" and by referring to the frequencies related to the options "very high, high, fair, little and very little" it could be seen that the maximum answers of boys school principals (47.5%) was the very high option.

Table 3

Study the environmental and organizational factors and their effects on productivity from the viewpoint of physical education officials

subscales	Low		-average		Average		High		Very high	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Physical conditions of work environment	0	0%	0	0%	5	20%	12	48%	9	36%
Accessibility of facilities	0	0%	1	4%	5	20%	12	48%	8	32%
Working hours per week	0	0%	0	0%	9	36%	9	36%	8	32%
Friendly atmosphere	0	0%	0	0%	4	16%	8	32%	14	56%
Managing and methods	0	0%	0	0%	2	8%	13	52%	11	44%
Managers' knowledge on human relations	0	0%	0	0%	1	4%	15	60%	10	40%
Non-discrimination between teachers	1	4%	0	0%	5	20%	10	40%	10	40%
Desirable inter-organizational relations	0	0%	0	0%	3	12%	15	60%	8	32%
Teachers' participation in seminar	0	0%	1	4%	5	20%	12	48%	8	32%
Passing on-the-job-educational courses	0	0%	0	0%	9	36%	8	32%	9	36%
Lucidity of job descriptions for teachers	0	0%	0	0%	5	20%	10	40%	11	44%
Increasing teachers' training courses	0	0%	0	0%	7	28%	9	36%	10	40%

By studying the environmental and organizational factors and their effects on productivity from the physical education officials" and by referring to the frequencies related to the options "very high, high, fair, little and very little" it could be seen that the maximum answers of physical education officials (42.8%) was the very high option.

Table 4

Study the effects of environmental and organizational factors on productivity

subscales	Mean average	Criteria deviation	T amount	Significance level	Interpretation
Physical conditions of work environment	4.30	0.71	27.36	0.001	Positive
Accessibility of facilities	4.33	0.68	28.94	0.001	Positive
Working hours per week	4.17	0.66	26.10	0.001	Positive
Friendly atmosphere	4.41	0.67	31.64	0.001	Positive
Managing and methods	4.43	0.60	35.43	0.001	Positive
Managers' knowledge on human relations	4.37	0.56	36.65	0.001	Positive
Non-discrimination between teachers	4.34	0.73	27.64	0.001	Positive
Desirable inter-organizational relations	4.17	0.64	27.32	0.001	Positive
Teachers' participation in seminar	4.16	0.68	25.42	0.001	Positive
Passing on-the-job-educational courses	4.33	0.73	27.02	0.001	Positive
Lucidity of job descriptions for teachers	4.16	0.60	28.84	0.001	Positive
Increasing teachers' training courses	4.30	0.70	27.52	0.001	Positive

By studying "environmental and organizational factors that affect teachers' productivity" it could be said that since significant difference is observed between experimental mean average and the theoretical mean average (3) in $\alpha=0.01$ level and the experimental mean averages related to the "environmental and organizational" factors are higher than theoretical mean average, it could be stated that the effects of "environmental and organizational factors" on teachers' productivity are higher than average and show a positive situation. That is, the physical conditions of work environment, accessibility of facilities, amount of working hours, friendly atmosphere of work conditions, management and its methods, principals' awareness of human relationship, absence of discrimination among teachers, desirable inside organizational relationship, participation of teachers in seminars, passing on-the-job service educational courses, clearness of teaches job description and increase in teachers training courses are among effective factors on their productivity. This effect is significant in positive direction and it could be admitted that by increasing any of the above-mentioned factors, the productivity will be improved and by decrease in each of them, productivity reduces.

Table 5
Unilateralvariance analysis comparative study of effects of “environmental and organizational factors” on productivity with emphasize on group factor

Variable	Level	Mean average	Standard deviation	F value	Significance level
Physical conditions of work environment	Phy.Edu. teachers	* 4.56	0.57	13.44	0.01
	School principal	4.08	0.75		
	Phy.Edu. officials	4.15	0.73		
Accessibility of facilities	Phy.Edu. teachers	* 4.52	0.61	8.28	0.01
	School principal	4.21	0.67		
	Phy.Edu. officials	4.03	0.82		
Working hours per week	Phy.Edu. teachers	4.27	0.60	2.78	---
	School principal	4.12	0.67		
	Phy.Edu. officials	4.96	0.82		
Friendly atmosphere	Phy.Edu. teachers	4.46	0.59	0.39	---
	School principal	4.38	0.72		
	Phy.Edu. officials	4.38	0.75		
Managing and methods	Phy.Edu. teachers	4.52	0.56	1.97	---
	School principal	4.36	0.63		
	Phy.Edu. officials	4.34	0.62		
Managers’ knowledge on human relations	Phy.Edu. teachers	4.29	0.53	2.67	---
	School principal	4.47	0.57		
	Phy.Edu. officials	4.34	0.56		
Non-discrimination between teachers	Phy.Edu. teachers	4.43	0.70	2.54	---
	School principal	4.33	0.67		
	Phy.Edu. officials	4.07	0.97		
Desirable inter-organizational relations	Phy.Edu. teachers	4.22	0.56	0.62	---
	School principal	4.12	0.71		
	Phy.Edu. officials	4.19	0.63		
Teachers’ participation in seminar	Phy.Edu. teachers	4.11	0.66	1.56	---
	School principal	4.25	0.65		
	Phy.Edu. officials	4.03	0.82		
Passing on-the-job-educational courses	Phy.Edu. teachers	* 4.38	0.69	3.07	0.05
	School principal	4.37	0.73		
	Phy.Edu. officials	4.01	0.84		
Lucidity of job descriptions for teachers	Phy.Edu. teachers	4.16	0.62	0.17	---
	School principal	4.15	0.54		
	Phy.Edu. officials	4.23	0.76		
Increasing teachers’ training courses	Phy.Edu. teachers	4.15	0.73	7.56	0.01
	School principal	* 4.50	0.59		
	Phy.Edu. officials	4.11	0.81		

With emphasize on value of F as obtained, it could be observed that there is significant difference between the effects of physical conditions of work environment, accessibility of facilities and increase in teachers training courses in $\alpha=0.01$ level and passing the on-the-job training course in $\alpha=0.05$ level from the viewpoint of teachers, school principal and teachers training officials. Therefore, by referring to the mean averages it could be concluded that from the viewpoint of teachers, the effects of physical conditions of work environment, accessibility of facilities and passing the on-the-job –training courses on productivity were higher than other groups and from the viewpoint of principals, the effects of improvement of teachers training courses for teachers were higher than other groups.

Table 6
LSD follow up tests comparative study of effects of physical conditions of work environment on productivity with emphasize on “Group”

Difference/ Significance level	Teachers	Principals	Officials
High school teachers		0.48	0.41
Principals	0.01		0.07
officials	0.01	---	

With respect to the above table and with emphasize on values obtained, it could be stated that there is a significant difference in $\alpha=0.01$ between the effects of physical education of work environment on productivity in the viewpoints of teachers, principals and officials.

Table 7
LSD follow up tests comparative study of effects of accessibility of facilities on Productivity with emphasize on "Group"

Difference/ Significance level	Teachers	Principals	Officials
High school teachers		0.31	0.48
Principals	0.01		0.17
officials	0.01	---	

With respect to the above table and with emphasize on values obtained, it could be stated that there is a significant difference in $\alpha=0.01$ between the effects of accessibility of facilities on productivity in the viewpoints of teachers, principals and officials.

Table 8
LSD follow up tests comparative study of effects of passing on-the-job-training on productivity with emphasize on "Group"

Difference/ Significance level	Teachers	Principals	Officials
High school teachers		0.01	0.38
Principals	---		0.37
officials	0.01	0.01	

With respect to the above table and with emphasize on values obtained, it could be stated that there is a significant difference in $\alpha=0.01$ between the effects of on-the-job-training on productivity in the viewpoints of teachers, principals and officials.

Table 9
LSD follow up tests comparative study of effects of improving the teachers' training courses on productivity with emphasize on "Group"

Difference/ Significance level	Teachers	Principals	Officials
High school teachers		0.35	0.03
Principals	0.01		0.38
officials	---	0.01	

With respect to the above table and with emphasize on values obtained, it could be stated that there is a significant difference in $\alpha=0.01$ between the effects of improvement of teachers' training courses on productivity in the viewpoints of teachers, principals and officials.

DISCUSSION AND CONCLUSION

In connection with the ability to cope with problems by teachers and its effects on productivity, there is significant difference between the viewpoints of teachers and schools principals. Based on the findings of research, there are significant differences between the viewpoints of test subjects of research on the effective factors on productivity of male physical education teachers in environmental and organizational factors part, between physical conditions of work environment on productivity from the viewpoints of teachers and principals and officials. Regarding the effects of accessibility of facilities on productivity from the viewpoint of teachers and principals and officials, there are significant differences in views. There is significant difference between the amount of effects of taking on-the-job training courses on productivity between the viewpoints of teachers and officials and the officials and principals. In connection with the effects of increase in teachers' training courses on productivity, there is a significant difference between the viewpoints of teachers and officials and the officials and principals. Based on the findings of research, there was significant difference between the viewpoints of test subject groups on the effective factors on productivity of male physical education teachers in motivation factors in part of similar salary of teachers, from the viewpoints of teachers and officials. Also the environmental and organizational factors are the most important factors that affect the productivity of male physical education teachers (Table 4). This priority was not set in any of the researches in literature review. In some of researches, some other priorities are set. For example, According to DorahAtaphiaAkporehe'sresearch(2011) Besides salaries and wages, the work environment should be made more conducive for academic work.Qasemi (2002) believes the effective factors on productivity of human forces from the senior and middle managers as to be planning, leadership, control and organization. MoradAlizadeh (1998) has introduced effective factors on productivity of human forces in priority as recruiting personnel as per

their power, efficiency and merits, suitability of wages with power, work experiences and skills, suitable conduct of supervisors, suitable reward and punishment systems, job promotion situation, teaching, dealing with problems of personnel and holding joint meetings with supervisors. MehdizadehTehrani (1997) has stated the effective factors on the efficiency and improvement from the viewpoint of physical education teachers in Isfahan as: existence of a healthy and constructive atmosphere and supportive laws, having suitable salary to match hard work conditions, provision of initial life needs, trust and respect to the profession, existence of free environment and conditions for constructive criticism, job attraction and improving social prestige of teachers in the society, using specialized, professional and educated teachers, using educational equipment, establishment and expansion refreshment courses, preparation and distribution of textbooks, facilities to participate in seminars and scientific tours, suitable transportation means to go to school, existence of reasonable appraisal with scientific rules, to provide solutions to remove weak points, constant supervision and control on teaching process of teachers and public education to plan educational activities of the students. The officials of physical education of education ministry are recommended to take extensive and comprehensive activities to inform principals and teachers on the role and place of physical education course and its teachers in improving students' abilities. Also, the physical education teachers are suggested to take some actions in their schools in order to inform their colleagues and officials of schools as well as students and parents on the importance of physical education course and improve the quality of this course.

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