Predicting the job performance and job satisfaction of male teachers based on the psychological climate prevailing in the education organization

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ABSTRACT

Objective: Education is the most important social institution emerging from the context of the society and at the same time its creator and developer, and its effect on the progress of the society is quite noticeable. One of the things that can cause lack of performance and job satisfaction is the psychological atmospher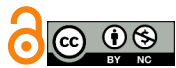e that dominates the organization. Therefore, this research aimed to predict the job performance and job satisfaction of male teachers based on the psychological climate prevailing in the education organization.

Method: The research design was descriptive and correlational. The statistical population of the research was made up of all male teachers in two districts of Tehran. Among the statistical population, 162 people were selected and studied as available sampling. In order to collect data, the psychological atmosphere, job satisfaction, and job performance measures were used. After collecting and extracting the data, the participants' scores were analysed with Pearson's correlation and linear regression model through SPSS-22.

Results: The results showed a significant relationship between the psychological atmosphere governing the organization and job satisfaction and teachers' job performance. Also, the results showed that the psychological atmosphere governing the organization can predict the teachers' job satisfaction and job performance.

Conclusion: According to the results of the present research, using teachers' opinions and suggestions and sharing the problems and problems of the organization with them in order to find a solution and correct and improve the work can be an important step in increasing the job performance and consequently the job satisfaction of the teachers.

Keywords: Job performance, job satisfaction, psychological atmosphere governing the organization and education.

1 Introduction

The Education Organization has a special place among various organizations due to its important role in our country's future. The teachers in this organization have the most important role in the education and training of students, and their work is very difficult. Due to the direct relationship with the teaching and learning process of students, they will feel more job pressure in case of academic failure and lack of motivation of students. Their mental health, *job performance*, and *job satisfaction* may be endangered (Ghasemi Behjani, Refahi, & Honarparvaran, 2017).

Spector (2000) defines job satisfaction as an attitude that shows how people feel about their jobs or different aspects. Simply put, job satisfaction is an indicator that shows the level of interest of employees towards their jobs (Spector, 2021; Spector, Chen, & O'Connell, 2000). Research has shown that employees with higher job satisfaction are in a better condition regarding physical fitness and mental strength. Job satisfaction results from factors such as the conditions of the work environment, job organizational system, relationships governing the work environment, and social and cultural factors. From an organizational point of view, a high level of job satisfaction reflects a very favorable organizational climate that leads to the attraction and retention of employees (Jenkeins & Thomlinson, 2000). Job satisfaction and job turnover are significantly related to each other (Takeshita et al., 2015). Basically, people only stay in a job that they are dissatisfied with for a short time, or if they stay in that job, they do not provide good quality and efficiency (Cortese, 2007). Cortese (2007) considers job satisfaction as a positive or pleasant emotional state resulting from a person's evaluation of his job or job experiences (Cortese, 2007).

Failure to pay attention to the issue of job satisfaction, in the long run, disrupts the organization's system and causes rebellion, reduced sense of responsibility, and, finally, leaving the service. Also, the relationship between organizational climate, employee morale, and job performance has been studied. Research findings have shown that employees have higher morale and more job performance if they have an open organizational climate, and if they have a closed organizational climate, they have lower morale and less job performance (Borda & Norman, 1997).

Performance is defined by the overall values the organization expects from individual pieces of behavior, which each individual performs during specific periods (Klimoski, Ilgen, & Borman, 2003). Researchers state that job performance can lead to productivity and organizational commitment (Yucel & Bektas, 2012). Organizational citizenship behavior increases the productivity of employees and work groups, encourages teamwork, and increases communication, cooperation, and assistance among employees. It reduces the rate of mistakes, increases the participation and involvement of employees in the organization's issues and provides a suitable atmosphere (Royle et al., 2005). Various surveys and research carried out in organizations have been done with several main goals. One of these goals is to know the effective factors in the success of organizations. By knowing these factors, it is possible to increase the efficiency and effectiveness of the organization and ultimately improve its performance (Bigdeli, Momeni, & Ghanbari Mehrniyat, 2016; Dolat Dost & Yousefi, 2014; Ghasemi Behjani, Refahi, & Honarparvaran, 2017; Ghasemzadeh & Joday Alvarolia, 2016; Lin & Lin, 2011; Spector, 2021). However, how is it that a teacher is effective and efficient in one school and performs his duties well, but the same teacher loses his effectiveness after transferring to another school? This is where it can be said that the difference between schools is wider than the physical condition, building, quantity, and quality of human and material resources. Instead, each school has its own relatively stable values, norms, and scientific methods (Sofi et al., 2018). These characteristics, which allow us to distinguish one school from another, are the psychological atmosphere that governs the organization (Gül, 2008). Byrne et al. (2005) concluded during research that work conscientiousness leads to high performance only when the psychological climate prevailing in the organization is positive (Byrne et al., 2005).

Organizational climate in the school environment refers to the relatively stable quality of the school's internal environment that teachers and students perceive and affect their behavior (Reichers & Schneider, 1990). Some believe that identifying and improving the school climate is fundamental in improving school quality. Identifying and improving the organizational atmosphere can be a useful solution for managers and education professionals to humanize the public atmosphere of the school and achieve the comprehensive quality stage (Dorani, Karamdost, & Farzan, 2011). The organization's psychological atmosphere causes the feeling of internal commitment, understanding of the environment, heart satisfaction, organizational commitment, practical commitment to tasks, motivating employees and the desire to work in the organization

(Borman et al., 2001). Also, organizational people can perform well when they precisely understand their work environment and consider their work and psychological atmosphere to be following their thoughts ((Ghasemi Behjani, Refahi, & Honarparvaran, 2017). Research shows that a stimulating psychological atmosphere, including job attachments and job performance, causes the effort of employees and then causes the effective performance of the organization (Soufi et al., 2018).

Organizational climate represents the organizational values employees feel, and it also carries messages from the organization's environment that employees develop their expectations of work behaviors based on this information (Lin & Lin, 2011). Organizational climate helps organizational members better understand the purpose and meaning of their organization or work (Banks, 2013). Creating a positive and open organizational atmosphere in schools can increase students' academic progress, school effectiveness, teachers' confidence, employee job satisfaction, and participation in decision-making (Dipaola & Tschannen-Moran, 2001). Consider the economic, social and cultural structures of the psychological atmosphere governing the organization in the socialization process and involvement of the individual with social elements and institutions. Therefore, this research attempts to answer whether the psychological atmosphere governing the education organization can predict the job satisfaction and job performance of male teachers.

2 Methods and Materials

2.1 Study design and Participant

The current research is of applied purpose type and descriptive-correlation type in terms of method. The present study's statistical population comprised all male teachers in the 2nd district of Tehran, consisting of 280 male teachers employed in the academic year 2021-2022. Sampling in this research was done in the form of available sampling. For this purpose, according to the statistical population, the sample size was calculated based on Morgan's table of 162 male teachers, and teachers with at least three years of work experience from 25 schools were selected as the sample size.

2.2 Measurements

The data collection tool was a researcher-made questionnaire.

2.2.1 Psychological climate of organizations Inventory

This questionnaire has eight subscales of independence, cohesion, trust, pressure, support, appreciation, fairness and innovation. The set of items related to these eight subscales is arranged in 40 statements. This questionnaire is based on a five-point Likert scale. I completely disagree (1 point); I disagree (2 marks), I have no opinion (3 marks), I agree (4 marks) and I completely agree (5 marks). The reverse items of this questionnaire are: 16, 18, 19, 20, 27, 33 and 34 (that is, "I completely agree" is given a score of 1 and "I completely disagree" is given a score of 5). To calculate the score of each subscale, add the score of each item related to that subscale together. The minimum score for each subscale in this questionnaire is 5 and the maximum score is 25. To calculate the total score of the questionnaire, add the score of all the items of the questionnaire together. The score range of this questionnaire will be between 40 and 200. The higher the score obtained from this questionnaire, the more appropriate the psychological space and vice versa. Previous studies declared the formal and structural validity of this questionnaire to be appropriate and calculated the reliability coefficients of this questionnaire using Cronbach's alpha method (Dolat Dost & Yousefi, 2014; Lin & Lin, 2011). Cronbach's alpha was obtained for independence component 0.76, cohesion 0.74, trust 0.80, work pressure 0.85, support 0.80, gratitude 0.79, justice 0.67 and innovation 0.70 in this study.

2.2.2 Job Satisfaction Questionnaire

This test has 47 items and is used to evaluate employees' attitudes towards their jobs. The answers are arranged in 6 degrees from completely disagree to completely agree. In this questionnaire, the scoring method is as follows: completely disagree (1 point), somewhat disagree (2 points), slightly disagree (3 points), slightly agree (4 points), somewhat agree (5 points) and completely agree (6 points). This method will be reversed in questions number 2, 4, 6, 8, 10, 12, 14, 15, 16, 44. Score between 47 and 110: Employees' satisfaction with their jobs is low. A score between 110 and 165: employees' satisfaction with their jobs is average. A score higher than 165: employees are highly satisfied with their jobs. This questionnaire has already been used by Iranians and they have reported good validity and reliability about it. For validation (validity) of the preliminary questionnaire, 32 copies of it were distributed among 32 employees of the selected schools, and then its reliability coefficient (reliability) was obtained as 0.892,

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which indicates a strong internal similarity between the questions (Bigdeli, Momeni, & Ghanbari Mehrniyat, 2016).

2.2.3 Job Performance Scale

This scale consists of 15 items that are used to measure the job performance of employees. The scoring of the questionnaire is in the form of a 4-point Likert scale, where 0, 1, 2, and 3 points are considered for the options "rarely", "sometimes", "often" and "always". The range of scores and points of each subject is between 0 and 45. The scoring of the questionnaire is in the form of a 4-point Likert scale, where 0, 1, 2, and 3 points are considered for the options "rarely", "sometimes", "often" and "always". The range of scores and points of each subject is between 0 and 45. A score between 0 and 15: the person's job performance is poor. A score between 15 and 22: the person's job performance is average. A score higher than 22: the person's job performance is strong. Iranians have reported the reliability of this questionnaire through Cronbach's alpha and 0.85 and 0.85, respectively. Also, some have reported the validity of this questionnaire by correlating it with the performance self-evaluation questionnaire at the acceptable level of P < 0.05 (Ghasemzadeh & Joday Alvarolia, 2016).

2.3 Data Analysis

The participants' scores were analysed with Pearson's correlation and linear regression model through SPSS-22.

3 Findings and Results

According to the Table 1, the mean and standard deviation of the total psychological atmosphere score is 128.64 (22.23); The lowest score is related to the gratitude subscale 12.98 (2.35); The highest score is related to support subscale 17.91 (4.26). Job satisfaction was reported with a mean and standard deviation of 16.31 (5.53), and job performance with a mean and standard deviation of 116.83 (20.97).

Table 1

Descriptive statistics indices

Statistical index	Mean	SD
Psychological atmosphere total score	128.64	22.23
Independence subscale	16.66	4.81
Coherence subscale	16.68	4.77
Trust subscale	17.58	4.70
Pressure subscale	16.70	4.21
Support subscale	17.91	4.26
Gratitude subscale	12.98	2.35
Fairness subscale	14.04	2.62
Innovation subscale	16.08	4.18
Job satisfaction	16.31	5.53
Job performance	116.83	20.79

Considering the significance of the correlation coefficient between the psychological climate governing the organization and the job satisfaction and teachers' job performance, regression is used to check the prediction of psychological climate in job satisfaction and job performance (Table 2).

Table 2

Regression results of predicting job satisfaction based on psychological climate

Model	Sum of squares	Df	Mean square	F	R	R2	R2adj	sig
Regression	230.61	1	230.61	7.83	0.216	0.047	0.041	0.000
Residual	4710.33	160	29.44					
Total	4940.94	161						

As can be seen in Table 2, the value of sig is less than 0.01, and it shows the significance of the regression model; that is, at least one of the predictor variables has a significant effect on the criterion variable.

R^2 index (coefficient of determination): This index determines how many percent of the changes in the criterion variable are explained by the predictor variables; in other words, how many percent of the

predictor variables can fit the dependent variable. In this research, the value of R^2 is equal to 0.047, which means that 4% of the psychological climate can predict job satisfaction, and the remaining 96% is related to other factors.

R^2_{adj} index (adjusted coefficient of determination): This index examines the ability to predict the dependent variable by the predictor variables in the population. In

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fact, with a little adjustment, it expands the sample to the entire population. The value of this coefficient is 0.041 in this research; in other words, the psychological climate can predict job satisfaction by 04%.

Considering the significance of the whole model, it is now necessary to check which of the coefficients is not zero, or in other words, which variable or variables have a significant effect on the model. For this purpose, the t-test is used (Table 3).

Table 3

Standard, non-standard coefficients and t-value of the variables included in the regression equation

Predictor variable	Regression coefficient		t	sig	Sig level
	Non-standard	Standard beta			
Psychological climate	0.05	0.21	2.79	0.006	0.01

As the results of the Table 3, psychological climate could predict job satisfaction at the level of 1%. This forecast is in the psychological climate with a beta coefficient of 0.21.

Also, considering the significance of the correlation coefficient between the psychological climate of the organization and the job satisfaction and job performance of the teachers, regression is used to check the prediction of the psychological climate in job satisfaction and job performance.

Table 4

Regression results of predicting job performance based on psychological climate

Model	Sum of squares	Df	Mean square	F	R	R2	R2adj	sig
Regression	7526.08	1	7526.08	19.38	0.329	0.108	0.102	0.000
Residual	62127.74	160	388.29					
Total	69653.82	161						

As can be seen in the Table 4, the value of sig is less than 0.01, and it shows the significance of the regression model; that is, at least one of the predictor variables has a significant effect on the criterion variable. In this research, the value of R^2 is equal to 0.108, meaning that 10% of psychological climate can predict job performance, and the remaining 90% is related to other factors. The value of R^2_{adj} is 0.102 in this

research; in other words, 10% of the psychological climate can predict job performance.

Considering the significance of the whole model, it is now necessary to check which of the coefficients is not zero, or in other words, which variable or variables have a significant effect on the model. For this purpose, the t-test is used (Table 5)

Table 5

Standard, non-standard coefficients and t-value of the variables included in the regression equation

Predictor variable	Regression coefficient		t	sig	Sig level
	Non-standard	Standard beta			
Psychological climate	0.30	0.32	4.40	0.001	0.01

As the Table 5 shows, psychological climate could predict job performance at the level of 1%. This prediction is in the psychological atmosphere with a beta coefficient of 0.32.

4 Discussion and Conclusion

The current research was conducted to predict male teachers' job performance and job satisfaction based on the psychological climate prevailing in the education organization. In order to test the hypotheses related to this goal, 162 teachers in Tehran were selected based on

available sampling and based on Morgan's table. After collecting and extracting the data, the participants' scores were analyzed using Pearson's correlation coefficient and multiple and multivariate linear regression analysis. The results showed a significant relationship between the psychological atmosphere governing the organization and job satisfaction and teachers' job performance. Also, the results showed that the psychological atmosphere governing the organization can predict the job satisfaction and performance of teachers. In the following, we will discuss the results in more detail. Therefore, there is a positive correlation between the total score of psychological climate with job satisfaction and job performance. Between the subscales of independence, cohesion, trust, support, appreciation, and fairness with job satisfaction and job performance, there is also a significant positive correlation at the level of 0.01.

These results were consistent with the results obtained from the many previous studies (Bigdeli, Momeni, & Ghanbari Mehrniyat, 2016; Dolat Dost & Yousefi, 2014; Ghasemi Behjani, Refahi, & Honarparvaran, 2017; Lin & Lin, 2011; Soufi et al., 2018; Takeshita et al., 2015; Yucel & Bektas, 2012).

One of the challenges of all administrators is to create an atmosphere where teachers and staff can get to know the organization, the school and its functions. Be responsible and accountable for their assigned duties and accept the consequences of their decisions and consequences. Considering the key and fundamental role that educational organizations play in educating future citizens, holding responsible and accountable the agents of education (teachers) in addition to the educational role in educating students, provides the unity and cohesion of the society. This importance will only be achieved in a humanitarian atmosphere that encourages cooperation, shared efforts and responsibility.

When teachers have a positive understanding of the atmosphere of the organization and the school, they increase their activity and effort in the school and behave in a way that encourages colleagues to work and try harder. They are less likely to leave the organization; They increase the amount of their data compared to the organization's staff; Their performance and job satisfaction increase. Policies, programs, and financial status alone do not make the organization a suitable environment for working, but what makes the organization a favorable working environment is the employees' feeling towards the working environment (i.e., the organizational atmosphere). When the dimensions

of organizational citizen behavior and organizational climate among teachers increase, an environment is created where teachers enjoy being with each other and working in school. This spirit of togetherness among groups within the school (teachers, administrators and students) increases the quality of education, job performance and job satisfaction.

In explaining this finding, it can be said that any efforts of administrators to improve the components of a supportive and supportive organizational atmosphere in schools while holding members responsible for their actions and behaviors strengthens the sense of individual accountability in teachers. It causes the emergence of organizational citizenship behaviors on their part, which in turn provide the grounds for the effectiveness of schools and job performance. The open organizational atmosphere in the school, by affecting the teachers' job attitude in a positive direction, has increased the level of teachers' morale and intimacy among teachers. It leads to cooperation, job satisfaction, and sharing the efforts of teachers with each other in doing school affairs and even personal and professional issues.

In explaining the obtained results, it should be said that according to Davis's theory, job satisfaction refers to a person's general attitude about his job, and those who have a high level of job satisfaction have a positive attitude towards their work and have a higher level of mental health. Instead, those who are dissatisfied with their work have a low level of mental health. In fact, one of the most important and perhaps the most controversial concepts, which on the one hand has focused theoretical and fundamental efforts, and on the other hand, has become very important for all levels of management and human resources of organizations, is job satisfaction. On the one hand, this importance is due to the role that this structure plays in the progress and improvement of the organization as well as the workforce's health. On the other hand, in addition to numerous and sometimes complex definitions and conceptualizations, job satisfaction has been a meeting place and a common structure of many scientific fields such as education, psychology, management, sociology, economics, and even politics. Moreover, it can be said that a favorable organizational atmosphere will cause loyalty and, strengthen cooperation between employees and impact their performance and service delivery. On the other hand, an unfavorable organizational climate will result in consequences such as working time arguing and arguing with each other, high tension and searching for another job, reduced communication with managers and lack of job satisfaction.

5 Limitations

Like any other scientific research, the current research has faced obstacles and limitations in practice. Some of these limitations include the internal and some external aspects of the problem, and financial, administrative, and executive limitations can be mentioned among these limitations. The most important limitation was using the correlation method and self-reporting tools. In this method, the discovered relationships cannot be assumed as causal relationships, and in self-reporting tools, people may need more self-regard and answer the items responsibly. In addition, the lack of control of intervening variables, such as socio-economic class, was one of the other limitations of the present study.

6 Suggestions and Applications

The results obtained from this research confirm the existence of a relationship between the psychology governing the organization and job satisfaction and teacher performance. Therefore, it is suggested that counselors and psychologists of organizations and counseling centers use the results obtained from this research in career counseling. Moreover, it is suggested that managers pay attention to the atmosphere of schools and the psychological aspect of the organization because it increases the efficiency, motivation, and performance of employees in the organization.

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Declaration of Interest

The authors of this article declared no conflict of interest.

Ethics principles

In this research, ethical standards including obtaining informed consent, ensuring privacy and confidentiality were observed.

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