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The relationship between school organizational climate and physical education teachers' burnout (Case study: Ramian-Iran)

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ABSTRACT

The purpose of this research was to study the relationship between school organizational climate and physical education teachers' burnout. The population of the study consisted of all Physical Education teachers of Ramian (Iran) ($N=37$). The sample size was considered equal to the population ($N=37$). In this study two standard questionnaires were used, Organizational Climate of School questionnaire developed by Ramazani Nezhad et al (2009) and Maslach Burnout Inventory (MBI). The reliability and validity of these two instruments were reported to be significant in different studies. The result of the present study indicates that the organizational climate of schools is related significantly with Physical Education teachers' burnout. ($r=0.384$, $P<0.01$). Therefore, it is recommended that managers create a positive organizational climate to decrease Physical Education teachers' burnout.

Key words: Organizational climate, Burnout, Ramian.

INTRODUCTION

Teachers' role is very vital in molding the future of a country and, as such, it is considered the noblest profession. Teachers are the ideals to their pupils. An educational institute should not be just confined to teaching and learning but it should be considered as a place where consciousness is aroused and illumined; soul is purified and strengthened. It is the place where the seeds of discipline, devotion and commitment are planted and fostered with deliberate efforts [1]. Given the importance of teachers in the educational process, one of the most important factors contributing to a teachers' effectiveness can be said to be school organizational climate.

Organizational climate is a major factor in the lives of educators who teach, learn, and grow professionally in schools. School climate can be a positive factor in the lives of educators or a significant roadblock to learning. Dedicated administrators who are working toward improved school climate are making conscious efforts to enhance and enrich the culture and conditions in the schools so that teachers can teach better and students can learn more [2]. School climate can be defined as the underground stream of norms, values, beliefs, traditions, and rituals that have built up over time as people work together, solve problems, and confront challenges. This set of informal expectations and values shape how people think, feel, and act in schools [3]. Gottfredson and Hollifield (1998) stated that school climate is the single most important factor in whether a school succeeds with its students. Therefore, the need to establish a positive school climate is quite obvious [4]. Research on school effectiveness supports the importance of a positive school environment, often referred to as the climate of a school, where effective teaching and learning occur. Responsibility for establishing a positive school climate begins with the principal, who provides leadership in developing and maintaining a climate conducive to learning [5].

The importance of the organizational climate to teachers' effectiveness is relevant to a high degree, since it is indicative of how well the teacher manages to realize his/her full potential. High-performance organizations tend to

make optimal use of everyone's capabilities. Thus, organizational climate definitely affects the teacher's performance in school. It will affect their motivation and dedication at work, job satisfaction and efficacy. In an organization with a high extent of humanistic relationship, collegiality, and participation, the teaching effectiveness is high, triggering a higher success of education, too [6]. Therefore organizational climate can affect teachers' attitude and behaviors. The relationship between school climate and leadership behaviors is one factor of school success that cannot be ignored. Many studies in the literature reveal that teachers have one of the most stressful occupations [7, 8]. In comparison with other professions, teachers show high level of burnout [9].

Burnout among teachers is characterized as having three dimensions: a physical dimension related to exhaustion as an external symptom, a mental distancing from didactic regular teachers activities and the perception of a reduced professional efficacy. Burnout is the final stage of prolonged and exposure to job stress and can be defined as the inability of the employee to function effectively in their job. It has been identified as a syndrome comprising three distinct elements: emotional exhaustion, depersonalization and diminished personal accomplishment [10]. There are many factors that can lead to job burnout. Sabbaghian Rad and Ghalenoei (2013) in their research found that a significant relationship was observed between leadership style of coaches and burnout among athletes [11]. Zamini et al (2011) showed that there was a significant relationship between organizational culture, and job burnout among employees [12]. Ramazani Nezhad et al (2009) in a research about physical educators' burnout found that there is negative relation between organizational climate of schools and teachers' burnout [13]. The results of Miller research (2003) with title "An Analysis of the Relationships between the perceived organizational climate and professional burnout in Libraries and Computing Centers in West Virginia Public Higher Education Institutions" showed that there is a significant relationship between positive environmental characteristics and lowered burnout indicators in both groups [14].

Attention to the physical and mental health of teachers is one of the most important tasks of school administrators. Create a friendly atmosphere and support of teachers by school administrators can decrease teachers' burnout and this practice can increase teachers' mental and physical health. Therefore the aim of this research is to investigate relationship between school organizational climate and Physical Education teachers' burnout.

MATERIALS AND METHODS

The method of this study is descriptive correlation which was performed by field approach. The population of the study consisted of all Physical Education teachers of Ramian City (Iran) (N=37). The sample size was considered equal to the population (N=37).

The Organizational Climate of School questionnaire developed by Ramazani Nezhad et al (2009) is used in this research. It includes 34 questions of 2 components. These elements are Administer' Behavior and Teacher' Behavior. Persian version of the Maslach Burnout Inventory (MBI) was used in this study. It includes 22 questions. The reliability of the questionnaires was also calculated using Cronbach alpha formula, which yielded a reliability coefficient of $\alpha=0.853$ for Organizational Climate of School questionnaire and $\alpha=0.797$ for Maslach Burnout Inventory (MBI). SPSS (Version 16) software was used to analyze the data. As to the statistical measures, descriptive statistics including frequency, percentage, mean, standard deviation and tabulations were used to describe the data. Inferential statistics including Pearson correlation formula was used to test the hypotheses.

RESULTS

After distributing the survey questionnaires, finally 34 questionnaires were returned. The research results are given in table1 – 2. The research findings are presented in two levels of descriptive and inference. The descriptive findings indicate that over half of the participants (52.9%) have less than 40 years of age. 79.4 percent of the subjects have Bachelor degrees and 70.6 percent have 15 years work experience and less than. In inference study of the data and also in studying the first hypothesis, these research findings (see table 1) indicate that the correlation coefficient between organizational climate of school and physical education teachers' burnout $r=0.384$ is significant in ($P<0.01$). In other words, there is positive relation between two variables. Also there wasn't a significant relationship between administer' behavior and physical education teachers' burnout ($r=0.304$, $P>0.01$). A significant positive correlation was also found between teacher' behavior and physical education teachers' burnout ($r=0.410$, $P<0.01$).

Table1. Correlation between organizational climate of School and physical education teachers' Burnout

Variables	Physical Education teachers' burnout		
	N	Correlation Quotient	P - Value
Administer' Behavior	34	0.304	0.081
Teacher' Behavior	34	0.410	0.016
Organizational Climate of School	34	0.384	0.025

Findings also showed that there is no significant difference in the burnout in men and women Physical Education teachers (See Table 2).

Table2. Comparison of burnout in men and women

Variable	F	Sig	t	df
Burnout	1.222	0.277	-0.516	32

DISCUSSION AND CONCLUSION

Purpose of this study was to investigate relationship between school organizational climate and Physical Education teachers' burnout in Ramian city (Iran). The result of the present study indicates that the organizational climate of schools is related significantly with Physical Education teachers' burnout.

The concept of school climate was discussed from a variety of dimensions, including climate as the personality of the school, climate as the shared values of the staff of a school, climate as the culture of a school, and climate as the environment of a school community. Common to all definitions is the underlying concept that climate is unique to each building. Individual reactions to perceptions of school climate, both individually and as part of a group, determine the significance of the climate to the organization. The school culture or climate represents the accumulated learning of a group; the ways of thinking, feeling, and perceiving the world that have made the group successful or unsuccessful. All school staff has an important role in creating a school climate, but the role of administrators is more important. The administrators can with establish a friendly and cooperative atmosphere increase teacher satisfaction. Increasing teachers' satisfaction of their job, colleagues and work environment can decrease teachers' burnout. In this regards, the following suggestions are offered:

- Administrators know the needs of Physical Education teachers.
- Physical education teachers are involved in school decisions.
- Administrators support Physical Education teachers program.

Because of the small number of teachers included in the survey, the necessary levels of differences and correlations needed for significance was extremely high. A larger sample might have yielded different results.

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