



# Effect of organizational climate upon the job performance of instructors' physical education

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## Abstract

**Purpose:** The current study was conducted to examine the effect of organizational climate on the Job Performance of Instructors' Physical Education.

**Material:** A quantitative method was employed for this purpose; a survey research design was used. There was 169 Instructors' Physical Education preferred through stratified sampling technique. A structured questionnaire was administered to collect the data. The data was analyzed using inferential statistics (linear and multiple regression).

**Results:** The results of the study indicated that organizational climate affect job satisfaction significantly. All the dimensions of organizational climate contribute to increasing the Instructors' Physical Education performance.

**Conclusions:** The current study concluded that Instructors' Physical Education not only feel comfortable in a healthy organizational climate but also increase their level of performance. The study also depicted that effective communication structure, reward system, teamwork, career development, and effective planning and decision making strategies are the valuable ingredients to enhance the performance of Instructors' Physical Education. Keeping in view the results of the current study, it is recommended that head of the institution may focus or promote supportive culture in their respective educational institutions to enhance the performance of instructors' physical education.

**Keywords:** organizational climate, job performance, instructor, physical education.

## Introduction

The ultimate development and survival of an organization depend upon the competency of the employees in today's competitive environment. The required knowledge, skills, and behavior are essential for an organization to reaching its goals. Jing et al. [1] stated that only those employees concentrate on their tasks, demonstrate creativity and committed who feel comfortable in the environment of an organization. The high expectations from the employees are linked with a suitable environment in the organization. School is like an organization in which different people having different positions working in the same conditions to achieve the desired objectives. Organization Climate (OC) is essential among all these conditions since OC includes many dimensions associated with School. According to Lazaridou and Tsolakidis [2] organizational climate refers to the environment in which employees perform their tasks in the working environment. The present study aimed to examine the effect of OC upon the JP of IPEs of KP.

*Organizational climate:* According to Ali and Patnaik [3] there are various popular subjects for research and organizational climate is one of them. Research is very useful in this field if it would be conducted in the field of education. The organization has a great role in the development of society and the well-being of the people in an organization, different people have a different role, and some have a more important role as compared to other people who are working with them. But every person has

their own particular role in the organization. So, every individual plays a vital role to run the organization. Individuals who are working in an organization can be evaluated according to their assigned responsibilities. While evaluation, several factors could be involved. Such factors involve resources, the structure of the organization, rule and regulation, reward structure, the role of the leadership, hinders whether job is satisfied or not and conflict management.

DeConick [4] states that organizational climate as members of the organization perceived it and describe its feature according to their climate. In any organization, leadership has a vital role and a leader can change the climate of an organization. Chen and Hung [5] expressed that various factors have their own role and influence the organizational climate. There are several elements in the organizational climate such as control autonomy, reward, respect, and procedure and role expectation. Such elements contribute a significant role in any organizational climate. According to De Conick [4] organizational climate plays an important role in the learning process. The congenial atmosphere has definitely in any educational environment and it could be effective in the learning process. It is the responsibility of the School manager to provide opportunities to the teachers to develop their hidden abilities. According to human resources, structure and symbolic frames have essential organizations and managers should concentrate on such frames in order to achieve organizational goals. Attkinson and Frechette [6] refer to organizational climate as a set of characteristics specific to the organization that may be

made from the organization, treatment with the employees and its atmosphere.

**Job Performance:** According to Griffin [7] the term job performance may be defined as an act of completing the given task. Oxford Dictionary [8] spells out the meaning of Performance is to carry out fulfil the task. Raza and Shah (2010) associate performance with the outcome. If the teacher achieved the desired outcome then performance would be up to the mark. According to Oguntimehin Kuewumi and Adeyemi [9] Teacher job Performance referred to as responsibilities performed by a teacher in a specific time limit in the school environment to accomplish the school objectives. According to Griffin [7] there are different indicators to measure the job performance of teachers (IPEs) include subject matter knowledge, instructional planning, and management, communication and assessment skills. The teacher role is important and crucial in the teaching-learning process. Different strategies used by a teacher while transmitting the knowledge to his students. A good teacher always uses strategies that are more suitable and fruitful for the purpose of obtained school objectives. According to Zia-Ul-Islam and Khan [10] a teacher's way of questioning, instructions, directions, explanation, and attitude towards his profession play a significant role in achieving classroom objectives. According to Balkar [11] every student has own mental capability level of understanding. Besides this, there exist individual differences among the students, so it is the responsibility of the teacher to comprehend each student so that learning objectives could be achieved. So the teacher role is not less important in school. If the teacher is equipped with the required skills then the school objective can be easy to achieve. According to Gera and Beri [12] if the teacher's satisfaction level is high then he is more committed to his profession and it might increase the performance. Theory X and Y developed by McGregor in 1960. Oguntimehin Kuewumi and Adeyemi [9] argue that according to theory X, negative characteristics cause low performance while theory Y hypothesized the positive characteristics cause high performance. According to Balkar [11] there are some reasons which cause low performance in any organization includes low salary, lack of career opportunities, and lack of reward system, poor facilities, role ambiguity and behavior of a leader. The main focus of this study is organizational climate which is one of the factors which has an effect on job performance. The following two null hypotheses are generated associated with objectives: -

**Hypotheses:** There is no significant effect of

Organizational Climate (OC) upon Job Performance (JP) of IPE; there is no significant effect of Ten (10) dimensions OC upon JP of IPEs

**Objectives:** To examine the effect of OC upon the JP of IPEs of KP, to investigate the Ten (10) dimensions of OC on the IPEs' Job Performance.

### Materials and Method

**Population and Sample:** There are 294 Instructors of Physical Education (IPEs) working in Government Higher Secondary Schools in Khyber Pakhtunkhwa was constituted population (Education Management Information system [EMIS], 13). A sample of 169 IPEs was chosen as a sample by using the Stratified probability sampling method. The strata were based on gender. Yamane [14] formula was used for the sample selection.

$$n = N / (1 + Ne^2) = 294 / (1 + 294 * 0.05^2) = 16$$

**Design:** The positivist approach was used while conducting this research. The result of the study is drawn through statistical analysis and then the conclusion was made. Additionally, the deductive approach was employed because it is based on the belief that the world is an observable phenomenon of different things processes and actions that work coherent and in a controlled way [15]. Based on the positivist approach, a Survey research design was applied. According to Kothari [16] survey research design is the process of collection of information from the sample individuals about some phenomenon by the response.

**Instrumentation:** An adapted questionnaire was used for data collection. The organizational climate scale was adapted from the instrument developed by Furnham and Goodstein [17] while Job performance scale was adapted from the tool developed by Atta [18].

**Validity and Reliability:** Validity and reliability are two important phases in instrument development. The validation of content validity was done through experts. For this purpose, content validity Ratio (CVR) was used. The accepted criteria for each statement are ranging 0.3-1 [19]. The formula is given,  $CVR = [(E - (N/2)) / (N/2)]$  E denote to relevant item and N denote to total expert.

**Statistical Analysis.** The Table 2 indicates that all the items fulfil the criteria for retaining in the final instrument. The reliability of the questionnaire is measured by using Cronbach's Alpha. The table 3 shows the reliability score of the questionnaire.

**Table 1.** Showing sample size

Respondents	Gender	Population	Percentage	Required sample
IPEs	Male	186	63%	169*63%=106
	Female	108	37%	169*37%=63
Total	-----	294	100	169

**Results**

Table 4 indicates the Correlation analysis matrix between the Ten (10) dimensions of OC and Job Performance. The table indicates that Positive correlation between the different dimensions of OC and Job Performance of IPEs. The table shows that there is a weak correlation between Role clarity and Job Performance ( $r=.316^{**}$ ), Reward and Job Performance ( $r=.322^{**}$ ) Communication and Job Performance ( $r=.322^{**}$ ) and

Conflict and Job Performance ( $r=.294^{**}$ ).

The table 5 shows the regression output regarding the effect of OC upon JP of IPEs. The table reveals that  $R^2 = .429$  indicates that 42% of the variance in IPEs job performance predicted by the organizational climate. The Beta value (.41) indicates that if there is one-unit increase in the independent variable then .41 unit increases in the dependent variable (JP). The F- value is 14.19 with  $P=.000 < .05$  which provides strong evidence to reject the

**Table 2.** Showing Content Validity Ratio (CVR)

Scale	No. of Item	CVR Score
OC	44	0.3-0.8
JP	39	0.6-0.8

**Table 3.** Showing reliability score of the instrument

Scale	No. of Item	Cronbach' Alpha Score
OC	44	.847
JP	39	.819

**Table 4.** Correlation Analysis Matrix of Organizational Climate and Job performance

	RC	Rspt	Com	Rwd	CD	PDM	Inv	TW	QS	CM	JP
RC	1										
Rspt	.567**	1									
Com	.529**	.762**	1								
Rwd	.359**	.575**	.682**	1							
CD	.376**	.356**	.535**	.570**	1						
PDM	.413**	.551**	.742**	.627**	.630**	1					
Inv	.372**	.504**	.723**	.453**	.689**	.588**	1				
TW	.497**	.513**	.688**	.530**	.655**	.536**	.708**	1			
QS	.529**	.605**	.668**	.541**	.407**	.483**	.586**	.580**	1		
CM	.492**	.560**	.595**	.499**	.259**	.183**	.210**	.378**	.391**	1	
JP	.316**	.575**	.322**	.289**	.449**	.759**	.682**	.510**	.778**	.294**	1

RC=Role Clarity, Rspt=Respect, CD=Career Development, PDM=Planning & Decision Making, Inv=Innovation, QS=Quality Service, CM=Conflict Management, JP=Job Performance

**Table 5.** Regression model regarding effect of Organizational Climate upon Job Performance

Model	R	R <sup>2</sup>	Unstandardized coefficients		Standardized	F	Sig
			B	Std. Error	Co-efficient		
Constant			3.068	.381	8.647	14.19	.000
OC	.510	.429	.390	.094	.510		.000

Dependent variable: JP

**Table 6.** Multiple Regression regarding Impact of Ten (10) dimensions of OC on the JP

Model	R	R Square	Adjusted R Square	F- value	Sig	Durbin-Watson (DW)
1	.581	.492	.317	8.67	.009	1.42

Dependent Variable: JP

**Table 7.** Co-efficient

Model	Unstandardized Coefficient		Standardized Coefficient	t	Sig	Collinearity Statistics	
	B	Std.Error	B			VIF	Tolerance
(Constant)	3.014	.653		4.616	.000		
RC	.312	.181	.612	.069	.945	.412	2.424
Respect	.278	.177	.218	1.233	.223	.245	4.077
Communication	.273	.156	.140	.257	.798	.156	6.404
Rewardssystem	.173	.102	.343	.415	.680	.404	2.474
CD	.207	.116	.113	.974	.334	.276	3.623
PlngDmaking	.369	.169	.226	1.340	.186	.165	6.070
Innovation	.282	.112	.244	.393	.696	.284	3.523
Teamwork	.188	.137	.132	-.966	.339	.329	3.036
Qservice	.380	.124	.245	.366	.716	.264	3.784
CManagment	.195	.119	.163	.530	.599	.392	2.549

null hypothesis. Thus null research hypothesis (H01) is rejected.

The table 6 indicates the impact of Ten (10) dimensions of OC on Job Performance. The table reveals that  $R^2 = .492$  indicates that 49% of the variance in IPEs job performance predicted by different dimensions of organizational climate. The F- value is 14.19 with  $P = .009 < .05$  which provides strong evidence to reject the null hypothesis. Thus second null hypothesis (H02) is rejected. The value of Durbin Watson (1.42) shows that there is no autocorrelation issue in data.

The table 7 shows the regression coefficient of predictor variables of dimensions of OC and Predicted JS. The result indicates that beta ( $\beta$ ), standardized coefficient regression of each predictor generated some degree of contribution in predicted (JS). The variation in JP associated with a given change in Role clarity ( $\beta = .612$ ), respect ( $\beta = .218$ ), Communication ( $\beta = .140$ ), reward system ( $\beta = .343$ ), Career development ( $\beta = .113$ ), Planning and Decision making ( $\beta = .226$ ), Innovation ( $\beta = .244$ ), Teamwork and support ( $\beta = .132$ ), Quality service ( $\beta = .245$ ) and Conflict Management ( $\beta = .163$ ). The table also indicates the multicollinearity statistic which is one of the basic assumptions while using multiple regression analysis. The multicollinearity issue can be detected through the Variance Inflation Factor (VIF) and Tolerance. All the values fall in an acceptable range, so there is no issue of multicollinearity in independent variables.

### Discussion

Organizational Climate is considered is one of the prime factors which directly or indirectly affect the performance of Instructors of Physical Instructors (IPEs). The basic purpose behind the study was to investigate the effect of Organizational climate upon the Job performance of IPEs working in Khyber Pakhtunkhwa. The result of the study shows that there is a significant relationship between different dimensions of OC and Job Performance. Weak correlation was found between Respect and Job Performance, Communication and Job Performance and Conflict and Job Performance. The same result was mentioned by Adeyemi [9] He found that less importance given to effective communication channels,

Reward system and role clarity in the organization. School is an organization and teachers working without any reward negatively influence the performance of IPEs. The result of the study depicts that the effect of OC on Job Performance is significant. The result of the study is in line with Balkar [11] and Salemat, Samsu and Kamalu [20]. They found that a conducive organizational climate plays a crucial role in the Performance of IPEs. The work behavior of the IPEs is improved through a supportive organizational climate. The result of the study is consistent with Jing, Avery, and Bergsteiner [1]. They found that the performance of the IPEs is improved by providing necessary resources and supportive climate since the working conditions of the organization they require physically and psychologically is presented in a proper manner.

### Conclusion

The study concluded that IPEs feel comfortable in a healthy organizational climate and cause an increase in performance. Effective communication structure, reward system, teamwork, career development, and effective planning and decision making strategies are implemented in the schools which enhance the performance of the teachers.

### Recommendations:

The result of the study shows that Organizational Climate has a significant impact on the IPEs' Job Performance. Thus, it is recommended that the Principal may create a supportive climate in the school in order to enhance the IPE performance. For this purpose, School principal may lead from the front and build teamwork in the school to achieve short and long term goals. This may increase the level of satisfaction and a sense of belongingness to the organization. Government of Elementary and Secondary Education Khyber Pakhtunkhwa may conduct a workshop to train School Heads by hiring renowned trainers and scholars.

### Conflict of interest

The authors declare that there is no conflict of interests.

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