

THE ORGANIZATIONAL CLIMATE PREVAILING IN THE FACULTIES OF PHYSICAL EDUCATION AT THE JORDANIAN UNIVERSITIES, AND ITS RELATIONSHIP TO THE OCCUPATIONAL PERFORMANCE AMONG THE FACULTY MEMBERS, AS PERCEIVED BY THEM

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Abstract

This study aimed at identifying the organizational climate prevailing in the faculties of physical education at the Jordanian universities, and its relationship to the occupational performance among the faculty members, as perceived by them. The study sample consisted of (120) faculty members and the researchers applied the descriptive, analytical method. A two-part questionnaire was employed in the first semester of the university academic year 2015/2016; one for the organizational climate and the other for the occupational performance. The results of the study showed that the responses of the sample on all the domains of the organizational climate were with a medium grade; meanwhile, the sample's responses level on the occupational performance was with a high degree. The results further showed a positive correlational relationship among all the domains of organizational climate and occupational performance, among the faculty members in faculties of physical education in the Jordanian universities, as viewed by them.

Key words: *organizational climate, occupational performance, faculty member, physical education.*

Introduction

The concept of the organizational climate first appeared in the mid-1950s of the twentieth century. Cornell was the first scholar to use this concept in his study about the climate of the educational institutions (Al-Momani, 2006). Since then, this concept is gaining the interest of many researchers, especially in the field of the organizational behavior. The efforts of these researchers headed toward clarifying the nature and dimensions of this concept, and identifying the quality of the prevailing organizational climate in the organization. The organizational climate concept reflects a number of characteristics or traits related to the internal work environment; but does not reflect the external environment with its elements and variables (Al-Moghrabi, 2007).

These qualities are characterized by a high degree of relative stability or consistency; through which one can distinguish between organizations or another; and these qualities are the outcome of the interaction between the organization and the individual properties. Furthermore, any organization climate reflects what the workers see in it, based on their own perceptions and understandings, but not necessarily reflects what is actually existing (Hamadat, 2008). The organizational climate directly affects the trends and values of the workers in the organization, and, subsequently, their behavior. The organizational climate is influenced by the quality of the human resources in the organization, because it is a median between the job requirements and the individual needs. The higher management plays a substantial role in shaping the organizational climate, through the policies and work systems it

prescribes; through the attitudes it holds; and through the philosophy it adopts (Al-Moghrabi, 2009). The climate is a single fabric idea, indivisible, quite like the human personality (Fillet and Al-Sayyid, 2005). It could be argued that the organizational climate is relative, not absolute, because of the objective reality and self-actualization interventions; and the approach to a combination between the objective and the subjective, to come out with the perceived reality (Adman, 2009). In this concern, the organizational or regulatory climate is different from the administrative climate. While the organizational climate is one of the basic determinants of the behavior, the administrative climate is one of the basic determinants of the organizational climate (Al-Bader, 2006). Nonetheless, the organizational climate does not mean the environment, as the latter is related to what is going on inside and outside the organization at large; meanwhile the organizational climate is related to what is happening inside the organization, only, at the narrow level (Al-Wazzan, 2006). Components of the organizational climate consist of a pool of the interrelated variables, which, as a whole, form the internal environment of the organization. However, the organizational factors can be summarized as follows:

Discussion

The organizational framework: is the general shape of the organization that defines its name, form, specializations, scope of work, administrative division, specializations of its worker, nature of the occupational relations between the workers, their

superintendents and subordinates, and between the different departments and their administrative relatedness with the higher and parallel organizations (Abu-Hajeeleh, 2013).

Leadership style: leadership is defined as the "process of influencing the followers", and is of different types. Dictatorial or autocratic type is the one characterized by centralization, authoritarianism, punishment, and a descending, one-way communication method. This type limits the exchange of views, thoughts, participation and creativity. On the other hand, the democratic style, or participation built on decentralization, power delegation, two-way communication, and rewards, which encourage interaction and producing innovative ideas and creativity (Al-Amyan, 2008).

Communication style: communications are the means of transmitting the ideas, orders and information among the different levels of the organizations, whether ascending, descending or at equal levels. The ascending communications are the proposals, thoughts, complaints, memos and reports reported by the supervision and medium departments' officials, issued by the higher management to the lower management levels. The communications may be written or verbal with different communication means they are passed through. As such, communications may be by post, handover, communicating by phone or fax, or even by vocal conversation through the information network (Al-Shammari, 2015).

Technology: is the use degree of the modern technological methods in the organization, which contribute in the work, and in updating them from time to time (Qabqoub, 2009).

Group work: the groups represent the base which any organizational building relies on to achieve the organizational objectives (Al-Keelani and Maqableh, 2014).

Workers sharing in decision-making: sharing in the decision-making allows the workers wide opportunities to show their views, ideas and suggestions; which may improve the work styles, decrease the conflicts and struggles, and raise the moral of the individuals and groups. The decision is the essence of the managerial process, and its basic way to achieve the objectives of the organization (Al-Wohaibi, 2014).

Incentives: is the group of tools and methods, which the organization endeavours to avail for the workers, whether material or immaterial, individual or group, and positive or negative. The aim is satisfying the human needs and desires, on one hand, and achieving the aspired effectiveness on the other; through taking into account the surrounding environmental conditions (Sara, 2014).

Nature of work: nature of work is a decisive factor in motivating (or depressing) the workers (Bin Khalifa & Faris, 2014).

Work systems and procedures: are a number of decisions, orders and permanent instructions that regulate implementing the different tasks that required from the organization (Al-Kelabi, 2012).

Internal relations: the internal relations and interactions in the organization consist of many elements such as; the relationship between the supervisors and subordinates; between the subordinates themselves; between the supervisors themselves; and the relations of all these with the highest boss of the organization, in addition to the relationship of the different departments and sections of the organization. These internal relations may be ascending or descending, positive or negative, harmonic and balance or authoritarian by the supervisors (Fillet and Al-Sayyid, 2005). As there were multiple views about the elements of the organizational climate, similarly, its dimensions and types were multiple too. The following are the most important dimensions that form the organizational climate: flexibility of the organization, concentration on achievement, training, administrative development, authority styles between management and workers, styles of punishments and rewards, occupational security, care for the promotion system, fair treatment with the workers, attention to the morale, and increasing interest in the outstanding efficiencies in the organization. (Al-Shammari, 2015; Al-Wohaibi, 2014; Sara, 2014, and Al-Kelabi, 2012).

The administrative, organizational style though, in its different stages, aimed at the improvement of the job performance and raising the level of the organizational efficacy and effectiveness. Owners of this thought explored the occupational performance from multiple intellectual standpoints and perceptions. There are many performance levels, as there are performance levels at the level of the organization as a whole; others are the administrative unit level, and still others are at the individual level of the employee (Abdel-Jawad, 2005). As a result, the views of the jurists and researchers varied about defining a single concept of the occupational performance. Al-Khalifa (2007) defined it as a "behavior that occurs as a result of a behavior". Others defined it as "what the individual carries out as a response of a certain task, whether he does it by his own or was imposed by others."

Performance is also the ability of the organization to achieve its quantitative and qualitative objectives in all the financial, administrative and technical areas. This makes it imperative for the organization to develop both its short and long-term objectives, measure, analyze and follow them up, so as to measure the organization's performance (Haddad, 2006). The occupational performance is based on many factors, such as work performance, which includes the amount of work, its quality and cost, and the time required for performing it; as well as many other factors that reflect the work performance. Performance behavior is another factor, which is present in the

employee's behavior during work, his relationships with others (supervisors, subordinates, colleagues and the public). Furthermore, the abilities and capabilities of the individual are another factor of the occupational performance, which express the personal abilities of the individual he represents, and distinguishes him from other persons; such as ability to lead, ability to accept responsibility and emotional equilibrium. Here the focus is on the suitability of the employee for the work he performs, and the extent of the abilities he owns that qualify him to occupy a higher position (Hassouneh, 2008). Performance could be divided into three levels: the individual performance, the organizational unit's performance and the institutional performance (Maher, 2003). In order to make the performance progressive and effective, it must enjoy many properties such as; ongoing success of the private sector institutions in the market; achieving the objectives of the organization in the public sector institutions; creativity and excellence in the quality of the commodities and services; achieving the customers' satisfaction; use of work teams that manage themselves automatically; establishment of clear relations between training and development, on one hand, and between the objectives of the institution, on the other; and supporting the individual learning and institutional (organizational) learning (Al-Haddad, 2007).

Several studies were performed concerning the regulatory climate and occupational performance. For instance, Al-Bader (2006), which concluded in an inverse relations between the existence of a healthy organizational climate and work pressures level. The study of Myhoobi (2007) showed a positive relationship between the inappropriate organizational climate and the psychological burnout of the (male) nurses. Abu Juma's study (2009) showed this relationship too, and that the open organizational climate is the prevalent in our secondary schools. Al-Omary, Khasawneh and Abu Teeneh's study (2009) showed that the satisfaction level of the applied vocational climate was higher than the academic university level, with differences attributed to the academic degree and experience, while no differences attributed to the gender were reported. Al-Sharman and Khlaifat (2009) conducted a study, which showed that the perceptions of the study sample members on the dimensions of the organizational climate were of a medium degree; with the highest dimension was dealing with the colleagues. Al-Nuwaiqeh' study (2011) concluded that the reality of the organizational climate in the university was medium; that the authorization and enablement are the areas of highest satisfaction as stated by the sample members; and further showed no differences according to the academic degree, experience and faculty. The study of frames, et al (2013) showed that the organizational silence interprets, to a high degree, the occupational burnout; that there was a strong, positive relationship between the organizational silence and the occupational burnout; that there is a direct,

meaningful relationship between the organizational silence, personal sag and emotional stress; and that there is no direct relationship between the organizational silence and the decline of the personal achievement in the interviewed organizations. Al-Keelani and Maqableh (2014) produced a study which showed that the role of the principals of the higher schools in improving the organizational climate was in a medium degree; that the level of the morale of the higher schools' teachers was also medium; and that there is a correlational relationship between the organizational climate and the morale. On the other hand, the study of Bin Khalifa and Faris (2014) showed a correlational relationship between the organizational structure and the job satisfaction; between the leadership and the job satisfaction; and between the communication style and the job satisfaction. Sara (2014) reported that the prevalent organizational climate in the institution is suitable for applying the total quality management (TQM) standards. Al-Wohaibi's study (2014) concluded that the most important factors that lead to the regulatory silence are: principals' fear of the feedback, lack of communication skills, absence of the higher management support, isolation, and fear from the negative reactions on any suggestions or critics that may be submitted by the employees. Finally, the study of Al-Shammari (2015) concluded that the organizational climate in the university falls within a good level; that the highest dimension is the belonging and appreciation dimension, and the least dimension is the stimulus; and that there are no differences attributed to the faculty and years of experience variables.

Study Problem

The organizational climate gains a special importance as it affects the performance of faculty members. The problem of the current study is represented by finding a relationship between the prevalent organizational climate in the faculties of physical education in the Jordanian universities, and the occupational performance of the faculty members, as perceived by them.

Study Importance

This study stems its importance from a number of factors related to both the scientific and practical sides; namely enriching the information and increasing the knowledge on this topic, which is deemed one of the vital issues in the area of the organizational behavior. The status and value of the human element inside the organizations, and the conviction that it is a strategic resource, grants excellence and entrepreneurship in any domain, proportional to the attention and care placed on it. Its importance also lies in attracting the attention of the researchers and stakeholders in the field of orienting the organization to study this subject, analyze its dimensions, and provide information and suggestions that contribute, to the benefit of the responsible people in this domain. This will be realized by activating and developing the organizational climate, which we hope it will positively reflect on their occupational performance.

Objectives

This study aims at identifying the nature of the prevailing occupational climate in the faculties of the physical education at the Jordanian universities, as perceived by the faculty members.

Questions of Study

- 1- What is the nature of the prevailing organizational climate in the faculties of physical education at the Jordanian universities, as viewed by the faculty members?
- 2- What is the level of the faculty members' occupational performance in the faculties of physical education at the Jordanian universities, as viewed by them?
- 3- Is there a correlational relationship between the prevalent occupational performances in the faculties of physical education at the Jordanian universities, as viewed by the faculty members?

Methods

The study applied the descriptive, analytic method, as it most fits the nature of the study. The study population consisted of all the faculty members of the faculties of physical education at the Jordanian universities (n=120), in the first semester of the academic year 2015/2016. The study sample also consisted of the same faculty members (n=120), out of them are (100) males and (20) females, who were chosen through the intentional manner.

Instruments

The study instrument was constructed after reviewing many previous studies, such as Ibrahim (2008), Ahmad (2008), Al-Sakran (2004), Al-Sharif (2004), Al-Omirah (2003). The researchers verified the validity of the instrument by presenting it to (10) arbitrators of the faculty members in the Hashemite University, University of Jordan and Yarmouk University, who are well known of experience and efficiency, to reassure its validity. The instrument came in its final shape with (80%) approval rate of the arbitrators. The reliability coefficient was calculated using Chronback Alpha Coefficient, which amounted (0.90).

Statistical Methods

After collecting the data, they were entered in a computer for the statistical processing, using the statistical package of the social sciences (SPSS). In addition, the descriptive statistics were employed, such as the means and standard deviations; obtaining Pearson correlation coefficient for finding the relationship between the environmental climate and occupational performance, as well as T-test, ANOVA and L.S.D. test.

Results

First question: What is the nature of the prevailing organizational climate in the faculties of physical education at the Jordanian universities, as viewed by the faculty members? To answer that, the means and standard deviations were calculated for

the fields of the environmental climate, in the light of the responses of the study sample member. Table (1) illustrates this.

Table 1. Means and Standard Deviations of the Fields of the Environmental Climate.

Field No.	Field	Mean	SD	Approval Degree
1	Communication and Contacts	3.39	1.09	Medium
2	Organization and Management	3.44	1.08	Medium
3	Students	3.45	1.12	Medium
4	Local Community and Parents	2.92	1.24	Medium
5	Cooperation	3.34	1.14	Medium
6	Work Conditions and Burdens	3.69	1.10	High
7	Administrative Laws	3.36	1.13	Medium
Overall Mean		3.36	1.13	Medium

Table (1) shows that the overall degree of the study sample responses on the questionnaire of the environmental climate was medium with a (3.36) mean. As for the order of the organizational climate, the work conditions and burdens came first with a (3.69) mean, followed by the following fields in a descending order. Students field came second with a (3.45) mean; organization and management came third with a (3.44) mean; communication and contacts was fourth with a (3.39) mean; cooperation came fifth with a (3.34) mean; administrative laws came sixth with a (3.33) mean; and finally the local community and parents came seventh and last, with a (2.92) mean. These results could be attributed to the distribution of the physical education faculties in the three regions of Jordan: southern, central and northern regions; and to the differences in the managements of these faculties. Anyway, the results of this study were in line with the study of: Mayhoubi (2007), Bu-Juma'a (2009), Alsharman&Khlaifat (2009), Al-Nuwaiah (2011), and Al-Keelani&Maqableh (2014), which showed that the prevalent organizational climate in the interviewed institutions came with a medium degree. Second question: What is the level of the faculty members' occupational performance in the faculties of physical education at the Jordanian universities, as viewed by them? For answering this question, the means and standard deviations of the items constituting the occupational performance questionnaire were calculated. Table (3) displays this. Table (2) shows that the overall degree of the responses of the study sample members on the occupational performance questionnaire was high, with a (3.78) mean. The mean ranged between (4.13) and (3.14), which means that the occupational performance level of the faculty members in the faculties of physical education at the Jordanian universities was high in the responses of the study sample members. The item stating, "Obtaining your promotion at the right time encourages you to perform your responsibilities efficiently" came with the highest mean (3.13). On the other hand, the item stating, "The communication system in your college leads to your poor occupational performance" was the lowest,

with a (3.14) mean. The researchers impute the high level of the faculty members' occupational performance, in the faculties of physical education, to the nature of their work; and to the privacy of the physical education major, which is interrelated to the scientific aspect. As lack of eagerness in this specialization reflects on their performance and subsequently, the stronger the eagerness in the specialization, the higher their performance is.

Third question: Is there a correlational relationship between the prevalent occupational performances in the faculties of physical education at the Jordanian universities, as viewed by the faculty members? For answering this question, the correlation coefficients between the fields of the organizational climate in the faculties of physical education in the Jordanian universities and the occupational performance are illustrated in table 3.

Table 2. Means and Standard Deviations of the Domains of the Environmental Climate.

N	Item	Mean	SD	Degree
1	You are sufficiently informed about the tasks and duties	3.93	1.01	High
2	Planning your work before performance	3.78	1.05	High
3	Ability to adapt in case of emergency	3.61	0.99	Medium
4	Adherence to the work time	4.12	0.99	High
5	Activity at work	3.71	1.13	high
6	I accomplish my work at the right time	3.74	1.01	High
7	Commitment and obligation to the work regulations	3.88	1.03	High
8	Willingness to accomplish the daily (routine) works	3.66	1.06	High
9	Organization of the daily works	3.70	1.07	High
10	Carrying out the orders and instructions issued by your supervisors concerning the work	3.77	1.09	High
11	Ability of creativity and development	3.64	1.15	Medium
12	The current organizational structure helps you accomplish your assignments efficiently	3.55	1.10	Medium
13	Poor interaction between you and your bosses contributes to the low level of your occupational performance	3.55	1.10	Medium
14	Lack of delegation the authorities hinders your occupational performance	3.47	1.12	Medium
15	Encouragement of your bosses motivates you to perform your work efficiently	3.98	1.11	High
16	The communication system in your college leads to your poor occupational performance	3.14	1.12	Medium
17	Use of modern technologies in your work leads to an increase in your occupational performance	3.95	1.01	High
18	Teamwork spirit helps you raise your work effort	4.06	1.01	High
19	Sharing in the decision-making increases your interest and enthusiasm to work	3.99	1.12	High
20	The incentives program and rewards system motivate you to increase your occupational performance	4.00	1.10	High
21	Obtaining your promotion at the right time encourages you to perform your responsibilities efficiently	4.13	1.13	High
Total		3.78	1.08	high

Table 2. Array of the Correlation Coefficients between the organizational Climate and the Occupational Performance.

Variables	Communication and Contacts	Organization and Management	Students	Local Community and Parents	cooperation	Work Conditions and Burdens	Administrative Laws	Occupational Performance
Communication and Contacts	————							
Organization and Management	*0.71	————						
Students	*0.73	*0.52	————					
Local Community and Parents	*0.45	*0.52	*0.60	————				
Cooperation	*0.62	*0.65	*0.69	*0.58	————			
Work Conditions and Burdens	*0.59	*0.65	*0.52	*0.45	*0.64	————		
Administrative Laws	*0.57	*0.61	*0.61	*0.58	*0.74	*0.69	————	
Occupational Performance	*0.46	*0.53	*0.49	*0.36	*0.49	*0.66	*0.51	————

Table (3) shows that there is a positive correlational relationship between all the dimensions of the organizational climate: (communication and contacts, organization and

management, students, local community and parents, cooperation, work conditions and burdens, and administrative laws), on one hand, and occupational performance in the faculties of

physical education in the Jordanian universities, as perceived by the faculty members, on the other. This relationship between the organizational climate, prevalent in the faculties of physical education and the occupational performance, is connected with the belief of the faculty members in the need for work through the teamwork spirit, group work, and liking the place, which reflect on their performance. This result is in agreement with the study of Mayhoubi (2007), which showed a positive relationship between the organizational climate and the psychological burnout. The study is further in line with the studies of Bu-Juma'a (2009), Saher (2013) and Al-Keelani & Maqableh (2014), which concluded in the existence of a relationship between the organizational climate and the organizational silence.

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Conclusion

In the light of the results of the current study, the researchers made the following recommendation:

- Activating the democratic aspect in applying the regulations and laws inside the faculties of physical education at the Jordanian universities, in a manner that does not affect the educational, learning process.
- Encouraging the faculty members to use the internet in their lectures and communications with the students and colleagues.
- Carrying out more studies on the organizational climate and its relationship with the students' achievement.

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ORGANIZACIJSKA KLIMA KOJA PREVLAĐAVA NA FAKULTETIMA TJELESNOG ODGOJA NA JORDANSKIM SVEUČILIŠTIMA I NJEN ODNOS SA OKUPACIJSKOM IZVEDBOM MEĐU ČLANOVIMA FAKULTETA, PREMA NJIMA

Sažetak

Ovo istraživanje je usmjereno na identifikaciju organizacijske klime koja prevladava na fakultetima tjelesnog odgoja na jordanski sveučilištima, te njen odnos prema uspješnosti rada među članovima fakulteta, prema njima. Uzorak se sastojao od članova (120) i fakulteta na koje su istraživači primijenili opisnu, analitičku metodu. Upitnik od dva dijela korišten je u prvom semestru na sveučilištu akademske 2015/2016 godine; jedan za organizacijske klime i drugi za profesionalne izvedbe. Rezultati istraživanja pokazali su da su odgovori uzorka na svim područjima organizacijske klime imali srednju ocjenu; u međuvremenu, odgovori uzorka su pokazali da je okupacijska izvedba imala visoki stupanj. Rezultati su nadalje pokazali pozitivnu korelacijsku povezanost među svim domenama organizacijske klime i profesionalne izvedbe, među profesorima na fakultetima tjelesnog odgoja u jordanskim sveučilištima, prema njima.

Ključne riječi: organizacijske klime, okupacijska izvedba članova fakulteta, fakulteti za tjelesnu kulturu.

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