Research Article

Relationship between Power Resources of Principals and Organizational Climate of Public Schools in Academic Levels in City of Baneh, From the Perspective of Teachers

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ABSTRACT

The aim of this study is to investigate the relation between resources of power used by principals and organizational climate from teachers' point of view in boys' and girls' public primary, guidance and high schools in Baneh city in 2009-10. This research is functional and has been done with descriptive of cooperative type. The participants of this study were 735 that were selected through stratified random sampling method. Questionnaires of power resources and organizational climate were provided to teachers. Validity of the questionnaires were confirmed by adviser and supervisor. Reliability of resources of power questionnaire was a= 0.83 and for organizational climate was a= 0.71. Analysis of data was done with one way variance analysis and Pearson correlation, following results were obtained:
- There was a negative correlation between coercive power and open climate, but a positive correlation between coercive power and closed climate.
- There was a positive correlation between expert and referent powers and open climate, but a negative correlation between expert power and closed climate.
- The relationship between teacher perceptions of organizational climate and their level of education in open climate was approved, but rejected in closed climate.
- The relationship between teacher perceptions of organizational climate and their teaching experience in open climate was approved, but rejected in closed climate.
- Negative correlation between the coercive power and the atmosphere was positively correlated with closed environments.
- A positive correlation between the strength of expertise and authority with the atmosphere and the atmosphere there is a negative correlation closed.
- The relationship between organizational climate and teachers' perceptions of their academic level after confirmation of the atmosphere and climate package is rejected.
- The relationship between organizational climate and teachers' perceptions of their teaching experience after approval of the atmosphere and climate package is rejected.

Keywords: Power Resource Of Principals, Organizational Climate Of Schools, Educational Management

INTRODUCTION

The importance of management in organizations since their establishment is well evident and clear due to the complexity of tasks and achievement to maximum efficiency and productivity and organizational managers are the most important element for an effective and successful

organization, on the other hand members of the organization can be effective in achieving organizational goals by following the behavior of managers and how to control and monitor their activities as well as employee – manager relations.

In this regard, Stoner et al., believe that organizational success in achieving their objectives largely depends managers. If managers do their job well, the organization reaches its goals and the country will be prosperous and developed. Planning, organizing, leading and controlling are the management tasks and there is consensus among experts in this context [1]. "To realize these principles, managers are compelled to know the principles of power in organizations and how to influence in employees that is why manager power is extremely important in today's organizations and almost all books on the management of organizations have assigned a topic to power [2]."To succeed in tasks, principal requires to have sufficient knowledge about the climate in his school and recognize the gap between favorable and the current climate and do measures to reduce the gap and select the climate proper for the environmental conditions. One of the tools that can help principal create a favorable climate is the use of his power" [3]. So, principal should know the consequences of using each power source in creating organizational climate and to establish the favorable climate, to use a power which has a more positive correlation with it and avoid using a power which has a negative correlation with it or use it less [4]. As Hersey and Blanchard argue that with use of power, a manager can do his most basic task i.e. coordinating and leading individuals within an organization to achieve the organizational objectives. Accordingly, a manager can rely on his power to influence others and force them to something about themselves or about others... In this regard, two researchers named "French and Raven" introduced five sources of powers that are coercive power, reward power, expert power, legitimate power and referent power [5].

Aside from the different definitions of organizational climate, employees' behavior in schools suggest that in a school teachers are comfortable with each other and have mutual relationships and overall seem well-qualified and competent, so that they attract the confidence of observers. In another school, tension prevails which reflects can clearly be seen in the behavior and speech of teachers, their relationships with each other and with school principal and the students. In a school, principal masters the situation with authority and relations within the school is very formal and serious, and in contrast, in another school we can see that neglecting school basic tasks, relations between principal and deputy with teachers and students is very intimate and informal. The differences that determine the school psychosocial environment are related to the organizational climate of the school [6].

Climate is as part of the organizational processes that leads to successful performance of the systems. Similarly, it is considered in the school system as well as the classroom. And this suggests that organizational climate is not only related to external appearance of the organizations, but also it is deeper than it, and is one of the components of the internal structure of the school organization. School climate is in fact a process, it is a structure of values and norms that can direct teachers and students on the path to successful teaching and learning and increases the efficiency of the organizational structure of the school [7].

Kounani (1995) examined organizational climate of primary schools in Kuhdasht and based on survey results, 25 percent of girl and boy primary schools have an open climate, 45 percent controlled climate and 30 percent have close climate and it shows that the relative distribution of organizational climate in girls and boys schools is not the same and there is no significant

relationship between male and female teachers and between types of organizational climate. Also there is no significant relationship between the level of education and gender with three types of organizational climate (open, controlled, close) there is no significant relationship between the history of teachers and types of organizational climate [8].

Purian (1997) also examined the relationship between principals use of a variety of power and the organizational climate in schools among the government boys' primary school in district 7 of Tehran and the results show that there is no significant correlation between principal use of legitimate power and organizational climate of school, but there is a significant correlation between principals' use of referent, expert and coercive power and organizational climate. Also, there is a direct positive correlation between the use of reward power and organizational climate of school [9]. Taheri (1998) in his study titled "Power resources used by principals and its relationship with organizational climate in boy high schools of Tehran from the perspective of teachers" achieved the following results:

1. There is no significant difference between teachers with different work experience and organizational climate.

2. There is no significant difference between teachers with different academic degree and organizational climate [10].

Moazzami (2001) examined the relationship between organizational climate and participation in school decisions (from the viewpoints of teachers of high schools in district 8 Tehran) and concluded that teachers' participation in decision-making in high schools with open organizational climate is more than the participation of teachers in high school with close organizational climate and girls' high school organizational climate is more open compared to male high schools and also the participation of female teachers in decision-making is more than the participation of male teachers [11]. Hassan Haji Abadi (2001)

studied the relationship between the use of power by the principal and organizational climate in Mashhad high schools [12]. In this study, the following results were obtained:

1. There is a positive correlation between power based on expertise and reference of principals and organizational climate in Mashhad high schools.

2. There is a relationship between power based on reward and organizational climate of schools and it can be concluded that the more the managers use reward-based power, their organizational climate will be more open.

3. There is an inverse significant relationship between power based on coercion and organizational climate of schools.

4. There is no significant relationship between legitimate power of principals and organizational climate.

Hemmati (2002) examined the relationship between organizational climate and job satisfaction of teachers in girl high schools in Tehran and concluded that there is a positive correlation between organizational climate and job satisfaction [13].

In a study by Safari (2003) which overall goal was to determine the relationship between power sources used by principals and schools' organizational climate, the following results were obtained:

1. There is no significant relationship between legitimate power of principals and organizational climate in schools at 99% confidence level.

2. There is a significant relationship between the reward, coercive, expert, and referent power in principals and organizational climate in schools at 99% confidence level [14].

Malekzade Aqbash (2007) by examining the relationship between organizational climate and effectiveness of schools in state girl high schools in Tehran from the perspective of teachers refers to the following conclusions:

1.
here is a relationship between organizational climate and effectiveness of school and if schools have an open organizational climate, they are more effective and if organizational climate is closed, schools are less effectiveness.

2.
here is no significant relationship between the level of education in teachers and their perception of current climate.

3.
here is a significant relationship between teachers' work experience and their perception of the current climate [15].

Torabiyan (2007) in examining the relationship between power sources used by principals and organizational climate in girls' state high school in Kerman from the perspective of teachers, concludes that there is a relationship between the principals' use of legitimate power, reward power, expert power and referent (personal) power and school organizational climate and it can be said that the more the principal uses the power sources, their organizational climate will be more open, but there is no relationship between principals' use of coercive power and organizational climate of school. There is also a positive relationship between level of education of teachers and their perceptions of current climate, but there is no significant relationship between teaching experience of teachers and their perception of the current climate [8].

In 2003, a research by was conducted by Tan and Chong in the National University of Singapore entitled "power distance in the structure of organizations in Singapore (implied study for project managers)". The results showed that to change the perception of employees from the power, the evaluation system should have a relative stability and the organizational hierarchy should be short and level and being employee-centered in project management help improving organizational climate [16].

In a study by Francisco Javier, et al, (2004) aiming to investigate the relationship between organizational climate and supporting new ideas, acknowledges this that the organizational climate is a very important variable for innovation and supporting new ideas. Innovation must be initiated by management and top managers should conduct organizational climate so that makes each employee comes up with innovations in his position and help organization in creating new ideas to promote the organization. Internal reward system can also be used as a tool to motivate people and a variety of incentives encourage people to create innovation [9].

Another study by Bakir Arabaci (2010) at the Faculty of Education Sciences, University of Firat, Turkey showed that teaching staff have a better (more positive) understanding than the administrative staff regarding the organizational climate. Similarly, women employees and those who were older had better (more positive) understanding than male employees and those who are younger regarding the organizational climate. The study showed that variables such as marital status, work experience, supervisor or subordinate had no significant relation with organizational climate [4].

Managers should note that power is meaningful in relation to other members of the organization, so one should consider the effect of using it on organizational climate and recognize that what kind of acts can help them to achieve organizational goals. What kind of power can create an intimate and open climate at school or at least not lead the school climate to a close climate.

So we can say that power used by the principals has a direct relationship with leadership style and the way a teacher correlates with the principals and it is also very effective in interaction of teachers with students and class climate and effectiveness of teaching and - learning process. Therefore, the use of proper power to create a favorable organizational climate is important and

effective. Baneh school principals, due to lack of experience and expertise as well as the condition governing the work of management, may have not enough knowledge with the application of a variety of power sources and their impact on organizational climate in schools. This study is a useful and effective step to improve and develop management knowledge and awareness to school principals and will be a context for applying proper power for school and teachers and create a favorable climate which leads to increased efficiency in the education system. Accordingly, school principals need to be familiar with the principles of power and its impact on organizational climate of their schools.

But what is important, is that the results of none of these research and studies in the literature review is the answer for the research question. The study seeks to examine the relationship between each of the power sources and the organizational climate to find out what the impact of power used by principals on their school organizational climate.

MATERIAL & METHODS

In terms of objective the research is applied and from the perspective of performance is a descriptive study of correlative type.

All teachers in boys' and girls' primary, secondary and high school in Baneh made up our research population who were 735 and were included in three academic levels, primary, secondary and high school using stratified random sampling and in both girls' and boys' schools. The sample size in this study, according to Morgan Krejcie table, were 165 in a total of girls and boys primary school and 159 in girls and boys secondary schools and 123 in girls' and boys' high schools.

1. The questionnaire of power resources contains 20 questions and every 4 questions measure one power source (legitimate power, reward power, coercive power, expert power and referent power). This questionnaire was

used based on the questionnaire of principals' power type measurement by Torabiyan (2007), which was used by the researcher after making some changes. First part of the questionnaire contains questions related to sample characteristics including gender, education level and teaching experience.

2. Organizational climate questionnaire is prepared based on the organizational climate questionnaire by Halpyn and Kraft (1963). The questionnaire is normalized in a survey conducted by Doshmanziare in 1995 that at 99% confidence level, the items of this questionnaire cover the concepts in organizational climate. This questionnaire contain eight dimensions of teacher and principal behavior such as: team spirit, apathy and lack of job commitment, intimacy of teachers, consideration, separation, influence and dynamism, emphasis on production and disturbance and includes 40 questions and has a 4-point Likert scale that has never, sometimes, often or always items, and 1, 2, 3 and 4 are awarded when scoring each of the options. In this method, perception of the climate, i.e. closed and open climate that group spirit, consideration, intimacy, influence and dynamics are related to the open climate, but apathy, separation, emphasis on production and disturbance are related to closed climate. To analyze the obtained data, descriptive and inferential statistical methods were used. To describe the basic information related to gender, education level and teaching experience, the table of frequency distribution, percentage and bar graph were used and to determine the status of the organizational climate and managers' power resources based on variables and groups, tables of mean, standard deviation and minimum and maximum amount of variable were used.

To test the research hypothesis, inferential statistics such as ANOVA, t-test between two

independent groups and Pearson correlation coefficient were used.

To ensure the face validity of the questionnaire, the researcher should study the documents and background and prepare a questionnaire and respected supervisors and advisors should examine the text of the questionnaire and confirm its face (content) validity after changes in a number of questions. To determine the reliability of the questionnaire, Cronbach's alpha coefficient estimation was used and for this purpose, using the SPSS statistical software Cronbach's alpha

coefficient was 0.83 and organizational climate questionnaire alpha reliability coefficients was 0.71 which show good condition.

RESULTS

First hypothesis: "There is a significant relationship between power sources used by principals and organizational climate in schools."

The results of Pearson correlation coefficient test between power sources used by principals and school organizational climate are reported in Table 1:

Table 1: Results of Pearson correlation coefficient test between power sources used by principals and school organizational climate

Sources	Changes	Legitimate power	Reward power	Coercive power or force	Expert power	Referent power	Close climate	Open climate
Legitimate power	Correlation coefficient	1	0.278 (**)	0.333 (**)	0.192 (**)	.018	.063	.027
	Significance level		.000	.000	.000	.711	.184	.575
	Number	439	439	439	439	439	439	439
Reward power	Correlation coefficient	0.278 (**)	1	150 (**)	0.400 (**)	0.422 (**)	-0.045	.054
	Significance level	.000		.002	.000	.000	.342	.263
	Number	439	439	4 39	439	439	439	439
Coercive power or force	Correlation coefficient	0.333 (**)	150 (**)	1	-0.035	-0.134 (**)	0.177 (**)	-0.145 (**)
	Significance level	.000	.002		.468	.005	.000	.002
	Number	439	439	439	439	439	439	439
Expert power	Correlation coefficient	0.192 (**)	0.400 (**)	-0.035	1	0.711 (**)	-0.145 (**)	0.276 (**)
	Significance level	.000	.000	.468		.000	.002	.000
	Number	439	439	439	439	439	439	439
Referent power	Correlation coefficient	.018	0.422 (**)	-0.134 (**)	0.711 (**)	1	-0.203 (**)	0.290 (**)
	Significance level	.711	.000	.005	.000		.000	.000
	Number	439	439	439	439	439	439	439

As can be seen from the table, correlation coefficient between the coercive power or force with open and close climate is -0.145 and +0.177, respectively that depending on their significance level which is 0.002 and 0.00, respectively (P≤ 0.01). As a result, we can say that there is a negative inverse correlation between the coercive power and open climate. But a direct positive

relationship exists between coercive power or force and closed climate. Correlation coefficient obtained between expert power and the open and close climate is -0.145 and +0.276 that due to the significance level, they are 0.00 and 0.002, respectively, it can be said that there is a positive and direct correlation between the expert power and open climate, but a negative inverse

correlation between expert power and close climate. Correlation coefficient between the referent power and open and close climate is +0.290 and -0.203, respectively that due to the significance level is 0.00 for each (P≤ 0.01). As a result, we can say that there is a positive direct relationship between referent power and open climate, but a negative inverse relationship between the referent power and close climate. According to data obtained from the table of correlation coefficients, there is no correlation between legitimate power and reward power with

each of the open and close climates due to their significance level (P≤ 0.01).

Second hypothesis: "There is no difference between teachers' perceptions of current climate based on education level."

Result of one way analysis of variance for perception of teachers with different degree from organizational climate is reported in Table Two:

Table 2: Results of one-way analysis of variance between organizational climate perceived by teachers in terms of degree of education

Source of change	Indicators	Sum of squares	Mean of square	Obtained F	Degrees of freedom	P significance level
Team spirit	Intergroup	345.996	115.332	17.037	3	.000
	Intragroup	2944.688	6.769		435	
	Total	3290.683			438	
Intimacy	Intergroup	56.474	18.825	2.476	3	.061
	Intragroup	3307.808	7.604		435	
	Total	3364.282			438	
Consideration	Intergroup	204.163	68.054	7.097	3	.000
	Intragroup	4171.336	9.589		435	
	Total	4375.499			438	
Influence and dynamics	Intergroup	176.263	58.754	6.521	3	.000
	Intragroup	3919.605	9.011		435	
	Total	4095.868			438	
Open climate	Intergroup	2849.110	949.703	12.378	3	.000
	Intragroup	33374.826	76.724		435	
	Total	36223.936			438	
Apathy and lack of job commitment	Intergroup	71.512	23.837	4.082	3	.007
	Intragroup	2540.415	5.840		435	
	Total	2611.927			438	
Separation	Intergroup	18.312	6.104	.949	3	.417
	Intragroup	2797.993	6.432		435	
	Total	2816.305			438	
Emphasis on production	Intergroup	5.854	1.951	.349	3	.790
	Intragroup	2432.879	5.593		435	

	Total	2438.733			438	
Disturbance	Intergroup	16.607	5.536	.834	3	.476
	Intragroup	2888.208	6.640		435	
	Total	2904.815			438	
Close climate	Intergroup	193.059	64.353	1.092	3	.352
	Intragroup	25629.688	58.919		435	
	Total	25822.747			438	

As can be seen from Table, F obtained for teachers' perceptions of organizational climate in terms of education level in both open and close climate is 12.378 and 1.092, respectively. Due to the significance indices which is 0.000 and 0.352 respectively (0.05P≤), a significant difference exists between teachers 'perceptions of open climate in terms of teachers' level of education and no significant difference with close climate, so we can say there is a difference between teachers' perceptions of the open atmosphere in terms of degree of education and the hypothesis is confirmed in open climate and rejected for close climate.

Third hypothesis: "A difference exists between teachers' perceptions of current climate and in terms of teaching experience."

One way ANOVA test results of teachers'-with different backgrounds- perception of organizational climate is reported in Table 3:

Table 3: Results of one-way analysis of variance between organizational climate perceived by teachers based on different teaching experience

Source of change	Indicators	Sum of squares	Mean of squares	Obtained F	Degrees of freedom	P Significance level
Team spirit	Intergroup	98.563	32.854	4.477	3	.004
	Intragroup	3192.120	7.338		435	
	Total	3290.683			438	
Intimacy	Intergroup	31.908	10.636	1.388	3	.246
	Intragroup	3332.374	7.661		435	
	Total	3364.282			438	
Consideration	Intergroup	60.683	20.228	2.039	3	.108
	Intragroup	4314.816	9.919		435	
	Total	4375.499			438	
Influence and dynamics	Intergroup	78.204	26.068	2.822	3	.039
	Intragroup	4017.664	9.236		435	
	Total	4095.868			438	
Open space	Intergroup	926.270	308.757	3.805	3	.010
	Intragroup	35297.666	81.144		435	
	Total	36223.936			438	
Apathy and lack of job commitment	Intergroup	36.253	12.084	2.041	3	.107
	Intragroup	2575.674	5.921		435	
	Total	2611.927			438	

Separation	Intergroup	11.022	3.674	.570	3	.635
	Intragroup	2805.283	6.449		435	
	Total	2816.305			438	
Emphasis on production	Intergroup	5.900	1.967	.352	3	.788
	Intragroup	2432.834	5.593		435	
	Total	2438.733			438	
Disturbance	Intergroup	17.337	5.779	.871	3	.456
	Intragroup	2887.478	6.638		435	
	Total	2904.815			438	
Close climate	Intergroup	111.636	37.212	.630	3	.596
	Intragroup	25711.112	59.106		435	
	Total	25822.747			438	

As can be seen from Table, F obtained for teachers' perceptions of organizational climate based on the teaching experience in both open and close climates is 3.805 and 0.630, respectively that given their significance indicators which are 0.01 and 0.596, respectively (P≤ 0.05), it can be said that there is a significant difference between teachers' perceptions of open climate and their teaching experience and no difference in relation to teachers' perceptions of close climate and their teaching experience, the research hypothesis in open climate is confirmed and in close climate is rejected.

DISCUSSION

In first hypothesis, according to the results of the Pearson correlation coefficient based on table 1 with a confidence level of 99 percent, it can be concluded that from the perspective of teachers, there is a negative inverse correlation between the coercive power or force and open climate and direct positive correlation with close climate, and it can be concluded that the more the principals use coercive power, their school environment will be directed from open climate to close one and shows that the components of close environments (apathy, emphasis on production, disturbance and exclusion, separation) increase when principals use the coercive power and the closed climate is formed.

There is also a direct positive correlation between expert power and referent power with the open climate but a negative inverse correlation with closed climate. It can be said that the more the principals use expert and referent power, their

school climate will be directed from the close to open climate.

In this regard, pointing out that the knowledge of how to apply power and the efficient use of power can cause two different behaviors in a way that is compatible with the needs of the organization and employees and provides open and joyful climate, similarly, the school improvement is a function of school openness of climate and the effectiveness of management and its supervision. Or it is applied in a way that is incompatible with the spirit and needs of employees and their behavior causing the perception of staff towards school be changed to close climate.

In the second hypothesis, according to the results of Table 2, it can be concluded that the higher the level of teachers' education, they perceive school climate more open and the hypothesis is confirmed, but there is no difference between perception of close climate and educational level of teachers and the hypothesis is rejected for this variable.

In interpreting the results of this hypothesis, it can be said that having high education leads to increased group spirit, intimacy and influence and more self-confidence and will have a better position than other colleagues and so they are more considered and have greater influence in decision-making of principals, and on the other hand, principal behavior with teachers with high education level is desirable and appropriate to their status.

In third hypothesis, according to the results of Table 3, it is shown that there is a difference between teachers' perceptions of the open climate and their teaching experience and the hypothesis is confirmed and it is concluded the higher the teachers' teaching experience, they understand school climate more openly, but there is no difference between teachers' perceptions of close climate based on their teaching experience and the research hypothesis for this variable is not confirmed. Interpreting the results of this hypothesis, it can be said that the higher teachers' teaching experience is, their perception of school climate and organization environmental conditions is closer to reality and they understand the school climate as it is, not as it ought to be. Therefore, they will have a better perception to school climate and they consider it open.

The reasons for non-compliance with previous research is that the present study is conducted between the two types of schools based on gender and in different academic courses and in terms of population and social and cultural conditions, Baneh is different from above studies.

SUGGESTIONS

Given the results of research and noting that the coercive power leads school climate to be closed, it is expected that educational managers use appropriate power resources for employees.

1. Given that there is a relationship between organizational climate and power resources used by principals, educational managers are recommended to use appropriate power resources

compatible with the school and staff and lead school organizational climate to an open climate and cause productivity in the educational system.

2. According to the research findings about attitudes and perceptions of teachers towards school and students and relationship between principal - teachers and teachers with each other... it is recommended that principals in Bane city to be sensitive to teachers' perceptions of these cases and by creating a suitable climate, can provide a lively and fresh environment to achieve the objectives of their school.

3. Based on the positive relationship between expert power and open climate, and noting that the use of expert power leads school climate to open climate, principals of education system in Baneh are recommended to provide a mechanism that in selection and assignment of principals not only emphasize on the taste and personal relationships and considering their interests and others, but also apply having experience and expertise in the field of educational management so while honoring the principals' position in progressing school's goals, we witness a promotion in educational indicators of education system.

4. Hold management training workshops for educational principals to provide opportunities to exchange ideas and experiences between principals and be familiar with non-tangible aspects such as organizational climate, organizational culture and unofficial organization.

5. With regard to the relationship between open organizational climate and level of education and history of teaching, educational principals should try to direct school climate from close to open climate due to the growth of teachers.

6. With regard to the relationship between referent power and open climate, it is suggested for the formation of the open climate in the schools, managers are required to do their duties well and with hard work and supporting behavior, be a sample so teachers will work in schools with pleasure and inner commitment and consider school climate open.

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