

Gender-Wise Effect Of Organizational Climate Upon Job Performance Of Instructors Physical Education

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ABSTRACT

The current research aimed to investigate the Gender-wise effect of organizational climate upon the job performance of Instructors Physical Education (IPEs) in school education department KPK, Pakistan. Research hypotheses were generated to achieve the objectives. There were 294 IPEs working in schools of Khyber Pakhtunkhwa. By using simple random sampling technique, total 171 IPEs (108 male and 63 female) were selected. An adapted questionnaire was used for data collection. For data analysis, the researchers used Linear regression and Independent Sample t-test. The study results indicated that the organizational climate is significantly correlated and positive impact upon job performance of both genders. Furthermore, the study concluded that female IPEs performed well as compared to male IPEs. The study recommended that organizations may focus to create a supportive and healthy climate to gain the loyalty and belongingness of the employees. For this

purpose, the School Principals may create an environment of cooperation, teamwork, proper supervision, and respect in order to strengthen the job satisfaction of IPEs. Along this, they should concentrate on the reward system, motivation, effective supervision of IPEs, and involve them in the decision making process to improve their performance at institute.

Keywords: Organizational Climate, Job Performance, Instructors Physical Education, School education department, KP.

Note: (This is the part of my Ph.D research work).

INTRODUCTION:

Organizational climate refers to the environment around the organization (Berberoglu, 2018). A conducive and supportive organizational climate produces positive behavior that affects the performance of the individuals working in the organization (Kim. et al, 2019). Furthermore, the OC can produce motivation, job satisfaction, and work achievement by the creation of expectations of employees about the costs that will arise through different tasks (Abou Hashish, 2017). Research shows that OC can influence the attitude and employee behavior within the organization (Hung, Lee, & Lee, 2018). Climate differs from organization to organization (Kang, & Busser, 2018). This difference is not due to various activities performed in the organization but it occurs due to the environment established in the organization (Komljenovic, Loiselle, & Kumral, 2017). So every organization has its own climate which influences the entire employee's performance as well as the organization (Lin & Lee, 2017). Both organization and school climate can be described as physical and non-physical conditions that are perceived by the members working in the organization or school (Maxwell, 2016). The organizational climate in school settings viewed by Chernyak-Hai and Tziner (2014) that school is a mini organization in which different people work in different positions to achieve the desired objectives of the organization. So, every person in school interacts with each other making relationship that creates an environment in which every member of the school feels comfortable and satisfied from their responsibilities, which positively influences their performance (Puteh, Adnan, Ibrahim, Noh, & Che'Ahmad, 2014). The unfair behavior of employees in an organization negatively influences the inter-personal relationships, the autonomy of work, and the environment of the organization (Saikouk, Fattam, Angappa, & Hamdi, 2021). It is argued that the organizational climate from an educational perspective is a result of views and observation of members towards school (Al-Kurdi, El-Haddadeh, & Eldabi, 2020). The positive perception of members towards the school brings a positive school climate (Reynolds, Lee, Turner, Bromhead, & Subasic, 2017; Chernyak-Hai & Tziner, 2014).

The organizational climate of school has a deep effect on HOIs, teachers, and students (Razavipour & Yousefi, 2017). The principal performs different administrating duties; he should focus on establishing a conducive environment in the school (Özdemir, 2019). It is very important to know that school climate has a significant impact on the teachers, school heads, parents,

students, and all components linked with teaching-learning activities (Huang, Hochbein, & Simons, 2020; Chernyak-Hai & Tziner, 2014)

The term job Performance refers to an individual know (knowledge), what an individual able to perform tasks (skills), and what an individual believes (attitude) (Ibrahim, Boerhannoeddin, & Bakare, 2017). It is not possible for an employee to perform a task if he has not the required knowledge, skills, and attitude (Van Laar, Van Deursen, Van Dijk, & De Haan, 2017). The performance of an individual mostly depends upon interaction among the climate of an organization, motivation, skills, knowledge and attitude (Beltrán-Martín, & Bou-Llusar, 2018). Knowledge, skill, attitude and motivation belong to an individual's cognitive structure while climate refers to the environment established in the organization in which an individual performs the assigned task (Kansal, & Singhal, 2018). All these components affect the performance of an individual and also determine the performance (Newman, Round, Bhattacharya, & Roy, 2017; Atta, 2012).

Jyoti (2013) depicted that a healthy and supportive organizational climate maximize employee's satisfaction and performance. Organizational climate plays an important role in the workplace of the employees (Banuri, 2013). According to Li and Mahadevan (2017), each organization posses its distinctive climate that influences the performance of employees. So, the climate of the organization cannot be ignored and it is essential to establish an encouraging climate to boost the employee's performance.

Organizational climate is a multidimensional phenomenon that plays an important role in achieving organizational objectives. From the perspective of the above-mentioned points, it is deemed imperative to conduct a study to find out the effect of organizational climate on job satisfaction and job performance with special reference to instructors physical education working at Higher Secondary Schools of KP, Pakistan.

Objectives of the study

To determine the gender-wise effect of organizational climate upon the job performance of IPEs in GHSS of KP, Pakistan.

Hypotheses of the study

H_{A1}: There is a significant effect of organizational climate upon job performance (JP) of male IPEs.

H_{A2}: There is a significant effect of organizational climate upon job performance (JP) of female IPEs.

H₀₃: There is no significant difference in the stance of male and female IPEs regarding their JP.

Limitations of the study

1. The return ratio of the responses from the respondents was among the limitations of the researcher.
2. The dedication, interest, and motivation to give information regarding phenomena under investigation were also considered as limitation of the researcher.
3. In a few cases, respondents may give improper information but self-reported data was not verified through other sources due to privacy ethics and the researcher has to depend upon whatever the data quality is received.

Materials and Method

Research design

Survey research design is the most effective and commonly offered designs in quantitative research studies to collect primary data (Rahi, 2017). Usually, a survey research design is conducted by the development of a questionnaire in order to collect the primary data (Leavy, 2017). In the present research study, the researcher collected primary information from the respondents by offering a structured form of questionnaire from IPEs serving in Government Higher Secondary Schools of Khyber Pakhtunkhwa, Pakistan.

Population

In the current study, there were 296 IPEs (187 male and 109 female) working in higher secondary schools that have been treated as the target population of the study (Government of Khyber Pakhtunkhwa, 2018).

Sampling

In the current study, the researcher used Yamane's formula to determine the sample size. After the application of Yamane formula on targeted population 171 IPEs (57.8%) were determined as a sample size. The Following Yamane's formula (Yamane, 1967) was adopted to confirm the sample size for the current research study.

$$\text{Formula: } n = N / (1 + N * e^2)$$

Abbreviation: n= wished sample size, N= entire population under observation, e^2 =is confidence level.

So the desired sample size = 170

After confirmation of the sample size, the researcher offered the simple random sampling procedure to provide equal chance to the entire members of the population.

Instrumentation:

An adapted questionnaire was used for data collection from the sample. The organizational climate scale was adapted from the instrument developed by Furnham and Goodstein (1997) while Job Performance scale was adapted from the tool developed by Atta (2012).

Validity of the research instruments

The researcher administered the questionnaire to experts in the field of sports sciences and physical education and social sciences for content validity. The draft of the questionnaire for content validity comprised of 3-Point Likert scale (1. Not relevant 2. Item needs minor revision 3. Very relevant). The experts were requested to rate on the three options. For measuring the score of content validity, the researcher used the Content Validity Ratio (CVR). The cutoff criteria for accepted questions ranging from 0.3 to 1.0 (Lindell & Brandt, 1999). The following formula was used for content validity;-

$$CVR = \left[\left(E - \frac{N}{2} \right) \right]$$

E refers to all the experts who rated the item relevant and N refers to experts contributed in the validation process.

Table 1: Showing Content Validity Ratio (CVR)

Scale	No of items	CVR Score of accepted items	CVR Score of rejected items
Organizational Climate	44	0.3-0.9	0.1, 0.16
Job Satisfaction	41	0.3-0.8	-

Reliability of instruments

The reliability of the questionnaire was found out by using Cronbach's Alpha. The reliability was 0.942 for organizational climate scale and .838 for job performance scale.

Table 2: Reliability score of the questionnaire

Scale	No. of Items	Cronbach's Alpha
Organizational Climate	44	.942
Job Performance	39	.838

Data collection

For the purpose of data collection, the researcher used two different ways. The questionnaire was sent via Postal service to those respondents who belong to far-flung areas. While the researcher personally administered questionnaires from the IPEs working in D.I. Khan.

Data analysis

H₁: There is a significant effect of organizational climate upon the job performance of male IPEs

Table 3 (a): Regression model regarding the effect of organizational climate on job performance of male IPEs

Model	R	R Square	Adjusted Square	R Std. Error of the Estimate
1	.395	.156	.148	.46975

a. Predictors: (Constant), OC

b. Dependent Variable: JP

The table 3(a) depicts the regression output about organizational climate and job performance of male IPEs. The above table is the first part of the model summary related to H₄. The table indicates that R=.395 and R²=.156 which shows that 15.6% variance is explained by the independent variable in the dependent variable.

Table 3(b): ANOVA

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	4.195	1	4.195	19.010	.000
Residual	22.728	103	.221		
Total	26.923	104			

a. Dependent Variable: JP

b. Predictors: (Constant), OC

The table 3(b) indicates the ANOVA results of OC and JP of male IPEs. There are two important values in the above table F and P-value. The significant F value is the probability to reject the null hypothesis and regression model cannot be rejected. The table shows that F-value is 19.010 and P=.000 which indicates that F- value is large while P-value is less than .05 which shows that we can reject the null hypothesis and the sample data of the study provide sufficient evidence to

conclude that model is fit. Both Regression Mean Square value (4.195) and residual Mean Square value (.221) significantly contribute to F-statistic which provides sufficient evidence to declare the regression model as perfect.

Table 3(c): Coefficient

Model	Unstandardized Coefficient		Standardized Coefficient	T	Sig
	B	Std. Error	B		
(Constant)	2.729	.347	.395	7.854	.000
OCMEAN	.382	.088		4.360	.000

a. Dependent Variable: JP

The table 3(c) indicates the regression coefficient of independent variable and dependent variable. The result of the study indicates that t-value is 4.360 which declares that the organizational climate statistically significant at .05 confident intervals. The B value shows the coefficient. The positive B value (.382) indicates that a unit increase in independent variable will bring .367 units change in the dependent variable. Thus, the research hypothesis (H_1) which states that OC has significant effect upon JP of male IPEs is hereby accepted.

H₂: There is a significant effect of organizational climate upon the job performance of female IPEs

Table 4(a): Regression model regarding the effect of organizational climate on job performance

Model	R	R Square	Adjusted Square	R Std. Error of the Estimate
1	.328	.108	.093	.37875

a. Predictors: (Constant), OC

b. Dependent Variable: JP

The table 4(a) depicts the regression output about organizational climate and job performance of female IPEs. The above table is the first part of the model summary related to H_6 . The table indicates that $R=.328$ and $R^2=.108$ which shows that 11% variance is explained through independent variable in dependent variable.

Table 4(b): ANOVA

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	1.056	1	1.056	7.363	.009
Residual	8.751	61	.143		
Total	9.807	62			

a. Dependent Variable: JP

b. Predictors: (Constant), OC

The table 4(b) indicates that ANOVA results of OC and JP of female IPEs. There are two important values in the above table F and P-value. The significant F-value is the probability to reject the null hypothesis and regression model cannot be rejected. The table shows that F-value is 7.363 and P=.009 which indicates that F- value is large while P-value is less than .05 which shows that we can reject the null hypothesis and the sample data of the study provides sufficient evidence to conclude that model is fit. Both Regression Mean Square value (1.056) and residual Mean Square value (.143) significantly contribute to F-statistic which provides sufficient evidence that regression model is true.

Table 4(c): Coefficient

Model	Unstandardized Coefficient		Standardized Coefficient		t	Sig
	B	Std. Error	B			
(Constant)	3.468	.362			9.573	.000
OCMEAN	.243	.090	.328		2.713	.009

a. Dependent Variable: JP

The table 4(c) indicates the regression coefficient of independent variable and dependent variable. The result of the study indicates the t-value is 2.713 which depicts that organizational climate is statistically significant at .05 confidence interval. The B shows the coefficient. The positive B value (.243) indicates that a unit increase in independent variable will bring change .243 units in the dependent variable. Thus, the research hypothesis (H_2) is hereby accepted.

H₃: There is no significant difference in the stance of male and female IPEs regarding their JP

Table 5: Showing gender-wise mean difference in job performance

	IPEs						Leven's test		
	Male			Female			T	P	
	M	SD	N	M	SD	N			
OC	4.23	.5088	105	4.44	.3977	63	.041	-2.99	.003

P>.05

Table 5 indicates comparison between male and female IPEs views regarding job performance. The table depicts that the value of Leven's test is not significant ($P=.041 < .05$) which means the group variances are not treated equally which fulfilled the assumption of t-test. The evidence shows in the above table that P-value is statistically significant ($P=.003 < .05$). Resultantly, a significant mean difference was found among male and female views about JP. Thus, the research hypothesis (H_3) is hereby rejected.

Conclusion and future work

The main purpose of the study was to determine the gender-wise effect of Organizational Climate upon Job Performance of IPEs. The study concluded that there is significant effect of OC upon JS and JP of both male and female IPEs.

Another purpose of the study was to compare the perceptions of IPEs about Job Performance. The study concluded that the difference in the male and female IPEs performance is significant. The study concluded that female IPEs performed well as compared to male IPEs.

The result of the study indicated that there is a significant difference between male and female IPEs' performance. Additionally, female IPEs perform well than male IPEs. So, it recommended that workshop and professional development training may be arranged by the government in different areas of teaching like classroom management, effective communication skills, assessment strategies and create a conducive environment in the classroom. The study was conducted in Government Higher Secondary Schools by taking IPEs as main participants of the study. The future researcher may conduct this study at the tertiary (College and University) level by taking professors, associate, and assistant professors. The study was conducted in Khyber Pakhtunkhwa. Further study may investigate the research problem in other provinces of the country.

Declaration of Conflicting Research

The author declared that we have no conflict of interest regarding authorship, research.

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