



Organizational spirituality and sport cooperation of teachers

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Abstract

Introduction: Spirituality in Organizations is among the novel variables which emerge in management and working literature. So the aim of the current study is determining the relationship between Organizational spirituality and sport cooperation in teachers of 6 zone of educational system of Tehran.

Materials and method: By employing descriptive method 274 teachers were selected by using multisampling method and completed Organizational spirituality and sport cooperation questionnaire.

Results: Correlation results showed that there is a positive relationship between Sport cooperation and Organizational spirituality. Also, regression showed that there is a significant effect of the Organizational spirituality and Sport cooperation.

Conclusion: This study shows that there is a positive relationship between Organizational spirituality and sport cooperation of teachers.

1. Introduction

Organization is logical cooperation of some people who follow a common goal through task division and continuous activity. Norozi, Tahmasbi, Ghofranipour and Heydarniya (2011) believes that Organization are not stable and their activities changing rapidly and not continuously. Organizations are permanently affected by factors and pressures from outside the organization. Different strategies and per meant changes which occur inside and outside the organization produce both new opportunities and also risks for them. So, successful organizations can adjust themselves with new changes and new findings (Elavsky et al., 2005). But the critical point is that this responsibility is better don in organizations when a high source of spirituality is existed among organizations staff. In this regard, religion and spirituality is recommended for coping with complex and multidisciplinary changes in present situation (Karami, 2008). So, job spirituality is among the fundamental variables leads to teacher's development in different areas especially educational domain, General Health, psychological and social wellbeing (Mahdian, Tanhaye Reshvanloo, Zahmatkesh & Javidi, 2014). Demont-Heinrich (2009) believes that job spirituality is determination and comprehension of some dimension of work life which are internal and educable.

Emerging spiritual construct such as morality, honesty, confidence, forgiveness, affection, cooperation with colleagues, teacher's appreciation, and justice sense in organization are great cues to get to this understanding that a new paradigm in this area is going to born which is called spirituality in job (Meshkati & Valiyani, 2006). Hashim, Mazuki, Ahmad and Baharud-din (2001) also believes that religious belief, morality and spirituality, affects organizational affairs as Meta organizational and Meta construct factors which has high powerful effect on organization practically and theoretically. Nowadays, spirituality and sport cooperation in organization are the pillars of the growth and excellence at the society. technology and technological changes, environmental, labor and management changes in the education system requires management changes in school and without

changing , managers will not be able to comply with the objectives and policies of education system (Eghbal, Siyadat, Rajaepour, & Hoveida, 2014).

Another variable which has high effect in Organizational spirituality and has been taken attention increasingly among teachers who works in educational Organization is sport cooperation. Committing physical exercise and sport activities let teachers cope with mental, social and physical pressures which results from various and stressful life phenomenon (Gomis, Querol, Gallach, González & Aznar, 2009).

Finding reveals that those teachers who did continuous and systematic physical exercise experience less physical problems, anxiety, depression and mental pressure. Also they have high self-confidence, hope, and pessimistic view (Mitchell & Barlow, 2011).

Due to necessity and importance of physical activities in everyday life and mental health of people, finding and determining the main and fundamental factors underlie the sport cooperation is very crucial (Dwyer, Allison, Goldenberg, Fein, Yoshida & Boutilier, 2006). So this study aims to find the relationship between spirituality and sport cooperation in organization

2. Method

The research method in the present study is descriptive and correlational method using nonparametric statistic.

2.1. Participants

The population in this study constitutes all the state high school teachers, whose number is about 5000. At the First step 5 high school from all high schools in zone 6 of educational system were selected then all volunteered teachers (both male and female) were completed the questionnaires., 18 people were not satisfied to participate in the study and 24 in complete questionnaire were deleted and finally 150 completed questionnaires were remained.

2.2. Measurement

2.2.1. Organizational spirituality questionnaire

Which has four components and 99 items include: Meta personal relationship, interpersonal relationship, intrapersonal relationship and extra

personal relationship were employed for assessing Organizational spirituality.

2.2.2. Sport cooperation questionnaire

This consists of 12 questions based on five Likert Scales. In the present study, in order to access validity and reliability of these questionnaires it's used some scientists' comments in validity method of content and it confirmed by supervisor and consultant and for determining reliability of these

questionnaires Cronbach's Alpha Method was employed which was (0.78 and 0.92) in two variables.

3. Results

Table 1 shows the Descriptive statistics, Cronbach's Alpha and correlation coefficients between Organizational spirituality and Sport cooperation in teachers.

Table1. Descriptive statistics, Cronbach's Alpha and Correlation coefficients between Organizational spirituality and Sport cooperation

Variables	M	SD	Alpha	1	2	3	4	5
Organizational spirituality								
1. Metapersonal relationship	4.44	0.31	0.89	1				
2. interpersonal relationship	5.56	0.23	0.78	0.22	1			
3. intrapersonal relationship	4.22	0.86	0.77	0.27	0.33	1		
4. extra personal relationship	4.37	0.80	0.68	0.45	0.62	0.38	1	
5. Sport cooperation	4.11	0.79	0.51	0.34	0.61	0.36	0.33	0.61

Note 1: All Correlations are significant at 0.01 levels. **Note 2:** M stands for mean and SD stands for standard deviation

Table 1 show that the deceptive result includes mean, standard deviation and alpha of all sub variables of Organizational spirituality and Sport cooperation. Mean scores and standard deviation range in turn from (4.44± 0.31) Meta personal relationship to (5.56± 0.23) interpersonal relationship and (4.22± 0.86) intrapersonal relationship to (4.37± 0.80) extra personal

relationship. The lowest and highest interrelationship among sub variables of Organizational spirituality in turn is between extra personal relationship and interpersonal relationship (0.62). Correlational results also show that there is a meaningful correlation between Organizational spirituality and Sport cooperation (0.34).

Table2. Prediction of Sport cooperation through Organizational spirituality

Variables	T	R	R S	A R S
Organizational spirituality	2.61	0.41	0.29	0.28
Meta personal relationship	3.11	0.42	0.49	0.17
interpersonal relationship	4.31	0.28	0.53	0.19
intrapersonal relationship	5.10	0.49	0.41	0.21
Extra personal relationship	2.01	0.22	0.19	0.18

Note: t stands for Value. R stands for regression. R S stands for regression square, A R S, stands for adjusted regression square

The results of t value, regression and adjusted regression square in table 2 shows that Sport cooperation is significantly predicted through Organizational spirituality. R results showed there is a meaningful correlation between Organizational

spirituality and Sport cooperation. The Regression

and R Square results also showed that Organizational spirituality explain 0.29 percent of variance in Organizational spirituality. Also Meta personal relationship, interpersonal relationship, intrapersonal relationship, extra personal relationship (0.49), (0.53), (0.41) and (0.19) of Sport cooperation variance in turn. It means that all Organizational spirituality sub variables are

meaningful predictors of Sport cooperation. The highest variance is explained by interpersonal relationship (0.53) and the lowest by extra personal relationship (0.19).

4. Discussion

Correlation results showed that there is a positive relationship between Sport cooperation and Organizational spirituality. In this research correlation results are in line with too many other researchers' results (i.e. Karimi, & Siyadat, 2014; Banisi & Ostadali, 2014) as well.

Teachers who did physical activities and spiritual deeds perceive themselves as competent, reliable, relaxed and healthy and they do their work tasks well because they personally grasp the value of their work (Von Mackensen, 2007). Whereas those teachers who did not physical activities and spiritual deeds lose their Mental Health, social health and Self-Efficacy (Abolmali & Barkhordari, 2014). So they engage in work tasks because of external pressures or benefits associated with the task.

The highly spiritual teachers in school had educational sciences entails personal endorsement and a feeling of love, hope, confidence and positive view and choice, which may lead to well-being and Organizational spirituality whereas less spiritual teachers involves compliance with an external source of control, which may generate ill-being. (Gagné & Deci, 2005).

These results are also very significant. Moreover the regression results showed that there is a significant effect of the Organizational spirituality and Sport cooperation. However the effect of Organizational spirituality and Sport cooperation was nearly moderate significant. Although the regression results are slightly lower than the other findings in the past but these can be treated as good as compare to the regression results found by other researchers on Organizational spirituality and Sport cooperation. Thus according to Gomis et al. (2009) and Allender, Cowburn and Foster (2006) increasing Organizational spirituality and improving Sport cooperation can be very helpful in designing the organizational tasks of all teachers employed in education ministry.

Moreover, Demont-Heinrich (2009) in line with

present finding revealed that high Sport exercise level and high spiritual situation is reducing teacher's fatigue, hopelessness and increase their hope and vivaciousness. Additionally, Mahdian et al., (2014) shows that personal and occupational factors, desirable physical exercise level and high spiritual situation lead towards the intrinsic satisfaction, mental and general health of the teachers. So physically active factors and religious beliefs leads to the quality of life, job satisfaction, psychological and social wellbeing of teachers (Keramati, 2014).

Rajaeepour and Mohammadi (2014) also revealed that Emotional Intelligence and Personality traits are predictors of teacher's organizational spiritualities. It means that those teachers who can manage their emotions and manage their beliefs have high religious beliefs. But those teacher who cannot control and monitor their deeds and beliefs they don't apply spiritual beliefs in their organizational task. In other hand (Bidaki & Seadatee Shamir, 2014) shows that personality traits such as assertiveness, honesty, self-confidence, extroversion and have high correlation with spiritual organization.

It is important to note some limitations of this study. First, the study is correlational and as such we cannot assume any causal relationship between Organizational spirituality and improving Sport cooperation. Second, the samples used for this study are teachers of educational ministry of education in zone 6. So findings cannot be generalized to other teachers. Third, the Organizational spirituality model is considered as a most influential theories but the point is that Organizational spirituality is a multi-dimensional variables that cannot be studied in one study. Due to time and financial constraints the researcher could not collect data from all zone of Tehran teachers.

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