

The casual relationship between school climate and educational facilities with job engagement directly and with the mediator of emotional intelligence and achieved motivation of teachers in the city of Ramshir

Morteza Omidian*

Ayoub Jaberi**

Manijeh Shehniyailagh***

Introduction

Job engagement has been considered as a source of commitment and professional passion in recent years. Because of the positive effects of this variable on the teachers' proficiency, its predictors have particular importance. Focusing on individual predictors such as types of intelligence, motivation, and needs alone does not provide a complete explanation. On the other hand, attention to social variables such as culture, social atmosphere, employee behavior and environmental factors such as facilities and equipment have an undeniable effect on employees' behavior. Concurrent attention to these factors has been considered in less research. The present study was conducted to investigate the role of emotional intelligence and motivation as mediated variables in causal relationship between school climate and educational facilities with job engagement. In this research, educational facilities as the environmental factor and the school climate as a social factor, and emotional intelligence and achieved motivation as individual factors, were tested in a causal model.

Method

The sample consisted of 300 teachers (130 men and 170 women) who were randomly and census selected from Ramshir City. Participants in this study completed the Halpin and Croft Organizational Climate

* Dept. of Psychology, Shahid Chamran University of Ahvaz, Ahvaz, Iran. *Corresponding Author:* morteza_omid@scu.ac.ir

** M.A., Dept. of Psychology, Shahid Chamran University of Ahvaz, Ahvaz, Iran.

*** Professor, Department of psychology, Faculty of educational science and psychology, Shahid Chamran University of Ahvaz, Iran.

Questionnaire, Schutt Emotional Intelligence Questionnaire, Hermans, achievement motivation Questionnaire, Utrecht Job Engagement Questionnaire and Job Training Facilities. The proposed model evaluation through path analysis was performed using SPSS software and AMOS. Also in order to examine indirect paths the bootstrap method was used.

Results

Results showed that the model was not fit to the data. Better fit was achieved through the elimination of non-significant paths (educational facilities to emotional intelligence, school climate to achievement motivation, educational facilities to achievement motivation and school climate to job engagement). Then, to the direct paths of educational facilities to job engagement, emotional intelligence to job engagement, achievement motivation to job engagement, school climate to emotional intelligence, emotional intelligence to achievement motivation were significant. Also the indirect paths from school climate to job engagement through emotional intelligence and achievement motivation were significant.

Discussion

These results showed that attention to the role of the school climate as an intermediate variable in increasing the job engagement of teachers and thus improving the educational process is essential. Therefore, teachers' job motivation and engagement can be enhanced by improving teachers' emotional intelligence, achieved motivation and improving the school climate. In addition, the improvement of educational facilities will help to improve the professional engagement of teachers without any intermediary. This research emphasizes the need for simultaneous attention to individual, environmental and social elements in order to improve teachers' job engagement.

Keywords: school climate, educational facilities, emotional intelligence, motivation, job engagement

Author Contributions: Author 1, Corresponding Author, Model Designer and Presentation, Statistical Analysis, Research Literature Update, Submission and Modification Author 2, Data Collection and Input, and Initial Paper Designer Author 3, Review and modification of the initial paper and thesis

Acknowledgment: I thank the teachers and education of Ramshir for their cooperation in research and completing the questionnaires.

Conflict of Interest: There are no conflicts of interest in this article. The article comes from the master's thesis, with the guidance of Dr. Omidian and the advice of Dr. Shehniyailag.

Funding: This dissertation has been submitted to Grant of Shahid Chamran University of Ahvaz and received no further financial support.
