



Relationship between Sources of Power and Organizational Climate in Middle Schools of Zahedan City, Iran

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ABSTRACT

Objective: The purpose of the present study was to investigate the relationship between principal's sources of power and organizational climate of guidance schools in Zahedan: From teacher's point of view. **Methodology:** In this study descriptive- correlation method of research were employed. And sample or 210 teachers were selected by centered sampling method out of all teachers of guidance schools in Zahedan. To collect related data two questionnaires were employed. First one to measure managers source of power and the second questionnaire to measure organizational climate of guidance schools. **Results:** Reliability obtained For questionnaires were $\alpha=.86$ and $\alpha=.84$ respectively. Descriptive and inferential techniques of statistic were used to analyses the collected data. The descriptive findings of the research revealed that the dominant sources of power employed by the managers are the legal power. Among the dimensions of organizational climate. **Conclusion:** The highest mean was dedicated to the team spirit features as well. The data deductive analysis showed that there is a positive and significant relation between four dimensions of principals sources of power and organizational climate. The study did not find any significant relation between the coercing power and school organization climate, also, step-wise regression analysis indicated that, from the dimensions of principals' sources of power, the authority source, expert and reward power predict the most changes concerned with the organization atmosphere.

1. Introduction

One of apparent manifestations of facing world is the use of modern technology. As a newly established dimension of Humans are social beings with a collection of different goals. To achieve their common goals, individuals in each society must form or join organizations. The higher the goals, the broader are organizations. Each organization has a certain structure and a power hierarchy through which members interact. Schools, as organizations, have their own hierarchy and power relations which set individuals as subordinates and superiors (Lipham et al., 1985). In each society, educational system is of crucial importance because it is regularly monitored and judged by the public. Therefore, educational system directors and school managers should consider and react properly to public opinion. On the other hand, educational organizations usually have complicated mechanisms to perform their duties. In addition, it seems that sometimes there is lack of control over the materials used by school directors and teachers. Another factor that distinguishes educational organizations from other types of organizations is the close relationship between actors. In other words. teaching and learning require close relationships between teachers, students, managers, and other actors. The unique nature of education calls for special forms of management and supervision. Regardless of their level and position, education managers have to deal with students, teachers, parents, and other actors, whether directly or indirectly. The society expects managers to possess required skills and competence to realize educational goals and improve the society. Competence and skills of educational directors are usually reflected in two roles: a) administration and supervision. b) leadership. Educational managers sometimes engage in leadership through being appointed in a particular position: however, true leadership is achieved by advancements and practical measures. To perform their administrative roles, managers often rely on their powers and position as well as organizational rules and regulations while leadership is usually attained through improvement and influencing by lots of other members of organization (Taheri, 1999).

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People are effectively members of one organization. Human beings started forming communities and groups when they found that some works require group efforts. Through time, many organizations were formed. Due to complexity of roles and tasks, management has found greater importance in organizations of the present time. To achieve efficiency, managers need to employ available resources in an efficient manner to effectively realize goals and expectations (Robins, 1997). A good manager can motivate teachers through creating a proper desirable organizational environment in school, leading to improve effectiveness. A combination of relative freedom and appropriate behavior models for teachers and managers can improve social behaviors (MirKamali, 1995).

Organizational climate is a wide ranging affective framework within a group or organization reflected in organizational behavior and perceived by members. Factors such as supervision, communication, and compensation and rewarding mechanism lie within organizational climate (Taheri, 1999).

The present study will address the following aspects of organizational climate:

- **Esprit de corps:** a feeling of satisfaction of social needs while enjoying success in doing tasks by teachers
- **Obstruction:** feeling of being hampered by the management practices in school, non-educational duties imposed on teachers, and lack of required facilities
- **Reluctance:** doing tasks only for obeying the rules rather than for personal commitment and motivation.
- **Intimacy:** teachers' enjoyment of close social relationships
- **Manager-subordinate distance:** impersonal behavior of manager toward teachers. Managers base their behaviors on regulations and norms and emphasize structural dimensions; this leads to creation of a distance between managers and subordinate employers.
- **Influence and dynamicity:** managers dynamic behavior to lead their groups and motivate team members through influencing them and presenting themselves as role models;
- **Emphasis on production:** direct supervision and instructing subordinates while ignoring feedbacks in communications.
- **Thoughtfulness:** managers' friendly and warm connection and support for subordinates (Ibid).

Educational managers have different roles the most fundamental of which is leadership. Leadership means is a process through which manager influence behaviors of organization members and direct them toward proper accomplishment of tasks. As a leader, manager supervises his subordinates, communicates with them, and motivates them for better performance. The aim is to realize goals of organization and individuals. Leading a group requires influence and power. Such influence rises from the sources of power. Power is realized through influence while influence roots in power. Power is an inevitable part of human communications, especially in organizations. Leaders who have proper knowledge of power and its sources and know how to apply it outperform those without such knowledge (Taheri, 1999). Using this power, managers can carry out their very fundamental task: to lead and organize people in order to achieve organizational goals. A manager can use her power to influence members and make them do tasks beneficial to them and others. French and Raven identified five sources of power: coercive power, reward power, expert power, legitimate (position) power, and referent power (Hersey & Blanchard, 2004). Managers not only gain power from their position in organizational hierarchy, but also they practically have access to other sources of power. Power is a complicated and interesting issue in study of behavioral sciences.

2. Materials and methods

2.1 Power

Hersey and Blanchard define power as "the ability to influence others' behavior" (Hersey & Blanchard, 2004). Lexically, power means capacity or ability to potentially or actually influence other people or objects. (Nabavi, 2000) In the present study, we consider four dimensions of power:

- **Reward power:** one person rewards another person in return of doing a task, granting a request, or fulfilling an order. The more reward power one has, the more appealing will be his orders or requests. Managers who reward their employees in return of performing tasks possess this kind of power.
- **Coercive power:** A person may punish another one, deprive him of occupational benefits, or even fire him for disobedience and improper function.
- **Legitimate (position) power:** This type of power is based on authority. Legitimate power is realized when subordinates accept that managers have the right to exercise their powers or make orders. Managers can legitimately order other staffs within the framework of organizational regulations.
- **Expert power:** This is based on the belief that people in command possess a special type of knowledge or expertise that others lack. We do what a doctor orders us to do because we recognize his expert power. This kind of power is limited to certain disciplines.
- **Referent power:** This is based on subordinates' tendency to imitate senior managers who have charisma or particular personality (Alagheband, 2008).

The fundamental question is why subordinates obey their managers. What do leader's influence and power stem from? What sources of power do school managers employ? Is there a connection between organizational climate and how managers employ sources of power? The way managers influence others is reflected in their behavior toward employees. Organizational climate in schools is shaped by how managers treat teachers. Study of organizational climate in schools is not only helpful in understanding behavioral complexities, but also improves effectiveness of schools (Taheri, 1999). The present study attempts to (1) identify sources of power in Zahedan City middle schools based on French and Raven model, and (2) examine the connections between each source of power and organizational climate in order to identify how type of power employed by managers affect organizational climate in schools.

Educational system in each society is the most important structure responsible for educating and nurturing people. At the lowest level of hierarchy, the task is done by schools. By creating a proper environment, managers can direct students toward achieving their goals. Research indicated that organizational climate in schools affects self-concept, self-learning abilities, educational advancements, as well as students' attitude toward peers, teachers, and school. To successfully fulfill her roles, a manager must obtain required knowledge of organizational climate, identify the gap between existing conditions and desirable conditions, and arrange required efforts to bridge this gap and create appropriate climate. Managerial power is one tool to create such conditions. Therefore, a manager must know the effects of using any source of power on organizational environment, and employ the sources with the largest correlation to positive climate while avoiding those sources that are negatively correlated with organizational climate (Pouryan, 1997). By answering the questions posed in this study, the authors attempt to provide the managers with invaluable information on behavioral science, sources of power, and organizational climate.

Primary objective of this study is examining the connections between sources of power for managers and organizational climate and its components, and to what extent different sources of power predict organizational climate in Zahedan City middle schools. The study tries to identify

- Existing conditions of sources of power for managers of middle schools in Zahedan City;
- Present conditions for organizational climate in middle schools in Zahedan City;
- Connection between different sources of power and organizational climate in middle schools of Zahedan City;
- The extent to which components of sources of power predict organizational climate; and
- How organizational climate and sources of power vary from one school to another depending on demographic profiles.

2.2 Research Questions

- I. What sources of power do managers of middle schools in Zahedan City employ?
- II. How is organizational climate in middle schools of Zahedan City?
- III. Is there a connection between different sources of power and organizational climate in Zahedan City middle schools?
- IV. Do components of sources of power predict organizational climate?
- V. Are there significant differences between sources of power for managers of different middle schools in Zahedan City based on demographic profiles of teachers (e.g. gender, education, experience)?
- VI. Are there significant differences between organizational climates in different middle schools in Zahedan City based on demographic profiles of teachers (e.g. gender, education, experience)?

2.3 Research method

Research methods should be selected by taking into account objectives and nature of study as well as available resources (Naderi & Sief-Naraghi, 1997). Given the objectives and the subject of the present study, we used a correlation-based descriptive approach. Correlation determines the relationship between two or more pairs of variables or groups of data (Best, 2005).

Since this is a study of the connection between sources of power and organizational climate as viewed by teachers, therefore the statistical population is composed of all middle school teachers (1088 teachers). Since some teachers teach at more than one school, in the sampling process, we first used cluster sampling to pick 35 schools in each district; in total, 70 out of 81 schools were selected. Then, through random sampling, we selected three permanent teachers from each school to fill the questionnaires. The total sample composed of 210 male and female teachers. Two types of questionnaires, described below, were used to gather data.

A. **Organizational Climate Questionnaire:** designed based on Halpin and Craft questionnaire, Organizational Climate Questionnaire covers eight dimensions of manager's behavior: esprit de corps, reluctance, intimacy, managersubordinate distance, thoughtfulness, influence and dynamicity, emphasis on production, and obstruction. The answers to the 39 questions were scaled on a 4-point Likert scale (1: never, 2: sometimes, 3: often, and 4: always).

B. **Source of Power Questionnaire:** similar to Hinkin & Schriesheim questionnaire, Source of Power Questionnaire is composed of 20 questions, four questions for each dimension (legitimate power, reward power, expert power, referent power, and coercive power). A 5-point scale was used for this questionnaire (1: completely disagree, 2: disagree, 3: neutral, 4: agree, and 5: completely agree). Cronbach's alphas (0.84 and 0.86 for Organizational Climate Questionnaire and Sources of Power Questionnaire, respectively) were used to determine reliability of the questionnaires.

Descriptive and inferential statistical methods (e.g. mean, standard deviation, correlation coefficients, regression, t test, and one-way analysis of variance) were used in data analysis.

3. Discussion and results

3.1 Testing research questions

Q1: What sources of power do managers of middle schools in Zahedan City employ?

Sources of power in this paper include legitimate power, reward power, coercive power, expert power, and referent power. Table I shows mean and standard deviation for each category.

Table 1. Mean and standard deviation for components of power

Variable	Number	Mean	Standard Deviation	Score Range
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Reward Power	210	14	3.25	5-20
Coercive Power	210	9.17	3.01	5-20
Legitimate Power	210	16.98	2.51	5-20
Expert Power	210	16.80	2.72	5-20
Referent Power	210	16.84	2.99	5-20
Sources of Power	210	73.82	9.73	20-110

As seen in Table 1, the highest mean scores are those of legitimate power (16.98), referent power (16.84) and expert power (16.80) while the lowest mean values were obtained for reward power (14) and coercive power (9.17). Given these mean values, sources of power in order of respective mean values are legitimate power, referent power, expert power, reward power, and coercive power.

Q 2: How is organizational climate in middle schools of Zahedan City?

The elements considered for organizational climate in this study (esprit de corps, reluctance, intimacy, thoughtfulness, manager-subordinate distance, obstruction, influence and dynamicity, and emphasis on production) were divided into two categories: (1) open climate (esprit de corps, intimacy, thoughtfulness, and influence and dynamicity) and (2) closed climate (reluctance, manager-subordinate distance, obstruction, and emphasis on production). Table II shows mean and standard deviation for each element.

Table 2. Mean and standard deviation for elements of organizational climate

Variable		Number	Mean	Standard Deviation
Open climate	Esprit de corps	210	3.51	0.454
	Thoughtfulness	210	3.38	0.568
	Intimacy	210	3.02	0.485
	Influence and dynamicity	210	3.18	0.564
Closed climate	Manager-subordinate distance	210	1.66	0.554
	Reluctance	210	1.71	0.503
	Emphasis on production	210	2.51	0.513
	Obstruction	210	1.70	0.566
Organizational climate		210	2.77	0.274

An examination of the data provided in Table 2 shows that esprit de corps (3.51), thoughtfulness (3.38), influence and dynamicity (3.18), intimacy (3.02), and open climate (3.27) have the highest mean values while manager-subordinate distance (1.66), obstruction (1.70), reluctance (1.71), emphasis on production (2.51), and closed climate (1.96) have the lowest average. This suggests prevalence of open climate in Zahedan City middle schools.

Q3: Is there a connection between different sources of power and organizational climate in Zahedan City middle schools?

We used Pearson's correlation coefficients to examine data in connection with this question. The results of the analysis are presented in Table 3.

Table 3. Expert power – organizational climate correlation coefficients and related components

Components		Esprit de corps	Reluctance	Intimacy	Thoughtfulness	Distance	Influence and dynamicity	Emphasis on production	Obstruction	Organizational climate
Reward power	r	0.103	0.046	0.239	0.235	0.098	0.360	0.041	0.046	0.326
	sig	0.137	0.507	0.000	0.001	0.156	0.000	0.559	0.511	0.000
Legitimate power	r	0.235	-0.112	0.162	0.436	-0.174	0.486	0.006	-0.143	0.327
	sig	0.001	0.107	0.019	0.000	0.011	0.000	0.925	0.038	0.000
Expert power	r	0.258	-0.138	0.181	0.474	-0.267	0.517	-0.023	-0.248	0.322
	sig	0.000	0.045	0.009	0.000	0.000	0.000	0.741	0.000	0.000
Coercive power	r	-0.096	0.282	0.166	-0.248	0.471	-0.226	0.170	0.393	0.100
	sig	0.167	0.000	0.016	0.000	0.000	0.001	0.014	0.000	0.151
Reference t power	r	0.312	0.311	0.481	0.355	0.277	0.531	0.226	0.265	0.691
	sig	0.000	0.000	0.000	0.000	0.000	0.000	0.001	0.000	0.000

N = 210

Analysis of correlation between reward power and organizational climate (and its components) in Table III suggests direct and significant relationship at 99% ($p < 0.01$) between reward power and intimacy ($r = 0.239$), thoughtfulness ($r = 0.235$), influence and dynamicity ($r = 0.360$), and in general organizational

climate ($r=0.326$); however, no significant relationship was observed between this dimension of power and esprit de corps ($r=0.103$), reluctance ($r=0.046$), emphasis on production ($r=0.041$), distance ($r=0.098$), and obstruction ($r=0.046$).

Analysis of correlation between legitimate power and organizational climate shows significant relationship at 99% ($p<0.01$) between legitimate power and esprit de corps ($r=0.235$), thoughtfulness ($r=0.436$), influence and dynamicity ($r=0.486$), and in general, organizational climate ($r=0.327$). In addition, legitimate power is significantly related to intimacy ($r=0.162$), distance ($r=-0.174$), and obstruction ($r=-0.143$) at 95% ($p<0.01$); however, there is no significant relation between legitimate power and reluctance ($r=-0.112$) and emphasis on production ($r=0.006$) (Table III).

Analysis of correlation between expert power and organizational climate shows significant relationship at 99% ($p<0.01$) between expert power and esprit de corps ($r=0.258$), intimacy ($r=0.181$), thoughtfulness ($r=0.474$), distance ($r=-0.267$), influence and dynamicity ($r=0.517$), and in general, organizational climate ($r=0.322$). In addition, expert power is significantly related to reluctance ($r=-0.138$) at 95% ($p<0.01$); however, there is no significant relation between expert power and emphasis on production ($r=-0.023$) (Table III).

Analysis of correlation between coercive power and organizational climate shows significant relationship at 99% ($p<0.01$) between coercive power and reluctance ($r=0.282$), thoughtfulness ($r=-0.248$), influence and dynamicity ($r=-0.228$), distance ($r=0.471$), and obstruction ($r=0.393$). In addition, coercive power is significantly related to intimacy ($r=0.166$), and emphasis on production ($r=0.170$) at 95% ($p<0.01$); however, there is no significant relation between coercive power and esprit de corps ($r=-0.096$) and in general organizational climate ($r=0.100$) (Table III).

As seen in Table III, referent power is significantly and positively related to esprit de corps ($r=0.312$), reluctance ($r=0.311$), intimacy ($r=0.481$), thoughtfulness ($r=0.355$), distance ($r=0.277$), influence and dynamicity ($r=0.531$), emphasis on production ($r=0.226$), obstruction ($r=0.265$), and in general, ($r=0.691$) at 99% ($p<0.01$).

Q4: Do components of sources of power predict organizational climate?

Stepwise regression was used to analyze the data related to this question. The findings are shown in Table 4.

Table 4. Stepwise multivariable regression for prediction of organizational climate

Step	Variable	R	R2adj	F	β	t	Sig
1	Referent power	0.691	0.477	189.851	0.691	13.77	0.000
2	Referent + expert power	0.717	0.515	109.751	0.653 0.197	13.23 3.99	0.000
3	Referent+ expert+ reward power	0.726	0.528	76.706	0.693 0.134 0.133	12.99 2.42 2.38	0.000

Table 4 shows that referent, expert, and reward components play the most significant role in predicting organizational climate. As seen in the table, in the first step, referent power (predictor) predicts 44.7% of organizational climate (criterion variable). Expert power, entered into the regression in the second step, predicts 51.5% of organizational climate, along with referent power (Expert power alone predicts 3.8% of the criterion variable). In the third step, reward power, together with referent and expert components, predict 52.8% of the criterion variable; in other words, reward power alone predicts 1.3% of the criterion variable.

Q5: Are there significant differences between sources of power for managers of different middle schools in Zahedan City based on demographic profiles of teachers (e.g. gender, education, experience)?

The tables 5 and 6 show data on demographic profile and organizational climate in Zahedan City middle schools obtained through one-way analysis of variance, and t-test.

Table 5. One-way analysis of variance for organizational climate, education, and teaching experiences

Variable	Group	DF	Sum of squares	Mean of squares	F	SIG
Education	Inter-group	2	226.560	133.280	1.166	0.314
	Intra-group	207	24665.921	114.328		
Experience	Inter-group	4	431.612	107.903	0.941	0.441
	Intra-group	205	23500.869	114.638		

Table 6. t-test results for organizational climate and gender

Variable	Gender	Number	Mean	Standard deviation	T	DF	Significance level
Organizational climate	Female	105	108.84	9.84	0.909	208	0.364
	Male	105	107.504	11.50			

Table 5 suggests that education ($F=1.166$) and teaching experience ($F=0.941$) show no significant difference at 95% ($p<0.05$). Therefore, there is no significant difference between organizational climates in Zahedan City middle schools regarding education and teaching experience.

Table 6 provides results of t test for organizational climate based on gender. The findings show no significant difference between organizational climates based on gender; i.e. organizational climate is the same for boy and girl schools.

Q6: Are there significant differences between organizational climates in different middle schools in Zahedan City based on demographic profiles of teachers (e.g. gender, education, experience)?

One-way analysis of variance and t test were used to analyze data on the relation between demographic profiles and sources of power employed by school managers. The results are shown in Tables 7 and 8.

Table 7. One-way analysis of variance for sources of power, education, and teaching experiences

Variable	Group	DF	Sum of squares	Mean of squares	F	SIG
Education	Inter-group	2	30.567	15.283	0.160	0.852
	Intra-group	207	19795.914	95.632		
Experience	Inter-group	4	402.602	100.650	1.062	0.376
	Intra-group	205	19423.879	94.751		

Table 8. t-test results for sources of power and gender

Variable	Gender	Number	Mean	Standard deviation	T	DF	Significance level
Sources of power	Female	105	73.0667	9.59293	-1.127	208	0.261
	Male	105	74.5810	9.87205			

As seen in Table 7, education ($F=1.160$) and teaching experience ($F=1.062$) show no significant difference at 95% ($p<0.05$). Therefore, there is no significant difference between sources of power used by managers in Zahedan City middle schools regarding education and teaching experience.

Table 8 shows that mean and standard deviation of sources of power used by female managers are 73.066 and 9.59 respectively; these figures are 74.58 and 9.87 for male managers. The t value (-1.127) is not significant at 95% for $DF = 208$ ($p<0.05$). Therefore, male and female managers in Zahedan City middle schools use the same sources of power.

3.2 Discussion

The results obtained in connection with Question 1 shows the highest mean value for legitimate power suggesting that this component is the most common component of power used by managers. In other words, most managers in this study provide teachers with proper conditions for doing their tasks, create a sense of duty in them, and inform them of their duties. The findings also revealed that referent power and expert power come after legitimate power in this ranking, meaning that most managers tend to make teachers feel valuable, important, and acceptable and reach self-approval. The managers also try to provide teachers with proper suggestions, experiences, and useful information. The findings of the present study are in line with those found by Behdari (1997) showing lowered use of coercive power. Student cited Hersey & Blanchard (1999) as saying legitimate power is the more frequent one used by managers; this is also in line with our findings. However, our findings are different from those of Pourghaz & Mohammadi (2010), Torabian (2007), Arjmandifar (1999), Bjork and Wilkaks (citing Hersey & Blanchard (1999)) who found referent and expert power as the most dominant components. Results obtained for Question 2 show the highest mean value for esprit de corps for the managers in Zahedan City middle schools. In addition, most managers preferred open organizational climate. Therefore, it can be concluded that most managers cooperate in solving school problems, pursue their duties, are interested in education, use creative and innovative approaches, help solving educational issues, and pay attention to students' advancements. The findings also ranked thoughtfulness as the second important variable, showing that most teachers are open to criticism by others, use their experiences, remind teachers of their possible mistakes, and view progress a result of collective work. These findings confirm those of Torabian (2007) who reported the highest mean values for esprit de corps and thoughtfulness and found open climate in most high schools. This is also in line with the results found by Arjmandifar (1999), Heshmatkhah (1997), Takeuchi & Chen (2009) and Hoy et al. (1996).

Question 3 examines the connections between sources of power and organizational climate in Zahedan City middle schools. The findings suggest significant positive relation between reward power and organizational climate in schools. Reward power is positively and significantly related to components of organizational climate (except for esprit de corps, reluctance, emphasis on production, and obstruction) as previously found by Safari (2010), Pouryan (1997), and Torabian (2007) who reported positive significant relation between reward power and organizational climate (i.e. as reward power increases, organizational climate becomes more open).

Findings on the relation between legitimate power and organizational climate suggest positive and significant connection between these two variables. The correlation between legitimate power and esprit de corps, thoughtfulness, influence and dynamicity, and intimacy was positive; that is, esprit de corps, thoughtfulness, dynamicity and influence, and intimacy increase as legitimate power is broadened. The relationship to distance and obstruction was, however, negative; that is reduced legitimate power will increase distance and obstruction. No significant relation was found between legitimate power and reluctance and emphasis on production. This is in line with Torabian (2007) but in contrast with Safari (2010) and Pouryan (1997) who observed no significant relationship between legitimate power and organizational climate.

The findings suggest positive significant correlation between expert power and components of organizational climate of schools. The correlation between expert power and esprit de corps, intimacy, thoughtfulness, and dynamicity and influence is positive and significant; that is higher expert power increases

esprit de corps, intimacy, thoughtfulness, and influence. The relationship to reluctance, distance, and obstruction is significant and negative, meaning that increased expert power reduces distance and obstruction. The relation between expert power and emphasis on production is not significant. These findings are in line with those found by Safari (2010), Torabian (2007), Pouryan (1997).

No significant relationship was found between coercive power and components of organizational climate. The correlation between coercive power and reluctance, intimacy, distance, emphasis on production, and obstruction is positive and significant; that is as coercive power decreases, so do reluctance, intimacy, distance, emphasis on production, and obstruction. The relation between coercive power and thoughtfulness, influence and dynamicity is significant and negative; that is thoughtfulness and influence decrease as coercive power increases. No significant relation was observed between coercive power and esprit de corps. These are not in line with the findings of Safari (2010) and Pouryan (1997) who reported a significant negative relation between coercive power and organizational climate. However, Torabian (2007) found no significant relation between coercive power and organizational climate.

Results indicate positive significant connection between referent power and organizational climate. The relation between referent power and esprit de corps, reluctance, intimacy, thoughtfulness, distance, dynamicity and influence, emphasis on production, and obstruction is positive and significant. In general, referent power is the only component with positive significant relation to all components of organizational climate. This is in line with Safari (2010), Torabian (2007), and Pouryan (1997); but these researchers found negative significant relationship between referent power and organizational climate.

Question 4 is related to how sources of power predict organizational climate in Zahedan City middle schools. Stepwise regression showed that the highest level of contribution comes from referent power. The variable was entered in the regression model in the first step, predicting 47.7% of changes. Expert power, added in the second step, together with referent power predicted 51.5% of changes in criterion variable (3.8% was contributed by expert power). In the third step, when reward power was added, the three components together predicted 52.8% of changes in the criterion variable (1.3% of changes was predicted by reward power alone).

To answer Question 5, on the role of demographic profile of managers in organizational climate, we used t test and one-way analysis of variance to identify the impacts of demographic characteristics such as gender, background, and education. No significant relation was found between organizational climate and gender, education, and teaching background. In other words, organizational climate is the same for different demographic profiles. Pourghaz et al. (2007), Heshmatkhah (1997), and Taheri (1999) found significant differences in organizational climate and demographic profiles, while in another study, Pourghaz et al. (2007) reported no significant difference in organizational climate caused by teachers' education and experience.

Question 6 addressed difference in sources of power based on demographic profiles of managers in Zahedan City middle schools. T test and one-way analysis of variance showed no significant difference sources of power and background, education, and gender. That is, managers of middle schools in Zahedan City use the same sources of power regardless of their demographic profiles. This complies with the results obtained by Abedi (2006) and Pourghaz & Mohammadi (2010) who found no significant difference in sources of power based on demographic profiles. However, Taheri (1999) reported that difference in level of education of managers created significant difference between sources of power used by managers.

4. Conclusion

The findings of this study indicated that sources of power (except for coercive power) are positively and significantly related to organizational climate in Zahedan City middle schools; however, some components of organizational climate were not significantly related to sources of power; that is, no significant relation exists between coercive power and esprit de corps, between reward power and emphasis on production, between legitimate power and emphasis on production, reluctance, between reward power and esprit de corps, reluctance, on production, and obstruction. Results also suggested that referent power predicts 47.7% of changes in organizational climate. No significant relation was found between sources of power and organizational climate in Zahedan City middle schools regarding teachers' education, gender, and teaching background. It can be said that today schools respond to the best source of power creating an open climate with proper esprit de corps, intimacy, influence and dynamicity, and thoughtfulness. It is hoped that managers used their sources of power appropriately to create a desirable climate for teachers and students and pave the way for creative and innovative approaches. As Francisco Javier et al. (2004) noted in their study on the relation between organizational climate and formation of new ideas, proper climate clearly fosters innovation. In their study on 312 employees 80 Spanish companies, they also examined the link between components of organizational climate and innovation. Their findings confirmed that organizational climate is a significant variable in forming and supporting new ideas. Innovation should start at higher organizational levels where senior managers can direct organizational climate toward formation of new ideas and innovations by each employee. Employees' integrity and unity are of great importance. Organizational climate should create a continuous ambient through which individuals can cooperate and make use of each other's ideas to enhance the conditions of organizations and adopt creative approaches (Javier et al., 2004).

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