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STUDY OF RELATION BETWEEN TEACHERS ORGANIZATIONAL INTELLIGENCE WITH PROFESSIONAL ETHICS AMONG SHAHREKORD HIGH SCHOOLS

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Abstract- The present study seeks to survey the relation between organizational intelligence and occupational morals of managers at high schools in Shahrekord. Its method is descriptive of the type of correlative and statistical sample includes all managers and teachers of high schools in Shahrekord in 2011 – 2012 academic year totaled 755. Based on Karjis & Morgan table (1970), its statistical sample has been 255, regarding that statistical community consisted of two groups of managers and teachers, so classification random sampling was used. In this study, Carl Albrecht (2003) organizational intelligence questionnaires and occupational morals questionnaire were used. To analyze obtained data inductively, measurement instrument, statistical methods of analyze regression and correlative coefficient were used. Results showed that observed “r” has significant and positive correlation between organizational intelligence and occupational morals of managers in high school of Shahrekord. Observed at the level of $P \leq 5\%$, presented significant and positive correlation between strategic insight, common destination, tendency to alteration, agreement and unity, knowledge application and occupational morals of managers. There was no significant correlation between organizational intelligence and occupational morals of managers and population characteristics based on age, occupation precedence and their education.

Keywords- *Organizational intelligence, occupational morals, school managers, secondary school.*

I. INTRODUCTION

The managers who rely on morals bring about considerable impacts on energy, power and initiation of their employees. Authentic leadership which is relatively a new element, plays a significant role in bringing healthy work condition and development of occupational moral (Pak Tinat & Fathi Zade, 1387, P2). Authentic leader defined as a proper behavior presentation through individual actions and interpersonal relations and linking of such a behavior to followers by mutual communications, reinforcement and decision which has influence on citizenship behavior and occupational moral (Walum bwa, etal, 2010, P22). Organizational intelligence regards as a new concept in the field of organization and management, which has increasingly importance in organization theory as a theoretical concept. Researchers surveyed organizational intelligence according to different insights and attitudes such as cognitive, behavioral, social and emotional. Each one opened a way to know this complicated phenomenon, has been a complement to others. For example, although cognitive attitude focused on internal structures & processes including process information ability, behavioral attitude studied behavior environment relations result in adaptation organization behavior to external environment (Nasbi, 1387, P19). At first, organizational intelligence presented by Taki Hiko, Bill, Matsoda from Isa Haray university of Japan in Paris conference. In this attitude, organizational intelligence defined as a general ability discussed by

the title of organizational knowledge & knowledge management (Hess, 1377, 66).

Therefore, organizational intelligence, as an element in educational organizations, doesn't have prominent adaptation. Regarding Albrecht view (2003, P31), organizational intelligence defined as an ability and capacity of an organization to implement its organizational objectives. It can improve occupational moral which brings about organizational moral responsibility. (Faramarz Gharamaleki, 1385, P95). To what extent organizational intelligence influence on occupational morals of high school managers in Shahrekord is a subject surveyed in the present study.

The main hypothesis: There is a relation between teachers organizational intelligence and occupational moral of high school managers in Shahrekord small province.

Research Hypothesis:

1. Determination of relation between common destination of teachers and occupational moral of high school managers.
2. Determination of relation between tendency to alteration of teachers and occupational moral of high school managers.

Research Method

Regarding that researcher seeks to survey relation between organizational intelligence of teachers and occupational morals of high school managers of

Shahrekord method is descriptive (in such a way that researcher surveys present conditions without alterations) and type of correlative (in such a way that surveys relations among variables).

Analysis approach

In the present research descriptive statistical indexes of frequency, percent, average and standard deviation used. To analyze obtained data deductively, measurement tools of statistical approaches of regression analysis (to measure influence of organizational intelligence components on occupational morals component) and correlation factor (to measure relation between each organizational intelligence and occupational morals component) were used. The main hypothesis of research: there is a relation between organizational intelligence and occupational morals of high school managers.

Table1: results of Pearson correlation factor of relation between organizational intelligence and occupational morals of high school managers in Shahrekord small province.

Significance level	Impact factor	r	frequency	Source
0.001	0.48	0.69	0.69	Organizational intelligence and occupational morals of high school managers in Shahrekord small province

Based on obtained results, observed r in $p \leq 0.05$ has positive and significant relation between organizational intelligence and occupational morals of high school managers in Shahrekord small province. Otherwise, occupational intelligence of high school managers in Shahrekord small province improves organizational intelligence of teachers. Impact factor indicates that occupational intelligence of high school managers influence on organizational morals of managers 48%.

The first hypothesis: Research findings: There is a relation between common destination of teachers and occupational morals of high school manager's.

Table (2) results of Pearson correlation of relation between common destination of teachers and occupational moral of high school managers in Shahrekord small province

Significance level	Influence	r	frequency	origin
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	coefficient			
0.001	0.56	0.75	23	Common destination of teachers & occupational moral of managers

According to obtained results, observed “r” at level of $P \leq 0.05$ has positive and significant correlation with common destination of teachers and occupational moral of high school managers in Shahrekord. In other words, occupational morals among high school managers of Shahrekord increases common destination more than the organizational intelligence of teachers. The influence coefficient shows that rate of occupational morals of managers influence on common destination of organizational intelligence of teachers is 56%.

Second hypothesis: There is a relation between tendency to alteration of teachers & occupational morals of high school managers.

Table (3): results of Pearson correlation coefficient of relation between tendency to alteration of teachers & occupational morals of high school managers in Shahrekord small province

Significance level	Impact factor	r	frequency	Source
0.001	0.56	0.75	23	Tendency to alteration of teachers and occupational moral of managers

Based on obtained results, observed “r” at the level of $P < 0.05$ showed a significant & positive correlation between tendency to alterations of teachers and occupational morals of high school managers. In other words, occupational moral among high school managers in Shahrekord increases tendency to alterations of organizational intelligence of teachers. Influence coefficient indicated that the rate of occupational morals influence of managers on tendency to alteration of organizational intelligence of teachers was 56%.

DISCUSSION AND CONCLUSION

Findings regarding relation between teachers organizational intelligence and occupational morals of high school managers in Shahrekord small province indicated that there is a positive and significant relation between organizational intelligence of teachers and managers occupational morals, organizational citizenship behaviors and occupational morals of high school managers in Shahrekord small province improve organizational intelligence of teachers. in other words, organizational intelligence regards organization as a learning and making efficient decisions structure for organization employees, brings about optimum and pleasant organizational environment for each person in schools which occupational morals of managers reinforces it. In this way, Becker(1994) estimated that organizational citizenship behaviors is a result of optimum behavior of head and organizational intelligence, organizational socialization, occupational improvement and existing occupational pleasure of each one. Obtained results of relation between common destination component of teachers organizational intelligence and high school managers occupational morals in Shahrekord small province shows the positive and significant correlation between common destination and occupational morals of school managers. regarding common destination, employees should know themselves as an efficient member of the organization, managers benefit from employees participation in plans and programs, conduction and measurement.

So, they know organizational missions, obtain empathy and correlation to goals, consider organization success as their own success. Cooperation and freedom of speech and viewpoint is transparent in the organization. in the new theory, competition advantage is based on mental power rather than physical resources. In the present theory, Peter Draker shows a new organization which instead of physical power, mental power governs which advance a common insight among employees. thus to promote honesty between organization and clients, moral managers role is vital. moreover, Albrecht in its organizational intelligence theory define it the capability of an organization to mobilization of total accessible intelligence competence and its centralization to achieve its goals. this capability is a combination of technical and human abilities regarded as human intelligence and machine intelligence. Authors like Kercit et al.(2004)by some years study in London university and international improvement center an school efficacy (ISEIC)regarding Gardner theory and new organizational views especially learning organization theory of Peter Sange and organizational intelligence theories in industrial and state and commercial organizations, conceptualized and proposed multi-

organizational intelligence theory in accordance with educational centers.

This theory by use of intelligence element and focus on prospects link in practical want to describe and improve and reinforce influence and efficacy of these organizations in the present century, organizational intelligence is an important factor in organizational adaptation and in this organizational environment people are happy all the time because their managers try to be honest and regard occupational morals. Obtained results of relation between tendency to alteration component of teachers organizational intelligence and occupational morals of high school managers in Shahrekord small province show the positive and significant relation between tendency to alteration of teachers and occupational morals of high school managers in Shahrekord small province. Tendency toward alteration bring about more success to organizations having high flexibility and adaptation to environment alterations.

The present organizations try to find directions of how to do their affairs better in accordance with demands and needs markets by encouragement to innovation and invention. This tendency provides necessary opportunity to new expedencies and chance of using new approaches. In the organizational intelligence of MANSODA, organizational intelligence defined as an integration factor of human science processing and knowledge based on machine in solving problem competence that lead to acceptance of each alteration across organization success. in his opinion, organization action, in fact is a group and cooperation work, can solve human and organization problems. So, some appropriate alterations to organization progress are acceptable.

Holland (1985) in its job satisfaction theory believes that job satisfaction is a complicated concept by the influence of great range of related variables to individual, social, cultural, organizational and environmental factors, if reinforces satisfaction among employees, possibility of organizational alterations acceptance enhanced by them and organizational intelligence has a key role in this way.

RECOMMENDATIONS

1. Findings of research indicated "relation between common destination element of organizational intelligence of teachers and occupational morals of managers". It is recommended to superior managers of education organization to support new & initiative attitudes of teachers and school managers in such a way organizational intelligence and occupational morals develop in education organization.

2. Regarding findings based on ((relation between tendency to alteration element of organizational intelligence of teachers and occupational morals of managers)) recommended to superior managers of education organization to prevent from present bureaucracy in the organizations. It is notable that organizations direct to semi-concentrated condition to develop organizational intelligence and occupational morals in education organization.

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