

## The relationship of the quality of work life with the organisational integrity of physical education teachers in Najaf Governorate

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### Abstract:

*Research aims Identify the scores achieved by applying the scales used on the study sample, Identifying the relationship between (the quality of work life and organisational integrity) among teachers of physical education in secondary schools, Conclusions ,The researcher, through the results he achieved from his research, reached the following conclusion, The measures (quality of work life) that were built and (organisational integrity), which were prepared and applied by the researcher to the study sample, proved that they could measure what they were designed to measure and are accurate in giving logical results that simulate the reality of physical education teachers, Despite the positive results in the study variables for teachers, they can only activate the work of these variables in their schools if they fix them in the religious and educational laws and instructions.*

**Keywords:** quality of work life , organisational integrity

### Introduction:

The physical education teacher is one of the teachers who is most connected to the students through his lesson or school sports participation and others. The significant impact that the teacher can have on the personalities and behaviours of his students is to pay attention to the physical education teacher and study the causes of his performance decline and how to improve it. Hence the importance of the study. Through this, we will learn about the obstacles and motives that accompany the work of the teacher of physical education in secondary schools, and the problem of the research was that the researcher was a member of the teaching staff in. One of the schools affiliated with the Directorate of Education of Al-Najaf Al-Ashraf, and through his observation of the administrative work in it and the extent of its impact on the physical education teacher in the success of his lesson, as well as the obstacles that the application of the physical education lesson goes through by not

giving the whole role to the class and the teacher and assigning him to tasks outside his competence, such as administrative tasks, he initiated To questions and tried to answer them through his study, and these questions are: -

1- What is the relationship between quality of work life and organisational integrity among teachers of physical education in secondary schools?

Research aims:

1- Identify the scores achieved by applying the scales used on the study sample.

2- Identifying the relationship between (the quality of work life and organisational integrity) among teachers of physical education in secondary schools.

### **Practical part:**

The researcher used the descriptive method on physical education teachers in (secondary) schools in the province of Najaf, as the total sample number was (200) individuals, which represented the original community. The construction sample amounted to (150) individuals, at a rate of (75%), and the application sample was the sum of the two pieces (the survey sample and the building sample).

### **Field research procedures:**

For the researcher to achieve the objectives of his research, he deliberately fulfilled some requirements, including building two measures (quality of work life and organisational integrity), as he applied them to the research sample represented by teachers of physical education in (secondary) schools in Najaf Governorate, and this was done when taking the following steps:

### **Procedures for constructing two scales of the quality of functional life and organisational integrity for teachers of physical education:**

#### **Determine the goal of the two scales:**

The purpose of constructing the two scales was to measure the quality of functional life and the organisational integrity of physical education teachers.

#### **Preparing the initial formula for the two scales (quality of work life and organisational integrity):**

Among the procedures that require developing the initial formula for any of the measures concerned with the quality of career life and organisational integrity, it begins with the process of

preparing the expressions of the two scales by determining the method of formulating these phrases, taking into account the bases on which this formulation depends, as well as setting the instructions for the two scales, noting that the examinees understand these instructions and the texts Phrases for the Phrases, and below is the description for the Procedures.

**First:** Preparing the expressions of the two scales (quality of work life and organisational integrity) and answer alternatives:

**Second:** Determine the style and principles of formulating phrases:

**Third:** The validity of the expressions of the two scales (quality of work life and organisational integrity):

After the researcher formulated the paragraphs of the two scales in their initial form, it was presented to a group of experts and specialists in sports management, numbering (15) experts, to indicate their validity and modification if they needed to be modified. As the differences between them were statistically significant at the level of significance (0.05) at (43) items for the quality of work life measure and (15) items for the organisational integrity measure, and the experts agreed on the answer alternatives and their weights.

**Preparing instructions for answering the two scales (quality of work life and organisational integrity):**

**Exploratory experience of the quality of work-life scale:**

Its purpose is to identify the clarity of the instructions or paragraphs of the two scales of quality of work life and organisational integrity in its initial form, as well as to know the obstacles and difficulties that may hinder the application of the main experiment, as well as the time is taken to answer the paragraphs of the two scales, so the two scales were applied to a sample of (50) teachers. The experiment showed that the instructions and sections of the scale were clear and understandable by the model and that the average time to answer the scale was (17) minutes. The exploratory experiment was conducted from Sunday (2/19/2023) until Sunday (26/2/2023).

**Applying the two measures (quality of work life and organisational integrity) on the building sample:**

To achieve the primary purpose of applying the expressions of the two scales to the building sample of (150) teachers in secondary schools in Najaf governorate, the answers must be analysed

statistically. The good ones must be kept and the invalid ones excluded, according to some indicators, including the discriminatory ability and the formative foundations of the phrases—scale, to prepare for the final version of the scale. The scale was applied to the building sample after the researcher assured them to read the instructions, ensure the clarity of their texts and the correctness of their wording, and answer them truthfully and honestly, fulfilling all the phrases without leaving any of them unanswered. This matter (application) took place from 3/5/2023 until 3/19/2023.

**The method of correcting the two scales (quality of work life and organisational integrity):**

**Statistical analysis of the quality of the work-life scale:**

**First** / preliminary analysis of the paragraphs of the scale:

**Second** / the discriminatory power of the sections:

**The scientific bases of the two scales (quality of work life and organisational integrity):**

The characteristics of validity and stability must be available in building scales because they are considered among the priority matters if honesty is more important than stability. After all, the valid measure is constant. At the same time, the fixed step may not be accurate, "as the action may be homogeneous in its paragraphs, but it measures a feature other than which are to be measured.

**Validity of the two scales:**

In calculating the validity of the scale, the researcher used two types of truth:

**First** / validity of the content:

This honesty was achieved when the scale was presented to a group of experts and specialists in sports management science to establish the validity of its paragraphs. And the honest sections that got the support of most experts and specialists were kept.

**Second**, the validity of the hypothetical formation:

This was verified when the discriminatory power of the paragraphs was calculated using the two end groups method, as well as calculating the internal consistency by finding the correlation coefficient between the total score of the scale and the score of the paragraph, the score of the domain with the degree of the section, and the score of the field with the total score of the scale.

### **Persistence:**

Stability was calculated using the following two methods:

**First** / the half-partition method:

**Second** / coefficient (Alpha Cronbach):

The Alpha Cronbach equation was applied to the results of the primary sample of (150) teachers using the statistical bag (SPSS), and the stability coefficient value was (0.87) for the quality of career measure and (0.88) for the organisational integrity measure, which is a reliable indicator of stability.

### **Description of the quality of work-life measure in its final form:**

The quality of work-life scale consists of (43 items), and the organisational integrity scale (15) items, and whenever the score obtained by the examinee is equal to or higher than the hypothetical mean, this indicates the scale's popularity with the teacher.

### **Statistical means:**

The researcher used the Statistical Bag for Social Sciences (SPSS), the twentieth edition

## **Results**

### **The Reality of the Quality of work life and organisational integrity of Teachers of physical education:**

After we had achieved the first and second research objectives in building a measure of organisational integrity and quality of work life, which were referred to identify the reality of the quality of work life and administrative integrity of physical education teachers, it was found after analysing the data that the arithmetic mean of the measure of the quality of work life for members has reached (241.23) and with a standard deviation ( 25.85), as for the measurement of organisational integrity, the arithmetic mean for teachers was (90.48), with a standard deviation of (13.47).

Table (1)

It shows the arithmetic and hypothetical mean and the calculated t-value for the research sample to measure the quality of work life and organisational integrity.

The average	sample	mean	hypothetical mean	standard deviation	value (t),	sig	significance
Quality of working life	200	241.23	236.5	25.85	3.65	0.000	significant
Organisational integrity		90.48	82.5	13.47	4.24	0.000	significant

By comparing the arithmetic mean with the hypothetical mean of the quality of working life measure, it was found that there are apparent differences. Hence, the t-test tested it to identify the statistical significance of these differences. Of the value of (SIG) at the level of energy (0.05), this means that the difference is statistically significant. This result can be interpreted in the light that the quality of work life is “a set of systems and programs related to improving and developing various aspects of the human capital of the organisation, which would affect On the career life of individuals and their social, cultural and healthy environment, which in turn is reflected positively on the level of the job performance of employees, and then contributes to achieving the goals of the organisation, the individual and all parties related to the organisation. In the theoretical side only, but on the practical side, because this variable has a significant impact on his performance in the work environment, and the fact that this teacher is closely related to achieving the goals of the educational institution because of his connection and direct contact with students, so he must have a quality of functional life, thus enabling him to be creative and develop in his job performance.

The arithmetic average was calculated with the hypothetical average to identify the reality of organisational integrity. By comparing the two standards, it is clear that the achieved sample average is higher than the theoretical sample average. To test the significance of the differences statistically, the researcher used the t-test for one sample. 4.24) It turns out that the value of (sig) is less than (0.05), which indicates the existence of a significant difference. The researcher explains this result by the fact that their interest was focused on the belief of some researchers that organisational integrity includes the dimensions of organisational structures, including good habits, hopes and some processes such as Empathy, integrity, forgiveness and trust on the individual and social levels, and here the researcher believes that achieving an atmosphere of organisational integrity and activating it in the educational institution gives a character of psychological and functional stability and urges the teacher

of physical education to perform his administrative or teaching work in the best way, which contributes to reaching the quality of career life.

### **The relationship between quality of work life and organisational integrity of physical education teachers:**

To identify the correlation between the quality of functional life and the organisational integrity of physical education teachers. The correlation coefficient was calculated between the quality of useful life and the corporate integrity of the research sample members of (200) teachers. Its value was (0.476), and to detect the significance level of the correlation, the researcher used a special t-test. With Pearson's correlation, a statistically significant relationship appeared at the level of energy (0.05), as the calculated t-value was (6.869), which is greater than the tabular value of (1.97), as shown in Table (2).

schedule (2)

Shows the correlation coefficient for the research sample

Variables	Correlation coefficient	Degree of freedom	t-value	sig	significance
(Quality of work life) (organisational integrity)	0.575	198	6.869	0.05	significant

It appears from the above table that there is a correlation between the quality of work life and organisational integrity and that, as we mentioned previously, the teacher's sense of reassurance, the preservation of his rights, and the positive behaviours between him and his fellow teachers and the school administration make him feel a good level of quality of work life.

As for the relationship between the quality of working life, we can explain this result in the concept or idea on which it is based: "It represents the primary key to organisational success, as the working individuals who have a high level of work life in their organisations will enable the organisation to retain talent and improve organisational performance, in addition to that it represents Absorption is the main link for customer satisfaction and the reputation of the organisation, and value creation for stakeholders. The results that have been reached regarding the correlation between organisational integrity can be explained by understanding the variables. Suppose the teacher feels job satisfaction resulting from justice and equality between him and his fellow teachers. In that case,

he will take Great in performing his job and role in the educational institution and seeks to develop his performance at all times.

**Presentation, analysis and discussion of the results of the percentage of the quality of work-life contribution to organisational integrity and predictive equations:**

To achieve the goal of this study (predicting the quality of work life in terms of organisational integrity), the researcher carried out several procedures to accomplish this goal.

**Presentation, analysis and discussion of the results of the percentage of the quality of work-life contribution to organisational integrity:**

To identify the percentage of the quality of work-life contribution to the organisational integrity variable, the researcher used simple regression to extract the value of the portion of contribution resulting from the value of the correlation square between them, and Table (3) shows that.

table (3)

It shows the significance of the correlation coefficient and the percentage of the quality of work-life contribution to organisational integrity.

Variables	Correlation coefficient type	The value of the correlation coefficient R	The contribution ratio R <sup>2</sup>	value of F	sig	significance
(Quality of work life) (organisational integrity)	Simple	0.63	0.39	65.44	0.000	significant

It can be seen from Table (3) that the percentage of the contribution of the quality of work life to the indicator of the organisational integrity variable was significant, and this is confirmed by the calculated (F) value of (65.44), which indicates that the typical variation between the two variables was substantial, and this is evident through the significance level of (0.000)

The researcher attributes this to defining the concept of organisational integrity, which indicates an integrated administrative system with dimensions that describe organisational behaviours and their expected results that gain social acceptance. These behaviours perpetuate and participate in these behaviours on a large scale to create happiness and well-being for others, resulting in an active life characterised by high quality.

**Conclusions:**



The researcher, through the results he achieved from his research, reached the following conclusion:

1- The measures (quality of work life) that were built and (organisational integrity), which were prepared and applied by the researcher to the study sample, proved that they could measure what they were designed to measure and are accurate in giving logical results that simulate the reality of physical education teachers.

2- Despite the positive results in the study variables for teachers, they can only activate the work of these variables in their schools if they fix them in the religious and educational laws and instructions.

3- It was observed that the quality of work-life variable was linked to the organisational integrity variable broadly, and this indicates that physical education teachers accept work to develop their levels if they have the appropriate work environment.

4- The teacher of physical education in schools enjoys the acceptance of all the teaching staff, students and parents, as he works happily for his work if the elements of good job performance are available.

5- Despite the weakness of the capabilities, requirements, and moral motivation for raising the quality of the educational institution, the study sample (teachers) have a great desire and motivation to achieve creativity and excellence for themselves and the educational institutions to which they belong.

6- There is a possibility of predicting the quality of working life for physical education teachers through organisational integrity variables.

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