Assessing the Relationship between the Spirituality at Work and the Internalization of Occupational Values of Physical Education Teachers working at the Fifth Region of the Isfahan Education Department

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Abstract
The present research is aimed to assess the relationship between the spirituality at work and the internalization of occupational values of physical education teachers working at the fifth region of the Isfahan education department in 2015. The descriptive-correlation methodology was used for this survey research. The population was comprised of 288 physical education teachers working in the fifth region of the Isfahan education department in 2015. Among them 165 teachers were selected as the sample size by the random stratified sampling. The questionnaire of Milliman et al (2003) concerning the spirituality at work and the questionnaire of Super (1980) about the internalization of occupational values were used to analyze research data obtained from the descriptive-inferential statistics that their reliability was 84%. Findings showed that averages of the spirituality at work and the internalization of occupational values were 3.86 and 3.61, respectively. It means that, the average is a bit more than the mean. Again, statistical analysis demonstrated that, there is a positive, significant correlation coefficient (p < 0.01, r = 0.53) in the 0.01 significance level between the spirituality at work and the internalization of occupational values of physical education teachers.

Key words: spirituality at work, internalization of occupational values, physical education teachers working at the fifth region of the Isfahan education department.

Introduction
Human sources in each organization have a pivotal role to implement designed goals for the organization. Accordingly, paying attention to the individual development of them may facilitate the access to organization purposes. As human is complex and multidimensional, so events related to human also needs to be assessed similarly. Anyone considers some criteria to accept their profession and according to them decides how to act in the organization. It seems that anywhere personnel works they seek to achieve something further their financial rewards at work. They try to find a meaningful and favorable job and want to balance their life. Organizations are faced to developed staff which makes attempt to find a meaningful and purposive occupation and to foster such workplaces. The spirituality means to create a distinguished potential and it is a universal dimension of the individual experience that not only increases the internal awareness of people but also promotes the relationship between social groups, traditions and customs. The spirituality at work describes the experience of those personnel that their work is purposeful, meaningful and satisfying (Rastegar & Vares, 2008). The spirituality at work is a framework of organizational values and its sign is the existence of a culture that develops the understanding of personnel from their relation with others and advances personnel from occupational processes increasingly so they can find the real enjoyment (Krahnkne et al, 2003). According to Mitrof, the spirituality at work means to show a tendency to search for the main purpose of life and living based on the goal (Mitrof & Denton, 1999). The arrival of spirituality in the organization enables staff to achieve a more comprehensive perspective in their
organization, family and society (Vares et al, 2009). The education department is among those organizations that have a really important role to train the future generations. It has a system of human sources that possess professional attributes, so it is considered as the fundamental sector of the organization capital (Ja’far Nejad & Ghasemi, 2008). Personnel seek their requirements and demands to accept their job and their needs are under the influence of their expectation as well as expectations are a function of values and as a result values are due to social, economic, cultural and political circumstances. Values like wishes are basic. Indeed, occupational values emanates from subjectivity that anybody seeks to meet their needs to feel the job satisfaction (Mirsepasi, 2002). When personnel rather have independence and the capacity of decision making in some matters that they don’t feel they are obliged to execute orders of their bosses as well as their income is proportional to their expenditures and the advancement in their job is only based on competency and ability, again the organization supports their new ideas, indeed the organization management could internalize the occupational values among their staff. Occupational values play a pivotal role to manage affairs and leads to consequences like the occupational satisfaction, incentive and the professional organizational commitment to do a task. Occupational values manage individual incentives (Zarei, 2005). By internalization of these concepts they are emphasized by human societies (Mohseni, 2002). The education system using a specific science tries to achieve the education ultimate aims including the cognitive, mental, physical, ethical, emotional and social development. Among them the physical education purpose is considered as the inseparable sector of the education, development, evolution and human performance through physical activities (Shirali, 2007). Physical education teachers working at the education department not only are faced to training a large number of girl and boy students with different mental and physical needs as well as a good and oriented usage of their abilities, but also they need to be coordinated with speed changes in the domain of sporting sciences. As mentioned before, organizations make attempt to achieve their aims. Organizational managers need to codify appropriate policies and approaches to internalize occupational values in the organization. Surveys show that, there is a meaningful relationship between religious behaviors at work and the intellectual capital of the organization (Charlie & Debra, 2011). In the today’s world, the education department is responsible to educate human and it seems that, the development in each society needs the education development. Indeed, the development of education needs to recognize its effectual factors, finding its weaknesses and strengths and introducing effective changes according to the society needs. It should be noted that, further investment in this context will lead to facilitate development in other parts of the country. However, the education department is a social institution that manages with competent and creative directors to achieve specific purposes. The social institution has some values and norms for itself. Furthermore, personnel working at an organization as fundamental factors have a pivotal role to orient and expedite organization purposes and actually the organization cannot be considered without its personnel and human sources. Again, organizations have values and norms which are affected by internal and external factors. The incentive of personnel to coordinate with changes becomes better, as these factors are closer to their values.

In the present research main questions are as follow:

Is there any meaningful relationship between the spirituality at work and the internalization of occupational values of physical education teachers? Indeed, does it true to say that, an organization which enjoys further spirituality at work is able to internalize occupational values among personnel better?

In the present research the researcher is aimed to provide an appropriate context to promote the spirituality at work and to internalize occupational values by describing each of these variables for physical education teachers. On the other hand, lack of adequate resources related to the research background in Iran has been caused to make some limited attempts for their usage in next researches. Eventually, to step toward further participation of physical education teachers such awareness would manage realistic approaches if they are judged and assessed comprehensively.
Methodology

Since the present research is aimed to determine the relationship between the spirituality at work and the internalization of occupational values of physical education teachers working at the fifth region of the Isfahan education department, so it can be said that in terms of purpose it is an application research. As the researcher had no interference in the under studied variables, so it is a descriptive research and regarding that the relationship among variables is evaluated it is a correlation one. In the present research to recognize the problem as well as to achieve a theoretical basis and a deep attitude about the concept of spirituality at work and the intellectual capital, the library method was used to collect information about the research hypothesis through the survey method. The research population was comprised of all male and female physical education teachers working at the fifth region of the Isfahan education department including, Zarrin Shahr, Bagh Bahadoran, Falavarjan, Semirom, Shahreza and Dehaghan in the 2015-2016 academic years. According to the provided statistics by the policy and planning office of the Isfahan education department it includes 288 teachers. To determine the sample size, the Cochran formula was employed and eventually 165 teachers were selected as the statistical sample. Three questionnaires were used to collect data for each of the research variables including, the questionnaire of individual selected attributes, the questionnaire of internalization of occupational values and the spirituality at work questionnaire. In the present research, to analyze data a variety of statistical methods like frequency distribution tables, graphs, central index, and spread index for describing subjects as well as research variables will be used by the researcher. A variety of inferential statistic methods are used in the present research including, the Kolmogorov- Smirnoff test for assessing the normality of grades distribution, the Levin test for the evaluation of the variance congruence, t-test, f-test and the Tocki test to estimate the significant difference between averages as well as the Levin test for assessing the equality of averages. To accomplish an inferential analysis, some statistical methods like the Pearson correlation coefficient, the regression analysis, the t-sample test and the Box test were used. Meanwhile, data were analyzed by the SPSS software.

Research findings

How much is the spirituality at work and each of its components (individual, organizational land team) among physical education teachers of the fifth region of the Isfahan education department? According to results of table 1, there is a significant difference between observed and assumptive averages of the spirituality at work ($t = 18.11, P<0.01$). On the other word, the status of the spirituality at work in the research sample is a bit better than the assumptive one. How much is the internalization of occupational values of physical education teachers of the fifth region of the Isfahan education department? According to results of table 1, there is a significant difference between observed and assumptive averages of the internalization of occupational values ($t = 10.56, P<0.01$). On the other word, the status of the internalization of occupational values in the research sample is a bit better than the assumptive one.

Table 1. Results of the t-single sample test about the average difference

<table>
<thead>
<tr>
<th>t-test results</th>
<th>conception</th>
<th>Assumptive average</th>
<th>Observed average and standard division</th>
<th>t-statistics</th>
<th>Freedom degree</th>
<th>Significance level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The spirituality at work</td>
<td>3</td>
<td>61.0±86.3</td>
<td>11.18</td>
<td>164</td>
<td>0.001</td>
</tr>
<tr>
<td>1</td>
<td>The internalization of occupational values</td>
<td>3</td>
<td>61.0±61.03</td>
<td>56.10</td>
<td>146</td>
<td>0.001</td>
</tr>
</tbody>
</table>

Is there any significant relationship between the spirituality at work and the internalization of occupational values of physical education teachers of the fifth region of the Isfahan education department?

Table 2. Pearson test results concerning the relationship between the spirituality at work and the internalization of occupational values

<table>
<thead>
<tr>
<th>Variables</th>
<th>R</th>
<th>R²</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>The spirituality at work and the internalization of occupational values</td>
<td>53.0</td>
<td>28.0</td>
<td>0.001</td>
</tr>
</tbody>
</table>
According to table 2, there is a significant relationship \( (r = 53.0, P \leq 0.01) \) between the spirituality at work and the internalization of occupational values. The sharing level of these two variables equals 28%. Is it possible to anticipate the internalization occupational values of physical education teachers working at the fifth region of the Isfahan education department based on the spirituality at work? According to results of the table 3, it is confirmed that, there is a linear relationship between the spirituality at work and the internalization occupational values \( (f = 72.55, P \leq 0.01) \). On the other words, the significiation coefficient is meaningful.

<table>
<thead>
<tr>
<th>Table 3. The linear regression coefficients</th>
</tr>
</thead>
<tbody>
<tr>
<td>model</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Fixed amount</td>
</tr>
<tr>
<td>The spirituality at work</td>
</tr>
</tbody>
</table>

According to results of the table 3, the spirituality at work \( (t = 46.7, P \leq 0.01) \) is able to predicate the internalization of occupational values. On the basis of the beta coefficient results, the internalization of occupational values increases 53% with one unit increment in the spirituality at work. Again, the regression equation to predicate the internalization of occupational values on the basis of the spirituality at work includes:

\[
\text{The internalization of occupational values} = 1.25 + 0.60 \times \text{the spirituality at work}
\]

There is a significant difference in the spirituality at work of physical education teachers of the fifth region of the Isfahan education department regarding the demographical properties.

**The gender property**

The Box test is a multi-variable test for evaluating the covariance uniformity of dependent variables. According to results, the hypothesis of the covariance uniformity is affirmed. Based on the Lambda Vikz test that its amount is 0.96, and regarding \( (F(2,144)=3.33, \text{Sig}=0.04) \), the hypothesis of the equality for averages of the spirituality at work and the internalization of occupational values based on the gender is rejected. On the other words, two mentioned averages based on the gender, have a significant difference. Again, multi-variable squares \( (0.04) \) mean that, 4% of changes of dependent variables are related to the gender.

**The work experience property**

According to the Lambda Wilks test that its amount equals 0.98, and regarding \( (F(4,286)=0.87, \text{Sig}=0.48) \), the hypothesis about the average equality for the spirituality at work and the internalization of occupational values based on the category of the work experience is confirmed. On the other words, two mentioned averages have no significant difference on the basis of the work experience category.

**The education level property**

According to the Lambda Wilks test that its amount equals 0.99, and regarding \( (F(4,286)=0.18, \text{Sig}=0.95) \), the hypothesis about the average equality for the spirituality at work and the internalization of occupational values based on the education degree is confirmed. On the other words, two mentioned averages have no significant difference on the basis of education degree. Furthermore, multi-variable squares \( (0.003) \) indicated that, 0.3% of dependent variable changes are related to the education degree.

<table>
<thead>
<tr>
<th>Table 4. Lambda Wilks test results</th>
</tr>
</thead>
<tbody>
<tr>
<td>test</td>
</tr>
<tr>
<td>-------</td>
</tr>
<tr>
<td>Lambda Wilks</td>
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<tr>
<td>Lambda Wilks</td>
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<tr>
<td>Lambda Wilks</td>
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</tbody>
</table>

There is a significant difference between the internalization of occupational values of physical education teacher of the fifth region in the Isfahan education department and demographical properties.
The gender property
Based on the Lambda Vikz test that its amount equals 0.96, and regarding \( F(2,144)=3.33, \text{Sig}=0.04 \), the hypothesis of the equality for averages of the spirituality at work and the internalization of occupational values based on the gender is rejected. On the other words, two mentioned averages based on the gender, have a significant difference. Again, multi-variable squares (0.04) mean that, 4% of changes of dependent variables are related to the gender.

The work experience property
According to the Lambda Wilks test that its amount equals 0.98, and regarding \( F(4,286)=0.87, \text{Sig}=0.48 \), the hypothesis about the average equality for the spirituality at work and the internalization of occupational values based on the category of the work experience is confirmed. On the other words, two mentioned averages have no significant difference on the basis of the work experience category. Furthermore, multi-variable squares (0.01) indicated that, 41% of the dependent variable changes are related to the work experience category.

The education degree property
According to the Lambda Wilks test that its amount equals 0.99, and regarding \( F(4,286)=0.18, \text{Sig}=0.95 \), the hypothesis about the average equality for the spirituality at work and the internalization of occupational values based on the education degree is confirmed. On the other words, two mentioned averages have no significant difference on the basis of education degree. Furthermore, multi-variable squares (0.003) indicated that, 0.3% of the dependent variable changes are related to the education degree.

### Table 5. Lambda Wilks test results

<table>
<thead>
<tr>
<th>test</th>
<th>conception</th>
<th>Value</th>
<th>F</th>
<th>Hypothesis df</th>
<th>Error df</th>
<th>Sig</th>
<th>\eta^2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lambda Wilks</td>
<td>gender</td>
<td>96.0</td>
<td>33.3</td>
<td>2</td>
<td>144</td>
<td>0.04</td>
<td>0.04</td>
</tr>
<tr>
<td>Lambda Wilks</td>
<td>Work experience</td>
<td>98.0</td>
<td>87.0</td>
<td>4</td>
<td>256</td>
<td>48.0</td>
<td>0.01</td>
</tr>
<tr>
<td>Lambda Wilks</td>
<td>Education level</td>
<td>99.0</td>
<td>18.0</td>
<td>4</td>
<td>286</td>
<td>95.0</td>
<td>0.003</td>
</tr>
</tbody>
</table>

Conclusion
Statistical analysis showed that between the spirituality at work and the internalization of occupational values of physical education teachers the 53% correlation coefficient at the significance level of 1% was obtained. As, the error rate is less than the significance level of 1%, so the null hypothesis is rejected and the research hypothesis is accepted. Thus, with a 99% probability it can be said that, there is a significant, positive relationship between the spirituality at work and the internalization of occupational values of physical education teachers in the fifth region of the Isfahan education department. Nowadays, there is an information oriented economy that is on the basis of intangible asset and people’s intellectual capital. It seems that, personnel seek to find something more than financial reward everywhere they work, it means that they seek to find a meaningful and favorable job and want to balance their life. Furthermore, occupational values are able to orient individual incentives (Zarei, 2005). People seem to underline value concepts when these values are internalized (Mohseni, 2002). Results of the present research are correspond to obtained results from pervious similar researches such as Mousavi (2009), Beik Zadeh (2011), Niknam (2014), Hemmati Noedousti (2014), Somech and Drachzahavy (2002) as well as Malik & Naem (2011) works. According to results of the t-single sample test, it is indicated that there is a significant difference between the research sample average (\( x=3.86 \)) and the hypothetical average; again since the significance level of the test is less than 0.01, it can be concluded that the situation of the spirituality at work for the physical education teachers working at the fifth region of the Isfahan education department is a bit better than the assumptive condition. The implication-making of the spirituality at wok by Milliman et al (2003) was employed in the present research. In 2003, Milliman et al proposed three aspects to evaluate the spirituality at work. The aspects are corresponding to three individual, organizational and team levels, including a meaningful job in the individual level, establishing a close correlation in the team level and being parallel with organizational values in the organization level. In the preset research, it is indicated that there is a significant difference between observed averages and the assumptive case of the spirituality at work components (\( p = 0.01 \)). The average of individual, team and organizational levels are 4.25, 3.71 and 3.62, respectively. It indicates that, the status of spirituality at work components in the research sample is
better than the hypothetical one. Furthermore, regarding high average of the individual level among other components it can be found that the spirituality at work is of importance. In the component, the spirituality includes the hypothesis that, everybody has some internal incentives, declination and interests to do an activity that have a further meaning for themselves and others. Mentioned cases confirm Hashemi et al (2013), Hadidi (2014) and Milliman et al (2003) opinions. Results of the t-single sample test regarding the internalization of occupational values of physical education teachers based on (t =10.56, p<0.01) indicates that there is a significant difference between observed and assumptive averages. It is x=3.61. Hence, it can be said that, the internalization of occupational values of physical education teachers in the research sample is more satisfactory than the assumptive one. Values are meaningful human assumptions similar to introduced principles that guide people in their life. Occupational values are personal attributes describing individual differences in the behavior and workplace (Bilik et al, 2011). Occupational values orient individual incentives, so that they have a pivotal role for selecting a job, as well as to achieve occupational adaptation and success. Occupational values are not necessarily financial. Some components like occupational independence, occupational security, economical feedback, occupational development, incentive environment as well as the social condition cause to internalize occupational values. Research result demonstrated that, in the p<0.01 level, there is a significant difference between observed averages and the assumptive status of the internalization of occupational values in physical education teachers. It means that, the status of the internalization of occupational values components in the research sample (excluding the economical feedback component which has the lower average) possess a better condition. Statistical analysis showed that, between the spirituality at work and the internalization of occupational values of physical education teachers the 53% correlation coefficient at the significance level of 1% was obtained. As the error rate is less than the 1% significance level, so the null hypothesis is rejected and the research hypothesis is accepted. Thus, with a 99% probability it can be said that, there is a significant, positive relationship between the spirituality at work and the internalization of occupational values of physical education teachers in the fifth region of the Isfahan education department. Nowadays, there is an information oriented economy that is on the basis of intangible asset and people’s intellectual capital. It seems that, personnel seek to find something more than financial reward everywhere they work, it means that they seek to find a meaningful and favorable job as well as want to balance their life. Furthermore, occupational values are able to orient individual incentives (Zarei, 2005). People seem to underline value concepts when these values are internalized (Mohseni, 2002). On the other word, there is significant relationship between the internalization of occupational values of physical education teachers and each of the spirituality components at work. According to Pearson test, results, there is a significant relationship between the internalization of occupational values and components of the individual (r=0.24, p≤0.01), team (r=0.58, p≤0.01) and organizational (r=0.45, p≤0.01) levels. Again, the Pearson test results showed that, there is significant relationship between the spirituality of physical education teachers at work and each of the components concerning the internalization of occupational values including, occupational independence, occupational security, economical feedback, occupational development, incentive environment as well as the social condition. Obtained results are comprised of the occupational independence (r = 0.31, P ≤ 0.01), the spirituality at work with the occupational security component (r = 0.56, P ≤ 0.01), the spirituality at work with economical feedback component (r = 0.28, P ≤ 0.01), the spirituality at work with the occupational development component (r = 0.54, P ≤ 0.01), the spirituality at work with incentive environment component (r = 0.27, P ≤ 0.01) as well as the spirituality at work with the social condition component (r = 0.43, P ≤ 0.01). Results of the variance analysis test as well as the linear regression coefficients related to predating occupational values of physical education teachers on the basis of the spirituality at work claims that, according to (f=55.72, P≤0.01) as well as (t=7.46, P≤0.01), the internalization of occupational values of physical education teachers on the basis of the spirituality at work is predictable. The regression analysis indicates that, the spirituality at work (t=7.46, P≤0.01) can predicate the internalization of occupational values. On the basis of the beta coefficient results, the internalization of occupational values increases (53%) with one unit increment in the spirituality at work. Again, the
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The regression equation to predicate the internalization of occupational values on the basis of the spirituality at work includes:

\[ \text{The internalization of occupational values} = 1.25 + 0.60 \times \text{the spirituality at work} \]

There is no doubt that, significant changes are forming in the workplace and the spirituality at work is considered as a fundamental issue in the domain. Hence, its impacts should be easily available for programmers. Whether the capacity of the spirituality is able to act as a variable in parallel with the internalization of occupational values of the physical education teachers or not is a power that its capacity needs to be estimated. Results indicated that, the internalization of occupational values is predicated in parallel with the spirituality at work. The spirituality has some components through which a feasibility study into its potentials, capacities, weaknesses and strengths can be carried out. It confirms the predictability. There is a significant difference in the spirituality at work of physical education teachers of the fifth region of the Isfahan education department regarding the demographical properties. The results of the Lambda Wilks test \((f = (4.286) = 0.87, \text{sig} = 0.48)\) claims that, there is a significant difference between the gender and the spirituality at work of physical education teachers. On the other word, the two mentioned averages report the difference between two genders. Regarding that the difference of the spirituality at work is related to two genders, so a research needs to be accomplished about the quality of differently realizing the spirituality at work in two genders. Again, results of the variance analysis claim that, there is no significant difference between the spirituality at work and the work experience. The significance level is 0.46. Regarding the education degree, results of the Box test \((f = (6.355) = 1.08, \text{sig} = 0.32)\) indicates that, there is no significant difference between the spirituality at work and the education degree and the average level is similar in all groups. It indicates that, the education degree is not an effectual variable for the spirituality at work. Obtained analysis from the Loun test concerning the internalization of occupational values of physical education teachers and the gender property has \((\text{sig} = 0.39, f = 0.75)\). It means that, there is no difference regarding the impact of the gender on the internalization of occupational values between two genders and it is similar for two genders. Furthermore, for the impact of the work experience on the internalization of occupational values of the physical education teachers, the Loun test results are \((f = 0.11, \text{sig} = 0.90)\). The Loun test results \((f = 0.82, \text{sig} = 0.45)\) for the relationship between the internalization of occupational values and the education degree indicates that, the education degree is not considered as an effectual variable in this regard and results are the same for all education degrees.
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