The Relationship between Organizational Self-esteem with Organizational Feedback and Job Consistency among the Administrative Staff of Education Organization

Dr. Yousef Mehdipour, HosseinAli Jamaei

Assistant Professor, Head of Health Information Technology Department, Zahedan University of Medical Sciences
MSc, Department of Educational Management, Faculty of Psychology and Educational Sciences, Islamic Azad Coresponding Author: Dr. Yousef Mehdipour

---

Abstract:
Introduction: Self-esteem is a vital necessity for every human and it is necessary for normal and healthy growth. High self-esteem in employees of organizations, especially education, is a sign of the level of Job Consistency within the organization. The purpose of this study is to The Relationship between Organizational Self-esteem with Organizational Feedback and Job Consistency among the Administrative Staff of Education organization in Zahedan.
Methods: The research method is descriptive-correlational study. The statistical population consists of Includes all administrative staff of education organization in Zahedan (440 people). The statistical sample based on Morgan's table, 202 people were selected by stratified random sampling. The research tools was three questionnaire includes Organizational Self-esteem, Job Consistency, and Organizational Feedback questionnaire. Validity of the questionnaires were assessed and confirmed by content validity method and the opinion of ten professors. The reliability of the questionnaires were measured by test retest method and Cronbach's alpha coefficient (0/85, 0/81, 0/79). for the analysis and The data were analyzed using descriptive and inferential statistics.
Results: The results showed that, at present, the level of organizational self-esteem and the organizational process feedback were good and level of outsourced feedback and the job consistency components were very good among the administrative staff of education organization in Zahedan. Also the results showed that there is a significant relationship between Organizational self-esteem with organizational feedback and job Consistency.
Conclusion: in education organization, if increase organizational self-esteem, so, organizational feedback and JC also increase.
Keywords: Education; Employee; Job Consistency; Organizational Feedback; Organizational Self-Esteem.

I. Introduction

Nowadays, Education as a key factor in the social, economic, cultural, and political development of human societies, is playing a vital role in human education. The Educational institutions have gradually realized that in today's complex and difficult conditions, they will not be able to respond to the growing needs of education without having a self-sufficient and consistent manpower (1).

One of the characteristics of the organization's employees is Job-Consistency(JC). Job-Consistency is a coherent and favorable psychological state of the individual, relative to the desired job, after employment. Factors such as interactions with others, positive attitudes toward job, adequate income, and value-at-work make the individual adapt to his job. JC is the result and combination of a set of psychological and non-psychological factors. Non-psychological factors include all the tools and instruments that a worker uses in order to do his work. In spite of the fact that Non-psychological factors include instruments that are outside of the person, the psychological or intrinsic factors include the person's feelings and attitudes toward his job and determine the relationship between the person and his work. In other words, psychological factors, are personal characteristics and learned experiences of a person related to his job (2). today many human resources and management systems do not seem to fit, and old patterns are considered to be ineffective. During the last decade, many organizations have realized that they actually lack a functional evaluation system, through which they could transfer their priorities and goals to employees and follow them up. Man is sensitive due to the extent of cognitive domains and the use of various tools such as feeling, observation, perception, experience and power of

---

belonging and thinking on various topics, especially in evaluating and interpreting the behavior and performance of employees. So, the set of these factors has affect on the ability of managers to evaluate effective performance (3).

Nowadays, administrative staff is the most important component of the process of the effectiveness of the administrative system of education, but there is not a proper atmosphere for self-esteem in these organizations, and educational managers have no full knowledge of how and under what conditions and with what individual and organizational characteristics are able to achieve self esteem (4). also, one of the most important issues in the management process in organizations, especially the educational organization, is that many managers are effective in identifying and showing weaknesses in employees, but they are not as effective in identifying the cause and analysis of them. While managers need to determine the reasons for their effectiveness in evaluating and solving efficiency problems. The most important factor to be considered in the assessment of the staff of the educational organization is the feedback of the staff performance. The purpose of the effective feedback process is the existence of a systematic evaluation basis in the organization, employee awareness and informal presentation of the person's day-to-day operations, as well as periodic official reviews. If feedback process does not exist in the organization and employees are not aware of their functional weaknesses, and the manager expects performance improvements, his expectation is unrealistic (5).

before the formal evaluation of the course, employees must also know how and on what basis and criteria they will be evaluated. This will be achieved through an appropriate evaluation system. Each year, the evaluation of the Educational staff of organizations are carried with a relatively high cost and time, with a view to improving the performance of the employees, providing feedback on the results of the evaluation and reporting the strengths and weaknesses of their performance, as well as the awareness of their strengths and the elimination of possible weaknesses and the use of the results in promotion, appointment, and increase of salaries, or the recognition of educational needs(6).

By examining the current system and process of staff evaluating and its implementation, issues, problems and disadvantages is obvious in governmental organizations, especially the educational organization, such as employee dissatisfaction with their assessment and it's results, lack of feedback on the results to improve the performance of their staff, the lack of familiarity of the theorists with the provisions of the evaluation regulations and the relevant guidelines. So, inaccuracy in completing the evaluation forms and the inappropriateness of the evaluation forms with the type of mission, specialization and staff category, is an indication for inefficiency of the method the current evaluation to identify the strengths, weaknesses and special talents of the staff(7). On the other hand, considering that the educational organization in each community is a kindergarten for educated people, a scholar and a factor in the development and leadership of society, so, addressing its in-house issues is especially important. Therefore, creating JC among employees will be very effective in outsourcing the system, Because, any job inconsistency creates job dissatisfaction and disinterest in employees, and the result of such organizational climate is lack of work, absence, non-responsiveness to assigned tasks, and neglect of the product or result(8).

JC indicates a coherent and psychosocial state of the individual towards the post-employment occupation(9), also JC refers to the proper implementation of job responsibilities, which is characterized by reducing conflict and increasing efficiency, and includes describing and explaining behaviors that lead to the effective and good execution of the tasks required by individuals and a positive attitude towards the role of a new job. (10).

Today's educators think and worry about their work life, they are looking for a reliable, long-term, satisfying job and are willing to grow in their jobs. On the other hand, education staff often start their careers with special hopes and expectations for the highest level in the organization, and most of them pay attention to self-improvement, achievement of power, and the highest responsibilities and rewards(11). On the other hand, Without feedback from the organization, the study of the exact performance of the issues will not be accepted (12). Successful organizations often, with effective feedback, maintain individuals with a very high level of leadership in their organization. Without feedback, employees do not change their behavior to improve performance. Feedback is an essential element of learning, motivation and skill development. Ideally, feedback leads to growth-driven processes and positive stimuli, leading to learning and behavioral change and performance improvements. (13). So, Organizational feedback (OFb) supports learning and helps the education staff to learn more (4).

High self-esteem in employees of organizations, especially education, is a sign of the level of JC within the organization. (4). Self-esteem is a vital necessity for every human and it is necessary for normal and healthy growth. The lack of acceptance of self and others, the fear of rejection, the use of methods of defense, addiction, problems in decision making and communication with others, are the consequences of low self-esteem. Accordingly, the promote of organization needs to the proper structure, satisfactory sources, and the presence of competent employees who consider themselves worthwhile and have high self-esteem. A person who considers himself valuable and important in his organization, ultimately utilizes received feedbacks(14). The

organizational theorists and management consultant agree that low levels of organizational self-esteem leads to increased stress, decreased productivity, and lack of innovation(15).

Today, the conflict between managers and employees has led to the lack of compliance staff in the educational organization, which has reduced the field of employee development and promotion as well as effective changes in the administrative system and productivity(16). according to the mentioned issues and experience and researcher's interest, aim of this study is to investigate the relationship between organizational self-esteem (OSe) with organizational feedback (OFb) and job consistency (JC) among the administrative staff of education organization of Zahedan in order to provide scientific and practical suggestions to educational managers.

II. Research Methodology

Since the purpose of this study is the relationship between organizational self-esteem with organizational feedback and job consistency among the administrative staff of education in Zahedan city, a descriptive-correlational research method has been used and conducted in the second half of 2018. The population consisted all administrative staff of education organization in Zahedan (440 people). The statistical sample is based on Morgan's table, consisting of 202 people through stratified random sampling. In the present study, both the library method and the questionnaire are used. Three questionnaires were used in this study: Organizational Self-Esteem Questionnaire by Peirce et al. (17), Organizational Feedback Questionnaire by Salimi Khozani (18) and Job consistency Questionnaire by Davis & Lafquist, (19) and Pour Kabirian (20). Validity of the questionnaires were assessed and confirmed by content validity method and the opinion of ten professors. The reliability of the questionnaires were measured by test retest method and Cronbach's alpha coefficient (0/85, 0/81, 0/79). For data analysis, descriptive and inferential statistics were used. In descriptive statistics, indicators such as mean, mode, frequency tables, charts, standard deviation, variance, and in inferential statistics indicators such as Pearson correlation and Regression was used. The data analyses were performed using SPSS18 software.

III. Results

The results showed that 56/9% of the participants were female and in the age groups, 31-40 group had the highest participation (43%), and 51.2% of employees has a work history less than 10 years and also In terms of qualifications, Associated group (43/1%), the bachelore (51%) and the master (5/9%) were participated.

The results showed that, at present, the Mean of organizational self-esteem was 32/01 out of 50, the organizational process feedback (56/17 out of 98), outsourced feedback (23/24 out of 30), and in the job consistency components, Flexibility and responsibility with Mean 16/89 (out of 20) and 29/51 (out of 35) was the highest and Altruism with Mean 12/18 (out of 15) was the lowest mean (Table 1).

Table 1: Statistical index related to the variables

Variable	Dimensions	Mean	SD	Max	Min	Level
Organizational Self-Esteem	Self-Esteem	32/01	5/69	50	17	64/02%
Organizational Feedback	Process Feedback	56/17	8/82	98	39	57/3%
	Outer Feedback	23/24	4/39	30	10	77/46%
Job Consistency	Responsibility	29/51	5/05	35	10	84/3%
	Promotion	12/43	2/47	15	4	82/86%
	Altruism	12/18	2/59	15	4	81/2%
	Flexibility	16/89	3/09	20	8	84/45%

The main hypothesis: There is a relationship between organizational self-esteem and organizational feedback with job Consistency among the administrative staff of the educational schools in Zahedan.

According to the results, the correlation between organizational self-esteem with organizational feedback is equal to 0/43, Also, the correlation between organizational self-esteem and JC is equal to 0/30. Considering that the level of significance of the tests is less than 0/05, it can be said that the relationship between organizational self-esteem with organizational feedback and JC is significant and the main hypothesis of the research is accepted. It should be noted that due to the positive correlation coefficient, the relationship between organizational self-esteem with organizational feedback and JC is directly. That means is if increase organizational self-esteem, so, organizational feedback and JC also increase(Table 2).

Table 2: Pearson Correlation Coefficient Analysis of Organizational Self-esteem and Organizational Feedback with Job Adaptability

Variable	Test	Organizational Self-Esteem	Organizational Feedback	Job Consistency
Organizational Self-Esteem	correlation coefficient	-	0/43	0/30
	Significance level	-	0/001	0/001

Organizational Feedback	correlation coefficient	0/43	-	0/54
	Significance level	0/001	-	0/001
Job Consistency	correlation coefficient	0/30	0/54	-
	Significance level	0/001	0/001	-

Hypothese 1: There is a relationship between organizational self-esteem (OSe) with organizational feedback (OFb) among the administrative staff of the education organization in Zahedan.

Regarding the results of Table 2, the correlation between OSe and OFb is 0/43. Considering that the level of significance of the tests is less than 0/05, it can be said that the relationship between OSe and OFb is significant and the hypothesis one of the research is accepted.. It should be noted that due to the positive correlation coefficient, the relationship between OSe and OFb is directly (Table 2).

Hypothese 2: There is a relationship between organizational self-esteem (OSe) and job consistency (JC) among the administrative staff of the education organization in Zahedan.

Regarding the results of Table 2, the correlation between OSe and OFb is 0/30. Considering that the level of significance of the tests is less than 0/05, it can be said that the relationship between OSe and JC is significant and the hypothesis two of the research is accepted.. It should be noted that due to the positive correlation coefficient, the relationship between OSe and JC is directly (Table 2).

Hypothese 3: There is a relationship between organizational feedback (OFb) and job consistency (JC) among the administrative staff of the education organization in Zahedan.

Regarding the results of Table 2, the correlation between OSe and OFb is 0/54. Considering that the level of significance of the tests is less than 0/05, it can be said that the relationship between OFb and JC is significant and the hypothesis three of the research is accepted.. It should be noted that due to the positive correlation coefficient, the relationship between OFb and JC is directly (Table 2).

IV. Discusion and Conclusion:

- The main hypothesis: The results indicated that there is a relationship between organizational self-esteem and organizational feedback with JC among the administrative employees of the education organization in Zahedan. These results, are in line with results of Ghafari and Samaei (14) study and Asadi Gandomani (21) study, concluded that there is a significant relationship between self-esteem and job consistency. Also, research by Naghavi et al. (22) showed that there is a significant relationship between self-esteem and effectiveness.

- The results showed that there is a correlation between organizational self-esteem with organizational feedback of the administrative staff of the education organization in Zahedan. These results, are in line with findings from Gardner et al. (23), found that organizational feedback affects on employees' self-esteem and job performance, and Kuhnen and Tymula (13) observed that there is a relationship between organizational self-esteem and organizational feedback, And also, Hemmati et al. (24) observed that there is a significant relationship between self-esteem and performance and organizational feedback.

- The results showed that there is a relationship between organizational self-esteem and job consistency among the administrative staff of education organization in Zahedan. These results, are in line with the findings of Lance Ferris et al. (25) and Aref Ahmed (26), that showed a significant relationship between organizational self-esteem and job consistency, and also study by Fan et al. (27)) Found that there is a significant relationship between organizational self-esteem with job commitment and consistency.

- The results showed that there is a correlation between organizational feedback and job consistency among the administrative staff of the education organization in Zahedan. These results, are in line with results of Li et al., (28) study, reported that organizational feedback affects on employees' job consistency, and Rosen et al. (29) study showed that organizational feedback influences on the attitudes and performance of employees, and also, Sparr & Sonnentag (30) found that organizational feedback affect on job inconsistency.

According to the results that there is a correlation between OSe with OFb and JC among the administrative staff of education organization in Zahedan, hence, Educational Managers are encouraged to do the following suggestions:

- Use their colleagues' experiences in their work
- Readiness for the administrative or structural changes in the organization.
- Be patient with their staff in the organization
- Trust to employees in the organization.
- Look at employees as competent people
- Give credit to employees in the organization.
- Give employees the opportunity to develop their abilities and talents.
- Use the evaluation result to upgrade the staff

- Use the outcome of the evaluation to make staff decisions and policy modifications
- Use the evaluation result to identify potential employees
- Provide an appropriate opportunity for employees to criticize the evaluation
- Use the evaluation result to determine the needs of the staff

Acknowledgment

References

[1].   Ahmadi Abdullah, Economic Saeida, Izadi Ahmad (2014), The Relationship between Emotional Intelligence and Quality of Work Life with Self-Efficacy of District 3 Education Staff, Educational Management Innovation, Year 9, Issue 2, pp. 44-59.
[2].   Yar Mohammadzadeh Majid, Dadashzadeh Mohammad (2015), Investigating the Role of Cultural Intelligence and Social Capital in Teacher's Job Adjustment: Testing the Mediating Role of Social Capital, New Approaches to Education, Year 10, Number 1, Series 11.
[3].   Stredwick John (2011) An Introduction to Human Resource Management. Elsevier Ltd.
[4].   Sadeghian Fatemeh, Abedi Mohammad Reza, Baghbanian Iran. (2011), The Relationship between Organizational Self-esteem with Organizational Commitment and Job Consistancy in the Education Staff of the Lower Jarqawa Region, Occupational and Organizational Counseling, Volume 2, Issue 4, pp. 115- 131.
[5].   Alvani, Mahdi (2012) Book in Public Management, Tehran, Publisher: Nei.
[6].   Sadeghian Fatemeh, Abedi Mohammad Reza, Baghbanian Iran. (2013), The Relationship between Organizational Self-esteem with Organizational Feedback and Job Consistancy, Journal of Educational and Psychological Research, Fourth Year, Number Two, Series 10, 49-66.
[7].   Khadem, Sayed Mehdi, Moshabaki, Asghar (2011), Pathology, Performance Evaluation of Human Resources Deputy Personnel, Law Enforcement Management Studies, 2008, No. 1, 20-37.
[8].   Banitaba. Seyyed Mostafa, Shah Talebi. Badri, Karimi. Friba (2011), Investigating the Status of Job Commitment and Institutional Organizational Trust in High Schools of Isfahan, Journal of Educational Sciences, Second Year, No 7, Pages 93-103.
[9].   Taladinyane R.(2015), Career adaptability and employee engagement of adults employed in an insurance company: An exploratory study, SA Journal of Human Resource Management, 3(5), 11-23.
[10].   Kaykhanyezh Mahin, Ghannadi Susan (2013), The Relationship between Cultural Intelligence with Job Adjustment and Organizational Trust, Quarterly Journal of Occupational and Organizational Counseling, Vol. 5, No. 15, 114-128.
[11].   Karaca H.(2013), An Exploratory Study On The Impact Of Organizational Silence In Hierarchical Organizations: Turkish National Police Case, European Scientific Journal, 9(23) ,1857- 7431.
[12].   Mayer, B. W. & Fraccastoro, K. & Mcnary, L. D. (2012). The relationship among organizationalbased selfesteem and various factors motivating volunteers, Nonprofit and Voluntary Sector,36, 327.
[13].   Kuhnen C M. Tymula   A.(2010), Feedback, Self-Esteem and Performance in Organizations, New York University, Center for Neural Science, 4 Washington Place.
[14].   Ghaffari S H, Samii M.(2014), The relationship between job satisfaction and self-esteem inteachers: A case study in Aliabad University, European Online Journal of Natural and Social Sciences, vol.2, No.3, 1702-1705.
[15].   Gholipour, Rahmatullah (2011). The Impact of Information Technology on Organizational Structure and Labor Force Structure, Journal of Management Culture, 2009, No. 7: 154-127.
[16].   Ghorbani, Mahmoud, Partoniya, Soheila (2014), The Relationship between Organizational Silence and Employees' Trust in the Education Organization of North Khorasan, Educational Management Innovations Spring 2014 - No. 34, issue 13, pages 59-71.
[17].   Pierce, J. L., Gardner, D. G., Cummings, L. L., & Dunham, R. B. (1989). Organization-based self-esteem: Construct definition measurement and validation, Academy of Management Journal, 32, 622-648.
[18].   Salimi Khozani, Mehdi (1998). Evaluation of the Effectiveness of the Performance Evaluation System of Employees in the Public Sector, Master's thesis in Public Administration, Islamic Azad University, Khorasgan Branch.
[19].   Dawis, R., v. & Lofqist, L., H. (1984). Apsychological theory of work adjustment, Minneapolis: University of Minnesota press.
[20].   Pour Kabirian, Nasrin (2007). Comparison of quality of work life and Job Consistency of obsessive-compulsive patients and their disagreements in the workplace, Master's thesis of Isfahan University
[21].   Asadi Gandamani Fatemeh (2014), The Relationship between Self-esteem and Job Adjustment and the Confirmation of Organizational Identity among National Bank's Beneficiaries, Chahar Mahal and Bakhtiari, Master's Thesis, Allameh Tabatabaei University.
[22].   Naghavi Najmeh, Azari Homayon, Lesani Mahdi (2013), The Relationship Between Self-esteem of Managers and the Effectiveness of Girls' Secondary Schools in Kerman, Modern Education Thoughts, Volume 9, Issue 3.
[23].   Gardner, D G, Dyne L V and Pierce JL.(2010), The effects of pay level on ganization-based self-esteem and performance: A field study, Journal of Occupational and Organizational Psychology, 77, 307–322.
[24].   Hemmati M, Taghipour H, Asgari M H.(2014), Investigation of Relationship between "Self-Esteem and Assertiveness" and "Employees' Performance" in National Iranian Bank Branches in Tonekabon city, Journal of Applied Environmental and Biological Sciences, 4(4)182-187.
[25].   Ferris D.L, Russell E. Johnson, Christopher C. Rosen, Emilija Djurdjevic, Chu-Hsiang (Daisy) Chang, & James A. Tan.(2013), The Connection Between Self-Esteem and Job Satisfaction, Procedia - Social and Behavioral Sciences 99 , 691 – 700.
[26].   Ahmed M Aref.(2012), The Role of Self-esteem and Optimism in Job Satisfaction among Teachers of Private Universities in Bangladesh Mozumdar Arifa, sian Business Review, 1(1), 3-23
[27].   Fan T L.(2010), The Mediating Role of Organizational-Based Self-Esteem in Training-Commitment Relationship, An Honors Degree Proposal Submitted to the School of Business in Partial Fulfillment of the Graduation Requirement for the Degree of Bachelor of Business Administration (Honors) Hong Kong Baptist, University Hong Kong.
[28].   Li N, Harris B, Boswell R W.(2014), The Role of Organizational Insiders' Developmental Feedback and Proactive Organizational feedback on employee job satisfaction, Journal of Applied Psychology, Vol. 96, No. 6, 1317-1327, 2011 .
[29].   Rosen CC, Levy PE, Hall RJ.(2010), Placing perceptions of politics in the context of the feedback environment, employee attitudes, and job performance, J Appl Psychol, 91(1):211-20.

[30]. Sparr J L & Sonnentag S.(2010), Feedback environment and well-being at work: The mediating role of personal control and feelings of helplessness, European Journal of Work and Organizational Psychology,17(3), 23-39.