

## **Analysis of the Relationship Between Entrepreneurial Organizational Culture & Personality Attributes of Sport Teachers: Evidence from Mazandaran Province in Iran**

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**Abstract:** The importance of entrepreneurial corporate culture and personality characteristics in the performance of physical education teachers is remarkable. In other words, entrepreneurial corporate culture has an important role in creating the personality characteristics of individuals. Culture is consistent with physical education as a step in education and tries to provide the necessary information and appropriate understanding background for better performance. The issue discussed in this study is whether the entrepreneurial organizational culture is related to entrepreneurial personality characteristics of physical education teachers. The data is related to surveys obtained from PE teachers of Mazandaran province. In this research, in order to collect information library data was used. The validity and reliability of the survey has been confirmed using Cronbach's alpha method. In order to analyze the data the SPSS software was applied.

**Key words:** Entrepreneurial Organizational Culture • Personality Characteristics • SPSS • Iran

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### **INTRODUCTION**

Exercise is one of the crucial factors in ensuring the health and vitality of the community that affects the national productivity and so has a positive impact on the economic prosperity of the country [1]. The new era of the human life has been accompanied by some evolutions and changes. Organizations as a subset of human life should seek new ways to deal with these developments to ensure their survival and development [2]. Manager leadership role in organizations can lead in different styles to choose human resources. Behavior patterns appropriate manager in each organization creates employee morale and motivation is strong and their satisfaction from their profession increases. Managers using the correct style of leadership can employee job satisfaction and organizational commitment and productivity of their organizations increase [3, 4]. the human culture, civilization, knowledge and prejudices and their unique values are such that application of human characteristics, human relations and methodical, logical relationships

through appropriate and desirable practice management styles, can growth and development path to ensure organizations; If this field Lashing believes: "In addition to training managers and leaders in the fields of technical knowledge and ability and human perception, tasks can be education and leadership and management in a general field social, cultural, political and economic principles will be based on management styles [5, 6]. Researchers consider the entrepreneurial organizational culture as a prerequisite for corporate entrepreneurship. Organizational culture is closely related to the socialization process that occurs in organization [7, 8]. Organizational culture is one of The high importance due to its impact on all aspects of an organization. Culture is a commonly expected set of values, beliefs and behaviors that affects the employees' behavior [9]. A major concern of every organization is how well its employees fit into it because a great deal of time, money and effort are invested in preparing employees for their job. The success and excellence of an organization depends largely on the ability of the organization's leader in

leading the staff to achieving the organization's goals. It would not be possible for the leader to create such an excellence organization if the organization does not have a healthy and positive culture. In workplace is the socialization organizational culture is closely related to the socialization process that occurs in Organizations [10]. An healthy and conducive environment in organization gives a very high impact on employees commitment towards their job[11]. McGuire considers six components of entrepreneurial organizational culture that are outlined as follows:

- Creative innovation.
- Cooperation.
- Open communications.
- Organizational risk-taking.
- Tolerance of the creative talents.
- Criticism acceptance.

McGourty and his colleagues [1996] found that an organizational culture may be modified by specific management practices through strategic direction, employee selection, rewards and recognition, employee deployment, support of idea generation and multifunctional teaming to encourage innovative behavior. Idea generation and innovation are two interrelated factors at the organizational environments [12]. One way to develop the sport in terms of quality and quantity is to develop the entrepreneurial culture in order to develop the personality characteristics. Culture is a key factor and the first step in fostering entrepreneurial activity in an organization. Based on approach, entrepreneurs are people who possess different characteristics from others [13]. According to the general definition, personality characteristics are as follows:

- Success-seeking
- Internal locus of control
- Risk-taking
- Expressiveness of thought
- Pragmatism
- Tolerance of ambiguity
- Dreaming
- Challenge- seeking [14].

The fact is that the entrepreneurial characteristics are influenced by culture. This article examines the relationship between the organizational culture and the personality characteristics of the sports teachers in schools. In the school context, the socialization should

involve all the teachers and staff especially new staff. Professional culture, as distinct entity in each school, influences new teacher's roles and contributions to school and curricular initiatives [15].

#### **The Empirical Evidence of the Relationship Between Organizational Culture and Personality Characteristics:**

Hian Chi Koo [16] examined the personality characteristics of entrepreneurs in a study. He considered success seeking, internal locus of control, risk-taking, ambiguity tolerance, self-reliance and innovation as a factor leading people to a tendency to entrepreneurial activities. Litonen [17] conducted a study on the personality characteristics of entrepreneurs based on the assumption that being an entrepreneur is not accidental and also individuals' entrepreneurship will be different regarding their achievements and their positions in social groups. He examined the two variables, success-seeking and locus of control. In Litonen's view, the ability to take risk, innovation, knowledge and skills in business, marketing, business management, working ability, the ability to do well in business and hunting opportunities, are the characteristics of an entrepreneur. McGuire [18] in a study examined the relationship between entrepreneurial culture and organizational entrepreneurship and stated that entrepreneurial culture is a system of common values, beliefs and norms of the organization members. He concluded that taking criticism and open communication are important factors in the entrepreneurial organizational culture. Zampetakis [19] in a study found that an entrepreneur is seeking success, enthusiastic, energetic and has the following features: He

- Loves to work and takes risks to achieve his objectives.
- Is creative and result-oriented
- Is responsible and accepts the responsibility with love and interest
- Is self-confident.
- Is thoughtful, well-planning and an well-performing
- Has financial ability and is able to predict the future.

Hofstede [20] in his international study found that avoiding the ambiguity is one aspect of the cultural model. In societies with low ambiguity avoidance, the tendency to change and innovation and also to the entrepreneurial activities is higher.

**Organizational Culture:** The six components of the entrepreneurial organizational culture are:

**Creative Innovation:** In fact, achieving successful innovation is not simple for most organizations as it innately cannot easily be interpreted. A combination of innovative ideas and good organizational innovation management (OIM) is the key to sustaining competitive organizational innovation in the long-term. An innovation can be a new product or service, a new production technology, a new operation procedure or a new management strategy to an enterprise. As revealed by several researchers in this field, innovation is one of the paths to maintaining growing and promising. Organizational innovativeness is a complicated phenomenon. Conventional researches on organizational innovativeness have explored the determinants of an organization's propensity to innovate [12]. It is the extent to which the members of the organization value in order to meet the customers' needs, think about and seek to meet the needs and problems of customers creatively. Creative innovation is evaluated based on the four indicators of creating new ideas, continuous research on customer needs, solving problems using innovation and market forecasting by applying surveys [14, 21]. Every organization goes through periods of transformation that can cause stress and uncertainty. To be successful, organizations must embrace many types of change [22]. Almost all today's organizations face a dynamic environment, characterized by rapid technological change, shortening product life cycles and globalization. Thereby, organizations need to be more creative and innovative than before to survive, to compete, to grow to lead and to success [23]. Innovations have always been essential for the organizations' long-term survival and growth and currently play even more crucial role in the company's future to follow the rapid pace of markets' evolution [24]. In fact, achieving successful innovation is not simple for most organizations as it innately cannot easily be interpreted. A combination of innovative ideas and good organizational innovation management (OIM) is the key to sustaining competitive organizational innovation in the long-term [25]. An innovation can be a new product or service, a new production technology, a new operation procedure or a new management strategy to an enterprise [26, 27]. As revealed by several researchers in this field, innovation is one of the paths to maintaining growing and promising organizational performance [12].

**Open Communication:** It is the extent to which the members of the organization believe the extensive and continuous communication with colleagues within and outside the organization. Open communication is evaluated based on indicators such as communication, easy access to information and sharing new ideas at all

levels by applying surveys [2]. Establishing relationship is another important element in the socialization process. The ability to build relationships helps the new staff to acquire information and exchange experiences with other staff especially senior staff or the management. A close relationship among staff can help establish strong teams that can achieve organizational goals. Establishing relationships does not just include personal relationships but also on the professional aspect which include both, collegiality and congeniality. Such relationship and collaboration is very important to the staff in the school to enable them to share their experiences, ideas and creativity, which will enhance teaching and learning. According to Robinson and Carrington "Because teaching is a lonely profession, professional development activities must include opportunities for teachers to discuss with colleagues the success and difficulty in the application of new strategies and to learn about the underlying concepts by discussion. This collaboration would then contribute to the development of a positive culture and creating better learning opportunities"[10].

**Organizational Risk-Taking:** It is the extent to which the members of the organization believe reasonable risk-taking and learning from mistakes and failures. Organizational risk-taking is evaluated based on indicators such as risk-taking courage, being allowed for making mistakes, learning from mistakes and rewarding for creating new ideas though wrong by applying surveys [28].

**Tolerance of Creative Talents:** It is the extent to which the members of the organization accept several attitudes to work and appreciate them. Talented employees in the organization are discovered and the appropriate field to flourish their talent is provided. Tolerance of creative talents is evaluated based on indicators such as tolerance of different attitudes toward work, motivation for creativity and solving problems in different ways by applying surveys [29].

**Criticism Acceptance:** It is the extent to which the members of the organization can express their dissatisfaction. In order to improve their working conditions and the management does not remove the dissatisfied individuals. Criticism acceptance is evaluated based on indicators such as the right to comment for dissatisfied employees, the cooperation between management and employees to resolve the dissatisfaction and keeping the dissatisfied employees by applying surveys [30].

**Cooperation:** It is the extent to which the members of the organization believe in working with others to achieve the organizational goals. Cooperation is evaluated based on indicators such as teamwork, a strong incentive for cooperation and coordination with others and ease of the formation of the team by applying surveys [31].

**Personality Characteristics:** Eight components of personality characteristics are:

**Risk-Taking:** It is the extent to which a person takes the reasonable risks and has the power to face great risks and problems. Risk-taking is evaluated based on factors such as trying new methods, welcoming the daunting situations, doing a task despite others' disagreements by applying surveys [32].

**Internal Locus of Control:** It is the extent to which a person accepts the responsibility of doing tasks and Attributes the results to themselves. Internal locus of control is evaluated based on factors such as belief in destiny control, ability to work and belief in individual competence, etc. by applying surveys [14].

**Success-Seeking:** It is the amount of an individual's motivation to succeed and try to achieve goals. Success-seeking is evaluated based on factors such as continuing to work despite the obstacles, finishing the work started and the commitment to work by applying surveys [14].

**Expressiveness of Thought:** It is the amount of a person's immediacy to express different topics and the mental ability to convey complex concepts others. Expressiveness of thought is evaluated based on factors such as the power of sentence making, vocabulary and the power of memory by applying surveys [14].

**Pragmatism:** It is the extent to which an individual cares about doing work and achieving results. Pragmatism is evaluated based on factors such as Result-orientation, the joy of working and the ability to solve problems by applying surveys [14].

**Tolerance of Ambiguity:** It is the extent to which a person accepts instability and change and works in conditions of uncertainty and ambiguity. Tolerance of ambiguity is evaluated based on factors such as the amount of tendency to have access to all information, quitting habits and interest in a normal and steady life by applying surveys [33].

**Dreaming:** It is the amount of a person's imagination of different issues and the power of mental imagery. Dreaming is evaluated based on factors such as creating unusual ideas, strong imagination and creating thoughts, new products and services, by applying surveys [14].

**Challenge-Seeking:** It is the amount of interest in taking challenges and the ability to deal with difficult and complicated issues. Challenge-seeking is evaluated based on factors such as selection of difficult goals, Interest in solving complex issues and offering a variety of ways to do a job by applying surveys [34].

**Model, Data, Estimation Methodology:** The research includes two groups of variables:

- Organizational culture
- Personality characteristics of physical education teachers

The statistical population includes the physical education teachers of the Department of Education of the Mazandaran province. Among the Education departments of the Mazandaran province some were selected as the sample using random cluster sampling. The statistical population of the whole Mazandaran province includes 1600 sports teachers and the sample includes 162 teachers. In this paper *Spearman Correlation Test* is used to examine the relationship between the corporate culture and personality characteristics of sports teachers.

First, using SPSS software and the questionnaire tools the means of indices are calculated:

In this part, to investigate the importance of the variables, the mean comparison test is applied.

$$\begin{cases} H_0 : \mu_x = \mu_0 \\ H_1 : \mu_x \neq \mu_0 \end{cases}$$

$H_0$ : The mean of the studied variable equals 3.

$H_1$ : The mean of the studied variable doesn't equal 3.

The studied variables are the entrepreneurial organizational culture and the components of entrepreneurs' personality characteristics.

**Findings and Concluding Remarks:** The results of the Table 2 show that the components of creative innovation, cooperation and tolerance of creative talents have a negative correlation with the personality characteristics of the physical education teachers in the population.

Table 1: The overall mean of the organizational culture and entrepreneurial characteristics

	Average	Standard deviation	Coefficient of variation
Organizational culture	2.4082	0.227	0.094261
entrepreneurial characteristics	2.2237	0.1766	0.079417

Resource: Authors Calculations

Table 2: The correlation between organizational culture and personality characteristics

Result	Error rate	Significance level of data	Correlation coefficient	The dependent variable	Independent variable
Acceptance of $H_0$	0.05	0.2	-0.8	Personality characteristics	Creative innovation
Acceptance of $H_0$	0.05	0.391	-0.5	Personality characteristics	Cooperation
Acceptance of $H_0$	0.05	0.667	0.5	Personality characteristics	Open communications
Acceptance of $H_0$	0.05	1	0	Personality characteristics	Organizational risk-taking
Acceptance of $H_0$	0.05	0.544	-0.314	Personality characteristics	Tolerance of the creative talents
Rejection of $H_0$	0.05	0.6	0.4	Personality characteristics	Criticism acceptance

Resource: Authors Calculations

Table 3: Regression between organizational culture and personality characteristics

Result	Error rate	Significance level of data	t	$\beta$	Independent variable
Acceptance of $H_0$	0.05	0.06	-3.904	-0.57	Creative innovation
Acceptance of $H_0$	0.05	0.102	-0.124	-0.051	Cooperation
Acceptance of $H_0$	0.05	0.791	0.341	0.271	Open communications
Acceptance of $H_0$	0.05	0.66	-0.463	-0.118	Organizational risk-taking
Acceptance of $H_0$	0.05	0.977	-0.031	-0.009	Tolerance of the creative talents
Rejection of $H_0$	0.05	0.737	0.386	0.218	Criticism acceptance

Resource: Authors Calculations

Table 4: mean tests for the components of the organizational culture

$H_0$	$H_1$	T	Significance Level	Error Rate	Test Result	Estimation Range	
						Low	High
The mean of the <i>tolerance of creative talents</i> is average.	The mean of the <i>tolerance of creative talents</i> is not average.	-2.081	0.092	0.05	Acceptance of $H_0$	-0.6977	0.0735
The mean of the <i>open communications</i> is average.	The mean of the <i>open communications</i> is not average.	-6.452	0.023	0.05	Rejection of $H_0$	-1.3993	-0.2796
The mean of the <i>cooperation</i> is average.	The mean of the <i>cooperation</i> is not average.	-4.941	0.008	0.05	Rejection of $H_0$	-0.9533	-0.2673
The mean of the <i>risk-taking</i> is average.	The mean of the <i>risk-taking</i> is not average.	-3.397	0.009	0.05	Rejection of $H_0$	-0.5853	-0.1209
The mean of the <i>creative innovation</i> is average.	The mean of the <i>creative innovation</i> is not average.	-4.362	0.022	0.05	Rejection of $H_0$	-1.169	-0.1828
The mean of the <i>criticism acceptance</i> is average.	The mean of the <i>criticism acceptance</i> is not average.	-4.84	0.017	0.05	Rejection of $H_0$	-0.9106	-0.1891

Resource: Authors Calculations

Table 5: Mean tests for the components of the organizational culture

$H_0$	$H_1$	T	Significance Level	Error Rate	Test Result	Estimation Range	
						Low	High
The mean of the <i>risk-taking</i> is average.	The mean of <i>risk-taking</i> is not average.	-4.723	0.042	0.05	Rejection of $H_0$	-1.1351	-0.0528
The mean of the <i>Internal locus of control</i> is average.	The mean of the <i>Internal locus of control</i> is not average.	-5.143	0.036	0.05	Rejection of $H_0$	-1.6784	-0.1493
The mean of the <i>Success-seeking</i> is average	The mean of the <i>Success-seeking</i> is not average.	-15.841	0.04	0.05	Rejection of $H_0$	-1.6742	-0.1838
The mean of the <i>Expressiveness of thought</i> is average.	The mean of the <i>Expressiveness of thought</i> is not average.	-12.559	0.006	0.05	Rejection of $H_0$	-1.803	-0.3931
The mean of the <i>Pragmatism</i> is average.	The mean of the <i>Pragmatism</i> is not average.	-14.182	0.045	0.05	Rejection of $H_0$	-0.105	-1.913
The mean of the <i>Tolerance of ambiguity</i> is average.	The mean of the <i>Tolerance of ambiguity</i> is not average.	-4.249	0.051	0.05	acceptance of $H_0$	-1.147	0.0072
The mean of the <i>dreaming</i> is average.	The mean of the <i>dreaming</i> is not average	-12.389	0.051	0.05	acceptance of $H_0$	-1.7817	0.0225
The mean of the <i>challenge-seeking</i> is average.	The mean of the <i>challenge-seeking</i> is not average	-2.762	0.221	0.05	acceptance of $H_0$	-4.009	2.5774

Resource: Authors Calculations

The components of open communications and organizational risk-taking have a negative correlation. Also, there isn't a meaningful correlation between the components of criticism acceptance and the personality characteristics.

In addition, the results in Table 3 show that the valuables of creative innovation, open communications, organizational risk-taking and tolerance of creative talents and meaningful relationship with the personality characteristics of the physical education teachers. Also there is not a meaningful relationship with the valuables of criticism acceptance and the personality characteristics of the physical educational teachers.

As a Tables 4 and 5 show, the mean test for the components of the tolerance of the creative talents, tolerance of ambiguity, dreaming and challenge-taking equals 3 that shows these variables are evaluated as average along the physical education teacher Mazandaran Province. Furthermore, the mean of the variables of open communications, cooperation, risk-taking, creative innovation, criticism acceptance, internal locus of control, success-seeking, expressiveness of thoughts and pragmatism doesn't equal three. Because the high and low limits of these variables are negative, these variables are evaluated as weak in the population.

Based on the results the following solutions are proposed:

- The results show that the components of organizational culture are lower than average in physical education teachers' view, so it is expected that the Ministry of Education promotes a physical education teacher's performance by providing an appropriate cultural conditions.

- Regarding the positive correlation between the two variables of organizational risk-taking and open communication with the personality characteristics of the teachers it is recommended that the Ministry of education take some steps to improve the teachers communications and performances by providing educational workshops to educate the skills of risk-taking tolerance, creating thought centers and creating a friendly atmosphere among the teacher.

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