



The organizational climate and its relationship to total quality management among secondary school principals in Baghdad province from the perspective of their teachers

Zubaidah Abdulwahab Al-Dabbagh¹, Thaer Dawood Salman²

¹ American University In The Emirates.

² University of Baghdad, College of physical Education and Sport Sciences

DOI:

[https://doi.org/10.37359/JOPE.V38\(1\)2026.2381](https://doi.org/10.37359/JOPE.V38(1)2026.2381)

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Article history: Received 3/December/2025 Accepted 15/December/2025 Available online 28/ March/2026

Abstract

Researchers have shown considerable interest in the idea of organizational climate because of its crucial role in school administration and all school operations. Hence, enhancing it is regarded as a primary duty of school principals, as they bear direct accountability for overseeing the school and its entire operations. Total quality management is a primary method that allows the school administrator to effectively handle administrative tasks with the goal of meeting the needs of instructors, students, staff members, and the community. The significance of the research rests in its attempt to shed light on the value of both organizational climate and total quality management among high school principals. The research seeks to determine the various aspects of the prevailing organizational climate in high schools, including organizational structure, leadership, employee engagement, communication, nature of work, technology, human resources, and job autonomy. The objective is to determine the many aspects of total quality management (including education and quality values, enhancement of the educational process, developing evaluations and incentives, school leadership, and decision-making) among high school principals. Moreover, the research aims to understand the correlation between the various aspects of the organizational climate and its overall level, as well as the different aspects of total quality management and its overall level, among high school principals in Baghdad. This will be examined from the viewpoint of teachers. The researchers utilized a descriptive methodology to study a sample of (1080) secondary school teachers in six educational directorates within the Baghdad province throughout the academic year 2023-2024. Two scales were employed: one to assess organizational climate

¹ American University In The Emirates.

zubaidah.aldabbagh@auc.ae

² University of Baghdad, College of physical Education and Sport Sciences for women.

thaer@cope.uobaghdad.edu.iq



and the other to evaluate total quality management. The data was analyzed utilizing IBM SPSS Statistics Ver26 software, leading to a series of results and recommendations.

Keywords: Organizational Climate, Total Quality Management.

Introduction

The current period is characterized by a growing accumulation of knowledge, scientific progress, and intense scientific competition between nations. This battle also encompasses global scientific leadership. The educational institution, represented by the Ministry of Education, has been pushed to reassess its educational systems in order to cultivate and equip future generations with the necessary skills to adapt to these changes and advancements. In order for a society to attain a distinguished status among others, it is crucial to recognize that this may be accomplished by providing a well-rounded education to future generations, utilizing sophisticated educational systems that are in line with the demands of the current era. The concept of organizational climate has garnered considerable attention from researchers owing to its significance in school administration and all educational endeavours. Consequently, enhancing it is seen as a fundamental duty of school principals, as they carry direct accountability for overseeing the school and its entirety of operations. Enhancing the organizational climate in secondary schools fosters the growth of employee performance and offers them an optimal working atmosphere to efficiently carry out the tasks given to them. It is crucial to differentiate between the term "quality," which pertains to specific requirements, and the term "total quality management," which incorporates all the actions undertaken by school principals to oversee school operations. Total quality management is a prominent methodology that empowers school principals to effectively oversee administrative tasks and strives to fulfil the needs and expectations of teachers, students, employees, and the wider community.

The research aims to illuminate the importance of organizational climate and total quality management for secondary school principals in Baghdad province, as perceived by secondary school teachers. The research seeks to comprehend the nature of the connection between the evaluators of secondary school principals in Baghdad province, as viewed by the teachers. The research challenge arises from the practical aspects of the educational and pedagogical process, specifically the roles of school principals and instructors. It necessitates the establishment of an appropriate organizational environment among them. The overall climate inside a school significantly influences the successful execution and implementation of all instructions necessary to meet the objectives set by the administration. It is the responsibility of the administration to establish a suitable ambiance or organizational climate within the school. Effective implementation of total quality management has a significant impact on the success of schools. Modern management approaches focus on continuously improving and enhancing the performance of all staff in secondary schools.

After reviewing scientific sources, research, and previous studies in the field of contemporary management, specifically focusing on organizational climate and total quality management, it is evident that there is a lack of sufficient studies on these concepts in the context of secondary schools. There are shortcomings in specific areas of the organizational climate, such as the inadequate training and development of teachers in the school, as well as issues pertaining to the interpersonal interactions between secondary school principals and



instructors. In addition, the researchers are not aware of any study that investigates the correlation between organizational climate and total quality management as perceived by secondary school teachers. The researchers were motivated to study and analyze the concepts of organizational climate and overall quality management among secondary school principals in Baghdad province, specifically from the perspective of teachers, in order to comprehend their relationship. The objective of the research is to determine the dominant factors that contribute to the organizational climate in secondary schools in Baghdad province. These factors include organizational structure, leadership, employee engagement, communication, nature of work, technology, human resources, and autonomy. The perspective of teachers will be taken into account during the analysis. The objective is to determine the components of total quality management (including education and quality values, enhancement of the educational process, developing recognition and rewards, school leadership, and decision-making) among secondary school principals in Baghdad province, as perceived by teachers.

Moreover, the study seeks to investigate the correlation between the various aspects of organizational climate and its overall level, as well as the different aspects of total quality management and its overall level, among secondary school principals in Baghdad province. This will be done from the viewpoint of teachers. The research was carried out between February 20, 2024, and April 8, 2024

Methodology

The researchers employed the descriptive method with a survey approach since it was well-suited for addressing the study challenge. The descriptive method offers a meticulous comprehension of the interconnection of society, trends, preferences, desires, and progress. The researcher is able to accurately represent the current living conditions and develop benchmarks for making forecasts in the future " (Mahgoub, 2000, p. 95).

Research Sample

The research sample comprises secondary school teachers in the governorate of Baghdad, specifically in six educational directorates: Al-Karkh 1st, Al-Karkh 2nd, Al-Karkh 3rd, Al-Rasafa 1st, Al-Rasafa 2nd, and Al-Rasafa 3rd, for the academic year 2023-2024. The research community comprises a total of (2094) teachers, who are assigned to (1413) government secondary schools serving boys, girls, and mixed-gender students. Excluding female instructors, their schools, and private schools, the research specifically focused on male teachers. The research sample comprises (1129) teachers, accounting for (53.915%) of the entire research population. A total of (39) teachers were eliminated from the study because they either refused to answer the measures or provided partial responses. Additionally, (10) teachers who participated in the pilot survey were also deleted. Hence, the ultimate research sample comprises (1080) instructors, who are evenly distributed throughout the six educational directorates in the governorate of Baghdad, as illustrated in Table 1.



Table 1. Shows The Total Number Of Research Community And The Number Of Schools In The Directorates Of Education In Baghdad

No	Education directorates	No. of schools				No of males and females teachers			Percentage
		Boys	Girls	Mixed	Total	Males	Females	Total	
1	Al-Karkh 1st	100	86	31	217	196	173	369	
2	Al-Karkh 2nd	149	138	56	343	250	197	447	
3	Al-Karkh 3rd	96	83	23	202	152	97	249	
4	Al-Rasafa 1st	106	99	4	209	194	232	426	
5	Al-Rasafa 2nd	169	125	7	301	187	191	378	
6	Al-Rasafa 3rd	74	67	/	141	150	75	225	
	Total	694	598	121	1413	1129	965	2094	53.913%

Means of Data Collection

The researchers employed various tools for their study, including Arabic and foreign references, the International Information Network (Internet), tests and measurements, personal interviews, an organizational climate scale, a total quality management scale, IBM SPSS Statistics Ver26 software for statistical analysis, and a Canon personal calculator.

Process For Conducting the Research

The researchers employed two scales: the first, developed by (Abdel Sattar, 2014, p. 98) , measures organizational climate, while the second, produced by (Sharita, 2013, p. 67) evaluates total quality management. Both scales employed in this study have been standardized for the Iraqi context and have been previously utilized in other examinations, showing their good reliability and validity. The subsequent section provides a precise clarification of the scales:

Organizational Climate Scale

The organizational climate scale developed by (Magda Abdel llah 2014) was used. It is consisting of (64) items distributed across (7) main areas. Each area includes items with a five-point Likert scale (strongly agree, agree, neutral, disagree, strongly disagree), with (53) positive items rated on a scale of (5-1) and (11) negative items rated on a scale of (1-5). The areas are divided as follows: Organizational Structure, consisting of (9) items; Leadership, consisting of (12) items; Employee Participation, consisting of (6) items; Communication, consisting of (11) items; Nature of Work, consisting of (11) items; Technology, consisting of (6) items; and Human Resources and Work Independence, consisting of (9) items.

Total Quality Management Scale

A total quality management scale, developed by (Helena Mahmoud, 2013), was used and implemented. The scale consists of 31 items distributed across 4 areas. Each area includes items with a five-point Likert scale (very high, high, moderate, low, very low) for rating. The four areas of focus are as follows: education and quality values (8 items), enhancement of the educational process (8 items), development of appreciation and rewards (7 items), and school leadership and decision-making (8 items).



Survey Experiment

The researchers conducted a survey experiment on 10 high school teachers in Baghdad province for the academic year 2023-2024. These teachers were excluded from the main sample. The purpose of this experiment is to extract the scientific foundations of the two scales, namely validity, stability, and objectivity, as follows:

Validity Of the Two Scales

The scales were sent to experts and professionals in the areas of management, organization, evaluation, and measurement to evaluate the clarity and appropriateness of their items for the research sample. Upon analyzing the data, it became evident that all participants concurred on the accuracy of the measures, thus establishing face validity for the scales based on expert opinion.

Reliability Of the Two Scales

The reliability of the organizational climate scale was calculated using three methods: test-retest, split-half, and Cronbach's alpha coefficient. In the test-retest method, the Pearson correlation coefficient was used to measure the relationship between the scores of the two subjects. The calculated value was (0.863), with a significance level (Sig) of (0.000), which is smaller than the accepted significance level of (0.05).

Therefore, the scale is considered to have high reliability. In the split-half method, the scale items were divided into two groups: one group with odd-numbered items and another group with even-numbered items. The Pearson correlation coefficient between the scores of the two groups was (0.841). After correction using the Spearman-Brown equation, the reliability coefficient of the scale became (0.955), as the correlation coefficient represents the reliability coefficient of the half-test. In the Cronbach's alpha coefficient method, the value obtained was (0.880).

The Total Quality Management (TQM) scale was calculated using three methods: test-retest, split-half using the Guttman equation (Al-Qaisi, 2020, p. 251), and Cronbach's alpha coefficient. In the test-retest method, the Pearson correlation coefficient was used to measure the relationship between the scores of the subjects, resulting in a computed value of (0.816). The significance level (Sig) was found to be (0.000), which is smaller than the accepted significance level of (0.05), indicating high reliability of the scale. In the split-half method using the Guttman equation, with a total of (31) items, the correlation coefficient was (0.844). After correction using the Spearman-Brown formula, the reliability coefficient of the scale became (0.956), as the correlation coefficient represents the reliability of the half-test. In Cronbach's alpha method, the value obtained was (0.865).

Objectivity Of the Two Scales

The value of the Pearson correlation coefficient between the scores of the first and second results for the total score of the two scales was calculated. It was found that they both exhibit objectivity, as indicated by their respective computed values of (0.908) and (0.903).



The significance level (Sig) for these values was found to be (0.000), which is smaller than the adopted significance level of (0.05).

Main Experiment

The researchers conducted the main experiment on February 28, 2024, involving (1080) teachers in secondary schools in Baghdad province, distributed among the six directorates for the academic year 2023-2024. They distributed survey questionnaires on organizational climate and total quality management through various methods, including school administration, supervisors, personal and official emails of teachers, and social media platforms such as WhatsApp, Viber, and Telegram. The importance of each scale was explained for the purpose of scientific research, emphasizing the need for careful and accurate responses without leaving any item unanswered or neglected. After collecting the data, it was statistically processed to obtain the final results.

Statistical Analysis

The data was processed using the pre-existing software (IBM SPSS Statistics Ver26) to calculate the following: arithmetic mean, standard deviation, median, skewness coefficient using the third moment method, Pearson's simple correlation coefficient, Spearman-Brown correlation coefficient, Cronbach's alpha coefficient, and Guttman's equation.

Result

Table 2. The Arithmetic Means, Standard Deviations, Medians, And Skewness Coefficients For The Organizational Climate Scale

No	First: Organizational structure	Arithmetic mean	Standard deviation	Median	Skewness coefficient
1	The unclear organizational structure of all school members	4.069	1.098	4.000	1.096
2	The school's structure is distinguished by its good design	3.960	1.218	4.000	0.864-
3	The school's organizational structure is characterized by rigidity	4.062	1.089	4.000	0.980
4	There is overlap and duplication in the tasks and roles.	3.957	1.238	4.000	0.948-
5	Specialized tasks help schools achieve their goals.	4.111	0.997	4.000	0.803
6	The school's organizational structure does not suit its nature and needs.	3.895	1.350	4.000	1.063-



Journal of Physical Education

Volume 38 – Issue (1) – 2026 Open Access

P-ISSN: 2073-6452, E-ISSN: 2707-5729

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7	The school's teachers' specializations match their occupations.	4.097	1.024	4.000	0.838
8	The departments of the organizational structure show a significant level of cooperation.	4.000	1.197	4.000	1.069
9	The school's organizational structure ensures fast, high-quality work.	4.027	1.124	4.000	0.912
Second: Leadership					
10	The school's leadership improves performance and development.	3.997	1.197	4.000	1.046-
11	The school's principle has a clear vision and high decision-making skills.	3.960	1.251	4.000	1.051-
12	Teachers are encouraged to embrace change, creativity, and innovation by the school administration.	3.953	1.247	4.000	0.933-
13	The administration provides me with vital assistance to carry out my tasks and fulfil my obligations.	4.093	1.004	4.000	0.737
14	The relationship between the school administration and teachers relies on trust and collaboration.	4.169	0.890	4.000	0.614
15	The principal encourages his assistants to speak out and make suggestions.	4.042	1.135	4.000	1.083
16	The school administration encourages me to have self-reliance in addressing work-related challenges.	4.117	0.991	4.000	0.815
17	The principal disregards the needs of teachers.	4.114	0.991	4.000	0.802
18	The school administration interacts with teachers fairly and equally.	4.175	0.886	4.000	0.629
19	The administration of the school fails to make prompt choices.	4.043	1.135	4.000	1.086



Journal of Physical Education

Volume 38 – Issue (1) – 2026 Open Access

P-ISSN: 2073-6452, E-ISSN: 2707-5729

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20	The school principal retreats from decisions that fail to accomplish its objectives.	4.069	1.096	4.000	1.096
21	The school administration looks at the choices before making decisions.	3.976	1.212	4.000	0.908-
Third: Employees' engagement					
22	Teachers actively engage in setting goals and making decisions that are directly related to their work units.	4.070	1.085	4.000	1.007
23	The school administration consults with teachers and considers their observations and feedback.	3.970	1.234	4.000	0.984
24	Teachers can make important decisions and take responsibility.	4.116	0.993	4.000	0.820
25	Collaboratively solve problems encountered by the organization units.	3.922	1.342	4.000	1.135-
26	The level of collaboration among teachers is inadequate.	4.063	1.101	4.000	1.075
27	Teachers contribute to developing performance evaluation criteria that fit their positions.	3.956	1.235	4.000	0.901-
Fourth: Communication					
28	The school's communication system contributes to achieving its goals.	4.050	1.112	4.000	1.018
29	The school's system of communication facilitates the prompt dissemination of information.	3.950	1.256	4.000	0.971-
30	The school utilizes many communication channels in all directions.	4.103	1.008	4.000	0.807
31	The administration fails to address the barriers that hinder effective communication.	3.902	1.363	4.000	1.106-



Journal of Physical Education

Volume 38 – Issue (1) – 2026 Open Access

P-ISSN: 2073-6452, E-ISSN: 2707-5729

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32	The communication between the school principal and teachers is facilitated through a contemporary and advanced mechanism.	3.939	1.269	4.000	0.962-
33	The school principal selects clear and precise expressions when communicating with the teachers.	4.096	1.016	4.000	0.799
34	Communication between the school principal and the higher authorities is carried out without hindrance.	3.891	1.374	4.000	1.090-
35	Communication between the principal and other school principals is challenging.	4.059	1.103	4.000	1.062
36	The school communication system contributes to providing the necessary information for decision-making.	3.932	1.263	4.000	0.902-
37	Effective communication among teachers enhances interpersonal relationships among them.	4.026	1.151	4.000	1.042
38	The school administration utilizes oral communication to contact teachers in emergency situations.	3.926	1.289	4.000	0.963-
Fifth: Communication					
39	Teachers' adherence to the designated working hours from the start of the workday until the end.	4.089	1.026	4.000	0.804
40	The arenas and playgrounds provide psychological and physical comfort for students (ventilation, lighting, movement).	3.878	1.392	4.000	1.077-
41	The administration provides students with security and safety.	3.939	1.276	4.000	0.978-
42	My employment duties are overwhelmed by my routines.	4.099	1.017	4.000	0.819



Journal of Physical Education

Volume 38 – Issue (1) – 2026 Open Access

P-ISSN: 2073-6452, E-ISSN: 2707-5729

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43	My work provides numerous opportunities for creativity and innovation.	3.891	1.380	4.000	1.099-
44	The amount of work aligns with my personal abilities and academic qualifications.	4.069	1.098	4.000	1.096
45	There are strict restrictions on my duties.	3.975	1.212	4.000	0.908-
46	Teachers experience discomfort when it comes to assigning assignments.	4.070	1.085	4.000	1.007
47	My job gets me the respect and esteem of fellow community members.	3.970	1.234	4.000	0.984-
48	Teachers in the school are entitled to the vacations they deserve according to the work system.	4.116	0.993	4.000	0.820
49	My job provides me with stability and job security.	3.922	1.342	4.000	1.135-
Sixth: Technology					
50	The technology used in schools contributes to improving the performance level of teachers.	4.097	1.024	4.000	0.838
51	The school is committed to keeping up with technological advancements.	4.011	1.192	4.000	1.103
52	The technology used in schools leads to increased efficiency and reduced effort.	4.048	1.115	4.000	0.975
53	The technology used in the school is characterized by its ease of use and its compatibility with work requirements.	4.008	1.192	4.000	1.080
54	The school carries out most of its tasks using technology.	3.988	1.176	4.000	0.803-
55	The technology used contributes to the provision of information and data, as well as facilitating their accessibility.	3.942	1.172	4.000	0.722-

Seventh: Human resources, and autonomy



Journal of Physical Education

Volume 38 – Issue (1) – 2026 Open Access

P-ISSN: 2073-6452, E-ISSN: 2707-5729

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56	The school principal greatly values competent teachers in their work.	3.925	1.170	4.000	0.693-
57	The school principal is keen on attracting more competent teachers to enhance the academic level.	3.926	1.170	4.000	0.694-
58	The school principal aims to enhance the performance level of the teachers by involving them in training and development courses.	3.943	1.171	4.000	0.725-
59	The aim of specialized courses in which teachers participate outside of school is to enhance their cognitive abilities.	3.945	1.173	4.000	0.730-
60	Teachers lack the opportunity to pursue further education while working.	3.927	1.171	4.000	0.695-
61	The school administration grants teachers the autonomy to monitor students.	3.941	1.172	4.000	0.720-
62	The school administration grants teachers the freedom to participate in curriculum evaluation.	3.937	1.169	4.000	0.717-
63	The school administration provides the opportunity for students to participate in sports activities with other schools.	3.938	1.167	4.000	0.724-
64	The administration works to monitor and assess teachers in order to identify their strengths and weaknesses.	4.069	1.098	4.000	1.096
Total score		260.588	41.126	280.00	0.341-



Table 3. The arithmetic means, standard deviations, medians, and skewness coefficients for the organizational climate scale

No	First: Areas and its items	Arithmetic mean	Standard deviation	Median	Skewness coefficient
Education and quality values					
1	The manager carries the responsibility for managing the teachers, students, and administration in order to achieve advanced levels of performance.	4.046	1.089	4.000	1.075
2	The manager provides strategies to teachers to achieve excellence within the educational institution.	3.937	1.207	4.000	0.844-
3	The manager excels in distributing educational resources scientifically.	4.038	1.079	4.000	0.958
4	The manager carefully oversees role allocation and precisely defines responsibilities for the teachers.	3.934	1.228	4.000	0.929-
5	The manager prepares the teachers to accept the concepts and practices associated with the quality system.	4.088	0.987	4.000	0.772
6	The manager safeguards the students from failure before it occurs.	3.872	1.340	4.000	1.050-
7	The manager trains employees on problem-solving skills.	4.074	1.015	4.000	0.809
8	The manager provides the technical, scientific, and material programs to implement quality programs.	3.976	1.187	4.000	1.051-
Enhancement of the educational process					
9	The manager encourages faculty members to innovate and enhance performance.	4.004	1.114	4.000	0.890



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Volume 38 – Issue (1) – 2026 Open Access

P-ISSN: 2073-6452, E-ISSN: 2707-5729

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10	The manager creates a conducive environment for learners characterized by cooperation and camaraderie.	3.974	1.187	4.000	1.028-
11	The manager subjects educational goals to measurement processes.	3.937	1.240	4.000	1.035-
12	The director monitors the teachers' utilization of diverse teaching methods.	3.930	1.237	4.000	0.915-
13	The manager adheres to the principle of continuous improvement in the learning process.	4.070	0.995	4.000	0.706
14	The director organizes activities aimed at achieving the full development of the learner's personality.	4.146	0.881	4.000	0.574
15	The manager's ability to be familiar with individuals' knowledge of the core skills of total quality.	4.019	1.126	4.000	1.064
16	The manager encourages individuals to learn from their mistakes.	4.094	0.981	4.000	0.784
Development of recognition and rewards					
17	The manager trains individuals to excel performance.	4.0917	0.982	4.000	0.771
18	The manager establishes a system for evaluating individual rewards.	4.151	0.877	4.000	0.588
19	The manager excels at placing the right person in the right position.	4.020	1.125	4.000	1.067
20	The manager deliberately adopts the principle of extra efforts to enhance the quality of rewards.	4.046	1.089	4.000	1.075
21	The manager maximizes the utilization of the particular type of remuneration based on the features of the work being performed.	3.952	1.201	4.000	0.888-



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22	The manager considers the principle of efficiency when selecting someone to perform a specific educational task.	4.047	1.075	4.000	0.985
23	The manager works to establish a system of incentives for teachers and students to achieve the school's objectives.	3.947	1.223	4.000	0.966-
School leadership and decision-making					
24	The manager actively engages with employees and members in the process of decision-making.	4.093	0.984	4.000	0.790
25	The manager provides individuals with the opportunity to participate in presenting their ideas.	3.899	1.332	4.000	1.121-
26	The manager cultivates strong relationships between employees and the outside world.	4.039	1.092	4.000	1.054
27	The manager delegates some responsibilities to the teachers to enhance the students' understanding of quality.	3.933	1.225	4.000	0.882-
28	The business manager distributes resources to teachers to enhance the quality outcomes of education.	4.027	1.103	4.000	0.997
29	The manager contributes to the carrying out of projects that are relevant to the employees.	3.927	1.246	4.000	0.953-
30	The manager facilitates individuals in expressing their ideas freely during the conducted meetings.	4.080	0.998	4.000	0.777
31	The manager is engaged in studying complaints and suggestions from the community regarding students.	3.879	1.352	4.000	1.093-
Total score		141.435	9.187	145.00	0.747-

It is evident from tables (2, 3) that all values of the skewness coefficients of the organizational climate scale and its overall degree, as well as all dimensions of the total quality management scale and its overall degree, were less than (+3), indicating sample consistency.



Looking at and assessing the correlation between the various aspects of the organizational climate and its overall grade, and the different aspects of total quality management and its overall grade:

The researchers used Pearson's simple correlation coefficients to determine the relationship between the aspects of organizational climate and its total score and the aspects of total quality management and its total score for secondary school principals, from the perspective of teachers. They found a significant positive correlation between the organizational climate scale and its aspects (organizational structure, leadership, employee engagement, communication, work nature, technology, human resources, and work autonomy) and the total quality management scale and its aspects (education and quality values, enhancement of the educational process, development of recognition and rewards, school leadership, and decision-making). This was evidenced by all correlation coefficients having a significance level (Sig) smaller than the adopted significance level of (0.05), indicating a significant relationship at a degree of freedom (1078), as shown in Table (4).

Table 4. illustrates the correlation coefficients between the aspects of organizational climate and the aspects of total quality management

Scale	Aspects	Total Quality Management									
		Educational and quality values	Sig	Enhancement of educational process	Sig	dev. of appreciation and rewards	Sig	School leadership & decision-making	Sig	Total grade	Sig
Organizational climate	Organizational Structure	0.763	0.000	0.641	0.000	0.732	0.000	0.711	0.000	0.770	0.000
	Leadership	0.812	0.000	0.811	0.000	0.794	0.000	0.810	0.000	0.802	0.000
	Employees engagement	0.731	0.001	0.668	0.000	0.679	0.001	0.690	0.020	0.701	0.001
	Communication	0.658	0.001	0.710	0.000	0.685	0.000	0.677	0.000	0.688	0.000
	Nature of work	0.593	0.010	0.598	0.000	0.670	0.002	0.836	0.002	0.599	0.000
	Technology	0.722	0.000	0.735	0.000	0.781	0.000	0.711	0.000	0.766	0.000
	Human resources	0.801	0.000	0.745	0.001	0.787	0.000	0.769	0.000	0.804	0.000



	and									
	autonomy									
Total score	0.867	0.00 0	0.822	0.00 0	0.816	0.00 0	0.802	0.00 0	0.83 1	0.00 0

Discussing

The researchers found a notable correlation between the aspects of organizational climate and its overall score, as well as the total quality management aspects, among secondary school principals in Baghdad, as perceived by teachers. The logical outcome can be attributed to the confluence of instructors' viewpoints on the prevailing climate inside their respective schools, as they operate in a shared setting yet with varying age groups. Furthermore, both the employees and the school's management, led by the principal, share an equal degree of satisfaction with the current work environment, as it is governed by the principles of total quality management. This has led to the presence of a conducive organizational climate for effectively completing any assigned work and carrying out educational responsibilities in a positive manner, in addition to the overall atmosphere and prevalent organizational climate. The researchers' findings corroborate the assertions made by (Farida Mohammed 2019), which state that "organizational climate encompasses the internal work environment together with its diverse elements, characteristics, and interactions. This sets it apart from other institutions by virtue of its unique organizational climate, which encompasses aspects such as organizational structure, communication systems, work systems and procedures, leadership style, decision-making style, and the nature and conditions of work. Additionally, the external work environment and work group also contribute to this distinction. These elements collectively establish the fundamental structure within which institutions function and are influenced by various factors such as social, cultural, economic, political, technical, and legal forces." (Al -Andalusi, 2019, p. 1) .The findings also corroborate the research conducted by (Farouk Abdo and Sayed Mohamed 2014) as it verifies that "the organizational structure is one of the most crucial elements of the organizational climate. It is essential for the structure to be in line with the organization's scope and specialization, and to meet its requirements for functions and expertise. Furthermore, the structure must possess the ability to fulfil the organization's operational needs, streamline processes, guarantee seamless transmission of decisions, orders, and directives, and promote the sharing of suggestions and ideas across various departments. Hence, attaining the objectives of the organizational structure emphasizes its importance as a beneficial factor in the organizational climate." (Fleih & Abdel Mageed, 2014, p. 82) .

The study result meets with (Abdullah Taha's, 2001) study which establishes that “the organizational structure is a key element of the dominant organizational climate inside an institution. It functions as the intermediary that establishes connections between different parts of the institution, including personnel, tasks, responsibilities, information systems, and decision-making procedures.” (Al -Safi, 2001, p. 39). It also meets with (Farouk Abdo and Mohamed Abdel Mageed, 2009) study emphasizing that “organizational climate plays a crucial role in aligning the aims of the institution with the ambitions of its people.



Furthermore, it aids in the advancement of the institution by focusing on improving its many facets. Moreover, the organizational climate plays a crucial role in fostering the development of employees' ability in effectively resolving their difficulties.” (Fleih & Abdel Mageed, 2009, p. 294) . The results also corroborate with (Anastasi's study, 1982) finding that “the effectiveness of total quality management is significantly affected by the management's dedication and understanding of the importance of appropriate leadership. The management only assumes complete accountability for the preparation and execution of total quality management. The process of selecting leaders for total quality management should be guided by specific criteria related to the defined leadership attributes outlined below. The responsibility for overseeing the quality implementation process should be given to a person who possesses a comprehensive understanding of quality and acknowledges that it includes all activities and tasks. The ideal leader should exhibit a dynamic personality and have a well-defined vision for enhancing the quality improvement process. A leader cannot effectively cultivate a sense of quality in employees without demonstrating perseverance and attention to attaining the proper things from the start.” (Anastasi, 1982, p. 24) . The study results are consistent with the assertions made by (Ali Ahmed and Hisham Musa, 2006) which states that “the school, as the administrative entity at the most basic level of the educational system hierarchy, bears the duty for making educational decisions. The principal is accountable for making determinations concerning student progress and education, teaching methodologies, enhancement and creation of the curriculum, faculty and staff matters, the school's connection with the surrounding community, financial resources, infrastructure, and school amenities.” (Ayasrah & Hijazin, 2006, p. 51) . (Mohammed Awad and Ghadeer Arafat, 2009) also affirms that “the absence of staff engagement in the Total Quality Management program is a barrier to the successful implementation of comprehensive quality standards. In order to achieve success in this program, it is essential to engage all members of the institution and ensure their unwavering dedication and accountability towards it.” (Al Tarbawy & Juwaihnan, 2009, p. 49).

Conclusions

1. There is a beneficial relationship between various aspects of the organizational climate (such as organizational structure, leadership, employee engagement, communication, nature of work, technology, human resources, and autonomy) and various aspects of total quality management (including education and quality values, enhancement of educational processes, development of recognition and rewards, school leadership, and decision-making) that exist in secondary schools in Baghdad, as perceived by teachers.

2. There is a positive correlation between the total score of organizational climate and the total score of total quality management among secondary school principals in Baghdad province, as perceived by teachers.

Recommendations

1. The selection of a school principal should be based on specific criteria, guidelines, and qualifications to establish an appropriate organizational climate.

2. Promoting a culture of total quality management for the school principal is crucial. This will have a beneficial impact on the work and performance of teachers, leading to improved morale and a better organizational climate in schools.

3. Carry out more research to examine the perspectives of male and female teachers about the organizational climate and total quality management.



Journal of Physical Education

Volume 38 – Issue (1) – 2026 Open Access

P-ISSN: 2073-6452, E-ISSN: 2707-5729

<https://jcope.uobaghdad.edu.iq>



4. It is essential to offer financial incentives to school principals that actively strive to enhance the organizational climate within their schools, alongside integrating total quality management into the assessment of personnel performance.



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