Iranian Journal of Educational Sociology

Iranian journal of educational Sociology

(Interdisciplinary Journal of Education)
Available online at: http://www.iase-idje.ir/
Volume 1, Number 8, September 2018

The causal relationship between professional growth and organizational maturity with educational productivity of educators (Case study: Bushehr province).

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Article history:
Received date: 11 September 2017
Review date: 23 October 2017
Accepted date:20 November 2017
Printed on line: 24 September 2018

Keywords:
Professional growth, Organizational maturity, Educational productivity, Bushehr province.

Abstract

Purpose: The purpose of this study was to investigate the causal relationship between professional growth and organizational maturity with educational productivity of educators (case study of Bushehr Province). **Methodology**: In terms of the applied purpose, this research is descriptive in terms of descriptive strategy and in terms of the method of data collection it is a field survey that is carried out. The instrument for measuring this research was a researcher-made questionnaire for organizational maturity (13 items), a researcher-made questionnaire designed for educational productivity of teachers (34 items), and a researcher-made questionnaire developed by professional teachers of teachers (15 items) that were set in the 5-value Likert scale. The statistical population consisted of all the educators of Bushehr province (N = 511) and the sample size of the study was determined using Morgan table 213 people. Sampling method was cluster random sampling. **Findings**: The results showed that professional development has a significant positive effect on educational productivity (t = 4/131) and organizational maturity (t = 3/614/3) and organizational maturity on educational productivity (t = 3/38 = 38) in Bushehr province. (Sig = 0/001) and the developed models for these variables had a good fit. **Discussion**: it seems that in order to develop and improve the professionalism of teachers, which has an impact on school productivity, education needs to improve its organizational maturity, especially in the process of maturity, as the transformation in the process of teaching and planning And the principles that ultimately lead to the productivity of education in education need to improve process maturity in this organization.

Please cite this article as: Farshboof, M. Kohandel, M. Khodayari, A. (2018). The causal relationship between professional growth and organizational maturity with educational productivity of educators (Case study: Bushehr province)., **Iranian journal of educational Sociology**, 1(8), 147-161.

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[DOR: 20.1001.1.26453460.2018.1.8.11.5]

1. Introduction

Undoubtedly, the present age is the era of organizations and the custodians of these organizations are human beings. People who by themselves possessing the greatest source of power, thought, can create the excellence of the growth and movement of organizations. In the fast-paced atmosphere of today's world of transformation and competition, what leads to the competitive advantage of organizations; dynamic human resources are high-quality and capable (Azarshtti, 2007). Human resource management focuses on policies, actions and systems that affect the behavior, attitudes, and performance of employees (Lewler, 2011). In the competitive era of today, the salvation of organizations depends on the productivity of their manpower (Taheri, 1396). Education has a huge human capital in each country, and how it works in each country reflects the growth and development of that country. For a dynamic and active learning system, a strong, flexible and responsive culture is necessary. This kind of culture involves several factors and influences many variables that are effective, effective and efficient among them (Aghaei, 1391). It can also be admitted that one of the key factors in the educational system is teachers and teachers whose performance and their effectiveness and effectiveness, and in other words, their productivity should be considered (Aghamiri, 2000). On the other hand, productivity is one of the identifiers for achieving perfection in human systems and administrative and educational activities of man (Nazem, 2005). The education organization, which has a huge human capital in each country, and how it works in each country, reflects its growth and prosperity (Aghai, 1391). One of these people (human resources) can be pointed out to the educated teachers because in education, attention is paid to the development and development of all aspects of human beings and plays a special role in the realization of educational goals (Ershad et al., 2012). Teachers' performance as a factor that directly affects the intellectual, mental and personality content of students is of particular importance. To improve the productivity of education and national productivity, providing the ground for improving their productivity will be an effective step. In this regard, the role of educators in education, development and prosperity of all human dimensions and the realization of the objectives of the educational system is significant (Shayatchian, 2004). Occupational maturity (professional growth) is one of the factors that can affect the productivity of human resources in different organizations (Babaei and Soleimani, 1394).

2. literature Review

Determining the level of organizational maturity causes organizations to recognize their strengths and weaknesses, so, for example, when we know the level of emotional maturity or professional maturity of employees is strong or weak. If employees have reached individual maturity, mental transformation affects organizational processes, structures and organizational culture, and the whole organization achieves competitive maturity, which, on the other hand, leads to process and organizational maturity and, on the other hand, professional ethics of employees (accountability They affect them (Kim & Grant, 2010).

In order for employees' maturity to become operational and productive, it requires processes and structures that are mature (Ahmadi, 2008). Determining the level of organizational maturity causes organizations to identify their strengths and weaknesses and, accordingly, tailor their strategies to the level of maturity of the organization (Kim et al., 2010). The maturity of the organization is presented in four parts of manpower, technology, processes, and measurement, each of which is at maturity in five levels

[DOR: 20.1001.1.26453460.2018.1.8.11.5]

(Brooks et al., 2015). Also, along with the company's maturity, the professional growth of employees is raised; "professional growth" is the term used for the first time by Super (1975) in his career advancement theory. Professional growth includes teachers, knowledge, ability to grow in classroom management, ability to communicate with students, identify their expectations of students, have interaction and have close contact with the parents of students. In addition, UNESCO (2008) has outlined the characteristics of a professional teacher, including the ability to teach students, curriculum planning, assessment, educational management, and the use of information and communication technology (Morales, 2011). Because the basic logic is that the high quality of the professional qualifications of teachers can improve the teaching methods, which in turn can lead to higher levels of student achievement (Antonio & Keirakas, 2013). Planning for professional growth is an important part of our professional responsibility (Abedini, 2011). Regarding the issue of productivity in education, self-care requires the attention and accuracy of the most important and most effective human factors, namely, teachers and teachers. To improve the productivity of education and national productivity, providing the ground for improving their productivity will be an effective step (Chian et al., 2004). At the macro or national level, it is the duty of the government to plan for the improvement of productivity with the necessary planning, but at the micro level, at the level of schools, administrations, educational organizations and teachers, they have a key role to play. While the strategy document on the development of education in the form of a statement of its values and strategies on improving the quality of education in education centers has been emphasized for the continuous development of educational, scientific and professional qualifications of the culture and designing and promoting the professional education system in education, but on how this improvement and Less development is being discussed. Accordingly, and considering the mentioned issues regarding organizational maturity and professional growth of teachers, and the importance of these variables in employee productivity, this question arises as to whether the causal relationship between professional growth and organizational maturity with Educational productivity of educators? And how is the relationship and interaction of these relationships?

3. Methodology

The present study, based on the nature of the study, is a type of applied research, considering the type of relationship between the variables, is a descriptive study category and in terms of the method of data collection, it is a field survey that has been carried out. The statistical population of this research is all the teachers of Bushehr Province, which is about 511 people, of whom 276 are male and 235 are female secretaries. According to Morgan's table, the sample size in this study was 213 people. According to the statistical society, it was determined that the sample selection should be considered as the ratio of men and women, so a stratified sampling method was used. Also, due to the extent of the study area, the province was divided into four parts: north, south, east and west of the province, and randomly sampling was done from each section. Therefore, cluster sampling was randomized. In this research, the following tools were used to determine the level of research variables: a) Researcher-made organizational maturity questionnaire: This questionnaire consists of 13 items that are used to measure organizational maturity with sub-components (organizational leadership, organizational culture, staff skills, Organizational systems and systems, organizational change, organizational learning, organizational structure). The questionnaire is

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based on the Likert spectrum and is fully applicable to not being fully applicable. (B) A researcher-made questionnaire designed for teachers' productivity using the Hersey and Goldsmith Workforce Productivity Questionnaire (1980). After a factor analysis, it evaluates 34 points and measures the educational productivity of the teachers, and the scoring range in terms of Likert was five degrees and from very little to very much. A professional researcher-made questionnaire for teachers: To assess this construct, the Professional Development Questionnaire (ACFILITE & KOT) (2005) was used as the baseline questionnaire. After the factor analysis, a final questionnaire including 15 items was prepared which was presented in the form of a 5-value Likert scale and measures five components of learning opportunities, learning follow-up, organizational encouragement, sustainability in the growth and learning of new skills. The face and content validity of the questionnaires were confirmed by the professors of the guidance and counselors as well as 11 relevant experts. The confirmatory factor analysis was used to confirm the validity of the constructs. Also, the reliability of the questionnaires was tested on 30 members of the community and analyzed by SPSS software using Cronbach's alpha coefficient. The reliability coefficient of the organizational maturity questionnaire was 0.81, professional growth 0.88, and teacher productivity questionnaire 0.79. A questionnaire was used to collect the information and measure the variables of the research. Initially, the number of needs (300 questionnaires) was replicated and distributed among the research sample. After examining and eliminating incomplete cases, 244 questionnaires were collected from the collected questionnaires and were analyzed and analyzed. Finally, according to the instructions for each of the questionnaires, the information extracted, scoring and converted to the measurement scale and analyzed according to the goals and hypotheses of the research.

In this study, both descriptive and inferential statistics are used to analyze the data. Then, after extracting the data from the questionnaires, descriptive statistics and frequency charts were used for descriptive statistics and then a confirmatory factor analysis was used to confirm the validity of the research questionnaire structure to determine the normal distribution of variables using the Smirnov colomograph test and, finally, to test the assumptions. The final model of the research was drawn from Pearson correlation tests, multiple regression and structural equation modeling using SPSS version 23 and AMOS software.

4. Finding

Regarding the naturalness of the data distribution, the results of Kolmogrov-Smirnov test showed that the distribution of educational productivity variables, organizational maturity and professional growth as well as their components were normal ($p < 0.05$). Regarding the validity of the structure of the research variables, the results of the confirmatory factor analysis showed that all the indicators related to the components of educational productivity, organizational maturity components and professional growth components of the t and factor load factors were acceptable and to measure this component Weights are considered to be suitable indicators. In relation to the first hypothesis of the research, the result of Pearson correlation test showed that there is a positive and significant relationship between professional development and educational productivity of educators of Bushehr province ($r = 0.725$); also, between educational productivity with learning opportunities components (($R = 0.383$), learning follow-up ($r =$

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0.379), organizational persuasion (r = 0.490), growth continuity (r = 0.798) and learning new skills (r = 0.833) There is a significant difference (Sig = 0.001).

Regarding the second hypothesis of the research, the result of multiple regression test showed that there is a significant relationship between the components of professional growth and educational productivity of teachers in Bushehr province (Sig = 0/001, R = 0/897) and according to the coefficient value The determination of (R2), 80.5 percent of the variance of the total changes in the amount of educational productivity to the components of professional growth (learning opportunities, learning follow-up, learning persuasion, growth continuity, learning new skills), and 19.5 percent for factors outside the model This is the case. Finally, the significance of F (Sig = 0.001 = S = 879/170 = F) showed that the regression model of the study composed of independent variables (professional growth components) and dependent variable (educational productivity) was a good model and this component They are capable of explaining educational productivity changes.

Concerning the third hypothesis of the research, the result of Pearson correlation test showed that there is a positive and significant relationship between organizational maturity and educational productivity of teachers in Bushehr province (Sig = 0/001, r = 413/0); Also, between educational productivity of teachers There is a positive and significant correlation between parenting with individual maturity (r = 0.292), process maturity (r = 0.25) and organizational maturity (r = 0.439) (Sig = 0.001). Regarding the fourth hypothesis of the research, the result of multiple regression test showed that there is a significant relationship between the components of organizational maturity and educational productivity of teachers in Bushehr province (Sig = 0/001, R = 456/0) and according to the coefficient value The determination of (R2), 20.8% of the variance of the total changes in the amount of productivity of education to the components of organizational maturity (individual maturity, process maturity, organizational maturity) and 79.2% are related to the factors outside the model. Finally, the significance of the F value (Sig = 0/00 = 0, S = 27/18 = F) showed that the regression model of the research consisted of independent variable (organizational maturity components) and dependent variable (educational productivity) was a good model and this component They are capable of explaining educational productivity changes.

Concerning the fifth hypothesis of the research, the result of Pearson correlation test showed that there is a positive and significant relationship between professional growth and organizational maturity of Bushehr province educational staff (Sig = 0/001 / r = 0/602); also between organizational maturity with component (R = 0.551), learning follow-up (r = 0.554), organizational persuasion (r = 0.476), growth continuity (r = .373), and learning new skills (0.358) r) There is a positive and significant relationship (Sig = 0.001). Regarding the sixth hypothesis of the research, the result of multiple regression test showed that there is a significant relationship between the components of professional growth with the organizational maturity of the educators of Bushehr province (Sig = 0.001, R = 0.611), and according to the coefficient value Determination (R2), 37.3 percent of the variance of total changes in organizational maturity to the components of professional growth (learning opportunities, learning track, learning persuasion, growth continuity, learning new skills) and 62.7 percent for factors outside the model Is related. Finally, the significance of F (Sig = 0.001 = Sig, 624/24 = F) showed that the research regression model consisting of

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independent variables (professional growth components) and dependent variable (organizational maturity) is a good model and this component They are able to explain organizational maturity changes.

In relation to the seventh hypothesis of the research, the results of the structural equation model showed that the growth of professionalism on the educational productivity of teachers in Bushehr province had a significant positive effect (Sig = 0.001, t = 4/131) with coefficient of effect (factor = 0.709) Therefore, the model of the relationship between professional growth and educational productivity was designed and the fit of the model obtained using Chi-square ratio indexes to degree of freedom (2.009), the second root mean square error (0.858), index Goodness of fit (GFI) was equal to 913/0, adjusted fit goodness index (0.863), left root mean square root (0.049), adaptive fit index (92.22), normal fit index (0.908), and Incremental fit index (0.923) Which all reflected the appropriateness of fitness and the confirmation of the model of the relationship between professional growth and educational productivity. In order to study the effect of professional growth on educational productivity, structural equation modeling was used in AMOS software.

Table 1. T-Statistic and Factor Bundles of the Professional Development Communication Model and Educational Productivity

Significance	T value	Factor loading		Way	
-	-	0/619	The opportunity to learn	<---	professional development
0/001	3/191	0/507	Keep track of learning	<---	
0/001	4/316	0/730	Encourage learning	<---	
0/001	4/337	0/812	Continuous Growth	<---	
0/001	5/880	0/893	Learning new skills	<---	
-	-	0/671	Ability	<---	Educational productivity
0/001	14/606	0/716	Understanding and Understanding	<---	
0/001	11/944	0/873	Organizational support	<---	
0/001	13/023	0/968	Motivation	<---	
0/001	7/935	0/555	Feedbacks	<---	
0/001	9/036	0/638	Credit	<---	
0/001	9/352	0/663	Compatibility	<---	

In Table 1 and Figure 1, the general relationship model is presented between professional growth and educational productivity. As can be seen, all factor loads (standardized regression coefficients) have t values (critical-value values) of acceptable values, and these indicators indicate that the observed observational variables are well Reflection of hidden variables (professional growth and educational productivity).

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Table 2. Factor load and t values of the relationship between professional growth and educational productivity

Significance	T value	Factor loading	**Way**		
0/001	4/131	0/709	Educational productivity	<---	professional development

In table (2), the factor loads and t values in the research hypothesis model are reported. Based on these results, it can be concluded that professional growth has a positive positive effect on the educational productivity of the teachers of Bushehr province (Sig = 0.001, t = 4/131) with the coefficient of influence (factor = 0.709).

Table 3. Fit fit index Model of the relationship between professional growth and educational productivity

Fitting indexes	**Index values**	**Factor**	Interpretation
Chi-square (chi-square)	100/45	-	-
Degrees of freedom	50	-	-
Chi-square ratio to degree of freedom (χ2 / df)	2/009	Less than 3	Valid
Second Root Average Estimated Error (RMSEA)	0/085	Less than 1/0	Valid
Fit Fitness Index (GFI)	0/913	More than 9/0	Valid
Adjustable Fitness Goodness Index (AGFI)	0/863	More than 9/0	Valid
Residual Medium Root (RMR)	0/049	Less than 0.05	Valid
Adaptive fit index (CFI)	0/922	More than 9/0	Valid
Normative Fitness Index (NFI)	0/908	More than 9/0	Valid
Incremental fitting index (IFI)	0/923	More than 9/0	Valid

The results of the fitting model of the model in Table (3) show that the Fit Fitness Index (GFI) and Adjusted Fitness Index (AGFI) are more than 0.9 as model fitting indicators, indicating model approval. The Chi-Squaw ratio to the degree of freedom (2.009) is less than 3, which has an acceptable value to confirm the research model. Also, the root mean of the estimation error (RMSEA) is 0.085 and, given that it is less than 0.1, it indicates that the model is acceptable. Finally, it can be seen that other fitness indicators (CFI, NFI, IFI) are all in good shape.

Table 4. Taylor and factor loads of professional growth and organizational maturity communication model

Significance	T value	Factor loading		Way	
-	-	0/863	The opportunity to learn	<---	professional development
0/001	14/518	0/849	Keep track of learning	<---	
0/001	13/180	0/786	Encourage learning	<---	
0/001	6/293	0/434	Continuous Growth	<---	
0/001	6/246	0/431	Learning new skills	<---	
-	-	0/667	Individual maturity	<---	Organizational

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0/001	3/881	0/750	Process maturity	<---	maturity
0/001	3/847	0/789	Organizational maturity	<---	
-	-	0/863	The opportunity to learn	<---	
0/001	14/518	0/849	Keep track of learning	<---	
0/001	13/180	0/786	Encourage learning	<---	
0/001	6/293	0/434	Continuous Growth	<---	

Based on the results obtained from the professional growth model and organizational maturity, in Table (4), all factor loads (standardized regression coefficients) have t values (values of critical ratios) of acceptable values and these indicators are indicated They say that the observed observational variables reflect well the hidden variables (professional growth and organizational maturity).

Table 5. Factor load and t values of professional growth and organizational maturity

Significance	T value	Factor loading	way		
0/001	3/614	0/660	organizational maturity	<---	professional development

Based on the results of Table 5, it can be said that professional growth has a positive positive effect on the organizational maturity of the teachers in Bushehr province (Sig = 0.001, t = 3/614) with coefficient of influence (factor = 0.660 = factor load).

Table 6. Fit index Model of relationship between professional growth and organizational maturity

Fitting indexes	**Index rate**	**Criteria**	Interpretation
Chi-square (chi-square)	36/062	–	valid
Degrees of freedom	18	–	valid
Chi-square ratio to degree of freedom (χ2 / df)	2/003	Less than 3	valid
Second Root Average Estimated Error (RMSEA)	0/069	Less than 1/0	valid
Fit Fitness Index (GFI)	0/959	More than 9/0	valid
Adjustable Fitness Goodness Index (AGFI)	0/918	More than 9/0	valid
Residual Medium Root (RMR)	0/033	Less than 0.05	valid
Adaptive fit index (CFI)	0/977	More than 9/0	valid
Normative Fitness Index (NFI)	0/956	More than 9/0	valid
Incremental fitting index (IFI)	0/977	More than 9/0	valid

The results of the fitting model of the model in Table 5 show that the Fit Fitness Index (GFI) and Adaptive Adjustment Index (CFI) are more than 0.9 fitted to model confirmation of the model. The Chi-Squaw ratio to the degree of freedom (2.003) is less than 3, which has an acceptable value in order to confirm the research model. Also, the root mean of the mean estimated error (RMSEA) is 0.069, which is at the optimal level. Finally, it can be seen that other fitness indicators (CFI, NFI, IFI) are all at an acceptable level.

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Table 7. T-student and factor loadings of the relationship model of organizational maturity and educational productivity

Significance	T value	Factor loading	Way		
-	-	0/648	Individual maturity	<---	organizational maturity
0/001	3/778	0/712	Process maturity	<---	
0/001	3/490	0/804	Maturity of the organization	<---	
-	-	0/826	Ability	<---	
0/001	15/786	0/880	Understanding and Understanding	<---	
0/001	13/874	0/811	Organizational support	<---	
0/001	11/742	0/806	Motivation	<---	**Instructional use**
0/001	11/309	0/699	Feedbacks	<---	
0/001	14/017	0/815	Credit	<---	
0/001	13/312	0/786	Compatibility	<---	

Based on the results of Table 7, the causal relationship model between organizational maturity and educational productivity of all factor loads (standardized regression coefficients) is t (values of critical ratios) of acceptable values and these indicators indicate that Measured observational variables are well reflected in hidden variables (organizational maturity and educational productivity).

Table 8. Factor load and t values. Relationship between organizational maturity and educational productivity

Significance	T value	Factor loading	way		
0/001	3/385	0/441	**Instructional use**	<---	organizational maturity

Based on the results of Table 8, it can be concluded that organizational maturity has a positive positive effect on the educational productivity of educators of Bushehr province (Sig = 0.001, t = 3/385) with an effect factor (0.441 = factor load).

Table 9. Fitness fit model The relationship between organizational maturity and educational productivity

Fitting indexes	**Index rate**	**Criteria**	Interpretation
Chi-square (chi-square)	56/917	–	**valid**
Degrees of freedom	33	–	**valid**
Chi-square ratio to degree of freedom ($\chi 2$ / df)	1/725	Less than 3	**valid**
Second Root Average Estimated Error (RMSEA)	0/058	Less than 1/0	**valid**
Fit Fitness Index (GFI)	0/951	More than 9/0	**valid**
Adjustable Fitness Goodness Index (AGFI)	0/918	More than 9/0	**valid**
Residual Medium Root (RMR)	0/025	Less than 0.05	**valid**
Adaptive fit index (CFI)	0/982	More than 9/0	**valid**
Normative Fitness Index (NFI)	0/958	More than 9/0	**valid**
Incremental fitting index (IFI)	0/982	More than 9/0	**valid**

The results of Table (9) refer to fitting indicators of the relationship between organizational maturity and educational productivity. Based on these results and the values of the report and the comparison with the

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acceptable criterion, it can be said that the reported indicators have acceptable values and confirm the fit of the research model.

In the last research hypothesis, a structural equation model was used to investigate the relationship between research variables. In this hypothesis, professional growth as an endogenous variable, educational productivity of exogenous variables and organizational maturity as an intermediate variable in the relationship between professional growth and educational productivity have been considered.

Table 10. T-Statistic and Factor Bundles of Professional Development Communication Model, Organizational Maturity, and Educational Productivity

Significance	T value	Factor loading		**way**	
-	-	0/626	The opportunity to learn	<---	**Professional development**
0/001	4/854	0/508	Keep track of learning	<---	
0/001	3/964	0/703	Encourage learning	<---	
0/001	4/211	0/824	Continuous Growth	<---	
0/001	4/214	0/886	Learning new skills	<---	
-	-	0/641	Individual maturity	<---	organizational maturity
0/001	7/699	0/704	Process maturity		
0/001	4/436	0/808	Organizational maturity		
-	-	0/683	Ability	<---	**Instructional use**
0/001	14/712	0/744	Understanding and Understanding	<---	
0/001	12/144	0/884	Organizational support	<---	
0/001	13/311	0/980	Motivation	<---	
0/001	8/634	0/610	Feedbacks	<---	
0/001	9/582	0/681	Credit	<---	
0/001	9/823	0/700	Compatibility	<---	

Figure 4. Factor loads (standardized coefficients). Model of relationship between professional growth, organizational maturity and educational productivity

In table (10), t values and factor loads of the general relationship model have been reported between professional growth, organizational maturity and educational productivity. As can be seen, all factor loads (standardized regression coefficients) have t values (values of critical proportions) of acceptable values, and these indicators show that the observed observational variables are well Reflection of hidden variables (professional growth, organizational maturity, and educational productivity).

Table 11. Factor load and t values of professional growth, organizational maturity and educational productivity

Significance	T value	Factor loading		**way**	
0/001	5/109	0/725	**Instructional use**	<---	**Professional development**
0/001	4/923	0/602	organizational maturity	<---	**Professional development**
0/001	3/155	0/413	**Instructional use**	<---	organizational maturity

According to the results of the tenth hypothesis of the study, it can be said that professional growth on educational productivity (Sig = 0/001, t = 5/109) and professional growth on organizational maturity (Sig = 001/923 / 4 = t) The teachers of Bushehr province have a positive and significant effect. Also, based on

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the findings, organizational maturity can positively and directly affect the educational productivity of educators (Sig = 0.001, t = 3/155).

Table 12. Fit fit index Model of relationship between professional growth, organizational maturity and educational productivity

Fitting indexes	**Index rate**	**Criteria**	Interpretation
Chi-square (chi-square)	184/758	-	**Valid**
Degrees of freedom	83	-	**Valid**
Chi-square ratio to degree of freedom (χ2 / df)	2/226	Less than 3	**Valid**
Second Root Average Estimated Error (RMSEA)	0/094	Less than 1/0	**Valid**
Fit Fitness Index (GFI)	0/924	More than 9/0	**Valid**
Adjustable Fitness Goodness Index (AGFI)	0/876	More than 9/0	**Valid**
Residual Medium Root (RMR)	0/042	Less than 0.05	**Valid**
Adaptive fit index (CFI)	0/945	More than 9/0	**Valid**
Normative Fitness Index (NFI)	0/947	More than 9/0	**Valid**
Incremental fitting index (IFI)	0/920	More than 9/0	**Valid**

The results of the fitting model of the model in Table (12) show that the fitting goodness index (GFI) is more than 0.9 which indicates the model's approval. The Chi-Squaw ratio to the degree of freedom (226/2) has an acceptable value. Also, the root mean of the estimated mean error (RMSEA) is 0.094. Finally, it is observed that other fitness indicators (CFI, NFI, IFI) have shown acceptable values.

Table 13. Results of structural analysis of tenth hypothesis (direct and indirect effects of variables)

Total effect	**Indirect Direct effect**	**Direct effect**	**Relational way**
0/23	-	0/72	**Instructional <--- Professional development use**
0/45	-	0/60	**<--- Professional development organizational maturity**
0/31	-	0/41	**organizational maturity Instructional use <---**
0/72+0/25=0/97	0/6*0/41=0/25	0/72	**Professional development <--- organizational maturity Instructional use <---**

According to the results of Table 13, the direct effect of professional growth on educational productivity with a coefficient of influence is 0.72 higher than the direct effect of professional growth on organizational maturity with an impact coefficient of 0.60. Also, based on the findings of the research model, professional growth has a direct effect on educational productivity, indirectly through the organizational maturity mediator variable of 0.25 on the educational productivity of the educators of Bushehr province. As a result, the overall effect of professional growth on educational productivity is equal to 0.97.

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5. Discussion

Education has a huge human capital in each country, and how it works in each country reflects the growth and development of that country. For a dynamic and active learning system, a strong, flexible and responsive culture is necessary. Therefore, in this research, the relationship between professional growth and organizational maturity with educational productivity of educators of Bushehr province was studied and findings were obtained which will be discussed further.

The results showed that professional growth has a positive positive effect on organizational maturity of Bushehr province teachers (Sig = 0.001, t = 3/614) with coefficient of effect (factor = 0.660). Therefore, the model of the relationship between professional growth and Organizational maturity was designed and the fitting of the model was based on Chi-square ratio to degree of freedom (003/2), the second root mean of estimated error (0.069), goodness index of fit (GFI) equal to 0.959, Improved fit of goodness (0.918), residual average square root (0.033), adaptive fit index (0.797), normality fit index (0.956) and incremental fit index (0.797) They all represent the fitting fit and confirm the model of the relationship Professional and organizational maturity. As already stated, one of the dimensions of organizational maturity is the individual maturity of the organization's employees, which is that professional development of employees is one of the most important aspects of their individual maturity. On the other hand, for the maturity of the employees to become operational and productive, it requires processes and structures that are mature. Sometimes inappropriate structures prevent the effects of mental changes; therefore, it is necessary to create a balanced development and maturity in the structures and processes of the organization. Through process maturity, attention can be paid to the excellence of structures and methods, and with organizational maturity, a comprehensive umbrella of excellence can be created throughout the organization. In fact, process maturity seems to affect many aspects of organizational maturity. On the other hand, given the fact that individual maturity and process maturity lead to organizational maturity, it seems reasonable to say that these two dimensions of puberty affect the overall organizational maturity. Nevertheless, one of the important aspects affecting organizational maturity is the professional development of employees. Professional development of employees, capacity building and empowerment of human resources in the organization, increasing the efficiency and effectiveness of activities, developing skills and developing professional and professional knowledge of employees in accordance with the growing needs, will be achieved when each organization adjusts the training program And upgrading, develops and develops the developmental needs of individuals, businesses, and organizations in accordance with the two principles of continuity and comprehensiveness of training and professional development of employees, and utilizes all the capacities to implement it optimally. In fact, planning for the professional development of employees is part of human resource development planning, which is a regular effort to make logical use of the organization's talents to meet the demands of the environment and provide an appropriate field for achieving organizational goals. With all these interpretations, the result of the professional development of physical education teachers in Bushehr Province seems to be reasonable on the organizational maturity of the Education Department of Bushehr Province.

The results of structural equation model showed that organizational maturation has a positive positive effect on the educational productivity of Bushehr province's educational staff (Sig = 0.001, t = 3/385) with coefficient of effect (0.41 = factor load); therefore, the relationship between puberty Organizational and

[DOR: 20.1001.1.26453460.2018.1.8.11.5]

educational productivity were designed and the model fitted using Chi-square ratio index to degree of freedom (1.725), the second root mean of estimated error (0.058), goodness-fit index (GFI) was 951 / 0, adjusted fit goodness index (0.918), left root mean score (025/0), adaptive fit index (982/0), normal fit index (0.958) and incremental fit index (0.982) It was done all the time Desirable pattern and confirmation of the relationship between organizational maturity and educational productivity. The result was in line with the results of the research by Bahadory et al. (2013), Hosseinpour (2011), Wurdmester et al. (2003), and Curtis et al. (2009). In a study, Bahadori et al. (2013) concluded that promoting organizational culture for professionalism, organizational support, and mental and intellectual development could improve organizational performance. Hosseinpour (2011) also concluded that the level of maturity of organizational HR capabilities (which is one of the dimensions of organizational maturity) has a positive and significant effect on the human resources efficiency of the organization. Also, Wurdenster et al. (2003) concluded in their research that the puberty of an organization represents one level of organizational capability and productivity that was achieved by transforming one or more of the organizational processes. Curtis et al. (2009) also concluded that the organizational maturity model could be effective on organizations' productivity. In order for educational organizations to be placed in the path of educational productivity and can keep it up, it is necessary to work on maturity at the individual, process and organizational level. As already mentioned, the individual maturity of bacon is considered to be an organizational excellence. Individual maturity in an organization is another underlying inflammation. Through the individual's maturity, it can be transformed into the nature of the organization. For maturity of employees to become operational and productive, it requires adult processes and structures. Sometimes inappropriate structures prevent the effects of mental changes; therefore, it is necessary to create a balanced development and maturity in the structures and processes of the organization. With process maturity, structures, methods and processes can be agile, up-to-date and streamlined, and enhance organizational capability. After maturity, organizational maturity indicators can be created. Determining the level of organizational maturity leads organizations to identify their strengths and weaknesses and, accordingly, tailor their strategies to the level of maturity of the organization. Organizational maturity is a planned effort to create a kind of transformation that aims to help members of the organization to better perform the tasks they are required to do. With these interpretations and attention to the dimensions of organizational maturity, it can be seen that through organizational maturity in its various dimensions, it can increase the productivity of the organization and, in particular, the educational productivity in educational organizations such as education. Therefore, the result is reasonable and acceptable.

The results of structural equation model showed that professional growth has a positive and significant effect on educational productivity (t = 5.109) and organizational maturation (t = 4/923) among educators of Bushehr province. Also, organizational maturity can positively and directly affect the educational productivity of teachers (t = 3/155) (Sig = 0.001); therefore, the model of relationship between professional growth, organizational maturity and educational productivity was designed. The fitting of the obtained model was based on Chi-square ratio index to degree of freedom (2.226), second root mean of estimation error (0.994), goodness index of fit (GFI) equal to 0.924, adjusted goodness index of goodness (0.876), root mean of residual squared (0.422), adaptive fit index (0.945), normal fit index (0.947) and incremental fit index (0.920), all indicating fit Desirable and confirm the model of the relationship of professional growth, Organizational maturity and educational productivity. The result obtained from the

[DOR: 20.1001.1.26453460.2018.1.8.11.5]

research of Allah Verdi (1389), Akbari (1392), Jacobson et al. (1998), Nair and Bagler (2008), Bachinsky and Hansen (2010), Bahadori et al. (2013), Hosseinpour), Wertmaster et al. (2003) and Curtis et al. (2009). Today, the expectation of the government, the people and all reforms in the educational system, is to improve the quality of education. These expectations require the presence of competent, motivated, knowledgeable and skilled teachers as the most important element of the educational system, and this should be the case not only when entering the teacher's profession but throughout the teacher's profession. Indeed, the success of the efforts to improve education, professional development and increase the knowledge and skills of teachers is necessary. Schools that are built for the development of education and learning and creating added value in the knowledge and abilities of students, without the professional development of teachers, will not be able to do such a job. Hence, the improvement and promotion of school productivity should begin with professional development of teachers. Professional development, if done through collaboration between teachers, can have a more powerful impact on the skills and knowledge of teachers as well as on student learning. The collaboration between school teachers helps to increase the level of students' achievement and reduce the pressure of teachers and generally on school productivity. As teachers collaborate in the school environment, they can create a coherent learning environment in which they develop professional opportunities, provide new educational perspectives, and improve current knowledge and experience. In general, professional growth of teachers is one of the key elements in the effectiveness, efficiency and effectiveness of schools and, in general, the education department, which was also the result of the research. On the other hand, in the present age, education needs more than ever to be at high levels of organizational maturity in order to be able to fulfill its mission effectively. In the same vein, this organization needs people who are capable of self-leadership, to take charge of the growth and design of their current flow. Therefore, it seems that the professionalism of teachers is effective in developing and enhancing the organizational maturity of education. However, the development of skills and the professional development of teachers requires systematic planning, the transformation of the educational process, the transformation of beliefs, attitudes, and the provision of an appropriate framework for the teaching and professional development of teachers. In fact, it seems that in order to develop and improve the professionalism of teachers, which has an impact on school productivity, education needs to improve its organizational maturity, especially in the process of maturity, as the transformation in the process of teaching and planning And the principles that ultimately lead to the productivity of education in education need to improve process maturity in this organization; therefore, the result of this part of the research is that the impact of organizational maturity on educational productivity is also reasonable.

[DOR: 20.1001.1.26453460.2018.1.8.11.5]

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[DOR: 20.1001.1.26453460.2018.1.8.11.5]