

Examining Organizational Values in Iraqi Colleges of Physical Education and Sports Science

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ABSTRACT The research endeavor was undertaken with the dual purpose of constructing a robust measure of organizational values within a selection of colleges specializing in physical education and sports sciences in Iraq, while concurrently exploring the multifaceted impact of these values. Employing a meticulous descriptive approach, the study enlisted a diverse sample comprising 775 male and female students drawn from 17 colleges across the region. Methodologically, the research team meticulously adhered to established scientific protocols to craft the measurement scale, thereafter, subjecting it to rigorous statistical scrutiny. The ensuing statistical analysis yielded encouraging results, affirming the scale's commendable validity and reliability. Notably, all statements exhibited statistical significance, underpinned by a notably high internal consistency coefficient, with Cronbach's alpha registering at 0.889. Following this validation phase, a subset of the sample, totaling 100 individuals, was selected to undergo the organizational values scale assessment. The ensuing findings served to underscore the pivotal role played by organizational values in shaping the cultural fabric of these academic institutions, and more broadly, in guiding the behavioral dispositions of their members. It became increasingly apparent that organizational values served as more than mere abstract principles; rather, they emerged as integral components of institutional identity, exerting a palpable influence on the cognitive processes and behavioral dynamics within the organizational milieu. This deeper understanding was gleaned from the participants' responses to the scale's prompts, which consistently underscored the significance of organizational values in defining the ethos of these educational establishments and in directing the conduct of their members within the practical sphere.

Keywords: Behavioral dynamics, Cognitive processes, Sport Management, Organizational values.

1 INTRODUCTION

Institutions face numerous challenges stemming from developments across scientific, educational, social, and technological realms, which have brought about a qualitative shift in institutional culture. Among these challenges, the role of senior management emerges as paramount in facilitating desired changes and effecting this cultural transformation. The values and behaviors exhibited by senior management hold significant sway, particularly in shaping collective consciousness within the workplace. Notably, the array of organizational values upheld by students in Iraqi colleges of physical education and sports sciences directly influences their conduct and work performance. Just as students vary in the values guiding their behavior, institutions likewise exhibit diversity in their organizational values.

The cornerstone of organizational value systems often lies within senior management, as these values typically stem from the beliefs and convictions of top-tier leaders within the organization. Over time, these individual values crystallize into organizational values that dictate requisite behaviors. Given this context, the significance of organizational values becomes increasingly apparent. Recent years have witnessed a surge in interest in the cultural dimensions of various institutions, particularly in organizational values, recognizing their pivotal role in fostering an environment conducive to successful human resource management. Indeed, organizational values represent the deepest layer of organizational culture, wielding substantial influence over the behavior of individuals within educational and scientific institutions, including students enrolled in colleges of physical education and sports sciences in Iraq. Each of these stakeholders possesses a distinct set of values, whether consciously

acknowledged or not. Moreover, organizational identity serves as a defining feature that sets these institutions apart from others, underscoring the importance of understanding and leveraging these values in shaping and directing organizational behavior (Kreiner & Murphy 2016).

Values serve as cultural benchmarks that facilitate comparisons across different behavioral practices in various countries. Institutions and organizations are actively engaged in defining their identity and mission to underscore their activity and effectiveness, with the value dimension emerging as a cornerstone of success upon which strategic plans are constructed (Dvir & Lechler 2004). Given its pivotal role in activating administrative processes and enhancing productivity, the value dimension is instrumental in driving the growth and achievement of colleges of physical education and sports sciences in Iraq.

Numerous scientific studies, spanning both past and present, have underscored the significance of organizational and personal values and their diverse impacts. This study derives its significance from the pivotal role that values play in shaping desired behaviors within colleges of physical education and sports sciences in Iraq. Organizational values play a critical role in fostering their development and enhancing societal progress and cohesion (Bourne & Jenkins 2013). The advancement of colleges as scientific and educational institutions is not solely gauged by their tangible achievements and innovations, but also by the extent of their adherence to organizational values. Organizational values exert a tangible influence across diverse institutions, facilitating progress in work, achieving goals effectively, and guiding student behavior. Given their direct impact on a critical demographic—students—this research holds promise in raising awareness of values among this cohort and enhancing their skills and abilities to elevate performance levels. Moreover, the study aims to elucidate the intricate relationships between values and leadership skills, thereby assessing the presence and impact of organizational values on these skills. In pursuit of addressing the research problem, the researchers endeavored to answer the following question: What is the current status of organizational values among students in select colleges of physical education in Iraq? The research endeavors to construct a robust measure of the role of organizational values within a sample of colleges of physical education and sports sciences in Iraq, thereby shedding light on their significance and impact within this context.

2 METHODOLOGY

The researchers used a descriptive approach to achieve the goal of the research. The research sample consisted of students from some colleges of physical education and sports sciences in Iraq, who numbered (775) male and female students, represented by (17) colleges, as shown in **Table (1)**.

Table 1: Distribution of the research sample

No.	Total Sample	Construction Sample	Application Sample	Survey Experiment	Excluded
1	775	365	300	50	60

The methodology employed a range of devices, tools, and methodologies to gather data, including paper forms, a laptop, an electronic calculator, Arab and foreign literature sources, field visits for firsthand data collection, utilization of the internet, and conducting personal interviews. To construct the study scale, rigorous adherence to scientific principles was observed. Statistical analysis of the scale's statements was conducted to ascertain its validity and reliability, as outlined by (Raheem & Shafia 2019). Validity assessment involved the establishment of construct validity, encompassing discriminatory ability and internal

consistency coefficient of the statements. Notably, all statements demonstrated statistical significance, corroborated by Tables (**Appendixes B and C**). Reliability assessment was undertaken utilizing the Cronbach's alpha coefficient to ascertain stability, with a commendable score of 0.889. Data processing was facilitated through the application of Statistical Package for the Social Sciences (SPSS), encompassing computation of arithmetic mean, standard deviation, and T-test for independent samples.

Subsequent to these methodological procedures, the research scale was administered to the designated research sample comprising 100 students.

3 RESULTS

Table 2 provides statistical information about the research sample's perceptions of Organizational Values. Organizational Values are measured on a certain scale, though the specific scale is not provided. The Mean, which represents the average score for Organizational Values across the sample, is calculated to be 151.013. This indicates that, on average, respondents rated Organizational Values relatively high. The Standard Deviation, or the dispersion of data points around the mean, is 28.643. This indicates that there is some variation in how respondents view Organizational Values, with scores varying considerably around the mean. The Skewness Coefficient, which reflects asymmetry in the distribution of data, is 0.083. A coefficient of 0 indicates a completely symmetrical distribution, whereas positive values imply a right skew, and negative values indicate a left skew. The little positive skewness indicates that, while the distribution is often near too symmetrical, some respondents may score Organizational Values somewhat higher than the mean. Overall, this statistical analysis reveals that the research sample tends to rate Organizational Values relatively high on average, with some variability in responses and a very slight positive skew in the distribution.

Table 2: statistical data for the specifications of the research sample

Scale	Mean	Standard Deviation	Skewness Coefficient
Organizational Values	151.013	28.643	0.083

Table 3: shows the arithmetic mean, the hypothetical mean, the standard deviation, the calculated (T) value, the true significance, and the type of difference for the research scale.

Variable	Mean	Std. Deviation	T-Value	Sig.	Type of Difference
Administrative Empowerment	151.0133	28.643	4.241	0.000	Significant

Table 3 provides statistical information regarding Administrative Empowerment, including several key metrics. The Mean represents the average score for Administrative Empowerment within the research sample. In this case, the mean is 151.0133, indicating the average level of Administrative Empowerment perceived by respondents. The standard deviation measures the spread of data points around the mean. A higher standard deviation indicates greater variability in responses. Here, the standard deviation for Administrative Empowerment is 28.643, suggesting some variability in how respondents perceive this aspect. The T-value, or t-statistic, is a measure of the difference between the mean score for Administrative Empowerment in the sample and a hypothetical mean (often the population mean or another reference point). A higher T-value suggests a greater difference between the observed mean and the hypothetical mean. In this case, the T-value is 4.241, indicating a significant difference. Sig. (Significance): This indicates the probability (p-value) that the

observed difference in means between the sample and the hypothetical mean occurred by chance. A significance level (Sig.) of 0.000 means that the observed difference is statistically significant at conventional levels (typically $p < 0.05$). In other words, the probability of obtaining a T-value as extreme as 4.241 purely by chance is extremely low. In this case, the "Significant," indicates that the observed difference in mean scores for Administrative Empowerment is statistically significant. This statistical analysis suggests that there is a significant difference in the perceived level of Administrative Empowerment within the research sample compared to a hypothetical mean, with respondents reporting a mean score of 151.0133 and a standard deviation of 28.643. The observed difference is statistically significant, implying that it is unlikely to have occurred by chance alone.

To ascertain the role of organizational values within a subset of colleges specializing in physical education and sports sciences in Iraq, the researcher administered the organizational values scale to a subset of the application sample consisting of 300 male and female students. The results presented in the table revealed that the mean score attained was 151.0133 degrees, with a corresponding standard deviation of 28.643. Conversely, the hypothetical mean was recorded at 144. Given that the calculated mean exceeds the hypothetical mean, it indicates that the sample members embody organizational values in reality. To assess the significance of the disparity between the calculated and hypothetical means, the researcher conducted a t-test. The findings demonstrated a statistically significant difference, with the mean values registering at 0.00 at a significant level of 0.05.

4 DISCUSSIONS

The analysis suggests that the examined sample of colleges in physical education and sports sciences in Iraq exhibits a commendable level of organizational values, as evidenced by the findings presented in the aforementioned table. This observation aligns with the assertion made by (Amis, et al 2002) that organizational values constitute a fundamental aspect of institutional life. Indeed, institutions serve as integral components of organizational culture, a topic extensively explored by scholars in the realm of organizational behavior. Of paramount importance within any organizational culture are its values, serving as both its foundational element and a criterion for assessment.

In recent years, there has been a significant increase in research projects targeted at understanding and utilizing the power of values to improve individual performance inside businesses. Corporate values, which form the foundation of corporate culture, act as guiding principles for both good and undesired activities. Their significance lies in their intrinsic connection to human nature, constituting a fundamental aspect of the human psyche (Raheem & Shaker 2023). The presence of organizational values not only provides individuals with a framework for satisfying their needs and achieving self-fulfillment but also serves as a potent motivator for human behavior.

The relationship between individual conduct, institutional principles, and society standards is intricate and multidimensional. Individuals' behaviors while carrying out their assigned obligations are highly impacted by the values they support, as well as the values expressed by their particular organizations and the larger society framework in which they function (Sagiv, 2011) This interconnectedness underscores the importance of aligning individual values with institutional values to foster a harmonious and productive organizational environment.

Drawing from the findings of Table 2, it's discernible that Organizational Values are held in high regard within the research sample, with a mean score of 151.013 (Efeoglu & Ulum 2017). This suggests that students within these institutions perceive a strong presence of organizational values. Nonetheless, the standard deviation of 28.643 suggests variability in

responses, indicating that perceptions of organizational values may differ among respondents. Moreover, the skewness coefficient of 0.083 implies a slight positive skew, hinting that while most respondents rate organizational values close to the mean, some may perceive them even more positively (Otwori & Juma 2017).

Turning attention to Table 3, which focuses on Administrative Empowerment, it mirrors a similar sentiment, with a mean score of 151.0133 (Al Maani, et al 2020). This indicates a shared perception of empowerment among the respondents. The standard deviation of 28.643 underscores variability in perceptions, akin to what was observed for organizational values. Crucially, the T-value of 4.241 and the significance level of 0.000 point to a statistically significant difference between the observed mean and the hypothetical mean (Foster, et al 2016). This suggests that the perceived level of administrative empowerment within the research sample deviates significantly from what might be expected by chance alone.

Expanding on the implications of these findings, it's crucial to consider the potential effects of perceived organizational values and administrative empowerment on student engagement and academic outcomes (Harper 2009) Research suggests that institutions characterized by strong organizational values and a supportive administrative environment tend to foster a positive learning environment, leading to higher levels of student satisfaction, motivation, and academic achievement (Sangwan & Dalal 2012). Therefore, the observed high mean scores for both organizational values and administrative empowerment within the research sample may signal favorable conditions for student success. However, future studies could delve deeper into how these perceived institutional attributes influence student behaviors and outcomes over time, providing valuable insights for educational policymakers and administrators seeking to enhance the quality of education in physical education and sports sciences programs.

The results of these analyses underscore the significance of both organizational values and administrative empowerment within the subset of colleges under study. The elevated mean scores indicate that students perceive their institutions as exemplifying strong organizational values and fostering a sense of administrative empowerment. These findings hold implications for understanding the operational dynamics of educational institutions within the realm of physical education and sports sciences in Iraq. However, further research may be warranted to delve into the underlying factors shaping these perceptions and their potential ramifications on student experiences and outcomes.

5 CONCLUSIONS

The study successfully culminates in the development of a robust measure of organizational values within a selected sample of colleges specializing in physical education and sports sciences in Iraq. The scale demonstrates its efficacy through meticulous validation procedures in accurately assessing the organizational values prevalent among the research sample, thereby enhancing the credibility of the findings. The research sample exhibits a noteworthy level of engagement and interest in organizational values, as evidenced by their thoughtful responses to the scale's statements, underscoring the significance of this aspect within the educational context. As represented by the research sample, students enrolled in colleges of physical education and sports sciences in Iraq firmly assert the pivotal role of organizational values in bolstering and enriching extracurricular activities within their academic institutions. The statistical analysis conducted on the perceptions of Organizational Values and Administrative Empowerment within a subset of colleges specializing in physical education and sports sciences in Iraq has provided valuable insights into the prevailing institutional dynamics. The data revealed that respondents rated Organizational Values relatively high on average, with a mean score of 151.013 and a slight positive skew in the distribution. This suggests a general

alignment with positive organizational values among students within these institutions. Additionally, the analysis of Administrative Empowerment indicated a similar perception, with a mean score mirroring that of Organizational Values. Importantly, the significant difference observed between the calculated mean and the hypothetical mean for Administrative Empowerment underscores the substantive nature of these perceptions. This suggests that students perceive a tangible level of empowerment within the administrative structures of their educational environment. These findings hold significance for understanding the role of organizational culture and administrative support in shaping student experiences and outcomes within higher education contexts. Moving forward, further research could delve deeper into the specific mechanisms through which organizational values and administrative empowerment influence student engagement, satisfaction, and academic achievement, offering actionable insights for educational policymakers and administrators.

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Tables and Appendixes

Appendix A

The scale of the role of organizational values.

Dear respected professor

Greetings

The researchers want to conduct their research entitled (**Examining Organizational Values in Iraqi Colleges of Physical Education and Sports Science**) as part of the requirements for a publication in Academic Journals. Based on your experience, choose the answer that represents your opinion on the statements presented to you, knowing that your answer will be treated with complete confidentiality, and it is for scientific research purposes only, so there is no need to write your name. We also hope that you do not leave any of the statements unanswered.

Many thanks and appreciation for your effort

	Phrase	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	The top management of the faculties of physical education and sports sciences influence others.					
2	The top management of the faculties of physical education and sports sciences act responsibly.					
3	The top management of the faculties of physical education and sports sciences grant powers to officials and supervisors of extracurricular activities.					
4	The top management of the faculties of physical education and sports sciences are distinguished by their strength in imposing their respect on everyone.					
5	Leadership competencies are available in the deanships of the faculties of physical education and sports sciences.					
6	The best candidates for leadership positions are appointed to the deanships of the faculties of physical education and sports sciences.					
7	Officials in the faculties of physical education and sports sciences are selected on the basis of competence.					

8	Faculties of Physical Education and Sports Sciences make great efforts to develop the skills of department managers.					
9	The top management of the faculties of physical education and sports sciences reward the outstanding performance of their employees and students.					
10	The top management of the faculties of physical education and sports sciences take performance as a real standard for evaluating employees and students.					
11	The top management of the faculties of physical education and sports sciences provide promotion opportunities for highly qualified employees.					
12	The top management of the College grants generous rewards to those who are deserving on an ongoing basis.					
13	The strategic decisions taken by the top management of the faculties of physical education and sports sciences contribute significantly to the success of their missions.					
14	Effectively informs the employees with the decisions of the deanships of the faculties of physical education and sports sciences.					
15	The staff at the faculties of physical education and sports sciences plan well for a better future for their students.					
16	Supervisors and students receive good training in decision-making methods.					
17	Work and extracurricular activities are completed well.					
18	The faculties of physical education and sports sciences are distinguished by their high performance in extracurricular activities.					
19	The faculties of Physical Education and Sports Sciences have an academic atmosphere that helps them work seriously.					

20	The faculties of physical education and sports sciences are famous for the quality of their outputs at the level of universities in the country.					
21	Financial resources are used wisely in the Faculties of Physical Education and Sports Sciences.					
22	Officials at faculties of physical education and sports sciences avoid spending unnecessary funds.					
23	The top management of the faculties of physical education and sports sciences provide sufficient financial support for the conduct of the teaching and learning process and extracurricular activities.					
24	University leaders realize the importance of the economic role played by the colleges of physical education and sports sciences.					
25	Employees and students in colleges of physical education and sports sciences are given fair opportunities to have their complaints heard when disagreements arise between them.					
26	The decisions taken by the top management of the faculties of physical education and sports sciences are fair.					
27	The faculties of physical education and sports sciences care about the interests of employees and students.					
28	The faculties of physical education and sports sciences deal with everyone at all levels without discrimination.					
29	The top management of the faculties of physical education and sports sciences realize the importance of the gains achieved by teamwork.					
30	Positive steps are being taken to develop work teams in the faculties of physical education and sports sciences.					

31	The Colleges of Physical Education and Sports Sciences work to spread and consolidate the values of teamwork.					
32	Work teams are formed according to the requirements of the tasks to be accomplished.					
33	The internal organizational rules and procedures in the colleges of physical education and sports sciences are fair.					
34	Regulations and instructions are consistent with development and change requirements.					
35	The regulatory laws in the colleges of physical education and sports sciences are appropriate for the purposes for which they were enacted.					
36	Administrative rules allow ease of doing employee duties.					
37	The top management of the faculties of physical education and sports sciences strongly defend their interests.					
38	The external threats facing the Faculties of Physical Education and Sports Sciences are taken seriously by the top management.					
39	The top management of the faculties of physical education and sports sciences plan to confront emergencies and crises.					
40	The colleges of physical education and sports sciences are working to develop training and development programs for their staff.					
41	The faculties of physical education and sports sciences operate under the slogan (We compete with the best).					
42	Competition between work groups is encouraged to improve performance.					
43	Competing teams perform their best when they perform similar tasks.					
44	Twisted competition between faculties of physical education and sports sciences is avoided.					

45	Creativity is encouraged in the faculties of physical education and sports sciences.					
46	The opportunities given to the Faculties of Physical Education and Sports Sciences are well invested to achieve their goals.					
47	New ideas are viewed with high regard.					
48	New ideas are studied in the faculties of physical education and sports sciences before being implemented.					

Appendix B

Results of the discriminatory power of the organizational values scale statements

Phrase	Group	Mean	Std. Deviation	T-Value	Sig.
1	Higher	5.0000	.00000 ^a	116.501	.000
	Lower	1.0000	.00000 ^a	116.501	.000
2	Higher	5.0000	.00000	176.754	.000
	Lower	1.1224	.32949	176.754	.000
3	Higher	5.0000	.00000	82.105	.000
	Lower	1.0510	.22117	82.105	.000
4	Higher	5.0000	.00000	126.826	.000
	Lower	1.2755	.44907	126.826	.000
5	Higher	5.0000	.00000	82.105	.000
	Lower	1.1020	.30426	82.105	.000
6	Higher	5.0000	.00000	82.105	.000
	Lower	1.2755	.44907	82.105	.000
7	Higher	5.0000	.00000	77.151	.000
	Lower	1.2755	.44907	77.151	.000
8	Higher	5.0000	.00000	73.595	.000
	Lower	1.3265	.47135	73.595	.000
9	Higher	5.0000	.00000	84.610	.000
	Lower	1.3776	.48727	84.610	.000
10	Higher	5.0000	.00000	71.078	.000
	Lower	1.2551	.43816	71.078	.000
11	Higher	5.0000	.00000	54.999	.000
	Lower	1.4286	.49742	54.999	.000
12	Higher	4.8776	.32949	63.173	.000
	Lower	1.5510	.49995	63.173	.000
13	Higher	5.0000	.00000	48.659	.000
	Lower	1.5714	.53727	48.659	.000
14	Higher	4.8673	.34094	49.444	.000
	Lower	1.6531	.55802	49.444	.000
15	Higher	5.0000	.00000	52.519	.000
	Lower	1.7959	.64151	52.519	.000
16	Higher	4.8061	.39737	53.843	.000
	Lower	1.4286	.49742	53.843	.000
17	Higher	4.8367	.37151	49.389	.000

	Lower	1.4490	.49995	49.389	.000
18	Higher	4.7755	.41939	56.770	.000
	Lower	1.5102	.50247	56.770	.000
19	Higher	4.8061	.39737	54.116	.000
	Lower	1.3061	.46325	54.116	.000
20	Higher	4.7755	.41939	60.831	.000
	Lower	1.3265	.47135	60.831	.000
21	Higher	4.9082	.29028	48.504	.000
	Lower	1.3980	.49199	48.504	.000
22	Higher	4.7449	.43816	78.014	.000
	Lower	1.4796	.50215	78.014	.000
23	Higher	5.0000	.00000	65.169	.000
	Lower	1.3163	.46743	65.169	.000
24	Higher	4.9490	.22117	63.825	.000
	Lower	1.3980	.49199	63.825	.000
25	Higher	4.8367	.37151	58.888	.000
	Lower	1.2245	.41939	58.888	.000
26	Higher	4.8673	.34094	87.502	.000
	Lower	1.3571	.48162	87.502	.000
27	Higher	5.0000	.00000	68.777	.000
	Lower	1.2347	.42599	68.777	.000
28	Higher	4.9796	.14212	89.119	.000
	Lower	1.4082	.49402	89.119	.000
29	Higher	5.0000	.00000	75.938	.000
	Lower	1.2245	.41939	75.938	.000
30	Higher	4.9082	.29028	76.279	.000
	Lower	1.1837	.38921	76.279	.000
31	Higher	4.9184	.27521	60.601	.000
	Lower	1.1939	.39737	60.601	.000
32	Higher	4.6429	.48162	87.976	.000
	Lower	1.1122	.31729	87.976	.000
33	Higher	4.8163	.38921	84.910	.000
	Lower	1.0306	.17315	84.910	.000
34	Higher	4.7653	.42599	112.740	.000
	Lower	1.0102	.10102	112.740	.000
35	Higher	4.9490	.22117	99.529	.000
	Lower	1.0714	.25886	99.529	.000
36	Higher	4.8265	.38060	121.298	.000
	Lower	1.0000	.00000	121.298	.000
37	Higher	5.0000	.00000 ^a	176.754	.000
	Lower	1.0000	.00000 ^a	176.754	.000
38	Higher	5.0000	.00000 ^a	90.867	.000
	Lower	1.0000	.00000 ^a	90.867	.000
39	Higher	5.0000	.00000 ^a	105.231	.000
	Lower	1.0000	.00000 ^a	105.231	.000
40	Higher	5.0000	.00000 ^a	126.826	.000
	Lower	1.0000	.00000 ^a	126.826	.000
41	Higher	5.0000	.00000 ^a	105.231	.000
	Lower	1.0000	.00000 ^a	105.231	.000
42	Higher	5.0000	.00000 ^a	116.501	.000
	Lower	1.0000	.00000 ^a	116.501	.000

43	Higher	5.0000	.00000	176.754	.000
	Lower	1.1122	.31729	176.754	.000
44	Higher	4.9490	.22117	82.105	.000
	Lower	1.0000	.00000	82.105	.000
45	Higher	4.7857	.41244	126.826	.000
	Lower	1.0000	.00000	126.826	.000
46	Higher	5.0000	.00000	82.105	.000
	Lower	1.1531	.36190	82.105	.000
47	Higher	5.0000	.00000	82.105	.000
	Lower	1.1020	.30426	82.105	.000
48	Higher	5.0000	.00000	77.151	.000
	Lower	1.1531	.36190	77.151	.000

Appendix C

The values of the correlation coefficients between the statements and the total score of the organizational values scale, and between the statements the total score of the axis to which they belong.

Phrase	Correlation	Sig.
1	.753	0.000
2	.804	0.000
3	.843	0.000
4	.842	0.000
5	.826	0.000
6	.828	0.000
7	.830	0.000
8	.824	0.000
9	.742	0.000
10	.621	0.000
11	.566	0.000
12	.494	0.000
13	.478	0.000
14	.583	0.000
15	.630	0.000
16	.685	0.000

17	.745	0.000
18	.719	0.000
19	.695	0.000
20	.701	0.000
21	.652	0.000
22	.666	0.000
23	.598	0.000
24	.521	0.000
25	.570	0.000
26	.660	0.000
27	.686	0.000
28	.727	0.000
29	.700	0.000
30	.671	0.000
31	.752	0.000
32	.751	0.000
33	.702	0.000
34	.631	0.000
35	.622	0.000
36	.572	0.000
37	.158	0.000
38	.733	0.000
39	.797	0.000
40	.851	0.000
41	.812	0.000
42	.782	0.000

43	.575	0.000
44	.699	0.000
45	.674	0.000
46	.594	0.000
47	.503	0.000
48	.468	0.000