

# **The Prediction of Professional Development of Birjand's Public and Gifted High Schools' Teachers through their Understanding of Organizational Climate**

By

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## **Abstract**

This study aims to investigate the level of teachers' professional development based on their understanding of organizational climate of public and gifted high schools. This research based on methodology and data collection procedure was descriptive-correlational. The population consists of 400 teachers from usual high schools and 96 teachers from gifted high schools in the academic year 2013-2014. The samples of each school were selected 196 and 76, respectively. Finally, 246 teachers (184 and 62) were answered the questionnaire appropriately. Questionnaire validity is assessed through the validity of the content and components. Questionnaire reliability is also assessed through Cronbach's Alfa and 0.84 for an organizational climate questionnaire and 0.94 for professional development questionnaire were acquired. As indicated by the results of the study, there was a significant relationship between teachers' professional development and organizational climate. Also, in public schools, all aspects of climate, including teacher's engagement behavior, teachers' intimate behavior, principals' supportive behavior, and principals' directive behavior were predicting the teachers' professional development. Teachers' engaged and intimate behaviors totally explained the %40 and principals' directive and supportive behaviors explained the %25 of variance of teachers' professional development. In gifted schools, only two dimensions, including teachers' intimate behavior and principals' supportive behavior were predicted of teachers' professional development and explained %17 and % 25 of variance of teacher's professional development, respectively.

**Keywords:** Organizational Climate Dimensions, Teachers' Professional Development, Public High Schools, Gifted High Schools.

In order to reach its objectives, each organization requires an effective amalgamation of labor and financial resources. Among all, human resources are considered as the most important and remarkable asset of organizations (Hejazi, Pardakhtchi, and Shahpasand, 2009). Human resources are playing a direct role among other organizational factors and are considered as the most valuable organizational asset (Gelini, 2010). Human resource development necessitates mutual commitment /engagement and expectation between individual and organization so that, on one hand, organization obliges its employees to try hard toward accomplishing specific objectives, and on the other hand, to define some rights, including the opportunity of continuous knowledge development, contribution in affairs, and developing different personality dimensions for its employees. Therefore, organizations get prosperous if they provide the required grounds for progression and growth of smart individuals and give special priority to creating development opportunities and enabling human resources (Ebili, 2003). Using capable and expert human resources is very important in making work.

Climate and organizational/educational environment are dynamic (Lewood & Lemby, 2002). General Education Office plays a very crucial role in human resource nurturing and development. Teachers as one of the most important elements of this organization are responsible for transferring knowledge-based conceptions, flourishing insights, and developing skills within the framework of educational organization (Hejazi et al, 2009).

The emphasis on the role of teacher as the core element of educational organization means that the improvement of teacher competencies, and his/her professional development encourage a teacher to reconstruct the thought of him/herself and his/her students through the process of teaching - learning. More importantly, teacher is ultimately the leading point of objective achievement of educational organization and its growth and development (Khakbaz, Fadayi, & Mousapur, 2008). Anyway, what are the features of a good teacher and what knowledge and skills does he require to fulfill his/her duties? In addition, what programs do principles have in mind for improving and updating teachers' knowledge and skills? Explaining these questions and accomplishing educational objectives necessitate developing and administrating plans for teachers' professional development and growth (Meriland Education Group, 2005; cited in Hejazi et al., 2009, p.1). According to Borko (2004), Beavis, Meiers, and Ingvarson (2005), teachers' professional development is officially known as a mean for improving the quality of teaching and learning as well as modifying the curriculum program (cited in Chikasanda, 2011). Zhao (2010) defines teachers' professional development as improving teachers' professional self-training activities and learning to become effective teachers through participation in other trainings relevant to educational ones. More comprehensively, teachers' professional development can be defined as organized and purposeful process for reaching at teachers' consistent growth and development. For this, teachers are trained to reach the highest point of knowledge and skills and to contribute effectively in schools' educational and administrative affairs (Hejazi et al., 2009). Mitkovaska (2010) in a research teachers' professional development concluded that reaching at effective school requires effective teachers with professional growth, and more attention to teachers' professional development is required in new circumstances.

According to what mentioned above, we see that an educational organization aiming at improving its educational criteria requires putting its teachers' professional development and growth program at the first of its priorities and choose the best and the most effective approach for this (Horizad, 2004). Schools, in this regard, own collection of strategies applicable as suitable grounds for achieving professional development. Schools' dignitaries are supposed to consider different factors influencing effective professional development and teachers' professional growth. Some of these factors include school dignitaries' support and providing a suitable ground in schools (Hejazi et al., 2009). Mclaughlin & Talbert (1990) mentions five factors for human resource development and improving teachers' professional development programs, including organizational climate (Cited in Hejazi, 2011). Gencer (2000) also believes that different factors including, schools' culture, climate, and structure can influence teachers' professional development, self-efficiency, and motivation (Cited in Naveh Ebrahim & Keshvari, 2012). The ground for students' learning and teachers' development is prepared and effective schools are founded if schools and educational centers have suitable climate and if teachers and other schools' officials deal with their research and educational activities peacefully (Qaseminezhad & Siadat, 2004).

Schools' principals can provide a suitable organizational climate that can influence teachers' efficiency (Hejazi et al., 2009). Mirkamali (1999) believes that organizational efficiency is achieved when in schools and educational organizations, suitable organizational climate is dominant and teachers teach students in a peaceful environment (Mohammadi & Youzbashi, 2012). Imani's (2011) the relationship between cooperative management and organizational climate and Bandarabbas secondary school teachers' efficiency carried randomly indicated that organizational climate factor is predictive of cooperation improvement as well as organizational efficiency. Therefore, in educational organizations, those schools are efficient in which all efficient individuals, including principal, teacher, students' parents, and students can express themselves freely and the ground is prepared for their growth (Mirkamali, 2008).

Mirkamali (1999) refers to organizational climate as feature and characteristics illustrating an organization as warm/cool, trustful/ untruthful, and facilitative/restrictive. These features come into existence through some factors, including job satisfaction, personality, management style, organizational culture, motivation, structure, and technology making an organization distinct relative to others

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(Mohammadi & Youzbashi, 2012). Freiberg (2005) introduces school climate as the heart of school making teachers, principal, and students love school and feel self-esteem as well as attachment. School climate for those working and learning in it can be flexible or can change to a dangerous factor.

Halpin and Croft consider school climate, through a hierarchy, as six main climates, including open, self-autonomous, controlled, familiar, paternal, and close. They put the most emphasis on open and close climate (Hoy, Sabu, 2007). later, Andrew Hayes, in an experimental attempt for assessing Organizational Climate Descriptive Questionnaire (OCDQ), reviewed it and applied its modified version for Organizational Climate Descriptive Questionnaire for middle schools (OCDQ-RE) and Organizational Climate Descriptive Questionnaire for secondary schools (OCDQ-RS) ( Shams Morkani, 2011, p.67). Hoy and Miskel's practices are among other modifying actions in this regard. Analyzing OCDQ-RS, they distinguished that climate measurement, and conceptualization depends on two important factors. The first factor is constituted by principal in directive and supportive behaviors and the second by a teacher in intimate, frustrated, and engaged behaviors (Hoy & Miskel, 2003). These behaviors are explained as follows.

### **Principal's behavior**

- A) Supportive behavior: principal's supportive behavior aims at fulfilling social duties/needs as well as teachers' development. Principal tries to pay attention to teachers and to motivate them through constructive criticisms.
- B) Directive behavior: through this behavior, principal is rigid and strict and continuously supervising teachers and school activities (Hoy, Tarter, Kottkamp, 1991).

### **Teacher's behavior**

- A) Engaged behavior: this behavior reflects a school that teachers are in proud of it, enjoy working together, and are commitment to students' success and development (Hoy, Tarter, Kottkamp, 1991).
- B) Frustrated behavior: this behavior illustrates a school in which teachers are just entertaining around usual tasks, official bureaucracy, and assignments irrelevant to education (Hoy, Tarter, Kottkamp, 1991).
- C) Intimate behavior: this behavior is indicative of strong networks of social relationships among teachers (Hoy, Tarter, Kottkamp, 1991).

According to the above-mentioned points, school teachers benefit from more happiness, satisfaction, and self confidence, and consequently leads to the provision of their development ground if schools have suitable organizational climate so that principal and teachers' behaviors are not irritating (Imani, 2011). Previously, some research indirectly referred to this issue as follows Shams Morkani (2010) carried a research entitled as the relationship between school organizational climate and teachers enabling among 89 teachers of Boujnord through correlational research approach. The obtained results from this research indicate that there is a direct significant relationship between teachers' enabling and schools' open, close, and engaged climates, though there is no relationship between teachers enabling and unengaged climates. Narimani and Arjmand's (2010) an investigation on the relationship between organizational climate and teachers' motivation in state and non state schools indicates that teachers' motivation is higher in school with open climate than in those with unengaged climate, and higher motivation can provide a suitable ground for teachers' enablement. Shirkund (2001) in motivation and organizational climate concluded that principal has an important role in providing motivation and engagement among officials through creating a climate full of support and contribution. Maleki and Qaderi (2008) in an investigation on the relationship between climate atmosphere and high school teachers' performance concluded that there is a significant relationship between organizational climate and teachers' performance.

Lalianpour, Dusti, and Mohammadzadeh (2011) in the conception of enablement and officials' organizational engagement – a case study of an insurance company introduces enablement as a strategy

for heightening performance. They also reported a relationship between organizational engagement and officials' enablement. Stephen Michael Douglas (2010) carried school organizational climate and teachers' engagement among 67 elementary school teachers. The obtained results are indicative of a significant relationship between school climate and teachers' professional behavior and engagement.

Malekzadeh (2007) in an investigation on the relationship between organizational climate and school efficiency in Tehran's female state high schools from teachers' point of view concluded that there is a relationship between organizational climate and school efficiency, and principal is supposed to provide a warm and intimate climate and to manifest supportive and considerate behavior for increasing school's efficiency so that teachers can pursue education in an intimate environment. Foley and Clifton (1990) in control resource, organizational climate, and contribution in official development recognize principal as the most important role in school and believe that teachers' understanding of school climate as one dimension of organizational climate plays an important role in officials' development and their contribution in relevant activities and their improvement/growth.

Stephen Michael Douglas (2010) carried school organizational climate and teachers' engagement among 67 elementary school teachers. The obtained results are indicative of a significant relationship between school climate and teachers' professional behavior and engagement.

Bakhshi (2012), in an investigation of school climate and a glance to emotional and behavioral problems in public and gifted schools, concluded that there is a significant difference between conception of climate in public and gifted schools so that gifted students reported more negative attitude toward school climate than public students did. Considering the kind and the nature of schools, it seems that the dominant climates in these schools are different. Since school climate is indicative of teachers' conception of dominant climate, the quality of teachers' conception is also important. According to Newman and Lobosco (1992), there is a significant relationship between teachers' conception of their school and career and their conception of students. Dealing with gifted students makes the ground satisfactory for teachers (Imani Nojani & Arjmandnia, 2012). Gifted schools identify specific criteria for admitting students, and their educational environment is different from public schools (Haghshenas, Chamani, Firouzabadi, 2006) leading to a different organizational climate from public schools, and consequently, will influence teachers' conception of schools and their capabilities. For this, one of the objectives of the present study is to compare organizational climate and teachers' professional development in these two schools.

In spite of the importance of professional development and the approach of educational institutes toward teachers' professional development, this issue has not been enough considered in educational centers of our country. Lack of consideration in this regard can in long-term leads to the lessening and challenging of the quality of school educational programs (Qolifar, Hejazi, Hoseini, and Rezayi, 2011). This issue has created a problem-arousing situation for educational organizations. Since suitable organizational climate in schools has an important and undeniable influence on the organizational behavior of educational boards and on the other hand, teachers and principals play an important role in schools' efficiency and their capability development, idealizing schools' dominant climate and environment necessitates situations in which teachers and principal can feel relaxed and supported and the ground for their progress be provided (Sadeqi & Fathi, 2002). Moreover, because of the lack of researches in the domain of education and teachers' professional development, launching of more researches emphasizing the practical dimensions of organizational climate and school dynamicity and development is more required. According to the above-mentioned points, the present study's question is about the status of teachers' conception toward schools' organizational climate. Also, what considerations of teachers toward climate dimensions determine teachers' professional development? Therefore, the present study aims at investigating teachers' conception toward Birjand's gifted and public schools' organizational climate and the level of teachers' professional development based on their conception toward organizational climate.

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## Research Hypotheses

- 1- There is a significant correlation between organizational climate and professional development of gifted and public school teachers.
- 2- Supportive and directive behaviors of teachers are predictive of professional development of gifted and public school teachers.
- 3- Engaged and intimate behaviors of teachers are predictive of professional development of gifted and public school teachers.
- 4- There is a significant difference between organizational climate of gifted and public high schools.
- 5- There is a significant difference between professional development of gifted and public school teachers.

## 2. Methodology

The present study is correlational based on its research nature and data collection procedure. It is practical based on the objective of the study. The research population consists of 500 teachers from public high school teachers and 96 teachers from gifted high schools involved in the academic year of 2013-2014. Samples, 217 individuals from public school teachers and 76 individuals from gifted high schools, were selected according to Krejcie and Morgan's table. Although the researcher distributed 400 questionnaires among teachers, samples decreased to 184 individuals in public high schools and to 62 individuals in gifted high schools due to lack of teachers' cooperation and readability problems of questionnaires.

Considering the nature and the methodology of this research, we made use of two questionnaires for collecting the required data. Hoy, Tarter, and Katkamp's (1991) questionnaire of organizational climate description was used for organizational climate description. This questionnaire consists of 34 statements and 5 dimensions. Two dimensions assess principal's supportive and directive behaviors and 3 others assess principal's engaged, frustrated, and intimate behaviors. Final scores of this index are obtained %84 for organizational climate through Krounbach Alpha. 10th and 14th expressions along with frustrated behavior are omitted. In order to assess professional development, we made use of the developed questionnaire.

To assess and verify the validity of organizational climate and professional development questionnaires, we, respectively, made use of content validity and content validity along with construct validity. Firstly, some researchers and professors suggested on the validity of the questionnaires, and their comments were used in modifying questionnaires. Next, since the questionnaire of professional development is developed, construct validity is also used.

## 3. Results

### *Descriptive Information*

In both schools, the frequency of females is more than males, as far as the gender is concerned. Among all, in public schools, 7.6% of teachers have 6 to 10 years of experience and others 14.7% and 77% are experienced for 11-15 and above 16 years, respectively. Similarly, in gifted schools, 4.8%, 8.1%, and 87.1% of teachers have 6-10, 11-15, and above 16 years of experience, respectively. As far as the graduate certificate of schools' teachers are concerned, in public schools, 70.1% have a BA, 29.3% an MA, and only 5% have a Diploma. In gifted schools, 48.4% have a BA and the remaining 51.6% have an MA degree or above it.

First hypothesis: there is a significant relationship between organizational climate and teachers' professional development in gifted and public schools.

In order to investigate the relationship between organizational climate and teachers' professional development, we made use of Pearson's Correlation Coefficient. As indicated by the results of the study, there is a positive significant relationship between organizational climate and teachers' professional development in public schools with correlation coefficients of 0.62 and in gifted schools with correlation coefficients of 0.48 ( $p < 0.01$ ).

Second hypothesis: principal's supportive and directive behaviors are indicative of teachers' professional development in public and gifted schools.

**Table 1: Correlational results of principal's supportive and directive behaviors with teachers' professional development**

Model	School	Correlation Coefficient	Identifying Coefficient	F value	Significance Level
1	Public	0.497	0.247	25.141	0.001
2	Gifted	0.496	0.246	14.366	0.001

1-Predictors: (constant) principal's supportive and directive behaviors  
 2- Predictors: principal's supportive behavior  
 Experimental Variable: teachers' professional development

**Table 2: Regression coefficient of variables of principal's supportive and directive behaviors of public and gifted schools**

Kind of School	Model	Variable	Non-Standardized Coefficient		Standardized Coefficient	t Value	Significance Level
			B	Standard Deviation			
Public	1	Constant	131.7	7.411	0.429	17.775	0.001
		Supportive Behavior	2.15	0.365			
	2	Constant	100.653	11.231	0.395	8.096	0.001
		Supportive Behavior	1.98	0.0355			
Gifted	1	Constant	137.52	11.336	0.496	12.13	0.001
		Supportive Behavior	2.01	0.532			
	2	Constant	100.653	11.231	0.254	3.58	0.001
		Directive Behavior	2.28	0.637			

The obtained results indicate that both variables (principal's supportive and directive behaviors) with the significance level of 0.001 in public schools passed the criterion of entering the regression formula. As indicated by Table 2, principal's supportive and directive behaviors explain about 25% of professional development variable. Regarding  $F = 25.141$  and the observed significance level ( $P < 0.01$ ), the obtained regression equation is statistically significant. According to this table, the value of B for supportive behaviors estimated 0.39 and for directive behavior 0.25. Therefore, it is concluded that supportive behavior is the stronger predictor of teachers' professional development in public schools.

According to the above-illustrated tables, it is found that in gifted schools only principal's supportive behavior could win the acceptable significant level and gained the criterion of entering regression equation. According to table 2, identifying coefficient (R<sup>2</sup>) of this variable is 0.246 meaning that

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supportive behavior explains about 25% of professional development variable. The obtained amount of F in regression analysis model and in the significance level of 0.001 ( $P < 0.01$ ) indicates that obtained regression equation is statistically at the significance level of 0.01. In this table, the amount of B for supportive behavior is reported 0.49, meaning that principal's supportive behavior in gifted schools shows more predictability strength in teachers' professional development.

Third hypothesis: Teachers' engaged and intimate behaviors are predictive of teachers' professional development in public and gifted schools.

**Table 3: Correlational results of teacher's intimate and engaged behaviors with teachers' professional development**

Model	School	Correlation Coefficient	Identifying Coefficient	F value	Significance Level
1	Public	0.639	0.408	53.03	0.001
2	Gifted	0.418	0.175	9.12	0.004

1-Predictors: (constant) teacher's intimate and engaged behaviors  
 2- Predictors: teacher's intimate behavior  
 Experimental Variable: teachers' professional development

**Table 4: Regression coefficient of variables of teacher's engaged and intimate behaviors of with their professional development**

Kind of School	Variable	Non-Standardized Coefficient		Standardized Coefficient	t Value	Significance Level
		B	Standard Deviation	Beta		
Public	Constant	85.16	8.72		9.76	0.001
	Engaged	2.67	0.36	0.525	7.36	0.001
	Intimate	2.41	0.919	0.187	2.62	0.009
Gifted	Constant	134.48	14.75		9.11	0.000
	Intimate	1.61	0.534	0.418	3.02	0.004

Experimental Variable: teachers' professional development

According to the third hypothesis, in public schools both variables of engaged and intimate behaviors of teachers reaching the significance level succeeded to enter regression equation. As illustrated in table 4, Identifying coefficient ( $R^2$ ) of these variables is 0.408 so that teacher's intimate and engaged behaviors explained about 40% of teachers' professional development in these schools. The amount of estimated F in regression analysis model and in the level of  $P < 0.01$  is significant. Therefore, the analyzed regression model is statistically significant. According to the data of table 5, the amount of Beta for engaged and intimate behaviors are 0.525 and 0.187, respectively. Therefore, we can conclude that in public schools engaged behaviors are more predictive than intimate behaviors.

In gifted schools, only teachers' engaged behaviors reached the significance level and entered the regression equation. According to tables, identifying coefficient ( $R^2$ ) of this variable is 0.175 so that 0.17% of teachers' professional development is predictable by teachers' engaged behavior. The amount of estimated F and the significance level of  $P < 0.004$  ( $P < 0.01$ ) indicates that the analyzed regression

model is in one-100th significance level. According to the estimated Beta for engaged behavior (0.418), it is concluded that engaged behavior in gifted schools has the power of teachers' professional development predictability.

Fourth hypothesis: there is a significant difference between organizational climate of public and gifted schools.

**Table 5: The comparison of gifted and public schools' climate**

Variable	Mean	Standard Deviation	T	Freedom Degree	Significance Level
Public Schools' climate	2.53	0.44	0.91	75.06	0.096
Gifted Schools' climate	2.63	0.54	-		

Table 5 presents the results of independent T-test in relation to gifted and public schools' climate. As indicated by the results, the average scores of organizational climate in public and gifted schools were estimated 2.53 and 2.63, respectively. The results indicate that T statistic with degree of freedom of 75.06 and significance level of 0.096 is 0.91, and consequently the hypothesis is not verified. Therefore, we concluded that there is no significant difference between public and gifted schools' climate.

**Fifth hypothesis:** there is a significant difference between public and gifted schools' teacher professional development.

**Table 6: The comparison of gifted and public schools' teacher professional development.**

Variable	Mean	Standard Deviation	T	Freedom Degree	Significance Level
Public Schools' teacher professional development.	3.69	0.55	1.23	217	0.319
Gifted schools' teacher professional development	3.80	0.47	-		

Table 6 provides the results of the fifth hypothesis regarding the comparison of gifted and public schools' teacher professional development. As indicated by the results, the average scores of public and gifted schools' teacher professional development were estimated 3.84 and 3.92, respectively. The results indicate that T statistic with degree of freedom of 244 and significance level of 0.602 is 0.94, and consequently the hypothesis is not verified. Therefore, we concluded that there is no significant difference between public and gifted schools' teacher professional development.

#### 4. Discussion and Conclusion

The results regarding the first hypothesis indicate a significant relationship between organizational climate and teachers' professional development. According to Shirazi (1994), teachers' competency is conceived from kinds of behaviors in schools and the dominant climate in schools. Therefore, as indicated by Jahromi et al., (2009), the improvement of dominant school climate, as a query of each educational environment can influence teachers' behavior and performance. Lawler & King (2013) introduces teachers' professional development as enriching schools' organizational climate toward



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helping teachers and providing grounds for them so that they can flourish their talents and competencies in various fields and improve educational programs quantitatively and qualitatively. The present research's findings are parallel to that of Mclaughlin & Talbert (1990) believing that for developing human resources and teachers' professional development programs five basic factors are required including organizational climate (Cited in Hejazi, 2011). Imani's (2011) findings also refer to schools' organizational climate that should be certainly taken into account as a variable predicting more teachers' contribution and schools' efficiency. Therefore, it is concluded that the improvement of dominant climate of schools contributes in teachers' professional development and growth.

As indicated by the results of the second hypothesis, supportive behavior shows up more strongly than directive behavior in predicting public schools' teacher professional development. Directive behavior took the second place. In addition, in gifted schools, only the principal's supportive behavior can predict teachers' professional development. According to the key role of principal in school, we can say that principal's understanding of school climate as one dimension of organizational climate can influence employees' development and their contribution in relevant activities toward their growth and development. According to the results of the present study, principal's supportive behavior contributes more in teachers' professional development than principal's direct behavior does. As indicated by Limen (2003), sublime environment in organization refers to a ground where the path of organizational development is sketched. Therefore, principal, according to teachers' needs, can provide them a calm climate so that they can progress. Torani (2010) illustrates school climate as water in which fish swim. He believes that the quality of water and the healthy condition of fish depends on pool management. Intimate management accompanied by support, friendship, and consultation is like clear water and directive management is like still and unclear water. Shirkund (2001) in a research, Motivation and organizational climate, concluded that principal creating a climate considerably can manage the organization in a way that employees feel commitment toward each other and move toward their progression with high motivation. Maleki & Qaderi's (2008) findings also suggest that principal's supportive behavior is significantly related to teachers' performance meaning that as principal's supportive behavior increases, teachers' performance and functioning also increase and the ground for their progress is provided. Unfortunately, nowadays, most organizations are run by rigid and inflexible climate. By the way, if an organization is run by a non-centric contributive climate, the ground for all employees' progress is provided and a supportive climate is made enabling individuals to control their career and develop their skills and capabilities (Broumand, 1995).

Another part of the present hypothesis suggests that directive behavior, following the supportive one, can predict teachers' professional development, though with less strength. Parallel to these findings, Maleki & Qaderi's (2008) findings suggest that directive behavior is less correlated with teachers' performance. Moreover, Imani's findings also show that there is no significant relationship between principals' directive behaviors and their efficiency. For this, it is better for a teacher not to handle their affairs strictly in order not to lessen teachers' motivation, inspiration, and performance so that their development is hindered and their willingness to work with such principals.

Seemingly, the insignificance findings of directive behaviors in gifted schools suggest that principals and educational supervisors' control and supervision of these schools' teachers and the mere implication of principles considering their higher academic and social status relative to public schools' teachers is a one-directional relationship. This, not only does not lead to positive results but it also erodes their motivation for being improved toward achieving educational objectives. Consequently, teachers expected to be a norm form student in research and contributive actions, etc, change to individuals that lessen these aspects in students (Vaziri & Shirzadi Isfahani, 2010). Vaziri & Shirzadi Isfahani' (2010) findings suggest that principals can make the ground ready for teachers' personal and professional growth through improving the condition of working.

Third hypothesis' findings indicate that both engaged and intimate behaviors of teachers have the predicting power of teachers' professional development. However, engaged behavior shows up more strongly than intimate behavior in this regard. In gifted schools, only teachers' engaged behavior can predict teachers' professional development. Employees' non-engaged behaviors make organization move toward unfavorable consequences. On the other way, the existence of engagement among an organization's staff leads to the maintenance of their talents and keeps their growth going (Delgoshayi, Toufiqi, & Kermani, 2008). Morkani's (2010) and Lalianpour, Dusti, & Mohammadzadeh's (2011) findings indicate that individuals' engaged behaviors in each organization successfully provide the ground for employees' capability and growth. Findings of Douglas (2010) and Don Smith (2009) also verify the significant relationship between schools' organizational climate and engaged behaviors and staff's professional demeanor.

Parallel to the findings of the present study regarding intimate behavior, Maleki & Qaderi's (2008) findings suggests that intimate behaviors in schools improve teachers' performance and make the ground ready for their improvement. Therefore, organizational centers can increase schools' efficiency and development creating an intimate and healthy climate in schools (Imani, 2011). Being too busy with schools' affairs is probably one reason of insignificance of intimate behavior of principal and teachers in gifted schools. As verified by the researcher's interview with some teachers during distributing and collecting questionnaires, they even have no free time for break or for meeting their colleagues. As indicated by Barzji's (2014) interview findings, gifted schools' teachers deal with pressed work and competition that consequently no chance is left for getting intimate.

According to the obtained results of fourth hypothesis, there is no significant relationship between public and gifted schools' organizational climate. Parallel to this, Khosravi (2012) in an investigation of public and gifted schools' students' attitudes found that there is a significance difference between public and gifted students in attitude toward school climate. It indicates that gifted students reported more negative remarks toward school climate than public students did. This is incompatible with the findings of the present study. This incompatibility is probably due to the difference of studied population. As another cause of similarity between public and gifted school climate we can say that there are few common teachers in these schools, and consequently gifted schools' teachers expect more from their students, and principal-teachers relationship is also different emphasizing more on academic angles.

As indicated by the fifth hypothesis' findings, there is no significant difference between public and gifted schools' teacher professional development whether generally or between different components. To the best of attempt and knowledge of the researcher, no other electronic or print research has been carried in this regard and no comparison can be made with other researches. As the only research relevant to the present issue, Khosravi's (2012) findings indicate that teachers' professional development is more evident in public schools than in the gifted ones.

As an elaboration to the findings of the present research's findings, we can say that higher academic degrees and more academic experiences of gifted schools' teachers relative to public schools' teachers is not enough for making the ground of their development because none of them is found among professional development components. As another reason, we can say that these two schools' teacher education is not based on students' needs and their academic status but based on books' contents regardless of the context in which they are teaching. The more demand of gifted students to various educations and the need of more participation of gifted schools' teachers in educational programs than public ones are ignored in this regard. Ourangi et al (2011) and Sadeqi (2008) concluded that teachers' educations during their job are not suitably-fit with schools' teachers' needs. According to Niknami & Karimi's (2009) findings, teachers are in low positions regarding their professional development. Lack of considerations in this regard will eventually decrease schools' efficiency. Mitkovska (2010) also emphasizes that in order to accomplish schools' efficiency, we should pay more attention to teachers' professional development. As indicated by the above-mentioned findings, educational authorities should

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try their best to provide suitable grounds for increasing teachers' growth and progression level of public and gifted schools based on their demands. According to the present research's finding, some implications are provided as follows

- 1- As present study's findings suggest, principal's supportive behaviors is more predictive of teachers' professional development than his/her directive behaviors. Therefore, the researcher suggests that in order to fulfill their objectives and duties, teachers should act upon their supportive behaviors rather than directive ones. This increases teachers' motivation and makes the ground ready for their growth and development.
- 2- As teachers of both schools gained approximately the same scores in professional development questionnaire, and as there is no significant difference between public and gifted teachers' professional development, the researcher believes that one research as the need analysis of teachers' professional development is suggested to be carried in public and gifted schools regarding teachers and even students' needs.
- 3- According to the significant findings regarding engaged behaviors in both schools, it is recommended that school officials prepare a climate in school in which teachers enjoy their being there and be engaged and committed to their and their students' growth and development.

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