

Studying Relationship of Organizational Culture with Life Satisfaction among Teachers of First Period High School from Five Districts of Education in Tabriz City

Alireza Abedi¹, Farough Amin Mozaffarie^{*2}

¹*Department of Sociology, Tabriz Branch, Islamic Azad University, Tabriz, Iran*

²*Ph.D. in Higher Education Management, Faculty of Sociology, Tabriz University, Iran*

*Corresponding Author Email: Famin_tab@hotmail.com

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Abstract: The aim of the research was to investigate the correlation between organizational culture and life satisfaction. Some 373 teachers (190 female and 183 male) of first period high school from five districts of education in Tabriz were selected by the use of two-stage stratified random sampling method. Data were gathered using two scales, namely the Denison Organizational Culture Survey and the Satisfaction with Life Scale by Diener, and were analyzed by Pearson's correlation test and multivariate regression. The obtained results suggested a significant relationship between organizational culture and life satisfaction ($p < 0.05$). The multivariate regression analysis indicated that organizational culture and its subscales (predictive variables) predicate and explain changes in life satisfaction (criterion variable).

Key words: Organizational culture, Organizational climate, Life satisfaction.

Introduction

Education is one of the organizations which contributes to the development and growth of the societies. Consideration for the staff (especially teachers) is vital to achieve higher goals. Unfortunately, there are many problems in Iranian education, such as lack of deserving management in investigating the different affairs contributing to teachers' income, dwelling, in-service training. They have lower life quality level than other strata of the society. They have generally difficulties in joint living, achieving higher scientific degrees, teaching, and so on. In sum, most of them are not satisfied with their life. Life satisfaction is an overall assessment of feelings and attitudes about one's life at a particular point in time ranging from negative to positive. It is one of three major indicators of well-being: life satisfaction, positive affect, and negative affect (Diener, 1984).

Although satisfaction with current life circumstances is often assessed in research studies, Diener, Suh, Lucas, & Smith (1999) also include the following under life satisfaction: desire to change one's life, satisfaction with past, satisfaction with future, and significant other's views of one's life (Beutell, 2006). Life satisfaction depends on changing experts' attitudes, beliefs and culture in organizations. Organizational culture has been one of the most studied and theorized concepts in organizational development. New ways of working, globalization, increased

competition and change in technology have created a greater need for strategic innovation and co-ordination and integration across units (Schein, 1992). Culture is the single most important factor for success or failure and has the greatest potential to affect organizational improvements or hold it back (Deal & Kennedy, 1982; Fowler, 2002). Research suggests that organizational culture, its assessment and management is increasingly viewed as a necessary part of healthcare improvements (Scott, Mannion, Davies & Marshall, 2003).

Many definitions of organizational culture exist. For the purpose of this study, organizational culture is defined as the underlying values, beliefs, and assumptions that shape employee's behavior (Hofstede, 1985; Robbins, 1998; Schein, 1985). In the health care environment, organizational culture has been associated with several elements of organizational experience and initiatives that contribute to quality, such as nursing care, job satisfaction and patient safety (Boan & Funderburk, 2003). In order to implement strategic initiatives or performance improvement interventions, it is important that an organization understands the current status of its organizational culture. The best way to gain understanding of the culture is by assessing it (Davidson, 2004). Therefore, the present study was to assess the relationship of organizational culture with life satisfaction and whether organizational culture and its components can predict and explain changes in the level of satisfaction with life in Iranian teachers.

The school leadership literature has steadily expanded on and refined these observations over the last 20 years. It is now widely believed that if you want to improve schools, you have to change their cultures and structures through the exercise of certain kinds of leadership. It has long been observed that an organization's success can be attributed to its culture. Peters and Waterman, in their 1982 classic *In Search of Excellence: Lessons from America's Best-Run Companies*, found that excellent companies possessed distinctive cultures that were passed on through story, slogan and legend and served to motivate employees by giving meaning to their work. "Without exception, the dominance and coherence of culture proved to be an essential quality of the excellent companies. Moreover, the stronger the culture and the more it was directed toward the marketplace, the less need was there for policy manuals, organization charts, or detailed procedures and rules" (Peters & Waterman, 1982).

With many such observations, they established an inevitable link between a company's culture, or shared values, and the way it was organized and managed. They also showed that poor-performing companies had either no detectable culture or a dysfunctional culture. Such companies "usually focused on internal politics rather than on the customer or they focus on 'the numbers' rather than on the product and the people who make and sell it" (Peters & Waterman, 1982). All the interacting cultures and cultural influences converge upon the schoolhouse, where they are mediated well or poorly, with fortunate or unfortunate consequences for teachers' and students' abilities to do their work successfully. When we say that we want a better or a different organizational culture in our schools, we are asking that the people caught up in this complex, highly compromised environment somehow develop a set of values, beliefs, stories and means of operating that will transcend all these other influences and tensions and focus everyone more on the central tasks of learning. Clearly, this is a daunting task. Like all organizations faced with multiple tasks and influences, schools develop a homeostasis, an equilibrium that both stabilize them and make them extremely resistant to change. Only system-wide actions will be able to draw individuals' attention, enabling him to act differently for a while (Fullan, 2001).

A review of previous studies on life satisfaction, self-esteem, and relationship quality reveals somewhat perplexing findings: Although the importance of maintaining good interpersonal relationships in collectivistic cultures has been underscored by a number of theorists (e.g., Markus & Kitayama, 1991; Triandis, 1989), empirical studies have not seemed to support that argument. For example, Diener and Diener (1995) were among the first to discuss the relative contributions of self-esteem and interpersonal relationships to life satisfaction in individualistic and collectivistic cultures. After analyzing data from 31 countries (Michalos, 1991), they found that self-esteem was a more important predictor of life satisfaction in individualistic than in collectivistic societies. This finding was consistent with expectations derived from the core assumptions of individualism. However, Diener and Diener (1995) also found no difference in the association between family satisfaction and life satisfaction between individualistic and collectivistic societies. Furthermore, the relation between friendship satisfaction and life satisfaction was much stronger in individualistic than in collectivistic cultures. This made it seem that quality of interpersonal relationships might actually matter more in individualistic than in collectivistic cultures.

The results from Kwan, Bond, and Singelis's study (1997) also did not support the importance of relationship quality in collectivistic societies. After proposing a model in which self-esteem and relationship harmony independently predict life satisfaction, Kwan et al. tested the model using a multigroup analysis in a structural equation model. The data from college students in the United States and Hong Kong suggested that whereas self-esteem was a more important predictor of life satisfaction than relationship harmony among students in the United States, the two domains contributed equally to life satisfaction among students in Hong Kong. Their results were replicated by Uchida, Kitayama, Mesquita, and Reyes (2001). Uchida et al.'s concepts were somewhat different from those of Kwan et al. (i.e., happiness and perceived social support instead of life satisfaction and relationship

harmony), Uchida et al. obtained a comparable pattern of results: Self-esteem was more important than perceived social support in predicting happiness in the U.S. sample, whereas these two factors contributed equally to happiness in samples from Japan and the Philippines.

Most discussions of organizational culture (Cameron & Ettington, 1988; O'Reilly & Chatman, 1996 ;Schein, 1996) agree with the idea that culture is a socially constructed attribute of organizations which serves as the “social glue” binding an organization together. A majority of writers have come to an agreement that it refers to the taken-for-granted values, underlying assumptions, expectations, and definitions present which characterize organizations and their members (that is, they have adopted the functional, sociological perspective). Culture represents “how things are around here,” or the prevailing ideology that people carry inside their heads. Culture affects the way organization members think, feel, and behave.

Methods and Materials

Participants

In this study, the statistical population was the first period female and male high school teachers in Tabriz (N=13247). Some 373 of them (190 female and 183 male) were randomly selected as a statistical sample by the use of the two-stage stratified random sampling method. From each of five education districts of Tabriz were randomly selected two schools and from each school were selected 15 teachers for responding four questionnaires.

Materials and Procedure

Denison organizational culture questionnaire

Developed by Denison (2000), the scale includes 36 items measured on a 5-point Likert scale (Strongly Agree=1, Agree=2, Neutral=3, Disagree=4, strongly Disagree=5) that focus on four cultural traits (involvement, consistency, mission and adaptability). These traits can have a significant impact on organizational performance in areas such as profitability, quality, sales growth, and employee satisfaction.

Within the group, the indices were measured using rwg measure and the maximal dissensus variant. All 160 organizations showed agreement levels greater than the recommended 0.70 (ranging from 0.77 to 0.89, average 0.82). On the basis of these results, data were aggregated to the organization level (Jung et al. 2007).

Satisfaction with Life Scale (SWLS)

This scale is a measure of life satisfaction developed by Ed Diener and colleagues (Diener, Emmons, Larsen & Griffin, 1985). A 5-item scale was designed to measure global cognitive judgments of one’s life satisfaction (not a measure of either positive or negative affect). Life satisfaction is one factor in the more general construct of subjective wellbeing. Theory and research from fields outside of rehabilitation have suggested that subjective wellbeing has at least three components: positive affective appraisal, negative affective appraisal, and life satisfaction. Life satisfaction is distinguished from affective appraisal in that it is more cognitively than emotionally driven. Life satisfaction can be assessed in relation to a particular domain of life (e.g., work, family) or globally. The SWLS is a global measure of life satisfaction. The Cronbach alphas for multi-item scales such as the Satisfaction with Life Scale tend to be in the .80’s (Diener, Emmons, Larsen, & Griffin, 1985).

Results

Table 1. Frequencies and percents of gender, marriage and education variables.

variables	frequencies		percent	
	female	male	female	male
gender	190	183	50.9	49.1
marriage	married	143	75.3	75.4
	single	47	25.7	25.6
education	associates degree	29	15.3	14.2
	bachelor	116	61.1	67.8
	master	45	23.6	18

Table 2. Descriptive indices of the variables of organizational culture and its subscales and life satisfaction.

variables	N	M		St. dev.		Min.		maximumMax.	
		female	male	femal e	male	female	male	female	male
Organizational culture	373	109.27	107.87	17.84	24.82	60.00	46.00	148.00	179.00
Involvement	373	26.7	27.06	7.37	7.98	9.00	9.00	45.00	45.00
Consistency	373	28.01	27.31	8.30	8.45	9.00	10.00	45.00	49.00
Adaptability	373	27.31	26.81	8.48	8.45	9.00	9.00	45.00	45.00
Mission	373	27.24	26.69	8.70	8.42	10.00	9.00	45.00	45.00
Life satisfaction	373	24.90	24.92	6.97	6.47	7.00	10.00	41.00	35.00

Table 3. Correlation coefficient of the variables of organizational culture and its subscales and life satisfaction.

		involvement	consistency	adaptability	mission	Organizational culture	Life satisfactory
involvement	Pearson Correlation	1					
	Sig. (2-tailed)						
consistency	Pearson Correlation	.355**	1				
	Sig. (2-tailed)	.000					
adaptability	Pearson Correlation	.296**	.267**	1			
	Sig. (2-tailed)	.000	.000				
mission	Pearson Correlation	.115*	.160**	.207**	1		
	Sig. (2-tailed)	.026	.002	.000			
Organizational culture	Pearson Correlation	.657**	.684**	.685**	.582**	1	
	Sig. (2-tailed)	.000	.000	.000	.000		
Life satisfactory	Pearson Correlation	.354**	.250**	.221**	.179**	.381**	1
	Sig. (2-tailed)	.000	.000	.000	.001	.000	

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

As it is clear from Table 3, the calculated correlation between organizational culture and life satisfactory was 0.381 at the level of 0.05. The data indicated there was a positive and significant relationship between organizational culture and life satisfactory.

Table 3 shows that the calculated correlation between involvement and life satisfactory is 0.354 at the level of 0.05. The data indicated there is a positive and significant relationship between involvement and life satisfactory. According to Table 3, a correlation between consistency and life satisfactory is 0.250 at the level of 0.05. The data indicated there is a positive and significant relationship between consistency and life satisfactory. In the light of Table 3, a correlation between adaptability and life satisfactory is 0.221 at the level of 0.05. The data suggested a positive and significant relationship between adaptability and life satisfactory. Table 3 shows that a correlation between mission and life satisfactory is 0.179 at the level of 0.05. The data indicated there is a positive and significant relationship between mission and life satisfactory.

Table 4. Results of multivariable regression analysis of life satisfactory in terms of organizational culture and its subscales.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.354 ^a	0.125	0.123	6.29945
2	0.378 ^b	0.143	0.138	6.24394
3	0.391 ^c	0.153	0.146	6.21610
4	0.406 ^d	0.165	0.156	6.18112
5	0.381 ^e	0.146	0.143	6.22608

- a. Predictors: (Constant), involvement
- b. Predictors: (Constant), involvement, consistency
- c. Predictors: (Constant), involvement, consistency, adaptability
- d. Predictors: (Constant), involvement, consistency, adaptability, mission
- e. Predictors: (Constant), involvement, consistency, adaptability, mission, organizational culture

According to Table 4, the variables of involvement, consistency, adaptability, mission, organizational culture predicted or explained mostly 35%, 38%, 39%, 41% and 38% of students' the variance of mental health, respectively.

Table 5. Summary of ANOVA of multivariable regression of life satisfactory in terms of organizational culture and its subscales.

Model		SS	df	MS	F	Sig.
1	Regression	2108.005	1	2108.005	53.121	.000 ^a
	Residual	14722.419	371	39.683		
	Total	16830.424	372			
2	Regression	2405.330	2	1202.665	30.848	.000 ^b
	Residual	14425.094	370	38.987		
	Total	16830.424	372			
3	Regression	2572.298	3	857.433	22.190	.000 ^c
	Residual	14258.126	369	38.640		
	Total	16830.424	372			
4	Regression	2770.528	4	692.632	18.129	.000 ^d
	Residual	14059.895	368	38.206		
	Total	16830.424	372			
5	Regression	2448.932	1	2448.932	63.175	.000 ^e
	Residual	14381.492	371	38.764		
	Total	16830.424	372			

- a. Predictors: (Constant), involvement
- b. Predictors: (Constant), involvement, consistency
- c. Predictors: (Constant), involvement, consistency, adaptability
- d. Predictors: (Constant), involvement, consistency, adaptability, mission
- e. Predictors: (Constant), involvement, consistency, adaptability, mission, organizational culture
- e. Dependent Variable: life satisfactory

According to Table 5, the variables of involvement (F (1,372) =53.121), p<0.000), consistency (F (1,372) =3.848), p<0.000), adaptability (F (1,372) =22.190), p<0.000), mission (F (1,372) =18.129), p<0.000), and organizational culture (F (1,372) =63.175), p<0.000) significantly predicted or explained teachers' life satisfaction.

Discussion and Conclusion

This study aimed at investigating the relationship between organizational culture and life satisfaction of teachers of first period high school from five districts of education in Tabriz. A positive correlation was observed between organizational culture and its components and satisfaction with life in teachers. Based on the results, it can be argued that when the organizational culture is improved and remonetized in education department, especially in schools among teachers, students' learning increases. The teachers' life quality and satisfaction have a direct association with cultural changes in organizations. The teachers, who have a good income and family, are more content with their life than others, have high self-confidence, and try to achieve more success in teaching. Hence, these results provide support for the notion that organizational culture within certain framework can potentially shape the citizenship behaviors and life quality of the employees in an organization. It may further be argued that individuals may bring with them a predisposition to perform citizenship behaviors and satisfaction with life but a culture not prepared to absorb the discretionary behaviors can render individual efforts futile. Therefore, the results presented in the current analysis suggest that the most significant determinant of employee citizenship and life quality is the cultural phenomena and its capacity to influence people and their behaviors. Further studies support this assertion (Webster, 2004; Jagannath & Bhabani, 2012; Quinn & Spreitzer, 1991; Rotundo & Sacket, 2002; Denison & Mishra, 1995; Goodman, Zammuto, and Gifford, 2001).

Limitations of the study included the lack of components in satisfaction with life scale in order to assess other dimensions in teachers' life, lack of access to some of the teachers, and their refusal to cooperate and complete the questionnaires. To eliminate these problems, further studies are required with respondents who are more desirous of participation.

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