



## The Relationship between Organizational Culture and Job Satisfaction of Teachers in Bastak City Schools Job

Hossein Zeinalipoor, Ali Akbar Sheikhi Fini, Masoud faghihi\*

Educational Management, Hormozgan Science and Research Branch, Bandar Abbas, Iran

\*Corresponding Author: Masoudfaghihi23@yahoo.com

**Abstract:** The purpose of the present study is to investigate the relationship between organizational culture and job satisfaction of elementary schools teachers in Bastak city. Due to the nature of the subject, the research method is descriptive and correlation type. Statistical population of the study is all of Bastak city elementary schools teachers in academic year of 2012-2013, which are 371 persons. Based on Cochran's formula with significance level of 5%, 189 persons were selected as sample of the study by stratified random sampling method. For data collection a researcher made questionnaire of organizational culture based on Rabbins' point of view and JDI job satisfaction questionnaire were employed. Questionnaires validity was confirmed by masters and specialists and questionnaires reliability was computed through the cronbach's Alpha coefficient that the results for organizational culture questionnaire was 0.97 and for job satisfaction was 0.91 and showed that both questionnaires have acceptable and high reliability. Analysis of data was performed by SPSS software in two levels of descriptive statistic (frequency, percentage, mean, standard deviation) and perceptive statistic (Pearson's correlation coefficient and multiple regression). The findings of the study showed that there is a significant relationship between organizational culture and job satisfaction ( $r=0.52$ ,  $p < 0.01$ ). Also according to the multiple regression results, among the organizational culture components, the component of attention to the organization members has more significant role in job satisfaction explanation.

**Key words:** Organizational Culture, Job Satisfaction

### INTRODUCTION

One of the factors that could have significant affect on the survival of organizations and is taken into consideration by managers and executives of organizations is manpower. Studying the history of the development and transformation of industrial societies suggests that skilled and trained manpower has an undeniable impact on the transformation process of traditional society to an industrial society. So that manpower is considered as the most important and major factor in the development of organizations and societies. It was once thought that satisfying the individuals' needs detracts resources and facilities of

## **The Relationship between Organizational Culture and Job Satisfaction of Teachers...**

organizations. According to this notion in order to reach the least return, the minimum requirements should be satisfied. But nowadays this theory is completely ruled out. Today, management experts believe that if employees' real needs are not understood well and not taken into account, and managers do not try to satisfy them, productivity will decrease in the organization. Since interest and positive attitude to the job lead to more try and effort at work, and as a result the costs will be reduced<sup>1</sup>.

One of the concepts that during at least the past two decades has greatly influenced management theories is the concept of "organizational culture". Many researchers and scholars seeking to understand the reasons for the success and failure of organizations have come to the conclusion that the only reasons for the organizations success are not some factors such as structure, technology and equipment, but also some organizations with a minimum of material facilities have succeeded dramatically, and other organizations with the best ability of the material have failed. Therefore immaterial and spiritual factors are major contributors to the success of organizations. Many studies nowadays indicate the original position of taking the organizational culture factor into consideration. As far as sometimes the ratio of culture to the organization is considered as the ratio of human personality to his own self, and sometimes it is referred to as the school of organizational culture<sup>2</sup>.

Today's Societies are known as "organizational societies". Organizations as well as societies have unique culture that bring together to create differentiation. Organizations have their own specific philosophy, beliefs, values and norms that are established since its foundation. Organizational culture influences all processes of organization such as structure, hierarchy, manner of human relations, management practices and attitudes and the attitudes of organization members towards their jobs. Thus, job satisfaction or dissatisfaction cannot be separated from organizational culture. Since the professional perceptions and attitudes of people are related to various organizational factors. In this context, the results of a study conducted in the year 1995, under the title of "Model explanation of organizational culture based on Islamic values at work and its effect on job satisfaction", confirmed this claim. Results have shown that organizational culture has a positive effect on staffs' job satisfaction. One way to develop an organizational culture (the culture recovery, achieving the ideal situation) and increase job satisfaction is to pay attention to the compensation arrangements for the participation of employees in the organization. Compensation for non-financial services (transfer of responsibility, opportunities for advancement, a sense of accomplishment and etc.) contains some factors of organizational culture<sup>3</sup>. Results of various studies confirm the relationship between organizational culture and job satisfaction. So those who are looking to increase performance and optimize issues and want to increase employees' satisfaction should know organizational culture<sup>4</sup>. Job satisfaction is an emotional, mental and sentimental attitude that a person has

about the job which accepted and virtue leads to a better implementation of the tasks. As a matter of fact having job satisfaction feeling is necessary factor for all businesses. But for those who have critical mission of teaching it is extremely important<sup>5</sup>. Investigating and identifying the factors of job satisfaction for those who are responsible for managing and supervising this job is essential. They should be aware of these factors and requirements in their administrative duties, to provide the satisfaction of the individuals who are under their supervision by supporting these factors and requirements. Regard to the protests, gatherings and marches that were accomplished in recent years, especially in the late 2003, by teachers across various parts of Iran, and it continues to hear the voices, it can be concluded that dissatisfaction problem has got to the utmost. To manage this problem, schools and teachers situations should be known better, to offer feasible and practical solutions to improve their situation and as a result increase their efficiency and satisfaction in the proceeding of accurate training and education.

## **A REVIEW ON RESEARCH LITERATURE**

Various studies on job satisfaction suggest that job satisfaction is related to many variables. Researchers, for a long time, have sought to determine the underlying causes of job satisfaction in the organization and administration. They have reached a string of fixed and linked effects on job satisfaction<sup>6</sup>.

The research results of Huang and Howe (2000) and Mac Kinnon et al (2003) suggest that organizational culture has a significant impact on job satisfaction. So if the employees find more identity and similarities in organizational culture, their job satisfaction, naturally will be higher<sup>7</sup>. A strong organizational culture is a positive factor in increasing engagement and improving employees' morale and motivation. In contrast, a weak organizational culture is more political in nature and it aggravates the instrumental use of values, ambiguity orientation, orientation to short-term goals and relationship-orientation<sup>8</sup>.

Sheikh Poor (2000) in his study entitled "A study on the relationship between organizational culture and job satisfaction of Lahijan high schools teachers" found that there is a significant relationship between individual creativity and innovation of teachers and job satisfaction. There is also a significant relationship between job satisfaction and encouragement. But there is no significant relationship between cooperation and organizational unity and job satisfaction and it is seen as a restriction on educational activities. He also noted that there is a significant relationship between job satisfaction and management support, and when the educational and administrative problems occur, management support is rarely applied by managers. So he described this indicator in average level<sup>9</sup>.

Alamdari also in his study on the impact of organizational culture on job satisfaction of Fars Education employees came to the conclusion that there is a direct and significant relationship between organizational culture and job

## The Relationship between Organizational Culture and Job Satisfaction of Teachers...

satisfaction<sup>10</sup>. The research results of Zarei Matin<sup>11</sup> , Hashemian<sup>3</sup> , Pardakhtchi et al.<sup>12</sup> , Bahrol-Olum<sup>13</sup> , Sajjadi<sup>14</sup> , Rahimi and Sarmadi, Sardari, Sadeghi Alavijeh, Hosseini -Nasab and Joyani, Davoodi et al.<sup>15</sup> , Rhonda and Constantine<sup>16</sup> , Eric McIntosh<sup>17</sup> , and Verda Khan et al.<sup>18</sup> show a significant positive relationship between organizational culture and job satisfaction. Kaboli also examined the relationship between organizational culture and job satisfaction of Physical Education managers of Iran. But a significant relationship between organizational culture and job satisfaction failed to achieve<sup>19</sup>. Iranban and Bambairoo in their study entitled "A study on the relationship between organizational culture and job satisfaction" found that there is an inverse relationship between organizational culture variable in general and job satisfaction. This relationship was also observed on all aspects of the organizational culture including power distance, refusing risk, individualism and masculinity<sup>20</sup>.

Investigation of this issue is very important due to what is mentioned above as well as the following reasons: 1) Regard to the role and the importance of organizational culture and the employees job satisfaction impact on achieving organizational goals. 2) Noticing the fact that in Bastak city no research has been done in this area. 3) Due to the direct experience of the researcher in elementary schools and observing the present situation and condition in many schools of the area, and sometimes many teachers' complaints which indicate the dissatisfaction of this enthusiastic group. Therefore, it is obvious that the investigation of this subject in the field of education as a basic and fundamental institution of society growth and development has a special place.

Therefore the main research questions are is:

1. To what extent is there a significant relationship between organizational culture and job satisfaction among elementary school teachers of Bastak city?
2. To what extent is there a significant relationship between organizational culture elements (innovation and risk taking, attention to details, attention to outcomes, attention to the members of the organization, attention to the team, ambition and persistence) and job satisfaction among elementary school teachers of Bastak city?

## METHODOLOGY

Choosing a particular design depends on the type of research objectives, variables, conditions, and restrictions which research should be done on it [35].

The present study is an applied research in terms of goal. In terms of the nature and method it is descriptive and correlational type. The study population consisted of all elementary school teachers of Bastak city in academic year of 2012-2013 which according to given statistics, includes 371 persons (195 males and 176 females).The study sampling was conducted by Stratified random method. Thus,

the ratio of male and female teachers in Bastak city elementary schools was determined first, then based on Cochran's formula with significance level of 95%, variance 0.25 and the margin of error 0.05, 189 persons (100 males and 89 females) were selected as sample of the study.

In the present research in order to collect data in the field of subject literature, library method was used and books, magazines, articles, internet websites and available theses in this field were referred.

For research data collection the following two questionnaires were used:

**A) Organizational Culture Questionnaire:** In order to identify the dominant culture in Bastak city elementary schools, the researcher made questionnaire of organizational culture based on Robbins point of view was used. The questionnaire contains 44 items and consists of seven components, including innovation and risk taking, attention to detail, attention to outcomes (results), attention to the members of the organization, attention to the team (Teamwork) ambition and persistence. The respondents specify their agreement rate with each item on a five-point Likert spectrum (totally disagree, disagree, neither agree nor disagree, agree, and strongly agree). Scoring of each item is direct and in the forms of completely disagree = 1, disagree = 2, neither agree nor disagree = 3, agree = 4 and strongly agree = 5. As a result the score of each test in each item is in the scale of 1 to 5, and the total score scale will vary from 44 to 220.

**B) JDI Job satisfaction questionnaire:** Another tool used in this study is job satisfaction questionnaire (JDI) which designed by Smith, Kendall and Huline (1969). The questionnaire contains 51 items and will review five aspects of the nature of the job, supervisor, co-workers, opportunities for promotion and advancement, and salaries and benefits. There are a number of criteria for each aspect to assess one's feelings toward his job. Respondents based on a scale of five scores (scores 1 to 5), show their feelings toward the given dimension. The total score obtained from the questionnaire can be varied from the minimum 51 to maximum 255.

To determine the reliability of questionnaires as well as each questionnaire components, the Cronbach's alpha coefficient was used. Its value for organizational culture questionnaire is 0.97 and for job satisfaction questionnaire is 0.91. Table 1 shows Cronbach's alpha coefficient of the organizational culture questionnaire:

**Table 1.** Cronbach's alpha coefficient of organizational culture questionnaire

Components	Cronbach's alpha coefficient
<b>Innovation and risk taking</b>	0.94
<b>attention to details</b>	0.90
<b>attention to outcomes</b>	0.86

## The Relationship between Organizational Culture and Job Satisfaction of Teachers...

<b>attention to the members of the organization</b>	0.90
<b>attention to the team</b>	0.96
<b>ambition</b>	0.80
<b>persistence</b>	0.78

Table 2 shows the Cronbach's alpha coefficients for the dimensions of job satisfaction.

**Table 2.** Cronbach's alpha coefficient of job satisfaction questionnaire

<b>Components</b>	<b>Cornbrash's alpha coefficient</b>
<b>nature of the job</b>	0.88
<b>supervisor</b>	0.97
<b>co-workers</b>	0.93
<b>opportunities for promotion and advancement</b>	0.94
<b>salaries and benefits</b>	0.74

According to the above table and observing the Cornbrash's alpha coefficients of both questionnaires, it can be found that the reliability of these questionnaires is acceptable. For the validity of both questionnaires the opinion of the experts and professors were applied.

## RESULTS

### Analytical findings of the research

The findings of the research are analyzed and reported based on the research questions:

To investigate the relationship between organizational culture and job satisfaction Pearson's correlation coefficient was used. The results indicate a significant positive relationship between organizational culture and job satisfaction of teachers. The calculated coefficient value according to Table (3) is equal to 0.52 at the confidence level of 0.01.

**Table 3.** Calculation of correlation coefficient between organizational culture and job satisfaction

	<b>organizational culture</b>	<b>job satisfaction</b>
<b>organizational culture</b>	1	1
<b>job satisfaction</b>	**0.52	P**=0.01

In addition, organizational culture variable and job satisfaction variable were considered as a predictive variable and the criterion variable, respectively. The findings showed that organizational culture variable has a significant effect on teachers' job satisfaction ( $F=51.9$ ,  $p<0.0001$ ). In addition, organizational culture predicts 27% of the total variance of job satisfaction. Results have been identified in Table (4):

**Table 4.** Analysis of variance to determine the role of organizational culture variable in explaining the variance of job satisfaction variable

	Sum of Squares	Freedom Degree	Squares Average	F amount	Significance Level	Sum of Squares
<b>Regression</b>	24680.8	1	24680.8	51.9	0.0001	0.27
<b>Error</b>	66503.1	140	475.02			
<b>Sum</b>	91183.9	141				

Regression results indicate that organizational culture ( $\beta=0.52$ ,  $p<0.0001$ ) is a positive and significant predictor of job satisfaction. Results have been identified in Table (5):

**Table 5.** Prediction of teachers' job satisfaction based on organizational culture variable

Predictor Variables	Non-Standardized Regression Coefficient (B)	Standardized Regression Coefficient ( $\beta$ )	amount	Significance Level
<b>organizational culture</b>	<b>0.57</b>	<b>0.52</b>	<b>7.2</b>	<b>0.0001</b>

The above regression equation coefficients table shows the predictor variable contribution in predicting criterion variable. As it can be seen in the above table, organizational culture predictor variable can significantly predict the variable of teachers' job satisfaction. Organizational culture variable with a beta value of  $t=7.2$ ,  $0.52$  in alpha level of  $\alpha=0.0001$  is considered a significant predictor for job satisfaction variable.

Pearson's correlation coefficient was used to investigate the relationship between components of organizational culture and job satisfaction. The results showed that there is a significant positive relationship between the components of innovation and risk taking, attention to details, attention to the members of the organization, attention to the team, ambitions and persistence and job satisfaction in 0.01 level, but there is no significant relationship between the component of attention to outcomes and job satisfaction. Results are specified in Table (6):

**Table 6.** Calculation of correlation coefficient between the components of organizational culture and job satisfaction

components of organizational culture
<b>Innovation and risk taking</b>
<b>attention to details</b>
<b>attention to outcomes</b>
<b>attention to the members of the organization</b>
<b>attention to the team</b>
<b>ambition</b>
<b>persistence</b>

### Synchronized Regression

For this purpose, components of organizational culture were considered as predictor variable and job satisfaction variable was considered as criterion variable. Results showed that there is a significant positive relationship between

## The Relationship between Organizational Culture and Job Satisfaction of Teachers...

organizational culture and job satisfaction. The calculated correlation coefficient is equal to 0.56 and was significant at 0.01 level. Furthermore, it was indicated that components of organizational culture predict 32% of the total variance of job satisfaction. Results have been identified in Table (7):

**Table 7.** Calculation of correlation coefficient between organizational culture and job satisfaction

correlation coefficient	Determination coefficient	Adjusted coefficient	Estimation Standard Error
<b>0.56</b>	0.32	0.28	21.4

The components of organizational culture also has a significant effect on teachers' job satisfaction ( $F=9.08$ ,  $p<0.0001$ ). Results have been identified in Table (8):

**Table 8.** Analysis of variance to determine the role of organizational culture components in explaining the variance in job satisfaction variable

	Sum of Squares	of Freedom Degree	Squares Average	F amount	Significance Level
<b>Regression</b>	29348.834	7	4192.691	9.08	0.0001
<b>Error</b>	61835.138	134	461.456		
<b>Sum</b>	91183.972	141			

Regression results indicate that the component of attention to organization members ( $\beta=0.277$ ,  $p<0.02$ ) is a positive and significant predictor of job satisfaction, but the components of innovation and risk taking ( $\beta=-0.055$ ,  $p<0.6$ ), attention to details ( $\beta=0.135$ ,  $p<0.2$ ), attention to outcomes ( $\beta=-0.076$ ,  $p<0.3$ ), attention to the team ( $\beta=0.093$ ,  $p<0.4$ ), ambition ( $\beta=0.079$ ,  $p<0.4$ ) and persistence ( $\beta=0.159$ ,  $p<0.1$ ) are not predictors of job satisfaction. Results have been identified in Table (9):

**Table 9.** Predicting job satisfaction based on organizational culture components

Predictor Variables	Non-standardized Regression coefficient(B)	Standardized Regression coefficient( $\beta$ )	T amount	Significance Level
<b>Innovation and risk taking</b>	-0.155	-0.055	-0.397	<b>0.6</b>
<b>attention to details</b>	1.276	0.135	1.2	<b>0.2</b>
<b>attention to outcomes</b>	-0.616	-0.076	-1.03	<b>0.3</b>
<b>attention to the members of the organization</b>	2.2	0.277	2.3	<b>0.02</b>
<b>attention to the team</b>	0.414	0.093	0.71	<b>0.4</b>
<b>ambition</b>	0.74	0.079	0.68	<b>0.4</b>



persistence	1.6	0.159	1.5	0.1
-------------	-----	-------	-----	-----

## DISCUSSION

In relation to the first research question, to examine the relationship between organizational culture and job satisfaction, Pearson's correlation coefficient was used. As shown in Table (3), the value of the obtained correlation coefficient showed that there is a significant positive relationship between organizational culture and job satisfaction.

The result of the present study in this dimension is consistent with the results obtained from the researches of Zarei Matin<sup>11</sup>, Pardakhtchi et al.<sup>3</sup>, Alamdari<sup>10</sup>, Bahrol-Olum<sup>13</sup>, Sajjadi<sup>14</sup>, Rahimi and Sarmadi<sup>15</sup>, Sardari<sup>21</sup>, Sadeghi Alavijeh<sup>22</sup>, but it is inconsistent with the results of Kaboli<sup>19</sup> and Iranban<sup>20</sup>.

Based on the results of this study it is indicated that the dominant school organizational culture, has a significant role on job satisfaction. So it can be justified that, if organizational culture is strong and has internal consistency, in this case the gap between the employees' current state and desired state is less, therefore, the employees' job satisfaction is increased. Conversely, the greater is the difference between organizational culture and the ideal culture and the individual needs of employees, the lower job satisfaction will have the employees and the more is the likelihood of occurring negative consequences of job satisfaction in the employees.

Pearson's correlation coefficient was used to investigate the relationship between components of organizational culture and job satisfaction of elementary school teachers in Bastak city. As shown in Table (6), there is a significant positive relationship between the components of innovation and risk taking, attention to detail, attention to the members of the organization, attention to the team, ambition and persistence and job satisfaction. But there is no significant relationship between the component of attention to the outcomes and job satisfaction. Our results indicate that components of organizational culture in schools of the given region differ from the ideal situation and are not in good enough condition. Consequently, improving the cultural conditions of schools in this region is necessary. The results showed that among the components of organizational culture, the component of attention to organization members has the greatest role in determining teachers' job satisfaction.

The result of the present study in this dimension is consistent with the research results of Sajjadi, Rahimi and Sarmadi<sup>15</sup> and Sardari<sup>21</sup>.

Based on the results of this study it can be justified that if the organizational culture and its components are in a desirable situation, and there is less difference between the organization employees' desired culture, then job satisfaction will be higher.

## **The Relationship between Organizational Culture and Job Satisfaction of Teachers...**

The research findings also showed that there is a significant positive relationship between the components of innovation and risk taking, attention to detail, attention to the members of the organization, attention to the team, ambition and persistence and job satisfaction. But there is no significant relationship between the component of attention to the outcomes and job satisfaction. Thus, regard to the role and importance of organizational culture variable on teachers' job satisfaction, it is deserved that administrators and education professionals help to improve the situation of organizational culture of schools and this will ultimately lead to improved job satisfaction of teachers. This will be achieved by organizing in service training courses, making managers aware of the organizational culture, honoring teacher status through diverse programs and Media, providing equitable opportunities for the growth and promotion of teachers and avoid any hard rules and bureaucracy, paying attention to the economic problems of teachers and etc.

### **REFERENCES**

1. Alvani, S. M., (2011). "General Management", Tehran: Nay Publication, forty-third edition.
2. Lotf Allah Zadeh, S. and Sadeghi Mal Amiri, M., (2010) "A study on the effect of organizational culture on creativity", bimonthly journal of police human development, the seventh year, No. 29, pp. 105-121.
3. Pardakhtchi, H. and Yemeni Doozi Sarkhbi, M. and Torabi Kia, H., (2001). "Research on the relationship between organizational culture and job satisfaction of faculty members of Tehran University", Scientific-investigative Journal of Al-Zahra Humanities University, Year XI, No. 39 , pp. 277-304.
4. Mozaffari, M. and Amooi Dizaji, Kh. (2008). organizational culture of Islamic Azad University and its relation to job satisfaction", Scientific-investigative journal of Social Sciences, Year IV, No. 17 , pp. 151-170 .
5. Afrooz, G., (2002). "Teaching and the need for job satisfaction", Peivand Journal, No. 279, page 1.
6. Posht Pari, M. R., (2012). "Relationship between organizational intelligence and job satisfaction and the performance of Bastak city secondary school teachers", MS Thesis, University Marvdasht.
7. Javaheri Kamel, M. and Kosarneshan, M. R., (2009). "The relationship between leadership, organizational culture, learner organization activities and job satisfaction of employees", bimonthly journal of police human development, Year VI, No. 25, pp. 19-32.

8. Shekari, G. H., (2002). "Relationship between organizational culture and effectiveness of the leadership style in Khorasan offices", PhD thesis, Islamic Azad University, Branch of Science and Research of Tehran.
9. Shariatmadari, M. (2009). Investigation of the Relationship between Organizational Health and Effectiveness of Educational Management Schools' Principals of Tehran's' Journal of Training Sciences, Vol. 65, summer. PP: 119-151.
10. Alamdari, H., (2001). "The effect of organizational culture on employees' job satisfaction of Fars Education", Master's thesis, martyr Beheshti University.
11. Zarei Matin H., (1995). "Culture and organizational performance", Journal of Knowledge Management, No. 23.
12. Pardakhtchi, H. and Yemeni Doozi Sarkhbi, M. and Torabi Kia, H., (2001). "Research on the relationship between organizational culture and job satisfaction of faculty members of Tehran University", Scientific-investigative Journal of Al-Zahra Humanities University, Year XI, No. 39 , pp. 277-304.
13. Bahrol-Olum, H., (2002). "The relationship between organizational culture and job satisfaction of physical education organization specialists working in Tehran", Journal of Olympic Physical Education, No. 21
14. Sajjadi, M. B., (2002). "The relationship between organizational culture and employees' job satisfaction of Ferdowsi University of Mashhad, M S thesis, College of Education sciences.
15. Rahimi, G. and Sarmadi, Z., (2002). "The relationship between organizational culture of schools and work motivation in exercise teachers' (female) point of view in Shiraz, Journal of Knowledge & Research, No. 11 and 12, pp. 87-98 .
16. Rhonda.B, Constantine. (2006). Multiple Role Balance, Job Satisfaction and Life Satisfaction in Women School Counselors. Professional School Counseling's; Vol. 9. PP: 265-271.
17. Macintosh, Erice & Doherty Alison. (2010). The Influence of Organizational Culture on Job Satisfaction to Leave, Sport Management Review, Vol. 13. PP: 106- 117.
18. Verda Khan, Asma Mariyum, Neelam Pasha. (2011). Impact of Organizational Culture on the Job Satisfaction of the Employees (Banking Sector of Pakistan). European Journal of Economics, Finance and Administrative Sciences. ISSN 1450- 2275. Issue. 35.
19. Kaboli, M. Z., (2000). "The relationship between organizational culture and job satisfaction of managers of Physical Education", MS Thesis, Tehran University.

## **The Relationship between Organizational Culture and Job Satisfaction of Teachers...**

20. Iranban, S. J. and Bombai Roo, F., (2006). "Relationship between organizational culture and job satisfaction", Journal of Educational Science and related fields, Roudhen Islamic Azad University, Volume I, No. 2, pp. 101-119.
21. Sardari, A., (2004). "The effect of organizational culture in Scientific-investigative institutions dependent on the Ministry of Research, Science and Technology in Tehran", bimonthly - Scientific Research Journal of Daneshvar Raftar, Shahed University, Year XI, No. 5 , pp. 45-55 .
22. Sadeghi Alavijeh, M., (2008). "The effect of organizational culture on job satisfaction", MS thesis, Imam Sadiq University.