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**INVESTIGATING THE CORRELATION BETWEEN THE ORGANIZATIONAL  
PARTICIPATIVE AND BUREAUCRATIC CULTURE WITE TEACHERS JOB  
BURNOUT**

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**ABSTRACT**

This study aims at investigating the correlation between the organizational culture and job burnout in teachers at secondary and high schools of Roudehen City. This research has descriptive- survey type in terms of method. The statistical population consists of all 255 teachers at secondary and high schools of Roudehen City in school year of 2013-2014 and the sample size is determined equal to 150 based on Morgan Table. The research tool includes two dimensions of questionnaire for organizational culture components of in Richard Daft's mode (participative and bureaucratic culture) with 25 items and Maslach burnout Inventory with 22 items in 3 dimensions, namely, the emotional exhaustion, depersonalization, and reduced personal accomplishment. Pearson correlation coefficient and multiple linear regression tests are utilized to analyze data.

The results indicate that there is a significant correlation between the job burnout and dimensions of organizational culture including the participative and bureaucratic culture. The participative culture component plays the maximum role in n explaining the teachers' job burnout.

**Keywords: Organizational culture, bureaucratic culture, participative culture, job  
burnout**

## INTRODUCTION

Due to the major changes in the way of attitude to organizations in the past decade and identified reasons of success or failure of organizations, most of the researchers and experts have come to the conclusion that the factors such as the structure, technology and equipment are not the only reasons for success of organizations, but the non-material and spiritual factors have been effective in the success of organizations. Therefore, the appropriate organizational culture is essential for success in any organization[2].

The organizational culture is a model of basic assumptions which are invented, discovered and developed by a certain group, so that it teaches them the compliance with international environment and internal cohesion. If this model has hood performance over time, it will receive the credibility, so that it forms the proper way of perception, thought and feeling in new members about their problems[2].

Some of the scientists and experts have emphasized on the values of organizational culture. The organizational culture reflects the organization members' common understanding which affects their behavior. There are the values, symbols, rituals and myths which are constantly changing in any organization over time. These shared values

determine how employees perceive their world and respond to it[6].

The main core of organizational culture consists of the values in which the organization members have much in common, and thus the intra-organizational behavior is created on this basis.

Others have focused on the impalpable and unwritten sectors in the organization, thus they consider the culture as an appropriate phenomenon which is taught to new members and as the impalpable and unwritten sector of organization.

From the perspective of Peters and Waterman, the organizational culture consists of a series of shared and correlated values which are transferred by concepts and symbols such as the stories, myths, slogans, and proverbs[6].

Since the organizational culture affects the human behavior, the study of organizational culture can indicate the reason for the success and failure of organizations. Furthermore, understanding the organizational culture and exploring its relationship with other variables of organization lead to the productivity of the entire organization, thus it is necessary to re-identify and explain the existing organizational model based on the conditions, requirements, values and beliefs of community and establish the appropriate

cultural model by identifying the desired culture in order to instill such this value[1].

Richard Daft believes that four types of organizational culture including the bureaucratic, entrepreneurial, participative and mission types of culture are created in the in organizations based on A) environmental needs (variable or fixed environment) and (B) strategic center

The participative culture mainly focuses on the organization members' involvement and participation and the environmental expectations which are rapidly changing. More than any other culture, this culture focuses on the employees' needs as a way for high performance. The participation and involvement create the sense of responsibility and ownership; hence, a greater commitment is created to the organization. In this culture, the employees participate in process of decisions, which affect their destiny, and gain more freedom of action in their administrative and organizational affairs, control on their work lives, and thus provide further motivation, thereby, the people gain more commitment to the organization, increase the efficiency and productivity in the organization, and finally, they will be more satisfied with their work[6].

In this regard, "Tousi" says that the participative culture emphasizes on the human dignity in the workplace.

(internal or external focus); its matrix is drawn as follows:

Classification of organizational culture types from Daft's perspective

		Need for workplace	
		Variable and flexible	Stable and constant
Strategic center	External	Entrepreneurial culture	Mission culture
	Internal	Participative culture	Bureaucratic culture

Furthermore, this culture also facilitates listening to others and creates a sense of ownership, eliminates the marginal settlement, strengthens the weak people and finally breaks the silence and connects the human heart and mind to his word, and thus creates a new sense of acceptance and importance. Therefore, its psychological productivity is impressive in addition to the economic return[8].

The bureaucratic culture has the internal focus and is compatible with the environment. This organization has a culture which supports the scientific and systematic approach for doing the affairs. The symbols, heroes, and customs support the traditions and cooperation, and thus the specific policies and operations are utilized as the ways to achieve the objectives. In this type of culture, the employee participation is partially low, but the high levels of consistency, synergy and cooperation have higher priority among the members. The high integration and performance of these

organizations will make the success possible [3].

Some features of this culture are as follows: Pure hang on the singular, being uncompromising, the emphasis on more discipline, the lack of attention to human as the main element of organization, and the tool look at him[9].

The job burnout is investigated in various areas. The education, counseling, industries and factories, offices, organizations, etc are among these fields. For instance, the professional studies are conducted on the information stress and burnout in the field of education and they justify the interest in further research and the need for it. This is evidenced by the high percentage of teachers (from 30% to 75%) who report the moderate to severe stress in their profession. Handrickson (1999) introduces the teachers' burnout as the physical and emotional burnout and feedback which begin with the sense of discomfort, so that the joy of teaching gradually disappears. In terms of age, the studies indicate that the young individuals' job burnout is more than those over 30 to 40 years of age. However, the age variable is combined with work experience and it is difficult to separate them[5].

Maslach (2004) believes that the high workload, low premium and control, the lack of social relationships, discrimination

in the workplace, unhealthy and not open atmosphere and organizational culture are among the key factors in job burnout.

The job burnout was not first taken into more account as a non-scientific "pop psychology", but the studies on the people workplace were derived from a scientific theory. The research on the job burnout was first based on a bottom up or grass root trend which was according to the people experience in the workplace. Therefore, the non-scientific and popular source of job burnout was initially originated from a deficiency rather than an advantage [5].

Despite the increasing and successive development in the theory model and numerous empirical studies, the research knowledge about the job burnout is incomplete yet. According to the studies, the job burnout refers to the psychological symptom in response to the interpersonal and stable stressful factors of workplace and is summarized in three main aspects:

1. Burnout and exhaustion;
2. The sense of skepticism and reluctance to work;
3. The sense of uselessness or inefficiency (Dehbozorgi, Hadaegh, 2006)

Given the importance of this issue, this research investigates the correlation between the organizational culture and job burnout in teachers.

## MATERIALS AND METHODS

This research is applied in terms of type and is descriptive-survey according to the method. The statistical population consists of teachers at secondary and high schools of Roudehen City in school year of 2012-13. The total number of these teachers is equal to 255 and 102 ones are male and 153 female. The sample size is determined equal to 150 according to Morgan Table through simple sampling method.

### Data collection method

A) Two dimensions of organization culture questionnaire by Daft model with 25 five-option questions in two components of participative and bureaucrat organizational culture for measuring the organizational culture;

B) Jackson and Maslach burnout Inventory including 22 five-option questions in three dimensions of emotional exhaustion, depersonalization, and reduced personal accomplishment in order to measure the job burnout.

The reliability of organizational culture questionnaire is equal to 0.89 and the job burnout equal to 0.96.

The tables of frequency distribution and diagrams are utilized at the level of descriptive statistics, and Pearson Correlation Coefficient and multiple-linear regression are utilized at the level of

inferential statistics in order to analyze the data of statistical population.

## RESULTS

**First question:** What kind of correlation is there between the organizational culture and job burnout according to the teachers' views at secondary and high schools in Roudehen City?

Pearson correlation coefficient is utilized to investigate the question above according to the following table 2;

According to the data of **table 1**, it is observed that the organizational culture has a correlation of -0.363 with job burnout. On the other hand, according to the significance level of test lower than  $p < 0.05$ , it can be concluded that this correlation is significant.

**Second question:** What kind of correlation is there between the participative culture and job burnout according to the teachers' views at secondary and high schools in Roudehen City?

Pearson correlation coefficient is utilized to investigate the question above according to the following table 2;

According to the data of table 2, it is observed that the participative culture has a correlation of -0.856 with job burnout. On the other hand, according to the significance level of test lower than  $p < 0.05$ , it can be concluded that this correlation is significant.

**Table 1: Pearson correlation coefficient test**

		Organizational Culture	Job burnout
Organizational Culture	Correlation	1	-0.363

	Significance level		0.000
	Total	150	150
Job burnout	Correlation	-0.363	1
	Significance level	0.000	
	Total	150	150

Table 2: Pearson correlation coefficient test

		Participative Culture	Job burnout
Participative Culture	Correlation	1	-0.856
	Significance level		0.000
	Total	150	150
Job burnout	Correlation	-0.856	1
	Significance level	0.000	
	Total	150	150

**Third question:** What kind of correlation is there between the bureaucratic culture and job burnout according to the teachers' views at secondary and high schools in Roudehen

City? Pearson correlation coefficient is utilized to investigate the question above according to the following table;

Table 3: Pearson correlation coefficient test

		Bureaucratic Culture	Job burnout
Bureaucratic Culture	Correlation	1	0.162
	Significance level		0.048
	Total	150	150
Job burnout	Correlation	0.162	1
	Significance level	0.048	
	Total	150	150

According to the data of table, it is observed that the bureaucratic culture has a correlation of 0.162 with job burnout. On the other hand, according to the significance level of test lower than  $p < 0.05$ , it can be concluded that this correlation is significant.

**Fourth question:** the What kind of correlation is there between the dimensions of organizational culture and job burnout according to the teachers' views at secondary and high schools in Roudehen City?

Table 4: Summary of statistical indices

Model	Statistical indices			
	Standard deviation of multiple coefficient of determination	Adjusted multiple coefficient of determination	Multiple coefficient of determination ( $R^2$ )	Multiple correlation coefficient (R)
Job burnout	16.592	0.149	0.172	0.415

According to the data of table and the calculated R value, it can be concluded that there is a correlation of 0.415 between the dimensions of organizational culture with job burnout. Furthermore, according to

the calculated  $R^2$  for variables, it is argued that the dimensions of organizational culture almost cover 17% of changes in job burnout.

Table 5: One-way Analysis of Variance (ANOVA)

Model	Sum of squares	Degree of freedom	Mean square	F	Significance level
Regression	8291.758	4	2072.940	7.530	0.000
Remaining	39918.135	145	275.297		

	<b>Total</b>	<b>48209.893</b>	<b>149</b>		
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According to the data of table and the significance level of test ( $P=0.000$ ) and its lower value than  $p<0.05$ , it can be argued that there is a significant correlation between the dimensions of organizational

culture and job burnout according to the teachers' view at secondary and high schools of Roudehen City, thus it is possible to analyze the regression equation.

**Table 6: Coefficients of fourth question**

Model	Non standardized coefficients		Standardized coefficients	t	Significance level
	B	Error Standard deviation	Beta		
Constant value	66.791	19.822		3.369	0.001
Participative culture	0.800	0.358	-0.299	-0.235	0.027
Bureaucratic culture	0.044	0.241	0.014	0.184	0.854

According to the data of table and the beta coefficient for variables entered into the regression, there are correlations of -0.299 and 0.014, respectively, between the job burnout and participative and bureaucratic culture. On the other hand, due to the low significance level of test than  $p<0.05$  in participative culture component, it can be concluded that only the correlation above is significant.

## CONCLUSION

In terms of research question about the type of correlation between the organizational culture and job burnout according to the teachers' views at secondary and high schools of Roudehen City, the results of Pearson correlation test indicate that there is a correlation of -0.363 between the organizational culture and job burnout. Furthermore, since the significance level is lower than  $p<0.05$ , it can be concluded that the correlation above is significant and

there is an inverse correlation between the organizational culture and job burnout. Due to the negative correlation, it can be concluded that the teachers' job burnout is reduced by increasing the organizational culture. Furthermore, in terms of correlation between the bureaucratic culture and job burnout, the results of Pearson correlation test indicate that there is a correlation of 0.162 between the bureaucratic culture and job burnout. Furthermore, since the significance level of test is lower than  $p<0.05$ , it can be concluded that the correlation above is significant, thus there is a significant direct correlation between the bureaucratic culture and job burnout. Due to the positive correlation, it can be concluded that the teachers' job burnout is enhanced by increasing the bureaucratic culture. In terms of correlation between the participative culture and job burnout, the results of Pearson correlation test indicate that there is

a correlation of -0.856 between the participative culture and job burnout. Furthermore, since the significance level of test is lower than  $p < 0.05$ , it can be concluded that the correlation above is significant, thus there is a significant inverse correlation between the participative culture and job burnout according to the teachers' views at secondary and high schools of Roudehen City. Due to the negative correlation, it can be concluded that the teachers' job burnout is reduced by increasing their participative culture. From the perspective of those teachers', the increased focus on the participative culture will reduce the job burnout, and thus the component above plays the major role in explaining the job burnout. With regard to the experts' views, we conclude that despite the fact that the organizations all have culture, not all of them have equal impact on the employees. The existence of a strong and positive culture will lead to the increased job satisfaction in employees and reduce the likelihood of leaving jobs by them. This kind of culture increases the behavioral stability and becomes a guide to the type of behavior in the organization and as a powerful tool to formalize the organization, and also an alternative to rules and regulations, so that it can act even much stronger than the official control of

organization because it controls the culture of mind and spirit like the body and makes the people feel better about what they do in the organization, so that this will lead to the better work and higher performance. A culture is strong and positive if it leads to the better performance and higher productivity, while of the organizational culture is not coherent and correlated, it is weak and creates to the chaos in the organization, and thus leads to the failure in performance and efficiency of organization.

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