

**The Relationship between Teacher's Perceived Organizational Culture of School and their  
Basic Psychological Needs Satisfaction**

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**Abstract**

This research aimed at studying the relationship between teachers' perceived organizational culture of school and their basic psychological needs satisfaction (relatedness, competence, and autonomy) in Urmia , Iran, based on Hofstede's cultural dimensions (masculinity/ femininity, individualism/ collectivism, uncertainty avoidance and power distance). To this end, 187 high school teachers were randomly selected and were asked to answer Hofstede cultural dimension and basic psychological needs scale. The results of canonical correlation analysis revealed that there is a significantly negative relationship between Hofstede cultural dimensions and the satisfaction of basic psychological needs. In general, it can be concluded that if the organizational culture of the school does not support teachers' autonomy, the sense of competence will be low among these teachers.

**Keywords:** Basic psychological needs, Hofstede cultural dimensions, organizational culture, self-determination.

### **Introduction**

Since McGregor used Maslow's hierarchical theory of needs for the first time in organizational management and conduct, various studies have investigated the relationship between human needs and occupational perceptions and motivations. One reason for the great use of this concept in such studies was that the satisfaction of these needs led to positive work outcomes, and their dissatisfaction led to negative outcomes. There are two approaches in defining the concept of needs. The former approach considers needs as an individual's desires, wishes, and conscious motives. In this approach, needs are considered as adoptive individual differences which can be evaluated and used to directly predict work outcomes such as job satisfaction, motivation, and absence in job (Baard, Deci & Ryan, 2004). The latter considers needs as necessities (physically or psychologically) which are necessary for living, growth and unity of the individual's identity (Ryan, Sheldon, Kasser & Deci, 1996). According to this approach, needs exist in all individuals naturally rather than adoptively. Self-determination theory (SDT) has adopted the second approach to human needs.

Self-determination theory, as a macro level theory, consists of five mini theories and each mini theory explains different aspects of motivation, behavior, well-being and psychological adjustment of human beings. In general, SDT describes and explains the factors and processes that facilitate or inhibit self actualization in mankind. The basic elements of self-determination theory consist of different types of extrinsic and intrinsic motivation and a set of basic psychological needs that underlies motivation. One of these mini theories is basic psychological needs theory (Gunnell et al, 2014). These three needs are innate in all human beings and include the need for relatedness, competence, and autonomy (Evans et al, 2013). Need for relatedness refers to the individual's tendency for the feeling of relation and connection with others; competence refers to the

individual's tendency for the feeling of effectiveness in reaching valuable and useful results, and autonomy refers to the individual's tendency to begin and regulate his behaviors (Carreira, 2011).

According to self-determination theory, these three needs can be satisfied by individuals' involvement in various types of behavior, which are different among individuals as well as cultures. Regardless of the ways, the important point is that the satisfaction of these needs is essential for the healthy growth and psychological well-being of all individuals in any culture (Sorebo, Halvari, Gulli & Kristiansen, 2009). If basic psychological needs get satisfied, feelings of self-confidence and self-value will be formed in individuals. However, in case of prevention and dissatisfaction of these needs, the individual will have a frail, negative, strange, and critical understanding of himself. These three psychological needs are closely relate to each other. Having friendly and supportive relations makes individuals feel autonomous in choosing activities. The sense of autonomy increases the sense of effectiveness and competence and this in turn leads to an increase in the sense of connectivity to the group (Ghalavandi, Amani Sari Bagloo & Babai, 2012).

Researches done in the context of organizational behavior indicate that the satisfaction of these needs has a positive relationship with work productivity. These studies show that the satisfaction of basic psychological needs has relationship with personnel's job involvement, satisfaction, commitment, self-respect, adaptation, more performance and less job stress and attrition (Deci, Ryan, Gagne, Leone, Usunov, & Kornazheva, 2001; Baard, Deci & Ryan, 2004; Greguras, Diefendorff, 2009; Lam & Gurland, 2008). Considering the significance of psychological needs, both theoretically and empirically, in prediction of work outcomes, they should be considered in educational organizations like schools. Previous researches have considered only the personnel of non-educational and trade organizations and there is a gap in the literature about the personnel of educational organizations such as teachers. Considering teachers' importance and their vital role

in facilitating students' learning in these organizations, the need to conduct a research in this area is felt necessary.

According to self-determination theory, communities and social contexts in which the individual has freedom of action cause the satisfaction of basic psychological needs (Reeve, 2009) while external control prevents it (Gagne, Ryan, Bargmann, 2003). Ghalavandi, Amani and Babai (2012) and Sadeghi, Amani and Mahmudi (2013) have categorized autonomy supportive environments into two dimensions; the first dimension provides those aspects of environment with which the individual deals directly, such as the degree to which a manager supports his personnel in an organization, and the second dimension is those aspects which indirectly affect individual's behavior. Organizational culture is one of the aspects of the environment which can invisibly affect the satisfaction of these needs. This means when the culture of an organization supports personnel autonomy, it facilitates the satisfaction of basic psychological needs while acting as a controller prevents it. So far, studies regarding autonomy supportive environments have taken its direct aspect into consideration and they have ignored indirect aspects such as organizational culture.

Organizational culture describes one part of the internal environment of the organization which is in fact a combination of commitment, beliefs and mutual values among members of the organization and is used to guide the personnel in fulfilling their tasks. In fact, organizational culture is a potential system of social supervision, which opposes the official or formal supervision system. Social supervision system is the same as informal system. It involves informal actions, feelings, group norms and values approved by the people in the organization (Sadeghi et al, 2013). The main and fundamental feature of organizational culture is its high stability; it is very resistant against the effects of environments and seldom undergoes changes. This feature causes the culture

to have a strong, extensive and to some extent equal effect on different groups of students entering a school (Hofstede, Hofstede & Minkov, 2010).

To understand the organizational culture, certain models, patterns, and frame works have been presented by theorists. For instance, Schein (2010) believes that organizational culture is formed of two layers, visible and invisible. The visible layer refers to clothing, behaviors, rules, stories, legends, language and rituals, while the invisible one refers to members' mutual values, norms, beliefs and assumptions in an organization (Sadeghi et al, 2013). Likewise, Hofstede considers culture with four dimensions of masculinity/ femininity, individualism/ collectivism, uncertainty avoidance, and power distance (Hofstede et al. 2010). Hofstede's cultural dimensions are one of the most important patterns which have been taken into consideration by most researchers of organizational culture (Srite, Thatcher, Galy, 2008; Amani, Lavasani, Ejei & Khezriazar, 2011).

Masculinity / femininity refers to the degree of distinction between sexes in the society or organization. Individualism/ collectivism refers to the typical relationship between the individual and groups in a certain society. Uncertainty avoidance refers to how individuals encounter unknown aspects of the future and the degree to which members of a culture feel the danger caused by vague and unknown situations. Power distance also refers to the degree to which less powerful members of institutes and organizations (e.g. families) accept and expect the power to be shared unevenly (Hofstede et al, 2010). According to Hofstede's cultural dimension, the control rate of an existing culture over personnel's innovation and freedom of action in an organization can have a negative effect on the satisfaction of basic psychological needs. The existence of many rules and circulars in organizations with a high power distance and uncertainty avoidance limits individuals' freedom (Srite, 2000). The emphasis on having harmony with the group and neglecting personal ideas also limit individuals' freedom in collective organizations (Akour, 2006). Likewise,

emphasizing on competence and improvements in masculine organizations leads to a feeling of pressure and control in individuals and makes individuals find an external motivation and, as a result, destroy the internal satisfaction of the activity (Deci & Ryan, 2000).

Based on what has been discussed earlier, the aim of this study is to investigate the relationship between organizational culture of schools and the satisfaction of basic psychological needs based on Hofstede's cultural dimensions (masculinity/ femininity, individualism/ collectivism, uncertainty avoidance, and power distance). On the other hand, based on the differences between cognitive structures of males and females (Brizendine, 2006) and also the method of socialization in work environment and society (Chen, Fosh & Foster, 2008; Vira and Coka, 2010), males and females seem to understand organizational culture and experience the satisfaction of their needs in a different way. Therefore, in addition to the investigation of the relationship between organizational culture and the satisfaction of basic psychological needs, this study also investigates the differences between males and females regarding the satisfaction of needs and understanding the schools of organizational culture. This study hopes to provide school principals with practical suggestions in order to support teachers and their psychological needs.

### **Methodology**

This study is descriptive in nature and has exploited the canonical correlation analysis. The rationale behind using canonical correlation analysis is the fact that the aim of this study was to discover the changes of criterion variables, which are basic psychological needs, based on predictor variables of Hofstede's cultural dimensions. Since the criterion variable consists of a set of variables named psychological needs, it is not possible to use a multiple regression method. In addition, the gap in the literature satisfies the author to use canonical correlation analysis to

possibly find interesting and complicated relationships between the variables of the study (Tabachnik & Fidell, 2007).

### **Participants and Sampling**

The initial sample of the present study consisted of all male and female high school teachers in second district of Urmia, Iran. The total number was 335 (172 males, 163 females) and they were teaching in 13 male and 9 female schools in academic year of 2011-2012. Based on Cochran's Formula, the sample size was equal to 179. Questionnaires were distributed among 200 teachers. Since 13 teachers (9 males, 4 females) did not complete the questionnaire thoroughly, they were considered as outliers in this study and were not considered in the analysis. Only the data from 187 teachers (101 males and 86 females) were used for final analysis. The mean of work experience was 15 and the standard deviation was 6.87.

Based on Hofstede's (1980) findings, the Iranian culture is determined by medium-plus power distance, medium-plus uncertainty avoidance, medium collectivism, and femininity. Hedayati (2006), of course, concluded in his study that the Iranian culture has experienced some changes. In his study, the Iranian culture scored 64 for power distance, indicating vast power distance, 87 for uncertainty avoidance, suggesting high level of uncertainty avoidance, 82 for collectivism/individualism, demonstrating massive collectivism, and 67 for masculinity/femininity, reflecting tendency toward masculinity. Some researchers hold that this change was caused by the difficult economic status following the 8-year-long war with Iraq (Hadizadeh Moghadam & Assar, 2008).

### **Instruments**

*Basic psychological needs scale:* Basic psychological needs scale of Ilardi, Leone, Kasser, Ryan (1993) was used in order to measure this variable. This scale comprised of 21 statements and it

evaluates three psychological needs of autonomy (seven questions), competence (six questions), and relatedness (eight questions). Statements are in the form of a Likert scale ranging from 1 for completely wrong to 5 for completely correct statements. The reliability coefficient of this scale was reported 0.83 in a study by Deci and Ryan (2001) using Cronbach Alpha. In Iran, Ejei, Khezriazar, Babai, and Amani Saribagloo (2009) reported the alpha of this scale as 0.66, 0.74, and 0.68 for autonomy, competence, and relatedness respectively. In the present study, the alpha is 0.70, 0.70, and 0.75 for autonomy, competence, and relatedness respectively. The validity of this questionnaire has been checked by Ejei, Khezryazar, Babai and Amani (2009) using confirmatory factor analysis. Fitting indices of AGFI=0.92, GFI=0.94, RMSEA=0.05, and CFI=0.92 confirm that this questionnaire is fit to Iranian population.

*Hofstede's cultural dimensions:* Akour's questionnaire (2006) was used to measure the dimensions of masculinity/femininity, individualism/collectivism, power distance, and uncertainty avoidance. This questionnaire is based on Hofstede's original questionnaire, which has been adapted to measure the existing culture in educational organizations. This questionnaire has twenty statements and is ordered in a Likert scale from one for strongly disagree to five for strongly agree and measures four dimensions of organizational culture. High scores in this questionnaire indicate high power distance, uncertainty avoidance, collectivism, and masculinity. This means that the lower the scores of collectivism and masculinity, the more the culture of that organization is inclined toward individualism and femininity (Akour, 2006). Since the aim of this study was to analyze the relationship between these dimensions and psychological needs and there is no comparison, there is no need to define a cut point for masculinity/femininity and individualism/collectivism. The reliability of this questionnaire was reported by Akour (2006) in his study ( $\alpha= 0.82, 0.74, 0.82, \text{ and } 0.77$ ) for power distance, uncertainty avoidance, collectivism, and masculinity accordingly. In the

present study the Cronbach Alpha calculated as 0.87, 0.82, 0.71, and 0.76 respectively which indicates the appropriate reliability of this questionnaire. Exploratory factor analysis was used to check the construct validity of the questionnaire. Considering the eigenvalue of one as the cut point, four factors were extracted. This accounts to 54.32 percent of the changes in organizational culture. Factor loadings, extracted variance and eigenvalues are reported in Table 1.

Table 1

*The results of exploratory factor analysis of organizational culture scale*

A		B		C		D	
Item	Loading	Item	Loading	Item	Loading	Item	Loading
1	0.78	1	0.69	1	0.55	1	0.46
2	0.80	2	0.77	2	0.61	2	0.69
3	0.82	3	0.81	3	0.52	3	0.49
4	0.75	4	0.64	4	0.69	4	0.58
5	0.74	5	0.60	5	0.79	5	0.68
6	5.07	2.36		1.92		1.50	
7	18.89	13.65		11.89		9.89	

Note: variable names= A: Power distance, B: Masculinity/ femininity, C: Uncertainty avoidance, D: Individualism/ collectivism, 6: Eigenvalue, 7: % of variance

## Results

Before analyzing the relationship between the variables of this study, descriptive statistics of variables including mean, standard deviation, skewedness, and kurtosis have been reported to check the assumption of normal distribution.

Table 2

*Descriptive statistics of the variables*

Variable	Mean	Standard deviation	Skewedness	Kurtosis
1	3.94	0.62	-0.47	-0.53

2	3.85	0.67	-0.23	-0.48
3	3.42	0.67	-0.35	-0.15
4	2.60	0.87	0.09	-0.63
5	3.10	0.68	0.19	-0.28
6	3.41	0.79	-0.04	-0.34
7	3.49	0.95	-0.37	-0.57

Note: variable names= 1: Need for Relatedness, 2: Need for Competence, 3: Need for Autonomy, 4: Masculinity/ Femininity, 5: Individualism/ collectivism, 6: Uncertainty avoidance, 7: Power Distance

According to Table 2, skewedness and kurtosis indices indicate the normal distributions of the variables. Multivariate normality was examined using Mardia's normalized multivariate kurtosis coefficient. This coefficient for the data in this study is 3.62, indicating multivariate normality of the data as the value is lower than the value of 63 computed based on the  $P(P+2)$  formula, where P equals the number of observed variables in the study (Teo & Noyes, 2012). Correlation matrix of variables is also reported in Table 3.

Table 3

*Correlation matrix of the variables*

variable	1	2	3	4	5	6	7
1	1						
2	0.19**	1					
3	0.17*	0.29**	1				
4	0.20**	0.24**	0.46**	1			
5	-0.29**	-0.14*	-0.04	-0.14*	1		
6	-0.30**	-0.12	-0.10	-0.27**	0.57**	1	
7	-0.35**	-0.15*	-0.26**	-0.40**	0.51**	0.58**	1

\*\*p =0.01; \*p=0.05

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Note: variable names= 1: Masculinity/femininity, 2: Individualism/collectivism, 3: Uncertainty avoidance, 4: Power distance, 5: Need for Relatedness, 6: Need for competence, 7: Need for autonomy

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As shown in Table 3, there is a significantly negative relationship between masculinity/femininity and the need for relatedness, competence, and autonomy. There is also a negative significant relationship between individualism/collectivism and the need for relatedness and autonomy. There is a negative significant relationship between uncertainty avoidance and the need for autonomy. Likewise, there is a negative significant relationship between power distance and all psychological needs.

Canonical correlation analysis was used to analyze the relationship between the school culture and basic psychological needs (autonomy, competence, and relatedness) based on Hofstede's cultural dimensions (masculinity/femininity, individualism/collectivism, uncertainty avoidance, and power distance). Before reporting this analysis, in the figures 1 and 2 the results of linearity and homoscedasticity have been reported.

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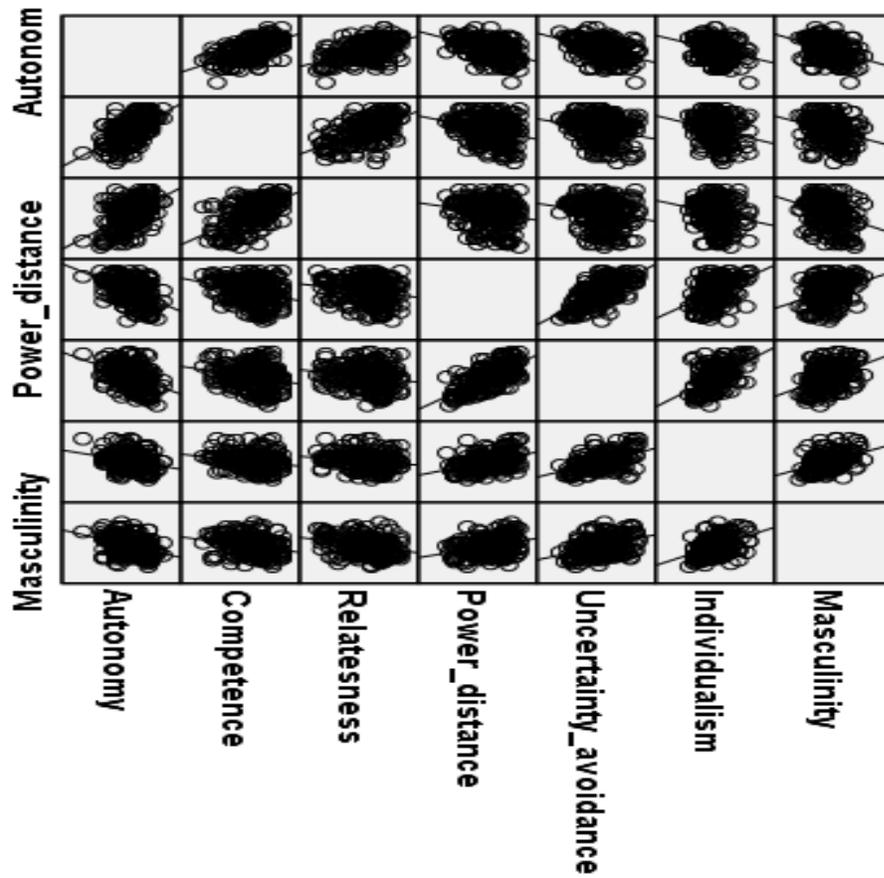


Figure1. The result of linearity

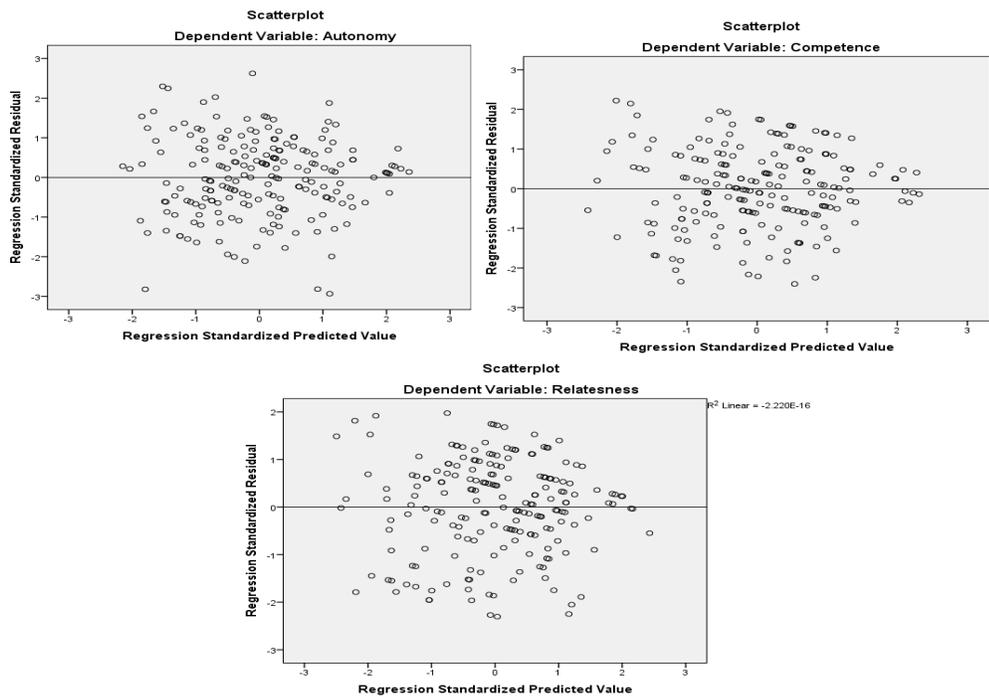


Figure 2: the result of homoscedasticity

As shown in figure 1, there is a linear relationship between all variables; also the results of figure 2 indicate that the variances of independent variables (organization culture), are homogenous at the levels of dependent variables (need for autonomy, competence and relatedness) because the interpretation line is flat for all dependent variables. Also to test multicollinearity among independent of variables, variance inflation factor (VIF) was used. Table 4 indicates this result. According to this table, the variance inflation factor for all variables is lower than 10, so it may be concluded that there isn't multicollinearity among independent variables.

Table 4

*Test of multicollinearity among independent variables*

Variable	variance inflation factor VIF
A	2.04
B	1.30
C	2.31
D	1.48

A: Power distance, B: Masculinity/femininity, C: Uncertainty avoidance, D: Individualism/collectivism

The results of Canonical correlation analysis indicated that the correlation between canonical variable of organizational culture and basic psychological needs is 0.50. Wilks lambda for this relationship was 0.71 and Bartlett  $X^2$  was 61.82 and significant at 0.001 alpha. Therefore, these two sets have a significant relationship with each other. It is worth mentioning that in canonical correlation analysis each set is similar to latent variables in structural equation modeling. Results of canonical correlation analysis have been reported in Table 5 for more careful analysis of the relationship between these two sets.

Table 5

*The results of Canonical correlation analysis of relationship between the school culture and basic psychological needs*

Variable	Canonical Coefficient	Structural Coefficient	Canonical communality coefficient
<b>A</b>			
1	0.04	-0.53	0.28
2	-0.25	-0.72	0.52
3	-0.86	-0.98	0.96
4		0.59	
5		0.15	
<b>B</b>			
6	0.58	0.72	0.51
7	0.02	0.31	0.10
8	0.10	0.50	0.25
9	0.65	0.81	0.66
10		0.38	
11		0.10	

Note: Variables names= A: Basic psychological needs set, 1: Need for Relatedness, 2: Need for Competence, 3: Need for Autonomy, 4: Percent of variance, 5: Redundancy, B: School Culture set, 6: Masculinity/ Femininity, 7: Individualism/ collectivism, 8: Uncertainty avoidance, 9: Power Distance, 10, Percent of variance, 11: Redundancy

In table 5, structural coefficients indicate that each variable is correlated with its canonical variable. Structural coefficients are also like standardized regression coefficients in regression analysis. The canonical communality coefficient shows each variable's share in the prediction of its canonical variable. For example, relatedness, competence and autonomy predict 28, 52 and 96 percent of variance of canonical variable of basic psychological needs. In the canonical variable of organizational culture, variables of masculinity/femininity, individualism/collectivism, uncertainty avoidance, and power distance explain 51, 10, 25 and 66 percent of variance of this variable. In table 5, communality shows the variance which all variables predict their canonical variable and it is also called extracted variance. Overlap indicates the variance, which the opposite set, explains its opposite canonical variable (Tabachnick & Fidel, 2007). For example, the extracted variance for the canonical variable of basic psychological needs is 59 percent.

Psychological needs predict 10 percent of the organizational culture variance. The extracted variance for the canonical variable of organizational culture is 38 percent and this variable predicts 15 percent of the changes in basic psychological needs.

In order to identify significant variables in canonical sets, Tabachnick and Fidell (2007) propose that structural coefficients of 0.30 or more in each variable indicate the significance of that variable in its set. Therefore, masculinity/femininity (0.72), individualism/collectivism (0.31), uncertainty avoidance (0.50), and power distance (0.81) are significant variables in organizational culture. Significant variables in psychological needs include relatedness (-0.53), competence (-0.72), and autonomy (-0.98). According to these findings, it can be concluded that as much as power distance and uncertainty avoidance is high in a school and it has a masculine and collective culture; teachers will have lower feelings of autonomy, competence and relatedness. On the contrary, as much as power distance and uncertainty avoidance is low and the school has a feminine and individualistic culture; they can experience the feeling that their basic psychological needs are being satisfied.

The MANOVA test is used to analyze the differences between males and females in the satisfaction of basic psychological needs and their perception of school organizational culture. Results from this test indicated that there was no difference between males and females in the satisfaction of psychological needs (Wilks'  $L=0.96$ ,  $F=2.24$ ,  $p<0.09$ ). Likewise, there was no difference between males and females in their perception of school organizational culture (Wilks'  $L=0.98$ ,  $F=1.04$ ,  $p<0.39$ ).

### **Discussion**

The aim of this study was to investigate the relationship between school culture and the satisfaction of teachers' basic psychological needs. Results of canonical correlation analysis indicated that there is a negative significant relationship between the set of organizational culture

(masculinity/femininity, individualism/collectivism, uncertainty avoidance, and power distance) and the set of basic psychological needs (relatedness, competence, and autonomy), and organizational culture clarifies 15 percent of the changes in basic psychological needs. This negative correlation indicates that as much as the organizational culture is inclined toward more control, the rate of the satisfaction of teachers' needs will be decreased.

Based on the results of the study, it can be said that a type of external motivation is created for teachers in schools with more masculine organizational culture as a result of more emphasis on development and competence. Deci and Ryan (2000) believe that as much as the extrinsic motivation rate is high, the controller function of the environment will be increased and this has a negative effect on the satisfaction of psychological needs. On the other hand, schools with feminine culture provide more opportunities for the satisfaction of psychological needs since they emphasize supporting each other and having friendly relationships. This is because supporting and not controlling each other is one of the important features of autonomy supportive environments (Reeve, 2009).

In schools with a collective culture, teachers are mostly influenced by other teachers' ideas. They have to work in groups, other teachers have influence on each individual's life and career and the responsibilities are mostly on the shoulders of the group so that the individuals and teachers harmonize themselves with others (Akour, 2006). Such an environment limits individuals' action power and innovation greatly because in most cases the group decides instead of individuals. The increase in the control by the environment can have a negative effect on the satisfaction of teachers' psychological needs which is in line with self-determination theory.

The existence of rules, regulations and great number of circulars, lack of support for personnel's innovation, clear cut specification of responsibilities with no chance of making changes in them,

emphasizing traditional methods of doing things and lack of support for innovation and flexibility in organization are features of organizations or schools with a high uncertainty avoidance (Akour, 2006; Srite 2000). These features increase the control rate of organizations and as much as the environment is the controller, the satisfaction rate of psychological needs will be low. This is also in line with self-determination theory (Reeve, 2009).

More specifically, as much as the school has more hierarchical structure and all educational decisions are made by the school principal without consultation with teachers, and teachers do not have the qualifications to give comments about school matters, they will have lower feelings of autonomy, competence, and relatedness. This is because schools with high distance power do not give opportunities to individuals to show their competence, innovation and freedom. On the other hand, the hierarchical organizational structure and the authority of individuals with higher positions in schools, such as the principal, lead to the formation of an unreliable atmosphere and unreliability toward individuals (Srite, 2000). This is true because having relationships with others causes the individuals' authority to increase and consequently leads to the increase in control rate. Therefore, this causes the decrease in relationship among members. The present result is in line with self-determination theory that states that a controller environment has a negative effect on the satisfaction of the employees' psychological needs (Deci et al. 2001).

Results have shown that male and female teachers do not have any difference with each other in the satisfaction of basic psychological needs and their perception of school organizational culture. Self-determination theory states that psychological needs are embedded in all individuals and are necessary for psychological health and harmony of all people in any society (Deci et al. 2001). Therefore, the lack of significant difference between males and females can be justified according to this theory. In addition, considering the concentration of educational system in our country, it

can be said that the organizational culture of all schools are largely similar and this makes no difference in individuals' perception of organizational culture.

Overall, findings of this study are in line with self-determination theory. By putting forward three needs of autonomy, competence and relatedness, this theory states that the environment support rate of autonomy has a positive effect on the satisfaction of these needs and that has a positive effect on individuals' psychological health in life and work environments (Deci et al. 2001).

Hofstede et al. (2010) believe that the existing cultural values in organization are one of the most stable and resistant aspects of that organization. They claim that making direct changes in the values of an organization is very difficult since they are not clear enough and guide the individual's thoughts and behavior like mental software. Schein (2010) also considers these values as assumptions of cultural behavior which guide individuals' behavior in the form of evident principles. According to this, if organizational culture of a school has the controlling characteristics and limit the satisfaction of basic psychological needs, it will face some problems in changing these values and decreasing the controlling feature of the environment. Hofstede et al. (2010) introduces the change in evident behaviors as the best way to change the values. These changes can include changes in school rules and curriculums in order to decrease control and to give freedom and innovation to teachers. strengthening teachers' self-esteem and including them in decision making about school activities, presenting logical reasons about the existence of rules and control in organization, strengthening collaboration among teachers and deemphasizing on competitiveness, improvement and finally strengthening teachers' freedom and innovation in schools.

The present study was the first attempt to analyze the relationship between school culture and the satisfaction of teachers' psychological needs. This research indicated that as much as the school

culture is the controller, the satisfaction rate of these needs will be decreased. According to the results of this study, one might think of the question that how can the culture of an organization oppose the individual's innate needs while it provides the best tool for humans' compatibility with the environment (Schein, 2010). It seems that the answer of this question lies on the contradiction between individual's own cultural values and the organizational culture of his workplace which is not clean-cut yet and it is suggested to conduct more research on the facilitating role of individual's cultural values in the relationship between organizational culture and the satisfaction of psychological needs.

At the end, it should be mentioned that the sample of this study only included school teachers in one city. Therefore, generalization of the findings to employees of other organizations faces some limitations. Considering this limitation, more research is needed to be conducted in other organizations to increase the generalizability of the results.

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