



## **The correlation between organizational culture and male teachers' job commitment at high schools (first phase) of Tehran**

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### **ABSTRACT**

This study investigates the correlation between organizational culture and male teachers' job commitment at high schools (first phase) of Tehran. The statistical population consists of 4664 male teachers at high schools (first phase) of Tehran and sample size is determined according to Morgan Table. Furthermore, the samples are selected through cluster random sampling, thus 250 teachers are examined through a researcher-made questionnaire.

All dimensions of organizational culture in single-sample T-test are significant at an alpha level of 0.05 and the status of all dimensions is above average. There is significant correlation between four dimensions of job commitment and six dimensions of organizational culture at alpha level of 0.05 and also the dimensions of organizational culture have been significantly able to predict the teachers' job commitment at alpha level of 0.05. The one-way analysis of variance indicates that there is a significant difference among the teachers with different educational levels in terms of organizational culture at alpha level of 0.05, and Tukey post hoc test indicates that the teachers with master degrees have significantly obtained higher scores in organizational culture than those teachers with diploma degrees; however, there is no significant difference among other teachers with mentioned degrees. The one-way analysis of variance indicates that there is no significant difference among the teachers with different work experience in terms of organizational culture at alpha level of 0.05. One-way analysis of variance indicates that there is a significant difference between teachers' job commitment with different educational levels at alpha level of 0.05 and Tukey post hoc test indicates that the teachers with bachelor and master degrees have significantly obtained higher scores in job commitment than those with diploma degrees and also the teachers with master degrees have significantly gained higher scores in job commitment than those with associate degree; however, there is no significant difference among other teachers with mentioned educational levels.

One-way analysis of variance indicates that there is no significant difference between the teachers' job commitment with work experience at alpha level of 0.05.

**Keywords:** Organizational culture, job commitment, male teachers

### **INTRODUCTION**

Organizational culture is a unique pattern of common assumptions, values and norms which form the socialization activities, language, symbols and operations of organizations and cause separation of two organizations from each other. In other words, it can be concluded that the organizational culture forms the organizational character [18].

However, the culture plays different roles in an organization and has several functions of which "giving the employees identity in the organization" and "facilitating the group commitment to the organization and its objectives and activities" are the most important ones. Therefore, the organizations with strong and empowered culture have the employees who are committed to the organizational values and objectives. In other words, there is a psychological dependence and connection between employees and organization, job and shared beliefs in it. [13].

Granting the identity to employees and facilitating individual and group commitment to job and organization, its objectives and activities, all depend on the organization employees who are the main factors for its survival. Investigating the history of development in industrial societies indicates that the skilled and trained man power have had the undeniable impact on the development of traditional society to an industrial society, so that the manpower has been considered as the main factor of development in communities due to playing the fundamental role in the survival of organization.

Once it was thought that satisfying the individual needs diminished the organizational sources and facilities. According to this thought, the minimum requirement should be satisfied for achieving the minimum efficiency. However, this theory has been totally ruled out now. Currently, the management

experts believe that if the employees' real needs are not well understood and appreciated and the managers do not try to satisfy them, the productivity will be decreased in organization because the positive tendency and attitude to job causes more work effort and thus reduced costs.

Despite the fact that the organizational culture has a long history, it is a subject which has been recently raised in organizational development and behavior. In general, a new thought is created from the combination of two terms, "Culture" and "Organization" neither of which includes this thought. The organization is a metaphor for clarity and discipline, while the cultural elements are not necessarily regular, nor created by order. Therefore, in interaction with organization, the culture creates the insights, energy and vitality which occasionally influence the order in the organization. Thus, it takes the control of a source of "cognitive - emotional - cultural" energy which helps it whenever it is faced with difficulties. The culture allows creating a kind of spirit along with some sorts of mystery in the organization [15].

On the other hand, since the people in the organizations have several job attitudes, the effort in creating common values and norms will lead to the thought and belief convergence; and in other words the members' attempts to achieve common organizational goals will be focused in a direction.

The organizational culture as a concept has relatively new roots. Despite the fact that the "group norms" and "space" concepts have been applied in psychological literature for a long time, the concept of "culture" has been particularly popular in a few recent decades.

In the second edition of book, entitled as "Social Psychology of Organizations" by "Ketze" and "Cane" (1978), they have mentioned the roles, norms and values, but among the obvious concepts in their works, neither they infer the space nor the culture. Since the organizational space is an outstanding cultural phenomenon, it has been limited to direct observation and measurement, and thus much longer studies have been conducted on tradition. However, the space is only an appearance of culture, thus it has enabled the research on spaces for deeper exploration of organizational scientific aspects. [5].

We need to explain different spaces and norms, and this need will finally lead to the discovered deeper concepts such as the culture [20].

In the late 1940s, the social psychologists, who were interested in the proactive study and teaching the leadership through "Levin" style, freely and frequently applied the concept of "cultural island" to indicate that the educational environment was initially different from learner's "Workplace". According to the educational leadership studies during the 1940s and 1950s, it is found the head-workers, who had been faced with major changes during the educational course, returned again to their previous attitudes while working in another place. However, it seemed that the "group norms" concept, which was introduced in tradition according to the studies by "Hawthorne" in 1920, is sufficient to explain this phenomenon [19].

Culture is a term with primary application in every field. According to a field, the "culture" can refer to the sophisticated and advanced civilization phenomena and thus it refers to issues such as the literature, art, philosophy, science and technology. According to this meaning, it separates the uneducated human from educated or culture done, while according to another field, the "culture" is utilized by anthropologists and others who study the human and this meaning refers to the it creations of thought, habits, and material objects. Therefore, a number of anthropologists, the culture is a life style or human behavior, and thus they believe that different groups of people live according to different ways. [20].

"Hofstede" believes that the culture has the same value for human society as the personality for person.

"Levi Strauss" considered the culture as a common symbol system creates by human mind. "Ralph Linton" considered the culture as a set of ideas, conditioned responses and normal behavioral patterns and a psychological-social phenomenon as well as a social legacy with two functions. He argued that the culture helps the human to be consistent with his place in society and also with his nature. [17].

Today's society is an "organizational society" wherein a big part of human life spends in organization or related to it. Organizations perform different (and very huge) public and professional functions based on which the community and its people achieve their purposes [1].

Achieving these goals only by a person is definitely very difficult if not impossible. Therefore, spending the life and survival and progress of society depend on the organizations and their effective performance.

On the one hand, the public do things through organizations more accurately and effectively and on the other the way of members' performance in the organization can affect the quantity and quality of organizational activities and the way of doing affairs. [7].

The school is an organization by which the students in particular and the society in general achieve their goals and if this organization was not existed, there would be neither a student nor his goals. The members in this organization (including the teachers) have accepted a set of common important assumptions specific for organization and it has been able to be imposed upon them like the members' personalities due to playing continuous roles.

As the individual behavior is affected by their personalities, their organizational behavior is also created under the influence of shared assumptions among the members in the organizations (i.e. organizational

culture). However, according to our claim, since these assumptions are self-preferred, but not imposed on individuals by principal or any authorities and can play the effective roles in enhancing the members' attachment to work in organization and desired jobs. However, the women's inherent characteristics enhances his emotional attachment to the environment wherein her emotional and psychological needs are completed or fulfilled, but, in an era of information and expectation explosion, numerous complexities are created in communication era, so that it is very difficult to achieve the common assumptions among the individuals who have established a social organization and work therefor achieving a common goal.[9].

Effectiveness of an organization requires the proper structure and qualified personnel with appropriate job position. The manpower is considered as the most important input of organization and the human has a special importance in educational organizations because he plays the role in all phases of this system including the input, process and output and his comprehensive development is also the overall purpose of these organizations. The employees' feelings of their working conditions affect their work habits; and their attitudes towards their jobs and duties are among the aspects which are the sources of satisfaction; furthermore, their acceptance of assigned jobs and organizational objectives and values is one of the key determinants of employees' interests. The employees' satisfaction and tendency increase their efforts to achieve the organizational goals and create strong desire to maintain their membership in organization. Furthermore, the job satisfaction enhances their job commitment. The job commitment does not merely mean the loyalty to an organization, but a continuous process through which the employees express their interest in their jobs and organization as well as their success and happiness.

If culture is defined as a system composed of shared meanings and concepts, the organizational culture refers to the members' shared perceptions in the organization. Moreover, the common understanding of organization's internal and external circumstances, and its needs and objectives, and its members' goals and missions of can increase the individual commitment to job values and establish the organizational and job attachment through creating the emotional and intellectual connections to the objectives of organization. Therefore, the nuisance environmental factors related to the organization and its members can rarely affect the job attachment and be the reasons for members to leave the organization.

However, the members' premature mass exodus from the organization based on self-decision, their second and third jobs in a way that the first job is put in the secondary priority, the presence with very low motives in the organization, etc. all indicate the direct impact of interfering factors on the job attachment which indicates a poor organizational culture in that organization. [10].

The organizational culture can improve the organization's ability to implement new operational strategies as well as achieving high levels of perfection. The comparative study of American and Japanese management methods indicate that a part of success in Japanese companies is due to their strong organizational culture which emphasizes on the employees' active participation, open communication, job commitment and security, and equality. The recent study on American companies indicates the same results. The studies have concluded that the organizations with culture strengthening the employees' participation in decision making, adaptive working practices, proper design of work, and logic and tangible objectives perform much higher than those companies which are poor in these factors. On the other hand, to make any development in an organization, it is essential to create a strong organizational culture in the organization in order to make its members committed and attached to the job and environment and thus they experience the cultural characteristics such as the "tendency to operate, become closer to customer, independence and entrepreneurship, productivity through people, submitting and following the value, connecting to the organization's structure, and focus on the activities which are implemented successfully", and ultimately they introduce a dynamic and efficient organization in competition with other organizations to society[21].

Organizational culture:

Organizational culture is a system consisting of the values (what is important and what is not important) and beliefs (how people react and how they do not react in interaction with manpower, organizational structure and control system, and thus they establish behavioral norms in organization[11].

Some dimensions of organizational culture are as follows:

- 1- **Individual Creativity:** The Creativity involves all activities and efforts which put the organization in a new strategic area[8].
- 2- **Management Support:** It is considered as assisting the subordinates and sometimes it is beyond the individual's organizational life and associated with things that are related to his personal life[12].
- 3- **Organizational Identity:** The organizational identity is an extent to which the members consider themselves integrated with the whole organization, not a specific group, and are willing to be identified with it. The following issues are considered in this regard: rate of commitment and

loyalty to the organization, to be proud of membership in the organization and willing to stay in the organization.[16].

- 4- **Organization with conflict phenomenon:**The extent or degree to which the individuals are encouraged not to create conflicts and accept the obvious criticisms. The organizations, which provide the opportunity for employees to give their opinions about their work and prevent the unrealistic evaluation of employees and are welcome any criticisms and logical reasoning, there are realistic decisions and implementation in these organizations and the affairs are ensured to be implemented because the logic-escaping is one-sided and the managers support the argument which justify their decisions[6].
- 5- **Leadership style:**According to the leadership, the organization determines the objectives and practices which are expected. This in turn leads to the emergence of optimal performance because the specified objectives will increase the individual interest and challenge[14].
- 6- **Quantity and quality of services:** It refers to the manager's emphasis on the appropriate implementation of affairs and paying attention to the quantity and quality of providing services and welcoming any changes in line with improving the quality of educational services[3].
- 7- - The job commitment is the sense of identity and belonging to a particular job and profession, and emphasizes on the willingness to the job[2].

Chalabi [4], has expressed the most important factor affecting the job commitment as follows:

- 1- **National Solidarity:**The more the solidarity is increased the more the community members have stronger social identity. This identity manifests in the members' sense of belonging and loyalty.
- 2- **Social participation:**If the social participation is increased, it will increase the possibility of connecting community members to each other as well as enhancing their sense of belonging to the community and thus resulting in the increased general commitment such as the job commitment.
- 3- **Social Justice:**The development of social justice in the community will enhance the basis of social consensus. If for any reason, the community members have a feeling of unfair distribution of resources in the community, a negative social sense, which is incompatible with job commitment, will be created in community.
- 4- **Job purpose and value:** If a supreme and important meaning is considered for job as well as considering it valuable according to the highest cultural perspective of community, the external and internal values of work will be increased for community members and at the same time their sense of commitment strengthened.

## MATERIALS AND METHODS

Research hypotheses

- 1- How is the status quo of key dimensions of organizational culture at male high schools (first phase) of Tehran?
- 2- What is the effect of identifying the relationship between the key dimensions of organizational culture and male teachers' job commitment at male high schools (first phase) of Tehran?
- 3- Is the organization culture different according to the teachers' educational degrees?
- 4- Is the organization culture different according to the teachers' work experience?

The descriptive-survey and correlative method is utilized in this study. Furthermore, this study is applied due to the nature of research; in fact, according to the overall purpose of study, "The Impact of organizational culture on male teachers' job commitment at high schools (first phase) of Tehran", the researcher is seeking to investigate the organizational culture and teachers' job commitment and utilize it the field of education.

Statistical population

The statistical population of this study consists of all 4664 male teachers at high schools (first phase) of Tehran.

Statistical sample and sampling method

The statistical sample of this research is equal to 250 teachers selected according to Morgan Table.

First, for actual generalization of samples to the population, the mentioned individuals in the sample are selected from five educational regions in Tehran, namely, the North, South, West, East, and Centre in the north of Tehran in District 2, south of Tehran in District 11, West of Tehran in District 5, East in District 4 and 6 center in District 6.

Second, the samples are selected by cluster random sampling in every region.

Research Tool

The researcher made questionnaire, which has two dimensions, "organizational culture" and "job commitment" with five-point responses, is applied in order to collect required data for this research. The

"organizational culture" questionnaire consists of 20 questions with a Cronbach's alpha of 0.922 and the "job commitment" questionnaire consists of 21 questions with a Cronbach's alpha of 0.903. The measurement is based on Likert scale with interval scale of 1 to 5.

Data analysis method

The frequency distribution tables and bar charts are applied to describe data in the field of descriptive statistics. Furthermore, the tables of descriptive statistic indexes including the central tendency (mode, median and mean) and distribution indexes (standard error, skewness and kurtosis coefficients) are utilized in this regard. Furthermore, the analysis of variance and correlation coefficients are applied in inferential statistics to investigate the research questions. The confidence level for data analysis is about 0.95.

## RESULTS

**First research hypothesis:** How is the status quo of key dimensions of organizational culture at male high schools (first phase) of Tehran??

**Table 1- Descriptive parameters for each dimension of organizational culture**

Dimensions of organizational culture	No.	Mean	Standard deviation	Mean deviation error
Individual creativity	250	3.66	0.82	0.04
Management support	250	3.66	0.70	0.03
Organizational Identity	250	3.68	0.83	0.04
Compromise with conflict phenomenon	250	3.51	0.88	0.04
Leadership Style	250	3.69	0.67	0.03
Quantity and quality of services	250	3.64	0.77	0.04

The table above shows the mean of each dimension of organizational culture.

**Table 2-Single-sample t test for each dimension of organizational culture**

Dimensions of organizational culture	t	df	Significance level	Mean difference	Area under curve	
					Minimum level	Maximum level
Individual creativity	15.006	250	0.000	0.66	0.58	0.76
Management support	17.632	250	0.000	0.66	0.57	0.74
Organizational Identity	15.440	248	0.000	0.68	0.58	0.78
Compromise with conflict phenomenon	10.977	250	0.000	0.51	0.43	0.60
Leadership Style	19.163	250	0.000	0.67	0.63	0.75
Quantity and quality of services	15.736	250	0.000	0.65	0.73	0.55

According to the table above for each dimension of organizational culture, the observed t is significant for all dimensions of organizational culture at alpha level of 5%; in other words, there is a significant difference between observed and expected mean ; in other words, the mean of organizational culture dimensions is significantly higher than the expected mean (average level).

**Second research hypothesis:** What is the effect of identifying the relationship between the key dimensions of organizational culture and male teachers' job commitment at male high schools (first phase) of Tehran?

**Table 3-Regression coefficients**

Model	Correlation coefficient	Coefficient of determination	Adjustment coefficient	Standard error of estimate
1	0.780	0.608	0.601	0.35241

The table above shows the relationship between dimensions of organizational culture and job commitment. The observed r (r=0.780) is significant at the alpha level of 0.05 with a direct and positive relationship; in other words, the more the scores of organizational culture dimensions are increased, the more the score of job commitment is enhanced.

The table of regression coefficient shows that the coefficient of determination for dimensions of organizational culture is equal to  $R^2=0.680$ ; in other words, about 60.8% of changes in job commitment is related to dimensions of organizational culture and the others are related to other variables.

**Table 4- Regression f Test**

Model	Sum of squares	Degrees of freedom	Mean squares	F	Significance level
Regression	65.372	6	10.895	87.728	0.000
Residual	42.102	339	0.124		
Total	107.473	345			

The one-way analysis of variance (ANOVA) is applied to confirm the regression coefficient; the results of ANOVA test indicate that the observed F (87.728) is significant at alpha level of 0.05; in other words, the results of organizational culture dimensions affecting the job commitment are confirmed.

**Table 5- Beta test (slope) and regression equation**

Model	Non-standardized beta		Standardized beta	t	Significance level
	B	Standard error	$\beta$		
Constant value	1.157	0.116		9.951	0.000
Individual creativity	0.014	0.029	0.021	0.489	0.625
Management support	0.264	0.049	0.332	5.417	0.000
Organizational Identity	0.092	0.032	0.137	2.849	0.005
Compromise with conflict phenomenon	0.007	0.031	0.011	0.226	0.821
Leadership Style	0.240	0.049	0.289	4.869	0.000
Quantity and quality of services	0.084	0.036	0.117	2.345	0.020

According to t coefficient resulted from regression, it can be concluded that the impact of management support, organizational identity, leadership style and quantity and quality of services as the dimensions of organizational culture is significant on the teachers' job commitment and the mentioned dimensions can predict the teachers' job commitment. Furthermore, according to the table above, the obtained equation is as follows:

$$Y = 1.157 + (0.264X_2) + (0.092X_3) + (0.240X_5) + (0.084X_6) - (0.014X_1) - (0.007X_4)$$

**Third research hypothesis:** Is the organization culture different according to the male teachers' educational degrees at high schools (first phase) of Tehran?

**Table 6- F test of teachers' organizational culture according to the educational level**

Model	Sum of Squares	Degrees of freedom	Mean square	F	Significance level
Inter- group	3.992	3	1.331	3.658	0.013
Intra-group	122.209	336	0.364		
Total	126.200	339			

The results of one-way analysis of variance test (ANOVA) indicate that the observed F (3.658) is significant at alpha level of 0.05. In other words, there is a significant difference among the teachers' scores of organizational culture according to the educational level. Tukey post hoc test is applied to determine the significant difference.

**Table 7- Measurement of Tukey for teachers' organizational culture according to the educational levels**

Educational level	Educational level	Mean difference	Standard error	Significance level
Diploma	Associate degree	0.37	0.22	0.355
	Bachelor	0.53	0.21	0.065
	Master	0.63*	0.22	0.030
Associate degree	Diploma	-0.37	0.22	0.355
	Bachelor	0.16	0.09	0.317
	Master	0.25	0.11	0.126
Bachelor	Diploma	-0.53	0.21	0.065
	Associate degree	-0.16	0.09	0.317
	Master	0.09	0.08	0.718
Master	Diploma	-0.63	0.22	0.030
	Associate degree	0.25	0.11	0.126
	Master	-0.09	0.08	0.718

According to the measured Tukey in the table above, there is a significant difference between the teachers with diploma and master degrees according to the organizational culture at alpha level of 0.05, so that the teachers with master degrees have significant higher scores in organizational culture than those with

diploma degrees. There is no significant difference among other teachers with mentioned educational degrees.

**Fourth research hypothesis:** Is the organization culture different according to the male teachers' work experience at high schools (first phase) of Tehran?

**Table 8-F test of teachers' organizational culture according to the work experience**

Model	Sum of squares	Degrees of freedom	Mean square	F	Significance level
Inter-group	2.494	3	0.798	2.156	0.093
Intra-group	124.277	336	0.370		
Total	126.772	339			

The results of one-way analysis of variance test (ANOVA) indicate that the observed F (2.156) is not significant at alpha level of 0.05; in other words, there is no significant difference among teachers in the scores of organizational culture according to work experience.

## DISCUSSION AND CONCLUSION

### First research hypothesis:

How is the status quo of key dimensions of organizational culture at male high schools (first phase) of Tehran?

As noted in response to the first research question, the organizational culture dimensions entitled as six general subjects are determined in this research and the status quo of each mentioned dimension is as follows according to the research findings in Section 4:

- A) With respect to the individual creativity at male high schools (first phase) of Tehran according to the significant single-sample T-test, it can be concluded that the culture of individual creativity is significantly higher than the average at male high schools (first phase) of Tehran. In other words, appreciation of individual innovation in the field of education, emphasis on attracting new technologies for working, sharing emerging ideas and providing new suggestions in workplace and appreciating the colleagues' creativity are among the cases which are involved in the culture of school and their status is higher than the average in teachers' culture. Meanwhile, the mentioned cases are among the teachers' organizational values and supported by teachers.
- B) With respect to the management support at male high schools (first phase) of Tehran according to the significant single-sample T-test, it can be concluded that the culture of management support is significantly higher than the average at male high schools (first phase) of Tehran. In other words, the teachers' benefits are considered in principal's decision making.
- C) With respect to the organizational identity at male high schools (first phase) of Tehran according to the significant single-sample T-test, it can be concluded that the culture of organizational identity is significantly higher than the average at male high schools (first phase) of Tehran. In other words, the presence at school before the usual start time, being satisfied with choosing the teaching profession, considering the work at school as a part of life, tendency to be dedicated to student education, preferring working at school to other organizations, and have a sense of responsibility to other colleagues' difficulties are among the teachers' values at male high schools (first phase) of Tehran.
- D) With respect to the compromise with conflict phenomenon at male high schools (first phase) of Tehran according to the significant single-sample T-test, it can be concluded that the culture of compromise with conflict phenomenon at male high schools (first phase) of Tehran is significantly higher than the average; in other words, the principal pays attention to teachers' different viewpoints and welcoming any constructive criticism and thus this is among the teachers and principals' beliefs.
- E) With respect to the leadership style at male high schools (first phase) of Tehran according to the significant single-sample T-test, it can be concluded that the culture of leadership style at male high schools (first phase) of Tehran is significantly higher than the average; in other words, the emphasis on the parents' participation in educational activities, attempt to do the tasks as well as full familiarity with it, effort to create a joyful environment for students and trying to help the principal in educational planning are among the teachers' values and beliefs which are supported by them.
- F) With respect to the quality and quantity of services at male high schools (first phase) of Tehran according to the significant single-sample T-test, it can be concluded that the culture of quality and quantity of services at male high schools (first phase) of Tehran is significantly higher than the average; in other words, the teachers and principals emphasize on the proper

implementation of affairs, paying attention to the quality and quantity of services, and welcoming any changes to improve the quantity of educational services.

### **Second research hypothesis:**

What is the effect of identifying the relationship between the key dimensions of organizational culture and male teachers' job commitment at male high schools (first phase) of Tehran?

For second question of research according to the correlation test, it is determined that there is a significant correlation between four dimensions of job commitment and six dimensions of organizational culture; in other words, there is a significant correlation between individual creativity, organizational identity, management support, compromise with conflict phenomenon, leadership style and paying attention to the quality and quantity of services as dimensions of organizational culture and national solidarity, social participation, social justice, and job value and purpose as the dimensions of job commitment. After doing the regression test, it is identified that the management support, organizational identity, leadership style, quality and quantity of services as the dimensions of organizational culture can significantly predict the teachers' job commitment.

Considering the teachers' benefits in principal's decision-making, being satisfied with choosing the teaching profession and job satisfaction, existence of appropriate interaction at workplace, the principal's attention to teachers' different views, and welcoming any constructive criticism, emphasizing on the parents' participation in educational activities, the principal's emphasis on proper implementation of affairs, paying attention to the quality and quantity of services and welcoming any changes to improve the quality of educational services are among the cases which affect the job commitment and have the power to predict it.

### **Third research hypothesis**

Is the organization culture different according to the teachers' educational degrees at male high schools (first phase) of Tehran?

For third research question, the one-way analysis of variance indicates that there are significant differences among the teachers with different educational degrees. Furthermore, Tukey post hoc test indicates that the teachers with master degrees have significantly higher scores in organizational culture than those diploma degrees. However, there are no differences among other teachers with mentioned educational degrees. It seems that the observed regular behavior, the time when the people interact, the language which they use, the implicit standards and values which constitute the working group, the believed values, the principles and values which are overtly **presented and the group claims that have a portion in obtaining them are different in two groups of teachers with diploma and master degrees.**

### **Fourth research hypothesis:**

Is the organization culture different according to the male teachers' work experience at high schools (first phase) of Tehran?

For fourth research question, the one-way analysis of variance indicates that there is no significant difference between the teachers' work experience and organizational culture. Furthermore, there is no significant difference between 6 dimensions of organizational culture, namely, the individual creativity, organizational identity, management support, compromise with conflict phenomenon, leadership style, and paying attention to the quantity and quality of services in male teachers at high schools (first phase) of Tehran with different work experience. The results of question above indicate that there are no differences among teachers with different work experience according to the appreciation of individual innovation in the field of education, emphasis on attracting new technologies for working, sharing emerging ideas and providing new suggestions in workplace and appreciating the colleagues' creativity, being satisfied with choosing the teaching profession, considering the work at school as a part of life, tendency to be dedicated to student education, teachers' different viewpoints, welcoming any constructive criticism, effort to create a joyful environment for students and trying to help the principal in educational planning, emphasis on the appropriate implementation of affairs and paying attention to the quantity and quality of providing services and welcoming any changes in line with improving the quality of educational services.

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