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The Model of Organizational Culture with Psychological Well-being with Mediating of Communication Skills

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Abstract

Purpose: This aim of this study was investigate the model of organizational culture with psychological well-being with mediating of communication skills.

Methodology: Present study was cross-sectional from type of correlation. The research population was education staff of Marvdasht County in 2019 years. The research sample was 400 people who were selected by multi-stage cluster random sampling method. Data were collected by the questionnaires of organizational culture (Glaser & et al, 1987), psychological well-being (Ryff, 1989) and communication skills (Burton, 1990) and analyzed by structural equation modeling method with using path analysis in SPSS-25 and AMOS-23 software.

Findings: The findings showed that organizational culture had a direct and significant effect on communication skills and psychological well-being, communication skills had a direct and significant effect on psychological well-being and organizational culture had an indirect and significant effect on psychological well-being with mediating of communication skills (P<0.01). Also, the model of organizational culture with psychological well-being with mediating of communication skills had a good fit.

Conclusion: Regarded to the proper fit of the model and direct and indirect relationships of variables, it is recommended to promote the psychological well-being of education staff by improving their organizational culture and communication skills through improving the status of staff and workshops.

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1. Introduction

In recent decades, definitions of the pathological approach to health have been criticized; meaning that health means no disease, but new psychological approaches, especially those derived from the third wave of psychotherapy, emphasize well-being rather than well-being (Van Zyl & et. al, 2020). Today, health is defined as a state of complete physical, mental and social well-being, and the signs of health include adaptation, happiness, self-confidence, vitality, hope, resilience, etc., and the goal of new psychological approaches is to develop and flourish people's talents (Zhang & Chen, 2019). Psychological well-being means the growth and flourishing of individuals' potential talents and abilities, and includes the components of self-acceptance, positive relationships with others, independence, mastery of the environment, purposeful living, and personal growth (Zimmermann & et al, 2018). Self-acceptance means a positive attitude towards oneself and acceptance of various aspects of oneself such as good and bad characteristics and positive feelings about one's past life. Having a positive relationship with others means feeling satisfied and intimate with the relationship with others and understanding its importance. Independence means a sense of autonomy and influence in life events and an active role in behaviors. Mastery of the environment means controlling environmental activities and effective and optimal use of surrounding opportunities. Purposeful living means having a purpose in life and believing in the meaning of present and past life. Finally, personal growth means feeling the growth and gaining new experiences as a potentially talented being (Luo & Hancock, 2020). People with high well-being experience mostly more positive emotions and less negative emotions and have a more positive evaluation of the events and happenings in their environment (Golombok, 2020).

One of the factors related to employees' psychological well-being is organizational culture (Klajko & et al, 2019). Culture is a set of values, beliefs, perceptions and inferences of the ways of thinking and thinking of members of the organization in common dimensions and organizational culture is related to the core values, beliefs and principles that serve as a solid foundation for the management system (Lingmont & Alexiou, 2020). In other words, organizational culture is a set of basic assumptions that people in the organization created, discovered and developed in the face of problems to adapt to the environment and achieve its unity and coherence (Wressell & et al, 2018). Organizational culture is a phenomenon in the organization in which all employees agree that an invisible hand leads people in a certain direction. Understanding what makes up an organization's culture and how it is created and sustained helps researchers better identify and orient the behavior of people in the organization (Runtu & et al, 2019).

One of the factors that can mediate between organizational culture and psychological well-being is communication skills. Communication is the process by which information is transmitted from person to person through signs, symptoms, and behaviors. Thus, communication skills have both verbal and non-verbal aspects (Baran & Sanders, 2019). Communication skills can be defined as learning behaviors that enable an individual to build satisfying relationships, receive positive responses from others, and facilitate social life (D'Agostino & et al, 2017). This structure includes a set of activities and interactions that meet the needs of individuals to establish relationships with others and provide the basis for growth, usefulness, satisfaction, mutual understanding and mutual trust (Baby & Gale, Swain, 2018).

Little research has been done on the relationships of organizational culture, communication skills, and psychological well-being. For example, the results of Sabanci, et al. (2016) showed that school organizational culture had a positive and significant relationship with communication skills. In another study, Uka (2014) reported that organizational culture had a significant relationship with communication and interaction. Nazari, et al. (2015) in a study concluded that communication skills and organizational culture had a positive and significant relationship. In another study, Nazari, et al. (2012) reported that teachers' communication skills played an important role in shaping organizational culture. Also, the results of Klajko, et al. (2019) showed a significant positive effect of organizational culture on psychological well-being of employees. In another study, Santos, et al. (2013) reported that organizational culture had a

positive and significant relationship with mental well-being. Ashournejad, et al. (2018) in a study concluded that the organizational culture of the school had a significant effect on psychological well-being. In addition, the results of Hofsoe et al. (2018) showed that interpersonal skills (communication) and psychological well-being had a positive and significant relationship. Mahmoudi Eshkaftki, et al. (2020) in a study concluded that communication and social skills had a significant effect on psychological well-being. In another study, Akhavan Tafti & Mofradnezhad (2018) reported that social skills had a positive and significant relationship with psychological well-being.

In addition to the family, school and education are responsible for educating the next generation and transmitting knowledge and culture to them, and to achieve this, the employees of this system must have psychological well-being, because the education organization needs employees who can adapt to change and seek new job information (Soleymani & et al, 2011). Therefore, it is very important to study the psychological well-being of educational staff, and although many studies have been done on psychological well-being, but these studies did not examine educational staff and in addition less examined the role of organizational culture and communication skills. Also, most previous studies have examined the simple relationship between these variables, but this study examines the structural relationships between them. As a result, due to the role and importance of education staff in the transfer of knowledge and culture, the need to promote their psychological well-being, the role of organizational culture and communication skills, little research background on their relationship with psychological well-being and lack of research on the relationship of these variables. The aim of this study was to investigate the relationship between organizational culture and psychological well-being with the mediating role of communication skills.

2. Methodology

The present study was a cross-sectional correlational study. The study population was the education staff of Marvdasht in 1398. According to Klein, the appropriate sample size in structural equations is 400 and the sample of the present study was considered to be 400, which were selected by multi-stage cluster random sampling. In this sampling method, first Marvdasht city is divided into five sections and among them three sections are randomly selected and then from each section a number of schools are randomly selected and all school staff including principals, deputies, educators, counselors and teachers use research tools. They replied. To conduct this research, after coordination with the education officials of Marvdasht city, sampling was performed and then for the samples, observing the ethical points of expression and their consent to conduct the research was obtained. Then, they were asked to answer the questionnaires of organizational culture, psychological well-being and communication skills with the utmost care, and at the end, they were thanked for completing the questionnaires and participating in the research.

Organizational Culture Questionnaire: This questionnaire was developed by Glaser et al in 1987 with 36 items. The items are calculated using a five-point Likert scale from one to five scores, and the instrument score is calculated with the total score of the items. Thus, the range of scores between 36 and 180 and higher scores indicate a higher organizational culture. Glaser et al. (1987) confirmed the validity of the instrument construct by factor analysis and its reliability by Cronbach's alpha of 0.91. In Iran, Marashian & Naderi (2013) reported the reliability of the instrument by Cronbach's alpha methods of 0.96 and halving of 0.87. In this study, reliability was calculated by calculating Cronbach's alpha coefficient of 0.92.

Psychological Welfare Questionnaire: This questionnaire was developed by Ryff in 1989 with 18 items. Items are calculated using a six-point Likert scale from one to six scores, and the instrument score is calculated with the total score of the items. Therefore, the range of scores between 18 and 108 and higher scores indicate higher psychological well-being. Ryff (1989) confirmed the convergent validity of this instrument with its 84-item form and reported its reliability with Cronbach's alpha method of 0.94. In Iran, Emad et al. (2016) reported the reliability of the instrument by Cronbach's alpha method of 0.73. In

this study, reliability was calculated by calculating Cronbach's alpha coefficient of 0.85. Communication Skills Questionnaire: This questionnaire was developed by Burton in 1990 with 18 items. The items are calculated using a five-point Likert scale from one to five scores, and the instrument score is calculated with the total score of the items. Thus, a score range between 18 and 90 and a higher score indicates higher communication skills. Burton (1990) confirmed the validity of the instrument construct by factor analysis method and its reliability by Cronbach's alpha method of 0.90. In Iran, HosseinPour et al. (2015) reported the reliability of the instrument by Cronbach's alpha method of 0.81. In this study, reliability was calculated by calculating Cronbach's alpha coefficient of 0.86. The data obtained from the implementation of the questionnaires were analyzed by structural equation modeling method using path analysis in SPSS-25 and AMOS-23 software.

3. Findings

Participants were 400 education staff with an average age of 35.29 years whose demographic characteristics were presented in Table 1.

Table1. Frequency and frequency percentage of demographic characteristics of education staff

Variables	Levels	Abundance	Frequency
Age	30-21 years	55	13/75
	40-31 years	184	46/00
	50-41 years	161	40/25
education	Associate Degree	17	4/25
	Masters	304	76/00
	MA	73	18/25
	PhD	6	1/50
Marital status	Married	323	80/75
	Single	65	16/25
Variables	Divorced and divorced	12	3/00

According to the results, most of the education staff were 31-40 years old (46%), undergraduate (76%) and married (80.75%). Mean standard deviation and correlation coefficients of organizational culture, communication skills and psychological well-being of education staff were presented in Table 2.

Table2. Mean standard deviation and correlation coefficients of research variables in education staff

| Variables	Average	Standard deviation	Organizational Culture	Communication skills	Psychological well-being
Organizational Culture	117/23	12/35	1		
Communication skills	57/19	6/44	0/27**	1	
Psychological well-being	64/10	6/21	0/41**	0/45**	1

**P<0/01

According to the results of organizational culture, communication skills and psychological well-being in education staff at a level less than 0.01 had a positive and significant relationship (Table 2). Therefore, there is a sufficient correlation assumption between the variables to perform path analysis. Also, the hypothesis of normality based on Kolmogorov-Smirnov test was confirmed for all variables due to the significant value greater than 0.05. As a result, the use of path analysis is allowed. The fit indices of the model of the relationship between organizational culture and psychological well-being with the mediating role of communication skills in education staff were presented in Table 3.

Table3. Fit indicators of the relationship between organizational culture and psychological well-being with the mediating role of communication skills in education staff

Indicators	RMSEA	CFI	NFI	GFI
Statistics	0/05	0/94	0/94	0/96
Acceptance limit	>0/10	>0/90	>0/90	>0/90

According to the results of the relationship between organizational culture and psychological well-being with the mediating role of communication skills in education staff had a good fit. The fitted model with standard path coefficients is presented in Figure 1 and the results of research hypotheses are presented in Table 4.
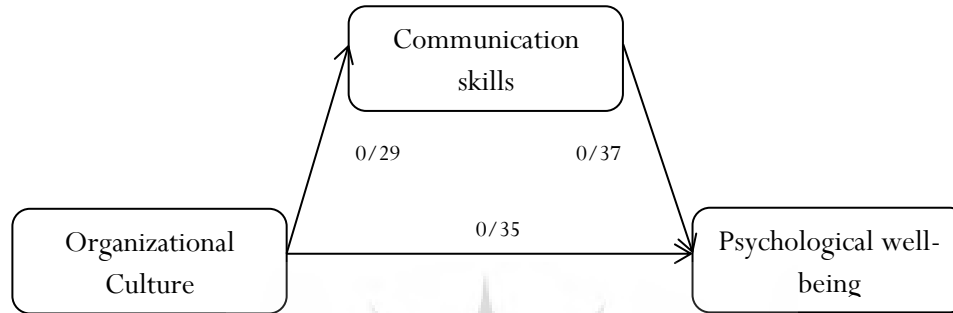
Figure1. Fitted model of research in education staff with standard coefficients of routes

Table4. Results of research hypotheses in education staff

Research Hypotheses	Coefficients	Statistics t	meaningful
Organizational culture has a direct effect on communication skills.	0/29	3/68	P<٠/٠١
Organizational culture has a direct effect on psychological well-being.	0/35	5/12	P<٠/٠١
Communication skills have a direct effect on psychological well-being.	0/37	5/86	P<٠/٠١
Organizational culture has an indirect effect on psychological well-being through mediation of communication skills.	0/11	4/23	P<٠/٠١

According to the results of organizational culture on communication skills and psychological well-being had a direct and significant effect, communication skills had a direct and significant effect on psychological well-being and organizational culture had a direct and significant effect on psychological well-being mediated by communication skills All these effects were significant at the level of less than 0.0.

4. Discussion

Considering the role of education staff in educating the next generation and transferring knowledge and culture to them and the importance of their health and well-being for this purpose, this study was conducted to investigate the relationship between organizational culture and psychological well-being with the mediating role of communication skills. The results of the present study showed that organizational culture had a direct and significant effect on communication skills. This result was consistent with the findings of Sabanci, et al. (2016), Uka (2014), Nazari, et al. (2015) and Nazari, et al. (2012). For example, Sabanci et al. (2016) in a study concluded that organizational culture had a significant positive relationship with communication skills. In another study, Nazari, et al. (2015) reported that organizational culture and communication skills had a positive and significant relationship. In explaining these results, it can be said that organizational culture is a force that moves people in the organization and has a tremendous impact on various components of the organization. Since culture affects the behavior of employees, so by studying organizational culture, we can understand the causes of success or failure of the organization and the success

of its employees. The impact of organizational culture on employees and members of the organization is such that by examining its angles on how the behavior, feelings, views and attitudes of its members to understand and predict their possible reaction to the desired developments. Another important point is that the organization is dependent on communication and without effective communication, it will not be possible to perform the tasks of the organization and its survival, but on the other hand, communication can play an effective role in performing organizational tasks and organizational success and performance. Since organizational culture is a system of common inference of its members towards the organization, so when the organization is at a high cultural level, we can expect the members of the organization or its employees to establish positive and constructive relationships with each other. As a result, organizational culture can enhance the communication skills of employees, including education staff, through the described processes.

Other results of the present study showed that organizational culture had a direct and significant effect on psychological well-being. This result was consistent with the findings of Klajko, et al. (2019), Santos, et al. (2013) and Ashournejad, et al. (2017). For example, Klajko, et al. (2019) in a study concluded that organizational culture had a significant positive effect on psychological well-being of employees. In another study, Ashournejad, et al. (2017) reported that organizational culture had a significant effect on psychological well-being. In explaining these results, it can be said that organizational culture is in fact the general and common image of the members of the organization and its source is the ideas of institutes, scientific and research centers, founders and top managers of the organization that is gradually taught to members to provide definitions, concepts and The characteristics of the organizational culture in which they are engaged adhere to the values of their organization. In organizations that are at a culturally desirable level, people are committed to each other and the values of the organization and strive to improve their situation and that of other employees and to realize the values of the organization. In such organizations, employee health is prioritized and maintaining and promoting employee health becomes one of the values of the organization that in addition to managers and officials, employees also consider themselves responsible for maintaining and promoting the health of other employees. As a result, in such an organization, with increasing organizational culture, the psychological well-being of employees increases.

Also, the results of the present study showed that communication skills had a direct and significant effect on psychological well-being. This result was in line with the research of Hofsoe, et al. (2018), Mahmoudi Eshkaftki, et al. (2020) and Akhavan Tafti & Mofradnezhad (2018). For example, Hofsoe et al. (2018) in a study concluded that interpersonal or communication skills and psychological well-being had a positive and significant relationship. In another study, Mahmoudi Eshkaftki, et al. (2020) reported that communication and social skills had a significant effect on psychological well-being. In explaining these results, it can be said that the social nature of man creates that man communicates with various aspects of society and the groups within it, and in such societies, communication is one of the most important factors of human development and excellence. The organization as a social institution, due to the basic goals beyond the daily communication, establishes a kind of organizational communication between individuals and provides the basis for the realization of organizational goals. Education employees have also found that effective communication with other employees and understanding their communication motivations play an important role in their success in achieving organizational goals. Since to achieve organizational goals, employees must first have sufficient health and well-being, so the communication skills of employees and establishing relationships between them, as described above, can provide the basis for increasing psychological well-being. As a result, communication skills can play an effective role in increasing the psychological well-being of education staff.

In addition, the results of the present study showed that organizational culture had an indirect and significant effect on psychological well-being mediated by communication skills. No research has been found in this field, but in explaining these results, it can be said that the effect of organizational culture on psychological well-being is mediated by cognitive and behavioral mechanisms. One of the most important

cognitive mechanisms affecting psychological well-being is recognizing one's own and others' needs and awareness of emotions. And others, self-confidence, self-efficacy, self-efficacy and positive beliefs about their abilities and the most important behavioral mechanisms affecting psychological well-being can be the desire to try to relate to others, start conversations to get to know others and try to empathize with others. . Since communication skills mean performing behaviors that empower the individual to build satisfying relationships, receive positive responses from others, and facilitate social life, and provide the basis for growth, usefulness, satisfaction, mutual understanding, and shared trust, skills Communication has cognitive and behavioral aspects. Another important point is that organizational culture had a positive and direct effect on communication skills and communication skills had a positive and direct effect on psychological well-being. It is logical that when the effect of organizational culture on psychological well-being is mediated by communication skills, communication skills play a good mediating role between culture, Organizational and psychological well-being play. As a result, communication skills can be a good mediator between organizational culture and psychological well-being, and organizational culture through communication skills can increase psychological well-being in education and training staff.

Each research is faced with limitations during implementation and the limitations of the present study include descriptiveness, using a questionnaire to collect data and limiting the research community to the education staff of Marvdasht. Due to the limitations, it is recommended to conduct interventional research aimed at improving psychological well-being through communication skills training and improving organizational culture, using interviews to collect data and conducting this research on education staff in other cities and provinces. It is suggested that programs be designed and implemented to improve the psychological well-being of employees, especially education staff, based on the results of this study and similar studies. Based on the results of this study, in designing a program to promote the psychological well-being of education staff, organizational culture can be improved by improving the status of employees and the organizational climate and communication skills through training workshops.

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