

The investigation of relationship between organizational culture of school and educational alienation with emphasizing on intermediary role of psychological capital

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Abstract

Introduction: The weak and inefficient culture produces a weak personality and identity. This problematic situation has diverse features such as avoidance of critical and questionable attitudes, cultural and scientific preparation, weakness of the cooperation and collective work, weakness of creativity, avoidance of participation in the educational process and non-cooperative education, and Passive learning emerges and emerges. The purpose of the research is to explain the relationship between the school's organizational culture and the academic self-esteem of students with the role of mediator of psychological capital.

Methodology: The purpose of research is applied and in terms of method is descriptive correlation. The statistical population includes 500 female students of Shaabenrouzi schools in Bojnourd city. Based on Cochran's formula, 217 individuals were selected using stratified random sampling. The research tool was Alsandro and Sade School of Culture, Dylon and Groat, and the Luttens Capital Inventory. The faculty and content validity of the questionnaires was confirmed by the professors. Reliability was obtained using Cronbach's alpha coefficient of 0.96, 0.94 and 0.95, respectively. Data was analyzed using Smart PLS software.

Results: Findings showed an inverse relationship between organizational culture and academic self-alienation with correlation coefficient (-0.446). There is an inverse relationship between psychological capital and academic self-esteem (-0.283). There is a positive relationship between organizational culture with psychological capital and correlation coefficient (0.731).

Conclusion: According to research findings, the role of mediator of psychological capital in the relationship between school organizational culture and academic self-esteem was confirmed.

Keywords: alienation educational, psychological capital, schools' organizational culture, students

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