



## Structural Model of Explaining Social Problem Solving Skills in Teachers Based on Organizational Culture and Religious Orientation: The Mediating Role of Intellectual Property

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### **Abstract**

The aim of this study was to provide a structural model for explaining social problem solving skill in teachers based on organizational culture and religious orientation with the mediating role of intellectual property. The research method was of correlation type. The statistical population of the study was the teachers employed in the academic year 2017-2018 in two regions 1 and 6 of Tehran province. The statistical sample included 250 male and female teachers who were selected by the cluster random sampling method. For data collection, 4 questionnaires of social problem solving skill (De Zorilla et al., 2002), religious orientation (Bahrami, 2001), intellectual property questionnaire (Bonitz (1998), and organizational culture questionnaire with the Islamic approach of Attaran et al. (2017) were used. Data were collected using structural equation modeling (SEM) and analyzed at two levels of descriptive statistics and inferential level using AMOS and SPSS-22 software. The results showed that effective religious orientation predicts the adaptive skills of social problem solving in a positive and meaningful way and also intellectual property predicts adaptive skills of social problem solving in a positive and meaningful way in teachers. On the other hand, the findings indicated that intellectual property mediates the relationship between organizational culture and adaptive problem solving skills in a positive and meaningful way. But intellectual property does not significantly mediate the relationship between effective religious orientation and maladaptive social problem-solving skills. According to the research results, adaptive social problem solving skills of teachers are predicted based on organizational culture and religious orientation mediated by intellectual property.

**Keywords:** *Social Problem-Solving; Organizational Culture; Religious Orientation; Intellectual Property*

## **Introduction**

In the present age, due to the wide cultural changes and change in the way of life, many people lack the necessary and basic abilities in the face of life issues, and this has made them vulnerable in the face of problems and issues of daily life and its requirements. Jeffrey's (2002) study showed that learning problem-solving skills increases people's ability to adapt and these people are better able to overcome barriers and situational problems in life. Life skills are for the development of psychosocial abilities and it creates this ability in people to turn their knowledge, values, and attitudes into actual abilities (Mohammadkhani, Fati, Kazem zadeh and Moutai, 2006). Social problem -solving is a cognitive-behavioral and innovative process by which one identifies or develops effective and adaptive strategies for everyday problems (Di Zurilla, 1998; quoted by Mahbudi, 2011). The social problem-solving model was first introduced by de Zorilla, Nezu, and Maidio Olivares (2002) and then completed by them in 2004. In this model, there are three basic concepts: problem-solving, problem, and solution. In defining these three concepts, it can be said that problem solving is a cognitive-behavioral process during which an individual or group tries to provide an effective solution to the problems of everyday life. A problem arises when a person has a goal, but lacks a clear way to achieve it, and the solution is the answer to the problem-solving process that can be applied to a particular problematic situation. The ability to solve social problems is not a single structure but a multidimensional structure composed of different abilities (Desiourea, Nezu, & Maldives Olivares, 2002; Quoted by Birami, Movahedi & Shiri, 2013).

De Zorilla, Nezu, and Maido Olivares (2002), combining the results of a review of past theories and research on problem-solving and their own research, developed a model of social problem-solving that is focused on 5 related areas (5 dimensions). Two of these five dimensions are orientation variables, ie positive problem orientation (PPO) and negative problem orientation (NPO), and the other three dimensions are related to problem-solving styles or patterns. These three dimensions are Logical Problem Style (RPS), Impulsive / Careless Style (ICS) and Avoidance Style (AS). In addition, positive problem orientation and problem-solving style are logical constructive dimensions, while negative problem orientation, careless impulse style, and avoidance style are considered non-constructive dimensions that function improperly (Desiourea, Nezu, & Maldives Olivares, 2002; Quoted by Rashid Beigi & Yousefi, 2014,) (p. 75; quoted by Shahbazi and Heydari, 2012).

In recent years, education professionals have realized that society needs more skills in the areas of social interaction and conflict resolution, emotional awareness, and decision-making and that today the interrelationships between cognitive, emotional, and behavioral skills have been recognized and have been successful (Cohen, 2006). Given that the growth and development of educational systems is one of the specific aspects of our time, it can be said that problem solving is the basis of adaptive life and as a whole, overshadows other areas that human beings in various educational, occupational, and social fields have to face. Therefore, the existence of this skill in teachers as an essential member of education is important (Lefranza, 2001).

The teacher in the 21st century, as the century of information, initiative, skill, and speed, must be hyperactive and instead of transmitting information, teach the students the method of gaining experience, in this way the student learns both scientific facts and scientific methods of gaining Knowledge. Therefore, students should be trained in problem-oriented and prepared for future life and social relations. The teacher must also be constantly solving problems and must use every event to the benefit of the learning process in the classroom (Alagheband, 2006). It seems that the intersection of social problem-solving skills and the quality of teachers 'teaching and students' learning is an intellectual property management and knowledge in teachers.

Experts in the field of management have offered various definitions of the concept of intellectual property, but the common denominator of these definitions is that intellectual property includes specific and organized information that the organization can use to achieve profitability. In a knowledge

organization, profit is the result of the production of new ideas and innovations that are the result of the interaction between structural and human capitals, and due to the interaction between physical and intangible assets of knowledge, the value, size and share of this hidden value has changed. Bakhtiari, Saffari Hamedani & Enayati, 2018). Bonitez considers intellectual property as a set of intangible resources that contribute to the value creation process and classifies it into three categories: 1) structural capital 2) human capital 3) environmental capital or customer relationship (Bontis, 2000); quoted by Bakhtiari, Saffari Hamedani & Enayati, 2018); which is briefly defined below:

- 1) Structural capital is the foundation of the organization. Such as brand, registered ideas, processes, organizational structure and other concepts. This type of capital includes databases, organizational charts, strategy implementation guidelines, and generally anything of value to the organization above its material value (Roos, 2007; quoted by Bakhtiari, Saffari Hamedani & Enayati, 2018). In other words, structural capital is related to the mechanism and structure of the organization that can help and support employees in researching optimal intellectual performance and ultimately the overall business performance is achieved (Chen & et.al, 2004; quoted by Bakhtiari, Saffari Hamedani & Enayati, 2018).
- 2) Human Capital: Rezors (1999; quoted by Bakhtiari, Saffari Hamedani & Enayati, 2018) described this capital as employee competence, interpersonal ability, and values. Bonitz et al. (2002; quoted by Bakhtiari, Saffari Hamedani & Enayati, 2018) consider it to represent the knowledge base of people of an organization and believe that employees create intellectual property through their competence, attitude, and intellectual agility. This capital is also considered as an essential element for performing intellectual property tasks and structural capital, innovation capital and customer relationship capital depend on this type of capital (Bakhtiari, Saffari Hamedani & Enayati, 2018).
- 3) Customer capital or customer relationship: In this type of capital, the main issue is the knowledge in customer communication and marketing channels and shows the potential of an organization due to external invisible factors, which act as an intermediary bridge in the intellectual property process and is the main determining factor in converting the intellectual property to market value and thus the performance of the organization's business (et.al, 2004 & Chen; quoted by Bakhtiari, Saffari Hamedani & Enayati, 2018). Such as: customer contracts, relationships, loyalty and satisfaction, market share, and reputation of the organization.

Today, paying attention to knowledge leadership and intellectual property management in education and training centers is doubly necessary and important; Because the most important element in the educational system is the human resources that the higher the capability and knowledge, the better the schools and the educational system can achieve their vision and mission, which is the production of science and knowledge in society. (Sohrabi, 2015).

Having a coherent value system is one of the necessary conditions for achieving mental health and the ability to social problem solving among individuals, and research has also shown that the cause of many psychological incompatibilities and anomalies and value conflicts is the instability of an organized value system in the individual (Desozon, 2006). In fact, having a coherent value system allows people to adopt a logical and correct way in a situation, so it can be said that religion, like a value system, directs human movements, makes it purposeful, and leads to psychological, human upliftment and evolution (Argyle, M., & Beit-Hallahmi, B, 2014). In fact, this value system cannot play a decisive role in a person's growing life unless a precise and principled knowledge of religion is formed. The value of any religious person depends on the growth of his awareness, insight, and knowledge. (Galen, 2012).

Man's need for religion has a historical background. Because human beings have needed strong support from the beginning of their lives. The subject of religion has been discussed by pioneering scholars such as James (1929, quoted by John Bozorgi, 2010), Jung (1961; quoted by John Bozorgi,

2010) and others, followed by thinkers such as Allport (Quoted 1968; from Shahbazi and Heydari, 2012), have explained religion. According to Allport, religious orientation is an authorize to the structure of human relations in all its dimensions in the light of man's relationship with God. In his view, religion is a spectrum that has a tool meaning for people and on the one hand, is a kind of meaning and means searching that is the main motivation of life and has intrinsic value (Allport; Quoted by Pormula et al., 2016). According to Allport, religion can be spoken of on two levels: Developed religion and undeveloped religion. Developed religion is an organized and integrated system that results from one's self-thinking, while underdeveloped religion does not lead to the integration of one's personality, although it is accompanied by personal satisfaction. Accordingly, there are two types of religious bias: internal bias, which is completely practical and has been internalized in a person's life, and religion plays the role of an important motivating factor in a person's life. External bias, which is the same as undeveloped religion, is defined as the use of religion as a tool to achieve certain goals, such as social protection, while the person with an internal bias is willing to serve religion rather than use it as a tool and use it for other purposes. While a person with an external bias uses religion to achieve goals such as status, gaining acceptance in society and even justifying his actions (Mohammadzadeh & Najafi, 2010). Internal religion is in itself motivating for the individual and does not require other stimuli. People with this religious orientation find their main motives in religion itself. While external religious orientation is an instrumental approach to religion that is used to show one's worthiness (Allport; Quoted by Pormula et al., 2016). As Macintosh et al. (2003; Quoted by Siddighi Arfaei, Tamanaeefar & Abedinabadi, 2012) point out, religious people have religious psyches that can be used in cognitive processing. Based on this theory it can say that: religion psych reflections can influence on our evaluations from events. So these psych reflections can have both effet on our evaluation from events and on coping methods with them and even on how events occur and religious people with internal religious orientation use of problem-oriented coping methods. Hence, they show better compromise in different situations. In fact, being religious can mitigate the effects of crises and severe life issues, the art of living is in the ability and skill to solve problems and cope with them (Siddighi Arfaei, Tamanaeefar & Abedinabadi, 2012).

Due to the extensive changes that have taken place in people's lifestyles, people's lifestyles have changed and undergone many changes, and over time, new issues and problems arise and increase the anxiety and fear of people in society. A group of people in the community are teachers who are forced to make the best decisions and problems under a lot of stress and pressure. As a result, people throughout their lives deal with problem-solving as a mental process that is formed in the light of culture, perceptions, beliefs and values, personality, knowledge, and insight.

Organizations must create a trusting environment for sharing, transferring, sharing knowledge among members, and educating individuals to make interactions meaningful. It is only by examining, changing, and creating an appropriate and flexible organizational culture that the pattern of interaction between people in the organization can be gradually changed and knowledge sharing can be used as a competitive advantage. Workplace culture is an effective factor in the occurrence of knowledge sharing behavior so that researchers have shown that dimensions such as communication atmosphere and organizational justice affect knowledge sharing behavior (Kim & Lee, 2006; Quoted by Nadi, Shah Hosseini, 2018). Transfer, creating, applying, and sharing knowledge requires an organizational culture in which individuals and groups are willing to work together and share their knowledge for mutual benefit. The dominance of individualistic culture over the organization causes people to hinder the transfer of knowledge they have, while the existence of the trust, organizational health and cooperation and the culture of knowledge sharing among employees increase knowledge creation and exchange (et al, 2012 & Kouchaki). Due to the high environmental dynamics, organizations have to adapt to changes in the environment. In order to be more in tune with the environmental conditions, managers should use the maximum up-to-date knowledge and move towards knowledge-sharing based management, and this can be considered as a consequence of a strong and positive culture and organizational trust (Rading, 2004; Quoted by Nadi, Shah Hosseini, 2018).

Denison (2000) conducted research on organizational culture and effectiveness and concluded that the appropriate relationship between strategy, environment, and culture is such that it can be divided into four groups: flexible, participatory, mission and based on continuity (stability) culture. Flexible culture: One of the characteristics of a flexible culture is that through a flexible channel, attention is paid to the external environment, and efforts are made to meet the needs of customers. Participatory culture: In a participatory culture, the issue of participation and involvement of members of the organization in affairs is considered. Mission culture: An organization that is governed by such a culture strives to meet the needs of the external environment, but does not see the need to change rapidly. Continuity-based culture (stability): An organization that is governed by such a culture emphasizes the affairs within the organization and adopts a kind of continuity in terms of behavior (Denison, 2000; Quoted by Nadi, Shah Hosseini, 2018).

Organizational culture reflects the promotion of an ideology that is accepted by individuals within their units. Culture conveys a sense of identity to employees. It provides unwritten rules and often are unspoken guidelines on how to manage the organization and improve the stability of the social systems they express (Cameroon and Queen, 1999). Therefore, considering that the use of problem-solving skills in education by teachers helps to improve the quality of students' learning and, as a model, encourages students to be independent and self-sufficient in solving everyday life problems. and prepares them to enter real, heterogeneous, and complex social life inside and outside the school, and given that organizational culture, religious orientation, and intellectual property provide a platform for the adaptive problem-solving way in teachers, and the science role of these three variables in how to provide services to the organization and achieve its goals, this study was done to while providing a suitable structural model explaining the social problem-solving skill of teachers based on organizational culture and religious orientation and the mediating role of intellectual property. Therefore, the purpose of this study is to fit the structural model of predicting teachers' social problem-solving skill in two dimensions of adaptation and incompatibility based on organizational culture and religious orientation with the mediating role of intellectual property. It is hoped that the results of this study will be a good guide for teachers and school officials to make better decisions by recognizing the factors affecting this skill.

### ***Research Background***

Some studies show that teaching problem-solving techniques in a religious context reduces subjects' anxiety while increasing psychological organization (Schaefer CA, Gorsuch RL, 1991). Rashid Beigi and Yousefi (2014), in a study entitled "The role of Religious Experiences in Predicting the Social Problem-solving" concluded that the dimension of self-criticism (from the dimensions of questioning orientation) predicts the positive orientation to the problem as positively and significantly. Also, the dimensions of self-criticism and complexity positively and meaningfully predict the logical problem-solving. In addition, fundamentalism positively and meaningfully and tolerance negatively and meaningfully predict a negative orientation to the problem. The results of the regression analysis showed that tolerance, fundamentalism, and self-criticism have a significant role in predicting impulsive problem-solving. Thus, religious experiences can play an important role in how social problems are solved.

In a study conducted by Barmaki et al. (2015), entitled "The relationship between religious orientation and happiness and problem-solving", the findings indicate that internal religious orientation can predict the problem-solving skill.

Numerous studies that have been conducted to investigate the relationship between organizational culture and intellectual property show a significant relationship between organizational culture and intellectual property. For example, in a study by Sandra et al. (2007) entitled *The Relationship between Organizational Culture and Intellectual property*, which aimed to examine the relationship between aspects of organizational culture and intellectual property to propose an intellectual property evaluation

model, and the results Research of Ghasemzadeh (2015), Nasiripour, Raisi et al. (2013), Ghorbanizadeh, Badrabadi and Ebrahimzadeh (2012), Motalebi (2011), Alonizad (2012), Manouz and Gazman (2007) shows the relationship between the intellectual property and culture of the organization.

The results of Ghasemi and Behroozi research (2017), entitled "Study of the relationship between organizational culture and effectiveness of high school teachers in Kangan" show that there is a positive and significant relationship between each of the dimensions of organizational culture, namely participatory culture, the culture of stability, and integration, culture of flexibility and mission culture and effectiveness of teachers. The results of Ebrahimi and Farashbandi research (2017), entitled "Study of the relationship between organizational culture and job performance of teachers in Dayyer city" showed that there is a significant relationship between organizational culture and job performance of teachers in Dayyer city.

In their study, Somproch et al. (2015) stated that because the impact of organizational culture on teacher learning behavior is clear, school principals should prioritize the planning and implementation of related policies to enhance positive learning among teachers. In addition, school principals should provide time and access to advanced and appropriate information and technology facilities to assist teachers, thus encouraging teachers to have good learning habits so that teachers can have a high quality education.

A research has also been conducted by Ghasemzadeh, Alishahi (2016) on the subject of analyzing the relationship between intellectual property and professional ethics, knowledge sharing, and effective training of professors. The statistical population of this study was 171 professors of Ilam University of Medical Sciences. The results of this study confirm the importance of the role of intellectual property in knowledge sharing, professional ethics, and effective education.

Keshavarzian (2015), in a study entitled "The relationship between intellectual property and the performance of teachers in the education department of Varamin city" concluded that there is a positive and significant correlation between intellectual property and the performance of teachers.

In summary, according to the research background mentioned, it can be stated that each of the research variables has been examined with other factors such as organizational performance, productivity, creativity, teacher learning, and happiness, while these factors have not been studied in a coordinated manner and in the form of a model, and a research gap in this area is evident, Therefore, this study has investigated the structural model of explaining social problem-solving skills in teachers based on organizational culture and religious orientation with the mediating role of intellectual property.

### ***Research Hypotheses***

- 1) **Hypothesis1:** Inefficient religious orientation predicts adaptive and maladaptive social problem-solving skills in teachers.
- 2) **Hypothesis 2:** Effective religious orientation predicts adaptive and maladaptive social problem-solving skills in teachers.
- 3) **Hypothesis3:** Organizational culture predicts adaptive and maladaptive social problem-solving skills in teachers.
- 4) **Hypothesis4:** Intellectual property predicts adaptive and maladaptive social problem-solving skills in teachers.
- 5) **Hypothesis 5:** Intellectual property mediates the relationship between dysfunctional religious orientation and adaptive and maladaptive social problem-solving skills in teachers.

- 6) **Hypothesis 6:** Intellectual property mediates the relationship between effective religious orientation and adaptive and maladaptive social problem-solving skills in teachers.
- 7) **Hypothesis 7:** Intellectual property mediates the relationship between organizational culture and adaptive and maladaptive social problem-solving skills in teachers.

### **Research Method**

The current research method is of correlation type and in which problem-solving skills in both adaptive and incompatible dimensions are predicted based on organizational culture and religious orientation with the mediating role of intellectual property. This type of research is among the basic-applied researches.

The statistical population of the present study was all teachers employed in the academic year 2017-2018 in two districts 1 and 6 of Tehran. The sample size was determined based on the number of parameters, ie according to the number of variances of marker error, structural regression error variances, and all covariances between independent variables and the number of paths between variables were studied and the number of parameters was estimated at 35 parameters. That is, 18 errors related to latent variable markers, 2 covariances between independent variables (exogenous), and 3 structural regression errors, and 12 paths. According to Cuff and Marcoullides' proposal, the sample size was considered to be 7 people for each parameter (Cuff and Marcoullides, 2016) and the total sample size was estimated at 245 people and increased to 250 people with an overestimation. To select a sample in this study, the first 23 schools were randomly selected from the schools of Region 1 and 6, and 9 schools were selected from the schools of Region 6 and 14 schools were selected from the schools of Region 1 by cluster random sampling method. In each school, teachers who were willing to cooperate were then screened as available.

The obtained data are analyzed at two levels of descriptive statistics (mean and standard deviation) and inferential level (correlation coefficient, structural equation modeling using AMOS and SPSS-22 software).

### **Research Tools**

In this study, 4 questionnaires of social problem-solving skills of Zorilla et al. (2002), religious orientation of Bahrami Ehsan (2001), intellectual property questionnaire of Bonites (1998), and the organizational culture questionnaire of Attaran et al. (2017) have been used to collect data.

#### **1- Social Problem-Solving Skill Questionnaire**

The revised social problem-solving skills questionnaire has been developed by De Zorilla et al. (2002) to assess social problem-solving ability, which is used to measure two components, problem-solving orientation, and problem-solving skills. These two components are measured by 25 questions. The subscales of this questionnaire are two dimensions of problem orientation (positive and negative) and three styles of problem-solving answer (logical, impulsive, avoidant). Each question is answered in five Likert options, ranging from "No" to "Too Much". The two scales of Positive Problem Orientation (PPO) and Reasonable Problem Solving (RPS) are rated positively as constructive problem-solving subscales. But other scales, which include Impulsive / Careless Style (ICS), Avoidance Style (AS), and Negative Problem Orientation (NPO), constitute dysfunctional problem-solving subscales, which score negatively (upside down). The reliability of retest for this questionnaire has been reported to be between 0.68 to 0.91 and it's alpha coefficient between 0.69 to 0.95. In Iran, Mokhberi, Dortaj, and Darreh Kurdi (2010)

obtained the alpha coefficient of 0.85 for five measured factors and the retest reliability coefficient of 0.88 for the shortened social problem-solving questionnaire.

## **2- Religious orientation questionnaire**

Religious Orientation Scale (Bahrami Ehsan, 2004): It was used to determine religious orientation. This questionnaire is based on a 5-point Likert scale and the respondent expresses his / her opinion on each question from strongly agree to strongly disagree. This scale has 4 sub-scales: consequentialism or religious orientation with 14 articles, deployment or disorganization with 16 articles, religious valuation with 7 articles, and ambition with 8 articles. The Spearman-Brown method has been used to investigate the internal coordination structure of the questions. Reliability coefficients calculated by Spearman-Brown method are 91% (Bahrami Ehsan, 2001). In the present study, the alpha of components of religiosity, religious valuation, religious disorganization, and religious aspiration were 0.80, 0.82, 0.93, and 0.80, respectively.

## **3- Intellectual property questionnaire**

In this research, the Bontis intellectual property questionnaire is used to evaluate the intellectual property. This questionnaire has been developed by Bontis (1998), which has 42 closed-ended questions. This structure examines the three components of human capital, structural capital, and relational capital (customer). 15 items of this questionnaire measure human capital, 13 items measure structural capital and 14 items measure the relational capital component. This questionnaire is based on the Likert scale; which has been rated from 1 to 5 (strongly disagree to strongly agree). The reliability of this questionnaire in Aghajanzadeh (2011) research with Cronbach's alpha was 0.82. In the present study, the alpha of components of human, structural, and relational capital were 0.75, 0.79, and 0.89, respectively.

## **4- Organizational culture questionnaire**

In the organizational culture evaluation, Islami Attaran, Alvani and Shoushtari (2017) organizational culture questionnaire was used, which consists of 123 items with normal to excellent options, which are given a score of 1 to 5, respectively. The minimum acceptable CVR value to accept the validity of each of the questionnaire indicators in this study is equal to 0.62 and this value has been accepted by Jadovico et al. In 1984 as the minimum coefficient of the validity of experience and validity analysis. In this study, alpha of components of value dimension, lifestyle dimension, human dimension, structural dimension, mission and vision dimension and progress dimension are 0.78, 0.78, 0.92, 0.76, 0.71 and 0.83, respectively.

## ***Findings***

Table 1 shows the Mean, standard deviation and Cronbach's alpha coefficients of research variables including organizational culture dimensions, efficient religious orientation components, dysfunctional religious orientation components, intellectual property components, adaptive problem solving, and incompatible problem-solving.



**Table 1: Mean, standard deviation and Cronbach's alpha coefficients of research variables**

variable	Cronbach's alpha	standard deviation	Mean
Organizational culture -value dimension	0/78	8/73	43/5
Organizational culture - lifestyle dimension	0/78	9/63	54/91
Organizational culture - human dimension	0/92	12/98	54/35
Organizational culture - structural dimension	0/76	9/30	53/98
Organizational culture - dimension of mission and vision	0/71	6/96	45/53
Organizational culture - dimension of progress	0/83	11/82	48/10
Efficient religious orientation - religiousism	0/80	10/14	49/44
Effective religious orientation - religious valuation	0/82	5/81	25/56
Inefficient religious orientation - religious disorganization	0/93	15/01	46/18
Inefficient religious orientation - religious aspiration	0/80	6/99	23/02
Intellectual property- human property	0/79	11/20	46/28
Intellectual-structural property	0/75	6/92	27/71
Intellectual property-communication	0/89	10/05	36/63
adaptive problem solving- positive orientation	0/78	3/50	14/63
adaptive problem solving- logical problem solving	0/79	5/02	24/47
incompatible problem solving- Negative orientation	0/68	2/74	12/20
incompatible problem solving- impulsive/ careless style	0/71	4/07	10/92
incompatible problem solving- Avoidance style	0/66	3/86	10/59

Table 1 shows the Cronbach's alpha coefficients of the research variables in addition to the mean and standard deviation of the research variables, according to which the Cronbach's alpha coefficients of all components and variables are close to 0.7 or higher. This finding indicates that the questionnaires used to measure the variables of the present study have an acceptable internal consistency.

Table 2 shows the elongation and skewness values of all research variables and the variance inflation factor (VIF) and the tolerance coefficient of the predictor variables.

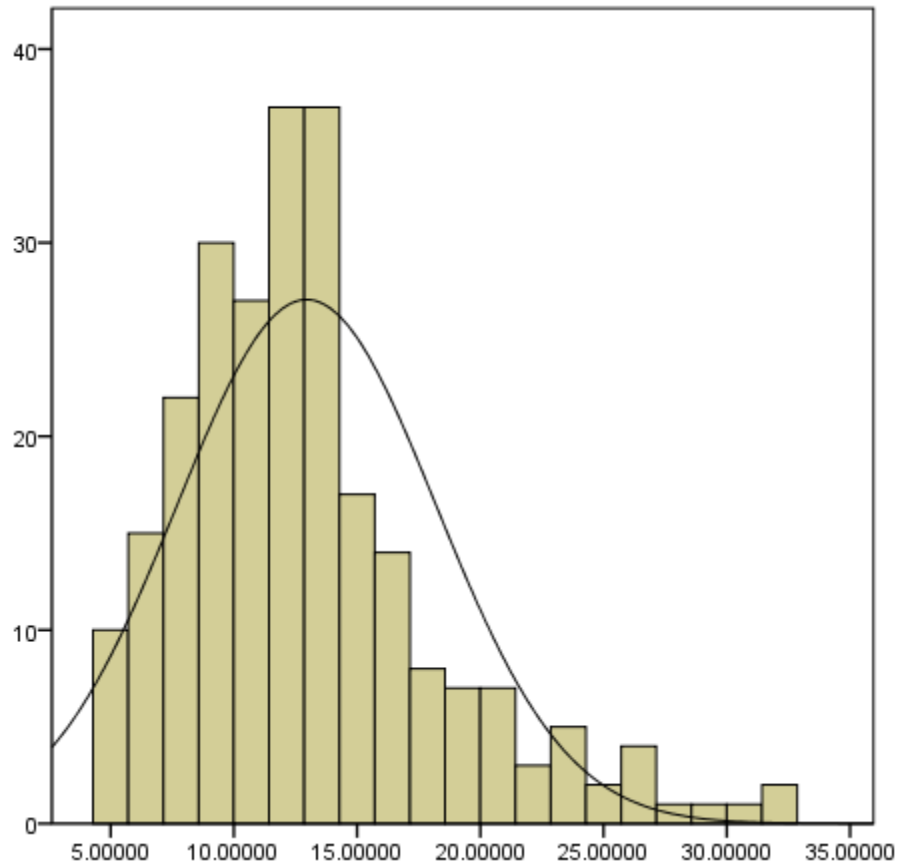
**Table 2: Elongation and skewness values and the variance inflation factor of research variables**

variable	variance inflation factor (VIF)	tolerance coefficient	Elongation	skewness
Organizational culture -value dimension	3/34	0/30	-0/53	0/25
Organizational culture - lifestyle dimension	2/34	0/43	-0/87	0/15
Organizational culture - human dimension	3/23	0/31	-1/24	-0/14
Organizational culture - structural dimension	2/30	0/44	-0/57	-0/23
Organizational culture - dimension of mission and vision	1/73	0/58	-0/79	-0/26
Organizational culture - dimension of progress	1/94	0/52	-0/92	-0/04
Efficient religious orientation - religiousism	2/37	0/42	0/11	-1/25
Effective religious orientation - religious valuation	2/18	0/46	-0/27	0/88
Inefficient religious orientation - religious disorganization	3/76	0/27	-1/61	0/16
Inefficient religious orientation - religious aspiration	3/79	0/26	-1/40	0/14
Intellectual property- human property	2/49	0/40	-0/62	-0/59
Intellectual-structural property	2/28	0/44	-0/70	-0/21
Intellectual property-communication	1/80	0/56	-1/23	0/51
adaptive problem solving- positive orientation	D.V *	D.V	-1/00	-0/29
adaptive problem solving- logical problem solving	D.V	D.V	-0/77	-0/79
incompatible problem solving- Negative orientation	D.V	D.V	-0/39	0/03
incompatible problem solving- impulsive/ careless style	D.V	D.V	1/18	1/09
incompatible problem solving- Avoidance style	D.V	D.V	1/41	1/52

\* D.V-dependent variable

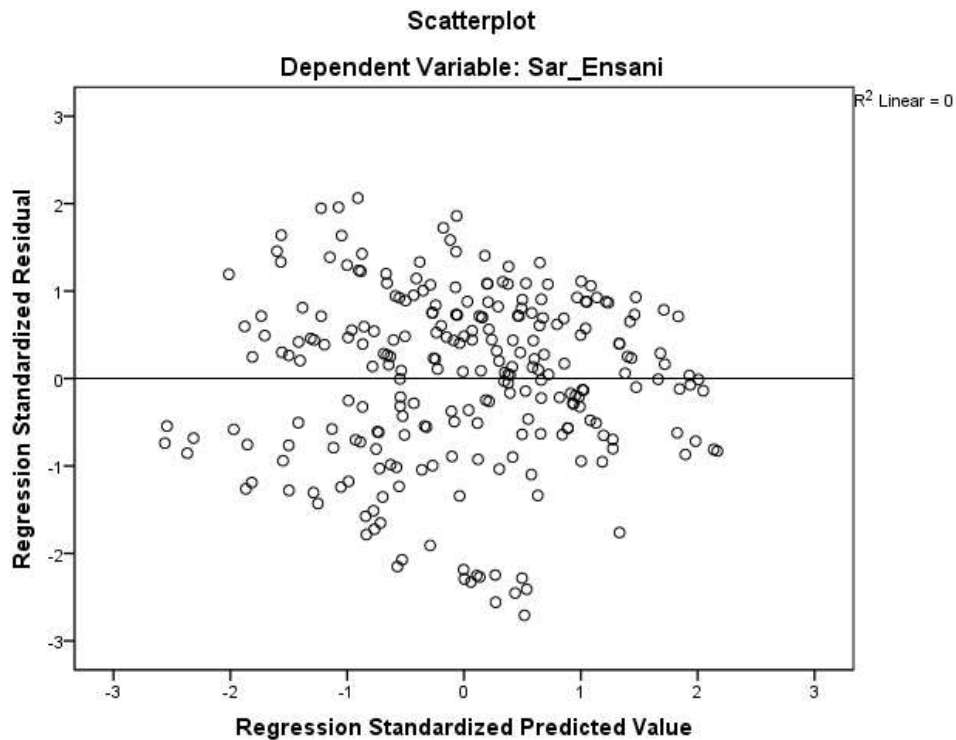
Klein (2016) believes that Kalmagrov-Smirnov and Shapiro-Wilk values are sensitive to sample size and are not appropriate methods for assessing the assumption of normality. He further recommends that skewness and elongation indices be used in studies with a sample size of more than 100 in order to evaluate the assumption of the normality of the data distribution form. He believes that the distribution of variable data is normal if the values of elongation and skewness are in the range of  $\pm 2$ . According to Klein (2016), the evaluation of elongation and skewness indices in Table 2 shows that the distribution of univariate data in the present study is normal because the skewness and elongation indices of none of the research variables are not out of the limit of  $\pm 2$ . Also, the evaluation of the values of tolerance coefficient and variance inflation shows that the assumption of alignment between the predictor variables is established. Because the tolerance coefficient and variance inflation of the predictor variables were greater than 0.1 and less than 10, respectively (Meyers, Gamest & Goarin, 2006).

Further evaluation of elongation and skewness values of information related to "Mahalanobis distance (D)" showed that the distribution of multivariate data is normal (elongation and skewness values were equal to 1.15 and 1.68, respectively). Figure 1-4 shows the histogram diagram related to the information of the Mahalanobis distance.



**Figure 1: Histogram diagram related to the distribution of Mehlanobays distance data (D)**

Finally, in order to evaluate the homogeneity of variances (assuming homogeneity of variances means that the variance of errors is the same at different levels of the dependent variable), the scatterplot of standardized variances of errors was examined. As can be seen in Figure 4.2, the assumption of variance homogeneity is established among the data of the present study.

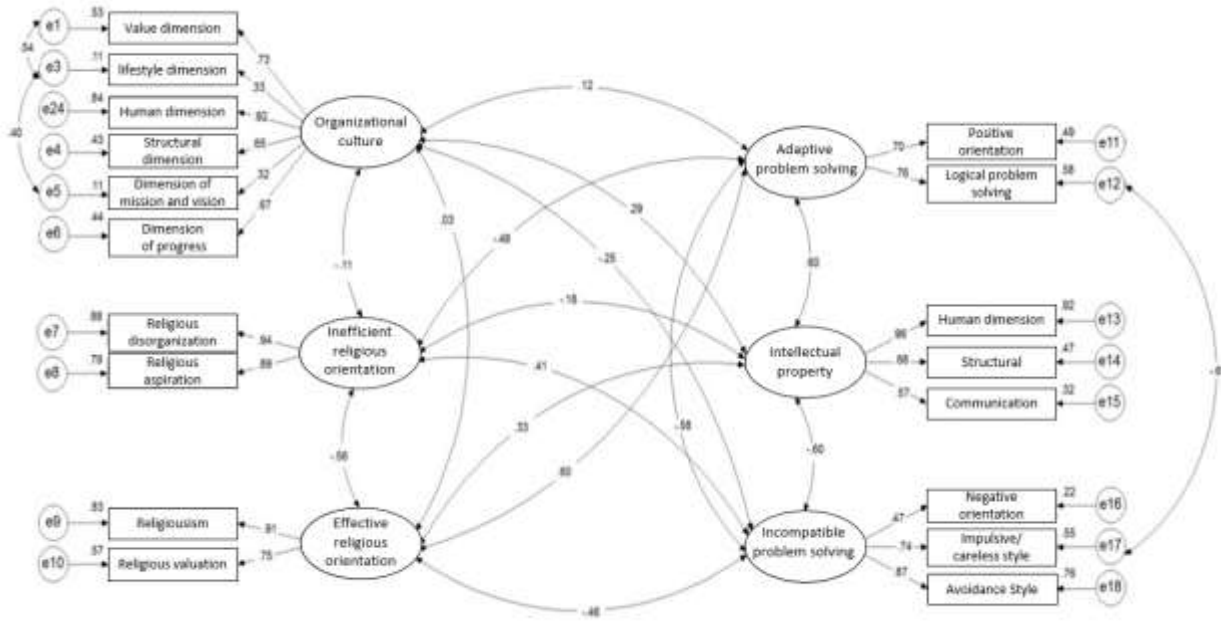


**Figure 2: Scatter plot of standard error variance**

The present study used the scatterplot matrix method to investigate the linearity of the relationship between variables. The use of the scatterplot matrix is one of the most common methods for examining this hypothesis. Variables that both have been normally distributed and have a linear relationship with each other create a scatter plot diagram that is elliptical. Many multivariate analyzes assume that the research variables are linearly related to each other. If one of the variables has not been normally distributed, linearity will not be achieved (Mayer, Gamst, & Guarino, 2006). The use of this method showed that none of the relationships between the markers showed a clear deviation from linearity.

Structural equation modeling was used to test the above hypotheses. Structural equation modeling has consisted of two parts: the measurement model and the structural model. In this method, first, the measurement model was evaluated using confirmatory factor analysis and then the structural model was evaluated through structural equation modeling.

As can be seen in Figure 3-4, in the measurement model of the present study, it was assumed that the latent variable of organizational culture is measured by value dimensions, lifestyle dimension, human dimension, structural dimension, mission and vision dimension, and progress dimension. the latent variable of efficient religious orientation is measured by religious valuation and religiosity indicators and the latent variable of inefficient religious orientation is measured by Indicators of religious disorganization and religious greed, the latent variable of intellectual property is measured by Indicators of human capital, structural capital and communication capital, the latent variable of compatible problem solving is measured by Indicators of positive orientation to the problem, logical solution of the problem and the latent variable of incompatible problem solving is measured by Indicators of negative problem orientation, impulsive/careless style, and avoidant style.



**Figure 3: Research measurement model and its parameters using standard data**

Table 3 shows the standardized factor loads ( $\beta$ ), standard error (SE) and critical ratio (C.R) for each of the latent variables indicators.

**Table 3: Parameters of research measurement model in confirmatory factor analysis**

latent variables	C.R	SE	$\beta$
Organizational culture -value dimension	18/25**	0/04	0/73
Organizational culture - lifestyle dimension	5/52**	0/06	0/33
Organizational culture - human dimension	30/70**	0/03	0/92
Organizational culture - structural dimension	64/92**	0/05	0/65
Organizational culture - dimension of mission and vision	4/61**	0/07	0/32
Organizational culture - dimension of progress	13/44**	0/05	0/67
Efficient Religious Orientation - Religiousism	15/14**	0/06	0/91
Effective Religious Orientation - Religious Valuation	18/71**	0/04	0/75
Inefficient Religious Orientation - Religious Disorganization	23/51**	0/04	0/94
Inefficient Religious Orientation - Religious Aspiration	22/28**	0/04	0/89
Intellectual property- human property	19/23**	0/05	0/96
Intellectual-structural property	17/03**	0/04	0/68
Intellectual property-communication	9/37**	0/06	0/57
adaptive problem solving- positive orientation	11/54**	0/06	0/70
adaptive problem solving- logical problem solving	18/90**	0/04	0/76
incompatible problem solving- Negative orientation	7/84**	0/06	0/47
incompatible problem solving- impulsive/ careless style	10/59**	0/07	0/74
incompatible problem-solving- Avoidance Style	14/36**	0/06	0/87

Table: 4 shows that the highest factor load belongs to human property - intellectual property ( $\beta = 0.96$ ) and the lowest factor load belongs to the mission and vision dimension-organizational culture ( $\beta = 0.32$ ). Therefore, all indicators have the power to measure their corresponding latent variable. According to Tabachink and Fidel (2001; quoted by Klein, 2016) factor loads of 0.71 and above are excellent, loads between 0.63 to 0.70 are very good, loads between 0.55 to 0.62 are good, loads between 0.45 to 0.55 are

fair, loads between 0.32 to 0.44 are low and loads below 0.32 are considered weak. In general, the results of the above table indicate that all observed variables measure their corresponding latent variable in an acceptable and meaningful way.

After ensuring the power of markers in measuring the latent variables, the structural model of the research was tested using the structural equation modeling method. In this model, it was assumed that the variable of efficient and inefficient religious orientations along with organizational culture and mediated by intellectual property, predicts adaptive and maladaptive problem-solving skills in teachers. Consistent with the expectation and considering the equality of the number of observed variables, latent variables, and degrees of freedom in the measurement and structural models, similar fit indices were obtained for the structural model and it was concluded that the structural model, like the measurement model, fits with the collected data. Table 4 shows the path coefficients between religious orientations, organizational culture, intellectual property, and problem-solving skills in teachers.

**Table: 4 Total and direct path coefficients between religious orientations, organizational culture, intellectual property and problem solving skills in teachers**

Routes	Adaptive problem solving				Incompatible problem solving				
	sig	$\beta$	S.E	b	sig	$\beta$	S.E	b	
Total path coefficient	Organizational culture	0/169	0/140	0/036	0/052	0/010	-0/229	0/010	-0/026
	Efficient Religious Orientation	0/001	0/489	0/067	0/126	0/014	-0/324	0/022	-0/025
	Inefficient Religious Orientation	0/070	-0/254	0/027	-0/042	0/039	0/329	0/009	0/017
Direct path coefficient	Organizational culture	0/772	-0/013	0/038	-0/005	0/497	-0/064	0/013	-0/007
	Efficient Religious Orientation	0/044	0/304	0/082	0/178	0/434	-0/125	0/043	-0/010
	Inefficient Religious Orientation	0/073	-0/236	0/031	-0/050	0/042	0/310	0/018	0/003
	Intellectual property	0/001	0/558	0/041	0/130	0/001	-0/601	0/017	-0/042
Indirect path coefficient	Organizational culture	0/008	0/153	0/025	0/057	0/007	-0/165	0/011	-0/019
	Efficient Religious Orientation	0/019	0/185	0/043	0/058	0/017	-0/199	0/036	-0/015
	Inefficient Religious Orientation	0/768	-0/017	0/019	-0/003	0/770	0/019	0/016	0/001

In the following, based on the results of the above table, the research hypotheses have been tested.

**Hypothesis 1:** Inefficient religious orientation significantly predicts problem-solving skills in teachers.

As can be seen in Table 4, the total path coefficient (sum of direct and indirect path coefficients) is positive between inefficient religious orientation and incompatible problem solving and is significant at the 0.05 level ( $P < 0.05$ ,  $\beta = 0.329$ ). Also, the total path coefficient between inefficient religious orientation and consistent problem solving, although was not significant at the 0.05 level, despite the path coefficient is negative and significant at the 0.07 level ( $P = 0.070$ ,  $\beta = -0.254$ ). Accordingly, in the first hypothesis test, it was concluded that dysfunctional religious orientation negatively predicts adaptive problem-solving skills and predicts maladaptive skills positively and meaningfully in teachers.

**Hypothesis 2:** Efficient religious orientation significantly predicts problem-solving skills in teachers.

Table 4 shows that the total path coefficient between efficient religious orientation and incompatible problem solving is positive and significant at the 0.05 level ( $P < 0.05$ ,  $\beta = -0.324$ ). Also, the total path coefficient between efficient religious orientation and consistent problem solving was positive and significant at the level of 0.01 ( $P < 0.01$ ,  $\beta = 0.489$ ). Therefore, in the second hypothesis test, the result showed that effective religious orientation predicts adaptive problem-solving skills positively and predicts maladaptive skills in a negative and meaningful way in teachers.

**Hypothesis 3:** Organizational culture predicts problem-solving skills in teachers significantly.

Table 4 shows that the path coefficient between organizational culture with inconsistent problem solving is negative and significant at the level of 0.01 ( $P < 0.01$ ,  $\beta = -0.229$ ). It should be noted that the total path coefficient between organizational culture and compatible problem solving was meaningless at the level of 0.05 ( $P < 0.05$ ,  $\beta = 0.140$ ). Accordingly, in the test of the third hypothesis, it was stated that organizational culture predicts only maladaptive problem-solving skills in a negative and meaningful way.

**Hypothesis 4:** Intellectual property predicts problem-solving skills in teachers significantly.

Table 4 shows that the path coefficient between intellectual property and incompatible problem solving is negative and significant at the 0.01 level ( $P < 0.01$ ,  $\beta = -0.601$ ). Also, the total path coefficient between intellectual property and compatible problem solving was positive and significant at the level of 0.01 ( $P < 0.01$ ,  $\beta = 0.555$ ). Therefore, in testing the fourth hypothesis, it was concluded that intellectual property predicts adaptive problem-solving skills positively and predicts maladaptive skills negatively and meaningfully in teachers.

**Hypothesis 5:** Intellectual property mediates the relationship between dysfunctional religious orientation and problem solving skills in teachers significantly.

Table 4 shows that the indirect path coefficient between dysfunctional religious orientation and problem solving skills is not significant at the 0.05 level. Accordingly, in testing the fifth hypothesis, it was concluded that intellectual property does not significantly mediate the relationship between dysfunctional religious orientation and problem-solving skills.

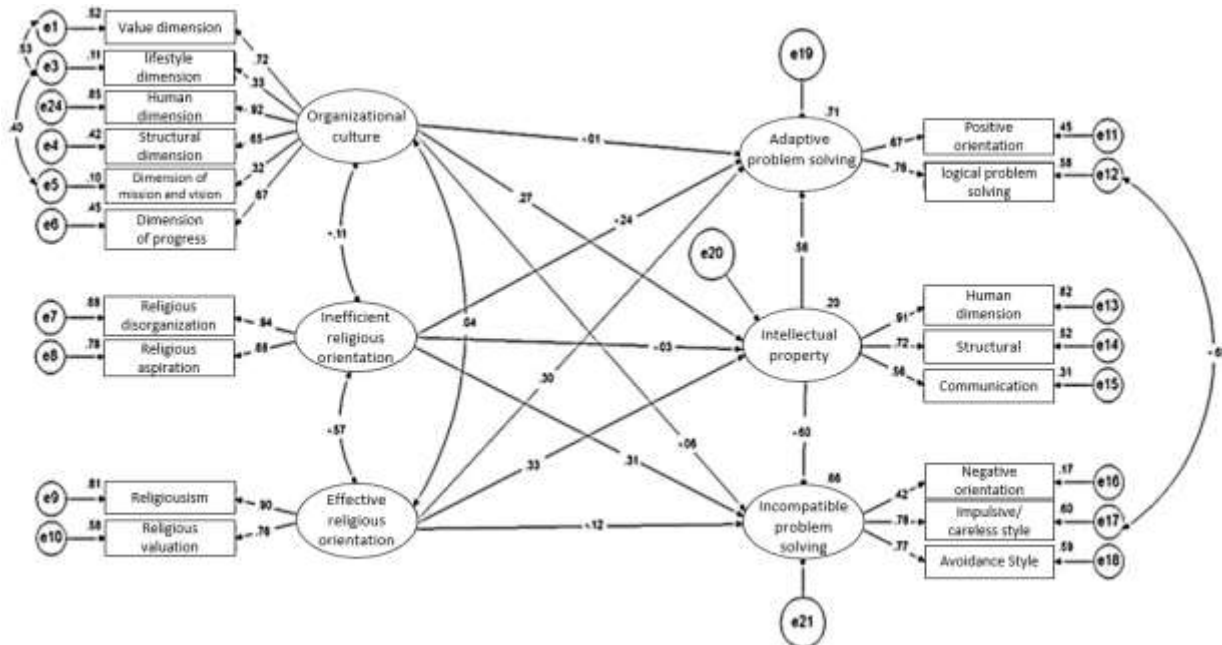
**Hypothesis 6:** Intellectual property significantly mediates the relationship between effective religious orientation and problem-solving skills in teachers.

Table 4 shows that the indirect path coefficient between efficient religious orientation and maladaptive problem-solving skills ( $P < 0.05$ ,  $\beta = -0.199$ ) is negative and at the level of 0.05 and the indirect path coefficient between efficient religious orientation and adaptive problem-solving skills ( $P < 0.05$ ,  $\beta = 0.185$ ) is positive and significant at the 0.05 level. Accordingly, in the sixth hypothesis test, it was concluded that intellectual property does not mediate the relationship between efficient religious orientation and adaptive problem-solving skills in a positive way and the relationship between efficient religious orientation and does not mediate incompatible problem-solving skills negatively and meaningfully.

**Hypothesis 7:** Intellectual property significantly mediates the relationship between organizational culture and problem-solving skills in teachers.

Table 4 shows that the indirect path coefficient between organizational culture and maladaptive problem-solving skills ( $P < 0.01$ ,  $\beta = -0.165$ ) is negative and at the level of 0.01 and the indirect path coefficient between organizational culture and adaptive skills Problem solving ( $P < 0.01$ ,  $\beta = 0.153$ ) is positive and significant at the 0.01 level. Accordingly, in the seventh hypothesis test, it was concluded that intellectual property mediates the relationship between organizational culture and adaptive problem-solving skills in a positive way and mediates its relationship with incompatible problem-solving in a negative and meaningful way.

Figure 4 shows the relationships between religious orientations, organizational culture, intellectual property, and problem-solving skills in teachers.



**Figure 4: Religious orientations, organizational culture, intellectual property and problem solving skills in teachers**

**Discussion and Conclusion**

As the research results showed, inefficient religious orientation predicts adaptive problem-solving skills negatively and predicts maladaptive skills in a positive and meaningful way in teachers, and effective religious orientation predicts adaptive problem-solving skills positively and predicts maladaptive skills negatively and meaningfully in teachers. This finding is consistent with the findings of Schafro Gersuch (1991), Yarahmadi (2015), Jan Bozorgi (2007), Jafari (2009), Barmaki et al. (2015), Rashid Beigi and Yousefi (2015) and Yarahmadi (2015).

Mahboudi (2010) research on the relationship between religious orientation, problem-solving methods, and students' mental health is also consistent with this finding. He showed that the relationship between effective religious orientation and adaptive problem-solving skills is positive and negative and meaningful with maladaptive skills. In his research, he showed that strong religious beliefs make it better for people to choose a logical and correct way and method in problematic situations (Mahboudi, 2010). In fact, people who have religious tendencies and internalized religion. As Mahboudi and religion point out, as mentioned by Macintosh et al. (2003; quoted by Siddighi Arfaei, Tamanaeefar & Abedinabadi, 2012), religious people have religious psyches reflections that these psyches reflections can help them in cognitive processing. Psyches reflections can have effect on our evaluation from events. Thus, these psycho



reflections can influence both our assessment of events and their coping styles, and even how events occur, and religious people with an inner religious orientation often use problem-solving coping techniques. Hence, they show better compromise in different situations. In fact, being religious can mitigate the effects of crises and severe life issues. In the explanation of the findings of this study, it can be said that religious organization and religious valuation create a level of acceptance and trust when faced with a problem that makes a person enable to see itself under the protection of its Creator, relying on the eternal divine power and relying on the essence of the Almighty. These beliefs create a kind of worldview in a person that leads to an increase in his hope and motivation, as well as a sense of purposefulness in the face of problems, and by influencing the cognitive framework and how people interpret problems, lead to a positive orientation and the choice of logical method in problem-solving. While people with external orientation not only obtain benefit, rather obtain negative results because of unstable beliefs and instrumental and useful view of religion and they use inconsistent approaches to problem-solving.

In testing the third hypothesis, it was concluded that organizational culture predicts only maladaptive problem-solving skills in a negative and meaningful way. Considering the direct impact of human resources on the growth of productivity in the organization and creating the ground for its development and excellence over time, creating a high-enriched work environment in which worthy employees can be identified and grown and their employees' motivation strengthened has great importance for managers. Due to the high cost of training and education of human resources and the exorbitant costs of losing and leaving human resources for the organization today, a lot of effort has been taken by managers to create conditions for growth in qualified employees. One of these approaches is to try to establish and promote a pure and growing organizational culture in the organization. The result of this research question can be explained by the fact that the existence of inappropriate culture in educational organizations can be dangerous for us and at the same time cause the negative performance of teachers, and because schools are the beating heart of society and determine the programs of national development of the country, it is necessary to pay attention to the desired organizational culture.

In testing the fourth hypothesis, it was concluded that intellectual property predicts adaptive problem-solving skills positively and predicts maladaptive skills negatively and meaningfully in teachers. Explaining this finding, it can be said that managing spiritual resources and correct knowledge helps to equip organizations with an important and efficient competitive advantage in today's turbulent and challenging environment, and this intellectual property management empowers school teachers and increases and improves their performance and the use of a compromising approach to problem-solving in the face of problems. The present research findings also confirm that there is intellectual property-based management in education organizations and this issue is consistent with the findings of Bentis et al. (2000), Heidari (2008), Sepehr Taj (2007) and Keshavarzian (2015)). In total, these results show that intellectual property has a direct and positive effect on teachers' performance. In interpreting this research finding, it can be said that the higher the intellectual property in teachers, the greater the ability to identify problems in interaction with the environment and focus on problems around them. It makes possible for them to use their maximum power without wasting time solving problems and have maximum use with the least facilities. In other words, increasing intellectual property increases self-awareness and creativity in teachers, and this awareness and creativity helps them to solve problems.

The results of the fifth hypothesis test indicate that intellectual property does not significantly mediate the relationship between dysfunctional religious orientation and problem-solving skills, and it was also concluded that intellectual property does not significantly mediate the relationship between effective religious orientation and adaptive problem-solving skills and the relationship between efficient religious orientation and maladaptive problem-solving skills. Given that the school of humanism and its teachings have always been the foundation of Western theories and the goals of organizations governed by this approach is also based on this approach. Organizations that are managed with this approach consider the end of human life with all its dimensions as maximizing material benefit and prosperity. On

the other hand, Islamic anthropology considers the goal of human life to be the attainment of perfection and nearness to God and follow it organizational value system in Islamic societies also considers the ultimate goal of the organization beyond profit and material well-being. According to the different views of these two systems, the differences in different dimensions of management and the value system of organizations following these two schools are evident. On the other hand, the value system of organizations and their management methods can affect the employees of an organization to express their internalized or non-internalized value systems. Well-known theorists and sociologists such as Max Weber, who considers modernity to be the opener of all mysteries and forget spirituality generally and call the modern society as "iron cage" that is devoid of meaning and freedom. According to Gibbs (2001), creating and encouraging spirituality in the workplace leads to the benefits of Increasing teamwork (Mitrov and Denton, 1999), increasing trust, trustworthiness, and more honesty of employees in the organization (Krishnakumar and Nek, 2002), increasing creativity and productivity (Cloud and Zamour, 2003) and increasing job satisfaction (Power, 2009); All the mentioned consequences, improve the performance, profitability, and effectiveness of the organization directly and indirectly.

According to the findings of this study, it can be concluded that our schools as educational organizations are managed based on Western and materialist approaches, and this leads to intellectual property as Intangible assets that do not have an objective and physical nature and create value for the organization and are human resources of the soul and thought of intellectual capital cannot play a mediating and moderating role.

Finally, in the seventh hypothesis test, the results showed that intellectual property mediates the relationship between organizational culture and adaptive problem-solving skills in a positive way and mediates its relationship with incompatible problem-solving in a negative and meaningful way. The research results of Faghfour et al. (2012), Nasiripoor, Raisi et al. (2013), Ghasemzadeh (2015), and Matlabi (2011) also confirm this.

As mentioned earlier, having a comprehensive definition of organizational culture is a key step in the development of intellectual capital. In fact, effective organizational culture is considered as a platform to increase intellectual property. Therefore, knowledge of organizational culture and intellectual reserve is necessary to know the organization and examine the performance of the organization, and attention to culture is of special importance because it builds the personality of the organization in an integrated manner. All organizations In general and educational organizations, in particular, should do their best to strengthen the process of organizational culture and intellectual capital and to achieve a consistent approach to problem-solving in the workplace and in the face of current issues that lead to better performance in the organization do an acceptable investment in intellectual property field. In other words, according to the results of this study, intellectual property as one of the important intangible capabilities and assets of the organization can help teachers in creating and stabilizing a consistent approach to problem-solving and provide a competitive advantage for the organization and service and this will be possible if managers can create a suitable value system in the organization by creating the ground for development and excellence, creating a rich work environment, and trying to establish and promote a pure and growing organizational culture.

Therefore, it is suggested that in future research, the factors affecting teachers' problem solving be examined in the form of a qualitative study. Future researchers must use a qualitative method and in-depth interview to validate the findings of the present study. It is also suggested that the fitness of the structural pattern of the present study be examined separately in the form of an immutability model in male and female teachers and finally it is suggested that in future research the effect of demographic variables on social problem-solving skills be also examined.

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