The Effectiveness of Organizational Intelligence, Workplace-Life Skills, and Employee Empowerment Training on Job Satisfaction and Organizational Culture of Employees with Job Stress

Amin Zamiri[1] (MA), Alireza Heidari[2] (PhD), Parviz Asgari[2] (PhD), Behnam Makvandi[2] (PhD)

1. Department of Health Psychology, Khorramshahr-Persian Gulf International Branch, Islamic Azad University, Khorramshahr, Iran
2. Department of Psychology, Ahvaz Branch, Islamic Azad University, Ahvaz, Iran

Corresponding Author:
Alireza Heidari,
Department of Psychology,
Ahvaz Branch,
Islamic Azad University,
Ahvaz,
Iran
E-mail: heidaria945@gmail.com

Abstract

Introduction: The present study aimed to determine the effectiveness of organizational intelligence, workplace-life skills, and employee empowerment training on job satisfaction and organizational culture of employees with job stress in the Persian Gulf Star Oil Company (PGSOC).
Method: The research method was quasi-experimental with a pretest-posttest design and a control group. The research sample consisted of 80 employees with job stress (20 employees in the experimental group 1 (organizational intelligence training), 20 in the experimental group 2 (workplace-life skills training), 20 in the experimental group 3 (employee empowerment training) and 20 in the control group). these employees were selected by a simple random sampling method. The research tools included Minnesota Job Satisfaction Questionnaire, Denison Organizational Culture Survey, and Rice Job Stress Questionnaire. Multivariate analysis of covariance (MANCOVA) and ANCOVA were used to analyze the data.
Results: The results indicated that organizational intelligence, workplace-life skills, and employee empowerment training increased job satisfaction and organizational culture in employees with job stress in experimental groups 1, 2 and 3 in comparison to the control group.
Conclusion: Organizational intelligence, workplace-life skills and empowerment training for employees could be effective in increasing job satisfaction and organizational culture.

Keywords: Organizational Intelligence, Workplace-life Skills, Empowerment, Job Satisfaction, Organizational Culture

Introduction

Job stress is a key factor in threatening today's organizational life. In the organizational context, job stress reduces job satisfaction and has negative effects on various organizational, motivational, and social factors [1]. Job stress in organizations reduces emotional (pleasant feelings) and cognitive dimensions [2, 3]. Employees who have job stress do not understand organizational values and culture since stress is a major barrier to productivity, achievement of goals, individual-social development, and success in organizational goals [4]. Organizational culture is a key to job quality in order to create motivation for better performance and leads to organizational success in fulfilling its mission. Organizational culture, which is an intra-organizational component, is a variable that can be related to the employees' motivation and lower job stress. In organizations, higher organizational culture creates a sense of shared empathy in employees that begins at individual levels, extends to all the population, and is partially associated with values. It should be mentioned that organizational culture is a comprehensive quality of the internal

environment of an organization, experienced by employees which affects their behavior. It can also be considered as a particular feature of the organization, whose increase controls job stress [5]. Kim et al. [6] discovered that organizational intelligence training was an effective approach which helped improve employee creativity and promoted organizational growth. In organizations, it also raises interest in issues, develops a sense of curiosity, adaptability, and flexible accountability.

Organizational intelligence training enhances the organization's ability to create knowledge and strategic use in the workplace, also, enables individuals to solve problems through emotional and rational intelligence [7, 8]. On the other hand, it can be argued that proper training for employees can appropriately improve levels of organizational, occupational and social dimensions in them. Workplace-life skills training has cognitive-social effects and helps to decrease inappropriate job behavior [9].

Belias and Koustelios [10] concluded that workplace-life skills training increased job motivation, organizational culture, and perception of organizational support. This approach changes behavioral, cognitive interactions, and gives individuals the ability to take steps towards solving problems with the help of practical experiences and mental abilities in order to achieve desired results. This ability also enables individuals to more effectively solve life problems. It actually enables people to recognize their emotions in themselves and others, and get to know how emotions affect their behavior in order to respond appropriately. On the other hand, the empowerment training, which is defined as an approach to facilitate motivational behavior, is an effective intervention approach. Employee empowerment training enhances their self-management ability [11, 12].

Emhan et al. [13] concluded that empowerment is an effective approach which reflects a power and energy from a psychological point of view and is rooted in a belief that job tasks are crucial to achieve some lofty goals. Empowerment training represents a form of intrinsic motivation in which work tasks are inherently a source of reward and lead to many internal consequences [4].

Employees, who have job stress, face problems in structural, cultural, and social dimensions of the organization, and their work-related stress affects job satisfaction, culture within the organization, and exacerbates intra- and extra-organizational problems. The use of an appropriate training to reduce organizational problems of employees with job stress can decrease their job stress and can also help improve their mental health along with organizational effectiveness. It is important to investigate problems and reduce dimensions, which are affected by job stress, because it undermines the organization's human resources and destabilizes objectives. Since training skilled and efficient manpower for the society is an important objective and task of higher education in any county, human resources are the main strategic capital and factor in any organization. The policy makers and planners' policies are particularly implemented through human resources in public

organizations. Satisfied and motivated human resources play important roles in advancing regulatory policies and programs [4]. Hence, new training standards should be developed for organizations in order to meet challenges and provide appropriate context for employees to be able to perform their most appropriate skills. There are a great number of studies and methods to investigate and identify behavior, and they are performed by specialized and scientific methods. Given the importance of this issue, organizations should be able to use the most effective way to decrease occupational stress. Finally, as job stress is an important factor in employees' poor performance, it has a significant impact on job satisfaction and organizational culture in employees. To the best of the researchers' knowledge, no there has been no simultaneous investigation on effects of organizational intelligence training, workplace life skills, and employee empowerment on job satisfaction and organizational culture variables, and this is considered as a research gap in this field. Due to the current research gap and practical results of the present study, this research is also important for other organizations. According to research results, the best and most effective educational intervention approach can be adopted to improve job satisfaction and organizational culture and thus improve the quality of work life in employees. Therefore, the present study investigated whether organizational intelligence, workplace-life skills, and employee empowerment training can be effective in job satisfaction and organizational culture of employees with job stress or not.

Method

The research method was quasi-experimental (pretest-posttest design with control group). The statistical population of the study consisted of all 4,000 employees in the Persian Gulf Star Oil Company during 2018-2019. Among them, 100 employees had job stress. The research sample consisted of 80 employees with job stress and they were selected according to Morgan's table and simple random sampling. The inclusion criteria of study were considered to determine samples. The inclusion criteria of the study were as follows: Job stress diagnosis by Rice's job stress questionnaire (1992) and ability to attend training sessions. After the recall on the Job Stress Questionnaire test, employees participated and from among them, 100 obtained scores above the cut-off point (above 95) in the Job Stress Questionnaire indicating that they had job stress. Among them, 80 employees with job stress were selected by simple random sampling according to Morgan's table. Twenty were randomly assigned to the control group, 20 to the experimental group 1 (organizational intelligence training), 20 to the experimental group 2 (workplace-life skills training), and 20 to the experimental group 3 (staff empowerment training).

The tools used in this study were as follows:

Job Stress Questionnaire: Job Stress Questionnaire by Phillipe L. Rice (1992), was used to measure job stress. This scale has 57 items and is scored as never= 1, rarely= 2, sometimes= 3, often= 4, and most often= 5 [14]. The

validity of the questionnaire was reported to be 0.44 by Vosoughi-Niri et al. [15] through correlation with stress questionnaire at the 0.001 level indicating a high validity of the questionnaire. The reliability of the questionnaire was 0.88 using the Cronbach's alpha method. In the present study, the reliability coefficient of the questionnaire was 0.81 according to Cronbach's alpha method.

The Minnesota Satisfaction Questionnaire (MSQ): The Minnesota Satisfaction Questionnaire was used to measure job satisfaction. This questionnaire has 19 items scored based on a five-point Likert scale. To score the questionnaire, the answers in each statement should be graded as follows: 5: totally satisfied, 4: satisfied, 3: partially satisfied, 2: dissatisfied, and 1: totally dissatisfied. In Safi et al.'s study [16], the validity of the questionnaire was obtained through correlation with quality of life questionnaire as 0.45 at a 0.001level, and the reliability coefficient was obtained through Cronbach's alpha as 0.84. The present study obtained the reliability coefficient of the questionnaire by Cronbach's alpha as 0.88.

Denison Organizational Culture Survey: The Denison Organizational Culture Survey (2000) was used in this research. This survey has 60 items and is scored based on Likert scale (1: strongly disagree, 2: disagree, 3: neither agree nor disagree, 4: agree, and 5: strongly agree) [17]. Haghighi and Ghafari, [18] obtained the validity through the coefficients of correlation with organizational climate scale for subscales as 0.42 and 0.57 and for the whole as 0.49 at a 0.001level, which indicated a high validity of the questionnaire. They also obtained the reliability of the questionnaire through Cronbach's alpha for subscales as 0.76 and 0.92 and for the whole as 0.86. The present research obtained the reliability coefficient of the questionnaire through Cronbach's alpha as 0.91.

Organizational Intelligence Training: Session 1: Organizational cognition and structure training. Session 2: Training employees in organizational memory; understanding organizational cognition. Session 3: Organizational learning training in the organization; tendency to learn and train organizational relations. Session 4: Training in making decisions in the organization; and the strategic insight training in the organization. Session 5: Creating the organizational change and development intelligence; the knowledge application and management in the organization. Session 6: Creating a spirit of collaboration and teamwork; outlining organizational goals and strategic insights. Session 7: Knowledge application training in challenges; and organizational-social adaptation in organizations. Session 8: Summary of sessions; and prevision of practical suggestions.

Workplace-life Skills Training: Session 1: Providing information about reasons for holding a class; presenting work-training packages; creating, and naming group workshops and hospitality. Session 2: Introducing the concept of stress and its symptoms; preparing a wall newspaper and hospitality; and dealing with stress. Session 3: The health responsibility and decision-making training in hard work situations; useful interpersonal communication. Session 4: Understanding potential stressors; identifying stress management techniques; teamwork; play; and hospitality. Session 5: Providing a list of stressful job opportunities, and stress and resilience control skills; increasing the understanding of organizational relationships; promoting physical and mental health. Session 6: Identifying and separating communication style; play and hospitality; promoting knowledge of attitude towards skills on effective relationships; appropriate stress management training; proper use of problem-based stress coping; training in expressing emotion at work; promoting joy and spirit of cooperation. Session 7: Identifying destructive, intervening factors in organizational relationships; training in regulating emotion in job stress. Session 8: Summarizing sessions and offering important educational suggestions.

Empowerment Training: Session 1: Outlining training goals; and self-knowledge training. Session 2: Strengthening self-knowledge; enhancing self-esteem in the workplace. Session 3: Creating positive thinking; optimism. Session 4: Techniques of negotiation and dialogue in the organization; communication skills; work relationship assessment. Session 5: Controlling stress in the organization; coping with stress; recognizing the interactive cycle; identifying the role of emotion in interpersonal interactions; reconstructing interactions, and increasing job flexibility. Session 6: Training in more focus on oneself and empowerment, and needs; facilitating interaction; and validating experience, needs, and developing self-efficacy. Session 7: Informing people of cognitive and emotional empowerment; emphasizing the acceptance of experiences; new ways of interacting; tracking empowerment; unknown efficacy, and highlighting it. Session 8: Summary of empowerment sessions and techniques; and providing practical suggestions.

Multivariate analysis of covariance (MANCOVA) and ANCOVA were used to analyze the data.

Results

Mean and standard deviation of job satisfaction and organizational culture of employees with job stress for the experimental groups (1), (2), (3) and control in the pre-test and post-test are shown in Table 1.

Based on Table 2, the null hypothesis was confirmed for the normal distribution of scores of experimental groups 1, 2 and 3 and also the control group in the job satisfaction and organizational culture variables. The normal distribution of scores in the pre-test was confirmed in experimental groups 1, 2 and 3 and the control group.

The Levene's test was not significant in job satisfaction and organizational culture variables (Table 3). Therefore, the variance of the three experimental groups 1, 2, and 3 and also the control group was not significant in job satisfaction and organizational culture variables. Hence, the equality of variances and the null hypothesis on the equality of variances of scores in all research variables was confirmed at the post-test stage.

Table 1. Mean and Standard Deviation of Job Satisfaction and Organizational Culture of Employees with Job Stress

Variable	Groups	Phase	M	SD	n
Job Satisfaction	Experimental (1)	Pre-test	39.70	5.42	20
		Post-test	66.45	8.43	20
	Experimental (2)	Pre-test	40.11	6.34	20
		Post-test	73.55	5.66	20
	Experimental (3)	Pre-test	38.50	7.94	20
		Post-test	8.50	5.34	20
	Control	Pre-test	37.01	7.56	20
		Post-test	36.20	7.57	20
Organizational Culture	Experimental (1)	Pre-test	128.35	19.24	20
		Post-test	204.40	19.82	20
	Experimental (2)	Pre-test	127.10	19.08	20
		Post-test	240.40	12.69	20
	Experimental (3)	Pre-test	113.85	21.11	20
		Post-test	263.70	14.32	20
	Control	Pre-test	117.65	13.91	20
		Post-test	116.25	12.45	20

Table 2. Kolmogorov-Smirnov Test Results for the Normal Distribution of Scores

Normal Distribution of Scores	Groups	Kolmogorov-Smirnov	
		Statistics	Sig.
Job Satisfaction	Experimental (1)	0.17	0.16
	Experimental (2)	0.10	0.18
	Experimental (3)	0.11	0.17
	Control	0.12	0.19
Organizational Culture	Experimental (1)	0.14	0.07
	Experimental (2)	0.13	0.16
	Experimental (3)	0.09	0.20
	Control	0.12	0.19

Table 3. Levene's Test for Experiment and Control Groups' Variances

Variable	F	df1	df2	Sig.
Job Satisfaction (1)	1.31	1	38	0.25
Job Satisfaction (2)	1.02	1	38	0.31
Job Satisfaction (3)	0.06	1	38	0.79
Organizational Culture (1)	2.86	1	38	0.09
Organizational Culture (2)	1.06	1	38	0.30
Organizational Culture (3)	2.80	1	38	0.10

According to Table 4, there was a significant difference between employees with job stress in the experimental group (1), (2), (3) and control in terms of job satisfaction and organizational culture variables (p<0.001). The effect or difference was 0.90. In other words, 90% of individual differences in post-test scores of job satisfaction and organizational culture of employees with job stress belonged to the impact of workplace-life skills and staff empowerment training.

Table 4. Multivariate Analysis of Covariance on the Mean Scores of Post-test Job Satisfaction and Organizational Culture in Employees with Job Stress in Experimental Groups and Control

Tests	Value	df	Error df	F	p	Effect size	Statistical power
Pillais Trace	0.90	2	35	43.27	0.001	0.90	1
Wilks Lambda	0.09	2	35	43.27	0.001	0.90	1
Hotelling's Trace	9.61	2	35	43.27	0.001	0.90	1
Roy's Largest Root	9.61	2	35	43.27	0.001	0.90	1

Table 5. One-way Analysis of Covariance on the Mean Scores of Post-test Job Satisfaction and Organizational Culture in Employees with Job Stress in experimental group 1 and control

Method	Source of Changes	SS	df	MS	F	Sig.	Effect Size	Statistical Power
Organizational Intelligence	Pre-test	0.43	1	0.43	0.008	0.93	0.001	0.05
	Group	2697.92	1	2697.92	40.61	0.001	0.55	1.00
	Error	134.547	32	16.57				
	Pre-test	2.02	1	2.02	0.03	0.86	0.001	0.05
	Group	18299.32	1	18299.31	72.89	0.001	0.69	1.00
	Error	21.54	32	27.54				

There was a significant difference between employees with job stress in experimental group 1 and the control group in terms of job satisfaction (p<0.001) and organizational culture (p<0.001) at the post-test stage (Table 5). In other words, according to the mean job satisfaction and organizational culture of employees with job stress, organizational intelligence training increased the job satisfaction in employees with job stress in the experimental group 1 compared to the mean of control group in the post-test. The effect rates were 0.55 and 0.69. In other words, 55% and 69% of individual differences in post-test scores of job satisfaction and organizational culture of employees with job stress belonged to the impact of organizational intelligence training.

According to Table 6, there was a significant difference between employees with job stress in experimental group 2 and the control group in terms of job satisfaction and organizational culture variables (p<0.001). The effect or

difference rate was 0.95. In other words, 95% of individual differences in post-test scores of job satisfaction and organizational culture of employees with job stress belonged to the impact of life skill training in the workplace. There was a significant difference between employees with job stress in experimental group 2 and the control group in terms of job satisfaction (p<0.001) and organizational culture (p<0.001) at the post-test stage (Table 6). In other words, life skill training in the workplace with respect to the mean of job satisfaction and organizational culture of employees with job stress in experimental group 2 increased the job satisfaction and organizational culture in comparison to the control group in the post-test. The impact rates were 0.88 and 0.92. In other words, 88% and 92% of individual differences in post-test scores of job satisfaction and organizational culture of employees with job stress were related to the impact of life skill training in the workplace.

Table 6. One-way Analysis of Covariance on the Mean Scores of Post-test Job Satisfaction and Organizational Culture in Employees with Job Stress in Experimental Groups 2 and Control

Method	Source of Changes	SS	df	MS	F	Sig.	Effect Size	Statistical Power
Life Skill	Pre-test	110.14	1	110.14	3.53	0.10	0.09	0.44
	Group	10676.64	1	10676.64	342.33	0.001	0.88	1.00
	Error	998.008	32	31.18				
	Pre-test	369.007	1	369.007	2.50	0.12	0.07	0.32
	Group	112997.50	1	112997.50	767.78	0.001	0.92	1.00
	Error	4709.54	32	47.17				

Table 7. One-way Analysis of Covariance on the Mean Scores of Post-test Job Satisfaction and Organizational Culture in Employees with Job Stress in Experimental group 3 and control

Method	Source of Changes	SS	df	MS	F	Sig.	Effect Size	Statistical Power
Empowerment	Pre-test	31.02	1	31.02	0.65	0.42	0.02	0.12
	Group	19004.67	1	19004.67	403.41	0.001	0.92	1.00
	Error	15116.24	32	47.38				
	Pre-test	156.30	1	156.30	0.84	0.36	0.02	0.14
	Group	203287.34	1	203287.34	1098.48	0.001	0.97	1.00
	Error	5921.96	32	185.06				

There was a significant difference between employees with job stress in experimental group 3 and the control group in terms of job satisfaction and organizational culture variables (p<0.001). The effect or difference was 0.98. In other words, 98% of individual differences in post-test scores of job satisfaction and organizational culture of employees with job stress was related to the impact of employee empowerment training (Table 7). There was a significant difference between employees with job stress in experimental group 3 and the control group in terms of job satisfaction (p<0.001) and organizational culture (p<0.001) in the post-test. In other words, employee empowerment training in the workplace with respect to the mean job satisfaction and organizational culture of employees with job stress in experimental group 3 increased the job satisfaction and organizational culture compared to the control group in the post-test. The impact rates were 0.92 and 0.97. In other words, 92% and 97% of individual differences in the post-test scores of job satisfaction and organizational culture of employees with job stress were related to the impact of employee

empowerment training (Table 7).

Discussion

The present study aimed to investigate the effectiveness of organizational intelligence, workplace-life skills, and employee empowerment training in job satisfaction and organizational culture in employees with job stress. The results indicated that organizational intelligence, workplace-life skills, and employee empowerment training according to the mean job satisfaction and organizational culture in employees with job stress in the experimental groups (1, 2, and 3) increased job satisfaction and organizational culture of employees with job stress in the experimental groups (1, 2, and 3) compared to the control group at the post-test stage. This finding was consistent with the research results conducted by Lu et al. [19], Pelit et al. [20], Rashid et al. [21], Emhan et al. [13], Al-Ababneh et al. [22], Bhui et al. [23], Taziki et al. [24], Savery and Luks [25], Kim et al. [6], and Rana and Singh [26].

The level of satisfaction in employees with job stress is

influenced by stressful challenges, and by reducing the level of satisfaction, the ability of employees to recognize the values of the organization decreases. The present study indicated that organizational intelligence, workplace-life skills, and employee empowerment training affected job satisfaction and organizational culture in employees with job stress. Organizational intelligence training to these employees and enhancing their information processing abilities led to their tendency and readiness for adapting their behaviors. By enabling the employees to interpret, obtain, properly reserve, and appropriately apply information, organizational intelligence made them have a more pleasant feeling by gaining knowledge about their job and to highly respect organizational values. By creating information awareness, knowledge distribution, effective decision-making, and organizational focus, organizational intelligence training provided more focus on organizational activities, which is indispensable for achieving strategic objectives. It made employees have a great conception of organizational health which in turn increased organizational culture, motivated them to work, made them feel that their expertise and capability development are paid attention in terms of meritocracy, the sense of belonging, and valuation, made them feel that they belong to the organization, perceive a pleasant feeling towards their job, have a good feeling of their work, highly value their job, and as a result showed more satisfaction. Workplace-life skills training for employees with job stress helped to coordinate employees' social-cognitive processes, and controlled staff failures and anxiety by increasing skills. Since workplace-life skills taught employees how to control their anxiety and anger, they made employees less worried and stressed about their problems and helped them have better sociocultural performance in their work problems. Workplace-life skills training decreased emotional turmoil through increasing stress control skills. By increasing cognitive skills, it augmented adaptability with organizational traditions and values, organizational culture, and job satisfaction in employees. Moreover, it was found that employee empowerment training effectively intervenes in increasing job satisfaction and organizational culture. By enhancing flexibility and job self-esteem, employee empowerment training increased their level of satisfaction, commitment, and performance, and made them more resistant against vocational challenging situations. Due to energizing and creating the sense of empowerment in employees, employee empowerment training provided internalized commitment to work, simple controls, risk-taking, and invention in employees. Therefore, it could affect the positive attitude towards organizational values, organizational protocols, job satisfaction increase, stress reduction, and job ambiguity reduction. Employee empowerment training created the power of decision-making, autonomy at work, and freedom of choice. By increasing employees' self-confidence and adaptability and facilitating their reactions, this approach enhanced job satisfaction in the organization and reinforced organizational culture.

Conclusion

Employee empowerment training could be effective in increasing job satisfaction and organizational culture by creating an internal motivation through preparing the environment, providing the context for transferring the sense of self-efficacy, ability (energy), and enhancing the perception of employees' focus on their capabilities. Employee empowerment training reinforced the sense of self-efficacy, so that employees understand that they have the capability and expertise necessary to successfully accomplish a task. Employee empowerment training has taught them that they can do the job well. Increasing self-esteem, regulating activities, independence, continuity of work processes, and feeling effective have had a significant impact on increasing job satisfaction and organizational culture in employees with job stress. The present approach increased the employees' sense of affiliation with organizations, jobs, their motivation, satisfaction and subsequently their efficiency. The employees' empowerment was extended to the population and improved their organizational culture. The feeling of being efficient and valuable due to empowerment training had a significant effect on increasing job satisfaction and organizational culture in employees with job stress. As a result, it should be mentioned that empowerment training is effective in increasing job satisfaction and organizational culture of employees with job stress.

The limitations of this research include lack of control on important social, organizational, and economic variables affecting the research variables, and the heterogeneity of the research population in terms of general features in experimental and control groups. For future research, it is suggested that organizations fully exploit the organizational intelligence, workplace-life skills, and employee empowerment training since these factors are effective in increasing job satisfaction and organizational culture. It is also recommended that the company cooperates with organizational and psychological consultants, and thereby pay special attention to the approaches of organizational intelligence, workplace-life skills, and employee empowerment training.

Acknowledgement

References

1. Noermijati N, Primasari, D. The effect of job stress and job motivation on employees' performance through job satisfaction (A study at PT. Jasa Marga (Persero) Tbk. Surabaya - Gempol branch). Journal of Economics, Business, and Accountancy Ventura, 2015;18(2):231-240.
2. Riggio RE. Introduction to Industrial and Organizational Psychology, 6th Edition 6th Edition. Publisher: Pearson; 6 edition (August 5, 2012). 2012
3. Stanley CA, Algert NE. An Exploratory Study of the Conflict Management Styles of Department Heads in a Research University Setting. Innovative Higher Education. 2007;32:49-65.
4. Spector PE. Industrial and Organizational Psychology: Research and Practice, 6th Edition 6th Edition, Kindle Edition. Publisher: Wiley; 6 edition (December 1, 2011). 2011

5. Joiner T. The influence of national culture and organizational culture alignment on job stress and performance: evidence from Greece. Journal of Managerial Psychology. 2001;16(3):229-242.
6. Kim B, Lee G, Murrmann SK, George TR. Motivational Effects of Empowerment on Employees' Organizational Commitment: A Mediating Role of Management Trustworthiness. Cornell Hospitality Quarterly. 2012;53(1):10-19.
7. Taboli H. Bahmanyari H. Organizational intelligence and agility in Shiraz University of Medical Sciences. Journal of Health Management and Informatics. 2017;4(3):81-86.
8. Azadmarzabadi E. Relationship between organizational spirituality with psychological empowerment, creativity, spiritual intelligence, job stress, and job satisfaction of university staff. International Journal of Behavioral Sciences. 2012;6(2):181-187.
9. Mastroianni K, Storberg-Walker J. Do work relationships matter? Characteristics of workplace interactions that enhance or detract from employee perceptions of well-being and health behaviors. Health psychology and behavioral medicine. 2014;2(1):798-819.
10. Belias D, Koustelios A. Organizational Culture and Job Satisfaction: A Review. International Review of Management and Marketing.2014;4(2):132-149.
11. Khajepour N, Baharlou M, Montakhab Yeganeh M, Hashemi S. The mediating role of psychological empowerment and organizational justice in the relationship of servant leadership with job satisfaction, organizational citizenship behavior and organizational commitment. International Journal of Behavioral Sciences. 2016;10(2):99-105.
12. Zhang X, Bartol KM. Linking Empowering Leadership and Employee Creativity: The Influence of Psychological Empowerment, Intrinsic Motivation, and Creative Process Engagement. Academy of Management Journal. 2010;53(1):107-128.
13. Emhan A, Arslan V, Yaşar M. Çocuk S. Relationship between Organizational Commitment, Job Satisfaction, Emotional Regulation and Mediating Effect of Political Perceptions: An Application in the Education Sector. European Journal of Educational and Social Sciences. 2018;3(2):250-270.
14. Hasani K, Kakabaraii K. Psychometric Properties of Philip L. Rice Occupational Stress questionnaire among Employees of Melli Bank of Kermanshah. Psychometry. 2018;6(23):45-65. [In Persian]
15. Vosoughi-Niri A, Rohollahi AA, Mohmmad-Hosein H. A survey of effect of job stress on general health and job performance on

16. Safi MH, Torkaman-nejad SH, Arshi SH. Job Satisfaction and its Influencing Factors among Shomal Health Center of Tehran Personnel in 2014. Community Health. 2015;2(1):64-71. [In Persian]
17. Denison DR, Neal WS. Denison Organizational Culture Survey. Facilitator Guide. Published by Denison Consulting, LLC. 2000
18. Haghighi M, Ghafari A. Investigating Organizational Culture Based on Denison Model at Avrand Pishro Company. The First Journal of Management. 2017;190:18-21. [In Persian]
19. Lu Y, Hu X, Huang X, Zhuang X, Guo1 P, Feng L, Hu W, Chen L, Zou H, Hao Y. The relationship between job satisfaction, work stress, work–family conflict, and turnover intention among physicians in Guangdong, China: a cross-sectional study. BMJ Open. 2017;7:e014894.
20. Pelit E, Öztürk Y, Arslanturk Y. The effects of employee empowerment on employee job satisfaction: A study on hotels in Turkey. International Journal of Contemporary Hospitality Management. 20112;3(6):784-802
21. Rashid A, Bajwa RS, Batool I. Effect of Emotional Intelligence on Job Stress, Job Satisfaction and Organizational Commitment among Bank Employees. Pakistan Journal of Social Sciences. 2016;36(1):141-149.
22. Al-Ababneh Mu, Al-Sabi S, Al-Shakhsheer F, Masadeh M. The Influence of Employee Empowerment on Employee Job Satisfaction in Five-Star Hotels in Jordan. International Business Research. 2017;10(3):133-147.
23. Bhui K, Dinos S, Galant-Miecznikowska M, De Jongh B, Stansfeld S. Perceptions of work stress causes and effective interventions in employees working in public, private and non-governmental organisations: A qualitative study. BJPsych Bulletin. 2016;40(6):318-325.
24. Taziki SA, Taziki M, Akbari M, Saghafi SH, Behnampour N. The Relationship between Spiritual Intelligence and Lifestyle with Job Satisfaction in Gorgan City Primary School Teachers. Health Spiritual Med Ethics. 2016;3(2):30-36.
25. Savery L, Luks J. The relationship between empowerment, job satisfaction and reported stress levels: some Australian evidence. Leadership & Organization Development Journal. 2001;22(3):97-104.
26. Rana S, Singh V. Employee Empowerment and Job Satisfaction: An Empirical study in IT Industry. IOSR Journal of Humanities and Social Science. 2016;21(10):23-29.