Organizational Culture and Its Impact on the Job Satisfaction of the University Teachers of Lahore

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Abstract

Education standard in developing countries like Pakistan is considered to be very low than education standard in developed countries. Lack of existence of supportive organizational culture in education sector may be one of the important reasons of this. Supportive organizational culture may raise the level of job satisfaction of teachers and satisfied teachers may produce healthy, satisfied and creative minds. Present study aims to determine the effect of organizational culture on job satisfaction level of teachers of public and private sector higher education institutes and universities of Lahore which is second largest city of Pakistan and a hub of higher education. Data were collected from a sample of 347 teachers through structured questionnaire. Principal Component Analysis was employed to test the construct validity. Regression analysis was conducted to determine the effect of organizational culture on job satisfaction of teachers. Empirical findings show that organizational culture is categorized into two components i.e. organizational culture related to managers and leaders (OCM) and organizational culture related to employees (OCE). In this study effect of both kinds of culture on job satisfaction is positive and significant. However, we observe that effect of OCE on job satisfaction is higher than effect of OCM.

Keywords: Organizational Culture; Job Satisfaction; Higher Education Institutes; Lahore.

1. Introduction

The job satisfaction of employees occupies the important place in the list of main concerns of human resource management department. The reason of this importance is twofold. On one side it helps in retaining the employees and on the other side it raises their performance level. According to Hoppock (1935) job satisfaction is "any combination of psychological, physiological, and environmental circumstances that causes a person to say, 'I am satisfied with my job'". Ivancevich et al. (1997) state that job satisfaction is something due to which a worker feels that how well he/she is in an organization.

Researchers link job satisfaction with many factors e.g. fairness of rewards, growth opportunities, participation in decision making, supervisory support and compensation etc. A large number of researchers, however, link job satisfaction with organizational culture e.g. Taber (1975), Jiang and Klen (2000), Mckinnon (2003), Navaie-Waliser (2004), Rad (2006), Arnold (2006), Chang and Lee (2007), and Mansoor and Tayib (2010) etc. According to Schhneider (1983) organizational culture is a combination of value system and assumptions which lead an organization to run its business. Higher education institutes and universities are expected to produce human capital. Teachers of higher education institutes make a big community of this sector. Teachers train, teach and lead their students to work efficiently in the interest of society. Teachers are the mentors of their students. Students of higher education institutes are smart enough to observe the way things happen. They not only observe the things rather draw some conclusions as well.

A dissatisfied teacher cannot produce healthy and satisfied minds. According to Peters (1982) success of the organization depends on the brilliance or excellence of the culture. A supportive organizational culture of higher education institutes would play its role in two dimensions. On one hand it would raise the satisfaction level of teachers which may be helpful for teachers to give good performance. On other hand when students would observe cooperation and mutual trust among teachers and between teachers' community and management they would try to behave in the same manner after joining their professions. This study aims to determine the impact of organizational culture on job satisfaction of the teachers of higher education institutes and universities of Lahore. The objectives of the study are to understand the different responses of university teachers about organizational culture and job satisfaction and to determine the effect of organizational culture on job satisfaction.

Rest of the study is organized as follows: Section 2 briefly reviews the important studies available on subject matter, section 3 presents the discussion about data and methodology, section 4 contains empirical findings and section 5 concludes the study and present policy recommendations.

2. Literature Review

Schhneider (1983) describes organizational culture as "value systems and assumptions which guide the way the organization runs its business". Desatnic et al. (1986) define culture as "the personality of the organization". According to Gutkinecht and Milller (1990) culture represents the organization's soul, purpose and foundation. Kerego and Muthupha (1997) describe that organization and people positively influence one another to achieve better results. He argues that employees in the organization are the role model and because of them organizations become more successful.

Schneider et al. (1975) define job satisfaction "as a personal evaluation of conditions present in the job or outcomes that arise as a result of having job". Further, they explain that job satisfaction has to do with individual's perceptions and evaluation of his job, and this perception is influenced by the person's unique circumstances like needs, values and expectations. Lock (1976) defines job satisfaction as "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experience". Kerego and Muthupha (1997) describe job satisfaction as feelings of employees about the environmental factors.

According to Hebb (1949) and Morse (1953) changes in the organizational culture affects the job satisfaction of the employees and it also changes their behaviors and attitudes. Hellreigel et al. (1974) report the existence of relationships between organizational culture, climate and job satisfaction. Wallach (1983) reveals that job performance and job satisfaction are related to organizational culture. Further, he observes that job satisfaction and culture of the organization are interdependent on each other. Zammuto and Krakower (1991) suggest that management of the organization with the positive culture can enhance the performance and satisfaction level of the workers. Kline and Boyd (1994) determine the relationship between organizational structure and job satisfaction. They observe that employees at different levels are influenced by diverse work aspects and different facets of work environment. Kerego and Muthupha (1997) explain that working conditions and channels of communications highly affect the job satisfaction. Sempane et al. (2002) find that there is a close relationship between job satisfaction and organizational culture where job satisfaction is the result of organizational culture. In their study, however, some facets prove positive relations and others negative relations. They argue that this varied relation depends on employees that how differently they perceive cultural perspective. Huang and Chi (2004) opine that if the employees are satisfied with the culture of the organization it will motivate them to work hard and their obligations would be consistent which finally would raise organizational performance. Tang (2006) suggests that supportive culture of the organization raises the job satisfaction of the employees.

According to Hoppock (1935), Navaie-Waliser (2004) and Rad, (2006) job satisfaction of the employees is affected by the culture of the organization. Robbert and Reilly (1979), Kram (1985), Greenhaus (1990) and Gorris (2006) find that various forms of the communication in the organization and the relationship between the employee and the employer have positive impact on the job satisfaction of the employees. McHugh et al. (1993) argue that bad and poor culture of the organization will lower the level of job satisfaction and lower productivity from the employees, and finally all these factors contribute to decrease the efficiency and performance of the organization. Hansen et al. (1989) describe that the behavior of the employees towards their mode of thinking whatever they think intentionally or unintentionally is strongly influenced by the culture of the organization. Jiang and Klein (2000) argue that supportive culture of the organization increases the satisfaction level of the employees and decreases the turnover ratios from the organization.

Taber (1975), Johnson (2004) and Chang and Lee (2007) conclude that organizational culture has a positive impact on the job satisfaction of the employees. Yousaf (1998), Mckinnon (2003), Arnold (2006) and Mansoor and Tayib (2010) observe strong positive impact of organizational culture on the job satisfaction. However, Johnson (2004) opines that some component of the organizational culture may not be positively associated with the job satisfaction. However, Navaie-Waliser et al. (2004) conclude that there is no single measure to find out the level of job satisfaction and the impact of the organizational culture on the job satisfaction of the employees. Aoms and Weathington (2008) argue that the organization with strong and suitable culture positively affects not only the satisfaction of the employees but also the job commitment of the employees with the organization. Chang and Lee (2007) emphasize over the group oriented culture in the organization for raising the employees' job satisfaction. However, they find a positive relationship between the culture of the organization and job satisfaction.

3. Data and Methodology

3.1 Data

This study uses structured questionnaire with five point Likert scale ranging from "strongly agree" to "strongly disagree" as the instrument of data collection. The questionnaire used in this study covers demographic variables and items related to organizational culture and job satisfaction. Our questionnaire includes 21 questions on organizational culture which have been adapted from Yang (2003) and 9 questions on job satisfaction which have been adapted from Specter (1985).We collect data from teachers of both public and private sector higher education institutes and universities of Lahore. Lahore is provincial capital of Punjab and is considered to be the hub of higher education in Pakistan. In this city a total of 25 universities/higher education institutes are working out of which 11 are public sector and 14 are private sector institutes.

Sample size is considered to be critical in achieving sufficient statistical power [McQuitty, 2004]. Schreiber et al. (2006) points out that normality of the data and estimation methods jointly require a minimum sample size. Nunnally (1967) and Schreiber et al. (2006) suggest a general rule of ten observations for every free parameter. We distributed 400 questionnaires among randomly selected university teachers of Lahore to exceed the minimum requirement of the sample size. Out 0f 400 questionnaires 347 were returned with the response rate of 86.75%. Table 3.1 presents the demographic details of the respondents.

TABLE 3.1: **Demographic Profiles of Respondents**

Respondents' Demographics		Frequency	Percentage
Gender (N=346)	Male	221	63.9
	Female	125	36.1
Age (N=347)	Under 30	187	53.9
	30-39	111	32.0
	40-49	24	6.9
	50-59	18	5.2
	Above 60	7	2.0
Qualification (N=341)	Bachelor's Degree	07	2.1
	Master Degree	186	54.5
	M. Phil. or Ph.D	144	42.2
	Others	04	1.2
Sector (N=339)	Public	158	45.5
	Private	181	54.5

3.2 Methodology

Principal Components Analysis (PCA) has been used in this study to develop factors from different items on each construct i.e. organizational culture and job satisfaction into their respective reliable scales. PCA uses optimal weight for each observed variable to develop a principal component in the form of linear combination of observed variables related to a factor. PCA develops a principal component in the following manner.

$$PC = a_1 (X_1) + a_2 (X_2) + \ldots\ldots + a_n(X_n) \qquad\qquad \text{eq. 1}$$

Where
PC = Principal component
a_n = Regression weight for observed variable n
X_n = Subject's corresponding score on observed variable n.

This study uses Varimax method of rotation to get orthogonal components. Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy test and Bartlett's test of sphericity are used to check whether data used in this study are adequate to apply factor analysis. KMO criterion is used to retain the principal components. According to this criterion those components are retained which come with an Eigen value greater than 1.0. Factor loadings are also found in order to check that how each item loads into its corresponding factor. Values of Cronbach's alpha for all scales are also found to test internal consistency.

Present study employs regression analysis to determine that effect of organizational culture on job satisfaction of teachers of higher education institutes/universities of Lahore. The regression equation used in this study takes the form:

$$JS_i = C + b_1(OCM_i) + b_2(OCE_i) + U_i \qquad\qquad \text{eq. 2}$$

Where, JS, OCM and OCE represent job satisfaction, organizational culture related to managers and leaders and organizational culture related to employees respectively.

4. Empirical Findings

The questionnaire used in this study includes 09 items on job satisfaction and 21 items on organizational culture. Responses on all of the 30 items vary from 01 to 05, whereas mean scores and standard deviations range from 2.61 to 4.44 and from 0.78 to 1.28 respectively. Present study computes the values of Cronbach's alpha to test the reliability and inter-item consistency of the constructs used in this study i.e. job satisfaction and organizational culture. Table 4.1 shows that values of Cronbach's alpha for job satisfaction and organizational culture are 0.95 and 0.87 respectively. These values represent that data collected on job satisfaction and organizational culture for this study are reliable and internally consistent.

TABLE 4.1
Reliability of Measurement

Constructs	Valid N	Number of Items	Cronbach's Alpha
Job Satisfaction	330	09	0.95
Organizational Culture	314	21	0.87

We employ factor analysis using PCA with Varimax rotation method to confirm construct validity. Table 4.2, 4.3 and 4.4 represent the results of PCA. Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy test and Bartlett's test of sphericity are used to check the adequacy of data to apply factor analysis. Results of KMO and Bartlett's test given in table 4.2 imply that our data were adequate enough to apply factor analysis. Values of KMO for job satisfaction and organizational commitment are 0.93 and 0.88 respectively. According to Hutcheson and Sofroniou (1999) values of KMO between 0.8 and 0.9 are great and values above 0.9 are superb. Bartlett's test investigates the relationship between items of a construct. If items of a construct are mutually related to each other then factor analysis can be conducted. Table 4.2 shows that significance level of Chi-square is less than 0.001 in the case of both constructs so null hypothesis of no correlation is rejected and factor analysis is applicable in this case.

TABLE 4.2
KMO and Bartlett's Test

Constructs	No. of Items	KMO Measure of Sample Adequacy	Bartlett's Test of Sphericity Chi-square	Bartlett's test of Sphericity Sig.
Job Satisfaction	09	0.93	2598.76	.000
Organizational Culture	21	0.88	7589.97	.000

TABLE 4.3

Eigen Values and Total Variance Explained

Construct	Components	Initial Eigen values		
		Total	*% of Variance explained*	*Cumulative % of Variance explained*
Job Satsifaction	Comp 1	6.47	71.89	71.89
Organizational Culture	Comp 1	13.99	66.63	66.63
	Comp 2	2.24	10.67	77.30

Generally those components of a construct are considered to be the principal components which have Eigen value greater than 1 and are used for further analysis.[1] Table 4.3 shows Eigen values and total variance explained for the constructs. For job satisfaction only one component is retained as principal component using general rule of Eigen value over 1. Variance explained by the retained principal component is 71.89 percent. Using same rule, this study retains two principal components for organizational culture which jointly explain 77.30 percent variance.

TABLE 4.4: **Factor Loadings**

Variable	Item	Factor Loading
Job Satisfaction	I like doing the things I do at work	0.81
	Those who do well on the job stand a fair chance of being promoted.	0.88
	My superior is quite competent in doing his/ her job	0.75
	The benefits we receive are as good as most other organizations offer.	0.79
	When I do a good job I receive the recognition for it that I should receive.	0.66
	Many of our rules and procedures make doing a good job simple.	0.85
	I enjoy my coworkers.	0.86
	I feel satisfied with my chances of salary increases.	0.79
	Communications seem good within this organization.	0.82
Organizational Culture Related to Managers and Leaders (OCM)	My organization encourages people to get answers from across the organization when solving problems.	0.85
	In my organization people are given time to support learning.	0.74
	My organization supports employees who take calculated risks.	0.57
	My organization encourages people to think from a global perspective.	0.85
	My organization recognizes people for taking initiative.	0.74
	My organization works together with the outside community to meet mutual needs.	0.72
	My organization creates systems to measure gaps between current and expected performance.	0.81
	In my organization, team/groups are confident that the organization will act on their recommendations.	0.61
	In my organization, teams/groups have freedom to adapt their goals as needed.	0.57
	My organization measures the results of the time and resources spent on training.	0.81
	My organization makes its lessons learned available to all employees.	0.87
	In my organization, leaders mentor and coach those they lead.	0.80
	In my organization, leaders generally support request for learning opportunities and training.	0.53
	In my organization, leaders continually look for opportunities to learn.	0.59
	In my organization leaders ensure that the organization's actions are consistent with its values.	0.59
	My organization gives people control over the resources they need to accomplish their work.	0.68
Organizational Culture Related to Employees (OCE)	In my organization, team/groups revise their thinking as a result of group discussions or information collected in my organization.	0.84
	In my organization, people give open and honest feedback to each other.	0.82
	In my organization, people spend time building trust with each other.	0.75
	In my organization, whenever people state their view, they also ask what others think.	0.63
	In my organization, people help each other learn.	0.60

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[1] For details see Straub et al. (2004) and Hinton et al. (2004)

Table 4.4 contains factor loadings. Factor loadings show that how each item loads into its relative principal component. It is suggested that value of factor loading of each item into its relative principal component should not be less 0.40 (Straub et al., 2004).

In case of job satisfaction (consists of 9 items) PCA extracts just one component as principal component whereas, in case of organizational culture (consists of 21 items) it extracts two principal components i.e. organizational culture related to managers and leaders (OCM) and organizational culture related to employees (OCE). Sixteen items of organizational culture load into first component i.e. OCM whereas five items load into second component i.e. OCE. Values of loadings of all the items used in this study vary from 0.53 to 0.88. Cross loadings have been ignored as all cross loadings were found to be less than 0.40. Overall, results of factor analysis reveal that criteria of construct validity are satisfied.

TABLE 4.5
Regression Analysis
Job Satisfaction is Dependent Variable

Regressor	Coefficient	Standard Error	t-Ratio
Constant	-0.005	0.027	-0.18
OCM	0.59	0.049	12.04*
OCE	0.65	0.027	24.07*

Note: '*' denotes significance of the coefficient at less than 1%

TABLE 4.6 Necessary Statistics

R^2	Adj. R^2	F- Statistic	Prob. (F- Statistic)
0.77	0.76	477.359	0.000

Results of regression analysis are given in tables 4.5 and 4.6. These results show that the effect of organizational culture on job satisfaction of teachers of higher education institutes of Lahore is significant. PCA extracted two components of organizational culture i.e. organizational culture related to managers and leaders and organizational culture related to employees. Regression analysis shows that effect of organizational culture related to employees (0.65) on job satisfaction is higher than effect of organizational culture related to employees (0.59). However, both effects are positive and significant at less than one percent. Value of adjusted R^2 (0.76) shows that organizational culture related to managers and leaders and organizational culture related to employees explain 76 percent variation of job satisfaction. F test (F Statistic = 477.359, P value = 0.00) shows that joint effect of both independent variables on job satisfaction of teachers of higher education institutes is significant and our model is good fit. Overall, results of this study support the findings of Hoppock (1935), Taber (1975), Yousaf (1998), Jiang and Klen (2000), Mckinnon (2003), Navaie-Waliser (2004), Johnson (2004), Rad, (2006), Arnold (2006), Chang and Lee (2007), and Mansor and Tayib (2010) etc.

5. Conclusion and Recommendations

Analysis of this study supports to conclude that organizational culture takes two forms i.e. organizational culture related to managers and organizational culture related to employees. The effect of these both kinds of culture is positive and significant on job satisfaction of teachers of higher education institutes and universities of Lahore. Yet, organizational culture related to employees plays stronger role in creating job satisfaction of teachers of higher education institutes and universities than organizational culture related to managers and leaders.

On the basis of findings of this study we recommend that policy makers should create supportive organizational culture in higher education institutes and universities in order to raise the job satisfaction level of teachers of these institutes. Policy makers should also focus on organizational culture related to employees and exercise such policies which may raise the level of cooperation, mutual trust, respect of opinions and thoughts of colleagues, and open mindedness to seek and accept feedback among teachers of their institutes. Role of managers and leaders to facilitate the teachers of their institutes should also be supportive and they should encourage the teachers to take initiatives and calculated risks and the organizations should also focus to develop liaisons with related outside community.

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