Organizational Culture: A Determinant of Teacher's Job Satisfaction in Universities

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Abstract: *This research investigates the impact of organizational culture on teachers' job satisfaction in public and private sector universities. The study begins by reviewing existing literature on organizational culture and job satisfaction, highlighting the gaps in current research. A quantitative approach was employed for data collection. A survey of 500 teachers from public and private universities was conducted using a standardized instrument to measure job satisfaction. A semi-structured questionnaire was also conducted with 240 participants to gain deeper insights into their experiences and perceptions as a pilot study. The data was analyzed using the statistical software IBM SPSS. This research contributes significantly to existing knowledge, emphasizing the importance of considering organizational culture in teacher and job satisfaction interventions and informing policymakers and practitioners seeking to optimize teacher outcomes and academic excellence. The analysis revealed that a Moderate positive correlation (r = 0.444, p = 0.000) exists between collegiality and Job Satisfaction; a Weak positive correlation (r = 0.284, p = 0.000) was observed between Educational Culture and Job Satisfaction. Educational culture has a smaller, but still significant, impact on job satisfaction. A strong positive correlation (r = 0.592, p = 0.000) was revealed between Work Execution Support and Job Satisfaction. This is the strongest predictor among the three, indicating that support in work execution strongly influences job satisfaction.*

Introduction

Universities play a vital role in shaping individuals and society, and university faculty are crucial to this process. However, university teachers face numerous challenges affecting their job satisfaction. These challenges vary from university to university. Universities being autonomous bodies, have their specific organizational culture. Organizational culture significantly influences teacher dynamics however; existing literature suggests that universities often neglect this impact (Belias & Koustelios, 2016).

Employees are the fundamental component of an organization. The success and growth of an organization depend significantly on how effectively and efficiently its employees perform. Organizational culture serves as a medium through which employees learn and communicate what is acceptable within the context of the organization's values and norms. This culture establishes a framework that influences both individual and group behavior (Lacatus, 2013).

Organizational culture—the collective values, beliefs, and norms that shape organizational behaviors and interactions—has become a critical factor influencing teacher job satisfaction and performance. Despite its importance, there is a need for a more nuanced understanding of how organizational culture affects teachers' experiences and outcomes in university settings. Teacher job satisfaction has been defined in various ways, and a definitive definition is unlikely to emerge. This concept is fundamentally

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psychological, encompassing attitudes and characteristics related to one's job, including aspects such as compensation, promotions, policies, leadership, management styles, and relationships with colleagues (Deal & Kennedy, 1982). The following elements and factors contribute to job satisfaction:

- Compassion and working conditions,
- Work-life balance,
- Respect and recognition,
- Job security and
- Career growth etc. (Dornyei, 2015).

The concept of organizational culture aids in understanding and studying the factors that cause educational organizations like universities to become structured, develop, and perform. Different models, such as the Competing Values Framework, have been developed to characterize organizational culture. This framework consists of four quadrants: clan, adhocracy, hierarchy, and market. Researchers have identified various factors that influence organizational culture, including technology support, materials, infrastructure, physical environment, work hours of organization, communication systems, and employee work flexibility (Shafritz et al., 2015). Organizational culture theories, such as Edgar's (1992) definition, emphasize the importance of shared basic assumptions and values. Leaders play a crucial role in defining and sustaining an organization's culture. A feedback culture, innovative culture, and team-oriented workplace can significantly affect employees' job satisfaction.

Hofstede's (2016) research underscores the significance of national culture and government policies in education as they shape the cultural perspectives and practices of higher education institutions. Three conventional academic models for instruction and research have been identified as "ideal types": the Humboldtian, Napoleonic, and Anglo-American models. Job satisfaction plays a crucial role within these frameworks. The Competency-Based Performance Appraisal System for Teachers encompasses seven key domains: diversity of learners, curriculum content and pedagogy, planning, assessment and reporting, the learning environment, community connections, and the social regard for learning.

Job satisfaction is a multifaceted concept shaped by a myriad of influences, ranging from the dynamics of the work environment to the inherent traits of the individual employee. These various factors or indicators can be categorized into two distinct dimensions: extrinsic and intrinsic elements. The extrinsic factors encompass external rewards and conditions, such as salary, workplace culture, and benefits, while the intrinsic factors delve into the deeper motivations tied to personal fulfillment, meaning, and growth within one's role. Together, these dimensions weave a rich tapestry that defines an individual's sense of satisfaction in their professional life.

Job satisfaction is influenced by two main categories: extrinsic and intrinsic factors. Extrinsic factors are those beyond the employee's control and include aspects such as organizational policies, salary, promotion opportunities, and management styles. Effective supervision and positive interpersonal relationships among coworkers contribute significantly to satisfaction, as do safe and comfortable working conditions. Additionally, job security and fairness in treatment are crucial for fostering a sense of trust and contentment (Kerr & Slocum, 2005).

In contrast, intrinsic factors relate to psychological rewards stemming from personal experiences. These include the ability to utilize one's skills, find challenges that promote growth, and receive appreciation for accomplishments. Positive recognition and being treated with respect enhance intrinsic motivation, fostering a deeper engagement with work (Robbins & Coulter, 2015). Ultimately, both extrinsic and intrinsic sources play pivotal roles in determining overall job satisfaction.

The notion of organizational culture aids in understanding and studying the factors that cause educational organizations like universities to become structured, developed, and performed. Different models that can be recognized are generated by the examination of organizational culture (Dornyei & Zoltan, 2019). A range of studies have developed on this and contributed to the creation of an increasingly complex and in-depth matrix of corporate cultures known as the Competing Values Framework. Crossing the key aspects that each business Competing may exhibit produces the Values Framework (CVF), a matrix with four quadrants. The vertical dimension refers to cultures characterized by flexibility, individuality, and spontaneity at one end and cultures characterized by stability, control, and predictability at the other.

The horizontal dimension goes from cultures with an emphasis on internal positioning, short-term orientation, and smoothing activities to cultures with an emphasis on external positioning, long-term orientation, and achievement-oriented activities.

The research aims to explore the relationship between organizational culture and teacher job satisfaction, addressing gaps in context-specific studies, particularly in developing countries. It seeks to identify specific cultural dimensions influencing teacher motivation and job satisfaction. The study's significance lies in providing insights for university administrators and policymakers to develop targeted interventions, fostering a positive organizational culture that supports teacher growth and promotes academic excellence. By addressing these gaps, the research contributes to the development of evidence-based guidelines for enhancing teacher well-being and student outcomes (Sadeghi, 2013). The research addresses the following critical questions about organizational culture's impact on teacher motivation, and job satisfaction, shedding light on potential areas for improvement

1. What are the main determinants of organizational culture at the university level?
2. What is the relation between organizational culture and job satisfaction?

Research Methodology

This study employed a quantitative approach with a descriptive design to investigate the relationship between organizational culture and teachers' job satisfaction in public and private sector universities in Punjab, Pakistan. The population consisted of teaching faculties from 20 universities across five districts. A sample of 500 participants was selected using simple random sampling, with 50 participants from each district, 25 from public and 25 from private sector universities. A structured questionnaire was developed to collect primary data. The questionnaire was validated by seven experts in education and pilot-tested with 240 university teachers to ensure clarity, relevance, and effectiveness. The refined questionnaire was administered to the sample, and data was analyzed using SPSS software. Cronbach's Alpha is used to evaluate reliability, yielding a satisfactory coefficient.

Research Tool

The study was conducted on a primary source of data. A structured questionnaire was conducted together with information from the participants. The questions contained in the questionnaire are in closed-ended form. The questionnaire was sent to all the teaching faculties from the selected universities. The questionnaire was divided into three sections: Section A sought information about the teacher's demographics, section B for organizational culture, and section C for job satisfaction. The reliability was .89 for organizational culture and .90 for job satisfaction.

Participants of the Study

The study was conducted in the province of Punjab. Data was collected from male and female faculty of the public and private sector universities. The survey was link directly sent to them through email. The participants responded voluntarily. Along with the survey items of the study variables they also responded to some demographic questions. The following tables contains the demographic characteristics of the participants who responded to the survey.

Table 1
Respondents Age Profile

	Frequency	Percent
1. Below 25 years	15	3.0
2. 26–30 years	50	10.0
3. 31–35 years	53	10.6
4. 36–40 years	100	20.0
5. 41–45 years	135	27.1
6. 46–50 years	109	21.8
7. 51–55 years	28	5.6
8. 56–60 years	9	1.8
Total	499	100.0

The age distribution of respondents shows a varied range, with the largest group (27.1%) being in Age Group 5. Age Group 6 (21.8%) and Age Group 4 (20.0%) follow this group. The least represented age group is Age Group 8 (1.8%). The cumulative percent column helps to understand how each age group adds to the total percentage cumulatively. The table revealed that 80 percent of the respondents were in the age group of 31 to 50.

Table 2

Gender Distribution of Respondents

	Frequency	Percent
1. Male	267	53.6
2. Female	231	46.4
Total	498	100.0

The gender distribution of respondents shows a slight majority of males, with 53.6% identifying as male and 46.4% identifying as female. The valid percent values indicate the proportion of responses excluding any missing data, and the cumulative percent column shows the running total, reaching 100% after both genders are accounted for.

Table 3

Highest Qualification of Respondents

	Frequency	Percent
1. Ms/M.Phil.	229	45.9
2. Ph.D.	231	48.1
3. Post Doc.	30	6.0
Total	499	100.0

The highest qualification distribution of respondents shows that the majority have a Master's degree, with 48.1% of respondents holding this qualification. Bachelor's degree holders make up 45.9% of the respondents, while 6.0% have a Doctorate. The cumulative percent column helps to understand the accumulation of responses, reaching 100% after all qualification levels are accounted for. There is only one missing response in the dataset, indicating that nearly all respondents provided their highest qualification.

Results and Discussion

Table 4

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Work Execution Support	494	10.00	30.00	26.3765	3.17826
Educational Culture	488	4.00	15.00	14.4816	1.15692
Collegiality	491	6.00	15.00	14.1120	1.49614
Valid N (listwise)	474				

The table above reports the descriptive statistics of the organizational culture. The variable Work Execution Support has 494 observations. The scores range from a minimum of 10.00 to a maximum of 30.00, with an average score of approximately 26.38. The standard deviation of 3.18 indicates that the scores are relatively close to the mean, suggesting moderate variability in the level of work execution support.

For Educational Culture, there are 488 observations. The scores range from 4.00 to 15.00, with a mean score of approximately 14.48. The standard deviation of 1.16 is quite low, indicating that the scores are tightly clustered around the mean, reflecting a generally high and consistent educational culture.

The Collegiality variable has 491 observations. The scores range from 6.00 to 15.00, with an average score of approximately 14.11. The standard deviation of 1.50 suggests a slightly higher variability compared

to Educational Culture, but the scores are still relatively close to the mean, indicating a generally high level of collegiality among the respondents.

The data suggest that the respondents generally report high levels of Work Execution Support, Educational Culture, and Collegiality. The means for Educational Culture and collegiality are particularly high, indicating a strong positive perception in these areas. The standard deviations are relatively low, indicating that responses are fairly consistent among the respondents.

Table 5

		Collegiality	Educational Culture	Work Execution Support
Job Satisfaction	r	.444**	.284**	.592**
	p	.000	.000	.000
	N	475	471	477
	N	479	488	483

The table above revealed that a Moderate positive correlation (r = 0.444, p = 0.000) exists between collegiality and Job Satisfaction; a Weak positive correlation (r = 0.284, p = 0.000) was observed between Educational Culture and Job Satisfaction. Educational culture has a smaller, but still significant, impact on job satisfaction. A strong positive correlation (r = 0.592, p = 0.000) was revealed between Work Execution Support and Job Satisfaction. This is the strongest predictor among the three, indicating that support in work execution strongly influences job satisfaction.

The following heat map depicts the intensity of the relationship between the job satisfaction of the faculties and factors of organizational culture of the universities.

Figure 1

Heat Map of the Relationships
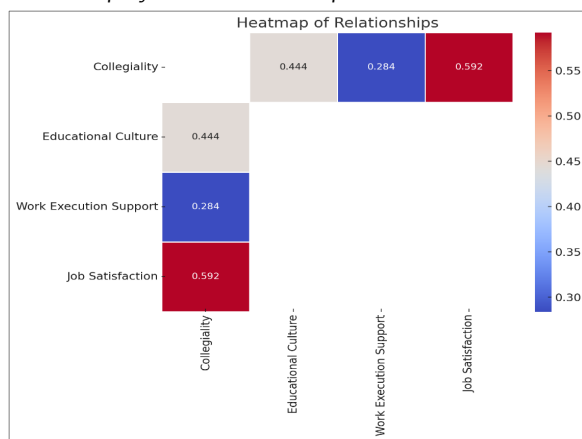
Findings and Discussion

The respondents reported strong positive perceptions of organizational culture, particularly in educational culture and collegiality. According to Schein's (1992) model of organizational culture, a positive work environment fosters and enhances job satisfaction. The strong ratings for educational culture and collegiality show that collaborative and supportive work environments lead to higher job satisfaction (Skaalvik & Skaalvik, 2014). Similarly, high levels were reported, with satisfaction in co-worker relations being consistently positive. However, satisfaction with salary showed more variability, which is consistent with Herzberg's Two-Factor Theory (1959). Herzberg argued that while salary is an important hygiene factor, it is not a significant motivator for long-term job satisfaction. Institutions must focus on intrinsic motivators such as recognition, growth opportunities, and work-life balance to maintain high levels of (Deci & Ryan, 2000).

Organizational culture showed significant positive correlations with various factors, including work execution support, educational culture, and motivation. According to McNay's model of university organizational culture, these factors are critical for the encouragement of a supportive environment that

enhances administrative efficiency (McNay, 2018). The positive correlations indicate that improvements in organizational culture can lead to better administrative outcomes. The strongest correlation was shown with job satisfaction related to co-workers, followed by educational culture. These findings are consistent with the literature on teachers (Herzberg, 1959; Robbins & Judge, 2017), which emphasizes that collegial relationships and intrinsic are key drivers of teaching effectiveness. Institutions should prioritize fostering a collaborative work environment to enhance teaching performance. While a small positive correlation with job satisfaction related to salary.

These findings are consistent with organizational culture, suggesting that organizational productivity is influenced more by external factors such as funding, time, and institutional priorities than by organizational culture or co-worker relations. Similarly, job satisfaction with co-workers reinforces the critical role of collegial relationships in academic success (Skavalik & Skaalvik, 2014).

Conclusion

The findings of this study provide important insights into the relationship between organizational culture and faculty job satisfaction in public and private universities. Faculty members' perceptions of organizational culture, particularly in terms of educational culture and collegiality, were positively linked to their job satisfaction. A strong organizational culture, characterized by support, collaboration, and recognition, emerged as a key driver of job satisfaction (Lacatus, 2013). This underscores the critical role of fostering a collaborative and supportive environment to enhance academic success. However, the study also revealed several areas for improvement.

This study conclusively establishes that organizational culture is an influential determinant of teachers' and job satisfaction in universities, revealing a significant positive correlation between a supportive organizational culture and enhanced teacher outcomes. Organizational culture moderates the relationship between teacher and job satisfaction, underscoring its critical impact on teacher well-being and academic excellence. To enhance teacher motivation, job satisfaction, and educational quality, universities should prioritize developing a collaborative culture, encouraging open communication, recognizing teacher achievements, providing professional development opportunities, and fostering a sense of community. By doing so, universities can cultivate a positive organizational culture that motivates and satisfies teachers, leading to improved academic performance and educational outcomes (Burroughs, 2019).

This research contributes significantly to existing knowledge, emphasizing the importance of considering organizational culture in teacher and job satisfaction interventions and informing policymakers and practitioners seeking to optimize teacher outcomes and academic excellence.

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