

Organizational Culture as a Predictor of Job Satisfaction in Universities: An Empirical Attestation

Manju Nair*, Gincy Varghese**

ABSTRACT

Does the organizational culture of a University impact job satisfaction of academicians? Can we strike an association in order to leverage on the job satisfaction and in turn the performance of academicians in Universities? The study attempts to predict job satisfaction of faculty in universities through dimensions of organizational culture. The study is based on primary data collected from 370 academicians across three private and one state university in Rajasthan, India. Statistical techniques including correlation and Independent t tests have been employed to determine the significance and strength of relationship between organizational culture and its dimensions (Hierarchy, Adhocracy, Clan and Market culture) and Job Satisfaction. Correlation analysis revealed that there exists a significant positive association between organizational culture and job satisfaction. An independent t test was undertaken and it was found that the academicians in the private universities reflect a higher level of job satisfaction as compared to the faculty in the state universities. Further analysis showed that in spite of the difference in the culture, hierarchy culture was dominant in both state and private universities. The study also revealed that adhocracy culture made the most significant contribution to job satisfaction of faculty in universities. Findings along with limitations and suggestions for future research form a part of the paper.

Keywords: Organizational Culture, Job Satisfaction, University, Faculty

* International School of Informatics & Management, Rajasthan, India.
Email: nairmanju14@yahoo.com

** Saint Anslem School, Jaipur, Rajasthan, India. Email: varghese.gincy@gmail.com

INTRODUCTION

Tierney (1997) sees organizational culture as a useful notion for understanding leadership and quality in a higher education system and the exploration of cultures as a tool of institutional diagnosis. The culture in an organization emerges through a series of social transformation phases which involve the changing attitude and behaviour of employees by taking note of the changes taking place in the way their opinions, ideas and work is supported and rewarded (Schneider, 2013). There is no one way to classify this concept; many organizations across the world have cultures as well as sub cultures. Organizational culture linked with employees' behaviour is easier to observe (Vaitkūnaitė, 2006), while perceptions of employees about the enacted organizational culture are not uniform, as every individual has her/his distinctive explanation and understanding based on her/his personality, preferences and characteristics about her/his working conditions (Kossek & Palthe, 2003; Johnson & Johnson, 2002). The faculty and administrative staff appreciate a pleasant amicable and good working environment with an organization culture that infiltrates cooperation, teamwork, decision making partnership and commitment (Cieciora et al., 2021).

Identifying the prevailing culture in the universities and in turn the job satisfaction of academicians can add towards enhanced effectiveness of Universities. Detert et al. (2000) in their study claimed a need for further investigation on the undeviating link of organizational culture towards job satisfaction. The study aims to determine the dimensions of organizational culture in the universities in India which foster job satisfaction of academicians across the state and private universities.

LITERATURE REVIEW

Organizational Culture in Universities

University culture is resultant of the learning skills of group members as well as the beliefs, assumptions and values of those who have founded the organizations as their organizations grow (Kuh & Whitt, 1988). The culture of a University is shaped by new values, assumptions and beliefs and is brought in by different and new leaders and members (Hellawell & Hancock, 2001).

University organizational cultures have been differentiated on the basis of dynamism and externalism with some universities preferring dynamism over stability and vice-versa. Sporn (1996) differentiated: strong and weak as two kinds of organizational cultures in universities. A strong university Culture reflects strong norms of behaviour, shared values and readiness of academicians in following these norms. While a culture that is weak reflects difference in main values, violation of written as well unwritten norms of behaviour at university as well absence of norms. Moreover a weak culture in a university generally produces many sub culture inside universities.

By understanding a University culture one is able to gauge as well understand the dealings of people outside the organization, objectives, situations, special events as well the actions in a unique way. The culture works as an effective framework for the decision makers as within a set university culture the ideology, values and beliefs of the people associated with it (faculty members, administrators, competitors, trustees and society) can fundamentally shape up the effectiveness of the way the university functions.

Job Satisfaction

Herzberg's et al. (1974) motivation-hygiene theory forms the basis for assessment of job satisfaction. It describes two factors ie. hygiene issues and motivators as the factors affecting the feelings of employees towards their jobs. In particular the individual's needs for meaning and personal growth are satisfied by satisfying responsibility, work itself, personal achievement, recognition and advancement which in itself act as motivators.

Within the framework of Organizational culture several inventories have been developed to measure Job Satisfaction. However one of the most popular and widely used scale is the Employee Satisfaction Inventory – ESI (Koustelios & Bagiatas, 1997). This inventory measured six dimensions of job satisfaction including Earnings, Working conditions, Promotions, Immediate supervisor, Nature of work as well institution as a whole and had been created using Greek employees as a sample which included 24 items. The reliability, structure, validity, internal consistency and manufacturing of the inventory has been reinforced by studies of human resources including public employees (Koustelios & Bagiatas, 1997) and educators in both secondary and primary education positions in the same organisation (Koustelios & Kousteliou, 1998).

Measuring Organizational Culture

The most extensively used instrument for determining organizational culture is the competing values framework (Cameron & Quin, 1999) as depicted in Fig. 1, which is an outcome of the studies on organizational effectiveness. The CVF has been used in many studies in the service industries including hospitals wherein it has been applied to top managers in 265 hospitals in Canada, US and UK (Gerowitz et al., 1996). It was used to determine the present and the desired organizational culture in the organizations. The key characteristics are leadership style, staff climate, prioritization of goals assessment and bonding systems which resulted in four different culture types - clan (internal development and flexibility), adhocracy (external issues and flexibility), market (external and controlled focus), and hierarchy (market and controlled focus). Clan culture emphasizes shared values, friendly working environment etc. and adhocracy focuses on adaptability, innovation and risk taking ability of the organization. While hierarchy ponders on rules and regulations, line of authority, the market culture depends on competition and customer orientation.

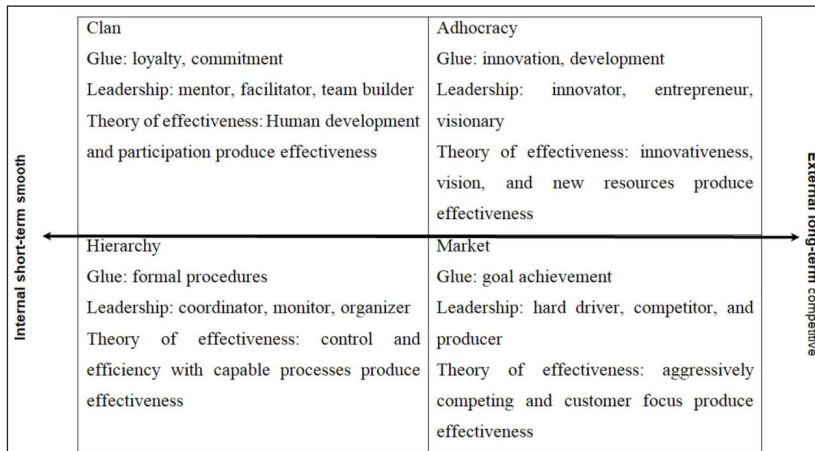


Fig. 1: Competing Values Framework Model

CVF model which has been derived empirically is found to have empirical as well as face validity which enables integration of most of the proposed dimensions from different authors (Cameron et al., 2006). Moreover the CVF is one of the most extensively used and popular models in the area of research in organizational culture (Yu & Wu, 2009) and finds its application in consolidating and differentiating between different

types of culture (Cameron & Quinn, 2006) based on the research evidence the current study has focussed on the four dimensions of CVF for determining the prevailing organizational culture in universities.

Organization Culture and Job satisfaction

According to Sempene et al. (2002) a trivial relationship exists for organizational culture and various aspects of job satisfaction. Ali et al. (2014) found that the four cultures of CVF model (Hierarchy, Market, Clan & Adhocracy) had a positive relationship with the variables of job satisfaction (Supervision, profits, Rewards, working and Co Workers relationship). Dimitrios and Koustelios (2014) concluded in their study that job satisfaction is related to working environment, relationships at work and policies and procedures of the institutions.

Organizational culture has an important role in influencing job satisfaction as it influences the system of individual interactions which form a part of the culture thereby effecting job satisfaction (Muhammad, 2022). The better the suitability of individuals and organizational culture, the higher shall be the satisfaction of employees (Soedjono, 2005).

An adequate culture that fosters job satisfaction is crucial in the universities as an employee who is not satisfied with his job shall not experience psychological maturity thereby leaving him time to be frustrated.

OBJECTIVES

- To examine the Organizational Culture prevailing in the state and private universities.
- To measure job satisfaction of academicians in the state and private universities.
- To analyze the impact of Organizational Culture on job satisfaction of academicians in the state and private universities.

Based on the above objectives the following Hypothesis was formulated:

Hypothesis

There is a significant difference between the Organizational Culture prevailing in the State and Private Universities in Rajasthan.

There is a positive relationship between Organizational Culture and Job Satisfaction of academicians (Organizational factors, work environment and work itself) in the universities.

Methodology

Overview of Sample and Procedures

The target population consisted of 10,500 academicians' from the state and private universities of Rajasthan faculties in total, excluding Central and Deemed Universities. If the target population is finite (Krejcie & Morgan, 1970) formula can be used to determine the sample size. The sample size came down to 370. It was decided to select four universities (one in state category and the other three in the private category) in the central Rajasthan, North India. The universities selected were in part due to their geographical location as well their size. The educational experience and professional allegiance prompted the researcher to contact the concerned academicians in person which smoothed collection of data from the target participants.

In total 450 questionnaires were distributed to the faculty of selected state and private universities, 370 usable responses were obtained, (180 from state and 170 from private universities) meeting the sample requirement of the study. Table 1 presents the demographic characteristics of the 370 participants.

Table 1: Sample Demographic Profile

Variable	Value	Frequency	Percentage
Gender	Male	171	46.2
	Female	199	53.8
Experience	7 years	187	50.5
	7 years and above	183	59.5
University	State	180	48.6
	Private	190	51.4

Source: Primary data.

Measures

Cameron and Quinn (1999), Competing Values Framework (CVF) dimensions were used to design the tool for measurement of organizational

culture. A 42 Item scale was designed and answers were recorded on Likert five point scale with anchors- (1) Strongly agree to (5) strongly disagree. The Cronbach alpha of the 42 item scale was found to be 0.917.

Hackman and Oldham et al. (1980) model was used to design the tool for measurement of Job satisfaction. The responses were measured on a five point likert ranging from- (1) Strongly agree to (5) strongly disagree. The Cronbach alpha of the 18 item scale was found to be 0.769. Both the scales have been found with acceptable internal reliability according to Nunnally's (1978) 0.7 criterion.

ANALYSIS AND RESULTS

To measure the organizational culture and job satisfaction means score of these variables and their dimensions were determined.

Table 2: Mean Score of Variables

	Variables		Mean Score	
	State University	Percentage	Private University	Percentage
Organization Culture				
Hierarchy	22.36	74.52	23.73	79.09
Clan	66.29	66.29	70.54	70.54
Market	19.43	64.76	21.58	71.95
Adhocracy	31.27	62.54	64.88	64.88
Job Satisfaction				
Organizational Factors	12.00	12.80	12.40	
Work Environment	30.29	31.45	30.87	
Work Itself	13.30	14.30	13.80	

Table 2 shows that the most prevalent culture in both the state and private universities is hierarchy culture with a mean score of 22.36 and 23.73 respectively. Though the dominant culture apparently looks hierarchical culture in both state and private universities, it was further explored to understand the difference in the extend of prevailing hierarchical culture as both the universities significantly differ in terms of factors like policies and procedures, control and consistency. The outcomes of the current

study and few which were conducted in Turkey reveal that prevailing culture is the hierarchy culture which is still common in higher education institutions (Caliskan & Zhu, 2020).

While in the state universities the second dominant culture prevalent was Clan culture with a mean score of 66.29 the market culture dominated after hierarchy in the private universities with a mean score of 21.58. While the culture that was least dominating in both state and private universities was adhocracy culture.

The findings also bear similarity with the study (Corson, 1960) wherein it was revealed that Hierarchy which was more of a Weberian image of organization used to be a common framework for looking at the administrative activities of colleges and universities and the organizational patterns. But it never went well with organizations that had an image with basic characters of most faculty frequently emphasizing collegiality upon standard procedures and norms (Smart & John, 1996).

Flexibility and external orientation which is a part of a developmental culture is likely to be implemented by leaders of innovative organizations though there might be appropriate social and control strategies which are aligned with the objectives of organizations that are oriented towards innovation. Control and an internal orientation which are essentially a part of Hierarchical culture are less likely to be found in innovative organizations (Buschgens et al., 2013).

Table 3: Descriptive Comparative Analysis of Culture Prevailing in the State and Private Universities

Organization Culture	N	Mean	Std. Deviation	Std. Error	Mean
State University					
Organization Culture					
Hierarchy		22.36	4.586	.342	
Clan		180	66.29	12.214	.910
Market		19.43	3.386	.252	
Adhocracy		31.27	6.093	.454	
Organization Culture		139.35	23.479	1.750	
Job Satisfaction					
Organizational Factors		12.00	1.966	.147	

Organization Culture	N	Mean	Std. Deviation	Std. Error	Mean
Work Environment		30.29	4.572	.341	
Work Itself		13.30	2.474	.184	
Job Satisfaction		55.59	7.048	.525	
Private University					
Organization Culture					
Hierarchy		23.73	3.384	.342	
Clan		170	70.54	9.423	.910
Market		21.58	2.856	.207	
Adhocracy		32.44	3.727	.270	
Organization Culture		148.29	15.773	1.144	
Job Satisfaction					
Organizational Factors		12.80	2.141	.155	
Work Environment		31.45	3.342	.242	
Work Itself		14.30	2.449	.178	
Job Satisfaction		58.55	5.234	.525	
Independent Samples Test					
T-Test for Equality of Means					
Organization Culture	T	Df	Sig. (2-tailed)		
Hierarchy	-3.283		.001		
Clan	-3.757	368	.000		
Market	-6.634		.000		
Adhocracy	-2.241		.026		
Organization Culture	-4.322		.000		
Job Satisfaction					
Organizational Factors	-3.738		.000		
Work Environment	-2.806	368	.005		
Work Itself	-3.906		.000		
Job Satisfaction	-4.608		.000		

Though hierarchy culture prevailed in both private and state Universities it was established that there existed a difference in the mean value of hierarchy culture both in the state and private universities as depicted in Table 3, with state universities having a mean score of 22.36 and private universities at a mean value of 23.73, at a t value 3.283 significant at .01 level. There also was a difference observed in the mean value of market culture that was the least dominant culture in both the universities with state University at a mean score of 31.27 while the private university at mean score of 32.44, with t value of 2.241 significant at 0.26 level. The difference in the mean score of the clan culture of the state and private university was observed with state University having a mean score of 66.29 and private university at a mean score of 70.54 with the t value of 3.757 significant at 0.00 level. As reflected in Table 3 the mean value of market culture in the state University at 19.43 and 21.58 in private university shows a considerable variation in the Organizational Culture prevailing in the state and private university thereby rejecting the null hypothesis.

An Independent t test was undertaken in order to determine the job satisfaction of academicians. The mean value of Job Satisfaction as reflected in Table 3 shows a value of 55.59 in the state universities and 58.55 in private universities at t value of 4.608 significant at .01 level. The academicians in the private university experience a higher level of satisfaction in terms of the organizational factors, work environment and work itself thereby adding on to their overall job satisfaction. Work itself makes the most significant impact with a value of 3.906 significant at .000 level followed by organizational factors with the t value of 3.738 significant at .000 level and lastly work environment factors with a t value of 2.806 significant at .005 level to the job satisfaction of academicians working in the state and private universities.

Available literature suggests that there are numerous factors which lead to job satisfaction of employees especially work itself and its related factors like autonomy. Castilo and Cano (2004) found that work autonomy in itself was an inspiring factor for university faculty members and work itself as well as job satisfaction is the most satisfying characteristics of job of faculty. Also studies conducted by Parker and Wall (1998) and Neuman et al. (1989) stated that the employee satisfaction is consistently related to job satisfaction.

Table 4: Mean Scores of Job Satisfaction

	State			Private		
	Mean	Percent	Rank	Mean	Percent	Rank
Organization- al Factors	12	60	III	12.8	64	II
Work Envi- ronmental Factors	30.29	60.58	II	31.45	62.91	III
Work Itself	12.3	66.5	I	14.3	71.5	I

A look further at the difference in order of their ranking (Organizational, Work environment and Job itself) as depicted in Table 4 shows that work itself (12.30) adds mostly to the job satisfaction in both state and private universities followed by work environmental factors (30.29) and organizational factors (12.00) in the state universities. While in private universities organizational factors (12.80) play the most significant role after work itself (14.30) in determining the job satisfaction of faculty.

Freedom in planning of work, outlook on able and eminence leadership, adequacy in planning and involvement in personnel policy and educational planning significantly affect satisfaction (Chase, 1985). Motivators and hygiene factors are distinguished by Herzberg as mutually exclusive. “Satisfiers” which not only include job content-related factors such as responsibility, achievement, and intrinsic challenges are separated from environmental factors or even factors including salary, policy and physical working conditions which are job context-related have been recognized as “dissatisfiers”.

A correlation analysis was undertaken to find out the association between organization culture and job satisfaction of academicians in the Universities. Table 5 represents the correlation values of the study variables. A predictive value of OC on job satisfaction of employees is well established at a correlation value of .568 significant at 0.01 level shows.

The results of the study that there is a significant positive correlation between organizational culture and job satisfaction is in congruence with the study conducted in Punjab agricultural university, Ludhiana (Gautam & Kaur, 2019) wherein it was found that there existed a significant association between prevalent organizational culture (hierarchy and clan culture) and level of job satisfaction of employees.

Table 5: Correlation Values of OC and Job Satisfaction

Values		Organization Culture	Job Satisfaction
Organization Culture	Pearson Correlation	1	.568**
	Sig. (2-tailed)		.000
	N	370	370
Job Satisfaction	Pearson Correlation	.568**	1
	Sig. (2-tailed)	.000	
	N	370	370

** significant at 0.01 level (2-tailed).

A correlation analysis of all the four cultures with job satisfaction was done to examine the impact of different kinds of Organizational culture on job satisfaction of faculty in universities as reflected in Table 6. Organization culture has a significant influence on the job satisfaction of faculty in the Universities, while it was observed that the association were at different level as depicted in Table 6 with adhocracy as a culture depicting the most significant impact on Job Satisfaction at a correlation value of .568 significant at 0.000 level which was followed by market culture, clan culture (.493) and hierarchical culture (.343).

Table 6: Descriptive Statistics of Correlation of Organizational Culture to Job Satisfaction

		JS_OF	JS_WE	JS_WI	JS_
OC_HC	Correlation	-.042	.302	.421	.343
	Sig. (2-tailed)	.420	.000	.000	.000
	N	370	370	370	370
OC_CC	Correlation	.066	.448	.475	.493
	Sig. (2-tailed)	.202	.000	.000	.000
	N	370	370	370	370
OC_MC	Correlation	.173	.422	.514	.528
	Sig. (2-tailed)	.001	.000	.000	.000
	N	370	370	370	370
OC_AC	Correlation	.147	.573	.449	.589
	Sig. (2-tailed)	.005	.000	.000	.000
	N	370	370	370	370
OC	Correlation	.092	.514	.536	.568
	Sig. (2-tailed)	.076	.000	.000	.000
	N	370	370	370	370

The correlation analysis of adhocracy culture with job satisfaction with a correlation value of .589 significant at .000 level as depicted in Table 7 shows that adhocracy has a very significant correlation to Job satisfaction of faculty in universities.

Table 7: Descriptive Statistics of Correlation Analysis of Adhocracy Culture and Job Satisfaction

Description		OC-AC	JS
OC-AC	Pearson Correlation	1	.589**
	Sig. (2-tailed)		.000
	N	370	370
JS	Pearson Correlation	.589**	1
	Sig. (2-tailed)	.000	
	N	370	370

Significant at .000 level.

A rank analysis as depicted in Table 8 reflects the contribution of dimensions of adhocracy, hierarchy, clan and market culture in order of their importance to job satisfaction in both private and state Universities. It was established that adhocracy culture contributes most to job satisfaction. Outcomes of this study are in consistence with the study conducted by Belias and Koustelios (2014) wherein it was concluded that innovative organizational culture necessarily contributes to the accomplishment of employees as they tend to perceive their organization as not only dynamic but entrepreneurial as well and the employees generally tend to be more satisfied with their jobs. The present study sets tune with the same findings.

Table 8: Rank Analysis of Factors

Adhocracy Culture in the State and Private Universities					
State Universities			Private Universities		
Adhocracy	Percent	Rank	Adhocracy	Percent	Rank
Innovation	3.51	I	Innovation	3.92	I
Risk taking	3.22	II	Risk Taking	3.45	II
Adaptability	3.10	III	Adaptability	3.25	III
Flexibility	2.80	IV	Flexibility	2.58	IV

Hierarchy Culture in State and Private University					
State University			Private University		
Hierarchy	Percent	Rank	Hierarchy	Percent	Rank
Policies and Procedures	3.93	I	Control	4.11	I
Control	3.64	II	Policies and Procedures	3.99	II
Consistency	3.61	III	Consistency	3.95	III
Clan Culture in State and Private University					
State University			Private University		
Clan	Percent	Rank	Clan	Percent	Rank
Cohesion	3.69	I	Team Work	4.07	I
Team Work	3.62	II	Cohesion	4.02	II
Development of Employees	3.49	III	Development of Employees	3.58	III
Valuing Employees	3.36	IV	Valuing Employees	3.57	IV
Motivation	3.14	V	Mentoring	3.37	V
Communication	3.09	VI	Motivation	3.29	VI
Mentoring	3.03	VII	Communication	3.58	VII
Market Culture in State and Private University					
State University			Private University		
Market	Percent	Rank	Market	Percent	Rank
Competitive	3.38	I	Competitive	3.78	I
Result Oriented	3.1	II	Result Oriented	3.41	II

As reflected in Table 8 adhocracy culture affects job satisfaction the most with innovation at (3.51, 3.92) per cent followed by risk taking (3.22, 3.45), adaptability (3.10, 3.25) and flexibility (2.80, 2.58) affecting the job satisfaction of faculty in both state and private university.

Within a clan culture in the university the dimensions that contribute in order of their priority to job satisfaction defers with cohesion (3.69) playing the most important role towards job satisfaction of employees followed by teamwork (3.62), employee development (3.49), valuing employees (3.36), Motivation (3.14), communication (3.09) and lastly mentoring (3.03). Whereas in the case of private universities teamwork contributes most significantly to job satisfaction of faculty at percentage of 4.07 followed by Cohesion (4.02), development of employees (3.58),

valuing employees (3.57), mentoring (3.37), motivation (3.29) and communication (3.58).

As far as a hierarchy culture in University is concerned as depicted in Table 8 the policies and procedures (3.93) takes a major role in enhancing job satisfaction of faculty in state university which is followed by control (3.64) and consistency (3.61) of the policies. In the case of private universities within a hierarchy culture, control (4.11) in the way the university conducts the policies and procedures is more important than the policies (3.99) itself followed by how consistent (3.95) these policies are.

Within the market culture as depicted in Table 8 the competitive spirit (3.38, 3.78) played the most significant role in the job satisfaction of faculty in both state and private Universities which was followed by result orientation (3.10, 3.41). Here the factor that impacts the job satisfaction of faculty within the universities following a market culture the dimension of competitive spirit triggered the Job satisfaction of employees.

The findings are in sync with the findings of Hosseini and Shahmandi (2014) which revealed that risk taking and autonomy, innovation and creativity are correlated with job satisfaction of employees positively. These factors add on to the dimensions of an adhocracy culture which in turn lead to job satisfaction.

Market culture also significantly impacts job satisfaction of faculty in universities and it has been also confirmed by Adonisi (2003) in his research which reflects that there can be a significant increase in the job satisfaction of employees in the presence of corporate entrepreneurship which fosters factors like organizational flexibility, rewards, generating intelligence, enrichments and market orientation.

Lund (2003) in a study on typology of cultures which was based on Cameron and Quinn's (1999) tool found that Internal focus and flexibility that are characteristics of Clan culture and innovation, creativity, and adaptability that are part of adhocracy culture share a positive relationship with job satisfaction.

It was also found that market culture which emphasized objective accomplishment and beating hierarchy and competition and characterized by smooth functioning and efficiency had a negative association with job satisfaction. Silverthorne (2004) in his study determined that the maximum job satisfaction is most likely to be experienced in a supportive culture followed by when the culture is innovative followed by when it is bureaucratic. McKinnon et al. (2003) claimed that respect for people,

stability, innovation, and aggressiveness impacted job satisfaction positively whereas it was concluded by Huang and Wu (2000) that amidst the cultural dimension of severe management and control, result orientation and being professional are dimensions that show positive outcome on job satisfaction and aggressive commitment.

DISCUSSION

Mean score of Organizational culture shows that Hierarchy culture is dominant in the universities. Within the hierarchical culture there is difference in the culture prevailing in the state and private universities in terms of control, consistency, policies and procedures as found in the study. It has been found that the bureaucratic and collegial nature prevailing in the university structures often hinder entrepreneurial behaviour, collaboration and adaptation (Sporn, 2001). A study conducted in Ege University across 136 faculty (Karako et al., 2010) established hierarchy culture as the most dominant culture at the university while the mission of the university emphasized attributes mainly of adhocracy and clan culture which implied that the dominant current culture type did not facilitate meeting the University's mission, goals, and strategic objectives.

The hierarchy culture in the state and private universities in Rajasthan reflect that the organization is dominated by rules, systems and procedures. Within a hierarchy culture things are directed by guidelines, processes and directions that are mostly in writing as hierarchy culture emphasizes an environment wherein consistency in both services and products can be sustained, jobs and workers are under check, environment that is comparatively steady and responsibilities and tasks can be coordinated and integrated (Cameron & Quinn, 1999).

A hierarchical structure works best when the duration is not important and the duty is well perceived by the job holder. When the work is formalised and structured the universities are more likely to focus on controllability, stability, internal problems, predictability and efficiency thereby leading to a hierarchical structure. Regulations are mostly encouraged any fluctuations in systems are just not possible without approved changes in the corresponding instructions, procedures and guidelines (Chemeris & Pushnykh, 2006). Moreover a structure of hierarchy culture in an university set up provides very less of flexibility within the organization and so in order to lead the members of the organization the changes have to be looked at with special guidelines, programmes, instructions and procedures.

The substantial positive association of organizational culture with job satisfaction dimensions noted in the current study concurs with inferences drawn from other related studies. Lund in his study in 2003 which aimed to assess the impact of organizational culture on job satisfaction in a cross-section of American firms on the marketing professionals noted that levels of job satisfaction varied through organizational culture typologies. (Chow et al., 2003) in their study in 2003 on members across varied Taiwanese manufacturing companies found that values of organizational culture that include innovation, high opinion for people; consistency are strongly associated with aggressiveness, high commitment, information sharing and job satisfaction. Moreover different organizational cultural aspects play a crucial part in the establishment of job satisfaction. Findings of (Bashayreh, 2009) on academic work at University Utara Malaysia (UUM) reflected the importance of association amongst factors including communication, innovation, stability and institutional supportiveness, towards job satisfaction. The results revealed that the various organizational cultural values impact job satisfaction, organizational commitment and job empowerment.

Obtained results also reflect adhocracy as the strongest predictor of job satisfaction of educators followed by market and clan culture. Adhocracy culture has been perceived by risk taking, creativity, dynamism, innovation, entrepreneurship, and harmony (Cameron & Quinn, 2006). The findings of the study conducted by Hosseini and Shahmandi (2014) indicates that the existing factors of the organizational culture including autonomy, risk taking, innovation and creativity, are correlated positively with employees' job satisfaction. The current work revealed that both clan and adhocracy cultures are not as central as market and hierarchy culture in private University.

Innovation, leadership and the entrepreneurship styles are prevalent in adhocracy cultures. Like the clan culture adhocracy culture stresses on spontaneity, uniqueness and flexibility, but unlike culture clan, adhocracy is categorized by a long-term frame of time, external positioning, and task-oriented activities (Smart & John, 1996). Growth and acquisition of new resources innovation and development, the bonding mechanisms constitute the primary strategic emphasis in an adhocracy culture.

It was found that the market culture affected job satisfaction of faculty in universities after adhocracy. Time frames that are long-term, external positioning and activities that are achievement-oriented are characteristics that market culture shares with adhocracy culture while

the differing factors include control, predictability and stability (Smart & John, 1996). This culture type would mean that the faculty members are provided long term plans, goal oriented activities, a stable working environment, etc. As reflected in the present study the least dominant culture in the private university is the market culture wherein market superiority, competitiveness, goal achievement are not very dominant features as market culture depends on task execution, supplementing programs, productivity, and focus on external customers. Individuals with higher performance are better satisfied with their jobs as they are able to accomplish the task objectives properly. Employees who consider their job unpleasant cannot transfer a pleasing perception to their clients. The job satisfaction of employees is governed by the organizational culture considerably; it stresses on empowering them, collaborating in decisions. Adonisi (2003) in his study found that factors that exist in corporate entrepreneurship including flexibility of organizations, rewards, creating capacity enhancements as well market orientation leads to significant growth in employee job satisfaction.

After adhocracy and market the next culture that significantly impacted job satisfaction as per the findings was clan culture which develops human resource, provides cohesion, participation, and teamwork. Dominated by attributes of cohesiveness, teamwork, participation and logic of family; the leader in clan culture is not only an enabler and a mentor but also a parental figure. This culture lays strategic focus on developing a committed human resource with high morale through tradition, loyalty, interpersonal relations and cohesion (Cameron & Freeman, 1991).

Smart and John (1996) revealed in their study that clan form of culture prevailed mostly in American higher education and hierarchy culture was not considered amongst the most effective of cultures in any dimensions of effectiveness. Clan culture that is strong has been valued traditionally in the higher education community, has been considered to be effective the most on dimensions of performance unlike hierarchy culture which has been perceived as ineffective consistently. Interestingly the results of this study and few more conducted in Turkey reflect that hierarchy culture remains to be a common culture in higher education organizations (Sezgin, 2009).

In times of continuous change it is necessary for universities to shape an innovation friendly organizational culture to cater to future employees. Universities including Austrian and Polish are dominated by market and

hierarchy cultures, while Ukrainian and German universities exhibit all cultures more or less with clan and adhocracy being more visible. Adhocracy culture that essentially contributes mostly to innovation was least evident in the organizations researched (Gorzelany & Gorzelany–Dziadkowiec et al., 2021).

Managerial Implications

Based on the above findings an attempt has been made by the researcher to arrive at a few practical implications. This work supported the hypothesis: organizational culture is significantly and positively related to job satisfaction of academicians in universities. To enhance job satisfaction of employees' universities may try and bring a change in the way work is organized. Here the Universities may bring in innovation, free hand to work and adaptability in the system thereby enhancing an adhocracy culture which has found to have the most significant association to job satisfaction. A practical approach provided by Cameron and Quinn (1999) aimed to identify and alter the organizational culture for practitioners suggested strategies on internal communication, team building and involvement opportunities to employees in an organization which focuses to promote clan form of culture.

Looking into the changing expectations and external needs, as well the evolving challenge of nurturing a new climate for transformation and innovation, the academic organizations will now have to focus on realigning their missions and goals and developing an entrepreneurial culture. The whole community of university can be combined through altered machineries varying from technology to infrastructure that supports exchange of knowledge to committees and working groups comprising academicians and administrators.

The outcomes of this study have significant inference for investigators amidst the trial of recognizing culture of a university that promotes job satisfaction of faculty. In spite of its new insights into the existent relationship between organizational culture and job satisfaction, the study has its own limitations. Since a cross-sectional design was adopted there was less possibility of determining the causal relationships. Further research may include a longitudinal design and a more diverse sample of respondents.

CONCLUSION

Advocates of strong-culture suggest that a system of shared values, symbols and beliefs are not enough to improve organizational performance. Rather the values and beliefs that are fundamental to an organization have to be closely lined up with actual practices and policies if the organization wants to achieve a higher grade of coordination and integration (John & Smart, 1996). The present study reflects that adhocracy at work increases job satisfaction of faculty in universities but the prevailing culture in the universities is hierarchy type. Competitive, external-oriented and groundbreaking goals are not well understood by those institutions wherein a hierarchy culture is dominant as it is a self-centered and autonomous culture. Innovation, risk taking and adaptability in jobs contribute to increased job satisfaction of faculty which requires sufficient flexibility in the work environment which typically lacks in a hierarchy culture.

Scope of Future Research

The following supplementary studies can be undertaken in the field to develop a better understanding in the area of organizational Culture in the Universities; Organizational culture and its positioning along the attributes of the strategic goals of the University; Surveying all students in the university in understanding their assessment for the desired and current culture. The present study did not survey the entire faculty members at universities and hence an increase in sample size can further increase the validity of the results. Surveying the perceptions of students thereby adding on to the internal and external validity can be a future area of research.

REFERENCES

- Adonisi, M. (2005). *The relationship between corporate entrepreneurship, market orientation, organisational flexibility and job satisfaction* (Doctoral dissertation, University of Pretoria).
- Belias, D., & Koustelios, A. (2014). Organizational culture and job satisfaction: A review. *International Review of Management and Marketing*, 4.2(2014), 132-149.
- Büschgens, T., Bausch, A., & Balkin, D. B. (2013). Organizational culture and innovation: A meta-analytic review. *Journal of Product Innovation Management*, 30(4), 763-781.

- Cameron, K., & Quinn, R. (1999). *Diagnosing and changing organizational culture based on the competing values framework*. Prentice Hall Series in Organizational Development.
- Castillo, J. X., & Cano, J. (2004). Factors explaining job satisfaction among faculty. *Journal of Agricultural Education*, 45(3), 65-74. doi:<https://doi.org/10.5032/jae.2004.03065>
- Cieciora, M., Pietrzak, P., Dębski, M., Kandefer, K., & Bołkunow, W. (2021). Differences in the perception of organizational culture in non-public universities in Poland by academic and administrative staff - A study based on Cameron and Quinn's model. *Foundations of Management*, 13(1), 131-144. doi:<https://doi.org/10.2478/fman-2021-0010>
- Detert, J. R., Schroeder, R. G., & Mauriel, J. J. (2000). A framework for linking culture and improvement initiatives in organizations. *The Academy of Management Review*, 25(4), 850. doi:<https://doi.org/10.2307/259210>
- Gerowitz, M. B., Lemieux-Charles, L., Heginbothan, C., & Johnson, B. (1996). Top management culture and performance in Canadian, UK and US Hospitals. *Health Services Management Research*, 9(2), 69-78. doi:<https://doi.org/10.1177/095148489600900201>
- Gorzelany, J., Gorzelany-Dziadkowiec, M., Luty, L., Firlej, K., Gaisch, M., Dudziak, O., & Scott, C. (2021). Finding links between organisation's culture and innovation. The impact of organisational culture on university innovativeness. *PLOS ONE*, 16(10), e0257962. doi:<https://doi.org/10.1371/journal.pone.0257962>
- Hellawell, D., & Hancock, N. (2001). A case study of the changing role of the academic middle manager in higher education: Between hierarchical control and collegiality? *Research Papers in Education*, 16(2), 183-197. doi:<https://doi.org/10.1080/02671520110037438>
- Johnson, G. J., & Johnson, W. R. (2000). Perceived overqualification and dimensions of job satisfaction: A longitudinal analysis. *The Journal of Psychology*, 134(5), 537-555. doi:<https://doi.org/10.1080/00223980009598235>
- Koustelios, A., & Kousteliou, I. (1998). Relations among measures of job satisfaction, role conflict, and role ambiguity for a sample of Greek teachers. *Psychological Reports*, 82(1), 131-136. doi:<https://doi.org/10.2466/pr0.1998.82.1.131>
- Belias, D., & Koustelios, A. (2014, March). *Organizational culture and job satisfaction: A review*. Retrieved from https://www.researchgate.net/publication/261570589_Organizational_Culture_and_Job_Satisfaction_A_Review

- Kuh, G. D., & Whitt, E. J. (1988). The Invisible Tapestry. Culture in American Colleges and Universities. ASHE-ERIC Higher Education, Report No. 1, 1988. Retrieved from <https://typeset.io/papers/the-invisible-tapestry-culture-in-american-colleges-and-21higydvbl>
- Lund, D. B. (2003). Organizational culture and job satisfaction. *Journal of Business & Industrial Marketing*, 18(3), 219-236. doi:<https://doi.org/10.1108/0885862031047313>
- McKinnon, J. L., Harrison, G. L., Chow, C. W., & Wu, A. (2003). Organizational culture association with commitment, job satisfaction, propensity to remain, and information sharing in Taiwan. *International Journal of Business Studies*, 11, 25. - References - Scientific Research Publishing. (n.d.). Retrieved January 23, 2023, from [https://www.scirp.org/\(S\(351jmbntvnsjtlaadkposzje\)\)/reference/referencespapers.aspx?referenceid=2193255](https://www.scirp.org/(S(351jmbntvnsjtlaadkposzje))/reference/referencespapers.aspx?referenceid=2193255)
- Neuman, G. A., Edwards, J. E., & Raju, N. S. (1989). Organizational development interventions: A meta-analysis of their effects on satisfaction and other attitudes. *Personnel Psychology*, 42(3), 461-489. doi:<https://doi.org/10.1111/j.1744-6570.1989.tb00665.x>
- Palthe, J., & Ernst Kossek, E. (2003). Subcultures and employment modes: Translating HR strategy into practice. *Journal of Organizational Change Management*, 16(3), 287-308. doi:<https://doi.org/10.1108/09534810310475532>
- Park, W.-W. (2001). The corporate culture change campaigns in Korea: Lessons from their failures. *Asia Pacific Business Review*, 7(4), 89-110. doi: <https://doi.org/10.1080/713999112>
- Parker, S., & Wall, T. (1998). *Job and work design: Organizing work to promote well-being and effectiveness*. Retrieved from <https://www.semanticscholar.org/paper/Job-and-work-design-%3A-organizing-work-to-promote-Parker-Wall/a03c4f84a83941f69d59f9bbcd293b872b8babd>
- Sempene, M. E., Rieger, H. S., & Roodt, G. (2002). Job satisfaction in relation to organizational culture. *Journal of Industrial Psychology*, 28(2), 23-30.
- Shahmandi, E., & Hosseini, S. A. (2014). Leadership roles, resource management, organizational strategy, professionalism and effective leadership in social security organization.
- Soedjono. (2005). The influence of organizational culture on organizational performance and employee job satisfaction at the public passenger terminal in Surabaya. *Journal of Management and Entrepreneurship*, 7(1).

- Sporn, B. (2001). Building adaptive universities: Emerging organisational forms based on experiences of European and US universities. *Tertiary Education and Management*, 7, 121-134. doi:<https://doi.org/10.1023/A:1011346201972>
- Sporn, B. (1996). Managing university culture: An analysis of the relationship between institutional culture and management approaches. *High Educ.*, 32, 41-61 doi:<https://doi.org/10.1007/BF00139217>
- Tierney, W. G. (1988). Organizational culture in higher education: Defining the essentials. *Journal of Higher Education*, 95, 2-21.
- Vaitkūnaitė, V. Analysis of views about organizational culture. In: *Proceedings of Conference "Business, Management, Studies" 05*", Vilnius, 10th November 2005. Vilnius: Technika, 2006 (in Lithuanian) (in Press).
- Koustelios, A. D., & Bagiatis, K. (1997). The employee satisfaction inventory (ESI): Development of a scale to measure satisfaction of greek employees. *Educational and Psychological Measurement*, 57, 469-476. <https://doi.org/10.1177/0013164497057003008>
- Herzberg, F. (1974). Motivation-hygiene profiles: Pinpointing what ails the organization. *Organizational Dynamics*, 3(2), 18-29. doi:[https://doi.org/10.1016/0090-2616\(74\)90007-2](https://doi.org/10.1016/0090-2616(74)90007-2)
- Thorne, J. H., Cameron, D., & Quinn, J. F. (2006). A conservation design for the central coast of California and the evaluation of mountain lion as an umbrella species. *Natural Areas Journal*, 26(2), 137-148.
- Yu, T., & Wu, N. (2009). A review of study on the competing values framework. *International Journal of Business and Management*, 4(7). doi:<https://doi.org/10.5539/ijbm.v4n7p37>
- Ali Shurbagi, A. M., & Zahari, I. B. (2014). The mediating effect of organizational commitment on the relationship between job satisfaction and organizational culture. *International Journal of Business Administration*, 5(6). doi:<https://doi.org/10.5430/ijba.v5n6p24>
- Muhammad, U. (2022). The impact of motivation on bank citizenship behavior: Mediating effect of job satisfaction. *Dynamic Relationships Management Journal*, 11(1). doi:<https://doi.org/10.17708/drmj.2022.v11n01a02>
- Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and Psychological Measurement*, 30(3), 607-610.

- Hackman, J. R., & Oldham, G. R. (1976). Motivation through the design of work: Test of a theory. *Organizational Behavior and Human Performance*, 16(2), 250-279. doi:[https://doi.org/10.1016/0030-5073\(76\)90016-7](https://doi.org/10.1016/0030-5073(76)90016-7)
- Nunnally, N. R. (1978). Stream renovation: An alternative to channelization. *Environmental Management*, 2(5), 403-411. doi:<https://doi.org/10.1007/bf01872915>
- Caliskan, A., & Zhu, C. (2020). Organizational culture and educational innovations in turkish higher education: Perceptions and reactions of students. *Educational Sciences: Theory & Practice*, 20(1), 20-39. doi:<https://doi.org/10.12738/jestp.2020.1.003>
- Gautam, M., & Sharma, S. K. P. (2020). Job satisfaction of faculty members in Indian universities. *International Journal of Current Microbiology and Applied Sciences*, 9(4), 855-866.
- Cameron, K. S., Freeman, S. J., & Mishra, A. K. (1991). Best practices in white-collar downsizing: Managing contradictions. *Academy of Management Perspectives*, 5(3), 57-73.
- Corson, J. J. (1960). The university - A contrast in administrative process. *Public Administration Review*, 20(1), 2. doi:<https://doi.org/10.2307/974060>
- Smart, J. C., & John, E. P. St. (1996). Organizational culture and effectiveness in higher education: A test of the “culture type” and “strong culture” hypotheses. *Educational Evaluation and Policy Analysis*, 18(3), 219. doi:<https://doi.org/10.2307/1164261>
- Cameron, K. S., & Quinn, R. E. (2006). *Diagnosing and changing organisational culture based on competing values framework*. Josey Bass, San Francisco.