

**THE RELATIONSHIP BETWEEN ORGANIZATIONAL CULTURE AND
TEACHERS' JOB SATISFACTION OF ETHIOPIAN ORTHODOX
TEWAHIDO CHURCH SCHOOLS IN ADDIS ABABA**

**By
Mulugeta Admassie**

**A Thesis Submitted to the Department of
Educational Planning and Management**

**Presented in Partial fulfillment of the requirements for the
Degree of Masters in Educational Leadership and Management**

**Addis Ababa University
Addis Ababa, Ethiopia
June, 2015**

Addis Ababa University

College of Education and Behavioral Science

This is to certify that the thesis prepared by Mulugeta Admasie, entitled the relationship between organizational culture and teachers job satisfaction in secondary schools of Ethiopian Orthodox Tewahido church in Addis Ababa and submitted in partial fulfillment of the requirements for the Degree of Masters in Educational Leadership and Management complies with the regulations of the university and meets the accepted standard with respect to originality and quality.

Signed by the Examining committee:

Internal _____ Signature _____ Date _____

External _____ Signature _____ Date _____

Advisor _____ Signature _____ Date _____

Department Head Signature _____

Abstract

Ethiopia orthodox Tewahido church, in Addition to religious mission, participates in multidimensional developmental Activities. The church is currently involved in rendering education. The main purpose of this study was to examine the relationships between the pattern of organizational culture and teachers' job satisfaction among employees in EOTC School. A sample of all teachers, who were working in the 2015-2016 academic year in EOTC school were taken for the study from the study school. Data regarding organizational culture and job satisfaction was collected using the OCAI (Cameron & Quinn, 2011), and JSS (Spectors, 1997) respectively. The data was then analyzed by using statistical package for the social sciences (SPSS) software, version 20. Two types of statistics, namely, descriptive and inferential statistics were employed. While the research was expected to leverage on such descriptive statistical tools as frequency, mean, percentile and standard division. The findings of the present study revealed that EOTC school tended to emphasize Clan culture (CC), being the dominant school culture which is characterized like an extended family, loyalty that have shares, values and goals and it focuses on mentoring, nurturing and doing things together. The results of this study also suggest that the CC has a very strong and positive significant influence on overall teacher's job satisfaction and satisfaction with payment, opportunity for promotion, supervision, work itself and co-workers. The result of the study suggested that to shift to Adhocracy culture (AC), characterized by teachers to be innovative, creative and entrepreneurial.

Acknowledgement

My deepest and heartfelt appreciation goes to my advisor Dr. Befekadu Zeleke for his valuable guidance, suggestion and directional advice in the whole time of the thesis writing.

I would like also pass my sincere appreciation to Mr. Belayhun Chale for his timeless support. My heartfelt gratitude also goes to my family Adam, Worknesh, and Dagim for their continuous support.

Last but not least, my sincere acknowledgement goes to teachers and directors of Ethiopians Orthodox Tewahido Church secondary schools.

Declaration

I declare that this research paper is my own work. It is submitted in partial fulfillment of the requirements of the degree of masters in Educational Leadership and management for the college of Education and Behavioral science, Addis Ababa University. It has not been submitted before for any degree or examination in any university.

Mulugeta Admassie

Date

Acronyms

EOTC-	Ethiopian Orthodox Tewahido Church
OCAI-	Organizational Culture Assessment Instrument
JSS-	Job Satisfaction Survey
CVF-	Competing Value Framework
OC:	Organizational culture
CC-	Clan Culture
AC-	Adhocracy culture
MC-	Market Culture
HC-	Hierarchy Culture
PS:	Payment Satisfaction
OPPS:	Opportunity for Promotion Satisfaction
SS:	Supervision Satisfaction
WS:	Work itself Satisfaction
CS:	Co-workers Satisfaction
OJS:	overall Job Satisfaction
OC-JS:	Organizational Culture- Job Satisfaction

CHAPTER ONE

Introduction

1.1 Background of the study

In the past years due to social, cultural and economical changes certain type of culture developed among employees of the institutions. Institutions comprises of employees and complex social structures which is dynamic in nature. Employees are one of the key players in the institutions.

In 1980s, scholars in organization management began paying series attention to the concept of culture. Organizational practice had led researchers and scholars to get focused mainly on documenting, explaining and building models of organizational plan mean that were already tried in the field of management. However, organizational culture has been an area in which conceptual work and scholars have provided guidance for managers as they have searched for ways to improve the effectiveness of organization (Cameron and Quinn, 1999 P, 156).

Today one of the most controversial issues in various communities especially in growing communities is organizational culture. The topic covers concepts that would have a profound impact on the lives of individuals and communities organizational culture is a force that makes people involved in the organization and permeates all aspects of the organization and it can been seen as a driving factor in the dynamic and progressive movement of organization (Zarel Matin, 1995).

Job satisfaction shows individual's general attitude towards his career (Feldman and Arnold, 1985). Studies show that there is a correlation between organizational culture and job satisfaction of employees.

Job satisfaction linked to many factors eg. Fairness of rewards, growth opportunities, participation in decision making, supervisory support relations with co-workers, payment etc A large number of researchers link job satisfaction with organizational culture.

According to Schinneider (1983) organizational culture is a combination of value system and assumptions which lead an organization to run its business secondary schools are expected to produce ethical and quality human capital teachers train teach and lead their students to work efficiently in the interest of society. A dissatisfied teacher can not 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 EOTC secondary schools would raise satisfaction level of teacher and yield highly qualified and ethical students.

1.2. Statement of the Problem

A problem usually implies unanswered question in the researcher mind or controversy or difference of opinion exists (Best, 2003). Teachers in privately owned education institutions raised different questions in association with their organization culture and climate.

The prevalence of integrated,, transparent and career oriented personnel management system (hiring, training, educating, appraising promoting retiring and firing), allocation of benefits and procedures used to allocate this benefits, leadership orientation as well as quality of relationship,

Management style, organizations culture and employee attitude may be the flesh of organizations, therefore a general improvement to the climate or relationship and attitudes is sought to achieve a broadening of employee commitment and production quality trained and oriented individuals (Shannon, 1995)

In general, education institutions with weak organizational culture be characterized by the following unhealthy factors, low degree of thrust, sprit and high disengagement, leaders are not genuine in their behavior, support and consideration, are rehired to leaf by instinct (not providing proper blend of structure and direction by being example), production emphasized close supervision, rules and regulation are characterized by favoritism, high turnover tension, lack of job security, lack of higher objectives held as value by individual to illicit and to motivate individual in essence belongingness, institutional need is prioritized rather than keeping balance between individual and organization, and finally there is no direction set for individual future career orientation.

These explicit problem may raise a researchable cause effect relationship which would lend themselves for further study and to test variables. To put in nutshell ill leadership behavior, high turnover tension, teachers negative assumptions to their institutions, non egalitarianism and unfairness in rules and regulation or benefit allocation lack of structured career orientation, production oriented close supervision and lack of commitment by the staff to the task at hand are the basic disorders of poor organization culture.

Research indicates that employee satisfaction is important to an organization's success. It is a widely studied construct in organizational behavior as it influences other organizational are spending much times on employee satisfaction initiatives in an effort to reduce turnover, improve productivity organizations succeed, the popularity of this field of study is also due to its relevance to the physical and mental well being of employee. Furthermore, managers have a humanistic responsibility to provide employees with jobs that are challenging, rewarding and satisfying (Robbins (1998).

According to Alavi and Askaripur (2003) there are at least three reasons why managers must focus on the job satisfaction of its employees.

1. Evidence suggests that unsatisfied individuals leave organizations.
2. Satisfied employees are in better health and have longer life expectancy. Connolly and Myers (2003) further maintain that a lack of job satisfaction has been associated with symptoms like anxiety, depression and poor physical and psychological health, which have concomitant consequence for absenteeism and commitment.
3. Job satisfaction in the work place also affects individual's private life which in turn has an effect on absenteeism and other important work related attitudes and behaviors.

The attempt of this study was, therefore, to address the current cultural typology and check the type of culture dominantly exists and its relationship to job satisfaction in the schools. Several studies have tried to determine the link between organizational culture and job satisfaction. According to Vinokur – Kaplan (1991), organizational culture types such as AC, MC were positively related with job satisfaction. HC is negatively associated with job satisfaction (Rita and Stephanie, 2008); there is significant negative relationship between CC and job satisfaction (Nufar et al, 2009). As described by Nurit et al. (2008), dissatisfaction at work is caused by burnout, work overload and poor health. As such, this research investigated the state and relationship of OC and job satisfaction in the schools in Ethiopian context, specifically in Addis Ababa.

1.3 Research Question

This study aims to identify the relationship between organizational culture and teachers job satisfaction in EOTC secondary schools and addresses the following research questions.

1. Is there any relationship between organizational culture and job satisfaction in Ethiopia Orthodox Tewahedo Church Secondary schools?
2. is there any relationship between types of organizational culture and facets of job satisfaction in Ethiopian orthodox tewaredo secondary schools?
3. Which type of organizational culture is dominating in Ethiopian Orthodox Twahedo church secondary schools?

1.4 Objectives of the Study

1.4.1 General Objective

The general objective of the study was to assess the relationship of organizational culture and teachers' job satisfaction in ETOC secondary schools.

14.2 Specific Objectives

1. Identify dominant organizational culture types in ETOC secondary schools.
2. Identify relationship between organizational culture types and job satisfaction facets in ETOC secondary schools.

1.5 Significance of the Study

In addition to fulfilling the academic requirement of the researcher, the results of the study will have the following benefits. by understanding the state of

organizational culture and its effect on job satisfaction it will help the organizations to take corrective measures. Furthermore, it will be used as reference for other researchers who are interested to conduct study related to this problem.

1.6 Scope of the Study

The coverage of this thesis was limited to three sample EOTC secondary schools in Addis Ababa. To verify the relationship between organizational culture and teachers job satisfaction and dominant organizational culture types and their relationship with job satisfaction facets.

1.7 Limitation of the Study

The study was only conducted in three schools which limits the generalibility of the research findings. Moreover, the school administrations were not willing to accept the researcher and the absence of related literature conducted in Ethiopian secondary schools.

1.8 Operational Definitions

The following definitions were applied to form the basis of this research.

Organizational culture: a system of values beliefs and behaviour shared among employees

Job satisfaction: refers to the employees perceptions of their working environmental relations among colleagues, earnings and promotion opportunities.

1.9 Organization of the thesis

The study was divided into five chapters. The first chapter was an introduction which consists of background of the study, statement of the problem, objectives, significance, scope and limitation of the study. The second chapter presents review of related literature which was divided into two main sub-sections; literature review for organizational culture and job satisfaction.

Chapter three presents research design and methodology employed to investigate the problem under study while data collected from respondents was presented, analyzed, interpreted and discussed in the fourth chapter. The last section, chapter five of the thesis contains summary of results, concluding remarks and recommendations.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

This part of the study deals with the theoretical and practical research findings about organizational culture and its relationship with teachers job satisfaction and this review of the related literature deals with concepts, definitions, types of organizational culture.

A review of previous relevant literature is an important feature of any research study. This chapter commences with an overview of the concept of organizational culture. After presenting different models of organizational culture, the CVF is thoroughly discussed. This is followed by a discussion on the job satisfaction. Finally, the chapter concludes with assessment of relationships between organizational culture and job satisfaction.

2.1 Organizational Culture

The Ethiopian Orthodox Church school system

The educational system in Ethiopia has been profoundly molded by the past. Traditional education derives its distinctive character from the unique Christian heritage of the country. Ethiopia is after all, the only African country to have preserved Christianity As its religion for over a millennium and a half Moreover, having its own written language and literature it developed from very early days a tradition of ecclesiastical scholarship the long monastic tradition dates back to the fifth century and the significant role of monasticism in the diffusion of Christian learning during the mediaeval period.

The church school system has been the instrument that has preserved the traditional learning of Ethiopia and conveyed it faithfully to succeeding generations. The priests and church scholars who are the bearers and propagators of traditional learning have themselves been formed in the church school system.

In spite of the inevitable changes taking place in Ethiopia with steady expansion of modern secular education in the present century, church schools still play an active part in the Ethiopian educational scene.

The church school system, which is one of the oldest in Christendom, originated in the Aksumite kingdom with introduction of Christianity about the 4th century in the course of the centuries the school system has grown and changed in many ways with the expansion of the kingdom and Christianity to the south and southwest, churches and monasteries were founded, which became for centuries important centers of learning.

In their present form the church schools evolved during the golden age of the church from the 13th to the 16th centuries when the literature of the church had reached its peak. After the great wars, particularly after the 17th century, cultural activities declined. From that time to the present the church schools have undergone little change. The schools have in this period confined their educational activities to glorifying the products of past centuries and conveying these to the coming generation.

The church school system has the following divisions.

1. yenebab bet (reading school)
2. Qedasset Bet (Liturgy school)
3. Higher schools
 - Zema Bet (Music school)
 - Quene Bet (poetry school)
 - Metse haf B et (literature school)

Education in Ethiopia has been dominated by the Ethiopian orthodox church for many centuries until secular school, Was opened by emperor Menlik II in October 1908. This Coptic run school offered instruction to about a hundred body from the country. “Bet families” teaching included French, English, Italian and Amharic.

Until the early 1905, formal education was confined to a system of religious instruction organized and presented under the aegis of the Ethiopian Orthodox Church.

2.1.1 Defining organizational Culture

According to Hellriegel and others (2004), organizational culture is the distinctive pattern of shared assumptions, values and norms that shape the socialization activities language, symbols, rites and ceremonies of group of people.

Mullins (1999) defines organizational culture as the collection of traditions, values, beliefs, policies and attitudes that constitute a pervasive context for everything one does and thinks in an organization. So, culture as complex whole which includes knowledge, belief, art, morals, law, custom and other capabilities and habits acquired by man in a society (Aswathappa, 2003).

Collins and Portas (2003) state that organizational culture refers to a system of shared meaning held by members that distinguish one organization form other organizations. They believe at these shared meanings are a set of key characteristics, and that the organization values and the essence of an organization’s culture can be captured in seven primary characteristics.

- **Innovation and risk-taking;** the degree to which employees are encouraged to be innovative and take risks.

- **Attention to detail:** the degree to which employees are expected to exhibit precision, analysis and attention to detail.
- **Outcomes orientation:** the degree to which management focuses on results and outcomes rather than on the techniques and processes used to achieve those outcomes.
- **People orientation:** The degree to which management decisions take in to consideration the effect of outcomes on people within the organization.
- **Team orientation:** the degree to which work activities are organized around teams rather than individuals.

Organizational culture was also defined as “the observable norms and values that characterize an organization influences which aspects of its operations and its members become salient and how members perceive and interact with one another, approach decisions, and solve problems” (Chatman, Polzer, & Barsade, 1998).

Deshpande and Webster Jr (1989) defined organizational culture as “the pattern of shared values and beliefs that help individuals understand organizational functioning and thus provide them with the norms for behavior in the organization”.

In spite of these differences, most of the researchers agree that organizational culture consists of a combination of values beliefs, and assumptions held by organizational members to guide them to the acceptable behavior in their organization (Hofstede, 2001). In this regard, Schein’s (1992) definition is considered one of the most comprehensive definitions of organizational culture where he defined it as follows:

Pattern of shared basic assumptions that the group learned as it solved its problems of external adaptation and internal integration, that has worked well enough to be considered valid and, therefore,

to be taught to new members of the organization as the correct way to perceive, think, and feel in relation to those problems.

Schneider (1998) describes organizational culture as “value systems and assumptions which guide the way the organization runs its business”, Desathnic, et. al (1986) define culture as “the personality of the organization”. According to Gutkinecht and Miller (1990) culture represents the organization’s soul, purpose and foundation. Kerego and Muthinpha (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 organization become more successful.

2.1.2 Model of Organizational Culture

The study of organizational culture a reliable model was sought that can measure organizational culture rather than societal culture dimensions in organizations. The CVF developed by Quinn and Rohrbaugh (1981, 1983) provides a more focused study of organizational culture. The CVF evolved out of research to determine the key factors of organizational effectiveness. The central point of this framework is constructed around two dimensions. The first dimension maps the degree to which an organization focuses on flexibility and individuality, in contrast to stability and control. These intersections of the two dimensions form four types of dominant organizational culture: clan, adhocracy, market and hierarchy. Based on the CVF, Cameron and Quinn (2011) developed the organizational culture assessment instrument (OCAI) to determine the organization’s dominant culture type. The OCAI is an empirically validated and reliable instrument that can be utilized to assess the influence of organizational culture on the organizational variables of this study. Thus it was considered to be the most suitable for the purpose of this study.

The Competing Values Framework

The organizational culture assessment instrument (OCAI)- tool is based on the theory about competing values framework developed by American researchers Cameron and Quinn (Cameron and Quinn 2006).

The purpose of the theory is to help understand organizational phenomena. Such as organizational design, stages of life cycle development, organizational quality, leadership roles and management skills. Organizations are functioning in fast changing environment, which requires organizations to change as well. To be able to change the organizations need to know their current situations and the direction where they want to be in the future.

Competing value framework is one theoretical model to explain organizational culture. The theoretical model is based in several indicators of effectiveness. First criteria of effectiveness emphasis flexibility, discretion, and dynamism from stability, order and control. The second dimensions, differentiates an internal orientation, integration and unity from external orientation.

Clan culture: The type of organizations are like extended families that have shares, values and goals. The employees are committed to the organization as well as the organizations to its employees. The work is done by teams that can have quite autonomous roles and the customer's seen as partners.

Adhocracy culture: the environment forces the organizations to be very flexible in their actions. Employees are motivated to be innovative, creative and entrepreneurial. Unlike market culture, the power has been separated between individuals and teams. However, the external factors guide the development of this type of organization.

Market culture: the activities are externally oriented, but the power is centralized unlike in Adhocracy. The effectiveness of this type of organization is viewed through, for example, profitability and market shares. The main values are competitiveness and productivity, which are measured also between the organizational units and even between individuals.

Hierarchy culture: very typical for organizations in the public sector and relatively old organizations. This type of culture is used to be the ideal form organizations because, it is stable and consistent.

Clan- oriented cultures are family like with a focus on mentoring nurturing and doing things together; adhocracy: oriented cultures are dynamic and entrepreneurial with a focus on risk-taking innovation and doing things first; market oriented cultures are results oriented with a focus on competition, achievement and getting the job done; and Hierarchy oriented culture are structured and controlled with a focus on efficiency stability and doing things right.

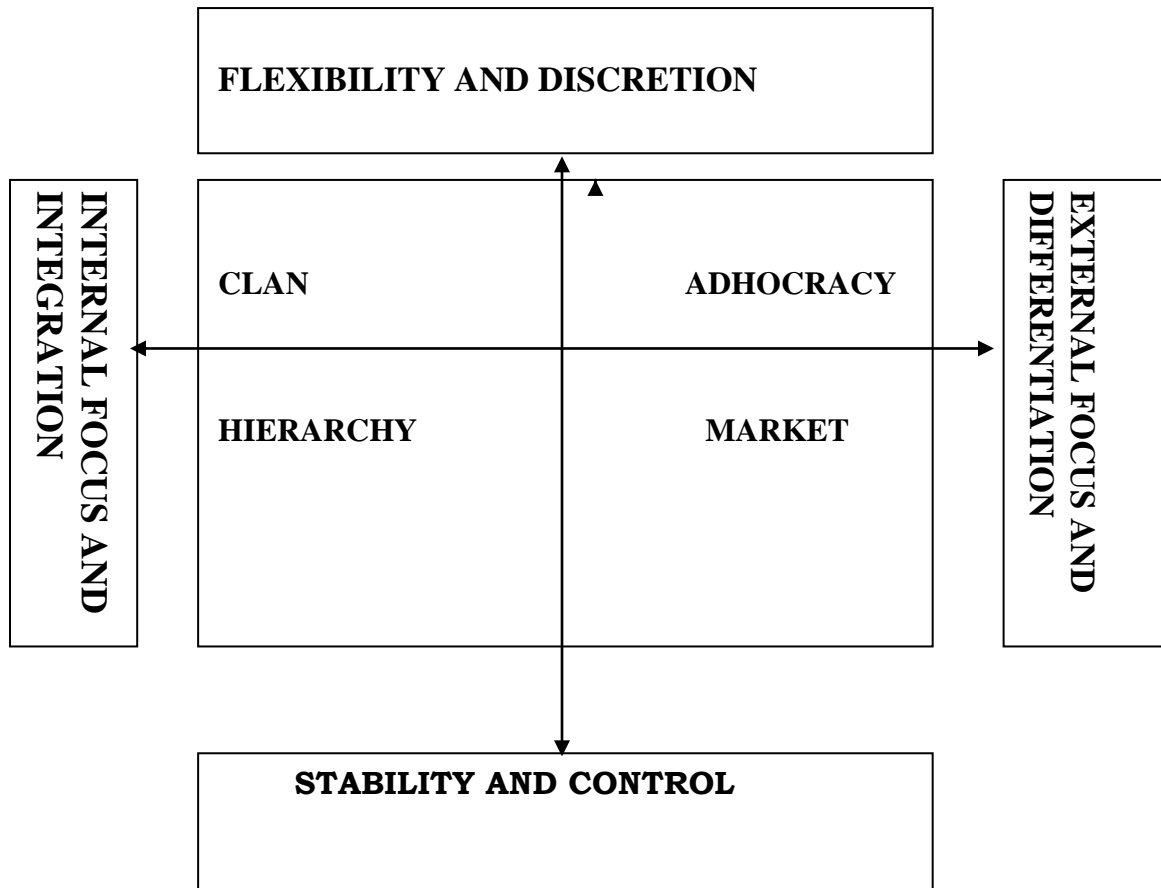


Figure 2.1. The competing values framework (Cameroon and Quinn, 2011)

The competing values framework (Cameroon and Quinn)

The CVF (Quinn & Rohrbaugh 1981, 1983) is very useful in recognizing a wide variety of organizational phenomena ranging from organizational design, organizational quality, stage of life cycle development, roles of human source managers and leadership roles theories of effectiveness, and management skills. In their book “Diagnosing and changing organizational culture: based on the competing values framework”, Cameron and Quinn (2011, P. 37) highlight that to develop the appropriate framework.

It should be based on empirical evidence, should capture the reality being described (in other words, it should be valid), and should be able to integrate and organize most of the dimensions being proposed

Cameron and Quinn (2011) concluded that the CVF meet all these conditions as it was empirically derived, has shown to have face and content empirical validity, and assists in gathering many of the dimensions proposed by other authors.

The CFV itself depended on a previous model developed by Campbell (1977) which sought to create a list of organizational effectiveness. In his study, Campbell (1977) identified 39 factors claimed to represent all possible elements of organizational effectiveness. Quinn and Rohrbaugh (1981, 1983) then submitted these 39 elements to statistical analysis and identified three axes or value dimensions that grouped these 39 elements into four main clusters. The results suggested that organizational effectiveness is evaluated based on three axes or value dimensions. The first value dimension is organizational focus: from an internal (micro emphasis on the well being and development of people in the organizational) to an external (macro emphasis on the well-being and development of the organizational itself). The second value dimension of organizational structure differentiates between values that focus on flexibility and discretion and those that focus on stability and control. The third dimension is related to organizational means and ends: a concern for means (important processes) versus a concern for ends (final outcomes). Each

dimension reflects values that influence criteria used in assessing organizational effectiveness. Each criterion in the construct of organizational effectiveness reflects different combinations of these values. The combination of the first two valued axes, the organizational focus and the organizational structure form four quadrants. These four quadrants represent four of the most common theoretical models of organizational effectiveness; the rational goal model, the internal process model, the human relations model, and the open systems model.

This framework is useful diagnosing and understanding the four organizational culture types. These four culture type constitute the cornerstone of the OCAI that has been widely cited in the literature and has been used more repeatedly in measuring an organization's culture., the OCAI (Cameron and Quinn, 2011) is used in this study to assess the organizational culture of the Ethiopian Orthodox Tewhado Church Secondary Schools..

2.2. The Organizational culture Assessment instrument (OCAI)

Organizational culture plays a major role in the long-tem success of organizations. Therefore it is very important to have a reliable instrument to measure and identify the key dominant organizational culture type. (Cameron & Quinn, 2011) developed the OCAI based on the CVF to map and describe dominant types of cultures in organizations. Cameron and Quinn (2011) found two main dimensions where their intersection produces four main quadrants or types of cultures. These four quadrants constitute the characteristics of competing values in organizations. These dimensions represent internal focus and integration versus external focus and differentiation and values of flexibility and discretion versus those of stability and control.

The clan culture is in the upper left, the adhocracy is in the upper right, the hierarchy is in the lower left, and the market culture is at the lower right. The hierarchy culture is based on a bureaucratic and official process and values

tradition, emphasizing stability, teamwork, and agreement. It focuses more on internal than external issues and values steadiness and control over flexibility. The hierarchy culture is characterized by a formalized and structured place of work. Procedures control what employees do and successful leaders are good coordinators and organizers (Cameron & Quinn, 2011). Large organizations and government agencies are generally dominated by this type of organizational culture (Cameron & Quinn, 2011). The objectives and aims of this type of organizational culture focus on efficiency, and the organizational environment is stable and simple; if changes are to be made they should be kept to a bare minimum. The hierarchy culture's key values focus on keeping an efficient consistent, speedy steady flow of products or services (Cameron & Quinn, 2011).

The term market in the market culture is not the same as the marketing function, but rather refers to an organization that functions as a market itself (Cameron & Quinn, 2011). It values steadiness and control, but in addition focuses more on external environments rather than internal issues. This culture is likely to view the external environment as threatening, and searches to recognize threats and opportunities as it looks for competitive advantage and profits. It is characterized by its external orientation and competitive stance. The market culture's main principles are competitiveness and productivity (Cameron & Quinn 2011).

The adhocracy culture focuses on external issues and values flexibility and carefulness rather than looking for stability and control. It is characterized by originality, creativity, risk taking, and entrepreneurial focus. Organizational charts and formal structure are not emphasized or non-existent. Job roles and established physical space are also considered to be flexible. The adhocracy culture is also characterized by a self-motivated, entrepreneurial and creative workplace (Cameron & Quinn, 2011). Software development and aerospace organizations are examples of organizations dominated by this type of culture,

where the key challenges they face are manufacturing innovative and original products and/or services and adapting speedily to new opportunities.

These four types of culture serve as the base for the OCAI. This instrument has been used in more than thousand organizations and been found to accurately predict organizational performance. It includes six questions, each with four optional answers corresponding to the four cultures explained above. The OCAI helps the organization determine its dominant orientation based on the four main culture types. As well as a direction toward establishing and achieving market aims. This type of organization would rather be more active and flexible and more concerned about developing human resources. This may be in response to a dynamic and changing external environment that requires more cross-functional teaming, a diverse talent mix, and assurance to employees that they will be appreciated in the new environment. For organizations on the right hand side of figure 3.2, the dominant culture profile is generally in the direction of flexibility and external focus, where effectiveness is viewed as creativity, originality, progressive output, and external growth and support. The four quadrants shown in Figure 3.2 are based on Cameron and Quinn's (2011) experience with more than 1000 organizations.

2.3. Job Satisfaction

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 his perception is influenced by the person's unique circumstances like needs, values and expectations. Lock (1976) defines job satisfaction as "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.

Job satisfaction is one of the most widely studied concepts in the organizational behavior field, as it has been identified as a key job attitude related to the quality of the working context in any organization. It has been linked to important organizational variables, such as productivity, absenteeism, and turnover (Loi Yang, & Diefendorff 2009). The literature points out to Taylor's scientific study in 1911 that explored employees' satisfaction and motivation was the starting point in studying the concept of job satisfaction (Gaspar 2006) Nevertheless, Taylor is considered the father of what is known as the Scientific Management which emphasized that economic needs motivate individuals to increase productivity. This classical era of scientific management was followed by the human relations era with the Hawthorne studies. Many authors suggest that the Hawthorne studies in 1924 were the real beginning of studying job satisfaction and motivation. The core idea of the Hawthorne studies 1924 is that the human element is the most valuable resource in any organization. Rather than focusing on personal economic needs to motivate individuals, the Hawthorne studies focused on the impact of the physical and operational work environment on employee's job satisfaction and productivity (Gaspar, 2006). Since these studies, research into job satisfaction has flourished and a great number of models and theories have been developed to explain the complex nature of the job satisfaction phenomena (Locke, 1983). This section aims at exploring the various definitions and meanings of job satisfaction, to be followed by a review of the major theories of job satisfaction.

2.3.1. Job Satisfaction Theories

After discussing the various definitions of job satisfaction, the main theories of job satisfaction are presented. It is important to note that as the definitions of job satisfaction vary, its theories are also different. What makes theories of job satisfaction so complex is that they often overlap with each other. To solve this dilemma, Foster (2000) categorized these theories it into *content* theories

concerned with why people work and *process* theories concerned with what factors determine one's willingness or persistent at work.

2.3.1.1. Content Theories

The content theories seek to investigate the factors that control and organize human behavior. These theories focus on the needs and values that motivate individuals and enhance their satisfaction and performance. Schermerhorn (2011, p. 102) suggests that the content theories "focus primarily on individual needs - physiological or psychological deficiencies that we feel a compulsion to reduce or eliminate. The content theories try to explain work behaviors based on path-ways to need satisfaction and on blocked needs". Consequently, they are often regarded as static theories because "they look at only one point in time and do not predict behavior" (Hosoi, 2005, p. 44). Therefore, their use is limited to understanding the factors that motivate people in their working environment.

Scholars in organizational behavior have proposed many content theories. Although there are a number of content theories in this area, this section will mainly concentrate on three of the most known in this area of job satisfaction. These theories are Maslow's Need Hierarchy, Alderler's ERG Theory, and Herzberg's Two Factor Theory.

2.3.1.2. Maslow's Need Hierarchy: Maslow (1943) is known for establishing the theory of Hierarchy of Needs which is considered one of the most well-known theories in the field of human behavior and one of the first theories that attempt to categorize the different human needs (Kreitner & Kinicki, 2009). Prior to Maslow (1943), most of the research into human behavior focused separately on the factors that explain how human behavior is directed and sustained. Factors such as achievement, power, and even biology were considered to shape the human behavior. Maslow (1943) synthesized this large body of research and concluded that fulfillment of human needs is necessary for both physical and psychological health (Spector, 2003). This means that a need affects human behavior until it is satisfied. Maslow arranged human needs in a hierarchy that include

physical, social, and psychological needs. He observed that these needs can be arranged based on their importance to the individual. Those unmet needs act as a motivator. Once one of these needs has been satisfied, it will no act as a motivator and the individual will move to satisfy the next higher need in the hierarchy (Hilgert & Leonard, 2001; Luthans, 2010). Figure 3.3 illustrates Maslow's Hierarchy of Needs.

General Rewards	Need Level	Organizational Factors
Growth Advancement Creativity	Self Actualization	- Challenging job - Achievement in work - Advancement
- self-esteem - self-respect - prestige	Esteem needs	- Social recognition - Job the - High status job - Feedback
- Love - Affection - Belongingness	Social Needs	- Cohesive work group - Friendly supervision - Professional - Associations
- Safety - Security - Stability - Protection	Safety Needs	- Safe working conditions - Company benefits - Job security - Union - Pension
- Food - Water - Shelter - Sleep	Psychological Needs	- Pay - Good working conditions

Maslow's Hierarchy of Needs Source: (Cherrington, 1994)

According to Spector (2003) individuals are motivated by the lowest-level need that is unmet (unsatisfied). A need must be unmet to be motivating. Thus, when an individual identifies an unmet need across the hierarchy levels, he/she strives toward satisfying this particular need. For instance, an individual who lacks one of the physiological needs will direct his/her action to satisfy this need, and temporarily ignore higher safety needs. Once this lower need has been satisfied, he/she will work on satisfying the previously ignored higher need of safety. According to this theory, individuals will go through a cycle of activities of satisfying unmet needs until the highest order of needs is reached. The following diagram illustrates Maslow's hierarchy of needs focusing on its relationship to the organisational context. The lowest level of physiological needs consists of the physical necessities for survival, such as food, water, an air. The second level includes the safety needs, such as security and protection. The third level constitutes social needs like love. The fourth level consists of esteem needs, such as self-respect. The fifth and highest level refers to reaching one's potential and achievement.

2.3.1.3. ERG Theory: the ERG theory developed by Alderfer (1972) is considered an extension to Maslow's theory of Hierarchy of Needs. However, the ERG theory is narrowed down to the organizational context by explaining work behavior in organizations (Steers, Porter, & Bigley, 1996). Alderfer (1972) provided an alternative to Maslow's theory which is based on five need levels. In the ERG theory, Alderfer (1972) argues that these five levels of needs could be based on a three-dimensional conceptualization of human needs, namely existence, relatedness, and growth. By developing the ERG theory, Alderfer (1972) argued that the five need categories in Maslow's theory could be incorporated into three main categories, being "Existence", "Relatedness", and "Growth". The name of the ERG theory is derived from the first letters of these three categories (Plunkett, Attner, & Allen, 2007).

Existence needs include objects that address physiological necessities for survival, such as water, as well as those basic material basic material needs or desires, such as salary. Relatedness needs resemble Maslow's social needs including relationships with family members, friends and co-workers. The third category is the growth needs which involve productivity or creativity on the individual or work environment levels. The three categories of needs are shown in the following diagram.

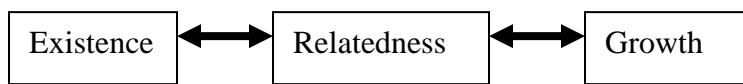


Figure 3.4: Need Categories in ERG Theory

Source: Spector (2003)

Alderfer (1972) arranged these categories of needs on a continuum based on their concreteness. For example, the existence needs are the most concrete among the ERG model because they involve physical objects (Spector, 2003). Relatedness needs come second in this order because they do not have physical objects. On the contrary to Maslow's Hierarchy of Needs theory, Alderfer's (1972) model does not restrict the flow between these needs. For example, when an existence need is satisfied, the individual has less a lessened tendency for that need and a greater desire for the less concrete need of relatedness. Hence, the ERG theory does not assume lower-level satisfaction as a requirement to move to the next level (Hosoi, 2005).

2.3.1.4. Herzberg Two-Factor Theory: Frederick Herzberg and his colleagues proposed the "Two-Factor Theory" in 1957. The theory, also known as "the Motivator-Hygiene Theory" was first published in Herzberg's (1959) book "The Motivation to Work" which was built on Maslow's observations. Herzberg distilled these observations into a more straightforward "Two-Factor Theory" (Robertson, 2009). Herzberg developed his Two-Factor theory by studying 200 accountants and engineers in Pittsburgh. The aim of this study was to identify the factors which make workers dissatisfied and isolate them

from those factors that bring about satisfaction. Participants were asked two questions:

- (a) When did you feel particularly good about your job?
- (b) When did you feel exceptionally bad about your job?

After analyzing the responses, Herzberg (1959) and his colleagues found that two sets of factors emerged. The first set related to job aspects associated with job satisfaction, while the other related to those associated with job dissatisfaction. Herzberg labeled those associated with job satisfaction *motivators*, and those associated with job dissatisfaction labeled as *hygiene* factors. Hygiene factors include security, supervision, pay, co-workers, and policies. Motivator factors consist of job aspect relevant to growth needs, such as responsibility, recognition, and achievement. By separating these two factors, Herzberg argued that job satisfaction is a distinct construct from job dissatisfaction. 'Therefore, removing the hygiene factors do not necessarily lead to job satisfaction. Herzberg argued that there is a dual continuum. Murugan (2007, p. 304) explained it as 'the opposite of 'satisfaction' is 'no satisfaction' and the opposite of 'dissatisfaction is no dissatisfaction'.

Many scholars have criticized Herzberg's Two-Factor Theory and consider it invalid (Locke & Henne, 1986). The major problem with the Two-Factor Theory is that it has not been empirically supported by other studies (Spector, 2003). Also, critics argue that the Two-Factor Theory is observed because it is natural for people to take credit themselves when things go well. In case of failure, they tend to blame the external environment (Wall, Stephenson & Skidmore, 1971).

2.3.1.5. Process Theories

The content theories described above have been widely criticised for being static and descriptive, and being lacking for empirical support (Bowen, Cattell,

Distiller, & Edwards, 2008). Thompson and McHugh (2002) add to the shortcomings of these theories that they do not explain the direction of the motivation process and how it is shaped. On the other hand, the process theories are concerned with answering these questions. They focus on how individual behavior is energized, directed, maintained, and stopped (Ivancevich, 2010). This section examines two of the most prominent and widely known process theories: expectancy theory and equity theory.

2.3.1.6. Expectancy Theory: The Expectancy Theory stems from the much earlier work of Edward Tolman in 1932, who promoted the idea that the relationship between stimulus and response is mediated by unobservable variables or cognitions (Levy, 2006). However, it was not until the 1960s when Vroom (1964) developed what has been called the "Expectancy Theory" which views motivation as a met mathematical function of three types of cognitions (Spector, 2003).

Since its development in 1964, the "Expectancy Theory" has been widely used in the organizational behavior literature to explain the human behavior in organizations (Spector, 2003). Moreover, in a research study that rated importance, usefulness, validity, and extent of recognition of 73 established theories of organizational behavior, Expectancy Theory had high scores against these criteria (Miner, 2003). Buchanan and Huczynski (2004) suggest that Expectancy Theory's strength over other content theories lies in the notion that it takes into consideration the individual differences in behavior and motivation.

The theory explains that motivation is a conscious process, and individuals choose which activities to put their effort into to achieve desired outcomes. Thus, human behavior towards motivation is shaped by preference and possibility of the desired outcomes. Consequently, individuals will be motivated when they believe their behavior will result in outcomes or rewards they value (Spector, 2003).

Expectancy Theory is based on a combination of three conditions, namely *instrumentality*, *valence*, and *expectancy*. Instrumentality refers to the belief held by an individual that a given behavior will result in a desired outcome. Valence is the value of this outcome as seen by the individual. Expectancy is about the likelihood or subjective probability that an individual has about his/her ability to perform a given behavior (Ivancevich, 2010).

Porter and Lawler (1968) refined and extended Vroom's expectancy theory by developing an expectancy model of motivation focused on identifying the source of individual's expectancies and valences and linking an individual's effort with his level of job satisfaction (Kreitner & Kinicki, 2009).

2.3.1.7. Equity Theory: The way that individuals measure justice and fairness is at the heart of equity theory. This theory is usually applied in work contexts to explain how an individual's motivation is influenced by his/her perception of how fairly he/she is treated in social exchanges at work (Ivancevich, 2010). Different equity theorists argue that individuals at work must be rewarded according to their actual contribution, implying that those who contribute more at work deserve to have more rewards or privileges than those who contribute less (Deutsch, 1985).

2.4 The Relationship between Organizational Culture and Job Satisfaction

According to Hebb (1949) and Morse (1953), changes in the organizational culture affect the job satisfaction of the employees and it also changes their behaviors and attitudes. Hellrenged et al. (1974) report the existence of relationship 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 the 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 (2007) finds 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 argued that this varied relation depends on employees that how differently they perceive cultural perspective. Huang and chi (2004) if the employees are satisfied with the culture of the organization, it will motivate 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 Relly (1979), Kran (1985), Greenhans (1990) and Gorris (2006) find that varies form 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.

Mc Hugh 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 turn over ratios from the organization.

Taber (1975), Johnson (2004) and Change and Lee (2007) conclude that organizational culture has a positive impact on the job satisfaction of the employees. Yousaf (1998), Mcknon (2003), Arnold (2006) and Mansoor and Tayib (2010) observe strong positive impact of organizational culture on the job satisfaction. However Johnson (2004) that some components 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 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. Change 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.

Previous research has shown that organizational culture does have an impact on several key organizational variables (Cameron & Freeman, 1991). Peters and waterman (2004) extolled the virtues of organizational culture in enhancing organizational, performance. Many other studies reported a profound impact of organizational culture on organizational performance and effectiveness (Cameron & Quinn, 2011; Deal & Kennedy, 2000; Frost Moore, Louis, Lundberg, & Martin, 1985; Schein, 1985). In addition to the reported impact of organizational culture on overall organizational performance, the literature suggests that organizational culture affect individual attitudes and behaviors (Macintosh & Doherty, 2010). Therefore, employees' perception of

the nature of organizational culture is a critical element in human resource management, change management and leadership.

Kanga Kee and McKee-Waddle (1999) investigated differences in the relationships between job satisfaction and organizational structures. The results indicated that job satisfaction and retention of nurses were influenced by supportive culture that encourages self-governance, support for educational, and opportunities for professional growth. Silverthorne (2004) explored the impact of organizational culture on job satisfaction and organizational commitment in Taiwan. The author used a typology of three organizational culture types, namely supportive, innovative and bureaucratic. The results indicated that a bureaucratic culture resulted in the lowest levels of job satisfaction and commitment, while a supportive culture resulted in the highest levels of job satisfaction and commitment followed by an innovative culture as the next highest. Goodman et. al. (2001) affirmed these results in a study that looked at the impact of organizational culture on the quality of work life. They found that hierarchy cultures are negatively associated with job satisfaction and organizational commitment while clan cultures are positively associated with job satisfaction and organizational commitment.

Lund (2003) adopted the CVF to explore the relationship between the four culture types and job satisfaction. The results pointed out to a positive relationship between clan (emphasizing flexibility and internal orientation) and adhocracy (focusing on innovation and adaptability) cultures. On the other hand, job satisfaction had a negative relationship with hierarchy (emphasizing control and efficiency) and market (focusing on goal achievement and outperforming competitors) cultures. Using a different yet closely similar model to the CVF San park and Kim (2009) conducted a study of the impact of organizational culture types on job satisfaction and turnover intention among hospital nurses in Korea. The results showed that job satisfaction was

positively correlated with clan and market culture, while the influence of adhocracy and hierarchy cultures was not statistically significant.

Organizational culture has a profound influence on several key organizational variable (Cameron & Freeman 1991). Also the literature suggests that organizational culture affects individual attitudes and behaviors (Lund 2003; Schein, 1992). One of these main individual attitudes and behaviors is job satisfaction which was shown to be directly impacted by organizational culture (MacIntosh & Doherty 2010).

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This part of the research presents the methodological aspects of the research which include the research design, research method, study population, sample size and sample techniques, data collecting instruments, data analysis and interpretation and ethical considerations.

3.1 The Research Design

In order to investigate the relationship between organizational culture and teachers' job satisfaction, descriptive survey design was employed because it enabled the researcher to collect and describe large variety of data related to the organizational culture and teacher job satisfaction. As argued by Kumer (1999) descriptive research design is used to describe the nature of the existing conditions and descriptive survey design is more appropriate to gather several kinds of data in a broad size to achieve the objectives of the study. Best and Kahn (2003) have argued that descriptive design is concerned with conditions or level of performance that exist, opinions that are held, process that are going on, effects that are evident or trends that are developing.

Descriptive survey design was also appropriate to collect different types of data on situation that exists, trends that are developed and preferences that are sought (Best and James, 2005). Therefore descriptive research is more appropriate than other research designs.

Moreover, qualitative research approach was employed to meet the purpose of the study and the researcher used semi-structured interview with key informants and document analysis as a method of collecting qualitative data in order to maximize the validity and trustworthiness of the study procedures and results of the study.

3.2 Source of Data

In order to investigate the relationship between organizational culture and teachers' job satisfaction both primary and secondary source of data were used.

3.3 Primary Source of Data

Teachers, directors and vice directors of Ethiopian orthodox Tewahido secondary schools were chosen as primary sources of data.

Teachers and directors/ vice—directors of three Ethiopian orthodox Tewahido secondary schools. Were chosen as primary sources of data by expecting that they have better exposure experience and actual information regarding the issue under the study.

3.3.1 Secondary Source of Data

The secondary data sources were documents such as books, journals research papers, published and unpublished materials.

3.4 Population

The determination of the population and sample schools is based on the 2014 Annual statistics report. According to this report there are five secondary schools in Ethiopian orthodox Tewahido Church in Addis Ababa. The study was expected to be conducted in three selected secondary schools teachers and directors and vice-directors.

Table 3.1 Total population of EOTC schools

No.	Name of school	Sub city	Total number of teachers	Total no of directors
1.	Abune Gregarious secondary school	Yeka	81	3
2.	Meskaye Hizunane secondary school	Gulele	74	3
3	Selassie cathedral secondary schools	Arada	72	2
4	Saint Gabriel secondary schools	Arada	66	3
5	Saint Raguel secondary schools	Addis ketema	96	3
	Total population		389	14

Sample Size and sampling Techniques

In order to get relevant and authentic information about the relationship between organizational culture and teachers' job satisfaction, respondents or the study population were selected by using simple random sampling technique. As mention above that there are five secondary schools and three of them were randomly chosen.

After selecting three general secondary schools, sample teachers were selected. The total numbers of teachers in the sample schools were 212to determine the sample size of teachers, simple random sampling technique was used. Thus, out of 106were taken as a sample in the study. To give equal distribution of teachers between schools proportional allocation to size of teachers in each school was done.

The general secondary schools directors and vice directors, of Ethiopian orthodox church secondary schools were also selected through availability sampling technique due to all the participants are few in number and easily manageable by the researchers. Moreover, the respondents are available in the study to get relevant and real information regarding to the issue under the study. Accordingly, 106 teachers and of directors and vice directors were taken as a sample in this study. For detail information on the list of respondents included in the study see table 3.1

Table 3.2 The summary of the population, sample size and sampling technique

R. No.	Name of schools	Total no of population teachers	Sample size and percentage		Sampling techniques
		Teacher	Teachers	%	
1	Gabriel Secondary school	66	33	50	teacher were selected using simple random sampling techniques
2	Selassie secondary school	72	36	50	
3	Meskay Hezunan secondary school	74	37	50	
Total		212	106	50	

Instrument of data Collection

In order to acquire the necessary information from participants three types of data collecting instruments were used. These are;

3.5 Questionnaire

Closed ended questionnaire was employed to collect quantitative data from selected teachers. This is because item is convenient to conduct survey and to acquire necessary information from large number of the study subject with short period of time. Furthermore, it makes possible an economy of time and expense and also provides a high proportion of usable response (Best & Kahn, 2003). The questionnaire was prepared in English language, because all of the sample teachers can read and understood the concepts that were incorporated.

However, a Likert scale was adopted to assess the organizational culture for statistical reasons. This study adopted five-point Likert scale ranging from; 5 strongly agree, to 1: strongly disagree.

The OCAI instrument was used to measure cultural type. The OCAI was developed by Cameron and Quinn (1999) based on an organizational culture framework built upon a theoretical model referred to as the competing values framework. In this framework, an organization has either a predominant internal or external focus, or it strives for flexibility and individuality, or stability and control. The OCAI consists of two forms which are comprised of the same items; one form asked the respondents to assess the degree to which each of four statements is true regarding each of six dimensions; while the second required the respondents to assess the degree to which each of the four statements would describe the ideal approach to each of the six dimensions.

The OCAI is useful in determining underlying elements in the culture which may affect employee's job satisfaction. The OCAI consists of six organizational culture dimensions and four dominant culture types identified (i.e. clan, adhocracy, market, and hierarchy) in its framework. The OCAI is used to determine the organizational culture profile based on the core values, assumptions, interpretations, and approaches that characterize organizations (Cameron & Quinn, 1999). A cultural profile can be constructed using the competing values Framework through the use of the OCAI-an organizational culture profile can be drawn by establishing the organization's dominant culture type characteristics. Using this framework, the overall culture profile of an organization can be identified as:

- **Clan:** an organization that concentrates on internal maintenance with flexibility, concern for people and sensitivity for customers.
- **Hierarchy:** an organization that focuses on internal maintenance with a need for stability and control.

- **Adhocracy:** an organization that concentrates on external positioning with a high degree of flexibility and individuality.
- **Market:** an organization that focuses on external maintenance with a need for stability and control.

To assess employees' job satisfaction, the JSS (Spector 1997) was adopted in this study. The JSS assesses five facets of job satisfaction, namely pay, promotion, supervision, co-workers and Work itself. This study focuses on the overall job satisfaction which is computed by summing all items in the 5 facets. The questionnaire consisted of a set of 36 items, all of which were considered to be of equal weight and to which respondents scored their answers using a five-point Likert scale ranging from 5: strongly agree, to 1: strongly disagree. Reliability of the JSS was established by Spector (1997). Internal consistency reliability coefficients JSS was reported to be as high as 0.9 for the total scale (Spector, 1997).

3.6. Interview

Semi-structured interview was used to gather in-depth qualitative data from (9) directors of the schools. Because interview has greatest potential to release more in-depth information, provide opportunity to observe non-verbal behavior of respondents, gives opportunities for clearing up misunderstandings, as well as it could be adjusted to meet many diverse situations (MoE, 1999). The data through interview was collected by researcher.

3.7. Document Analysis

In addition to questionnaire and interview, document analysis was used to substantiate the information gathered by the questionnaire and interview. Documents like minutes of meeting, policy document, job description records to see whether job delegated to subordinates, document for selection of subordinates for workshop, training opportunity, promotion and rewards. Moreover, documents (like, General Education Quality Assurance Packages).

Validity and reliability

The issue of validity is the most important concept that researchers are required to deal critically with. The design of the measuring instrument must be valid so that the collected data will lead to sound conclusions. If research is invalid (as a result of a poor instrument), then it is worthless (Cohen et. Al., 2007:133). Validity is the extent to which the measuring instrument (e.g., a questionnaire) we are using essentially measures the characteristic or dimension we intend to measure (Leedy & Ormrod, 2001:98). This implies, if a questionnaire designed to measure teacher satisfaction measures something else (e.g., achievement), then it is not a valid measure of teacher job satisfaction.

Content validity, as defined by Cohen et. al. (2007:137) is a form of validity that refers to the extent to which the measuring instrument (e.g., test, questionnaire or inventory) shows that it fairly and comprehensively covers the domain or items that it purports to cover. Thus, in the context of the present study, content validity was concerned with the degree to which the designed questionnaire items fairly and accurately represented the main variables. These variables included salary and benefits (including promotions), opportunity for promotion, supervision, interpersonal relationships and the work itself. The content validity was judged by the researcher.

Face validity refers to the appearance of the test items. It is where, on the surface, the measuring instrument (test) appears, at face value, to test what it is designed to test (Balnaves & Caputi, 2001; Biringham & Wilkinson, 2003). In other words, if items are supposed to focus on salary and fringe benefits, do the items appear to measure that construct? Like content validity, face validity cannot be checked using statistical significance tests. It is based on subjective judgment. In this study the face validity was judged by the researcher.

Reliability, as defined by Cohen, et. al. (2007:146), is the consistency, dependability and replicability of the measuring instrument over time, and with

the same respondents. It is the extent to which the measuring instrument yields consistent and accurate results when the characteristic being measured remains constant (Leedy & Ormrod, 2001: 99). One means of increasing the reliability of the instrument is the inclusion of the more items in the questionnaire. In this study, the researcher ensured that there were enough items per construct. (Payment 8 items were formulated, for opportunity for promotion 8 items, for supervision 4 items, for work itself 12 items and for co-workers 4 items.) In order to determine the reliability of the questionnaire in the study, Cronbach alpha was computed for each of the four main independent variables, and for the one dependent variable (the entire questionnaire). This is a measure of the internal consistency of the questionnaire.

3.8 Method of Data Analysis

The purpose of the study was to test empirically whether there is relationship between organizational culture and job satisfaction level of teachers at EOTC secondary schools. The study examined the relationship of a set of predictor cultural type variables: clan, adhocracy market and hierarchy with job satisfaction level of teachers at the three Ethiopian orthodox church secondary schools. In order to achieve the study objectives, the researcher relied on the descriptive and inferential statistical procedures:

3.9 Ethical Consideration

First, the researcher has gone to the study area with the letter of entry which was prepared by Addis Ababa University department of Education planning and management to the three schools. The researcher has introduced the objectives of the study. Then, the study was carried out after getting permission from the selected sample of Ethiopian orthodox Tewahido church secondary Schools.

CHAPTER FOUR

DATA PRESENTATION ANALYSIS AND INTERPRETATION

This chapter presents the results of the study based on the empirical analysis of the data collected from the research respondents and the analysis is presented as background information of the study subjects, descriptive summary of organizational culture profile status of overall organizational culture, descriptive analysis of facets of job satisfaction and overall job satisfaction at schools, teachers job satisfaction by organizational culture types in the school, effect of organizational culture on teachers overall job satisfaction, prediction of teachers job satisfaction by school culture types discussed accordingly.

4.1 Background Information of Respondents

In this section, the demographic characteristics of the participants were presented. The demographic characteristics analyzed include sex, educational qualification, Religion, Year of service in the school and job category in the school. Table 4.1 below summarize this demographic information about the respondents.

Table 4.1: Demographic Characteristics of the respondents (N=86)

Items	Questions	Characteristics	Distribution	
			Frequency	Percentage
1.	Sex	Male	75	87.2
		Female	11	12.8
		Total	86	100
2	Educational qualification	BA/BSc	70	81.4
		MA/MSc	70	81.4
		Others	3	3.5
		Total	86	100
3	Religion	Orthodox Tewahido	86	100
		Catholic	-	-
		Muslim	-	-
		Protestant	-	-
		Others	-	-
Total	86	100		
4	Year of service in the school	Below 3 years	19	22.1
		3-6 years	35	40.7
		6-9 years	30	39.9
		Above 9 years	2	2.3
		Total	86	100
5	Job category in the school	Teacher	86	84.6
		Total	86	84.6

According to the information in table 4.1, item 1 out of 86 teachers 75 (87.2%) were male and 11 (12.8%) were female. It shows that majority of teachers in secondary schools of Ethiopian orthodox church schools were male

As far as academic qualification was concerned, respondents were categorized into three groups, namely those holds first degree, Master degree, and others. Table 4.12, item 2 reveals that 13 (15.1%) had master degree, and 70 (81.4%) had first degree.

The qualification of the majority of respondents were first degree holder so all of the respondents can give in depth and thoughtful response of the study. Regarding respondents religion all the respondents (n=86 or 100%) were followers of Ethiopian orthodox Tewahido. Church This shows that the schools were occupied by similar religion followers.

As far as respondents years of teaching experience was concerned. Item 4 in Table 4.1 indicates that out of 86 teachers 35(40.7% of teachers have the services of between 3 years and 6 years. But the rest 30 (34.9%) or 19(22.1%) and 2(2.3%) have 6-9, 3 years and below, and more than 9 years of service respectively. By this fact the schools holds more middle level experienced teachers.

4.2. Descriptive Summary of Organizational Culture Profiles

The mean, percentage of respondents in the school were calculated to summarize the raw data for the total and sub-scales of the pattern of school culture treated in the study based on the organizational culture dimensions. The results are presented in Table 4.2, table 4.3, Table 4.4, Table 4.5, Table 4.6, and Table 4.7 representing description of dominant characteristics, institutional leadership, and management of employees organizational glue, strategic emphasis and criteria of success respectively.

Table 4.2 Descriptive Summary of the Respondents on dominant Characteristics (N=86)

Dominant characteristics		1	2	3	4	5	Mean
Personal place	N	5	14	75	128	85	3.6
	%	1.6	4.6	24.4	41.7	27.7	
Dynamic/entrepreneurial	N	7	18	111	100	25	3.0
	%	2.7	6.9	42.5	38.3	9.6	
Results oriented	N	–	18	96	108	60	3.3
	%	–	6.4	34.0	38.3	21.3	
Controlled/structured	N	–	14	45	132	85	3.2
	%	–	5.1	16.3	47.8	30.8	

Characteristics showed that personal place was the highest with a mean score of 3.6, followed by results oriented, controlled/structured and leaders are dynamic/entrepreneurial with a mean score of **3.3, 3.2, and 3.0 respectively.**

The institutional leadership of the schools was assessed and the result showed that clan and hierarchy culture were the dominant school culture with a mean value of 3.5 followed by adhocracy culture with a mean score of 2.9 and the least was market culture with a mean value of 2.8. The detailed analysis part of the prevalence of each item under the dimension of institutional leadership of the respondents in three schools is shown in Table 4.3.

Table 4.3: Descriptive Summary prevalence, percentage and mean score of the respondents on the institutional leadership.

2. Institutional leadership		1	2	3	4	5	mean
A. Leaders as mentors	N	5	20	66	148	60	3.5
	%	1.7	6.7	22.1	49.5	20.1	
B. Leaders as entrepreneurs	N	3	40	81	100	25	2.9
	%	1.2	16.1	32.5	40.2	10.0	
C. Leaders results oriented	N	10	30	141	60	–	2.8
	%	4.1	12.4	58.5	24.9	–	
D. Leaders exemplify efficiency	N	5	16	81	148	50	3.5
	%	1.7	5.3	27.0	49.3	16.7	

The management of employees in three schools depicted that hierarchy culture with a mean value of 3.4 dominant school culture showing character of conformity and stability, followed by clan and adhocracy cultures with a mean value of 3.3 and the least was adhocracy culture with a mean score of 3.2. clan with a characteristics of teamwork and consensus on the management of employees; and adhocracy, least mean score in three schools characterized by risk taking and innovation in the dimension of management of employees, which lacks in three schools; Competitiveness, achievement designated for market culture; and Conformity, stability for hierarchy culture. Therefore, the study showed that the dominant characteristics of the school is hierarchy culture, followed by conformity, stability, team work, and consensus as far as management of employees were concerned.

Table 4.4 Descriptive summary of the Respondents on Management of Employees (N=86)

3. Management of Employees		1	2	3	4	5	Mean
A. Teamwork, consensus	N	10	20	81	100	75	3.3
	f	3.5	7.0	28.3	35.0	26.2	
B. Risk taking, innovation	N	5	30	81	148	10	3.2
	F	1.8	10.9	29.6	54.0	3.6	
C. Competitiveness, achievement	N	_	24	117	100	40	3.3
	F	_	8.5	41.6	35.6	14.2	
D. Conformity, stability	N	10	20	75	136	50	3.4
	f	3.4	6.9	25.8	46.7	17.2	

Analysis of the organizational glue in three schools showed that loyalty and trust score a mean value of 3.4 and the second highest score formal rules and policies with a mean score of 3.3, the least which is not practiced in three schools is commitment to innovation and emphasis on achievement with an equal mean score of 3.0. the second highest was hierarchy culture; the least were an equal mean score for adhocracy and market culture. (Table 4.2.4)

Table 4.5: Descriptive Summary of the Respondents on Organizational Glue

4. Organizational Glue		1	2	3	4	5	mean
A. Loyalty and trust	N	–	34	75	120	60	3.4
	%	-	11.8	26.0	41.5	20.8	
B. Commitment to innovation	N	5	20	66	156	15	3.0
	%	1.9	7.6	25.2	59.5	5.7	
C. Emphasis on achievement	N	5	30	75	100	50	3.0
	%	1.9	11.5	28.8	38.5	19.2	
D. Formal rules and policies	N	–	20	81	120	60	3.3
	%	–	7.1	28.8	42.7	21.4	

Strategic emphases of the three schools depicted that clan culture is the dominant one with a mean score of 3.4 followed by hierarchy culture 3.3, and market culture 3.2. The least one was adhocracy culture with a mean score of 3.1.

Table 4.6: Descriptive Summary of the Respondents on strategic Emphasis

5. Strategic Emphases		1	2	3	4	5	mean
A. Emphasizes human development	N	8	24	96	108	60	3.4
	%	2.7	8.1	32.4	36.5	20.3	
B. Emphasizes new resources/challenges	N	3	20	96	100	50	3.1
	%	1.1	7.4	35.7	37.2	18.6	
C. Emphasizes competition/achievement	N	3	20	132	80	40	3.2
	%	1.1	7.3	48.0	29.1	14.5	
D. Emphasizes stability/efficiency	N	3	16	75	120	75	3.3
	%	1.0	5.5	26.0	41.5	26.0	

The criteria of success of the three schools depicted that success is human development, efficiency/dependability followed by market leadership, but success is product leader representing adhocracy culture is the least practiced culture type in three schools (Table 4.2.6)

Table 4.7. Descriptive Summary of the respondents on criteria of success.

6. Criteria of Success		1	2	3	4	5	mean
A. Success is human development	N	3	20	111	88	60	3.3
	%	1.1	7.1	39.4	31.2	21.3	
B. Success is product leader	N	7	20	102	88	35	2.9
	%	2.8	7.9	40.5	34.9	13.9	
C. Success is Market leadership	N	–	16	132	108	15	3.2
	%	–	5.9	48.7	39.9	5.5	
D. Success is efficiency/dependability	N	5	16	66	136	60	3.3
	%	1.8	5.7	23.3	48.1	21.2	

4.3. Status of The Over all Organizational Culture

To find out the status of the overall organizational culture in the school, percentage values and alternatively frequency counts were computed. To determine the levels of strength of dominant culture as high and low, mean split was used. Mean scores were determined for each organizational culture dimension and for the total organizational culture. Accordingly, dominant characteristics (M=3.6) (with the highest mean scores) to be the most dominant organizational culture dimension and institutional leadership (M=3.5), followed by Criteria of success (M=3.4), Management of employees (M=3.3), strategic emphases (M=3.2) and organizational glue (M=3.1), with the lowest mean score was perceived on the overall as least practiced within these schools. The average mean score regarding about the overall organizational culture measure and organizational culture dimensions in the school expressed here under (Table 4.8).

Table 4.8: Descriptive Summary of Organizational Culture Elements

No .	6 Dimensions of Organizational culture	Average Score				Strength of Culture	
		Clan	Adhocrac	Market	Hierarchy	Strong	Weak
1.	Dominant characteristics	3.6	3	3.3	3.2	Clan	Adhocracy
2.	Institutional leadership	3.53	2.9	2.8	3.51	Clan	Market
3.	Management of employees	3.3	3.2	3.3	3.4	Hierarchy	Adhocracy
4.	Organizational glue	3.4	3	3	3.3	Clan	Adhocracy & Market
5.	Strategic emphases	3.4	3.1	3.2	3.3	Clan	Adhocracy
6.	Criteria of success	3.32	2.9	3.2	3.30	Clan	Adhocracy
	Overall OC Profile	3.4	3	3.1	3.3	Clan	Adhocracy

The study revealed that dominant characteristics (M= 3.6) with the highest mean scores to be the most dominant organizational culture dimension and institutional leadership (M=3.5), followed by Criteria of success (M= 3.4), Management of employees (M= 3.3), strategic emphases (M= 3.2) and organizational glue (m=3.1) with the lowest mean score was perceived

4.4 Descriptive Analysis of the Level of Job Satisfaction and Job Satisfaction Dimensions at Schools

The frequencies, percentages and means of the teachers responses indicate whether they were satisfied or dissatisfied with teachers' overall job satisfaction and five facets of job satisfaction in the schools. To find out the status of the job satisfaction in the school, percentage values and alternatively frequency counts were computed. To determine the levels of job satisfaction as high and low, mean split was used. Mean scores were determined for each dimension and for the total job satisfaction. Accordingly, the mean scores were 2.6, 2.6, 2.8, 2.9, 3, and 2.74 for payment, opportunity for promotion, supervision, work itself, co-workers and overall job satisfaction respectively.

Table 4.9: Descriptive summary of The level of satisfaction on Teachers' payment teachers' views on their payment

Statement	Disagree F (%)	Agree F (%)	Neutral	mean	S.D
I feel I am being paid a fair amount for the work I do.	71 (82.6)	15 (17.4)	-	2.37	1.06
The benefits we receive are as good as most other organizations offer.	66 (76.7)	20 (23.3)	-	2.52	1.07
The benefit package we have is equitable	61(70.9)	25 (29.1)	-	2.5	0.87
I feel satisfied with my chances for salary increases.	66(76.7)	20 (23.3)	-	2.2	1.33
Raises are high	82 (95.3)	4 (4.7)	-	2.2	1.23
I feel appreciated by the organization when I think about what they pay me	64 (74.4)	22 (25.6)	-	3.13	1.12
I am satisfied with the benefit I receive.	63 (73.3)	23 (27.7)	-	2.6	1.21
There are not benefits we don't have which we should have.	76 (88.4)	10 (11.6)	-	2.9	1.23
Variable	549 (79.8)	139(20.2)	-	2.6	1.1

The results in Table 4.3.2 showed that the teacher respondents slightly satisfied with all of the 8 statements, except the appreciation of teachers in their school. Thus, the data tended to reflect a pattern of teacher discontent as far as salary is concerned, as the average mean is below the average satisfaction mean score and the dissatisfaction mean score outweighs the satisfaction one. In addition, a variable mean of 2.6 indicates that the teachers were slightly satisfied with

this aspect of their work. The highest area of slightly satisfaction had to do with the appropriateness of their salaries to their experience/raises are too few and far between/, (n=82, 95.3%), followed by the factor there are benefits we don't have which we should have. (n=76, 88.4%), and I feel I am being paid a fair amount for the work I do. (n=71, 82.6%).

Table 4.10. The teachers' view on opportunity for promotion

Statement	Disagree F (%)	Agree F (%)	Neutral	mean	S.D
When I do a good job, I receive the recognition for it that I should receive.	46 (53.5)	40 (46.5)		2.75	1.26
There is a fair chance of promotion based on their work	64 (74.4)	22 (25.6)		2.5	1.11
People get ahead as fast here as they do in other places	56(65.1)	30 (34.9)		3.1	0.72
I am satisfied with my chances for promotion	69(80.2)	17 (19.8)		2.36	1.01
There is really high chance for promotion on my job	82 (95.3)	4 (4.7)		3.0	1.2
I feel my efforts are rewarded the way they should be	66(76.7)	20 (23.3)		2.8	0.87
I feel that the work I do is appreciated	70 (81.4)	16 (18.6)		2.2	0.79
There are high rewards for those who work here	64 (74.4)	22 (25.6)		2.39	1.16
Variable	517(79.8)	131(20.2)		2.6	1.0

The general satisfaction level of teachers on the opportunity for promotion dimension indicated that 79.8% of them are dissatisfied and the remaining 20.2% slightly satisfied with a mean score of 2.6 and S.D 1.0. from individual items, teachers who said that high chance for promotion accounts n=82, 95.3% with mean score of 3.0 and S.D, 1.2 and the lowest mean score being appreciation of the work they do.

Table 4.11. The teachers' view on supervision

Statement	Disagree F (%)	Neutral	Agree F (%)	mean	S.D
My supervisor is quite competent in doing his/her job	74(86.0)		12 (14)	2.9	1.13
I like my supervisor	76(88.4)		10 (11.6)	2.8	0.91
My supervisor is fair to me	59(68.6)		27 (31.4)	2.7	1.13
My supervisor shows high interest in the feelings of subordinates	76(88.4)		10 (11.6)	2.96	0.86
Variable	285(82.8)		59(17.2)	2.8	1.0

As it can be seen from Table 4.12 on teachers' satisfaction with regard to supervision dimension indicates that 82.8% of them were dissatisfied with a mean score below average satisfaction mean score, i.e. 2.8 with standard deviation of 1.0. In addition to this 88.4% of the respondents (n=76) didn't like their supervisor and also perceived that their supervisor showed them in the feeling of subordinates.

Table 4.12. The teachers' view on the work itself

Statement	Disagree F (%)	Agree F (%)	Neutral	mean	S.D
Communication seem good within this organization.	86 (100)	–	-	3.51	0.73
I like doing the things I do at work.	81 (94.2)	5 (5.8)	-	3.66	0.86
I feel a sense of pride in doing my job.	66(76.7)	20 (23.3)	-	3.31	0.12
I have to much paper work	84(97.7)	2 (2.3)	-	2.48	1.09
My job is enjoyable	76 (88.4)	10 (11.6)	-	3.23	1.09
Many of our rules and procedures facilitate doing a good job.	75 (87.2)	11 (12.3)	-	2.8	1.14
I feel my job meaningful.	51 (59.3)	31 (40.7)	-	2.3	1.17
The goals of this organization are clear to me.	61 (70.9)	25 (29.1)	-	2.8	0.13
I don't have to much to do at work.	75 (87.2)	11 (12.8)	-	3.1	1.14
I feel that I know what is going with the organization	68 (79.1)	18 (20.9)	-	2.8	0.86
Work assignments are fully explained	82 (95.3)	4 (4.7)	-	2.2	0.85
My efforts to do a good job are not blocked by red tape	76 (88.4)	10 (11.6)	-	3.0	0.96
Variable	881(85.7)	147(14.3)	-	2.9	1.0

Majority of the respondents, representing 85.7% are dissatisfied with their current job regarding about this dimension of job satisfaction, the remaining 14.3% being slightly satisfied with a mean value of 2.9 and standard deviation of 1.00.regarding about the score of individual items, all the respondents perceived communication as good in their school and overwhelming number of respondents (n=84) business of paper work, 97.7% followed by work assignments are fully explained and the feeling of happiness in doing things in their work, 94.2%.

Table 4.13. The teachers' view on co-workers

Statement	Disagree F (%)	Agree F (%)	Neutral	mean	S.D
I like the people I work with	69 (80.2)	17 (19.8)	-	3.83	0.97
I enjoy my co-workers	69(80.2)	17 (19.8)	-	3.14	1.23
I find to work hard at my job because of the competency of people I work with	82(95.3)	4 (4.7)	-	3.0	0.9
There is no much bickering and fighting at work	74 (86.0)	12 (14)	-	2.2	1.07
Variable	294(85.5)	50(14.5)	-	3.0	1.0

Majority of the respondents (n=82, f=95.3) underlined the need for working hard as a result of competency, with slight satisfaction level with standard deviation of 0.9. In addition to this 86% of the teachers depicted the presence of bickering and fighting at work, and 80.2% of them don't like the people they are working with high satisfaction mean scale. Mean while the general satisfaction level of respondents showed that they are slightly satisfied with co-worker dimension of job satisfaction.

The overall analyses distribution of teachers response in EOTC secondary schools was summarized as follows. The results were presented in Table 4.15.

If one looks into a hierarchy of the 36 facet-specific likert scale the mean and standard deviation for each scale were documented (Table 4.15). Job facets of relatively greater satisfaction included only co-workers as reflected by their means of 3.0. Job facets of relatively lesser satisfaction include payment, opportunity for promotion, and the work itself as reflected by their means of 2.9 2.8, 2.45, and 2.4, respectively.

Table 4.14. The teachers' mean satisfaction ratings of the work factors

Factors	N	mean	S.D.	Satisfied (%)	Dissatisfied (%)
Payment	86	2.6	1.1	20.2	79.8
Opportunity for promotion	86	2.6	1.0	20.2	79.8
Supervision	86	2.8	1.0	17.2	82.8
The work itself	86	2.9	1.0	14.3	85.7
Co-workers	86	3.0	1.0	14.5	85.5

Table 4.15 revealed that the lowest mean satisfaction rating was for the payment and opportunity for promotion facet. The mean value of these two facets were 2.6, a value obtained by aggregating the mean values of each of the statements and then dividing this value by the total number of items constituting the factor 'payment'. On a scale of 1=strongly disagree/dissatisfied to 4=strongly agree/satisfied, it can clearly be seen that the teachers' experience of this factor was towards the disagreement or dissatisfaction end of the continuum.

Table 4.15 also demonstrated the mean satisfaction rating of the opportunity for promotion factor. This aspect focuses on career development and the mean value of this factor was 2.6, a value which is slightly above satisfaction average, thus indicating that teachers were relatively satisfied with this aspect of their work. Supervision encompasses a mean of 2.8, illustrating that the teachers were above moderately satisfied with supervision.

Table 4.15, item 4 mean satisfaction rating of the work itself facet. This facet with a mean rating of 2.9 indicated that the teachers were slightly above average satisfied with the nature of work. Co-worker factor consists of a mean score of 3.0, the highest mean of all the factors, indicating that this aspect of their work was satisfying. Finally, in rank order, the percentage of teachers who expressed their disagreement on the factor payment accounts for 79.8%, while those teachers who indicated agreement/satisfaction accounted for only 20.2% of the sample; for the factor opportunity for promotion 79.8% disagreed, and 20.2% agreed for supervision 82.8% agreed and the remaining 17.2% disagreed. The detailed graph presents the percentage of each factor and their dissatisfaction and satisfaction extent.

Under the overall job satisfaction of respondents, the mean score i.e. the average mean score of overall satisfaction was 2.74 with standard deviation of 1.04 which literally means they, the

respondents, were not satisfied with their overall job satisfaction. The overall all dissatisfaction percentile by adding the five dimensions and dividing into five facets in the study is 82.72%

4.5 The Relationship between job satisfaction and job satisfaction dimensions

The research results indicate a significant positive relationship between job satisfaction and pay. This finding is supported by Castillo Conklin, and Cano (1998), Bowen (1980) (as cited by Mcwatts, 2005).

The association between job satisfaction and working condition was found direct which is statistically significant sat 90% confidence level. This finding is supported by Bowen (1980); and Castillo et. Al (1998) who found positive and significant relationship between job satisfaction and working condition. On the contrary, some researchers (Aebi, 1972; Ballyeat 1968; Herzberg, Mausner, and Snyderman, 1959; McLaughlin and Montgomery, 1976; Morris, 1972; reported that job dissatisfaction was correlated with working conditions (as cited by Castillo, 1999).

A positive association was found between job satisfaction and policy and administration in the sample respondents. This finding is supported by Bowen (1980) who reported a positive and significant relationship between job satisfaction and policy and administration. On the contrary, Castillo et.al. (1998) found no significant relationship between job satisfaction and policy and administrative agricultural teachers in Ohio (as cited by Castill, 1999).

The research result further indicates that a positive relationship between job satisfaction and supervision was found in the sample respondents. This finding is supported by Salancik and Pfeffer's (1978); Chen, (2001:625); Cen, Farh and Tsui finding is supported by Salancik and Pfeffer's (1978); Chen, (2001:625); Chen Farh and Tsui (1998); Rowley (1996); Luddy (2005) and Enders (1997), who reported positive and significant relationship between job satisfaction and supervision as cited by Mcwatts, 2005).

A direct and significant relationship was found between job satisfaction and opportunity for advancement. This result is consistent with the findings presented by Bowen (1980) who found a positive significant relationship between job satisfaction and opportunity for advancement (as cited by Castilo, 1999).

Moreover a substantial positive and significant relationship between job satisfaction and the work itself was found in this study. This finding is supported by Padilla-Velez (1993); Bowen (1980); and Bowen and Radhakrshna (1990) who reported positive and significant relationship between job satisfaction and the work itself. Cana and Miller (1992) reported positive relationship between job satisfaction and the work itself, although the relationship was not significant. Castillo, Conklin and Cano (1998) reported a positive significant relationship for female teachers in Ohio, but not for the male teachers (as cited by Castillo, 1999).

This study indicates a significant positive relationship between job satisfaction and coworkers. This finding was supported by several researchers and authors like (Oshagbemi, 2001), Lacy and Sheehan (1997) said that, individuals who perceive that they have better interpersonal friendships with their co-workers and immediate supervisors report higher job satisfaction (as cited by Mcwatts, (2005). Furthermore, Padilla-Velez (1993); Bowen (1980); and Bowen and Radhadrkishna (1990) found a positive and significant relationship between co-workers and job satisfaction. One the contrary, some researchers (Aebi, 1972; Ballyeat 1968; Herzberg, mausner, and Snyderman, 1959; McLaughlin and Montgomery, 1976; Morris, 1972; reported that job dissatisfaction was correlated with working conditions (as cited by Castillo, 1999).

Results of this study indicate that a substantial statistically significant and direct relationship was found between job satisfaction and responsibility from the sample respondents. This finding is supported by Padilla-Velez (1993); Bowen (1980); and Bowen and Radhakrishna (1990) who found positive and significant relationship between responsibility and job satisfaction. On the other hand, Cano and Miller (1992) and Castill, Canklin, and Cana (1998) failed to discover significant relationship between job satisfaction and responsibility for female and male agricultural teachers in Ohio (as cited by Castillo, 1999).

Table 4.15. The relation of JS and JS dimensions

Facet	Correlation with job satisfaction	P-value
Payment	0.582	.00
Opportunity for promotion	0.615	.000
Supervision	0.487	.000
Work itself	0.681	.000
Co-workers	0.602	.000

Table 4.16 portrayed that all the correlations were statistically significant as follows: The correlations between job satisfaction and (i) payment; as well as (ii) opportunity for promotion were significant on the level ($r=0.58$, $p<0.01$ and $r=0.615$, $p<0.01$ respectively).the correlations between job satisfaction and (iii) supervision as well as (iv) work itself were significant on the 1% level ($r=0.49$, $p<0.01$ and $r=0.68$, $p<0.01$ respectively) and the correlations between job satisfaction and co-workers were significant on 1% level ($r=0.6$, $p<0.01$).

Considering that correlations of 0.8 to 0.99= very high; 0.6 to 0.79 = high; 0.4 to 0.59= moderate; 0.2 to 0.39= low; and 0.01 to 0.19= very low, Table 4.16 shows the following: There were moderate correlations between job satisfaction (on the one hand), and opportunity for promotion, work itself and co-workers on the other hand. The correlations of payment and supervision with job satisfaction were moderate. In all instances the correlations were positive, which means that the more the one variable (e.g. job satisfaction) increases, the more the other variables (the four factors) also increase.

According to McMillan and Schumacher (2012:234), “coefficient is a way of expressing the degree to which there is common properties or characteristics. To obtain an estimate of the proportion of the variance that the two measures share...., the coefficient must be squared”. A correlation of 0.582 squared is 0.34 – This is the coefficient of determination. This coefficient means that the variables (job satisfaction and payment) have 34% of their variance in common. Thus, 66% is left unexplained by the correlation of 0.582. By the same fact the coefficient of determination of OP, supervision, work itself and co-workers facets of teachers satisfaction were, 0.38, 0.24, 0.46, and 0.36, respectively.

The results of the multiple regression analysis regressing job satisfaction, as dependent variable, on facets of job satisfaction indicate that the explanatory variables significantly explain the variation in job satisfaction for the sample respondents. Unluckily, the findings on regressing job satisfaction against the selected facets of job satisfaction cannot be compared to literature and research findings, due to a lack of similar studies.

Table 4.16: Descriptive Summary of Job Satisfaction and Job Satisfaction Dimensions (N=86)

Dimensions	Mean	SD
Job satisfaction (JS)	2.74	0.98
Payment satisfaction (PS)	2.6	1.0
Opportunity for promotion Satisfaction (OPS)	2.6	0.99
Supervision Satisfaction (RS)	2.8	0.98
Work itself Satisfaction (WS)	2.9	0.94
Relationship with peers satisfaction (CWS)	3.0	1.01

Respondents asserted that they were dissatisfied with all the facets of job satisfaction except the relationship with peers. Payment, opportunity for promotion, supervision, work itself and co-workers satisfaction and the mean of these facets were 2.6, 2.6, 2.8, 2.9 and 3.0 respectively while the standard deviation of them were 1, 0.99, .098, 0.94 and 1.01 respectively. Since the mean score of overall job satisfactions was below the average satisfaction score, the researcher concluded that teachers of the schools were not satisfied with their job satisfaction at their work. The nature of the work is one of Herzberg's intrinsic or motivator factors of job satisfaction. The nature of an individual's work is a very important element to facilitate that person's attitude towards the work. It is also one of the major determinants of job satisfaction.

According to Kim (2005: 669), individuals who score high in the intrinsic aspects of the work related to the work itself, have high possibilities of reporting satisfaction. Intrinsically-motivated individuals give high values to the work itself, to feelings of self-determination and to competence and personal development.

4.6. The relationship between clan culture and Job satisfaction dimensions

As seen from the results, clan culture has strong, and significant positive correlate with payment (0.593**) and with opportunity for promotion (.567**), it had also strong relationship with supervision, work itself and coworkers (0.398**, 0.571**, 0.481**, respective. It can also be said that 35% of the variance in payment satisfaction of teachers and 32% of the variance in OPS originate from the Clan institutional culture when coefficient of determination ($r^2=0.593$ &

0.567, respectively) are taken into consideration. These findings suggest that there is a positive, although not very strong, relationship between the clan Culture and both PS and OPS. For PS, OPS and WS; 15.8%, 33.6%, 23.1%, respectively of the coefficient of determination of the variance of these dimensions originate from clan culture. This suggests that the change/improvement of clan culture in the schools will increase the prevalence/ increase of opportunity for promotion of teachers, Payment satisfaction, and opportunity for promotion satisfaction, work itself satisfaction and co-workers satisfaction.

With respect of the relationship between adhocracy culture and overall job satisfaction, the zero-order correlation indicated that clan culture was significantly and positively correlated with employees' perceptions of job satisfaction (.105, P.01). The result indicated that there is a positive correlation indicated that clan culture was significantly and positively correlated with employees' perceptions of overall job satisfaction. The result indicated that there was a positive correlation between adhocracy culture and overall job satisfaction. The results of data analysis indicate that there was as correlation between adhocracy culture and job satisfaction. The correlation coefficient of 0.587 denotes that with 0.05 alpha probabilities there were direct correlation and significance between these two variables. Accordingly, the researcher concluded that improving the cultural components of the adhocracy; improve overall job satisfaction of employees in the schools.

According to Lund (2003), the adhocracy culture, which emphasizes innovation, creativity, and adaptability (Bellou, 2010) is second highest related with positive job satisfaction. This culture type is comparable with the innovative dimension. The study of Berson et al. (2008) showed that the innovative dimension is weakly related to satisfaction. An explanation could be that the type of industry has an influence on the culture and satisfaction. For example a high-tech company is more innovation-oriented and can lead to a higher level of job satisfaction for e the high-tech employees. The general innovative atmosphere contributes to employees' general sense of job satisfaction (Berson et. al., 2008).

The findings of the study supported the hypothesized positive relationship between adhocracy culture and overall job satisfaction. The emphasis in adhocracy culture is on being at the leading edge of new products and services which may seem to create increasing pressure on members of

the organization. However, organizations dominated by an adhocracy culture accomplish this task by providing a dynamic and flexible work environment where employees are encouraged to take risk and leaders act as mentors (Cameron & Quinn, 2011). Thus, such a work environment is conducive to job satisfaction (Kerr & Slocum, 1987). A careful look at the three categories of banks revealed that adhocracy culture positively affected overall job satisfaction among employees of Islamic local banks and non-Islamic partially-owned foreign banks. However, employees from non-Islamic local banks did not show a significant relationship between adhocracy culture and overall job satisfaction.

4.7. The relationship between market culture and job satisfaction Dimension

Again, satisfaction with opportunity for promotion, supervision, and with co-workers did not show a significant relationship with market culture. However other facets of job satisfaction were significantly related with market culture. It was significantly and positively related with satisfaction with payment. (0.22, $p < .01$), and satisfaction with work of itself (.005, $p < .01$). as a result market culture of the three schools favors overall job satisfaction of teachers. The favor is linked with payment and the work itself.

The results of data analysis indicate that there is a correlation between market culture and payment. the researchers conclude that improving the cultural components of the market will improve satisfaction level of teachers on their payment in three schools.

The results of data analysis indicate that there is a correlation between market culture and the work itself. The correlation coefficient of 0.127 denotes that with 0.95 probability there are as negative correlation and significant between these two variables. Accordingly, the researchers conclude that changing the cultural components of the market will improve satisfaction level of teachers on their work in three schools.

Regarding the relationship between market culture and overall job satisfaction, correlation (0.053 $P < .01$) indicated that market culture was not significantly and positively correlated with employees' perceptions of overall job satisfaction. The result all in all showed that there is a negative correlation between market culture and overall job satisfaction.

Concerning the hypothesized negative relationship between market culture and overall job satisfaction, the findings of the current study revealed a positive relationship. Market culture can be regarded as a results-oriented workplace led by hard-driving producers (Cameron & Quinn, 2011). Success of an organization dominated by market culture is defined in terms of market

share and outperforming competitors. Employees in such organizations are under constant excessive pressure in terms of workload.

The findings produced contrary outcomes to a large number of studies that argue that there is a negative relationship between pressure in the workplace and job satisfaction (Agho et. al. 1993; Becherer, Morgan, & Richard, 1982; Bhargava & Kelkar 2000). The current study showed that market culture was positively related to overall job satisfaction across all bank categories. Although it was found that employees derived job satisfaction from excessive pressure and heavy workload,

4.8 The relationship between Hierarchy culture and job satisfaction Dimensions

As to other types of organizational culture, hierarchy culture was not significantly related with all facets of job satisfaction. It showed significant and positive relationships with satisfaction with opportunity for promotion (.001, $P < .01$) and with satisfaction with co-workers (.046, $< .01$), but it showed no significant relationship with satisfaction with payment (.153, $P < .01$); satisfaction with supervision (.874, $p < .01$) and with satisfaction with the nature of work (.65, $p < .01$).

As a result hierarchy culture of the three schools didn't favor job satisfaction of teachers. This culture type did not favor all facets of job satisfaction dimensions including payment, opportunity for promotion, supervision, the work itself and co-workers.

With respect to the relationship between hierarchy culture and overall job satisfaction, the zero-order correlation (.232, $p < .01$) indicated that hierarchy culture was significantly and negatively correlated with employees' perceptions of overall job satisfaction. The result depicted that there is a negative correlation between hierarchy culture and overall job satisfaction.

With regards to the relationship between hierarchy culture and overall job satisfaction, the findings of this study did not support the existence of a negative relationship. While the current study revealed that job satisfaction was positively associated with hierarchy culture, a number of previous studies linked hierarchy culture with job dissatisfaction (Goodman et al., 2001; Lund, 2003; San Park & Kim, 2009).

The association between hierarchy culture and job satisfaction may be attributed to the fundamental characteristics of hierarchy culture which turn the organisation into a highly

formalised and structured place to work. In such a culture, employees tend to have high levels of stress and burnout leading to job dissatisfaction (Alder, 2001).

4.9. Comparisons of Overall Correlations among the Variables

The findings of this study revealed that Job satisfaction dimensions had positive associations with Clan culture, Adhocracy, Market and Hierarchy culture.

When compared to Clan culture, Adhocracy Culture, Clan Culture was effective in affecting only the overall satisfaction of teachers whereas Adhocracy Culture was effective in affecting all the JS dimensions than that of clan culture, any effect on the satisfaction of teachers on their payment, Compared to CC, AC, MC and HC had positive correlation with all dimensions. Generally the present study exhibited that AC have a more significant and stronger relationship with Payment Satisfaction.

An organization can implement the characteristics of a specific culture or dimension to obtain the highest job satisfaction. The characteristics of the supportive dimension lead to the highest level of job satisfaction. The innovative dimension results in the second highest level and the bureaucratic dimensions in the lowest level of employee job satisfaction (Silverthorne, 2004). As described in chapter two, the three culture dimensions can be related to the four culture types. According to Lund (2003), the cultures clan and adhocracy are positively related to job satisfaction and that hierarchy and market are negatively related to job satisfaction. The order of rank from the aforementioned culture types, from the highest to the lowest level of job satisfaction, is; clan, adhocracy, market, and hierarchy cultures (Lund, 2003). It is necessary for an organization to implement the characteristics of the clan culture to obtain the highest job satisfaction. Another way to obtain satisfied employees is by implementing job characteristics which lead to positive job satisfaction. According to the discussed researchers in chapter three, it

is important to implement several job characteristics that will lead to positive job satisfaction. For example, implementing the job characteristics autonomy and task significance will lead to positive job satisfaction.

Concluding, the characteristics of the supportive dimension, characteristics of a clan culture and positive job characteristics will result in positive employee job satisfaction. Satisfied employees will lead to high organizational performances and commitment of employees (Snipes et al., 2005).

4.10. The Effect of Organizational Culture on Teachers' Overall Job Satisfaction

This study employed regression analysis in order to verify the direction\predicting effect of each organizational culture on overall job satisfaction of respondents. From Table 4.19 presents the results of regression analyses to identify the effect of each of the four organizational cultures on the overall job satisfaction of respondents.

Table 4.17: The Effect of Organizational Culture Types with Overall Job Satisfaction

OC- OJS	Clan	Adhocracy	Market	Hierarchy
R	0.52	0.27	0.266	0.97
R square	0.84	0.707	0.706	0.61
Adjusted R square	0.8	0.646	0.645	0.67
Std.error	0.75	0.56	0.55	0.76
F	125.1	824.06	624.6	427.8
Beta	0.52	0.84	0.8	0.75
T;'	9.9	5.3	5.4	7.01

Regression analysis was used to test the model of the study. This model examines the relationship between organizational culture and job satisfaction. From table 4.19 the result of linear regression indicates that (organizational culture) has contributed significantly in the variability of (job satisfaction) by 51% from the total variability. Regression coefficients were found to be significant for organizational culture and job satisfaction and that could be confirmed by their respective t statistics and p-value. By looking at the beta coefficient for job satisfaction can determine the relationship between organizational culture and job satisfaction. The regression model implied in this study was found statistically significant (P-value < 0.05). Those findings could be suggested that the model was able to fit the data. On the other hand, from the result of regression analysis it could be concluded that the relationship between organizational culture and job satisfaction is a positive relationship.

Table 4.19 showed results by regressing clan culture against overall job satisfaction. The results indicated the adjusted R-Square value of 0.266 indicating 26.6% of the variation on the job satisfaction was accounted for clan culture variable. This implies the remaining 73.4% of the variation was explained by other variables yet to be shown. The *F* statistic of 125.1 was statistically significant at the 0.001 level which ensures that there was less than 1% probability for 125.1 large score happened by chance. Based on this finding, it may be concluded that the

clan culture significantly explain 26.6% of the variation in the overall job satisfaction. With a Beta-value of 0.52 and *t*-test result of 9.9, the clan culture showed a statistical significant at the 0.001 level, and is the best predictor of overall job satisfaction of respondents so far. Moreover, the finding is in line with Lee and Choi (2003) who found a positive relationship between clan culture and job satisfaction in a Korean secondary schools.

Table 4.19 depicted results of regression analyses, by regressing adhocracy culture against overall job satisfaction of respondents. The adjusted R-Square value shows that approximately 70.6% of the variation on the overall job satisfaction is explained by adhocracy culture ($F=29.88, p < 0.001$). The regression result also confirms the role of adhocracy culture as a predictor of overall job satisfaction ($\beta = 0.38, t= 5.47, p < 0.001$). Furthermore, based on the finding adhocracy culture leads to high levels of job satisfaction. Therefore, where there is a room for taking risk, creating new way accomplishing tasks and giving the chance for employees to take different initiatives increases the overall job satisfaction towards their job (s).

Table 4.19 illustrated that 64.5% of the variation on overall job satisfaction is explained by market culture ($F= 0.311$, which is not significant). The sign for the variable market culture positively correlated. It can be understood that 64.5% of the variation on the overall job satisfaction of employees is created by the four organizational cultures where as the remaining 55.2% of the variation is explained by other variables. Generally, the predicting level of each of the four organizational cultures on overall job satisfaction of employees is clearly shown

The regression analysis of hierarchy culture against overall job satisfaction was presented in the Table 4.19. The adjusted R-Square value tells that the 55% of the variation on overall job satisfaction is accounted for hierarchy culture ($F= 0.51$, which is not statistically significant). Therefore, it can be concluded that organization whose culture is characterized by orders, formal rules, very tight regulations and highly structured (hierarchy culture) they exhibit decreased level of job satisfaction of their employees.

Unstructured interview questions and corresponding analyses

The study also employed unstructured interview prepared to director and vice directors of the three schools. Based on the responses provided from the 9 directors, this study analyzed through narrative statements as follows.

Question No 1. What are the most important characteristics of organizational culture which are highly emphasized by your school?

With regard to the important characteristics which are frequently observed as well as highly emphasized by the three schools, directors said ‘in our school some of the important characteristics emphasized are making teachers how to work with their team mate, encouraging them to express their ideas freely, updating themselves through training which is part of human resource development, the directors of each school approaches the teachers as a partner, respect and live with the formal policies and regulations of the school in order to successfully achieve objectives of school, and other related characteristics.’ The vice director also explains that schools should give the employees a chance at least to express their inner feelings and they, the teachers should be listened. They also summed up teachers are the most valuable asset as well as the means that enables the schools to achieve its objectives. Thus, our school is enabling teachers to develop, improve and train themselves and making them creative enough as well as to interact with their managers and co-workers.

Skills are the most important attributes currently emphasized. Therefore, the schools identified clan culture is the dominant school culture and hierarchy cultures as the second most important cultures of the school, followed by a lesser degree market type of cultures. The three schools are not in favor of adhocracy culture.

Question No.2 How do you explain the effect of organizational culture on the teachers level of job satisfaction?

the responses of the directors organizational culture shows the grand behavior exercised by any organization where employees’ feelings, attitudes, actions, interests, behaviors and fate can be determined. Job satisfaction is the outcome that teachers will show their message towards their job. Therefore, whenever teachers are shaped, felt and administered by the existing organizational culture characteristics they will be having different level of job satisfaction. This forces us to recognize the potential effects organizational culture or cultures will have on the level of employee’s job satisfaction. According to the response of the directors, the job satisfaction of teachers is the reflection or outcome of the organization’s philosophy, values, principles, and the working environment at large. Therefore, if organizational culture gives

employees freedom, let them participated in the decision making, has flexibility and avoids unnecessary and extreme control, teachers' job satisfaction will be enhanced and vice versa. Then it can be understood that organizational culture can influence and predict the level of teachers' job satisfaction.

Question No 3 Which characteristics do you think significantly increase the level of teachers' job satisfaction and vice versa?

When employees are approached by their managers, when they are encouraged while they are performing their tasks, when they are allowed or given a chance to express their feelings, if they are solving their problems and minimize confusions through team approach, if the organization is worried about the development of its employees, if the system is flexible for doing tasks harmoniously and if most of these characteristics are applicable within the organization employees' level of job satisfaction will result astonishing improvement.

The directors also identified the important characteristics which can possibly increase the level of employees' job satisfaction. Some of these can be communicating the basic values, emphases, beliefs, and priorities of the organization to minimize confusions of employees, employees feel happy by approaching them, recognizing them as important employees, encouraging the way they are doing their tasks, letting them do their jobs collectively, improving their level of risk taking and live with the dynamic environment, making them feel the organization as if it is their homes. The v/directors also added that if organizations generally become people concern and emphasize a lot towards the development and good fate of its employees, all these can be factors for increasing employees' job satisfaction to the better level. From the above responses it can be understood that flexible, risk taking, team working, interaction, cohesiveness, etc type of cultures increases the satisfaction of employees.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

These parts of the study deals with the summary of the major findings, general conclusion drawn on the bases of the findings and recommendations which are assumed to be useful to enhance teachers job satisfaction in Ethiopian Orthodox Tewahedo Church secondary schools.

5.1 Summary of the findings

The main objective of this study was to investigate the link between organizational culture and job satisfaction in the Ethiopian Orthodox Tewahido Secondary schools. Additionally, it also provide descriptive data on organizational culture and job satisfaction. Specifically, the present study has three primary objectives: (a) investigating the four major cultural types (clan, adhocracy, hierarchical, and market) and the five dimensions of job satisfaction in the Ethiopian Orthodox Tewahido Secondary schools; (b) examining the relationship between the four cultural types and overall job satisfaction as well as the five dimensions of job satisfaction. Based on the rsearch objectives stated, the following basic research questions were addressed:

1. is there any reallionship between organizational culture and job satisfaction in Ethiopian Orthodox Tewahido Secondary schools?
2. is there any relationship between four types of organizational culture and five facets of job satisfaction in Ethiopian Orthodox Tewaido secondary schools?
3. Which type of culture is dominating in Ethiopian Orthodox Tewahido Secondary schools?

To answer these research questions, descriptive research design was employed to address basic research questions and correlational method was used for assessing the relation of organizational culture types with job satisfaction. To this effect, the study was conducted in three randomly selected secondary schools of Ethiopian Orthodox secondary schools in Addis Ababa. A total of 106 teachers were selected through random sampling technique. By using questionnaires, data was gathered from 86 teachers of Ethiopian Orthodox Tewahido Secondary schools. Data on the respondents' organizational culture and job satisfaction were collected using The Organizational Culture Assessment Instrument (OCAI) developed by (Cameron & Quinn, 2006). The Job Satisfaction Survey (JSS) developed by Spector (1997) respectively. Descriptive statistics were reported, followed by mean, standard deviation,

1. Dominant Culture Type

Because of its great impact on different aspects of organizational behavior ignoring organizational culture in plans for any changes within the organization would yield unforeseen and negative consequences (Cameron & Quinn, 2011).

Model of organizational culture types has been developed by Cameron and Quinn (2006). They suggested four types of culture which refer mainly to the relations among employees;

The Hierarchical culture this type of culture is considered to be well coordinated, characterized by formal rules and policies the market culture organizations that adopt this type of culture aim to be highly competitive the clan culture refers to a friendly working environment where the working force is perceived as mentors the adhocracy culture is characterized by innovation and risk taking assured by a highly creative and dynamic working environment. As the result this study reveals that in three schools the dominant culture was clan culture and the weak culture was adhocracy culture.

2. The relationship between organizational culture and teachers job satisfaction.

Doherty (1996) argued that job satisfaction is influenced by leadership, organizational culture and organizational structure.

Job satisfaction is one of the most frequently investigated variable in organizational culture (Spector, 1997) Hence result of the study reveals that teachers most satisfied with her relations that they have with their colleague and least satisfied with their payment.

3. To what extent organizational culture influence teachers job satisfaction

In the 2000's the results of a number of researchers revealed the clear relation between organizational culture and job satisfaction. The study of Sempane et. al. (2002) revealed a significant relation between organizational culture and the variables of job satisfaction.

The study of Shurbag and Zahari (2012) found that the relationship between the four types of organizational culture (clan, Adhocracy, market, and Hierarchy culture) and the five facets of job satisfaction. The result of this study reveals that Hierarchy culture was not positively related with all facets of job satisfaction, Market culture did not show relationship with opportunity for promotion, supervision and coworkers, Adhocracy culture have positive relationship with all facets of job satisfaction.

5.2 Conclusion

The findings of this study shows that the most dominant culture type in EOTC secondary schools was clan culture and the weak organization culture type practiced was adhocracy culture. Moreover clan culture have an internal emphasis, a short term orientation and emphasis on flexibility, individuality:

It is also note that the findings on culture types of job satisfaction are also consistent with the competing values model and Adhocracy type cultures were most effective in domains of performance relating to adaptation, system openness, innovation. Adhocracy culture strongly and positively related with all facets of job satisfaction and hierarchy culture type not significant in all facets of job, satisfaction market culture type not significant with opportunity for promotion and supervision and Co. workers.

5.3. Recommendation

Based on the findings and conclusions of the study the following recommendations forwarded to different levels of management of EOTC schools.

The management of EOTC schools should give emphasis to the impact of organizational culture on teachers job satisfaction by reshaping organizational values and open for modern organizational improvement because of its impaction turn over, commitment.

The study also recommended the management of school to adopt mechanisms to improve teachers job satisfaction by improvement on payment, increase opportunity for promotion and plan competitive pay structure and Adhocray type of culture is positively related to all facets of job satisfaction that creates a work environment where employees are committed and contribute to the success of the organization culture should be and should remove bureaucratic barriers, increase equitability, trust and allowing of greater academic freedom.

As study reveals that clan type of organizational culture was dominating EOTC schools which is characterized by like extended family the management should adjust the environment to shift to adhocracy culture that the organization to be very flexible in their action and employees are motivated to be innovative, creative and entrepreneurial.

REFERENCES

- Ambrose, S. Huston, T., & Norman, M.A. (2005). **Qualitative method for assessing faculty satisfaction:** *Research in Higher Education*, 46(7), 803-830.
- August, L., & Waltman .J. (2004). **Culture, climate, and contribution: Career satisfaction among female faculty:** *Research in Higher Education*, 45(2), 177- 192.
- Aydin, B., & Ceylan, A. (2009). **A research analysis on employee satisfaction in terms of organizational culture and spiritual leadership.** *International Journal of Business Management*,4(3) ,159-168.
- Bartell, M. (2003). **Internationalization of universities: A university Culture - based framework:** *Higher Education*, 45(1), 43-70.
- Bashayreh, A.M. (2009).**Organizational culture and job satisfaction: A case of academic staffs at University of Malaysia.** Utara, Malaysia: Kedah, University of Malaysia.
- Berrio, A. A., (2003). An organizational culture assessment using the competing values framework: A profile of Ohio State University extension: *Journal of Extension*, 41(2), 1-10. Retrieved from www.joe.org/joe/2003april/a3.shtml
- Cameron, K.S., & Quinn, R. E. (1999). **Diagnosing and changing organizational culture based on the competing values framework.** London: Addison-Wesley Publishing Company, Inc.
- Cameron, K., & Quinn, R. (1999). **Diagnosing and changing organizational culture.** MA: Addison-Wesley.p,156
- Peters, T., & Waterman, R. (1984). **In search of excellence: Lessons from America's best-run companies,** *New York, NY: Warner Books.*
- Lok, P., & Crawford, J. (2004). The effect of organisational culture and leadership style on job satisfaction and organisational commitment. *Journal of Management Development*, 23(4), 321-38.
- Schein, E. (1985). **Organizational culture and leadership: A dynamic view,** San Francisco, CA: Jossey-Bass Publishers.
- Robbins, S., Judge, T., Odendaal, A., & Roodt, G. (2009). **Organisational behaviour: Global and Southern African perspectives.** Cape Town, South Africa: Pearson.
- Spector, P. (2003). **Industrial and organizational psychology: Research and practice (3rd ed.).** New York, NY: John Wiley & Sons.

- Druckman, D., Singer, J., & Cott, H. (1997). **Enhancing organizational performance**. Washington, DC: National Academy Press.
- Cameron, K., & Quinn, R. (2011). **Diagnosing and changing organizational culture: Based on the competing values framework (3rd ed.)**. San Francisco, CA: Jossey-Bass.
- Berson, Y., Oreg, S., & Dvir, T. (2008) **CEO values, organizational culture and firm outcomes**. *Journal of Organizational Behavior*, 29(5), 615-33.
- Hofstede, G. (1991). **Cultures and organisations: Software of the mind. London, United Kingdom**: McGraw-Hill.
- Chatman, J., Polzer, J., Barsade, S., & Neale, M. (1998). **Being different yet feeling similar: The influence of demographic composition and organizational culture on work processes and outcomes**. *Administrative Science Quarterly*, 43(4), 749-80.
- Deshpande, R., & Webster Jr, F. (1989). **Organizational culture and marketing: Defining the research agenda**. *The Journal of Marketing*, 53(1), 3-15.
- Schein, E. (1992). **Organizational culture and leadership (2nd ed.)**. San Francisco, CA: Jossey-Bass Publishers.
- Cameron, K., & Quinn, R. (2011). **Diagnosing and changing organizational culture: Based on the competing values framework (3rd ed.)**. San Francisco, CA: Jossey-Bass.
- Campbell, J. (1977). **On the nature of organizational effectiveness**. In P. Goodman, & J. Pennings, (Eds.), *New perspectives on organizational effectiveness (pp. 13-55)*. San Francisco, CA: Jossey-Bass.
- Cameron, K., & Freeman, S. (1991). Cultural congruence, strength and type: Relationships of effectiveness. In W. Pasmore, & R. Woodman, (Eds.), *Research in organizational change and development (pp. 23-58)*. Greenwich, CT: JAI Press.
- Cameron, K., & Quinn, R. (2011). **Diagnosing and changing organizational culture: Based on the competing values framework (3rd ed.)**. San Francisco, CA: Jossey-Bass.
- Lund, D. (2003). Organizational culture and job satisfaction. *Journal of Business & Industrial Marketing*, 18(3), 219-36.
- Loi, R., Yang, J., & Diefendorff, J. (2009), Four-factor justice and daily job satisfaction: A multilevel investigation. *Journal of Applied Psychology*, 94(3), 770-81.
- MacIntosh, E., & Doherty, A. (2010). The influence of organizational culture on job satisfaction and intention to leave. *Sport Management Review*, 13(2), 106-17.

- Gaspar, J. (2006). *Introduction to business*. Boston, MA: Houghton Mifflin.
- Foster, J. (2000). Motivation in the workplace. In N. Chmiel, (Ed.), *Introduction to work and organizational psychology* (pp. 302-26). Oxford, United Kingdom: Wiley-Blackwell.
- Schermerhorn, J. (2011). *Organizational behavior*, Danvers, MA: John Wiley & Sons.
- Spector, P. (1997). *Job satisfaction: Application, assessment, cause, and consequences*, Upper Saddle River, NJ: SAGE.
- Hosoi, M. (2005). *Motivating employees in academic libraries in tough times*. In Association of College Research Libraries Twelfth National Conference. Minneapolis, MN.
- Ivancevich, J. (2010). *Organizational behavior and management*. Burr Ridge, IL: McGraw-Hill Higher Education.
- Igo, T., & Skitmore, M. (2006). *Diagnosing the organizational culture of an Australian engineering consultancy using the competing values framework*. *Construction Innovation*, 6(2), 121-39.

Addis Ababa University

Department of Educational planning and Management

Educational Leadership and management

Questionnaire to be filled by meskayehizunane, silassie and Gabriel school teachers

Dear respondents:

This questionnaire is designed to solicit the relevant information for the research carried out on the topic “the link between organizational culture and job satisfaction”. The study is conducted for academic purpose for partial fulfillment of the requirements of the master of Art Degree in Educational leadership and management. Hence, your responses will be kept confidential. The soundness and the validity of the findings highly depend on your kind and genuine responses. Therefore, I kindly request you to fill the questionnaire carefully and return it back to me as much as possible as per the indicated time. /to be returned within a week/

Thank you in advance!

General directions

1. No need of writing your name
2. Please put a tick (.....) mark in the box.....for your answers and number of your choice for the alternatives given.
3. If you require further clarification or details, please contact me with either of the following address: e-mail:- mulugetadmassie@yahoo.com, mob:-

Part I. information about Demographic data

1. Sex A. male B. female
2. Educational qualification
 - A. BA/BSC
 - B. MA/MSC
 - C. PhD
 - D. If any, please specify

3. Religion

A. Orthodox Tewahedo

D. Protestant

B. Catholic

E. If any please specify _____

C. Muslim

4. Year of service in the school

A. Below 3 years

B. 3-6 years

C. 6-9 years

D. Above 9 years

5. Your job category in the school

A. Teacher

Part II. Diagnosing organizational culture in your school

This part of the questionnaire consists of items taken from the organizational culture assessment instrument (OCAI). The main purpose of the instrument is to assess six key dimensions of institutional culture in your school. If an item is irrelevant, or if you are not sure, or don't know the answer, leave it blank. Judge how frequently each statement fits the institutional culture in your school. Use the following rating scale, and put "✓" mark for each rating.

Not at all	To a lower extent	to a moderate extent	to a greater extent	to a very great extent
0	1	2	3	4

1	Dominant characteristics	0	1	2	3	4
1.1	The school is a very personal place. It is like an extended family, people seem to share a lot of themselves.					
1.2	The school is a very dynamic entrepreneurial place. people are willing to stick their necks out and take risks.					
1.3	The school is a very result oriented. A major concern is with getting the job done. people are very competitive and achievement oriented.					
1.4	The school is a very controlled and structured place. Formal procedures generally govern what people do.					
2	Institutional leadership	0	1	2	3	4
2.1	The leadership in the school is generally considered to exemplify mentoring, facilitation, or nurturing.					
2.2	The leadership in the school is generally considered to exemplify entrepreneurship, innovating, or risk taking.					
2.3	The leadership in the school is generally considered to exemplify a no-nonsense, aggressive, results-oriented focus					
2.4	The leadership in the school is generally considered to exemplify coordinating, organizing, or smooth-running efficiency.					
3	Management of employees	0	1	2	3	4
3.1	The management style in the school is characterized by teamwork, consensus, and participation.					
3.2	The management style in the school is characterized by individual risk-taking, innovation, freedom, and uniqueness.					
3.3	The management style in the school is characterized by hard-driving competitiveness, high demands, and achievement.					
3.4	The management style in the school is characterized by security of employment, conformity, predictability and stability in relationships.					

4	Organizational Glue	0	1	2	3	4
4.1	The glue that holds the school together is loyalty and mutual trust. Commitment to this school runs high.					
4.2	The glue that holds the school together is commitment to innovation and development. There is an emphasis on being on the cutting edge.					
4.3	The glue that holds the school together is the emphasis on achievement and goal accomplishment. Aggressiveness and winning are common themes.					
4.4	The glue that holds the school together is formal rules and policies. Maintaining a smooth-running school is important.					
5	Strategic emphasis	0	1	2	3	4
5.1	The school emphasizes human development. High trust, openness, and participation persist.					
5.2	The school emphasizes acquiring new resources and creating new challenges. Trying new things and prospecting for opportunities are valued					
5.3	The school emphasizes competitive actions and achievement. Hitting stretch targets and winning in the market place are dominant.					
5.4	The school emphasizes permanence and stability. Efficiency control and smooth operations are important.					
6.	Criteria of success	0	1	2	3	4
6.1	The school defines success on the basis of the development of human resources, teamwork, employee commitment, and concern for people.					
6.2	The school defines success on the basis of having the most unique or newest products. It is a product leader and innovator.					
6.3	The school defines success on the basis of winning in the marketplace and outpacing the competition. Competitive market leadership is key.					
6.4	The school defines success on the basis of efficiency. Dependable delivery, smooth scheduling and low-cost production are critical.					

Part III. This questionnaire is to describe your level of satisfaction in your job. The six point scales of the alternatives represent from a score of one being the lowest possible score to a score of six being the highest possible score for positive statements of satisfaction and a score of one being the highest possible score to a score of six being the lowest possible score for negative statements of dissatisfaction from the list provided. Please indicate your level of satisfaction with various facets of your job 8by making “✓” mark in the b ox under the alternatives given 1,2,3,4,5 and

Use the following rating scale: 1= Strongly Disagree

2. Disagree 3. Neutral 4. Agree 5. Strongly agree

No.	Items	1	2	3	4	5
1.	I feel I am being paid a fair amount for the work I do.					
2.	There is really too little chance for promotion on my job					
3.	My supervisor is quite competent in doing his/her job					
4.	I am not satisfied with the benefits I receive					
5.	When I do a good job, I receive the recognition for it that I should receive					
6.	Many of our rules and procedures make doing a good job difficult.					
7.	I like the people I work with					
8.	I sometimes feel my job is meaningless					
9.	Communications seem good within this organization					
10.	Raises are too few and far between					
11.	Those who do well on the job stand a fair chance of being promoted.					
12.	My supervisor is unfair tome					
13.	The benefits we receive are as good as most other organizations offer					
14.	I do not feel that the work I do is appreciated.					
15.	My efforts to do a good job are seldom blocked by red tape					
16.	I find I have to work harder at my job because of the in competence of people I work with					
17.	I like doing the things I do at work					
18.	The goals of this organization are not clear to me.					
19.	I feel unappreciated by the organization when I think about what they pay me.					
20.	People get ahead as fast here as they do in other places.					
21.	My supervisor shows too little interest in the feelings of subordinates.					
22.	The benefit package we have is equitable					
23.	There are few rewards for those who work here.					
24.	I have too much to do at work					
25.	I enjoy my coworkers					
26.	I often feel that I do not know what is going on with the organization.					
27.	I feel a sense of pride in doing my job					
28.	I feel satisfied with my chances for salary increases.					
29.	There are benefits we do not have which we should have					
30.	I like my supervisor					
31.	I have too much paperwork					
32.	I don't feel my efforts are rewarded the way they should be					
33.	I am satisfied with my chances for promotion					
34.	There is too much bickering and fighting at work					
35.	My job is enjoyable					
36.	Work assignments are not fully explained					

Table of Contents

Abstract	I
Acknowledgments	II
Table of Contents	III
List of Figures.....	IV
List of Tables	V
Abbreviations	VI
CHAPTER ONE	1
INTRODUCTION.....	1
1.1. Background of the Study	1
1.2. Statement of the Problem	2
1.3. Research Question	2
1.4. Objectives of the Study	3
1.4.1. General Objective.....	3
1.4.2. Specific Objectives	3
1.5. Significance of the Study	3
1.6. Scope of the Study	4
1.7. Limitation of the study	4
1.8. Operational definitions	4
1.9. Organization of the Study	4
CHAPTER TWO	5
REVIEW OF RELATED LITERATURE	5
2.1 Organizational culture	5
2.1.1 Defining Organizational Culture	7
2.1.2 Model organizational culture	9
2.2.The Organizational Culture Assessment Instrument (OCAI)	13
2.3. Job Satisfaction	15
2.3.1 Job Satisfaction Theories	16
2.3.1.1 content theories	16
2.3.1.2 Maslow’s need Hierarchy Theory	17
2.3.1.3 ERG Theory	19
2.3.1.4 Herzberg Two Factor Theory	20

2.3.1.5 Process Theory	21
2.3.1.6 Expectancy Theory	22
2.3.1.7 Equity Theory	23
2.4. The relationship between organizational culture and job satisfaction	23
CHAPTER THREE	27
RESEARCH DESIGN AND METHODOLOGY	27
3.1 The research Design	27
3.2 Source of Data	28
3.3 Primary Source of data	28
3.3.1 Secondary source of Data	28
3.4. Population	28
3.5. Questionnaire	30
3.6. Interview	32
3.7. Document Analysis	32
3.8. Method of Data Analysis	34
3.9. Ethical Consideration	34
CHAPTER FOUR	35
DATA PRESENTATION ANALYSIS AND INTERPRETATION	35
4.1. Background information of Respondents	35
4.2 Descriptive summary of organizational culture profile	36
4.3 Status of the overall organizational culture	40
4.4. Descriptive analysis of the level of job satisfaction and job satisfaction dimensions at schools	41
4.5. The relationship between job satisfaction and job satisfaction dimensions	48
4.6. The relationship between clan culture and job satisfaction dimensions	51
4.7. The relationship between market culture and job satisfaction dimension	53
4.8. The relationship between Hierarchy culture and job satisfaction dimensions	54
4.9. Comparisons of overall correlations among the variables	55
4.10. The effect of organizational culture on teachers' overall job satisfaction	55

CHAPTER FIVE	60
SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS	60
5.1 Summary of the findings	60
5.2 conclusion	62
5.3 recommendation	63
References	
Appendix	

List of Figure

Figure 2.1. The competing value frame work (Cameroon and Quinn, 2011)	
.....	11

List of Tables

Table 3.1. Total population of EOTC schools	28
Table 3.2. The summary of the population sample size and sampling technique.....	30
Table 4.1. Demographic characteristics of respondents	35
Table 4.2. Demographic summary of the respondents on dominant characteristics.....	37
Table 4.3. Discipline summary prevalence, percentage and mean score of the population on the institutional leadership	37
Table 4.4. Descriptive summary of the respondents on management of employees.....	38
Table 4.5. Descriptive summary of the respondents on organizational glue	39
Table 4.6. Descriptive summary of the respondents on strategic emphasis	39
Table 4.7. Descriptive summary of the respondents on criteria of success	40
Table 4.8. Descriptive summary of organizational culture elements	41
Table 4.9. Descriptive summary of the level of satisfaction on teacher's views on their payment.....	42
Table 4.10. The teachers' view on opportunity for promotion	43
Table 4.11. The teachers' view on supervision.....	44
Table 4.12. The teachers' view on the work itself	45
Table 4.13. The teachers' view on co – workers	46
Table 4.14. The teachers' mean satisfaction ratings of the work factors	47
Table 4.15. The relation of JS and JS dimensions	49
Table 4.16. Descriptive summary of JS and JS dimensions	51
Table 4.17. The effect of OC types on over all JS	56

