



ADDIS ABABA UNIVERSITY

**COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND
MANAGEMENT.**

**THE EFFECT OF SCHOOL CULTURE ON TEACHERS' JOB
SATISFACTION IN PRIVATE SECONDARY SCHOOLS OF NIFAS
SILK LAFTO SUBCITY ADDIS ABEBA.**

By

TAMIRAT GETACHEW

JANUARY, 2022

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**A THESIS SUBMITTED TO ADDIS ABABA UNIVERSITY COLLEGE OF
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THE REQUIREMENT FOR THE AWARD OF MASTER DEGREE IN
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ADDIS ABABA

SCHOOL OF GRADUATE STUDIES

This is to certify that the thesis prepared by **Tamirat Getachew**, titled: -**“The effect of Organizational culture on teachers’ job satisfaction in private secondary schools of Nifas Silk Lafto Subcity Addis Abeba”** and submitted in partial fulfillment of the requirement for the degree of Master of Arts in Educational leadership complies with regulation of the University and meet the accepted standards with respect to originality and quality.

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STATEMENT OF DECLARATION

I, **Tamirat Getachew**, hereby declare that the thesis titled, “**The effect of School culture on teachers’ job satisfaction in private secondary schools of Nifas Silk Lafto Subcity Addis Abeba**” submitted by me for the award of degree of Master of Arts in Educational Leadership, is my original work and it has never been presented to any other University. All sources and materials used for this thesis have been duly acknowledged.

Name: **Tamirat Getachew**

Signature-----

Place :**Addis Ababa;**

January, **2022**

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LIST OF ACRONYMS /ABBREVIATIONS/

ANOVA: Analysis of variance

JSS: Job satisfaction survey

SPSS: Statistical packages for social science

ABSTRACT

*This thesis explains the effect of organizational culture dimensions (involvement, consistency, adaptability and mission) on teacher's job satisfaction, in the case of Nifas Silk Lafto sub-city. The study adopted explanatory research design. The target population consisted 526 teachers and 227 samples drawn. Simple random sampling was used. The data for this study was collected using standardized questionnaires from seven private secondary schools in Addis Ababa. Two separate instruments of job satisfaction survey and organizational culture assessment instruments were used to measure teacher's level of job satisfaction and existed organizational culture of the private schools. The collected data was analysed using statistical package for the social science (SPSS). In **order** to test the reliability of the instrument, Cronbach alpha test was used. Pearson correlation and regression analysis were applied to estimate causal relationship between independent variables (organizational culture) and dependent variable (job satisfaction) of teachers. Then the response of the respondents were analysed through descriptive statistics, correlation and regression. The finding of the study indicated that, Mission culture was the most dominant type of organizational culture. Level of job satisfaction of the teachers was average however; the nature of work slightly satisfied the schools teachers than other facets of job satisfaction dimensions. All organizational culture dimensions were significantly and positively correlated with job satisfaction of teachers. The effect of organizational culture dimensions on job satisfaction indicated that, each independent variable had a positive effect on teacher's job satisfaction. The overall finding of the study suggested that, the nature of organizational culture affect the level of teacher's job satisfaction and the stronger the culture of the organization the more teachers satisfied with their job. Therefore, the school leaders, managers and owners expected to improve and practice effective school culture of involvement, consistency, adaptability and mission that promote teachers job satisfaction and retention with the profession of teaching also the study recommended that, such institutions have to capitalize more specifically level of involvement practices because when teachers involved in their work and their information taken as an input for decision making, it will create a sense of ownership and commitment to their job. For these all finally used to make quality decision and implementation for school goal attainment.*

Key word: Organizational culture, involvement, consistency, adaptability, mission culture and job satisfaction.

CHAPTER ONE

1. INTRODUCTION

1.1. Background of the Study

The study of organizational culture became a focus of attention in the late 1980s and early 1990s when the failure of U.S. firms in competing with their Japanese counterparts (Ojo, 2010). Organizational culture is even more important today than it was in the past. Globalization increased competition, various employee developments and technological change have created a greater need for strategy innovation, coordination and combination across organizational units in order to improve efficiency and effectively manage work force (Schein, 1992).

In the contemporary world culture informs the teachers as to what it means to teach, what teaching methods are presented and appropriate to use, what the pupils are like, what is possible, and what is not. The culture also plays a large role in defining for teachers their commitment to the task; it arouses the energy of the teachers to perform the task, loyalty and commitment to the organization and job satisfaction (Owens, 2004). Besides the nature of school culture, teachers are the central element in education system holding various important responsibilities. The overall performance of the schools depends upon on teachers and ultimately their level of commitment and job satisfaction. Understanding teacher's behaviors and attitudes in the organization therefore, needs more consideration (Tsui and Cheng, 1999).

Organizational culture has a powerful effect on the performance and long term effectiveness of organizations. Furthermore, to organization level effects, the impact of organizational culture on individual's morale, commitment, efficiency, and emotional wellbeing is also well documented with the job satisfaction of employees in the organization (Cameron and Quinn, 2006).

School cultures are complex networks of traditions and rituals that have been built up over time as teachers, students, parents, and administrators work together and deal with crises and events (Deal and Kennedy (1999). According to ZrluSenyucel, (2009) organizational culture is a critical resource for any organization as it provides the most valuable competitive advantage. The way this critical resource is managed affects organizational performance and it's a significant influence on organizational culture. Human resource management practices

and organizational culture are interlinked. Farnham and Gunter 1993; also stated that Organizational culture offers a shared system of meanings which is the foundation for communications and mutual understanding with in an organization.

They also noted that the functions are not achieved in a satisfactory way culture may meaningfully reduce the efficiency of an organization. During the 1990s, the studies of Robbins and et al (1993) found that, since the dimension of job satisfaction is components of an organization, job satisfaction is an evaluation of organizational culture. The extent to which the school culture is strong or weak can be determined by assessing the job satisfaction level of the teachers in the organization.

Different research finding indicated that there are positive relationship among job satisfaction, job performance and organizational culture (Lund, 2003). This organizational culture is one of the basic aspects in job satisfaction of employees in every organization (Liu and Ramsey, 2008). Also, Empirical studies about the effect of organizational culture on job satisfaction of employees found that, If the relationship between organizational culture and job satisfaction is stronger, it is signifies a strong culture in the organization. If the relationship between organizational culture and job satisfaction is low, it is signifies a weak culture of the organization (Lund, 2003).

As stated in in Rahel (2019) and Getaneh (2018) organizational culture can bring positive and negative working area or force in the process of achieving organizational goal. This can be explained that positive working environment promotes productivity, growth, satisfaction, and gain for all employees and also for the organization. Despite to this, negative working environment can bring dissatisfaction, less ownership, forming destructive informal groups, less responsibility, and generally less respond for common achievement settled in the organization.

Now days, according to Ethiopian education statistics annual abstract in 2019/020, shows there is a need to give serious attention in maintaining teacher's retention because of significant tendency to change their profession. The report had indicated many reasons for teacher's turnover. Among these reasons: death, changing profession, prolonged sickness, retirement and other factors contributed about 57% and 59% in primary and secondary school in Addis Ababa city administration respectively. Furthermore, from worldwide perspectives, the difference between developed and developing countries are mainly because of their

focuses of investment on the development of their human resource capacity. This shows how far strategic direction is required from the government and institutional levels to handle teacher's turnover in particular and enhance their job satisfaction in general.

School leaders faced several problems in identifying and understanding components of organizational culture that leads to maximum level of teacher's performance, retention, and enhance their commitment and job satisfaction. As a source of human resource investment, such institutions need to build strong organizational culture that improves students' academic achievement in general and teachers levels of job satisfaction in particular. Therefore, the study is conducted to identify the effect of organizational culture on job satisfaction of teachers.

1.2. Statement of the Problem

The most convincing research suggests that teacher's job satisfaction is strongly affected by school culture. This culture is composed of values, norms and roles existing within institutionally separate structure of governance, communication and educational practices. And successful schools are found to have cultures that yield a climate conducive to teaching and learning (Purkey and Smith (1985). International research literature shows that the culture of the school determine whether teachers are satisfied with their jobs and working conditions and have significant effect for the retention of teachers within the profession, for their method to teaching, for the creation of friendly relationship within a school, and for students outcomes (Crossman and Harris, 2006: chaplain, 1995).

Different research finding indicated that there is positive relationship between job satisfaction and organizational culture (Lund, 2013; Mansor and Tayib, 2010; Arnold and Spell, 2006; Chang and Lee, 2007). Organizational culture is one of the basic aspects in job satisfaction of employees in every organization (Liu and Ramsey, 2008).

Empirical studies about the effect of organizational culture on job satisfaction of employees found that, organizational culture of involvement, consistency, adaptability and mission had significantly correlated with job satisfaction of employees. Thus, improving the cultural components will leads to an improving employee's level of job satisfaction. Davoodalmousavi.S .M (2013), Robbins (1998). Asserts that a dominant culture expresses the core values that are shared by a majority of employees. Studies conducted by Fey and

Denison (2006) found that involvement is the most important dimension of organizational culture for organizations whose primary goal is employee job satisfaction.

So far, Job satisfaction studies in Ethiopia have been carried out in recent years indicated that, teachers were significantly dissatisfied with their work, salary and benefits appeared as the key dissatisfying aspects of all the work factors other causes of low level of satisfaction were linked to poor fringe benefits and opportunities for promotion, the management style of the principals, the lack of involving teachers in decision making process, lack of opportunity to advance personally and the poor relationships teachers had with school community. Gedefaws's et al (2012).

In Ethiopian context, teachers are significantly evacuated from the honoured teaching profession. Even, the existed teachers are attending some other field of studies apart from teaching. The reasons may vary depending on insufficient attentions of government and institutions to the overall teacher's development. But, still teachers are demanding for adequate payment that fit their contribution, fair promotion system, fringe benefits and effective management system that finally leads them appropriate level of job satisfaction. Moreover, it might be difficult to achieve these without effective organizational culture as it provides conducive environment for teaching and learning. In addition to this, school is a very complex organization that its output cannot be determined in tangible form and abstract in nature. The purpose is to shape human mind and it a means to acquire the necessary knowledge and skill that result permanent change in behaviour of pupils. Teachers are the main catalyst of school goal attainment and school performance depends on how far they satisfied with the existed school culture.

As report of ministry of education (MoE), annual abstract in 2019/2020 implies that the attrition rate of teachers out of 27359 primary school teachers working in Addis Ababa is 989 which take part 3.6% and among 9559 secondary schools teachers in Addis Ababa 415 leave the job which accounts 4.3% In the report of 2019/020 teachers leave the teaching profession due to death, leaving teaching profession, prolonged sickness, retirement, and others reasons. Among the given reasons to leave the teaching profession takes the largest number and which accounts 57% and 59% in primary and secondary school in Addis Ababa city administration respectively.

As far as the researcher reading concerned, there are several researches on the relationship between organizational culture and employee's job satisfaction. However, in the Ethiopian context the studies are scant (Semine, M. and Henok, B. 2018). Through studying the effect of organizational culture on teacher's job satisfaction, it is possible to enhance job satisfaction and organizational effectiveness. This in fact requires understanding of existing organizational culture dimensions that associated with involvement, consistency, adaptability and mission. The study aimed to identify the effect of these organizational culture dimensions on teacher's level of job satisfaction.

Based on the consideration of the above issues the researchers have conducted the pilot test in order to assess the impact of school culture on teacher's job satisfaction, so the result revealed that the school cultures were found to be weak and as a result teachers were dissatisfied.

1.3. Research Questions

The study addresses the following research questions

1. What is the dominant culture type in Neway challenge, Redemption, Dynamic, Pan Nation, Mark, South west and Spring of Knowledge private schools?
2. How do teachers perceive the existing organizational culture and level of job Satisfaction?
3. What is the relationship between organizational culture and teachers job satisfactions?
4. What is the effect of organizational culture traits of involvement, consistency, adaptability and mission on teacher's job satisfaction?

1.4. Objectives of the Study

1.4.1. General Objective

The general objective of this study is to investigate the effect of the organizational culture on the job satisfaction of the teachers, in the Nifas Silk Lafto sub city private secondary schools in Addis Ababa.

1.4.2. . Specific Objectives

From the general purpose of the study, the following specific objectives have been derived.

- ✓ To identify the dominant culture of the school.
- ✓ To assess the existing organizational culture and teachers job satisfaction.
- ✓ To find out the relationship between organizational culture and teachers job satisfaction
- ✓ To find out the effect of organizational culture traits on teacher's job satisfaction

1.5. Significance of the Study

Organizational culture has ability to rise job satisfaction and deep understanding about problem solving and organization performance (Kotter, 2012) if the organizational culture becomes incompatible with the school vision and goals of the stakeholders, the organization's may not be successful as it was intended, furthermore, this study will have the following importance. The study would benefit the schools by determining which corporate culture traits has more effect and would lead to give attention to improve teachers level of job satisfaction.

- The study would benefit to identify the key component of teachers level of job satisfaction that required to be improved.
- The study might contribute to identify the significance relationship between organizational culture traits (involvement, consistency, adaptability and mission) and employee job satisfaction which help to draw the extent of the role that corporate culture plays on teacher's job satisfaction.
- Finally, interested stakeholders might use the study for further investigation in the area of organizational culture and academic staff's job satisfaction.

1.6. Delimitation (Scope of the Study)

The study aimed to explain the effect of organizational culture on teacher's job satisfaction and Limited to teachers of seven private schools in Addis Ababa city. Particularly, the study area was chosen due to the reason that emanates from the researcher work experience in education sector in Addis Ababa City for the last seven years serving as a part of management in private schools.

Because of time constraints only questionnaires were conducted as a data collection instrument and distributed to the targeted respondents of the study. Conceptual framework derived from organizational culture of involvement, consistency, adaptability and mission culture traits as independent variables and job satisfaction as dependent variable. Therefore, the investigation finding and interpretation were revolved around the organizational culture and teacher's job satisfaction of the private secondary schools located in Nefas Selk Lafto sub city.

1.7. Limitation of the Study

The researcher faced different problem in investigating the study. The fear of covid-19 in the case of contamination while collecting the questionnaire from respondents. Also, time constraints for applying multiple instruments of data collection by involving interviews. Because, it gives a chance for the respondents to express their opinion without being limited by the nature of the questions. Furthermore, some teachers felt uncomfortable to provide response by suspecting the confidentiality. However, the researcher genuinely describes the purpose of the study for the respondent and persuaded them to take part effectively.

1.8. Definition of Terms

Under the consideration of the research, conceptual definition of terms presented as follows.

Culture: - is a complex system of values and norms that lead individual's behavior. It involves a set of beliefs, values, assumptions, outlooks and experiences that are acquired through learning and socializing and shared by employee of a social unit like people in an organization (Rousseau 1990).

Organizational Culture: - states the exceptional configuration of norms, values beliefs and ways of behaving that describe the manner in which groups and individuals combine to get things done. Eldridge and Crombie (1974).

Involvement culture:- Build human capability, ownership, and responsibility. Organizational cultures characterized as "highly involved" strongly encourage employee involvement, and create a sense of ownership and accountability. Daniel Dan R. Denison (2012).

Consistency culture:- Describe the values and systems that are the source of a strong culture. Consistency provides a central foundation of integration, coordination and control. Daniel Dan R. Denison (2012).

Adaptability culture:- Interpret the burdens of the business environment into action. Such institutions hold a system of norms and beliefs that maintain the organization's capacity to accept, interpret, and translate indications from its environment into internal behavioral

changes that increase its opportunity for survival, growth and development. Daniel Dan R. Denison (2012).

Mission culture;- Define a meaningful long-term direction for the organization. Daniel Dan R. Denison (2012).

Job satisfaction states the attitudes and feelings employees have about their job. Positive and satisfactory attitude towards the job specify job satisfaction. Negative and unfavorable attitudes towards the job indicate job dissatisfaction (Armstrong, 2009).

1.9. Organization of the Study

This section shows the outlines of the project organization and its arrangement. The study was organized into five chapters. The first chapter has introduced the need of understanding the effects of organizational culture on teacher's job satisfaction. It presents context of the study. The objective and purpose of the study have been presented with its potential contributions from the study. Chapter two deals with a review of the literature relevant to the study. Chapter three presents a detailed discussion of the general research design and the methodology used to test the conceptual framework. Chapter four reveals the data analysis, presentation and interpretation of the study and the final chapter concerned with the summary, conclusion and recommendation of the study.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1. Introduction

A review of related literature is an important feature of any research study. This chapter deals with an overview of the concept of organizational culture and its models from different perspectives. Followed by a discussion on the concept of job satisfaction and presenting the empirical study in which the study is constructed. Thus, the theoretical and empirical review of the study presented as follows.

2.2. Theoretical Review

2.2.1. Concept and Definition of School Culture

Culture as a concept derives from the fields of social anthropology and sociology in general its description has been used to characterize an organizational or group of individuals within a social structure. Culture is, however, not a well-defined concept (Munch and Smelster, 1992). It describes roles and interactions that derives from norms and values in the sociological tradition, or from beliefs and attitudes in the social psychological field (Unthaw and Witten 1988).

The first views culture as an implicit feature of social life, and the second holds culture to be an explicit social construction (Unthaw and Witten 1988) in other words, culture as the structure of a socio political group or culture as a product of that group. Such view of culture have been combined into organizational theory to give rise to the ideas of organizational culture (Brown 1998) and the similar corporate culture (peters and waterman 1982).

Culture represents the 'social glues' and makes a 'we feeling' this counter acting processes of distinctions that are an inevitable part of organizational life. Organizational culture brings a shared system of meanings which is the foundation for communications and mutual understanding. If these functions are not achieved in a satisfactory way culture may significantly minimize the efficiency of an organization (Furnham and Gunter 1993).

Culture is a complex network of values and norms that manage individual's behavior. It incorporates a set of beliefs, values, assumptions, expectations and experiences that are acquired through learning and socializing and shared by members of a social unit like people in an organization (Rousseau 1990).

The term 'organizational cultures' tends to refer to a naturally happening phenomenon that all organizations possess, whereas corporate culture is held to be more management driven, in an attempt to rise organizational effectiveness.

Organizational culture is the pattern of values, articulated but shape the ways in which employees in organization behave and things get done. Values refer to what is believed to be significant about how people and organizations behave. 'Norms' are the unwritten rules of behavior. The concept emphasizes that organizational culture is concerned with the subjective characteristic of what goes on in organizations it refers to perceptions such as values and norms that saturate the whole or part of a business, which may not be defined, discussed or even observed. Armstrong (2009).

Eldridge and Crombie (1974) also, stated that, the culture of an organization refers to the distinctive configuration of norms, values beliefs and ways of behaving that describe the manner in which groups and individuals combine to get things done. The term school culture is often referred to organizational culture positioned in the educational background (Schoen and Teddie, 2008). Culture as a set of assumptions that are created and developed by a group of people while learning to deal with problems of everyday life (Schein 1986).

There is a popular view that organizational culture can neither be changed nor developed fast enough to remain competitive in the environment and that culture of an organization is a system made up of organizational artifacts, values, and assumptions it is argued that employee behavior is strongly linked to organizational culture which in turn is influenced by a combination of internal and external factors. However, when asked what organizational culture is, instead of exploring. The complex network of people, values and systems, most managers are likely to give a simple answer it's the way we do things around here (Zahra et al 2004).

According to (Chandra kumara and sparrow, 2004) there is substantial theoretical and empirical evidence to suggest that norms, values and ethics are also element of national

culture. These cultures are immersed in everyday lives of ordinary peoples as a set of values, assumptions and beliefs. Different nations have different work ethics, employee's behavior, organizational norms, rules. On the other hand, the way they do things around there is different from the way we do things around here.

2.2.2. Role of Culture

Culture plays a strong role in organizations. The culture of an organization dictates how it operates, innovates and welcomes change, it influences a company's strategic plan, employee relations and corporate image. In an open culture, employees may be encouraged to express new ideas for improvement. In a closed culture, employees may be more difficult for a subordinate's employee to introduce new ideas, most organizations that are based in technology or research and development are very open and adoptable to change. It is in their nature to embrace the chance to try new things and became more efficient manufacturing and financial institutions are usually less ready to accept changes because of the source of the business they conduct, which is inherently procedural. Rituals and routines, like weekly meetings or certain reports often become habitual and more difficult to change or eliminate because organizational culture sometimes dictates 'the way things are done around here' (Ann Giley 2009).

2.2.3. Components of Organizational Culture

Organizational culture can be characterized in terms of values, norms, artifacts and leadership or management style. Schiffman and Konuk(1994) state that values help to determine what we think is right or wrong, what is significant and what is desirable values are beliefs in what is best or good for the organization and what should or ought to happen. The value set of an organization may only be acknowledged at top level, or it may be shared throughout the business, in which case it could be defined as value driven.

Norms are the unwritten rule of behavior, the rules of the game that provide informal guiding principle on how to behave norms tell people what they are supposed to be doing, saying, believing, even wearing. They are never articulated in writing if they were, they would be policies or procedures.

Artifacts are the visible and tangible aspects of an organization that people hear, see or feel. Artifacts can include such things as the working environment, the tone and language used in letters or memoranda, the manner in which people address each other at meetings or over the telephone, the welcome or lack of welcome given to visitors and the way in which telephonists deal with outside calls. Artifacts can be very revealing.

Leadership style, often called management style, describes the approach managers use to deal with people in their teams. There are many styles of leadership, and leaders can be classified in extremes of charismatic, autocratic, democratic, enabler, controllers, and so on.

Most managers adapt an approach somewhere between the extremes. Some will vary it according to the situation of their feelings at the time, others will stick to the same style whatever happens. A good case can be made for using an appropriate style according to the situation but it's undesirable to be inconsistent in the style used in similar situations. Every manager has his or her own style but this will be influenced by the organizational culture, which may yield a prevailing management style that characterizes the behavioral norms (Armstrong, 2009).

2.2.4. Ways of Developing Organizational Culture

The values and norms are the basis in which organizational culture are formed so, according to Schein (1990) there are four ways that culture established. Culture is formed by the leaders in the organization; especially those who have shaped it in the past which indicates that employee in the organization follow visionary leaders based on how they behave and what they expect. Culture also can be formed around critical incidents that linked with important events from which lessons are learnt about desirable or undesirable behavior. Thirdly, as proposed by Furnham and Gunter (1993) culture develops from the need to maintain effective working relationship among organization members, and this establishes values and expectations. Finally, culture is influenced by the organization's environment that external situation may be relatively dynamic or unchanging.

2.2.5. Learning Culture

Schein (1984) stated the way in which cultural learning takes place first members of the organization learn to deal with same threat by the erection of defense mechanisms, second,

the positive reinforcement made, where things that seem to work became embedded and entrenched. Learning takes place as people adapt to and deal with external pressures, and as they develop successful tactics and mechanisms to manage the internal challenges, procedure and technologies in their organization. Where culture has established over long periods of time and has become firmly embedded, it may be difficult to change rapidly, it at all, unless a shocking event occurs. and implement plans for change. Armstrong (2009) Furnham and Gunter (1993) considered that a culture will be more effective if it is consistent in its components and shared amongst organizational members and it makes the organizational unique, this differentiating it from other organizations.

2.2.6. Models of Organizational Culture

Harrison Organizational culture typology

Harrison (1972) suggested an early, relatively simple, yet extremely influential classification of organizational culture. This classification has been elaborated on by other scholars, including Handy (1978) and Williams et al (1993) and like the Deal and Kennedy model, includes descriptions of four main types of culture in organizations. Including power, role, and task and person culture.

Power culture has a single sources of power. Typically, these types of organization react quickly, but success often depends on those with the power at the center and these organizations might be small, owner managed businesses.

Role culture types of organizations are more typically described as bureaucracies, with an emphasis on functions and specialties. These organizations are more likely to be fruitful in stable environments and could public sector organizations.

Task culture focus on the types of organization that accomplishing goals, power is based on expertise and flexibility is important, for example management consultancies.

Person culture organization is a types of organization exist primarily to serve the needs of their members, individuals are expected to influence each other through example and helpfulness, and have almost complete autonomy. This type of culture may be evident in those in professional practice, such as lawyer or doctors or those involved in a collective organization. (Harrison, 1972).

Denison Organizational Culture Traits

According to Daniel Dan R. Denison (2012).The model underlying the *Denison Organizational Culture measurement* is based on the four cultural dimension of *Involvement, Consistency, Adaptability* and *Mission*. For each of these four traits, the model describes three indices of managerial practice, and then measures twelve resultant indices of each cultural dimension.

Involvement culture:- Build human capability, ownership, and responsibility. Organizational cultures characterized as "highly involved" strongly encourage employee involvement, and create a sense of ownership and accountability. They rely on informal, voluntary, and implied control systems, rather than formal, explicit, inflexible control systems. Out of this sense of ownership raises a greater commitment to the organization and an increasing capability for autonomy. Getting input from organizational members increases the quality of the decisions and advances their implementation. Empowerment - Employees have the authority, initiative, and capacity to manage their own work. This creates a sense of ownership and responsibility toward their job and the organization. Team Orientation - Value is positioned on working cooperatively towards common goals for which all employees feel mutually answerable. The organization depends on team effort to get work done. Capability Development - The organization frequently invests in the development of employees' skills in order to stay competitive and meet continuing business needs.

Consistency culture:- Describe the values and systems that are the source of a strong culture. Consistency provides a central foundation of integration, coordination and control. Consistent organizations advance a mindset and a set of organizational systems that generate an internal system of governance based on agreement and support. They have greatly committed employees, key central values, a separate method of doing business, a trend to promote from within, and a clear set of do's and don'ts. Consistency creates a "strong" culture based on a shared system of beliefs, values and symbols that are commonly understood by members of an organization. Implicit control systems focus on adopted values can be a more effective means of achieving coordination and integration than external-control systems that depends on explicit rules and regulations. The influence of this technique of operation is mostly apparent when organizational members encounter inexperienced conditions. It enables individuals to well respond in an expectable way to an unpredictable environment by emphasizing a few general, value based principles on which actions can be grounded.

Coordination and Integration – It focuses on the different functions and units of the organization are able to work together well to attain common goals. Organizational boundaries do not hinder with getting work done. Agreement - The organization is try to reach bargain on critical issues. This includes both the fundamental level of agreement and the ability to resolve differences when they occur. Core Values - employees of the organization share a set of values which build a sense of identity and a clear set of expectations.

Adaptability culture:- Interpret the burdens of the business environment into action. Such institutions hold a system of norms and beliefs that maintain the organization's capacity to accept, interpret, and translate indications from its environment into internal behavioral changes that increase its opportunity for survival, growth and development. Three features of adaptability impact an organization's effectiveness. First is the ability to recognize and respond to the external environment. Successful organizations are very intensive on their customers and their competitors. Second is the ability to respond to internal customers, irrespective of level, department or function. Third is the capacity to rearrange and re-institutionalize a set of behaviors and processes that permit the organization to adapt. Without this ability to implement adaptive response, an organization cannot be effective. Creating Change - The organization is able to construct adaptive methods to meet changing needs. It is able to measure the existing business environment, rapidly react to present trends, and forecast future changes. Customer Focus - The organization recognizes and reacts to their customer, and forecast their future needs. It shows the degree to which the organization is obsessed by a concern to satisfy their customer. Organizational Learning - The organization obtains, translates, and interprets indications from the environment into opportunities for inspiring innovation, obtaining knowledge and rising capabilities.

Mission culture:- Define a meaningful long-term direction for the organization. A mission provides purpose and meaning by describing a social role and external goals for the organization. It provides a clear direction and goals that help to define an appropriate course of action for the organization and its employees. A sense of mission permits an organization to shape present behavior by envisioning a desired future state. Being able to adopt and identify with an organization's mission contributes to both short and long-term commitment to the organization. Success is more likely when individuals and organizations are goal directed. Strategic Direction and Intent - Clear strategic meanings express the organization's

purpose and make it clear how everyone can contribute, and “make their mark “in the industry. Goals and Objectives - A clear set of goals and objectives can be related to the mission, vision, and strategy, and offer everyone with a clear direction in their work. Vision - The organization has a common view of a anticipated future state. It symbolizes core values and captures the hearts and minds of the organization's people, while providing guidance and direction.

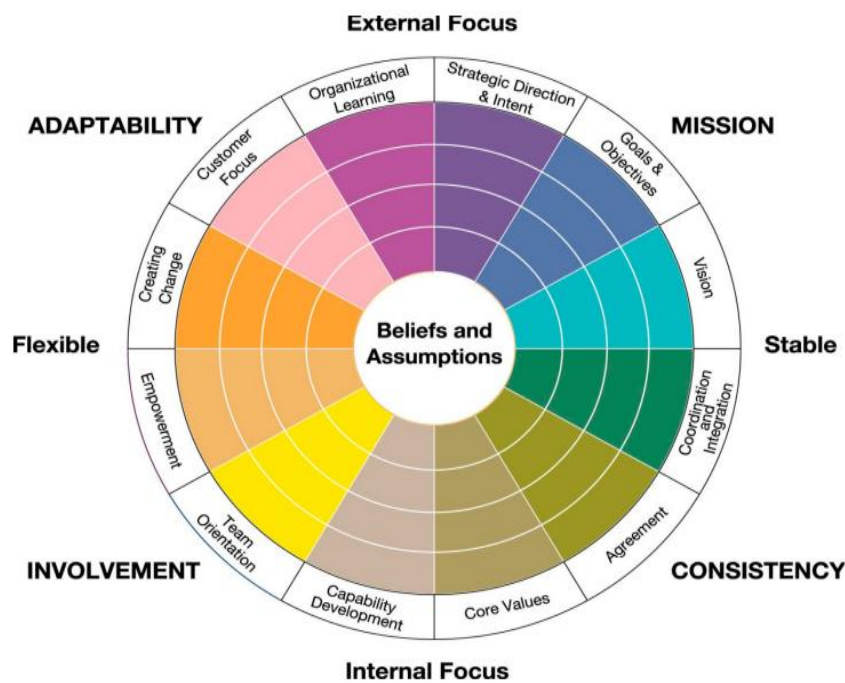


Figure 2.1: Denison Organizational Culture Model

Hofstede’s Model of Organizational Culture

Another author, Hofstede (1980) organizational culture discusses the several ideologies, beliefs and practices of an organization which make it diverse from others. The culture of any work place adopts how employees would be have with each other or with the external parties and also decide their involvement in dynamic tasks. Accordingly, there are major six factors which can be considered as the culture of the work place.

- A. Power distance orientation:** power distance refers to the variances in the work culture as per the authority delegated to the employees. There are some organizations which believe in assigning team leader or team managers who are responsible for

their corresponding teams and have the challenge of removing the best out of the members. The team members also have to respect their team leaders and work as per their orders and advice. However, in some organizations every employee is answerable for his own performance. No special person is allocated to take charge of the employees. The individuals are responsible to none except for themselves. Every employee gets an equal handling from the organization and has to take possession of his/her own work.

- B. Masculinity Vs Feminity:** this describes the effect of differences in male and female values on the culture of the organization. Organizations where males employees dominate their female complements will follow different policies as related to organizations where female have a major say in the decision making process of the organization. Male employees would be more aggressive as compared to the females who would be more kind and soft hearted the responsibilities also vary as per the sex of the employees.
- C. Individualism Vs Collectivism:** it could be stated as the degree to which an organization incorporates a group mentality and promotes a strong sense of community (as opposed to independence) within the organization. There are some organizations which strongly rely on team work. Here individuals with a shared interest came together and work as a team. These organization believe that the outcome is always more when individual exchange their ideas, discuss things among themselves to come out with innovative ideas. In such a situation the employees share a strong relationship and take each other's support when required.
- D. Uncertainty avoidance index:** uncertainty avoidance define an organizations comfort level with risk taking. As risk and return are mainly correlative in the business situation it's particularly important for organizations to impart a consistent level of comfort with taking risk. Uncertainty avoidance index refers to a culture where employees know how to respond to unusual and unexpected circumstances. It deals with the tolerance level of the employees in both desirable and undesirable conditions.
- E. Long term orientation:** this is the degree to which an organization plans rationally for the future to create short term gains. There are some organizations which focus on long term relationship with the employees. In such organizations people have a stable approach and struggle hard to live up to the expectations of the management employees get attached to the organization and do not look at short term objectives on the contrary, some organizations have employees who are more concerned with their

authority and image. They monitor a culture where people move on in a short span of time and nothing is done to hold them. The employees are concerned only with their profits and goals and leave as and when they get a better occasion.

F. Tolerance Vs Restraint: this pertains to the amount (and ease) of spending and fulfillment of needs, for example a restrained culture may have strict rules and regulations for tapping company resources. The reason why Denison organizational culture model is preferred due to its convenience to measure school existing cultural practice than other organizational culture dimensions of Harrison and Hofsedes model

2.2.7. Supporting and Changing Cultures

While it may not be possible to describe an ideal structure or to prescribe how it can be developed, it can at least be mentioned with confidence that surrounded cultures exert considerable influence on organizational behavior and therefore performance if there is an appropriate and effective culture it would be desirable to take steps to support or reinforce it if the culture is inappropriate tries should be made to govern what need to be changed and to develop and implement plans for change (Armstrong, 2009).

In theory, culture change programs start with an analysis of existing culture. The desired culture is then defined which leads to the identification of a 'culture gap' that needs to be filled. This analysis can identify behavioral expectations so that development and reward processes can be used to define and reinforce them. In real life, it's not quite as simple as that culture is by definition deeply embedded and changing it can be a long and difficult haul (Armstrong, 2009).

A comprehensive change programs may be a fundamental part of an organizational transformation programs. But, culture change programs can focus on particular aspects of the culture, for example, performance, commitment, quality, customer service, teamwork and organizational learning. In each case the under pinning values would need to be defined. It would probably be necessary to prioritize by deciding which areas need the most urgent attention. There is a limit to how much can be done at once, except in crisis conditions. (Armstrong, 2009).

2.3. The Concept and Definition of Job Satisfaction

The term 'Job satisfaction' refers to the attitudes and feelings people have about their work. Positive and favorable attitude towards the job specify job satisfaction. Negative and unfavorable attitudes towards the job specify job dissatisfaction (Armstrong, 2009).

Job satisfaction also defined as one's feeling or state of mind concerning the nature of one's work. The level of job satisfaction can be linked to an outcome of an increase or decrease in employee engagement, production, absenteeism and turnover (Gilley, et al. (2009).

Morale is often defined as being corresponding to job satisfaction. Thus describe morale as the degree to which an individual's needs are satisfied and the degree to which the individual perceives that satisfaction as streaming from his (sic) total work situation (Guion ,1958).

Gilmer (1961) Indicated that morale is a feeling of being accepted by and belonging to a group of employees through devotion to common goals, the differentiates between morale as a group variable, linked to the degree to which group members feel attracted to their group and desire to persist a member of it and job attitude as an individual variable related with the feelings employees have about their job.

2.3.1. Job Satisfaction Theories

After the discussion of the concept and definition of job satisfaction, we shall go through the theories of job satisfaction. This theories are vary and overlap each other and makes the concept more complex. Foster(2000) , classified the theories of job satisfaction into two content theory that concerned with why people work and process theory concerned with what factors determine ones willingness or persistent at work.

Content Theories

The content theories aimed to explore the factor that control and organize human behavior. These theory give attention on the need and values that motivate individuals and improve their satisfaction and performance. Scholars have proposed many content theories however, this section considered the most known content theories in the area of job satisfaction.

Herzberg's two factor model: The two factor model of satisfiers and dissatisfiers was developed by Herzberg et al (1957). It was assumed that people have the capacity to report accurately the conditions that made them satisfied and dissatisfied with their jobs. Accordingly, the subjects were asked to tell their examiners about the times during which they felt exceptionally good and exceptionally bad about their jobs and how long their feelings continued. It was found that the accounts of good periods most frequently related with the content of the job, particularly advancement, achievement, autonomy, recognition, responsibility and the work itself. On the other hand, accounts of bad times most frequently related with the context of the job, company policy and administrative, supervision, salary and working conditions. More frequently appeared in these accounts than in those told about good periods.

Maslow's Need Hierarchy: Maslow (1943) which can be considered as one of the most well-known theories of human behavior. He synthesized a large body of research and revealed that fulfillment of human needs is important for both physical and health (Spector, 2003). This indicated that need affects human behavior until it is satisfied. Maslow's drew human needs in the form of hierarchy that include psychological, safety, social, esteem and self-actualization needs in terms of order from the lower to higher hierarchy.

According to Spector (2003) individuals are motivated by the lowest level need that is unmet (unsatisfied). A need should be unmet to be motivating individuals. Therefore, when a person identifies an unmet need across the hierarchy levels, he/she strives toward satisfying particular needs.

Process Theories

The content theories have been criticized for being static and being lacking for empirical support (Cattell and Edward, 2008). On the other hand, process theories deal with responding to these questions. They focus on how individual behavior is energized, directed, maintained and stopped (Ivancevich, 2010). Therefore two of the widely known process theories are mentioned as follows.

Expectancy Theory: This theory is the earlier work of Edward Tolman in 1932; however, Vroom (1964) developed what has been called the expectancy theory which views motivation as a meta-mathematical function of three types of cognitions (Spector, 2003).

This theory focuses on the combination of three conditions such as instrumentality, valence and expectancy. Instrumentality describes 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 deals with the subjective probability that an individual has about his/her ability to perform a given behavior (Ivancevich, 2010).

Equity Theory: The way that individuals measures justice and fairness is at the heart of equity theory many equity theorists argue that individuals at work must be praised based on their actual contribution, implying that those who contribute more at work deserve to have more rewards than those who contribute less (Deutsch, 1985).

Basic requirements for job satisfaction may include comparatively higher pay, an equitable payment system, real chances for promotion, respectful and participation management a reasonable degree of social interaction at work, fascinating and varied tasks and a high degree of autonomy: control over work pace and work methods. The degree of satisfaction obtained by individuals, however, depends mainly on their own needs and expectations and the working environment.

2.3.2. Factors Affecting Job Satisfaction

The level of job satisfaction is affected by intrinsic and extrinsic motivating aspects, the quality of supervision, social relationships with the work group and the degree to which individuals flourish or flop in their work. Purcell et al (2003) believe that optimal behavior which helps the organization to be effective is most likely to occur when employees are well motivated and feel committed to the organization and when the job provide them great levels of satisfaction. Their research stated that the key aspects influence job satisfaction were career opportunities, job burden, teamwork and job challenge.

According to (SHRM, 2007) job satisfaction survey report, compensation and benefits continue to be the top contributors to employee satisfaction. After those two requirements are met, employees are seeking job security, work/life balance, communication between employees and their manager, recognition of job performance, opportunities to use skills /ability and autonomy. Managers have the choice to create an environment in which employees feel satisfied.

Job security will probably continue to be high on the satisfaction scale as off shoring, restructuring, mergers and layoffs increase and as workplace skills change. Employers cannot guarantee jobs, but they can create of culture of continuous learning so employees can obtain the skills to move into new and different positions and adapts to changes in their current positions. Counter to this, it's becoming more common to hold positions with many companies and job security tends to be less important for younger generations.

As businesses become more global, work hours are varying and commutes are becoming longer. With the improvement in workplace technology, employees are looking for ways to suction their performance while can currently increasing job flexibility, studies, have shown an increase in job satisfaction, productivity and retention from employees who telecommute, relatively few companies offer telecommuting, yet the need is rising.

Employees seek two way communications with their managers. Employees fell like their opinions do not matter when there is limited communication or they hear an update from a peer who works for a different manager lack of communication can also be viewed as a lack of respect. In addition, without regular communication, employees tend to fill in their own blanks and then rumors are created.

Recognition ranks among the top five indicator of employee job satisfaction, it is cost effective and informal, yet few managers practice it regularly. Recognition can be as simple as providing praise for a job well done, saying "thank you" offering an award or buying a latte. If a manager is unsure what kind of recognition would be effective, he can solicit ideas from his employees through a survey or in individual meeting. Employees feel good about their work when they have opportunities to use their unique skill, when they believe they are contributing to the organization and when they have a sense of autonomy, unique skills can be used and improved by cross-training, covering a meeting for the manger or assigning an employee to lead a task force or au reach project.

According to Spector (1985); job satisfaction measures through the nine dimensions. Those are work indicates the job tasks itself pay in including amount pay and remuneration. Promotion is includes promotion opportunities to bring satisfaction. Benefits are includes monetary and nonmonetary fringe which is contingent rewards appreciation, recognition and rewards for good work. Operating procedures to measure the level of job satisfaction by considering operating policies and procedures. Working condition are includes like

equipment, ventilation and location. Supervision includes immediate supervisor. Coworkers including people you work with and finally communication within the organization have those measured the job satisfaction of the employees in the organization.

2.3.3. Measuring Job Satisfaction

The level of job satisfaction can be measured by the use of attitude surveys. There are four approaches of conducting them and mentioned as follows.

Structured Questionnaires: These can be distributed to all or a sample of employees. The questionnaires may be standardized ones, such as the Bray field and Rathe index of job satisfaction, or they may be established particularly for the organization. The benefit of using standardized questionnaires is that they have been thoroughly tested and in many cases norms are available against which results can be compared. Questionnaires have the advantage of being relatively cheap to administer and analyze, especially when there are large numbers involved. An example of a questionnaire is given in the appendix.

Interviews: These may be open ended or depth interviews in which the discussion is allowed to range quite freely of they may be semi structured in that there is specification of points to be covered, although the aims of the interviewer should be to allow conversation to flow around the points so that the open views of the respondents are obtained. Alternatively, and more rarely interviews can be highly structured so that they become no more than the spoken application of a questionnaire, they are expensive and time consuming and not so easy to analyze.

Combination of Questionnaire and Interviews: This is the ideal approach because it combines the quantitative data from the questionnaires with the qualitative data from the interviews, it is always worthwhile to accompany questionnaires with some deepness interviews, even if time permits only a limited sample.

Focus Group: a representative sample of employees whose attitudes and opinions are sought on issues concerning the organization and their work. The essential features of a focus group are that it's structured, informed, constructive and confidential.

2.4. Empirical Review

This part of the review literature concerned with different researches and empirical studies that related with the relation between organizational culture and employee's level of job satisfaction.

Different research finding indicated that there is positive relationship among organizational culture, job satisfaction, and job performance of employees. Thus, organizational culture is one of the basic factors in job satisfaction of personnel in every organization (Liu and Ramsey, 2008).

Empirical studies about the effect of organizational culture on job satisfaction of employees found that, If the relationship between organizational culture and job satisfaction is stronger, it is signifies a strong culture in the organization. If the association between organizational culture and job satisfaction is low, it is represents a weak culture of the organization (Lund, 2003).

The study of Fitzgerald (1992) stated that the participatory component of culture enhance and describes the integral role of the individual in participating, negotiating and communicating culture. Fitzgerald (1992) also point out that through the actions of the individual in carrying and communicating culture, a degree of ownership of that culture can be achieved. Culture therefore, its owned by its individual members who have a collection responsibility to participate in it.

Contemporary research revealed that, organizational culture of involvement, consistency, adaptability and mission had significantly correlated with job satisfaction of employees. Thus, improving the cultural components of involvement, consistency, adaptability and mission will lead to an improving employee's level of job satisfaction. Davoodalmousavi.S.M (2013).

Robbins (1998) asserts that a dominant culture expresses the core values that are shared by a majority of employees.

Studies conducted by Fey and Denison (2006) found that involvement is the most important dimension of organizational culture for organizations whose primary goal is employee job satisfaction.

2.5. Conceptual Framework

Conceptual framework is a structure which the researcher believes can best explain the natural progression of the phenomenon to be studied (Comp, 2001) its connected with the concepts, assumption, empirical research and important theories used in supporting and systemizing the knowledge that support the researcher.

The four Denison model of organizational culture Dimension namely involvement, consistency, adaptability and mission adopted in order to assess the effect of organizational culture on school performance rather than business environment because of under consideration of the issues that human resource investment is crucial for the overall development of one's country.

The level of job satisfaction measured through Spector (1997). Job satisfaction survey. The JSS measures the nine facets of job satisfaction namely pay, promotion, supervision, fringe benefits, contingent reward, operating procedure, coworkers, nature of work and communication which help to assess the existing job satisfaction level of teachers and relationship between organizational culture and job satisfaction.

The figure below shows the proposed conceptual framework derived from the literature review of the study.

Independent Variables

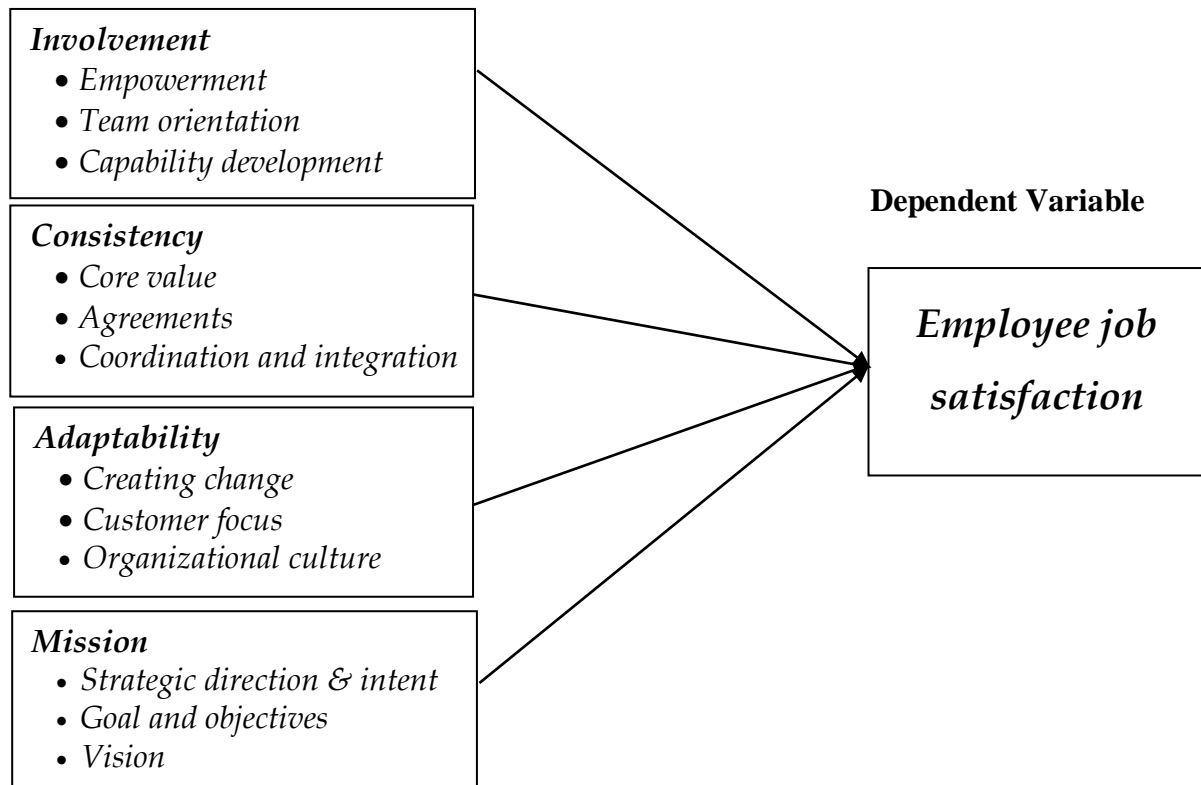


Figure 1 Conceptual framework

Source: Adopted from literature (Denison, 2011)

From the above figure model shows that, Conceptual framework of the study have an independent variables which is organizational culture and dependent variable job satisfaction. The rationale of the study is to explore the effect of organizational culture on job satisfaction. Particularly, on teachers of private secondary schools based on involvement, consistency, adaptability and mission culture. Therefore, the researcher adopted the relevant theories for the conceptual framework model to fit the problem and purpose of the study.

CHAPTER THREE

3. THE RESEARCH DESIGN AND METHODOLOGY

3.1.Introduction

According to Kothari (2004) research methodology refers to how and where the research is going to be conducted. Therefore, this chapter deals with the research design and methodology, it involves general research design, population and sample, sample size, sampling technique, instrument of data collection and methods of data analysis.

3.2.Research Approach

Quantitative research approach involves the measurement of concepts using scales that either directly or indirectly provide numerical data (Zikmund et, al 2010). According to the research topic and aim of the research, the researcher used quantitative methodology to allow the researcher measure and analyze the independent variables (organizational culture) and the dependent variable (job satisfaction). Since quantitative research method is aimed to classify features, count them, and contrast statistical models in an attempt to explain what is observed and the data collected are in the form of number and statistics.

3.3.General Research Design

According to Kothari (2001) Research design is a logical and systematic plan prepared for directing research study. It deals with issues as techniques for data collection, sampling technique as well as time and cost constrain. Therefore, this study was used explanatory research design to assess the effect of organizational culture on employee's job satisfaction. The main aim of explanatory research is to identify any causal links between the factors /variables/ that pertain to the research problem.

3.4.Population and Sample Design

Sampling is the process of selecting respondents to be involved in the study from the studied population. In addition, it can be defined as the process of obtaining information about an entire population by examining only a part of it (Kothari, 2004). Among the seven secondary private schools located in Nefas Selk Lafto, the total populations of the study constitute the

academic staffs who are engaged in teaching learning process in the schools. The target population of this research preferred based researcher experience on the area of the study and the target population for this study was proposed out of 526 academic staff's members.

3.4.1. Sample Size and Sampling Technique

Since the population of the study was finite the researcher was apply finite statistical formula in the sampling size estimation to take answer the questionnaire. The sample size was determined with the use of the following formula as presented below: Sample size determination formula from a total of 526 academic staffs, the calculated sample size is 227 at 95% confidence level and 0.05 sampling errors. Sample size determination formula Yemanes (1967)

$$no = \frac{N}{1 + N(e^2)}$$

Where No= is the sample size

N = is the population size

e = is the level of sampling errors

The researcher employed simple random sampling technique to distribute the standardized questionnaires for the respondents. The reason behind using simple random sampling technique for the study is to give each member of the population equal chance of being selected. Through lottery system, each unit in the population associated with tickets identified and placed in a container and thoroughly mixed before each draw. Finally, teachers were pick randomly and continued until a sample of the required size is obtained.

3.5. Data Types and Sources

The study were used both primary and secondary sources of data. The primary data directly collected from academic staffs of the schools through standard questionnaire. Also the secondary data were collected from journals, articles and books which are relevant to prepare literature review. Therefore, the review literature and questionnaires prepared have been taken into account the observed sources of data.

3.6. Data Collection Methods

The standardized questionnaire was distributed to teachers of the organization as per the sample size of the study. To assess teacher's job satisfaction, the JSS (Spector, 1997) was applied to the study. The JSS measure the nine facets of job satisfaction. Namely pay, promotion, supervision, fringe benefit, contingent reward, operating condition, co-workers, nature of work and communication. The respondent was score their answer by using five point Likert scale which ranges from strongly agree to strongly disagree, because of its advantage of using standardized questionnaires is that they thoroughly tested and norms are available against which result can be compared. On the other hand, organizational culture were measured using adopted criteria from Denison organizational culture survey (2012) that associated with the four main cultural traits namely involvement, consistency, adaptability and mission through a Likert type rating scale format.

3.7. Methods of Data Analysis and Presentation

In this study, the overall organizational culture traits and levels of teacher's job satisfaction was analyzed by using descriptive statistics such as frequency, mean and standard deviation. Also correlation analysis (Pearson correlation coefficient) was used in order to determine the relationship between independent variables (organizational culture) and dependent variable (job satisfaction). Finally, multiple linear regression was employed to examine the statistical effect of the organizational culture has on the level of teachers job satisfaction.

3.8. Validity and Reliability of Data

3.8.1. Validity

According to Saunders et, al (2003) validity defined as the extent to which data collection methods accurately measures what they were intended to measure. In order to achieve the objectives of this study and make the purposed questionnaires to measure what supposed to measure, a pilot test was carried out before administering the actual research questionnaire. Therefore, the questionnaire as a measuring instrument, achieve the requirement of content validity.

3.8.2. Reliability

According to Saunders et, al (2003), reliability refers to the degree to which data collection method will yield consistent findings, similar observations would be made /conclusions reached by other researchers/ or there is transparency in how sense was made from source. The purpose of reliability is to examine the level of non-error in measurement, which means to examine the consistency of measurement. This study was adopted Cronbach's alpha test /reliability coefficient/ to measure the internal consistency between the multiple measurements of a variable in a questionnaire. Cronbach's alpha ranges in value from 0 to 1 and used to describe the reliability of factors extract from questionnaires. The closer Cronbach's alpha coefficient is to 1.0 the greater the internal consistency of the items in the scale.

George and Mallery (2003) provide the following rules of thumb that indicated acceptable level of Cronbach's alpha coefficient: “>.9 – Excellent, >.8 – Good, >.7 –Acceptable, >.6 – Questionable, >.5 – Poor and <.5 – Unacceptable”

Table 1 Reliability Test

Variables	Cronbach's alpha coefficient	Number
Involvement	.772	9
Consistency	.787	9
Adaptability	.688	9
Mission	.819	9
JSS	.687	27

As stipulated on table 4.7 above, the SPSS result the internal consistency of the variables items was assessed by computing the total reliability scale. The reliability scale for the study was an acceptable. That is, the results show internal consistency between variables. Therefore, as indicated on above table the Cronbach's alpha reliability coefficient for dependent and independent variables falls in acceptable category.

3.9. Ethical Considerations

Ethics are best described as the set of values and principles the investigator maintains during the investigation (Goulding, 2002). As far as the ethical consideration of this research concerned, the researcher confidentially kept the information obtained from the respondents and prior to the data collection the respondent informed about the purpose of the study. In addition to this, the respondents who have participated in this research were based on their willingness and consents. Finally, all reference materials are fully acknowledged with their proper citation under this study.

CHAPTER FOUR

4. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

4.1. Introduction

This chapter deals with the data analysis and discussion of the finding obtained from data collected through the survey questionnaires, particularly, this chapter consisted of three sections, descriptive, correlation and regression analysis. Descriptive analysis presents the data collected through questionnaires using tables and charts. The second section concerned with correlation analysis which measured the degree of relationship between the variables, finally regression analysis determines the statistical impact of organizational culture on teacher's job satisfaction.

4.2. Descriptive Analysis

4.2.1. Personal Profiles of the Respondents

This section presents a descriptive analysis of the teacher's personal background of this study. The personal background consists of gender, age, marital status, educational level, experience, and monthly salary. The teachers were employees of selected secondary schools in Nifas Silk Lafto in Addis Ababa. The respondent demographic profiles were presented in the form of tables as follows.

Table 2 Gender, Age & Marital Status of the Respondents

Profiles		Frequency	Percent
Gender	1 = Male	172	75.8
	2 = Female	55	24.2
	Total	227	100.0
Age	20 – 26	8	3.5
	27 – 33	32	14.1
	34 – 40	132	58.1
	41 – 47	44	19.4
	48 – 54	9	4.0
	Above 54	2	9
	Total	227	100.0
Marital Status	1 = Single	92	40.5
	2 = Married	106	46.7
	3 = Divorced	6	2.6
	4 = Widowed	23	10.1
	Total	227	100.1

The descriptive data analysis of schools gender category shows that 75.8% of the respondents were male while 24.2% were female. From this, the numbers of male teachers were relatively greater than female teacher's. This indicated that, the participation of female teachers in the education system need some improvement. On the other hand, 58.1% of respondents were between 34– 40 years of age, 19.4% of respondents were between 41 – 47 years of age, 14.1% of respondents were between 27 – 33 years of age, 4.0% of respondents were between 48 – 54 years of age, 3.5% of respondents were between 20 – 26 years of age and .9% of the respondents were above 54 years. This indicates that most of teachers working in the schools are adults and whose aged ranges between 34 – 40 years.

Based on the above table, 46.79% of the respondents were married, 40.5% were single. 10.1% were widowed while, 2.6% were divorced. This indicates almost nearly the same number of teachers who have married and unmarried in the schools.

Table 3 Current Educational level, Service year and Salary scale

Profiles		Frequency	Percent
Current Educational Level	2 = Diploma	9	4.0
	3 = First Degree	147	64.8
	4 = Masters	71	31.3
	Total	227	100.0
Years of Service	1= Less than 3 years	109	48.0
	2= 3-6 years	37	16.3
	3= 7-10 years	23	10.1
	4= 11-15 years	30	13.2
	5= above 15 years	28	12.3
	Total	227	100.0
Salary Scale	2 = 3001 – 6000	13	5.7
	3 = 6001 – 9000	42	18.5
	4 = 9001 – 12000	84	37.0
	5 = >12000	86	37.9
	Total	227	100.1

Regarding respondents educational level, the higher numbers of teachers have BA/BSC degree 64.8%

Followed by Masters holder 31.3%, and the remaining 4.0% diploma holders. On the other way, working experience were categorized into five groups. The first group ranges below 3years of service, the second is between 3 – 6 years, the third is 7 – 10 years, the fourth is 11 – 15 years and the last group is above 15 years of experience in teaching profession, 48.0% of the respondents had less than 3 years of experience in teaching, followed by 16.3% with 3 to less than 6 years, 13.2% with 11 to less than 15 years, 12.3% with above 15 years and finally 10.1% with 7 less than 10 years of experience in teaching profession, this indicates that, high number of respondents had small number of experience in the schools. And lastly, as far as the respondents monthly salary level concerned, 37.6% of teachers earned a monthly salary of above 12000 birr, the result also indicate that 36.7% of the respondent earned a monthly salary of between 9001 – 12000 birr followed by 18.3% who earned between 6001 –8000 birr and finally, 5.7% those teachers who have earned between 3001- 6000 Ethiopian birr.

4.3. Teachers View on Organizational Culture and Job Satisfaction

In the following section, Teachers perception on the overall organizational culture of involvement, consistency, adaptability and mission were separately assessed to understand the existing schools culture profiles. This section also presents the level of teacher's job satisfaction and provides information about how they are satisfied or dissatisfied.

4.3.1. Teachers View on Organizational culture

Table 4 Culture of Involvement

	N	Mean	Std. Deviation
Employees are highly involved in their work	227	2.57	.813
Decision is usually made at the level where the best information is available.	227	2.56	1.085
Cooperation across different parts of the organization is actively encouraged.	227	2.57	.813
Teamwork is used to get work done, rather than hierarchy.	227	2.58	1.250
Work is organized so that each person can see the relationship between his/her job and the goals of the organization.	227	3.82	.886
Authority is delegated so that people can act on their own.	227	2.56	.815
There is a continuous investment in the skill of employees.	227	2.56	.815
The capabilities of people are viewed as an important source of competitive advantage.	227	1.67	.775
Information is widely shared so that everyone can get the information he / she needs when its needed	227	2.59	.828
Valid N (listwise)	227	3.0171	3.0171

The above data revealed that, Work is organized so that each person can see the relationship between his / her job and the goals of the organizations had a highest mean score of 3.82 with the standard deviation of .886. On the other hand, the capability of teachers is viewed as an important source of competitive advantage was score the lowest mean value of 1.67 with the standard deviation of .775 This indicates that, the schools are expected to consider teacher's competency as the primary tools of perusing strategic objectives. Because, the school

strategic success depends on how well teachers involved in the formulation, implementation and evaluation of the planning.

Table 5 Culture of consistency

Statement	N	Mean	Std. Deviation
The leaders and managers practice what they preach.	227	2.99	1.297
There is a characteristics management style and a distinct set of management practices.	227	2.90	1.262
There is a clear and consistent set of values that governs the way we do the school activities	227	3.63	1.050
When disagreements occur, we work hard to achieve "win win "solutions.	227	2.57	1.211
It is easy to reach consensus, even on difficult issues	227	2.93	1.217
We often have trouble reaching agreement on key issues	227	3.22	1.172
People from different parts of the organization share a common perspective.	227	3.01	1.103
It is easy to coordinate	227	3.09	1.018
works across different departments of the organization			
There is good alignment of goals across levels.	227	3.57	1.017
Valid N (listwise)	227	3.1008	.70145

With respect to secondary school private school culture of organizational consistency, there is a clear and consistent set of values that governs the way we do the school activities had scored the highest mean of 3.63 with the standard deviation of 1.050. While, when disagreements occur, we work hard to achieve ‘win-win’ solutions had score the lowest mean of 2.57 with the standard deviation of 1.211. This indicated that, even if the institutions have own ethical procedure, norms and values, they lack ways of managing conflict through compromise (win –win scenario) that benefit both parties.

Table 6 Culture of Adaptability

Statement	N	Mean	Std. Deviation
The way things are done is very flexible and easy to change.	227	2.69	1.209
Attempts to create change usually meet with resistance.	227	3.48	.942
Different parts of the organization often cooperate to create change.	227	3.23	1.106
Customer(parents) comments and recommendations often lead to changes	227	3.63	1.087
All members have a deep understanding of customer wants and needs.	227	3.60	1.102
parents input directly influences our decisions	227	3.62	1.193
We view failure as an opportunity for learning and improvement.	227	2.91	1.234
Innovation and risk taking are encouraged and rewarded.	227	2.82	1.204
Learning is an important objective in our day to day work.	227	3.10	1.475
Valid N (listwise)	227	3.2315	.63163

As indicated on the above table. Customer (parents) comments and recommendations often lead to changes had scored the higher mean value of 3.63, with the standard deviation of 1.087; this implied that the private secondary schools have encouraged parents to give comment for improvement of the organization. . While the way things are done is very flexible and easy to change had score the lower mean of 2.69 with standard deviation of 1.209.

Table 7 Culture of mission

Statement	N	Mean	Std. Deviation
There is a long-term purpose and direction	227	3.72	1.063
Our strategic direction is unclear to me	227	3.78	1.017
There is a clear strategy for the future.	227	3.59	1.114
There is widespread agreement about goals.	227	3.66	1.119
Leaders set goals that are ambitious, but realistic	227	3.45	.815
We continuously track our progress against our stated goals	227	3.40	.913
We have a shared vision of what the organization will be like in the future .	227	3.08	1.274
Short-term thinking often compromises our long-term vision	227	3.19	1.226
Our vision creates excitement and motivation for our employees.	227	2.78	1.170
Valid N (listwise)	227	3.4053	.69561

With respect to the school culture of organizational mission, the statement, there is strategic direction is not clear that comparatively preferred high by teachers since it had a total mean of 3.78 with the standard deviation of 1.01 While our vision creates excitement and motivation for our employees had score the mean values of 2.78 with the standard deviation 1.170. It indicated that the schools vision expected to be realistic, attainable and encompasses those catalysts who strive to achieve it.

Table 8 . Measuring individual cultures of the school

Statement	N	Mean	Std. Deviation
Involvement	227	3.0171	.66139
Consistency	227	3.1008	.70145
Adaptability	227	3.2315	.63163
Mission	227	3.4053	.69561
Valid N (listwise)	227		

The above Data analysis revealed that in Nifas silk lafto secondary private schools culture are primarily dominated by mission culture. Thus, mission culture had scored the total mean of 3.40 and 3.23, 3.10 and 3.01 for culture of adaptability, consistency and involvement respectively. This indicates to some extent the employees have common vision, strategic direction, goals and objectives. However, teacher's level of involvement relatively found to be lower than other organizational culture dimensions. Moreover, attention need be given for teacher's involvement in terms of empowering them to master the lesson and autonomy to conduct the teaching learning process. Also active participation of teachers in corporate level decision making is required from the Educational institutions like private schools.

4.3.2. Level of Teacher's Job Satisfaction

Table 9 Level of teacher's job satisfaction

Descriptive Statistics

Statement	N	Mean	Std. Deviation
Payment	227	2.7048	.70223
Promotion	227	2.8326	.70632
Supervision	227	2.9574	.58383
Fringe benefit	227	2.8164	.62170
Contingent reward	227	3.0485	.68205
Operating procedures	227	3.0690	.66861
Co workers	227	2.9853	.70800
Nature of work	227	3.4611	.84247
Communication	227	2.6623	.69800
Valid N (listwise)	227		

As it can be seen in the above table, the nine facets of Spector (1997) job satisfaction survey were applied to this study. The data analysis revealed that the nature of work had mean value of 3.4611 and 3.0690, 3.05, 3.0485, 2.96, 2.83, 2.81, 2.67 and 2.66 for nature of work, contingent reward, co-workers, supervision, promotion, Fringe benefit, payment and communication respectively. This indicates the levels of teacher's job satisfaction were slightly better on the nature of work in the schools. Comparatively, teachers were dissatisfied with the nature of communication across different organizational units.

4.4. Relationship between Organizational Culture and Teachers Job Satisfaction

4.4.1. Correlation Analysis

Correlation analysis used to assess the strength of relationship between dependent variable and independent variables. Correlation coefficient enables to quantify the strength of the linear relationship between two ranked (quantifiable) variables. This coefficient (usually represented by the letter r) and can take on any value between -1 and $+1$. A value of $+1$ represents a perfect positive correlation. This means that the two variables are precisely related. By contrast, a value of -1 represents a perfect negative correlation. Again this means that the two variables are precisely related.

However, as the values of one variable increase those of other decrease. (Mark .S, Philip, L and Adrian T, 2007).

Therefore, in this study the relationship between organizational culture and job satisfaction analysed based on the following range of the correlation coefficient.

Figure 2:- Measuring Degree of Correlation

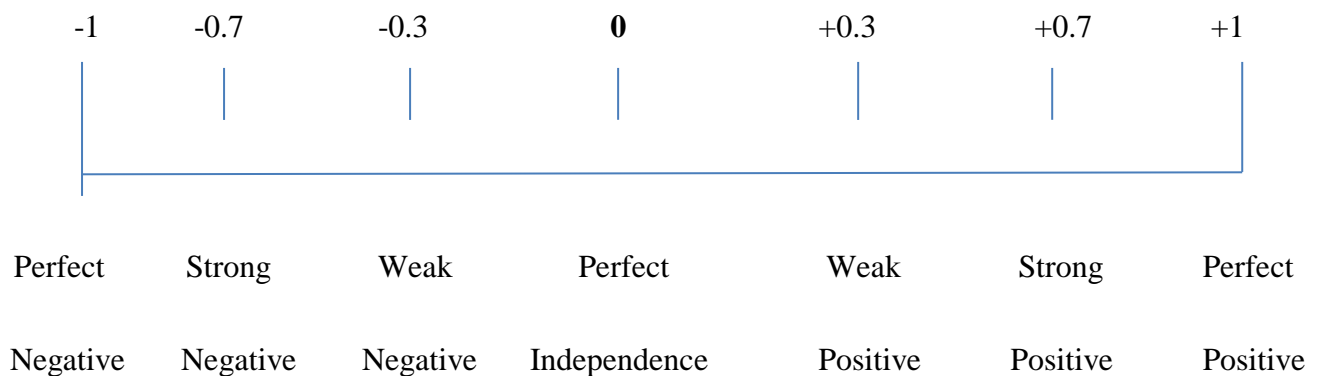


Table 10 correlation analysis table

Correlations

		INVOLVEME NT	CONSISTEN CY	ADAPTABILI TY	MISSIO N	JSS
INVOLVEME NT	Pearson Correlation Sig. (2- tailed) N	1 227				
CONSISTEN CY	Pearson Correlation Sig. (2- tailed) N	.605** .000 227	1 227			
ADAPTABILI TY	Pearson Correlation Sig. (2- tailed) N	.587** .000 227	.660** .000 227	1 227		
MISSION	Pearson Correlation Sig. (2- tailed) N	.570** .000 227	.616** .000 227	.709** .000 227	1 227	
JSS	Pearson Correlation Sig. (2- tailed) N	.506** .000 227	.576** .000 227	.608** .000 227	.597** .000 227	1 227

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Survey data (2021)

As far as the issue of relationship between organizational culture traits (involvement, consistency, adaptability and mission) and overall job satisfaction concerned, the correlation coefficient indicated involvement culture of the school significantly and positively correlated with teacher's perception towards overall job satisfaction (.506 , $P < 0.01$). This shows that, when teacher's levels of involvement on their work and decision making increase, their level of job satisfaction also significantly increases.

With respect to the relationship between organizational culture of consistency and overall teacher's job satisfaction, the correlation coefficient indicated culture of consistency in the school is significantly and positively correlated with teacher's perception towards overall facets job satisfaction with the value of (.576 , $P < 0.01$). This implies the two variables are directly related.

With respect to the relationship between organizational culture of adaptability and overall teacher's job satisfaction, the correlation coefficient indicated culture of school adaptability had linear relationship with teachers level of job satisfaction with the value of (.608 , $P < 0.01$). And comparatively in terms of degree of relationship the culture of adaptability had a greater correlation with employee's job satisfaction.

The result analysis revealed that, mission culture of the school also had a strong relationship with overall job satisfaction of teachers with the value of (.597, $P < 0.01$) Therefore, based on table 4.14 the correlation analysis indicated that there is significant and positive relationship between individual culture of the schools and overall facets of job satisfaction.

Table 4.10: Correlation Analysis between overall organizational culture and overall job Satisfaction of teachers

Correlations

		Job satisfaction	Organizational culture
Job satisfaction	Pearson Correlation	1	.682**
	Sig. (2-tailed)		.000
	N	227	227
Organizational culture	Pearson Correlation	.682**	1
	Sig. (2-tailed)	.000	
	N	227	227

** . Correlation is significant at the 0.01 level (2-tailed).

The above table shows that, the correlation between overall organizational culture and job satisfaction. Overall organizational cultures were strongly correlated with job satisfaction with a value of .682 correlation coefficient. This indicated that organizational culture types of involvement, consistency, adaptability and mission in the school had a role on the overall job satisfaction of teachers. Also, the relationship between organizational culture and job satisfaction was positive and significant.

4.5.The effect of Organizational Culture on Teachers Job satisfaction Regression Analysis

Regression analysis is a statistical tool for the investigation of relationship between variables. Usually, we seek to determine the casual effect of one variable upon another. In contrast to the correlation coefficient, the coefficient of determination (sometimes known as the regression coefficient) enables us to measure the strength of relationship between a quantifiable dependent variable and one or more quantifiable independent variables. It represented by (r^2) and can take on any value between 0 and +1. It measures the proportion of the variation in a dependent variable that can be explained statistically by the independent variables.

Therefore, to assess the strength of a cause and effect relationship between variables the multiple regression analysis was applied for this study.

Table 11 Regression Model Summary

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. Change	
1	.679 ^a	.461	.451	.23904	.461	47.471	4	222	.000	1.814

a. Predictors: (Constant), MISSION, INVOLVEMENT, CONSISTENCY, ADAPTABILITY

b. Dependent Variable: JSS

As can be seen from table 4.8, the independent variables of organizational culture /involvement, consistency, adaptability and mission/ statistically predicted job satisfaction of the Secondary schools teachers. The analysis revealed that R is equal to .679 which indicates the existence of strong correlation between the independent variables and dependent variable and R square is .461 which indicated that independent variables of organizational culture dimensions explain 46.1 % of the variations on job satisfaction of the dependent variable and the rest 53.9% is unexplained factors.

Table 12 Effect of organizational culture on job satisfaction of teacher

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	1.709	.091		18.743	.000
INVOLVEMENT	.050	.032	.102	1.536	.126
CONSISTENCY	.095	.033	.206	2.871	.004
ADAPTABILITY	.123	.040	.221	3.107	.002
MISSION	.112	.034	.241	3.256	.001

As can be presented in the above table the strength of each predictor /independent/ variables effect on the predicated /dependent/ variable were determined through standardized Beta Coefficient. The average value of change in dependent variable job satisfaction that caused by a unit of change in the independent variables (organizational culture).

Therefore, considering the standardized beta coefficients, the predictors of the dependent variable /job satisfaction/ were involvement, mission, consistency and adaptability had a significant beta values, mission is the most influential organizational culture of teachers job satisfaction with .241 beta value. This implies holding other variables constant at their average value, when schools culture of mission increased by 1 unit, the job satisfaction of teacher would be increased by .241 (24.1%) and a one unit increase in adaptability of organizational culture would lead to .221 unit (22.1%) increase in teacher job satisfaction.

similarly a one unit increase in consistency culture of the school would lead to .206(20.6%) increase in teachers level of job satisfaction and lastly a one unit increase in culture of involvement would lead to .102 (10.2%) increase in teachers job satisfaction. Increase in teacher's

4.6. Discussion

The culture of mission that characterized by school vision, strategic direction and intent and goals and objectives was dominant in the Nifas Silk Lafto secondary schools. This culture was also positively correlated and significant effect on the overall job satisfaction of teachers. The result was consistent with the studies conducted by Fey and Denison (2006). Found that there is a positive and significant relation between mission culture and job satisfaction. On the other hand the study revealed that that the culture of mission is the most influential dimension of organizational culture.

The other result revealed that, the culture of adaptability had positive and significant effect on job satisfaction of teachers of secondary schools in Nifas Silk Lafto Subcity which was consistent with culture of adaptability is the predictor for job satisfaction of employees. This culture perceived by creating change, customer focus and organizational learning. (Davoodalmousivi, 2013). Comparatively in terms of degree of relationship the culture of adaptability had a greater correlation with employee's job satisfaction than other organizational culture dimensions.

The culture of consistency that associated with organizational core values, agreement and coordination and integration had a significant correlation with job satisfaction of teachers. The finding consistent with the studies conducted by Davoodalmousivi, S.M (2013) organizational culture of consistency positively and significantly correlated with employee job satisfaction.

In comparison with other job satisfaction components, the private secondary schools of Nifas Silk Lafto Sub City teachers was somewhat satisfied by the nature of work. Luthans (1992) stated that the nature of the work performed by employees has a significant impact on their level of employee job satisfaction.

Therefore, considering the standardized beta coefficients, the predictors of the dependent variable /job satisfaction/ were involvement, mission, consistency and adaptability had a

significant beta values, mission is the most influential organizational culture of teachers job satisfaction with .241 beta value. This implies holding other variables constant at their average value, when schools culture of mission increased by 1 unit, the job satisfaction of teacher would be increased by .241 (24.1%) and a one unit increase in adaptability of organizational culture would lead to .221 unit (22.1%) increase in teacher job satisfaction. similarly a one unit increase in consistency culture of the school would lead to .206(20.6%) increase in teachers level of job satisfaction and lastly a one unit increase in culture of involvement would lead to .102 (10.2%) increase in teachers job satisfaction. Increase in teacher's

CHAPTER FIVE

5. SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter consisted an overview of summary of the result that related to the objectives of the study. The chapter also presented the conclusion and its implication of the research findings for academic researchers, with likely recommendation for amendment.

5.1. Summary of Major Findings

The purpose of this study was to explores the effect of organizational culture dimensions (involvement, consistency, adaptability and mission) on teacher's job satisfaction in the case of Nifas Silk Lafto sub- city in seven private secondary schools in Addis Ababa. The study adopted explanatory research design. The target population consisted 526 teachers and 227 samples drawn. Simple random sampling was used. The data for this study was collected using standardized questionnaires. Two separate instruments of job satisfaction survey and organizational culture assessment instrument were used to measure teacher's level of job satisfaction and existed organizational culture of the private schools. The collected data was analysed using statistical package for the social science (SPSS). In order to test the reliability of the instrument, Cronbach alpha test was used. Pearson correlation and multiple linear regression analysis were adopted to estimate causal relationship between independent variables (organizational culture) and dependent variable (job satisfaction) of teachers. Then the response of the respondents were analysed through descriptive statistics, correlation and regression.

The demographic profile of the respondents includes (Gender, Age, Marital status, Educational level, Experience and Monthly salary) of the respondents. Gender distribution were uneven, male respondent were accounted for 75.8% while 24.2% were Female. The respondent Age groups were categorized into six groups. The first respondents were between 20 – 26 years of age. The second is between 27 – 33 years of age. The third is 34 – 40 year of age. The fourth is 41 – 47 years. The fifth is 48 – 54 years and the last above 54 years of age. The result revealed that 58.1% of respondents were between 34– 40 years of age, 19.4% of respondents were between 41 – 47 years of age, 14.1% of respondents were between 27 – 33 years of age, 4.0% of respondents were between 48 – 54 years of age, 3.5% of respondents were between 20 – 26 years of age and .9% of the respondents were above 54 years. In terms

of marital status of the respondents, 46.7% of the teachers were married while 40.5% were single, 10.1 of teachers where widowed and 2.6% were divorced.

Regarding respondent's educational level, the higher numbers of teachers have BA/BSC degree 64.8% that followed by Masters Holder 31.3% and the remaining 4.0% diploma holders.

Regarding with the respondent experience , 48.0% of the respondents had less than 3 years of experience in teaching, followed by 16.3% with 3 to less than 6 years, 13.2% with 11 to less than 15 years, 12.3% with above 15 years and finally 10.1% with 7 less than 10 years of experience in teaching profession.

The descriptive data analysis of salary levels of the teachers showed that about 37.9% of teachers earned between >12000 birr followed by 37% who have earned 9001-12000 birr, 18.5% where earn 6001-9000, and lastly 5% of teachers who have earned above 3001-6000 Ethiopian birr per month.

This study found out mission culture is the dominant and the key indicator of the school emphasis on vision, strategic direction and goal intended to be achieved. However, teacher's level of involvement relatively found to be lower than other organizational culture dimensions.

As far as the overall trends of organizational culture concerned, the organizational culture practice was medium level. As the mean value of all independent variables were 3.188.

The result of the study indicated that the overall organizational culture of the school /involvement, consistency, adaptability and mission/ significantly and positively correlated with job satisfaction of Nifas silk lafto sub city private secondary schools teachers, with the value of .682 correlation coefficient. Comparatively in terms of degree of relationship the culture of Adaptability had a greater correlation with employees job satisfaction (.608, $P < 0.01$).

The result of the study also indicates teachers job satisfaction was a medium level, that the mean value of the induce range between 3.46 – 2.66. The teachers dissatisfied by the school level of communication with the mean value of 2.67 and slightly satisfied by the nature of the work with the mean value of 3.4 in the school.

The regression analysis shows that the independent variables of organizational culture statistically predicated job satisfaction of the private secondary schools of Nifas Silk Lafto Sub city. Based on the analysis R is equal to .679 which indicates the existence of strong correlation between the independent variables and dependent variable and R square is .461% of the variations on the job satisfaction of the dependent variable with unexplained factors of 53.9%.

The overall significance (acceptability) of the model from a statistical perspective indicated that the significance value of F statistical shows a value of (.000) which is less than $P < 0.05$, this implied that the model is significant. In other word the variation explained by the model is not due to chance also organizational culture traits of involvement, consistency, adaptability and mission have significantly contribute for job satisfaction of private secondary schools in Nifas Silk Lafto Sub City.

The predictors of dependent variable (job satisfaction) were involvement, mission consistency and adaptability had a significant Beta value. Mission is the most influential organizational culture of teacher's job satisfaction with .241 (24.1%) beta values. Followed by Adaptability .221(22.1%), consistency .206(20.36 and lastly Involvement .102(10.2%) which indicated the strength of each predictor/independent/ variables influence on the predicated /dependent/ variable of teachers job satisfaction.

5.2. Conclusion

The study explains the effect of organizational culture on teacher's job satisfaction. The existed practices of school culture and job satisfaction were assessed by indicating the area in which to capitalize and corrective action can be taken. The statistical relationship and likely effect between independent and dependent variable were determined. Based on the research finding the following conclusions were mentioned.

The dominant organizational culture of the institution characterized by clear strategic direction, goals and objectives that can be linked to the mission of the schools. The organizational culture traits were influenced job satisfaction of the academic staffs. The schools did not much working on each aspects of teacher's job satisfaction. This is an indication for teacher's dissatisfaction by existed practice of organizational culture..

To identify the relationship between organizational culture and job satisfaction of teachers, Pearson correlation analysis was used. The overall organizational culture dimensions (involvement, consistency, adaptability and mission) were significantly and positively correlated with overall job satisfaction teachers.

The effect of organizational culture dimensions on job satisfaction indicated that, each independent variables (involvement consistency, adaptability and mission) had a positive effect on teacher' job satisfaction. The overall finding of the study suggested that, the nature of organizational culture affect the level of teacher's job satisfaction. This means the stronger the culture of the organization the more teachers satisfied with their job.

5.3. Recommendation

Depending on the finding of the study and conclusion reached, the researcher come across with some important recommendations would help the educational institutions to give emphasis on organizational culture dimensions that improve teacher's level of job satisfaction.

Teachers are the most valuable assets of the school such institutions success or failure mainly depends on how well they perform their duties and responsibility effectively. So educational managers and school owners, have to capitalize teacher's level of involvement practices because when teachers involved in their work and their information taken as an input for decision making. It will create a sense of ownership and commitment for these all finally used to make quality decision and implementation for school goal attainment.

The private schools strategy is a means of taking competitive advantage. However, to achieve this teacher's capabilities should be viewed as an important source of competitive advantage.

When the schools set their vision, they need to aware and participate teachers so as to make them motivated for better achievement.

The private schools need to give emphasis on maximizing teacher's job satisfaction level. Through effectively improving the payment, promotion, communication and fringe benefit of the institutions practices.

Teachers were not satisfied with the salary amount paid. So, public and private educational institutions have to work towards adequate payment for teachers that deserve their contribution. Specially, private school managers and owners expected to engage in job evaluation and external compensation survey that leads to reach appropriate remuneration system.

The management of private schools have to develop the existing organizational culture of involvement, consistency, adaptability and mission in order to improve teacher's job satisfaction. Hence, it solves issues related with teacher's turnover, absenteeism, morale, commitment and performance of academic staff's.

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APPENDIX
QUESTIONNAIRE
ADDIS ABABA UNIVERSITY
QUESTIONNAIRE

COLLEGE OF EDUCATION AND BEHAVIOURAL STUDIES DEPARTMENT OF
EDUCATIONAL PLANNING AND MANAGEMENT

The questionnaire deals with the Effect of organizational culture on employee's job satisfaction in private secondary school of Nifas Silk Lafto Sub city

Dear respondents

First of all, I would like to say thank you for your overall collaboration and sacrificing your valuable time in filling up this questionnaire. This questionnaire is hoped to be important to add value for academic purpose of the education sector, therefore your genuine response is required to get relevant result of the proposed study and your response is undercover /Confidential/.

You are not supposed to write your name.

Part one: Demographic Data

1.1. Gender: 1. Male 2. Female

1.2. Age: 1. 20-26 2. 27-33

3. 34-40 4. 41-47

5. 48-54 6. Above 54

1.3. Marital status:

1. Single 2. Married

3. Divorced 4. Widowed

1.4. Educational level/current/

1. Certificate
2. Diploma /Level IV/
3. First Degree /BA/BSC/
4. Masters /MA/MS/
5. Doctorate Degree & above

1.5. Year of service in the school

1. less than 2 years
2. between 2 – 5 years
3. between 6 – 8 years
4. above 8 years

1.6. Salary

1. Less than 3000
2. 3001-6000
3. 6001-9000
4. 9001-12000
5. Above 12000

Part two: Organizational Culture of your School

Please rate the statement on a scale of 1 to 5, where

1 = strongly disagree, 2 = disagree, 3 neutrals, 4 = agree and 5 = strongly agree

No	1. Involvement	1	2	3	4	5
	I. Empowerment					
1	Employees are highly involved in their work					
2	Decision are usually made at the level where the best information is available					
3	Information is widely shared so that everyone can get the information he / she needs when its needed					
	II. Team orientation					
1	Cooperation across different departments of the school is actively encouraged					
2	Teamwork is used to get work done, rather than hierarchy					
3	Work is organized so that each person can see the relationship between his / her job and the goals of the organizations					
	III. Capability development					
1	Authority is delegated so that people can act on their own					
2	There is continuous investment in the skills of employees					
3	The capabilities of people are viewed as an important source of competitive advantage					
	2. Consistency					
	I. Core values					
1	The leaders and managers practice what they preach					
2	There is a characteristic management style and a distinct set of management practices					
3	There is a clear and consistent set of values that governs the way we do the school activities.					
	II. Agreement					

1	When disagreements occur, we work hard to achieve ‘win-win’ solutions					
2	It is easy to reach consensus, even on difficult issues					
3	We often have trouble reaching agreement on key issues					
	III. Coordination and integration					
1	People from different departments of the organization share a common perspective					
2	It is easy to coordinate works across different departments of the organization					
3	There is good alignment of goals across levels of school members					
	Adaptability					
	I. Creating change					
1	The way things are done is very flexible and easy to change					
2	Attempts to create change usually meet with resistance					
3	Different parts of the organization often cooperate to create change					
	II. Customer(parents) focus					
1	Customer(parents) comments and recommendations often lead to changes					
2	parents input directly influences our decisions					
3	All members have a deep understanding of parents wants and needs					
	III. Organizational learning					
1	We view failure as an opportunity for learning and improvement					
2	Innovation and risk taking are encouraged and rewarded					
3	Learning is an important objective in our day to day work					
	4. Mission					
	I. Strategic direction and intent					
1	There is a long-term purpose and direction					
2	Our strategic direction is unclear to me					
3	There is a clear mission that gives meaning and direction to our work					

<i>I. Goals and objectives</i>						
1	There is widespread agreement about school goals					
2	Leaders set goals that are ambitious, but realistic					
3	We continuously track our progress against our stated goals					
<i>II. Vision</i>						
1	We have a shared vision of what the school will be like in the future					
2	Short-term thinking often compromises our long-term vision					
3	Our vision creates excitement and motivation for employees					

Part three: Employee's Job Satisfaction Survey

Please indicate your degree of agreement /disagreement/ with the following statement that associated with your level job satisfaction.

<i>No</i>	<i>Please tick with (✓) the alternative number that best describes your opinion</i>					
<i>1 = strongly disagree, 2 = disagree, 3 neutral, 4 = agree and 5 = strongly agree</i>						
	Statement	1	2	3	4	5
	Payment					
1	I feel I am being paid a fair amount for the work I do					
2	I feel unappreciated by the organization when I think about what they pay me					
3	I am satisfied with the compensation I get & I think it matches with my responsibility.					
	Promotion					
1	There is really too little chance for promotion on my job					
2	Those who do well on the job stand a fair chance of being promoted					
3	I am satisfied with my chances for promotion					
	Supervision					
1	My immediate supervisor is quite competent in doing his/her job					
2	My immediate supervisor is unfair to me					
3	I like my immediate supervisor and others school leaders					
	Fringe benefit					

1	I am not satisfied with the benefit I receive from the school					
2	The benefit package we have is equitable with what other similar organization offer.					
3	There are benefits we do not have which we should have					
Contingent reward						
1	When I do a good job, I receive the recognition for it that I should receive.					
2	I don't feel that the work I do is appreciated					
3	There are few rewards for those who work here					
Operating procedures						
1	Many of our rules and procedures make doing a good job difficult					
2	I have too much to do at work due set procedures in school					
3	I have too much paper work					
Coworkers						
1	I like the people I work with					
2	I find I have to work harder at my job because organization facilitate working together					
3	There is too much bickering and fighting at work					
Nature of work						
1	I sometimes feel my job is meaningless					
2	I like doing the things I do at work					
3	My job nature is enjoyable					
Communication						
1	Communications seems good within this organization					
2	I often feel that do not know what is going on with the organization					
3	Work assignments are not fully explained					