

**ORGANIZATIONAL CULTURE AND ACADEMIC STAFF JOB
SATISFACTION AT St. MARY'S UNIVERSITY COLLEGE**



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TABLE OF CONTENTS

Contents	Page
Acknowledgements -----	i
Table of Contents -----	ii
List of Tables -----	iv
List of Figures -----	v
Abbreviations and/or Acronyms -----	vi
Abstract -----	vii
CHAPTER ONE	
Introduction -----	1
1.1 Background of the Study -----	1
1.2 Statement of the Problem -----	3
1.3 Objectives of the Study -----	5
1.4 Significance of the Study -----	5
1.5 Delimitation/Scope of the Study -----	5
1.6 Limitation of the Study -----	6
1.7 Definition of Terms -----	6
1.8 Organization of the Study -----	7
CHAPTER TWO	
Review of Related Literature -----	8
2.1 Organizational Culture -----	8
2.1.1 The Concept of Organizational Culture -----	8
2.1.2 The Functions of Culture -----	9
2.1.3 Person-Organizational Culture Fit -----	10
2.1.4 Typologies of Organizational Culture -----	11
2.1.5 Assessing Organizational Culture -----	14
2.1.6 Culture as a Descriptive Term -----	15
2.1.7 Do Organizations have Uniform Culture? -----	16
2.1.8 Strong versus Weak Cultures -----	16
2.1.9 University Culture -----	17
2.2 Job Satisfaction -----	18
2.2.1 Meaning of Job Satisfaction -----	18
2.2.2 Importance of Job Satisfaction -----	19
2.2.3 Theories of Job Satisfaction -----	19
2.2.4 Measurement of Job Satisfaction -----	22
2.2.5 Teachers Job Satisfaction -----	24
2.3 Organizational Culture and Job Satisfaction -----	26
2.4 Theoretical Framework -----	28

CHAPTER THREE

Research Design and Methodology -----	31
3.1 Research Method-----	32
3.2 Sources of Data-----	32
3.3 Sampling and Sampling Technique -----	33
3.4 Data Gathering Tools -----	33
3.5 Procedure of Data Collection -----	36
3.6 Method of Data Analysis -----	37
3.6.1 Means and Standard Deviation-----	37
3.6.2 ANOVA (Analysis of Variance)-----	39
3.6.3 Spearman's rank -order Correlations coefficient -----	39
3.6.4 Ordinal Regression Model -----	40

CHAPTER FOUR

Presentation and Analysis of the Data -----	45
4.1 Overview of Data Collected -----	45
4.2 Respondents Profile-----	45
4.3 Levels of Job satisfaction -----	46
4.3.1 Levels of Job Satisfaction for Each Facet Categories -----	48
4.4 The Dominant Organizational Type at SMUC -----	50
4.4.1 Dominant Culture Type Strength -----	51
4.5 Correlations between Level of Job Satisfaction and Institutional Culture Types-----	52
4.6 Ordinal Regression Analysis -----	53
4.6.1 Ordinal Regression Model for Intrinsic Satisfaction Facets -----	53
4.6.2 Ordinal Regression Model for Extrinsic Satisfaction Facets -----	57
4.6.3 Ordinal Regression Model for General Job Satisfaction Facets -----	60
4.6.4 Ordinal regression model for the overall job satisfaction facets -----	62

CHAPTER FIVE

Summary, Conclusion and Recommendation-----	68
5.1 Summary -----	68
5.1.1 Summary of Purpose-----	68
5.1.2 Summary of Methodology -----	68
5.1.3 Summary of Demographic Profiles of Respondents -----	69
5.1.4 Summary of Level of Job satisfaction -----	70
5.1.5 Summary of Organizational Culture Findings -----	71
5.1.6 The Relationship between Organizational Culture and Level of Satisfaction -----	71
5.1.7 The Summary of Regression Analysis -----	72
5.2 Conclusion -----	72
5.3 Recommendations -----	74
5.3.1 Recommendation for St Mary's University College -----	74
5.3.2 Recommendation for Future Research -----	76
Bibliography -----	77
Appendices	

LIST OF TABLES

Table	Page Number
Table 1: Summary of value dimensions of the competing value framework (CVF)-----	12
Table 2. Facets of the Minnesota Satisfaction Questionnaire in their Respective Categories-----	24
Table 3: The reliability coefficients for the OCAI.-----	35
Table 4: Measure of statistically significance differences between three or more Means-----	39
Table 5: Measure of correlations-----	40
Table 6: Hierarchy of MSQ scales-----	46
Table 7: Frequencies and Percentages of Dissatisfaction/Satisfaction Ratings of 20 Job Facets of the Minnesota Satisfaction Questionnaire in their Respective Categories-----	47
Table 8: Levels of Intrinsic Job satisfaction-----	48
Table 9: Levels of Extrinsic Job satisfaction-----	48
Table 10: Levels of General Job satisfaction-----	49
Table 11: Levels of Overall Job satisfaction-----	49
Table 12: The Dominant Organizational Culture of St Mary's University College-----	50
Table 13: Spearman rho Correlations levels of job satisfaction and organizational culture types-----	52
Table 14: Parameter Estimates of intrinsic job satisfaction facet-----	53
Table 15: Confusion Matrix for intrinsic facets-----	56
Table 16: Parameter Estimates of extrinsic job satisfaction facet Parameter Estimates-----	57
Table 17: Confusion Matrix for extrinsic facets-----	59
Table 18: Parameter Estimates of general job satisfaction facet Parameter Estimates-----	60
Table 19: Confusion Matrix for General Satisfaction Facets-----	62
Table 20: Parameter Estimates of Overall job satisfaction facets Parameter Estimates-----	63
Table 21: Confusion Matrix for Overall satisfaction facets-----	65

LIST OF FIGURES

Figure	Page Number
Figure 1. Relationship between the four cultural types and overall job satisfaction -----	29
Figure 2. Relationship between the four cultural types and the three major facets of the job satisfaction -----	30
Figure 3: Methodology Processes Flow Chart -----	31
Figure 4: Radar chart for Graphical Representation of the Highest Mean Scores in the Four Culture Types of St Mary's University College -----	51
Figure 5: Histogram chart for distribution of intrinsic satisfaction outcome variables -----	55
Figure 6: Histogram chart for distribution of extrinsic satisfaction outcome variable -----	58
Figure 7: Histogram chart for distribution of general satisfaction outcome variable -----	61
Figure 8: Histogram chart for distribution of general satisfaction outcome variable -----	64
Figure 9: Relationship between the four cultural types and the four dimensions of the job satisfaction scale -----	66
Figure 10: Relationship between the four cultural types and overall job satisfaction -----	67

ABBREVIATIONS AND/OR ACRONYMS

- ANOVA** = Analysis of Variance
- ASHE** = Association for Study of Higher Education
- CVF** = Competing Values Framework
- MSQ** = Minnesota Satisfaction Questionnaire
- OCAI** = Organizational Culture Assessment Instrument
- P-O** = Person Organization Fit
- SMUC** = St Mary's University College
- SPSS** = Statistical Package for the Social Sciences

ABSTRACT

The main purpose of this study was to examine and gain a better appreciation of the relationships between the pattern of organizational culture and employees' job satisfaction among academic staffs in a private higher educational institution context. A census of all academic staffs, who were working in the 2010-2011 academic year, were taken for the study from the study organization—St. Mary's University College. Data regarding organizational culture and job satisfaction was collected using the OCAI (Cameron & Quinn, 1999), and Minnesota Job Satisfaction Questionnaire (Weiss, Davis, England & Lofquist, 1967), respectively. The Data was then analyzed by using the latest version of statistical package for the social sciences (SPSS) software. Two types of statistics, namely descriptive and inferential statistic was employed. While the research was expected to leverage on such descriptive statistical tools as frequency, mean, percentile and standard deviation, it also applied inferential statistics through anova, spearman rho correlations and ordinal regression model analysis. The findings of the present study revealed SMUC tended to emphasize hierarchy culture. The results of this study also suggest that the hierarchy culture has a negative significant influence on overall teacher's job satisfaction and satisfaction with intrinsic, extrinsic and general satisfaction facets. Thus, since hierarchy culture negatively affects morale of instructors, it is then recommended that the university college should diagnose and change its organizational culture as it is desired by its staff. The desired culture type in most universities is clan culture which is characterized by people-orientation, encouragement, equitability, trust, and allowing of greater academic freedom. Underpinned by a model adapted to the research purpose, the study complemented not only to the existing knowledge in the area, but it also contributed to the fact that there was no research made in non-western countries like Ethiopia over this interesting and potentially rich area.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Job satisfaction of faculty is an important issue for institutions of higher education aiming for excellence and diversity. However, an essential first step in understanding this phenomenon is to examine what contributes to career satisfaction for academicians. Universities attempt to hire the highest quality faculty they can, but they are not always successful at retaining them. Furthermore, many organizations in Africa are plagued by poor performance, high turnover rates, and low productivity, largely due to the negative work attitudes of the workforce (Okpara, 2010). It is believed that organizational culture could somehow affect the level of Job satisfaction. As a result of the importance of organizational culture and its effects on organizational outcomes (such as organizational commitment, job satisfaction and employee performance), it is currently one of the newest research topics in both academic research and the reputable business journals.

Research has confirmed, Yusof & Ali (2000), as cited in Bashayreh (2009), that organizational culture is not only able to change, guide and display but also give significant contributions by influencing the thought, feeling, interacting and performance in the organization. Although ongoing research is still required, employee attitudes have been found to interact with environmental factors that influence job satisfaction. Job satisfaction is important to investigate because it is related to employee turnover, and time missed.

Organizational culture stands as the center from which all other factors of human resource management derive (Bashayreh, 2009). It is believed that culture influences individuals' attitudes concerning outcomes, such as commitment, motivation, morale, and satisfaction. Moreover, Cameroon and Quinn (2006) indicated that clan-type cultures are most effective in domains of performance relating to morale, satisfaction and internal communication and supportiveness.

Lund (2003), had found that job satisfaction was positively related to clan and adhocracy cultures and negatively related to market and hierarchy cultures. In addition, Choi, Martin, and Park (2008), found that the clan culture is the most desired cultural type to increase employees' job satisfaction as well as motivation for achieving organizational success.

Despite the existence of considerable body of organizational literature that has been conducted to examine the relationship between corporate culture and employees satisfaction in various countries as well as industries (for example, Lund, 2003; Bashayreh,2009; Choi and others,2008), there is no literature that recognizes organizational culture studies within the context of either private or public higher learning institutions in Ethiopia, particularly on how job satisfaction amongst employees is affected by organizational culture patterns.

Background of the Organization

Brief History

St. Mary's University College (SMCU) is an outgrowth of St. Mary's Language School and established in 1998 under St. Mary's General Education Development PLC with its head office in Awassa and a branch in Addis Ababa. Then, the College moved its head office to Addis Ababa, Lideta Campus, in 1999 and opened the Department of Secretarial Science and Office Management (SSOM). In September 2002, the institution made stride by employing new staff members and renting a new building at Maichew Square, beside the Wabe-Shebelle Hotel, where its head office is located at present. The Mexico (Main) Campus, which houses the various academic and administrative offices of the University College, including the Office of the President, the Academic Vice President, and the Administrative Vice President, is located adjacent to Wabe-Shebelle Hotel. SMUC is constructing its own building in the compound of the Distance Education Division and this is among the activities to be carried out in the coming five years.

Vision, Mission, and Goals

The vision of St. Mary's University College (SMUC) is to become among the leading higher education centers of academic excellence in teaching-learning, research, publications and community services, and in effect, contribute to Ethiopia's development. Its Mission is to offer regular, continuing and distance education accessible to the society with reasonable tuition and scholarships, and with optimal focus on quality and standards in teaching, research, and services that contribute to Ethiopia's human resource development. It also aims at offering quality higher education, training, and services, conducting research and publications that exceed the requirements of students and stakeholders, and nurturing sustained and mutually beneficial relationship with them.

Programs in SMUC

SMUC offers undergraduate and joint graduate programmes in many fields of studies. Excluding the Distance Education Division, the University College offers courses in ten departments organized under four faculties comprising the Faculties of Business, Law, Informatics and Education. These courses are run under two categories of programs i.e. the Regular Program and the Extension Program. Students are trained in the specified levels: the certificate (10+1 and 10+2), the diploma (10+3) and the degree programs. In its College of Open and Distance Learning (CODL), SMUC runs both undergraduate and graduate programs in more than 20 fields of studies in sixty Coordinating Centers in different regions. The CODL trains students at both the undergraduate level (10+1 and 10+2) Certificate, 10+3 Diploma, and BA Degree) and post-graduate level (MA Degree). The post-graduate program is given in partnership with the Indira Gandhi National Open University (IGNOU).

1.2 Statement of the Problem

There has been a long debate amongst researchers regarding the relationship between organizational culture and job satisfaction. Many researchers have found supporting evidence about the relationship between these two concepts (Odom and others, 1990; McKinnon and others, 2003; Lund, 2003; Sempene and others, (2002); Bashayreh, 2009; Choi and others, 2008; Yiing, 2008; Shing, 2008). With costs of human resource development is still skyrocketing, erosion of employee loyalty to firms costing a lot in replacement and retraining. In addition to this, organizational secrets lost due to sabotage, defections, lawsuits and other forms of retribution by disaffected employees is affecting organizational performance (Cameron & Quinn, 1999). Furthermore, culture change, at its root, is intimately tied to individual change. Unless managers are willing to commit to personal change, the organization's culture will remain recalcitrant. As a result, without another kind of fundamental change, namely, a change in organizational culture, there is little hope of enduring improvement in organizational performance. While the tools and techniques may be at hand and the change strategy implemented with vigor, many efforts to improve organizational performance fail because the fundamental culture of the organization—values, ways of thinking, managerial styles, paradigms, approaches to problem solving—remains the same (Cameron & Quinn, 1999).

During the last two decades, universities worldwide have come under increasing pressures to adapt to rapidly changing social, technological, economic and political forces emanating from the immediate as well as from the broader postindustrial external environment. As noted by Wondesen Tamrat (2003), the Ethiopian higher education system has witnessed a remarkable change unprecedented in its history in the form of the unanticipated emergence and expansion of private higher education institutions (PHEIs). St Mary's University College is one of those institutions which are found abreast of these changes. One way of embracing these changes is through the change of its rooted culture by the application of important suggestions from research findings in the area.

Previous studies attempting to link organizational culture and employees work outcomes, Chapman & Al-Khawaldeh, (2002) as cited in Bashayreh (2009), have limited outcome in scope and were often affected by methodological constraints. In order to address the aforesaid limitations, this study contributes to the literature by attempting to fill the gap between the clear need for an analytical study that examines recognizable organizational culture pattern and job satisfaction facets by using appropriate ordinal regression model and statistical methods. It is noted that even with the literature found from various databases, to much lesser degree there are no pertinent research findings that focuses on the African setting, and there are no research findings that are relevant or specific to Ethiopian higher learning educational institutions. Hence, this study intends to contribute to the existing knowledge base, in particular, from an Ethiopian perspective within Private higher learning institution setting, namely St Mary's University College (SMUC). Therefore, the study aims at addressing the following basic research questions:

1. What is the dominant organizational culture of SMUC as it is measured by OCAI?
2. What level of job satisfaction do teachers perceive with each of the twenty job facets as measured by the Minnesota Satisfaction Questionnaire, short Form (MSQ)?
3. Is there statistically significant relationship between Job Satisfaction and Organizational culture scores at SMUC?
4. Which cultural type/s contributes most to employee satisfaction at SMUC?

1.3 Objectives of the Study

In order to bridge the gap and provide organizations with practical assistance in dealing with this issue, this research is aimed towards:

- i) To identify the dominant organizational culture profile of SMUC as it is measured by OCAI.
- ii) To determine the job satisfaction level of teachers with each of the twenty job facets as measured by the Minnesota Satisfaction Questionnaire, short Form (MSQ).
- iii) To identify whether there is statistically significant relationship between Job Satisfaction and Organizational culture scores at SMUC.
- iv) To identify the cultural profile/s that contributes most to employee satisfaction at SMUC.

1.4 Significance of the Study

This study aims to make a contribution to extant research on organizational culture and job satisfaction:

Firstly, to identify patterns of organizational culture that would provide evidence to be significant aspects in determining employee's job satisfaction.

Secondly, to present a model as a systematic way to measure the extent of impact employees perceptions have in relation to the organizational cultural types on employees job satisfaction, which have become an integral component of an organization where job satisfaction is vital.

Thirdly, it is to explore the effects of organizational cultural types on job satisfaction and to assess which organizational culture dimensions have greater marginal impact on job satisfaction.

Lastly, to suggest to practicing managers on how to improve organizational Cultural types that may have critical impact on employees' satisfaction.

1.5 Delimitation/Scope of the Study

In addition to organizational culture and job satisfaction factors, there are a number of other antecedents, moderators, mediators and consequents. This includes, person-organization fit (Silverthorne, 2004), leadership behavior, employee performance (Yiing, 2008), commitment, cohesion (Odom, Boxx, Dunn, 1990), national culture, organizational commitment (Okpara, 2007), cultural self identity (Shing, 2008). However, this study was limited to only identifying the relationship between organizational culture and employee Job satisfaction factors. This is because there are a large number of past researches which had demonstrated the relationship between

organizational culture and job satisfaction, as reported by Lund (2003), Sempene others, (2002), Choi others, (2008) and Bashayreh, 2009. Furthermore, This study is limited to identifying those organizational culture types that may have effects on employee satisfaction among academic staffs at SMUC. These include Clan, Adhocracy, Market, and Hierarchy. Also this study doesn't encompass the preferred culture of SMUC as it is recommended by the competing value framework.

1.6 Limitation of the Study

Unlike that of Lund (2003) and Choi others, (2008), this study was not conducted on cross-sectional firms. As a result, the study was limited only in identifying the impact of one dominant organizational culture type over job satisfaction. Since it was constrained to depict the impact of different dominant organizational culture types over job satisfaction of employees, the non cross-sectional nature of the study was the major limitation of the study. Furthermore, unlike the competing value framework which the study is limited to identifying the prevalent culture of SMUC.

1.7 Definition of Terms

- **Competing Values Framework or CVF** – is the framework compiled by Quinn and Rohrbaugh in 1983 and later perfected by Cameron and Quinn 1999, 2006, to understand and organize the four organizational culture types.
- **Culture Types** – refer to the four categories identified from extensive research on effective organizations by Cameron and Quinn within the Competing Values Framework: clan, adhocracy, hierarchy, and market.
- **Extrinsic job satisfaction** is measured by the following facets of the MSQ: advancement, compensation, policies and practices, recognition, supervision-human relations and supervision-technical.
- **General Job satisfaction** is measured by the following two facets of the MSQ: coworkers and working conditions.
- **Intrinsic job satisfaction** is measured by the following facets of the MSQ: ability utilization, achievement, activity, creativity, independence, moral values, responsibility, security, social service, social status, and variety.

- **Job satisfaction** is a function of the perceived relationship between what one wants from one's job and what one perceives it as offering (Locke, 1969).
- **Minnesota Satisfaction Questionnaire (MSQ)** - is a likert-scale type instrument which was designed by Weiss, Dawis, England, & Lofquist (1967) for measuring job satisfaction for 20 facets of job.
- **Organizational culture** – is defined as “a pattern of shared basic assumptions that the group learned as it solved its problems of external adaptation and internal integration, that has worked well enough to be considered valid and therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to those problems” (Schein, 1993).
- **Organizational Culture Assessment Instrument (OCAI)** – is an instrument based on the Competing Values Framework used to identify the organizational culture profile based on the core values, assumptions, interpretations, and approaches that characterize organizations (Cameron & Quinn, 1999, 2006).
- **Overall job satisfaction** is an overall indicator and is measured by the following facets of the MSQ: ability utilization, achievement, activity, advancement, authority, compensation, coworkers, creativity, independence, moral values, policies and practices, recognition, responsibility, security, social service, social status, supervision-human relations, supervision-technical, variety, and working conditions.
- **Teacher**— is any position of academic staff at St Mary's University College including all individuals holding the title of graduate assistance, assistant lecturer, lecturer, assistant professor or professor.

1.8 Organization of the Study

This study is structured into five chapters. Chapter one presents the introduction, statement of the problem, research questions, objective of the study, significance of the study, delimitations of the study, limitation of the study and definition of terms. The literature review in Chapter 2 addresses first organizational culture and next job satisfaction and finally discusses the relationship between organizational culture and job satisfaction. Chapter 3 explains the research methodology applied. It includes a description of the instrumentation used, data collection procedures, and data analysis. Chapter 4 contains the presentation and analysis of data and summary, conclusion and recommendation follows in Chapter 5.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

In this chapter, a literature review on organizational culture will be presented first, followed by that of Job satisfaction. In addition, a review of past research findings on the relationships between organizational culture and job satisfaction is included. Finally, the theoretical framework for this study is presented at the end of the chapter.

2.1 Organizational Culture

2.1.1 The Concept of Organizational Culture

The word organizational culture has been defined in a variety of ways by management authors. Most of the definitions include element such as shared values, beliefs, assumptions, patterns of relationships, and behaviors that guide the members of an organization. The term itself 'organizational culture' is used to differentiate the culture of the overall organization from the values, preferences, or inclinations of individuals (personal culture) or from the language, norms, or philosophies of a nation or civilization (societal culture) (Vogds, 2004).

Kroeber & Kluckhohn (1952) (as cited in Cameron, 2004) states that there are over 150 definitions of culture that have been identified (p.3). However, the two main disciplinary foundations of organizational culture are the so called sociological (e.g., organizations have cultures) and anthropological (e.g., organizations are cultures). In each of these disciplines, there are two different approaches to culture that were developed: a functional approach (e.g., culture comes out of collective behavior) and a semiotic approach (e.g., culture dwells in individual interpretations and cognitions). The main differences are found between cultures as an attribute possessed by organizations versus culture as a metaphor for describing what organizations are. The former approach presumes that researchers and managers can identify differences among organizational cultures, can change cultures, and can empirically measure cultures. Conversely, the latter one assumes that nothing exists in organizations except culture, and one encounters culture anytime one rubs up against any organizational phenomena. In addition to this, Culture is a potential predictor of other organizational outcomes (e.g., effectiveness) in the former perspective, whereas in the latter perspective it is a concept to be explained independent of any other phenomenon (Cameron, 2004, p.3). In general Yiing (2008) explains:

The organizational culture is likened to a double-edged sword. A culture creates distinctions between one organization and others, conveys a sense of identity for its members, facilitates commitment towards the organization's goals, enhances the stability of the social system, reduces ambiguity, and serves as a control mechanism that guides and shapes the attitudes and behavior of employees. However, a culture can also become a liability when it becomes too strongly entrenched within the norms, values and mindsets of the employees and resist changes – a culture can become a barrier to change, diversity and other transformations required for the organization to adapt in today's dynamic, globalized business environment. (p.11-12)

According to Cameron & Quinn (1999), it was not until the beginning of the 1980s that organizational scholars began paying attention to the concept of culture. Further they expound the reason why culture is one of the few areas, in fact, where organizational scholars led practicing managers in identifying a crucial factor affecting organizational performance. They have stated organizational culture was ignored as an important factor in accounting for organizational performance because;

First, it encompasses the taken-for-granted values, underlying assumptions, expectations, collective memories, and definitions present in an organization. Second, it represents “how things are around here.” It reflects the prevailing ideology that people carry inside their heads as well as it conveys a sense of identity to employees by providing unwritten and often unspoken guidelines for how to gothersong in the organization to enhance the stability of the social system that they experience. Third, people are unaware of their culture until it is challenged, until they experience a new culture, or until it is made overt and explicit through, for example, a framework or model. Therefore the above factors make it difficult to be detectable, (Cameron & Quinn, 1999).

Conversely, since the aforesaid period for some two decades, Organizational culture has been an important theme in management and business research. One rationale for this is that organizational culture has the potential to affect a range of organizationally and individually desired outcomes (Chow, Graeme, and McKinnon, and Wu, 2001).

2.1.2 The Functions of Culture

Bashayreh (2009) contends that Culture performs a number of functions within an organization primarily, it has a boundary-defining role; that is, it creates distinctions between one organization and others. Next, it conveys a sense of identity for organization members. Then, it facilitates the

generation of commitment to something larger than one's individual self-interest. Again, it enhances the stability of the social system. Since it is the social glue that helps hold the organization together by providing appropriate standards for what employees should say and do. Finally, culture serves as a sense-making and control mechanism that guides and shapes the attitudes and behavior of employees, (Bashayreh, 2009) .In a review of her past literature Mullins (2007) had justified that Culture is increasingly developing as a valuable resource related to the understanding of organizational systems and It is among the organizational variables thought to contribute to the quality of work and success within organizations. Furthermore, it emphasizes the importance of analyzing the work group in order to discover aspects of organizational life.

2.1.3 Person-Organizational Culture Fit

Different researches had discussed the congruence or fit between employees' preferred organizational culture and the actual organization culture will be associated with positive outcomes (Chow et al. 2001; Bashayreh, 2009; Silverthorne, 2004). Likewise, matching individuals to organizations is a crucial part of success for any company (Bashayreh, 2009). This, in turn, will be determined by the kind of organizational culture that exists.

According to Bashayreh (2009), Culture shapes the foundation how individuals operate within the context of the organization. In addition, it defines the way a group or individual behaves, defines what is "normal" and sanctions what is not normal is determined by his or her culture..While the culture may provide a framework within which the influence of the P -O fit occurs, a good fit is important in all organizational cultures implying that sharing information about the culture before hiring employees and using culture to guide the selection process and criteria will result in a better P-O fit and hence higher job satisfaction and organizational commitment (Silverthorne, 2004).This implies that if there is a good person and organization fit between both parties ,employees and employers, will operate in harmony. Organizational culture plays an important role in attracting or keeping employees and the maintenance of the good fit is essential for job satisfaction.

2.1.4 Typologies of Organizational Culture

Since culture is extremely broad and inclusive in scope there are so many dimensions (typologies) that have been proposed in organizational culture studies. According to Cameron & Quinn (1999), culture comprises a complex, interrelated, comprehensive, and ambiguous set of factors. Consequently, that makes it impossible to ever include every relevant factor in diagnosing and assessing organizational culture. Furthermore the authors point out that there is one more element which can always be argued to be relevant. This is to determine the most important dimensions on which to focus, therefore, it is important to use an underlying framework, a theoretical foundation that can narrow and focus the search for key cultural dimensions (Cameron & Quinn, 1999).

Yiing (2008) has proposed a number of typologies for analyzing organizational culture in his review of a number of past research literatures. His study was based on Wallach's (1983) three types of culture identifications namely: bureaucratic, innovative and supportive cultures. He has also cited another typology example by Goffee and Jones (1998) who had categorized organizational culture into four main types based on two dimensions: sociability and solidarity. The four types of culture identified by Goffee and Jones are communal, fragmented, networked and mercenary culture types. Furthermore, Bass (1991) and Bass and Avolio (1993), (as cited in Mullins, 2007, p.65), identified cultural theory by describing culture as transformational or transactional.

In 1999 Cameron and Quinn developed an approach to studying culture which they referred to as "competing values framework". The Competing Values Framework (CVF) is one of the most influential and extensively used models in the area of organizational culture research (Wu & Yu, 2009). Compared with other models and scales, the CVF and its matched scale OCAI have better validity and reliability and are very convenient for practical operations. There are two value dimensions which gives meaning to CVF. The first value dimension is related to organizational focus, from an internal, micro emphasis on the well-being and development of people in the organization to an external, macro emphasis on the well-being and development of the organization itself. The second value dimension is related to organizational structure, from an emphasis on stability to an emphasis on flexibility. The value dimensions are summarized by the following table 1.

Table 1: summary of value dimensions of the competing value framework (CVF)

	Flexibility and discretion		
Internal focus and integration	Clan	Adhocracy	External focus and differentiation
	Hierarchy	Market	
	Stability and control		

Cameron and Quinn (1999), further gives implications of the four types of organizational cultural types in CVF as follows:

Hierarchy Culture

The Hierarchy Culture is based on Weber's theory of bureaucracy and values tradition, consistency, cooperation, and conformity. The Hierarchy model focuses more on internal than external issues and values stability and control over flexibility and discretion. This is the traditional command and control model of organizations. This works well if the goal is efficiency and the organizational environment is stable and simple and if there are very few changes in customers, customer preferences, competition, technology, etc.

Before the middle of twenty century, Weber's hierarchy or bureaucracy was considered to be the ideal form of organization by nearly all management and organization scholars because it led to stable, efficient, highly consistent products and services. since the environment of hierarchy culture are relatively stable, tasks and functions could be integrated and coordinated, uniformity in products and services was maintained, and workers and jobs were under control. Clear lines of decision-making authority, standardized rules and procedures, and control and accountability mechanisms were valued as the keys to success.

Large organizations and government agencies are generally dominated by a hierarchy culture, as evidenced by large numbers of standardized procedures, multiple hierarchical levels and an emphasis on rule reinforcement. Even in small organizations a hierarchy culture can dominate.

Market Culture

The Market Culture also values stability and control but focuses more on external (market) rather than internal issues. This culture tends to view the external environment as threatening, and seeks to identify threats and opportunities as it seeks competitive advantage and profits.

It is important to keep in my mind that the term market is not synonymous with the marketing function or with consumers in the marketplace. Rather, it refers to a type of organization that functions as a market itself. It is oriented toward the external environment instead of internal affairs. It is focused on transactions with (mainly) external constituencies such as suppliers, customers, contractors, licensees, unions, and regulators.

A market culture, as assessed in the OCAI, is a results-oriented workplace. Leaders are hard-driving producers and competitors. They are tough and demanding. The glue that holds the organization together is an emphasis on winning. The long-term concern is on competitive actions and achieving stretch goals and targets. Success is defined in terms of market share and penetration. Outpacing the competition and market leadership are important.

Clan Culture

The Clan Culture focuses on internal issues and values flexibility and discretion rather than seeking stability and control. The goal is to manage the environment through teamwork, participation, and consensus.

Shared values and goals, cohesion, participation, individuality, and a sense of "we-ness" permeated clan-type firms. They seemed more like extended families than economic entities. Instead of the rules and procedures of hierarchies or the competitive profit centers of markets, typical characteristics of clan-type firms were teamwork, employee involvement programs, and corporate commitment to employees. These characteristics were evidenced by semiautonomous work teams that received rewards on the basis of team (not individual) accomplishment and that hired and fired their own members, quality circles that encouraged workers to voice suggestions regarding how to improve their own work and the performance of the company, and an empowering environment for employees.

Adhocracy Culture

The Adhocracy Culture focuses on external issues and values flexibility and discretion rather than seeking stability and control; key values are creativity and risk taking. Organizational charts are temporary or nonexistence; roles and physical space are also temporary.

Adhocracy is an organizational form that is most responsive to the hyper turbulent, ever-accelerating conditions that increasingly typify the organizational world of the twenty-first century. The root of the word adhocracy is ad hoc—implying something temporary, specialized, and dynamic. Most people have served on an ad hoc task force or committee, which disbands as soon as its task is completed.

The adhocracy organization may frequently be found in industries such as aerospace, software development, think-tank consulting, and filmmaking. An important challenge for these organizations is to produce innovative products and services and to adapt quickly to new opportunities. Unlike markets or hierarchies, adhocracies do not have centralized power or authority relationships. Instead, power flows from individual to individual or from task team to task team, depending on what problem is being addressed at the time. Emphasis on individuality, risk taking, and anticipating the future is high as almost everyone in an adhocracy becomes involved with production, clients, research and development, and other matters.

Moreover, Cameron and Quinn (1999) identified the six key dimensions of organizational culture, which are Dominant Characteristics, Organizational Leadership, Management of Employees, Organizational Glue Strategic Emphasis, and Criteria for (judging) Success. Further description of the OCAI will be revealed during methodology description in chapter 3 of this research paper.

2.1.5 Assessing Organizational Culture

Whilst the visible and audible manifestations of culture, ‘artifacts’ and ‘espoused values’ are readily apparent, not all attributes are directly observable and instead must be inferred from what can be seen and heard in organizations. From observation, survey and investigation, researchers have shown that a form that a specific culture exhibits can be expressed by developing a summary profile to show the relative balance between validated indicators. Rousseau (1990), (as cited in Bashayreh, 2009), indicated that there is an argument among organizational scientists

with regard to assessing organizational culture with either quantitative or qualitative methods. Both are valuable because, quantitative methods, such as questionnaires, are valuable because of their precision, comparability, and objectivity. In addition, qualitative methods, such as interviews and observations, are valuable because of their detail, descriptiveness, and uniqueness (Bashayreh, 2009, p.18).

There are four widely used quantitative assessment instruments for measuring organizational culture. The first one is by Kilmann (1984, 1988) (as cited in Mullins, 2007 p.64), who proposed a five-step model for managing and changing OC. He developed the Kilmann-Saxton Culture-Gap. The second one is by Avolio and Bass (1994), (as cited in Mullins, 2007 p.77), developed the Organizational Description Questionnaire (ODQ) which is a 28-item survey questionnaire. It explores elements of a culture related to assumptions, processes and expectations. The third is the popular Organizational Culture Index (OCI) by Wallach (1983)(as cited in Yiing, 2007, p. 27), which measures OC by using 24 items questionnaire. This instrument classified organizational culture profiles as bureaucratic, innovative and supportive, and each of the three profiles is assigned 8 items in the OCI questionnaire. The last commonly used tool is organizational culture assessment instrument (OCAI).It is in the form of a questionnaire that requires individuals to respond to just six items i.e. Dominant characteristics, Organizational leadership, Management of employees, Organizational glue, Strategic emphasis and criteria of success. The OCAI is developed by Cameron &Quinn based on the CVF (Cameron & Quinn, 1999).

2.1.6 Culture as a Descriptive Term

According to Bashayreh (2009), culture is descriptive term, in that it is concerned with how employees perceive the characteristics of an organization's culture, not with whether they like them or not. He further expound this fact by citing another researchers work that describing organizational culture as descriptive term is important since it can differentiate it's concept from job satisfaction (Bashayreh, 2009, p.14).

Mullins (2007) proposes that the concept of culture is an important tool for understanding the beliefs and behavior of individuals in organizations or systems. However it is difficult to define and operationalize it. She further expounds, since the early 1980s, knowledge about organizational culture has gained momentum as a predictive and explanatory construct in organizational behavior.

2.1.7 Do Organizations have Uniform Culture?

Since Organizational culture stands for a common perception held by the organization's members. It was unequivocally stated when we defined culture as a system of shared meaning (Bashayreh, 2009). As mentioned above, The term organizational culture by itself helps us to differentiate the culture of the overall organization from the values, preferences, or inclinations of individuals (personal culture) (Vogds, 2004.).By implication, we should expect different members of the organization have a common understanding, value and meaning that they share among each other.

Conversely, inside an organization, subunits such as functional departments, product groups, hierarchical levels, or even teams may also reflect their own unique cultures (Cameron & Quinn, 1999). This is possible because there is a possibility of each unique unit often can develop its own perspective, its own set of values, and its own culture. Nevertheless, emphasizing subunit cultural differences, in other words, can foster alienation and conflict.

According to Alpert and Whetten (1985) (as cited in, Cameron & Quinn, 1999, p.18), it is essential to keep in mind that each subunit in an organization also contains common elements typical of the entire organization. This is because similar to a hologram each unique element in the image contains the characteristics of the entire image in addition to its own identifying characteristics, subunit cultures also contain core elements of the entire organization's culture in addition to their own unique elements (Alpert and Whetten,1985). Nonetheless, in an organization there is always underlying glue that binds it together. Therefore, in assessing an organization's culture, we can focus on the entire organization as the unit of analysis, or one can assess different subunit cultures; identify the common dominant attributes of the subunit cultures, and aggregate them. This combination can provide an approximation of the overall organizational culture (Cameron & Quinn, 1999).

2.1.8 Strong versus Weak Cultures

The strength of the culture refers to the power or preeminence of the culture (Cameron, 2004). It is determined by the number of points awarded to a specific culture type. The higher the score, the stronger or more dominant is that particular culture. Likewise, a strong culture is one which core values are both intensely held and widely shared, and hence have greater impact on

employee behavior (Yiing, 2008). Therefore, the more the members of the organization accept the core values and the greater will be the commitment to those values, the stronger will be the culture of the organization (Bashayreh, 2009).

Research has revealed that strong cultures are associated with homogeneity of effort, clear focus, and higher performance in environments where unity and common vision are required (Cameron & Quinn, 1999). According to Calhoun (1989) (as cited in Mullins, 2007, p.64), a strong, cohesive culture promotes good performance and high job satisfaction. He also proposes that when organizations find ways of articulating shared values, norms, and beliefs, employees are guided in similar directions. Furthermore, Yiing (2008), indicated that a strong culture is linked to high agreement among members, increases behavioral consistency, builds cohesiveness, loyalty and organizational commitment, and more importantly, reduces turnover.

2.1.9 University Culture

Many researchers have studied the organizational culture issues and the concept of organizational culture in higher education (Folch & Ion, 2009; Smart & St. John, 1996; Tierney, 1988). Organizational culture is a prime element of functional decision making in universities. Folch and Ion by citing different authors had defined university culture as the values and beliefs of university stakeholders (i.e., administrators, faculty, students, board members and support staff), based on tradition and communicated verbally and nonverbally (Folch & Ion, 2009).

University culture can also be considered as the personality of an organization. The architecture of the building, the way how facilities are maintained, and the relationship of students and academic staff attire, can tell us a great deal about the university culture (Folch & Ion, 2009). The researchers had also accentuated the analysis of a university's organizational culture is important since the university as an organization is interested in the adaptation of its culture to the values and the behavior of its members, so as to maintain a healthy state of mind and foster permanent improvement.

According to the 2003 Higher Education Report, the university culture can be seen as a great tapestry, where the beliefs and practices of trustees, senior administrators, faculty members, campus community members, competitors, and society come together to fundamentally shape the effectiveness of that university. A strong and deep understanding of tradition and history is

necessary for an academic social system to thrive; once accomplished, university hierarchies can comprise a shared mental model that allows all faculty and staff to give meaning to external and internal occurrences. By and large, this mental model is communicated to faculty, staff, and students either verbally or in the form of written communication forms (ASHE, 2003).

Moreover, the Report states that an effective strategy and culture must be integrated before a functional organizational mission can be defined. It further notes that the most successful university or college cultures appear to be those that sustain both group cooperation and individual achievement (ASHE, 2003). Alternatively, those university cultures that encourage competition rather than internal cooperation tend to exhibit dysfunctional behavior. This type of behavior often leads to conflict between the university culture and the actions of the hierarchies, resulting in alienation, disorganization, and confusion (ASHE, 2003).

2.2 Job Satisfaction

2.2.1 Meaning of Job Satisfaction

To understand the meaning of job satisfaction, it seems reasonable to look at how it is defined in the literature. Even though many researchers define job satisfaction, the search for a universal definition of job satisfaction is an impossible one and the definitions vary. Nevertheless, different authors had defined job satisfaction from different angles. For example, according to Green (2000), Job satisfaction refers to those positive emotions that arise when the individual experiences positive emotions as a result of the individual's job meets or exceeds his/her expectation. Job satisfaction thus, has to do with an individual's perception and evaluation of his job, and this perception is influenced by the person's unique circumstances like needs, values and expectations. People will therefore evaluate their jobs on the basis of factors, which they regard as being important to them.

In other definition, job satisfaction as a global construct can be defined as the feelings an employee has about the job in general as well as satisfaction with specific aspects, such as supervision, pay, opportunity for advancement, and morale (Park & Kim, 2009).

The dimensions of Job satisfaction includes job design, supervision, rewards, degree of influence, and opportunity for growth, communication, evaluation, and relationships with co-workers (Choi, Martin, Park, 2008). Therefore, Individuals respond to, and their lives are affected by, common

facets (factors) in the job setting such as the task environment and the nature of supervision. It is the perceptions of those common multiple factors that are most salient in influencing the level of job satisfaction.

2.2.2 Importance of Job Satisfaction

In a review of past literature, Green (2000) justified the significance of job satisfaction by presenting three reasons. These are firstly, if organizations want to satisfy the interest of their employees as their own: they can be shaped by humanitarian values since they will attempt to treat their employees with honor and respect by abiding humanitarian values. Secondly, organizations can take on a practical position in which employees' behavior would be expected to influence organizational operations according to the employees' degree of job satisfaction/dissatisfaction. Thirdly, job satisfaction can be a sign of organizational operations which is helpful in pinning down areas that need improvement by identifying various levels of satisfaction among organizational departments through assessment of job satisfaction.

2.2.3 Theories of Job Satisfaction

Green (2000), had categorized the theories of job satisfaction in his review of literature into three categories, namely content theories, process theories as well as situational models of job satisfaction.

A. Content Theories

I. Maslow's Need Hierarchy Theory.

According to Green (2000), Maslow's view of individual needs, job satisfaction is said to exist when an individual's needs are met by the job and its environment. He expounds that the hierarchy of needs are based on five categories of needs arranged in ascending order of importance. These are the so called: Physiological, safety, belongingness and love (lower-level needs in the hierarchy) and esteem and self-actualization (higher-level needs). When one need is satisfied, another higher-level need emerges and motivates the person to do something to satisfy it. According to Maslow's need hierarchy theory satisfied need is no longer a motivator.

II. Herzberg's Motivator-Hygiene Theory.

In his review of past literature, Green (2000) also indicated Herzberg motivator-hygiene theory which focuses attention upon the work itself as a principal source of job satisfaction. According

to this theory, the concept of job satisfaction has two dimensions, namely intrinsic and extrinsic factors. Intrinsic factors are also known as motivators or satisfiers, and extrinsic factors as hygiene's, dissatisfiers, or maintenance factors. The intrinsic (motivators) relate to job content (work itself) and consist of achievement, recognition, work itself, responsibility and advancement. The hygiene's related to job context (work environment) and involve, for example, company policy and administration, supervision, salary, interpersonal relations, and working conditions. Motivators are related to job satisfaction when present but not to dissatisfaction when absent. Hygiene's are associated with job dissatisfaction when absent but not with satisfaction when present.

B. Process Theories

I. Vroom's Expectancy Theory.

Green (2000) goes on to explain further Vroom's expectancy theory which suggests that people not only are driven by needs but also make choices about what they will or will not do. Thus, the theory proposes that individuals make work-related decisions on the basis of their perceived abilities to perform tasks and receive rewards. The theory is based on an equation with three variables to explain this decision process. The three variables are expectancy, instrumentality, and valence. Expectancy is the degree of confidence a person has in his or her ability to perform a task successfully. Instrumentality is the degree of confidence a person has that if the task is performed successfully, he or she will be rewarded appropriately. Valence is the value a person places on expected rewards.

Expectancy, instrumentality, and valence are given probability values. Because the model is multiplicative, all three variables must have high positive values to imply motivated performance choices. If any of the variables approaches zero, the probability of motivated performance also approaches zero. When all three values are high, motivation to perform is also high.

II. Adams' Equity Theory

Another review that was undertaken by Green (2000) is on equity theory which was done by Adams. Equity theory proposes that workers compare their own outcome/input ratio (the ratio of the outcomes they receive from their jobs and from the organization to the inputs they contribute) to the outcome/input ratio of another person. According to the author of the theory it is called this other person "referent." The referent is simply another worker or group of workers perceived to

be similar to oneself. Unequal ratios create job dissatisfaction and motivate the worker to restore equity. When ratios are equal, workers experience job satisfaction and are motivated to maintain their current ratio of outcomes and inputs or raise their inputs if they want their outcomes to increase.

The outcomes identified by Adam's include pay, fringe benefits, status, opportunities for advancement, job security, and anything else that workers desire and receive from an organization. Inputs include special skills, training, education, and work experience, effort on the job, time, and anything else that workers perceive that they contribute to an organization.

C. Situational Models

I. Situational Occurrences Theory.

According to Green's (2000) theoretical framework, the situational occurrences theory of job satisfaction was proposed by Quarstein, McAfee, and Glassman. The two main components of the theory are situational characteristics and situational occurrences. Examples of situational characteristics are pay, promotional opportunities, working conditions, company policies, and supervision. Individuals tend to evaluate situational characteristics before they accept a job.

Situational occurrences tend to be evaluated after accepting a job. Situational occurrences can be positive or negative. Positive occurrences include, for example, giving employees some time off because of exceptional work or placing a microwave in the work place. Negative occurrences include, for example, confusing email messages, rude remarks from coworkers, and copiers which seem to break down a great deal. This theory hypothesized that overall job satisfaction is a function of a combination of situational characteristics and situational occurrences.

II. Predictors of Job Satisfaction.

Finally, Green (2000), in his review of literature had indicated the work of Glisson and Durick who have examined simultaneously the ability of multiple variables from three categories (worker, job, and organizational characteristics) to predict both job satisfaction and organizational commitment. The authors proposed that job tasks would be excellent predictors of job satisfaction, characteristics of workers poor predictors, and characteristics of the organization moderate predictors. Their findings supported the traditional emphasis on job characteristics as

determinants of job satisfaction, and to a lesser extent, the more recent examinations of organizational determinants.

2.2.4 Measurement of Job Satisfaction

Many instruments are available to measure Job satisfaction nowadays. Unlike productivity, absenteeism, and turnover, job satisfaction is present only inside an individual's mind and cannot be measured directly (Shing, 2008). According to Green (2000), however there are methods for indirectly measuring job satisfaction like observing employees, interviewing them, and asking them to complete a questionnaire. He further explains that Job satisfaction can be measured using either single-item, general, or facet measures and they are summarized as follows:

I. Single-Item Job Satisfaction Measure

A description of a single-item measure was given by Green (2000) citing another author Robbins (1998) who has described the item as all things considered how satisfied is an individual with his job (as cited in Green, 2000, p. 10). Then the response alternatives can range from very dissatisfied to very satisfied. Green further presents evidence of other researchers who criticized the use of a single-item based on the measures' assumption that job satisfaction is one-dimensional, when in fact it appears to be multidimensional. Furthermore, he proposes evidence that points toward an overestimation of job satisfaction when the construct is measured using a single-item measure.

II. General Job Satisfaction Measure

According to Green (2000), General Job satisfaction scales, like single-item measures, are used to determine the overall level of job satisfaction. An instrument available to measure overall job satisfaction, for example, is the Job in General Scale (JIG) (Ironson, Smith, Brannick, Gibson, & Paul, 1989) (as cited in Green,2000,p.10).The JIG is consist of a list of descriptive phrases (i.e., "Better than most") or adjectives (i.e., "Rotten") In addition which the respondents are asked to mark "Y" for "YES" if it describes their job in general, "N" for "NO" if it does not describe it, or "?" if they cannot decide whether or not the word or phrase describes their job.

III. Facet-Specific Job Satisfaction Measure

In time, when it is necessary to identify areas of dissatisfaction of employees, facet-specific levels of job satisfaction should be assessed (Green, 2000).There are numerous, standardized,

reliable and valid instruments which are available for this type of approach. The Instruments are analyzed by Green (2000) and they are explained as follows:

The Job Satisfaction Survey (JSS) (Spector, 1997) yields an overall satisfaction score and 9 facet-specific scores. The facet-specific scales include pay, promotion, supervision, fringe benefits, contingent rewards, operating conditions, coworkers, nature of work, and communication.

The Job Descriptive Index (JDI) (Smith, Kendall, & Hulin, 1969) measures satisfaction levels of work, pay, promotion, supervision, and coworkers. Participants in studies utilizing the JDI are asked to indicate whether each statement does or does not describe their jobs. "YES" responses are scored +1, "NO" responses -1, and "?" responses 0, indicating the participant cannot decide.

The Minnesota Satisfaction Questionnaire (MSQ) (Weiss, Dawis, England, & Lofquist, 1967) generates satisfaction scores for 20 facets. The facets are ability, achievement, activity, advancement, authority, company policies and practices, compensation, co-workers, creativity, independence, moral values, recognition, responsibility, security, social service, supervision, human relations, supervision-technical, variety, and working conditions. Various combinations of facets generate intrinsic, extrinsic, and general job satisfaction scores. The MSQ is available in a long and a short version. The long-form MSQ asks participants to respond to 100 items using a Likert response format. The 100 items represent 20 five-item scales. The short-form MSQ asks participants to respond to only 20 items. These 20 items are the items from the long form MSQ that best represent each of the 20 scales (p.10-11).

For the purpose of this research study the Minnesota Job satisfaction Questionnaire is applied because it is found to be a standardized, reliable and valid instrument by many researchers (Green, 2000; Feinestien, 2006, Weiss and others, 1967). According to Weiss and others (1967), the MSQ short form consists of 20 questions focusing on intrinsic and extrinsic reinforcement factors of employee attitude (Table 1). This form can be scored on three scales: intrinsic satisfaction, extrinsic satisfaction and general satisfaction". The MSQ short form utilizes a

Table 2. Facets of the Minnesota Satisfaction Questionnaire in their Respective Categories
Facets of the Minnesota Satisfaction Questionnaire in their Respective Categories

Scales	Reinforcement factors of employee attitude
1. Intrinsic Job Satisfaction	Ability Utilization Activity Achievement Authority Independence Moral Values
2. Extrinsic Job Satisfaction	Advancement Company Policy Compensation Recognition Supervision – human relations Supervision – technical
3. General Satisfaction	Working Conditions Co-workers (+ Intrinsic Job Satisfaction) (+ Extrinsic Job Satisfaction)

2.2.5 Teachers Job Satisfaction

“Universities attempt to hire the highest quality faculty they can, but they are not always successful at retaining them. Furthermore, some faculty members who do remain may not function as engaging colleagues who make others want to stay.”(Ambrose, Huston & Norman, 2004). Those factors like, Faculty evaluation, in-service training, and similar administrative attempts to influence instructor behavior are futile unless they are combined with institutional support for that which faculty member’s value (Ma & MacMillan, 1999). Therefore, higher educational institutions should try to : identify those factors that affect positively or negatively teachers job satisfaction, and take the necessary action to lower those factors that affect teachers job satisfaction as well as create and maintain those factors which boosts the moral of teachers in the workplace.

teachers job satisfaction, and take the necessary action to lower those factors that affect teachers job satisfaction as well as create and maintain those factors which boosts the moral of teachers in the workplace.

According to August and Waltman (2004), the concept of teachers work life is very broad, encompassing a great number of variables. They have identified three key aspects of faculty career satisfaction as first the work itself: the research, teaching, and service commitments which is explained by the degree of autonomy, academic freedom and the challenge they take from their work .The other one concerns with how well faculty members or teachers perceive they are valued and recognized by their peers and by the institution. This value takes many forms, including receiving rewards, as well as perceiving an adequate and equitable allocation of such resources as research support, clerical and graduate student support, technology and comparable salary compensation package. Finally, the authors had identified teachers value the opportunity to have input and influence in decisions.

Ambrosee, Huston & Norman (2004), note that sources of satisfaction or dissatisfaction are categorized into seven general clusters. Five of these are salaries, collegiality, mentoring, the reappointment, promotion and tenure process, and department heads. However, they justified that salary alone is rarely the prime mover in faculty job satisfaction & decisions to leave. Their study finding, moreover, did not point out on salary as primary motivational factor but rather on issues such as collegiality and departmental leadership.

Ma & Macmillan (1999) explain that teacher's professional role, tenure, work place conditions, administration control, teaching competence and organizational culture positively affects teacher's satisfaction. They further explain:

Cultures with characteristics expressed in terms of collegiality and collaboration generally are those types that promote satisfaction and feelings of professional involvement of teachers (Hargreaves, 1994; Leithwood, Leonard, & Sharratt, 1998). Other types of cultures that create, maintain, and reinforce isolation do little to help teachers resolve issues or to learn new techniques to help them teach. These cultures of isolation and balkanization (Hargreaves, 1994) actually contribute to teacher dissatisfaction and to a loss of certainty about their professional competence (Rosenholtz, 1989) (p.40).

Therefore, we can infer that in relation to the competing value framework model of Cameron and Quinn, university culture should be more of clan and adhocracy types so as to support the teaching and learning activity with smooth collegial relationships.

2.3 Organizational Culture and Job Satisfaction

Many researchers have investigated the relationship between job satisfaction and various organizational variables such as leadership, organizational climate, and commitment. For instance, several researchers have examined the relationship between Job satisfaction and organizational commitment with organizational culture (Yiing,2008; Silverthorne, 2004; Odom, Boxx & Dunn,1990; McKinnon, Harrison, Chow & Wu; Okpara,2007).Others have examined the link between organizational culture, job satisfaction and leadership (Mullins,2007; Aydin & Ceylan, 2009), Cohesion (Odom others,1990), Notwithstanding with the preceding literature review, fewer studies have investigated the link between organizational culture and job satisfaction specifically in higher educational setting.

Lund (2003) conducted an empirical study to investigate the impact of the types of organizational culture on job satisfaction in a survey of marketing professionals in a cross-section of firms in the USA. Out of the 1,800 respondent questionnaires mailed, 360 usable questionnaires were received, representing a 21% response rate. The results indicated that job satisfaction levels varied across organizational culture typology and job satisfaction is positively related to clan and adhocracy cultures and negatively related to market and hierarchy culture.

Mc Kinnon and others, (2003) conducts a research to explore the association between organizational cultural values and employees response in a major diversified manufacturing company in Taiwan. They found out that there is strong positive association between organizational cultural values of respect for people; innovation, stability and aggressiveness, and employee response of organizational commitment, job satisfaction, propensity to remain with organization and information sharing behavior.

Choi, Martin and Park (2008), examined the pattern of organizational culture and investigated the link between organizational culture and job satisfaction in the Korean Professional Baseball League (KPBL). The results of the study suggested that the clan culture has a significant influence on overall employee job satisfaction and satisfaction with co-workers, supervision and personal growth.

In 2008, Yiing investigated the association between different types of organizational culture and leadership behaviors and organizational commitment, job satisfaction and employee performance in the Malaysian setting. Data was gathered from 238 Malaysian UM MBA part-time students and the researcher's working peers. The finding of the study was only supportive culture influenced the relationship between commitment and satisfaction. Sempene, Rieger & Roodt (2002), conducted a study to establish whether a relationship existed between the variables of job satisfaction and organizational culture in service industry. The Culture and Minnesota Job Satisfaction Questionnaires were administered to the sample of 160 employees and 121 usable responses were received. The findings of the study indicated that there was a positive relationship between organizational culture and job satisfaction.

Silverthorne (2004) examined the interaction of Person organization fit and organizational culture with such concepts as job satisfaction and organizational commitment and the application of this concept in non-western cultures like Taiwan. The results of this study indicate that P-O fit is a key element in both the level of job satisfaction. Furthermore, the impact of specific types of organizational culture was also assessed. Involvement in an organization that had a bureaucratic organizational culture resulted in the lowest levels of job satisfaction and organizational commitment. An innovative culture was next highest and a supportive culture had the highest level of employee job satisfaction and organizational commitment.

Bashayareh (2009) conducted whether there is a significant relationship between the dimensions of organizational culture and employees' job satisfaction among academic staff at UUM in Malaysia. The result showed that there is no significant relationship between emphasis of reward and performance oriented dimensions and job satisfaction. However, the study also found that, there is significant relationship between organizational supportiveness, innovation and stability and communication dimensions and job satisfaction of academic staff employees.

Summary

As the literature review indicates, there has been a wealth of data that has attempted to define and describe the relationship between organizational culture and job satisfaction. The emphasis has been, for the most part, on the existence of significant relationship between the two constructs as well as other variables like Person organization fit, leadership, and organizational

commitment. The purpose of this study is to attempt to expand the scope of these studies and extend it beyond the relationship to include what type of culture typology affect job satisfaction of higher educational institution teachers in Ethiopian setting.

Within the context of this chapter, the theories of job satisfaction and organizational culture have been presented. The results of the Job satisfaction and organizational culture empirical studies have been applied to a variety of settings including professional basketball league, business, service industry, and to a more limited degree, higher education. The literature review indicates the possibilities of relationships between job satisfaction and organizational culture. The competing value framework (CVF) by Cameron & Quinn (1999) and shortened version of Minnesota job satisfaction questionnaire by Weiss others, (1967) are the basis for the theoretical and empirical reasoning for further investigation of job satisfaction and organizational culture of this study.

2.4 Theoretical Framework

The conceptual framework of this study focuses on the development of a theoretical organizational cultural model as a systematic way in measuring the employee's job satisfaction. Examining the relationship between the organizational culture and job satisfaction should contribute to our knowledge of the relationship that exists between them as well as the particular organizational culture pattern type that affect academic staff job satisfaction. The link between the Patterns of organizational culture and employees' job satisfaction is illustrated in Figure 2. In this theoretical framework, organizational cultural patterns are independent variables and employee's job satisfaction is a dependent variable. The present study thus attempts to bridge the gap by providing a basis for a through and insightful judgment of organizational culture and job satisfaction.

Figure 1. Relationship between the four cultural types and overall job satisfaction. Note.

The Conceptual Framework of the relationship between organizational culture and job satisfaction figure is adapted from "Organizational Culture and Job Satisfaction in Korean Professional Baseball Organizations" (Choi, Martin & Park, 2004). Korea Institute of Sport Science. p. 66.

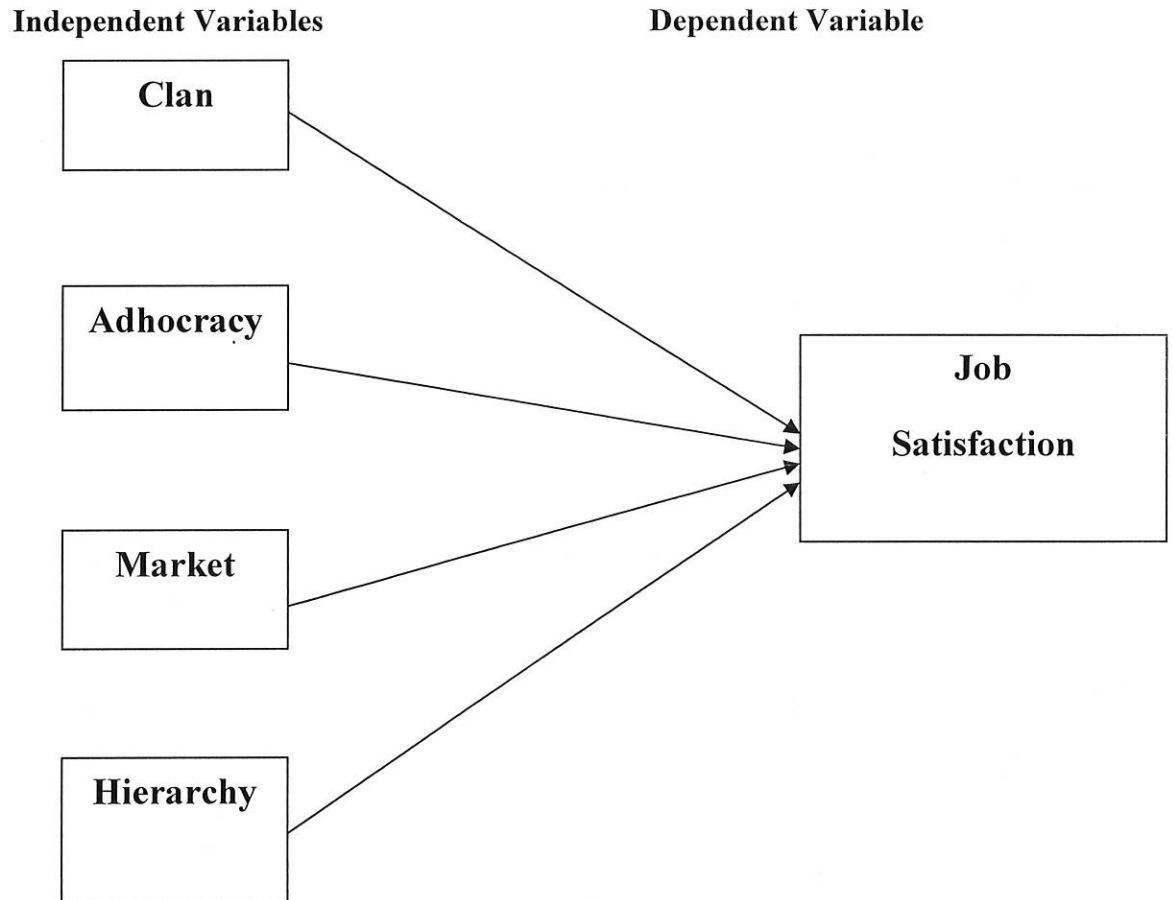
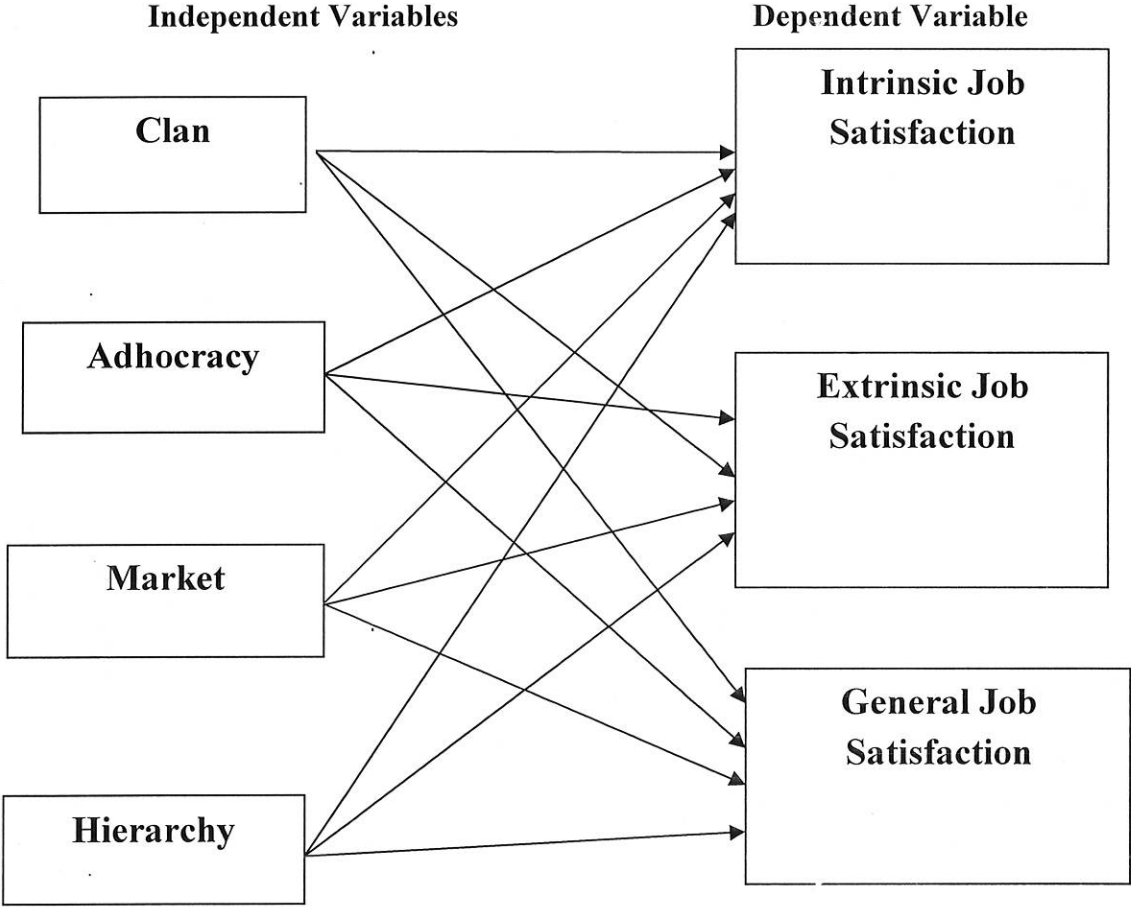
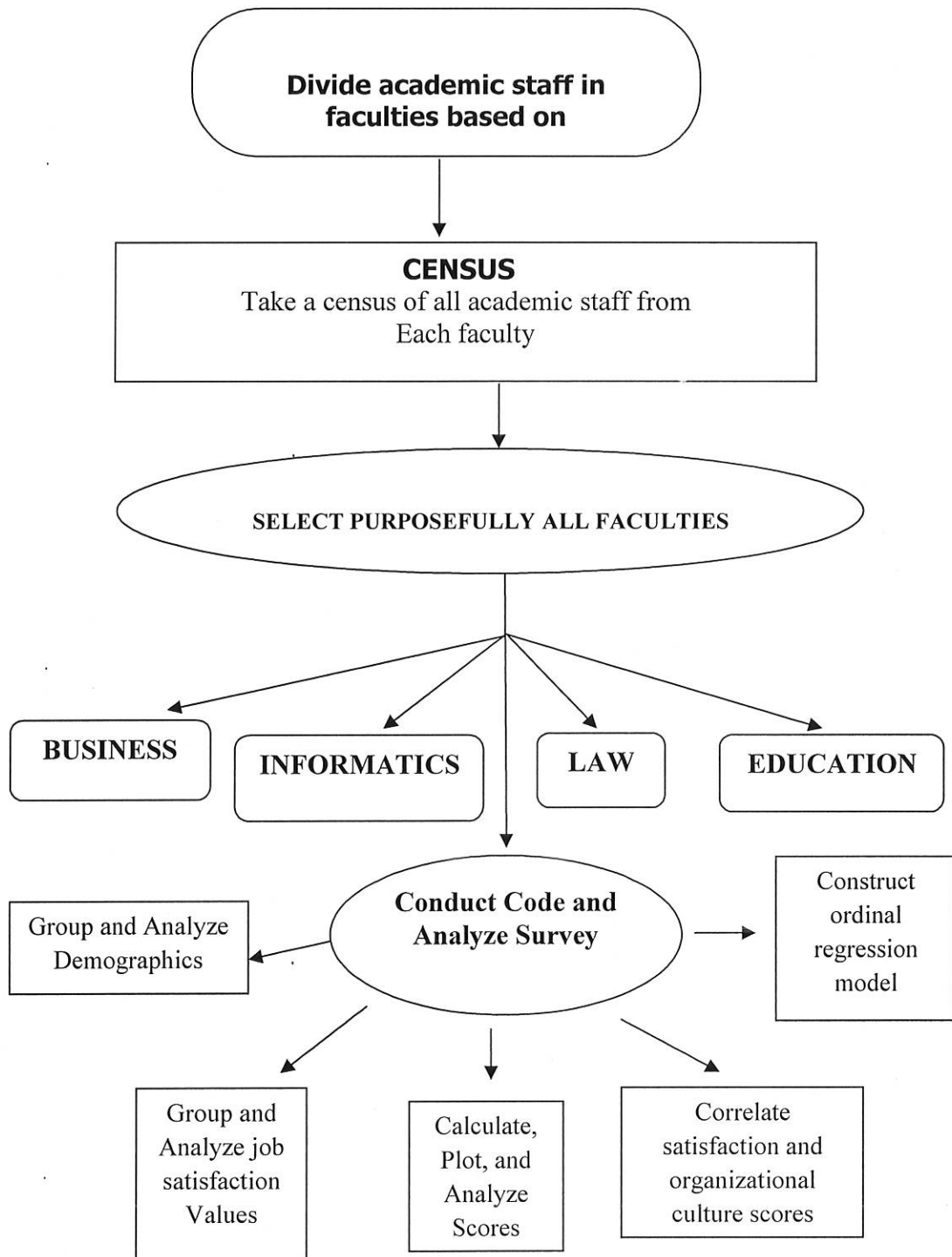


Figure 2. Relationship between the four cultural types and the three major facets of the job satisfaction. Note. The Conceptual Framework of the relationship between organizational culture and job satisfaction facets figure is adapted from "Organizational Culture and Job Satisfaction in Korean Professional Baseball Organizations" (Choi, Martin & Park, 2004). Korea Institute of Sport Science. p. 66.



CHAPTER THREE
RESEARCH DESIGN AND METHODOLOGY

Figure 3: Methodology Processes Flow Chart



The primary objective of this study is to investigate the relationships between types of organizational culture namely clan, adhocracy, market, and hierarchy to job satisfaction.

3.1 Research Method

A descriptive-correlational study was undertaken to describe organizational culture and job satisfaction, and the influence of organizational culture types on employee's satisfaction. Descriptive co-relational designs will be used when relationships between and among variables are being examined and described. Correlation designs, Polit & Hungler (1999); Nieswiadomy (2002) as cited in Mullins and Debra (2007), examine the association between variables, such that as one variable changes, there is a relationship with the type and degree of change in another variable.

This research was approached by taking a census of all full-time, joint, contract and part time academic staffs who were working in Business, Education, Informatics and Law faculties of St Mary's University College. The study used questionnaires to examine the relationship between predictor variables: organization culture types such as clan, adhocracy, market and hierarchy and the dependent job satisfaction variable. The findings and conclusion of the study will depend on the utilization of statistical data collected and analyzed using SPSS software.

3.2 Sources of Data

Primary data pertaining to the relationships between types of organizational culture and job satisfaction was collected through a self-administered questionnaire. The questionnaire contains three parts which is section (A) contains demographic factors; section B for types of organizational culture and last section for job satisfaction.

Secondary data was obtained from the journals and articles that are related to this study. This data was gained from search engine URL <http://www.google.com>, emerald and JSTOR library to obtain useful information in the fields of organizational culture and employees' satisfaction and other sources from Addis Ababa University library and website of St Mary's University College.

3.3 Sampling and Sampling Technique

The population of this study covers all academic staffs which were working in Business, Education, Informatics and Law faculties at St Mary's University College in semester one of the 2010-2011 academic year. Population refers to the entire group of people, events or things of interest that researcher wishes to investigate.

Census method was used since it enables prediction about events, concept, or phenomena, by using detailed, objective analysis (Tayie, 2005). In addition to this, the shortcoming of this method, which is its impractical nature due to time and cost, doesn't necessarily affect this study. This is because the total number of population of the study was 146. The desired number of subjects in this sample was closely coupled to the study design and data analysis procedures.

As such, in this study the population covers all full-time teachers as sole subjects of the study. The list of academic staffs at SMUC was accessible from the Program office of the university college. In semester one of 2010-2011 academic years, there were about 146 academic staffs which are working on a full time, joint, contract and part time basis .Out of this number, all employees was selected, thereby ensuring a complete representation.

3.4 Data Gathering Tools

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

The OCAI is useful in determining underlying elements in the culture which may affect employee's job satisfaction. The OCAI consist of six organizational culture dimensions and four dominant culture types identified (clan, adhocracy, market, and hierarchy) in its framework. The OCAI is used to determine the organizational culture profile based on the core values,

assumptions, interpretations, and approaches that characterize organizations (Cameron & Quinn, 1999). A cultural profile can be constructed using the competing values framework Through the use of the OCAI, an organizational culture profile can be drawn by establishing the organization's dominant culture type characteristics. Using this framework, the overall culture profile of an organization can be identified as:

- Clan: an organization that concentrates on internal maintenance with flexibility, concern for people, and sensitivity for customers.
- Hierarchy: an organization that focuses on internal maintenance with a need for stability and control.
- Adhocracy: an organization that concentrates on external positioning with a high degree of flexibility and individuality.
- Market: an organization that focuses on external maintenance with a need for stability and control

The reason why OCAI was employed for this study is discussed as follows:

- I. The instrument has been used by numerous researchers because it is a reliable and valid instrument. Here reliability refers to the extent to which the instrument measures culture types consistently and validity refers to the extent to which phenomena that are supposed to be measured are actually measured. Instrument validity and reliability for the OCAI have been established by Cameron & Quinn in public and business organizations(1999), Pierce in military organization (2010), Quinn & Spreitzer in public organizations (1991) , Berrio (2003) as well as Zammuto & Krakower (1991) both in higher educational institutions and Yeung , Brockbank & Ulrich in Business organizations (1991).
- II. The OCAI uses a response scale in which individuals divide 100 points among alternatives. This is known as an *ipsative rating scale*. The OCAI scale has advantages of highlighting and differentiating the cultural uniqueness that actually exist in organizations (Cameron & Quinn, 1999). This is because, the OCAI provides a 100-point scale for rating instead of a 5- or 7-point scale using a Likert format. That results in more differentiation in ratings.
- III. By using ipsative scale respondents are forced to identify the trade-offs that actually exist in the organization. When the Likert scale is used, respondents tend to rate all quadrants high or all quadrants low. Therefore Less differentiation occurs.

This study had also conducted reliability tests using Cronbach's alpha, which is a satisfactory statistic to determine if the respondents of the study population of the Teacher's rated the university college's culture consistently across all of the different questions used by the survey instrument. The results of these tests demonstrate strong internal reliability and are very consistent with previous results. The reliability coefficients for the OCAI are summarized in Table 4.3

Table 3: The reliability coefficients for the OCAI

Culture Type	Reliability Coefficients for current culture	Comparisons of Reliability Coefficients		
		Cameron & Quinn(1999)	Pierce(2010)	Berrio(2003)
Clan	.60	.82	.77	.80
Adhocracy	.69	.83	.68	.75
Market	.74	.67	.74	.90
Hierarchy	.79	.78	.69	.62

The Shortened Version of the Minnesota Job Satisfaction Questionnaire by Weiss, Davis, England & Lofquist, (1967), was used for the measurement of job satisfaction (See appendix D). This commonly used survey is a self-report instrument which consists of 20 items. It was derived in 1967 and revised in 1977. In addition to overall job satisfaction; MSQ provides three sub scales measuring job satisfaction, namely intrinsic (using 10 items), extrinsic (using 6 items) and general (using 2 items) . Participants will mark responses on a 5-point, likert-type scale, ranging from 'very dissatisfied (1)' to 'very satisfied (5)'.

The MSQ was selected for several reasons. One, the MSQ allows the computation of more facet-specific levels of job satisfaction than any other reputable instrument as well as the computation of overall job satisfaction. Overall, intrinsic, extrinsic and general job satisfaction was treated as the criteria variables of this study. The second reason for selecting the MSQ was that the instrument has been used in a variety of settings, is nationally recognized, and has been reported as being reliable and valid (Green, 2000).

Cronbach's alpha was computed to measure the internal consistency of the 20 MSQ scales used in this study. The reliability coefficients ranged from .907 to .920 (see Appendix A). The Overall job satisfaction scale reflected a reliability coefficient of .91. Given these results, one can infer that the lowest reliable variance of the total scores was at least 90%. Green (2000) advise that check the alpha reliability noting that you are looking for at least a .70 but would be most pleased with a value greater than .80. The findings indicate that each of the 20 MSQ scale scores has adequate internal consistency reliability.

3.5 Procedure of Data Collection

In this study, the data will be collected by using a structured questionnaire which consisted three sections with a total number of 48 items (see appendix D). Below are the illustrations for each section:

Section A: deals with gathering information relating to the demographic and personal data of the respondents and organizational characteristics of the respondent's organizations.

Section B: indicates how much number of points that are given to the alternative that is most similar to cultural dimension of the organization in question.

Section C: indicates how much the degree of agreement or disagreement that the respondents perceived on job satisfaction.

In line with the advice of Tayie (2005) clear instructions were given at the beginning of each section as well as clear explanation on interpretation of the instruments. The questionnaire was accompanied by a cover letter explaining the purpose of the study to prospective participants, the importance of completing the questionnaire, the confidentiality of respondents answer and general instructions on how to complete the questionnaire. The questionnaire will be distributed to 146 respondents from academic staff. The respondents are given a three weeks time to complete and return the questionnaire by hand to their respective department secretaries.

During the process of data gathering the researcher had adhered to the following research ethical principles:

- Freedom from coercion- No participant was forced or pressured to participate in the study.
- Confidentiality-the data from the study is published in a way that protects the anonymity of the research participants.

3.6 Method of Data Analysis

The purpose of the study is to test empirically whether there is relationship between organizational culture and job satisfaction level of academic staff. The study examined the relationship of a set of predictor cultural type variables: clan, adhocracy, market and hierarchy with job satisfaction level of academic staff at St Mary's University College. In order to achieve the above research objective the study was relied on the following descriptive and inferential statistics procedures:

- Descriptive statistics (mean standard deviations, percentage, percentile, frequencies, tables and graphs) – to describe the characteristics of respondents and to compare results.
- Parametric statistics (ANOVAs) - to test for statistically significance differences between the two groups (Dominant culture difference among highest degree held categories of respondents).
- Non- parametric statistics (Spearman's rho) – to determine the correlation between organizational culture type scores and job satisfaction scores.
- Ordinal regression- to identify the predictor variables that are responsible for the most significance variance in job satisfaction level of academic staff of SMUC.

3.6.1 Means and Standard Deviation

Means and standard deviation are techniques used to describe characteristics of study participants and compare results (Kerr, Hall and Kozub, 2002). The mean is measure of central tendency that measures what sets of measures are like on average. The standard deviation (SD) is a measure of the extent to which the values in a distribution cluster around the mean (Mujis, 2004). The mean and standard deviation were used to calculate and plot the result of OCAI instrument and frequency of MSQ facets. The OCAI scores from each of the participants were entered onto SPSS software. Based on the provided formulae by the competing value framework the calculation of cultural type mean scores was as follows:

Clan Culture = Mean (*Mean score of Clan for the first respondent + Mean score of Clan for the second respondent + Mean score of Clan for the third respondent + , , , , , , , , + Mean score of Clan for the one hundred seventh respondent*).

In which mean score of clan for the respondents= mean (*Dominant characteristics dimension A+ Organizational leadership dimension A+ Management of Employees dimension A + Organizational glue dimension A+ strategic emphasis dimension A+ Criteria for success dimension A*)

Adhocracy Culture = Mean (*Mean score of Adhocracy for the first respondent + Mean score of Adhocracy for the second respondent + Mean score of Adhocracy for the third respondent+,,,,,, + Mean score of Adhocracy for the one hundred seventh respondent*).

In which mean score of Adhocracy for the respondents= mean (*Dominant characteristics dimension B+ Organizational leadership dimension B+ Management of Employees dimension B + Organizational glue dimension B+ strategic emphasis dimension B+ Criteria for success dimension B*)

Market Culture = Mean (*Mean score of Market for the first respondent + Mean score of Market for the second respondent + Mean score of Market for the third respondent+,,,,,, + Mean score of Market for the one hundred seventh respondent*).

In which mean score of Market for the respondents= mean (*Dominant characteristics dimension C+ Organizational leadership dimension C+ Management of Employees dimension C + Organizational glue dimension C+ strategic emphasis dimension C+ Criteria for success dimension C*)

Hierarchy Culture = Mean (*Mean score of Hierarchy for the first respondent + Mean score of Hierarchy for the second respondent + Mean score of Hierarchy for the third respondent+,,,,,, + Mean score of Hierarchy for the one hundred seventh respondent*).

In which mean score of Hierarchy for the respondents= mean (*Dominant characteristics dimension D+ Organizational leadership dimension D+ Management of Employees dimension D + Organizational glue dimension D+ strategic emphasis dimension D+ Criteria for success dimension D*)

Then, the next step was to plot the combined mean scores on a quadrant using a radar chart to depict the profile of culture of St Mary's University College.

The scores of Overall, general, intrinsic and extrinsic job satisfaction levels were computed by summing the response weights across the appropriate 20 items for each participant. The results

identified the number of chairpersons for each of the five response choices. Scores between 20 and 30, 31 and 50, 51 and 70, 71 and 90, 91 and 100 corresponded to very dissatisfied, dissatisfied, neither dissatisfied nor satisfied, satisfied, and very satisfied, respectively. Measures of central tendency and dispersions were also computed for general job satisfaction. To facilitate a comparison of chairpersons' job satisfaction levels with the levels of academic staff, the satisfaction levels of equal to and below the 25th percentile, between the 26th and 74th percentile, and equal to and above the 75th percentile were computed. According to Weiss others. (1967), these percentiles represent low, medium, and high levels of job satisfaction, respectively.

3.6.2 ANOVA (*Analysis of Variance*)

The Study used one-way analysis of variance (ANOVA) to test for significant differences in mean scores of dominant cultural types in the category of highest degree held. The ANOVA is used to look statistically significance differences among three or more means by comparing the variances (X^2) both within and across groups. The ANOVA yield an F- score which examines the extent to which the obtained mean differences could be due to the chance or some other factor presumably the independent variable (Mujis, 2004).

Table 4: Measure of statistically significance differences between three or more means

The statistic	Symbol used	How it is determined	Data for which it is appropriate
One-way ANOVA	F	$C = \frac{K}{2(K-2)!}$	Nominal data more than two means for one IV. One DV.

3.6.3 Spearman's rank -order Correlations coefficient

Univariate analysis like mean and standard deviation are used to analyze only one single variable. However this study aimed at identifying the relationship between two variables. The statistical process, by which the nature of relationships between different variables is discovered, is called correlation. The correlations coefficient r vary between -1 and $+1$, with $+1$ indicating a perfect positive relationship (a high score on variable $X =$ a high score on variable Y), -1 a perfect negative relationship (a high score on $X =$ a low score on Y), and $0 =$ no relationship (Mujis, 2004). Spearman rank-order correlation (spearman's rho) was used to determine the extent to which organizational cultural scores are related to job satisfaction levels of academic staff in SMUC.

Table 5: Measure of correlations

The statistic	Symbol used	How it is determined	Data for which it is appropriate
Spearman's rank order correlations	R_s	$r_s = 1 - \frac{6 \sum d^2}{n^3 - n}$	Continuous independent variable and dependent ordinal variable

3.6.4 Ordinal Regression Model

Regression is used when a researcher is interested in the relationship between two or more variables. A plot of the subjects' scores on the two variables is called a scatter gram. The line of best fit through the data points is termed the regression line. The regression line may be defined by the equation $Y = a + bX$. In this equation, a is the Y -intercept and b is the slope of the line. If one knows the intercept and slope of the regression line, one may predict the value of Y for any value of X . The accuracy of the prediction depends on the strength of the relationship between the two variables. The stronger the relationship the more accurate is the prediction. The strength of the relationship between two variables may be determined by calculating the correlation coefficient or r . Correlation coefficients have a possible range from -1 to $+1$. The null hypothesis for a correlation states that there will be no significant relationship between the two variables (i.e. $r = 0$). As the r -value approaches ± 1 the strength of the relationship increases. A positive correlation indicates that the two variables co -vary in the same direction. A negative sign indicates co -variation in the opposite direction. To make the correlation coefficient more meaningful, the coefficient of determination may be calculated. The coefficient of determination is simply $r^2 \times 100$ and is expressed as a percentage. This value indicates the percentage of variance in one variable that is accounted for by the variance in the other variable (Kerr and others, 2002). There are several forms of regression available, but for the purpose of this study ordinal regression model was employed (Mujis, 2004).

The Construction of the initial ordinal regression model entails several decisions. First, step involves the identification of the ordinal outcome variable. Then, deciding which predictors to use for the location component of the model. Next, deciding whether to use a scale component

and, if it is needed, what predictors to use for it. Finally, deciding which link function best fits the research questions and the structure of the data.

I. Identification of the outcome variable

The identification of the dependent outcome variable was made based on the percentile scores of respondents on the four categories of job satisfaction namely intrinsic, extrinsic, general and overall satisfaction scores of teachers which are suggested for analyzing the Minnesota job satisfaction questionnaire by Weiss and others (1967). Percentile satisfaction scores of respondents less than 25 were considered as low satisfaction category and they are coded one. Percentile scores which range from 26-74 were regarded as medium satisfaction category and coded as 2. Furthermore, percentile scores greater or equal to 75 were considered to be as high satisfaction category and they were coded as 3. Finally, those questionnaires with missing values were coded as 9 and excluded from the model. Therefore, out of the total 107 population of the study 8, 1, 1 and 9 questionnaires were discarded respectively for intrinsic, extrinsic, general and overall satisfaction facets.

II. Choosing Predictor for the location model

Similar to linear regression model both theoretical and empirical considerations were taken into account in selecting predictors. Initially, All organizational cultural types; clan, adhocracy, market and hierarchy were considered as important predictor variables in the model. However, when some of those predictors seem not to be helpful in the model, they were removed and the model was re-estimated. This was made possible based on the output of spearman rho correlation analysis. Therefore, those cultural types with no statistically significant outcome (clan and adhocracy) were removed.

III. The decision to use a scale component

This decision had involved two stages. The first decision was whether to include a scale component in the model at all. The scale component was found to be unnecessary; as a result the location-only model was selected at the second stage since it provides a good summary of the data.

IV. Choosing the link function that best fit the research question

Two commonly used link functions, e.g., Negative log- log and logit link were chosen to build the ordinal regression model. When the frequency distribution of the ordered categorical outcome exhibited that the data points were evenly distributed in various categories, the logit link function was used. However, when the frequency distribution of the ordered categorical outcome showed that a large percent of Teacher respondents were in lower categories such as low satisfaction category, and then the Negative log-log link function was used. In fact, there was no clear-cut choice of link functions. This is because, when one link function did not provide a good fit to the data, then the other link function might be a viable alternative (Chen & Hughes, 2004).

As a result the alternative link functions were tested to see if the model turned out to be the better one. In addition, the model assumption of parallel lines across the corresponding response categories in the link functions was carefully examined to determine the model adequacy. Because the link functions were used to form the ordinal regression models under a strong assumption of parallel lines, any departures from this assumption might result in the incorrect analysis and conclusion (Mc Cullagh, 1980). Furthermore, the contingency or confusion table showing the accuracy of the classification for the ordered categorical outcome was evaluated to determine which link function was superior.

In order to interpret the ordinal regression model, we first look at the signs of the regression coefficients. These signs give a great deal of insight into the effects of the predictor variables on the ordinal outcome. The positive regression coefficient indicated that there was a positive relationship between the predictor variable and the ordinal outcome. For the opposite direction, the negative regression coefficient indicated that there was a negative relationship between the explanatory variable and ordinal outcome. If the logit link (or Negative log-log link) was a choice of the modeling equation, the magnitude (e.g., odds or $e\beta$) of the effect of a specific predictor variable would be used to indicate that an average of one unit change on a specific predictor variable (Cultural score) affects on the change of the odds (or relative risk) of the event occurrence by a factor of $e\beta$, holding other predictor variables as constant.

The model construction generally involves the use of the reduced models along with Negative log- log and logit link functions to create a pool of the candidate models. By examining one candidate model at a time, the test of parallel lines was used as the fundamental step to assess the

validity of the model assumption. Certain candidate models in a pool were discarded if they failed to provide the evidence of satisfying the model assumption. Additionally, the model fitting statistics, e.g., pseudo R squares, and the accuracy of classification results was used as criteria to screen the candidate models and choose the appropriate ones. When these sound appropriate models were chosen, a few observations or insignificant Predictor variables (say, one or two) on the questionnaire was eliminated to investigate the stability of the modified models (e.g., model parameters slightly changed after the temporary elimination). When the modified models exhibited instability, they needed to be discarded immediately.

The model-fitting statistic, namely the pseudo R square, measured the success of the model in explaining the variations in the data. The pseudo R square was calculated depending upon the likelihood ratio. For example, the McFadden's R square compared the likelihood for the intercept only model to the likelihood for the model with the explanatory variables in order to assess the model goodness of fit. The interpretation of pseudo R square in the ordinal regression model was similar to that of the R square (e.g., Coefficient of the Determination) in the linear regression model. The pseudo R square indicated that the proportion of variations in the outcome variable was accounted for by culture variable. The larger the pseudo R square was, the better the model fitting was.

The Generalized formula using location model for the ordinal regression model was indicated as follows:

$$\text{Link } (\gamma_j) = \theta_j - [\beta_1 x_1 \beta_2 x_2 \dots \beta_k x_k]$$

Where:

γ_j is the cumulative probability for the j th Job satisfaction category,

θ is the threshold for the j th category,

$\beta_1 \dots \beta_k$ are the regression coefficients,

$X_1 \dots x_k$ are the predictor cultural score variables,

And k is the number of predictors.

For the logit link:

$$\text{Ln } (\gamma/1-\gamma) = \beta_0 \beta_1 x_1 \beta_2 x_2 \dots \beta_k x_k$$

For Negative log-log link:

$$-\ln (-\ln (\gamma)) = \beta_0 \beta_1 x_1 \beta_2 x_2 \dots \beta_k x_k$$

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF THE DATA

This chapter discusses the results of data analysis collected from respondents. The main purpose of this study is to study the relationship between organizational culture types as the predictor (independent) variable, and job satisfaction as the dependent variable. This study aims to achieve the research objectives as well as answers the research questions highlighted in chapter one.

4.1 Overview of Data Collected

In this research, as mentioned, census of all instructors working in 2010-2011 academic year was taken and 146 questionnaires were distributed among teachers. Out of the 146 instructors, 123 teachers have made response. However, since some of the respondents didn't fill properly the questionnaire as per its instruction, only 107 of the questionnaires were found to be useful. Therefore, finally a total of 107 teachers' results were analyzed and discussed.

4.2 Respondents Profile

Frequency analysis was used to examine the demographic characteristics of the respondents from academic staff at St Mary's University College. Nominal data like gender, age, and education level, years of experience and terms of employment presented below. The frequency distribution, percentages, and summary statistics of the participants' are shown in appendix E. The majority of the teachers, 54.2%, fell within the category of 31-40 years. The second majority 36.4 % of the teachers were found within the category of 21-30 years. The oldest participants, 2.8% fell within the category of 51-60 and finally 6.5% of respondents fell within the category of 41-50 years. In addition to this, Of the 107 participants in this study, 91.6 % (n = 93) were male and 3.7 % (n = 3) were female. Five participants did not respond to the gender item of the questionnaire. Moreover, the majority of the teachers, 68.2% (n = 73), had obtained a master's degree and 1.9 % (n = 2) a doctorate, 26.2%, (n = 28) earned bachelor's and 3.7% (n= 4) earned other like advanced diploma. Overall, the Teachers appear to be moderately highly educated with 70.1% holding a second degree and above. These imply that there were only few highly educated staff (only 2 PHD holders) as far as academic of certification are concern. Also 54.2% (n = 58) respondents were permanent full time employees, 25.2 % (n=14) were part timers, also 13.1% (n=14) were joint staff and finally 7.5% (n=8) were contract employees.

4.3 Levels of Job satisfaction

As we look into a hierarchy of the 20 facet-specific MSQ scales. The mean and standard deviation for each scale were documented (see Table 6). Job facets of relatively greater satisfaction included independence, co-workers, and activity as reflected by their means of 3.8, 3.7 and 3.59, respectively. Job facets of relatively lesser satisfaction included company policies and practices, social status, recognition, advancement and compensation, as reflected by their means of 2.9, 2.8, 2.45, 2.4 and 1.9, respectively.

Table 6: Hierarchy of MSQ scales

Job Satisfaction Facets	N	Mean	Std. Deviation
1. Independence	107	3.8037	.82918
2. Co-workers	107	3.7570	.77510
3. Activity	106	3.5943	.90268
4. Social service	106	3.5000	.81941
5. Creativity	107	3.4766	1.00326
6. Authority	107	3.4766	.85059
7. Ability utilization	107	3.4486	.98320
8. Moral values	103	3.4272	.90317
9. Achievement	107	3.4112	.92096
10. Security	106	3.3396	.93490
11. Responsibility	107	3.3084	1.00387
12. Supervisor technical	107	3.2523	1.18237
13. Supervisor human relations	107	3.2243	1.25374
14. Working conditions	106	3.1604	1.10528
15. Variety	105	3.0571	1.08156
16. Company policies & practice	107	2.9159	1.07389
17. Social status	105	2.8571	1.34757
18. Recognition	106	2.4528	1.31752
19. Advancement	107	2.4019	1.24279
20. Compensation	107	1.9252	1.05241
Valid N (list wise)	98		

The above results were explored further using frequencies to see the distribution of lesser satisfaction facets that are mentioned above. Considering the job facets of relatively lesser satisfaction (see Table 7), 42.1 % of the respondents were dissatisfied with company policies and practices. Over 26.2% of the respondents were very dissatisfied on social status of teaching profession. Moreover, 33.6% and 17.8 % of respondents were very dissatisfied and dissatisfied respectively over the recognition they received from the university college. Furthermore, 33.6% and 19.6% of teachers expressed their very dissatisfaction and dissatisfaction over advancement. Finally, 45.8% and 28% of the respondents were very dissatisfied and dissatisfied respectively with compensation package of the university college.

Table 7: Frequencies and Percentages of Dissatisfaction/Satisfaction Ratings of 20 Job Facets as Measured by the MSQ (N = 107)

Job facets	Very dissatisfied		dissatisfied		neutral		Satisfied		Very satisfied	
	n	%	n	%	n	%	n	%	n	%
1.Ability utilization	4	3.7	9	8.4	46	43	31	29.0	17	15.9
2.Achievement	4	3.7	9	8.4	44	41.4	39	36.4	11	10.3
3.Activity	3	2.8	10	9.3	25	23.4	57	53.3	11	10.3
4.Advancement	36	33.6	21	19.6	25	23.4	21	19.6	4	3.7
5.Authority	0	0	11	10.3	48	44.9	34	31.8	14	13.1
6.Company policies	4	3.7	45	42.1	23	21.5	26	24.3	9	8.4
7.Compensation	49	45.8	30	28	16	15	11	10.3	1	.9
8.Co-workers	0	0	9	8.4	21	19.6	64	59.8	13	12.1
9.Creativity	5	4.7	8	7.5	42	39.3	35	32.7	17	15.9
10.Independence	2	1.9	6	5.6	19	17.8	64	59.8	16	15
11.Moral values	3	2.8	8	7.5	46	43	34	31.8	12	11.2
12.Recognition	36	33.6	19	17.8	27	25.2	15	14	9	8.4
13.Responsibility	5	4.7	15	14	41	38.3	34	31.8	12	11.2
14.Security	5	4.7	14	13.1	32	29.9	50	46.7	5	4.7
15.Social service	0	0	9	8.4	48	44.9	36	33.6	13	12.1
16.Social status	28	26.2	9	8.4	28	26.2	30	28	10	9.3
17.Supervision Relation	6	5.6	36	33.6	13	12.1	32	29.9	20	18.7
18.Supervision-technical	4	3.7	34	31.8	18	16.8	33	30.8	18	16.8
19.Variety	5	4.7	32	29.9	31	29	26	24.3	11	10.3
20.Working conditions	3	2.8	35	32.7	23	21.5	32	29.9	13	12.1

4.3.1 Levels of Job Satisfaction for Each Facet Categories

Weiss others. (1967) suggest looking at the percentile scores when interpreting MSQ scores. A low level of satisfaction is reflected by percentile scores equal to 25 or less, a medium level by percentile scores between 26 and 74, and a high level is usually represented by a percentile score equal to 75 and above.

Table 8: Levels of Intrinsic Job satisfaction

Satisfaction level	Percentile	Score range	frequency	percent
low	<=25	<= 60	42	39.3
medium	26-74	61-77	34	31.8
high	>= 75	>= 78	23	21.5
Total			99	92.6

Table 8 shows that approximately 39.3% of the participants reported a low level of intrinsic job satisfaction, 31.8% a medium intrinsic job satisfaction level, and 21.5% a high intrinsic job satisfaction level. The score ranges for the low, medium, and high percentiles were <= 60, 61 – 77, and >= 78, respectively. The existence of high low level of intrinsic satisfaction can be as a result of the following dyadic factors. Primarily among the 20 job facets 73.8% instructors were not satisfied with compensation package of the institution. As a result, instructors were not freed from concern about their lower level needs which in turn affect their professionalism (Cohen, 1974). On the other hand, 51.4% of instructors felt that they do not receive recognition for their job. This implies that instructors are stressed on their Job because of the inadequate recognition they receive out of it (August& Waltman, 2004).

Table 9: Levels of Extrinsic Job satisfaction

Satisfaction level	Percentile	Score range	frequency	percent
low	<=25	<= 30	29	27.1
medium	26-74	31-67	50	46.7
high	>= 75	>= 68	27	25.2
Total			106	99

Table 9 shows that approximately 27.1 % of the participants reported a low level of extrinsic job satisfaction, 46.7% a medium extrinsic job satisfaction level, and 25.2% a high extrinsic job satisfaction level. The score ranges for the low, medium, and high percentiles were ≤ 30 , 31 – 67, and ≥ 68 , respectively. This implies that instructors were moderately satisfied with extrinsic satisfaction factors. This refers to teachers are neither highly satisfied nor very dissatisfied with the extrinsic job satisfaction facets.

Table 10: Levels of General Job satisfaction

Satisfaction level	Percentile	Score range	frequency	percent
low	≤ 25	≤ 60	53	49.5
medium	26-74	61-80	40	37.4
high	≥ 75	≥ 81	13	12.1
Total			106	99

Table 10 shows that approximately 49.5% of the participants reported a low level of general job satisfaction, 37.4% a medium general job satisfaction level, and 12.1% a high general job satisfaction level. The score ranges for the low, medium, and high percentiles were ≤ 60 , 61 – 80, and ≥ 81 , respectively. Therefore, almost half of the respondents were not satisfied with their coworker relationship as well as their work environment. This can be as a result of the dominant hierarchy culture of the institution which creates low morale over employees (Cameroon & Quinn, 2004).

Table 11: Levels of Overall Job satisfaction

Satisfaction level	Percentile	Score range	frequency	percent
low	≤ 25	≤ 51	30	28.0
medium	26-74	52-74	43	40.2
high	≥ 75	≥ 75	25	23.4
Total			98	91.6

Table 11 shows that approximately 28% of the participants reported a low level of overall job satisfaction, 40.2% a medium overall job satisfaction level, and 23.4% a high overall job satisfaction level. The score ranges for the low, medium, and high percentiles were ≤ 51 , 52 – 74, and ≥ 75 , respectively. In general, we can say that instructors are moderately satisfied with their current job. This implies those teachers are neither highly satisfied nor less satisfied in their job.

4.4 The Dominant Organizational Type at SMUC

Table 12: the Dominant Organizational Culture of St Mary’s University College

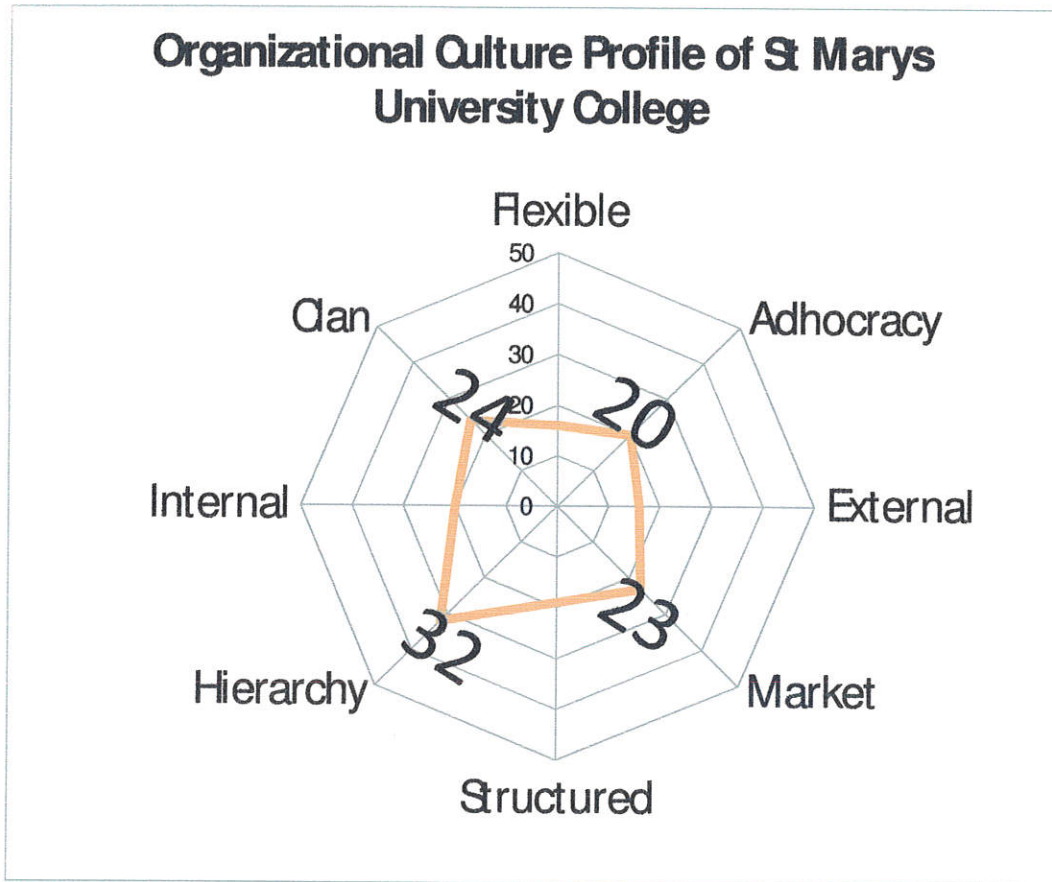
Culture Type	Mean	Std. Deviation	df	f	P
Clan	24.1830	6.73770	73	2.28	.002
Adhocracy	20.3894	5.31468	73	4.63	.000
Market	23.1893	8.94372	73	4.48	.000
Hierarchy	32.0732	8.99517			
* p < .05 Note: Mean scores could range from 0 to 100. Representing a percentage out of 100.					

Table 12 illustrates the perceived the dominant culture type of SMUC. An analysis of the highest mean scores obtained (Mean= 32.07) shows that the dominant culture type for SMUC is the Hierarchy culture.

4.4.1 Dominant Culture Type Strength

The strength of the dominant culture type exhibited by St Mary’s University College is related to the number of points assigned to a specific culture type. The Hierarchy culture type is found to be stronger. In the case of the dominant Hierarchy culture type exhibited by SMUC teachers, a mean score of 32.08 was considered stronger than 24.18, 23.18, and 20.38 mean scores of the Clan, Market and Adhocracy culture types’ respectively. When the mean scores of the culture types Clan, Market, and Adhocracy, are compared with the mean score of the dominant Hierarchy culture exhibited by SMUC teachers, statistically significant differences are found between the dominant Hierarchy culture and the Clan, Market and Adhocracy culture types. This finding suggests the dominance of characteristics of Hierarchy culture type in the organization.

Figure 4: Radar chart for Graphical Representation of the Highest Mean Scores in the Four Culture Types of St Mary's University College.



As shown in appendix B, the dominant culture type exhibited by SMUC in all respondents under category labeled as Age range, Academic rank highest degree held, Terms of employment indicated hierarchy as the current dominant culture. Only the group categories labeled as Academic rank-associate professor had a clan dominant culture for the current situation. However, this finding is not statistically significant with a P value of 0.33. The hierarchical classification applied to SMUC portrays that the organizational culture compatible with this form (and as assessed in the OCAI) is characterized by a formalized and structured place to work. Procedures govern what people do. Effective leaders are good coordinators and organizers. Maintaining a smooth running organization is important. The long-term concerns of the organization are stability, predictability, and efficiency. Formal rules and policies hold the organization together

4.5 Correlations between Level of Job Satisfaction and Institutional Culture Types

The Spearman's Rho Correlation test was conducted to see the association between the four types of culture types and the levels of intrinsic, extrinsic, general and overall Job satisfaction to see which among the four categories will have a higher correlation with any of the four cultures. The result is presented in Table 13.

It was found that the intrinsic satisfaction and overall satisfaction are having the highest coefficient of correlation as compared to extrinsic satisfaction scores with the market culture. Mujis (2004) suggest a cut off point of 0.3 as modest .Therefore; we can say that there is a modest positive correlation between the scores of intrinsic, overall satisfaction score and market culture. In contrary to this finding, there are statistically significant correlations between the intrinsic, extrinsic, general, overall satisfaction scores and the dominant hierarchy culture. Extrinsic satisfaction scores showed a strongest modest statistically negative relationship with hierarchy ($r = - 0.336, p < 0.01$) followed by overall satisfaction scores ($r = 0.3, p < 0.01$), then by intrinsic ($r = - 0.296, p < 0.01$) and general satisfaction scores ($r = - 0.269, p < 0.01$). However, there is no statistically significant relationship between all job satisfaction scores categories and clan as well as adhocracy cultures scores.

Table 13: Spearman rho Correlations levels of job satisfaction and organizational culture types

		Clan	Adhocracy	Market	Hierarchy
Intrinsic	Correlation	-.044	-.065	.317(**)	-.296(**)
	Sig.(2-tailed)	.656	.505	.001	.002
Extrinsic	Correlation	-.029	.038	.231(*)	-.336(**)
	Sig. (2-tailed)	.764	.695	.016	.000
General	Correlation	.065	.060	.080	-.269(**)
	Sig. (2-tailed)	.509	.537	.411	.005
Overall	Correlation	-.093	-.071	.301(**)	-.300(**)
	Sig. (2-tailed)	.340	.468	.002	.002
	N	107	107	107	107

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

* Correlation is significant at the 0.05 level (2-tailed).

4.6 Ordinal Regression Analysis

4.6.1 Ordinal Regression Model for Intrinsic Satisfaction Facets

Based on the assumptions made on chapter 3, the study results for the reduced model containing all satisfaction facets categories revealed the following findings. Within the reduced models, the negative log-log link was the better choice because of its satisfying ‘parallel lines’ assumption and larger model fitting statistics, which will be discussed later.

Table 14: Parameter Estimates of intrinsic job satisfaction facet

		Estimate	Std. Error	Wald	df	Sig.
Threshold	[intrinsic= 1.00]	-1.194	.503	5.639	1	.018
	[intrinsic= 2.00]	.028	.511	.003	1	.956
Location	hierarchy	-.042	.016	7.127	1	.008

Link function: Negative Log-log.

Using the reduced model with the negative log-log link, Table 14 shows that the first threshold of the model equation was significantly different from zero and substantially contributed to the values of the response probability in low satisfaction category. In addition, the satisfaction of the intrinsic satisfaction facet was significantly associated with the hierarchy culture. The hierarchy culture exhibited negative regression coefficients, indicating that teachers who rated higher scores for hierarchy culture was likely to rate a lower satisfaction scores for intrinsic job satisfaction facet. Furthermore, using the reduced model with the logit link and clog log link to build the ordinal regression model, the intrinsic job satisfaction facet was found to be significantly associated with hierarchy culture. However, since both reduced models with the logit link and clog log link failed to provide the evidence of superior satisfying ‘parallel Lines’ assumption and model fitting statistics, they were discarded and it is also unnecessary to prepare a table that contains item name, regression coefficient, and p value in this paper.

As shown in appendix C, The pseudo R squares for McFadden (.40), Cox and Snell (.081), and Nagelkerke (.092) in the complete model with the negative log -log link were larger than those for McFadden (.031), Cox and Snell (.065), and Nagelkerke (.074) in the complete model with the clog log link and McFadden (.038), Cox and Snell (.078), and Nagelkerke (.089) in the complete model with the logit link. The additional model fitting statistic, the Pearson’s chi

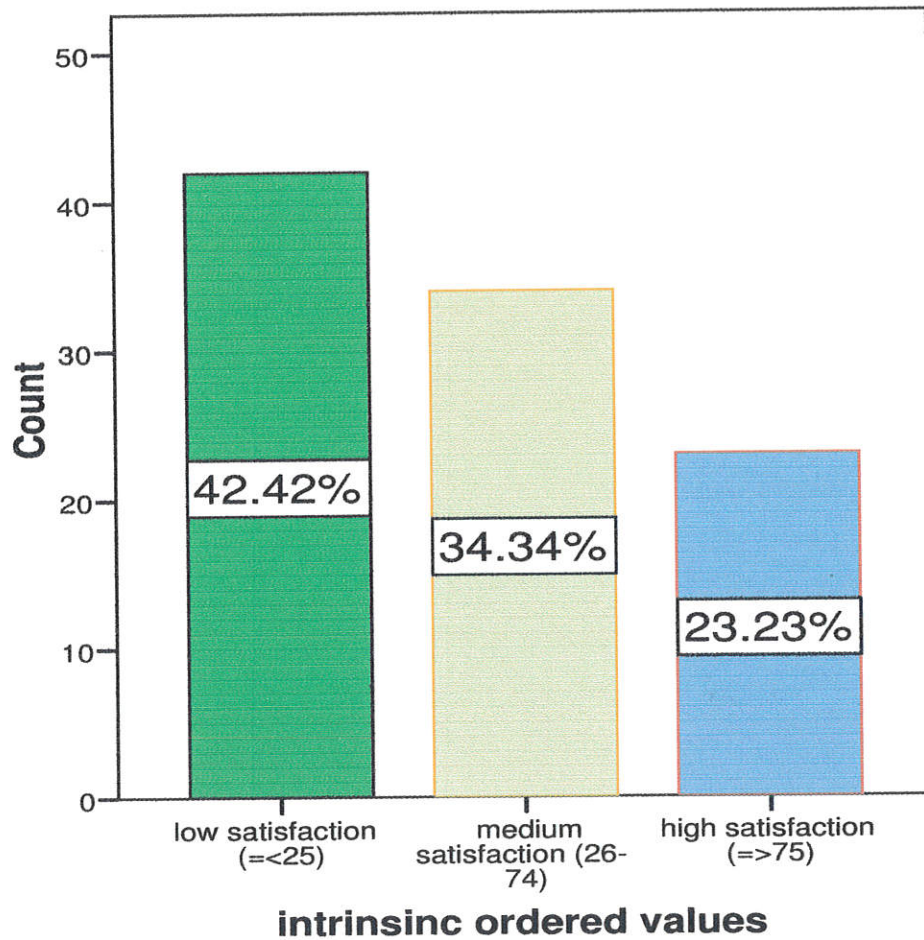
square, ($X^2 = 8.2$ with d.f. of 1 and $p = .004$) for the complete model with the negative log log link had indicated that the observed data were not consistent with the estimated values in the fitted model. However, this chi-squared goodness of fit statistics may not be appropriate for this data since cultural scores are continuous in this study (SPSS 15, 2006; Chen & Hughes, 2004). The continuous nature of the predictor variable will result in large percent of cells with zero value which leads to inaccurate chi-square test for the model fitting. Therefore the study is not dependent on the model fitting interpretations.

The test of parallel lines was designed to make judgment concerning the model adequacy. The null hypothesis stated that the corresponding regression coefficients were equal across all levels of the outcome variable. The alternative hypothesis stated that the corresponding regression coefficients were different across all levels of the outcome variable. The chi-square test result $X^2 = .200$ with d.f. of 1, and $p = .655$ (see appendix C) indicated that there was no significant difference for the corresponding regression coefficients across the response categories, suggesting that the model assumption of parallel lines was not violated in the complete model with the negative log log link. Also principle of parsimony, Similar to linear and logistic regression modeling techniques, the principle of parsimony was applicable to the construction of this ordinal regression model. As a result, if the complete models containing all organizational culture variables were too complex, it could result in inaccurate estimation of the parameters and instability of the model structure (Chen & Hughes, 2004). Based on the above modeling strategy, the reduced model with the negative log log links was constructed to include only the dominant hierarchy and the bottom low satisfaction category variables.

Evaluating the Model

In order to evaluate the model, we need to examine the predictions generated by the model. Recall that the model is based on predicting cumulative probabilities. However, the main interest in this study was to determine how often the model can produce correct predicted categories based on the values of the predictor variables. To see how well the model does, we first analyze the distribution of the actual response categories of the intrinsic satisfaction level. The histogram chart below displays distribution of values for the outcome intrinsic satisfaction variable.

Figure 5: Histogram chart for distribution of intrinsic satisfaction outcome variables.



From the histogram chart displayed above, the bulk of cases in the actual response were lower satisfaction categories (42%). The lower categories were also where most of the "action" is, since teachers who rated higher scores for hierarchy culture were likely to rate a lower satisfaction scores. Therefore, we need to know whether the model was doing a respectable job of predicting the lower satisfaction outcome categories or not. In order to do this, the cross-tabulating method was used to categorize the classified and the actual responses into a 3 by 3 classification table. Table 15 displays the accuracy of the classification results for the intrinsic satisfaction response categories.

Table 15: Confusion Matrix for intrinsic facets

			Predicted Response Category			Total
			low satisfaction (= < 25)	medium satisfaction (26-74)	high satisfaction (>= 75)	low satisfaction (= < 25)
Actual Intrinsic ordered values	low satisfaction (= < 25)	Count	32	10	0	42
		% within intrinsic values	76.2%	23.8%	.0%	100.0%
		% of Total	32.3%	10.1%	.0%	42.4%
	medium satisfaction (26-74)	Count	17	15	2	34
		% within intrinsic values	50.0%	44.1%	5.9%	100.0%
		% of Total	17.2%	15.2%	2.0%	34.3%
	high satisfaction (>= 75)	Count	13	10	0	23
		% within intrinsic values	56.5%	43.5%	.0%	100.0%
		% of Total	13.1%	10.1%	.0%	23.2%
Total		Count	62	35	2	99
		% within intrinsic values	62.6%	35.4%	2.0%	100.0%
		% of Total	62.6%	35.4%	2.0%	100.0%

The complete model with the negative log -log link classified the categories of “low satisfaction” (76.2%), “medium satisfaction” (44.1%), and “High satisfaction” (.0%). The model seems to be doing a respectable job of predicting for the most frequent low satisfaction categories. The model correctly classifies 76.2 % of the low satisfaction category cases and 44.1% of the medium satisfaction category cases. In addition, cases in predicted medium satisfaction (50.0%) and high satisfaction categories (56.5%) were more likely to be classified as low satisfaction category than actual medium satisfaction (44.1%) and high satisfaction categories (.0%). For that reason, we can say that teachers who rated higher scores for hierarchy culture were likely to rate a lower satisfaction scores on Minnesota job satisfaction questionnaire. Based on the ordinal regression model, only Hierarchy culture emerged as significant predictor of intrinsic job satisfaction facets.

4.6.2 Ordinal Regression Model for Extrinsic Satisfaction Facets

Within the reduced models, the negative log-log link was the better choice than both complementary log log and logit links because of its satisfying a better ‘parallel lines’ assumption and larger model fitting statistics, which will be discussed later. Using the reduced model with the negative log-log link, Table 16 displays that the second threshold of the model equation was significantly different from zero and substantially contributed to the values of the response probability in medium satisfaction category. In addition, the satisfaction of the extrinsic satisfaction facets was significantly associated with the Hierarchy culture. The hierarchy culture exhibited negative regression coefficients (-.042), indicating that teachers who rated higher scores for hierarchy culture were likely to rate a lower medium satisfaction scores for intrinsic job satisfaction facet. Furthermore, using the reduced model with the logit link and clog log link to build the ordinal regression model, the intrinsic job satisfaction facet was found to be significantly associated with hierarchy culture. However, since both reduced models with the logit link and clog log link failed to provide the evidence of superior satisfying ‘parallel lines’ assumption and model fitting statistics, they were discarded from analysis of this paper.

Table 16: Parameter Estimates of extrinsic job satisfaction facet Parameter Estimates

		Estimate	Std. Error	Wald	df	Sig.
Threshold	[extrinsic =1.00]	-1.629	.465	12.279	1	.000
	[extrinsic = 2.00]	-.072	.462	.025	1	.875
Location	hierarchy	-.042	.014	8.633	1	.003

Link function: Negative Log-log.

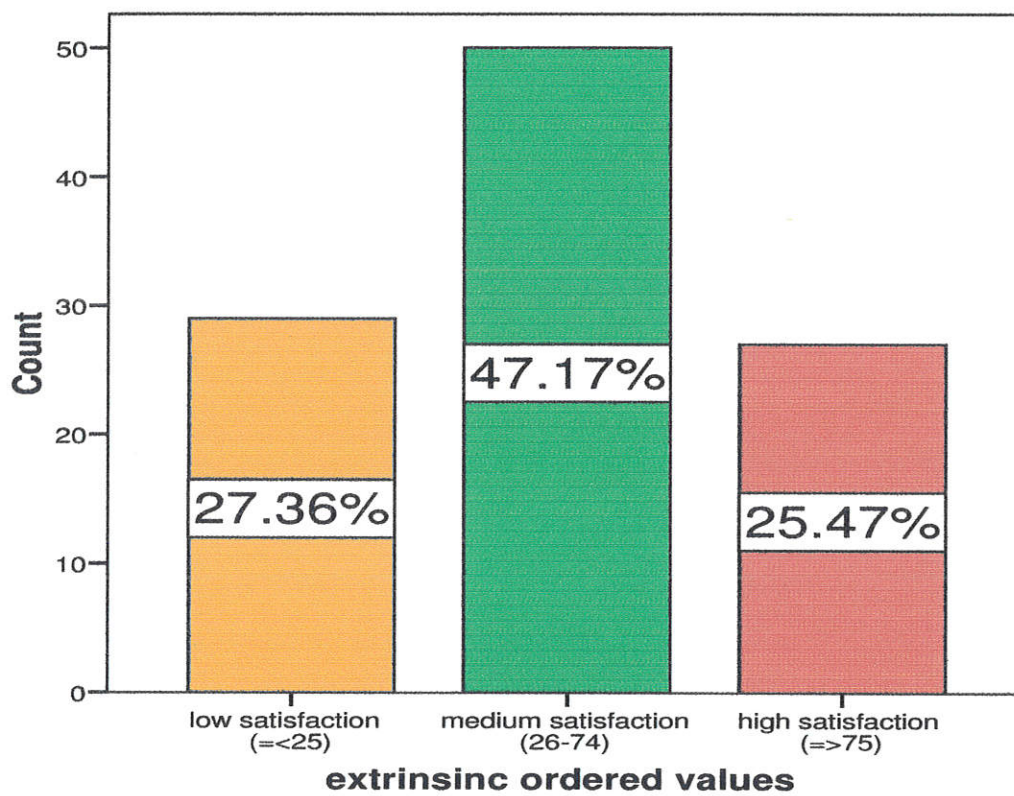
The pseudo R squares (see appendix C) for McFadden (.086), Cox and Snell (.093), and Nagelkerke (.043) in the complete model with the negative log -log link were larger than those for McFadden (.052), Cox and Snell (.060), and Nagelkerke (.025) in the complete model with the clog log link and McFadden (.073), Cox and Snell (.083), and Nagelkerke (.036) in the complete model with the logit link.

Similar to the previous model, the additional model fitting statistic the Pearson’s chi square, ($X^2 = 9.5$ with d.f. of 1 and $p = .002$) for the complete model with the negative log log link were not appropriate for this model also.

The chi-square test result of $X^2 = .000$ with d.f. of 1, and $p = .994$ indicated that there was no significant difference for the corresponding regression coefficients across the response categories, suggesting that the model assumption of parallel lines was not violated in the complete model with the negative log log link. Similar to the previous model, principle of parsimony was also applied to the construction of this ordinal regression model. Based on the above modeling strategy, the reduced model with the negative log log link was constructed to include only the dominant hierarchy and the medium satisfaction category variables.

Evaluating the Model

Figure 6: Histogram chart for distribution of extrinsic satisfaction outcome variable



From the histogram chart displayed above the bulk of cases in the actual response were medium satisfaction categories (47.17 %). The medium categories were also where most of the "action" is, since teachers who rated higher scores for hierarchy culture were likely to rate a lower medium satisfaction scores. Hence, the focus was to know whether the model is doing a respectable job of predicting the medium satisfaction outcome categories or not.

Table 17: Confusion Matrix for extrinsic facets

			Predicted Response Category			Total
			low	medium	high	
Actual extrinsic ordered values	low satisfaction (= < 25)	Count	0	28	1	29
		%within extrinsic actual responses	.0%	96.6%	3.4%	100.0%
	medium satisfaction (26-74)	Count	4	46	0	50
		%within extrinsic actual responses	8.0%	92.0%	.0%	100.0%
	high satisfaction (=> 75)	Count	2	24	1	27
		%within extrinsic actual responses	7.4%	88.9%	3.7%	100.0%
Total		Count	6	98	2	106
		%within extrinsic actual responses	5.7%	92.5%	1.9%	100.0%

The cross-tabulating method on table 17 displays the classified and the actual responses into a 3 by 3 classification table. The reduced model with the negative log -log link classified the categories of “low satisfaction” (0 %), “medium satisfaction” (92.0%), and “high satisfaction” (3.7 %). The model seems to be doing a respectable job of predicting for the most frequent medium satisfaction categories. The model correctly classifies 92.0 % of the medium satisfaction category cases. In addition, cases in predicted low satisfaction category (96.6%) and high satisfaction categories (88.9%) were more likely to be classified as medium satisfaction category than low satisfaction (.0 %) and high satisfaction categories (3.7%). we can say that teachers who rated higher scores for hierarchy culture were likely to rate a lower medium satisfaction scores on Minnesota job satisfaction questionnaire. As a result, only hierarchy culture variable emerged as significant predictors of extrinsic job satisfaction facets.

4.6.3 Ordinal Regression Model for General Job Satisfaction Facets

The logit link was found to be superior to complementary log- log and negative log -log links with better ‘parallel lines’ assumption and larger model fitting statistics. Using the reduced model with the logit link, Table 18 displays that both the first and second thresholds of the model equation were significantly different from zero and substantially contributed to the values of the response probability in low satisfaction category. In addition, the satisfaction level of the general job satisfaction facets was significantly associated with the hierarchy culture. The hierarchy culture exhibited negative regression coefficients (-.071), indicating that teachers who rated higher scores for hierarchy culture were likely to rate a lower satisfaction scores for general job satisfaction facet. Furthermore, using the reduced model with the negative log-log link and clog log link to build the ordinal regression model, the general job satisfaction facet was found to be significantly associated with hierarchy culture. However, both models failed to provide a better ‘parallel lines’ assumption and model fitting statistics. Therefore they were discarded from analysis on this paper.

Table 18: Parameter Estimates of general job satisfaction facet Parameter Estimates

		Estimate	Std. Error	Wald	df	Sig.
Threshold	[general=1.00]	-2.253	.790	8.128	1	.004
	[general = 2.00]	-.163	.763	.046	1	.830
Location	hierarchy	-.071	.024	8.571	1	.003

Link function: Logit.

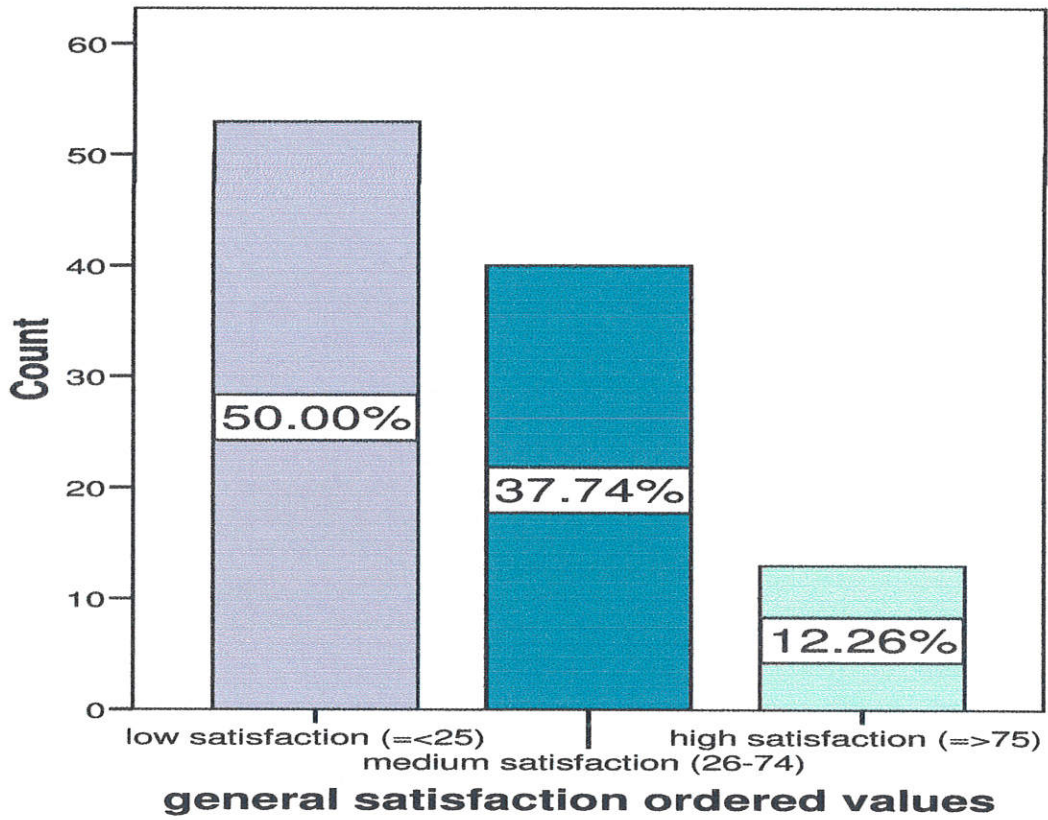
The pseudo R squares (see appendix C) for McFadden (.043), Cox and Snell (.081), and Nagelkerke (.094) in the complete model with the logit link were larger than those for McFadden (.037), Cox and Snell (.080), and Nagelkerke (.069) in the complete model with the clog log link and McFadden (.039), Cox and Snell (.083), and Nagelkerke (.073) in the complete model with the negative log-log link. Similar to the previous two models, the additional model fitting statistic for the Pearson’s chi square, ($X^2 = 8.904$ with d.f. of 1 and $p = .002$) reduced model with the logit link were not appropriate for this model.

The chi-square test result of ($X^2 = .005$ with d.f. of 1, and $p = .945$) indicated that there was no significant difference for the corresponding regression coefficients across the response categories, suggesting that the model assumption of parallel lines was not violated in the reduced model with

the logit link. Akin to the previous models, principle of parsimony was also applied to the construction of this ordinal regression model. Based on the above modeling strategy, the reduced model with the logit link was constructed to include only the dominant hierarchy culture and the low general job satisfaction category variables.

Evaluating the Model

Figure 7: Histogram chart for distribution of general satisfaction outcome variable



From the histogram chart above, the bulk of cases in the actual response were low satisfaction categories (50.00 %). The low satisfaction category was where the "action" concentrated, since teachers who rated higher scores for hierarchy culture were likely to rate a lower satisfaction scores. Hence, the focus was to know whether the model is doing a respectable job of predicting the low satisfaction outcome categories or not .The cross-tabulating method below displays the classified and the actual responses into a 3 by 3 classification table.

Table 19: Confusion Matrix for General Satisfaction Facets.

			Predicted Response Category		Total
			low	medium	
Actual Response Category general satisfaction levels	low satisfaction (= < 25)	Count	41	12	53
		% within general satisfaction ordered values	77.4%	22.6%	100.0%
	medium satisfaction (26-74)	Count	20	20	40
		% within general satisfaction ordered values	50.0%	50.0%	100.0%
	high satisfaction (=> 75)	Count	6	7	13
		% within general satisfaction ordered values	46.2%	53.8%	100.0%
Total		Count	67	39	106
		% within general satisfaction ordered values	63.2%	36.8%	100.0%

The complete model with the logit link classified the categories of “low satisfaction” (77.4 %) and “medium satisfaction” (50.0%). The model seems to be doing a good job of predicting for the most frequent low satisfaction level categories. The model correctly classified 77.4 % of the low satisfaction category cases. Hence, teachers who rated higher scores for hierarchy culture were likely to rate a lower satisfaction scores levels on the general job satisfaction facets. As a result, only hierarchy culture emerged as significant predictor of general job satisfaction facets (see table 18).

4.6.4 Ordinal regression model for the overall job satisfaction facets

The Negative log-log link was more better than complementary log- log and logit links with healthier ‘parallel lines’ assumption and larger model fitting statistics.

Table 20: Parameter Estimates of Overall job satisfaction facets Parameter Estimates

		Estimate	Std. Error	Wald	df	Sig.
Threshold	[overall = 1.00]	-1.690	.499	11.464	1	.001
	[overall = 2.00]	-.217	.494	.193	1	.660
Location	hierarchy	-.047	.015	9.167	1	.002

Link function: Negative Log-log.

Using the reduced model with the negative log-log link, the Table 20 displays that the first threshold of the model equation was significantly different from zero and substantially contributed to the values of the response probability in low satisfaction category. In addition, the overall job satisfaction facet was significantly associated with the hierarchy culture. The hierarchy culture exhibited negative regression coefficients (-.047), indicating that teachers who rated higher scores for hierarchy culture were likely to rate a lower satisfaction scores for the overall job satisfaction facet. Furthermore, using the reduced model with the logit link and clog log link to build the ordinal regression model, the overall job satisfaction facets were significantly associated with hierarchy culture. Nevertheless, both models were discarded from analysis since they failed to provide a better 'parallel lines' assumption and model fitting statistics.

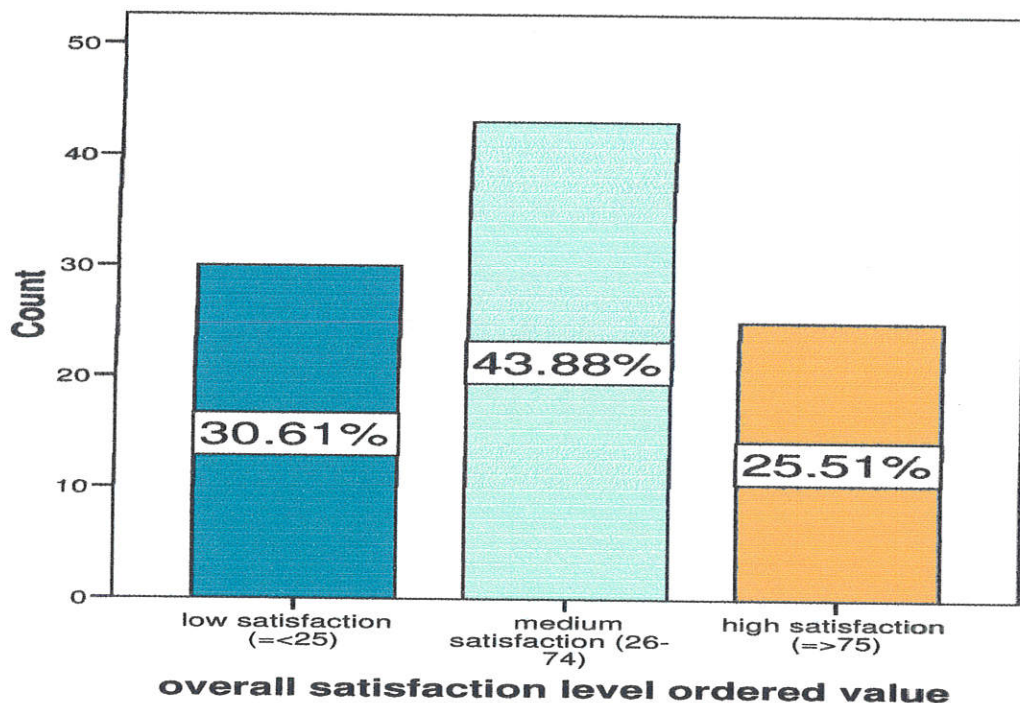
The pseudo R squares (see Appendix C) for McFadden (.048), Cox and Snell (.097), and Nagelkerke (.110) in the complete model with the negative log-log link was larger than those for McFadden (.041), Cox and Snell (.085), and Nagelkerke (.096) and also McFadden (.033), Cox and Snell (.068), and Nagelkerke (.077) in both clog log link and the logit link reduced models respectively. Like the previous three models, the additional model fitting statistic for the Pearson's chi square, ($X^2 = 10.023$ with d.f. of 1 and $p = .002$) was not appropriate for this model.

The chi-square test result of ($X^2 = .001$ with d.f. of 1, and $p = .970$) indicated that there was no significant difference for the corresponding regression coefficients across the response categories, signifying that the model assumption of parallel lines was not violated in the reduced model with the negative log-log link. Akin to the previous models, principle of parsimony was also applied to the construction of this ordinal regression model. Based on the above modeling strategy, the reduced model with the negative log- log link was constructed to include only the dominant hierarchy culture and the low and medium overall job satisfaction category variables.

Evaluating the Model

From the histogram chart below the bulk of cases in the actual response were medium satisfaction categories (43.33 %) followed by low satisfaction categories (30.61%). In both low and medium satisfaction category the "action" was strong. since our aim was to identify teachers who rated higher scores for hierarchy culture to rate most likely lower satisfaction scores, the focus was to determine whether the model is doing a respectable job of predicting the low satisfaction outcome categories or not .

Figure 8: Histogram chart for distribution of general satisfaction outcome variable



The cross-tabulating method on table 21 displays the classified and the actual responses into a 3 by 3 classification table. The complete model with the logit link classified the categories of “low satisfaction” (80.0 %), “medium satisfaction” (79.1.0%) and “high satisfaction” (4.0 %). The model seems to be doing a good job of predicting for low satisfaction level categories. The model correctly classified 80.0 % of the low satisfaction category cases. Hence, teachers who rated higher scores for hierarchy culture were likely to rate a lower satisfaction scores levels on the overall job satisfaction facets. Furthermore, similar to the above models hierarchy culture emerged as significant predictor of overall job satisfaction facets.

Table 21: Confusion Matrix for Overall satisfaction facets.

			Predicted Response Category			Total	
			low	medium	high		
overall satisfaction level ordered value	low satisfaction	Count	24	6	0	30	
		%within overall satisfaction level	80.0%	20.0%	.0%	100.0%	
	medium satisfaction	Count	8	34	1	43	
		% within overall satisfaction level	18.6%	79.1%	2.3%	100.0%	
	high satisfaction	Count	3	21	1	25	
		%within overall satisfaction level	12.0%	84.0%	4.0%	100.0%	
	Total		Count	35	61	2	98
			% within overall satisfaction level	35.7%	62.2%	2.0%	100.0%

In general the finding of the ordinal regression model can be summarized by the following figure which is found in the next page.

Figure 9: Relationship between the four cultural types and the four dimensions of the job satisfaction scale

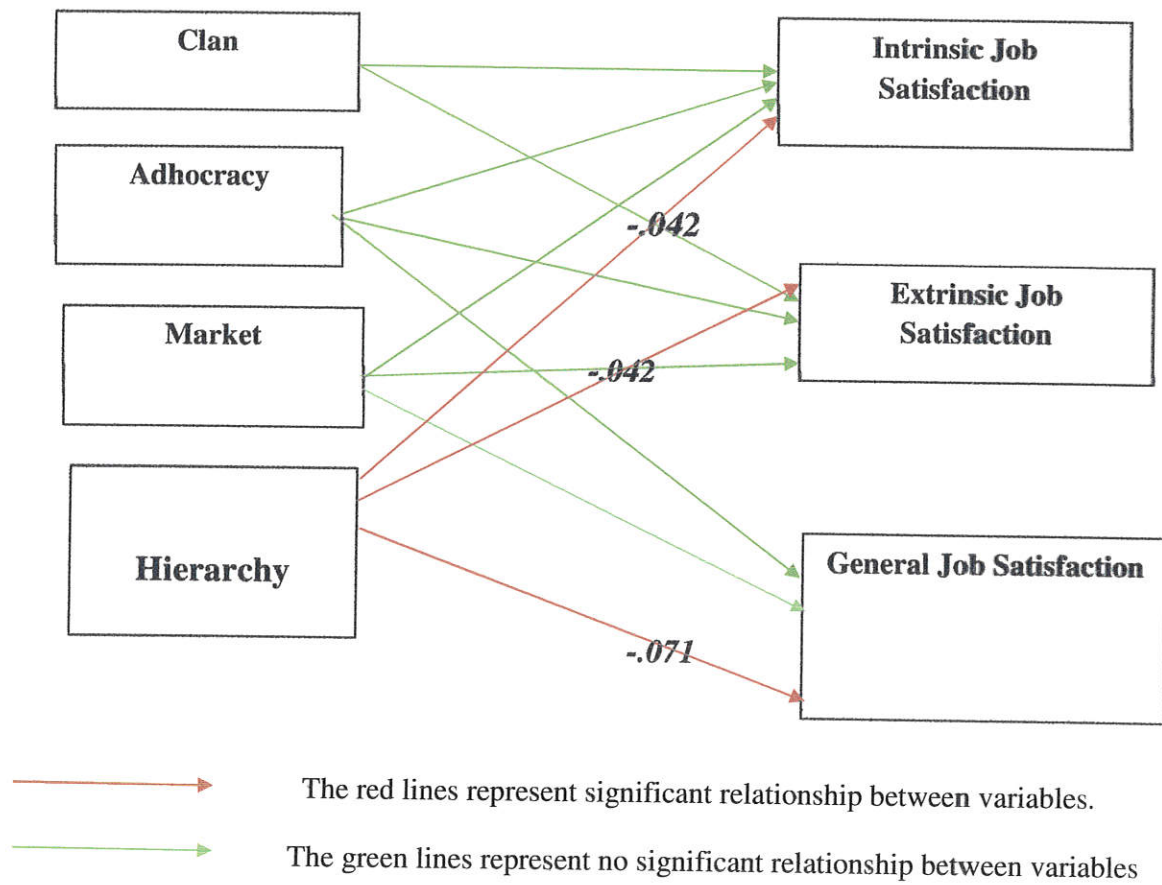
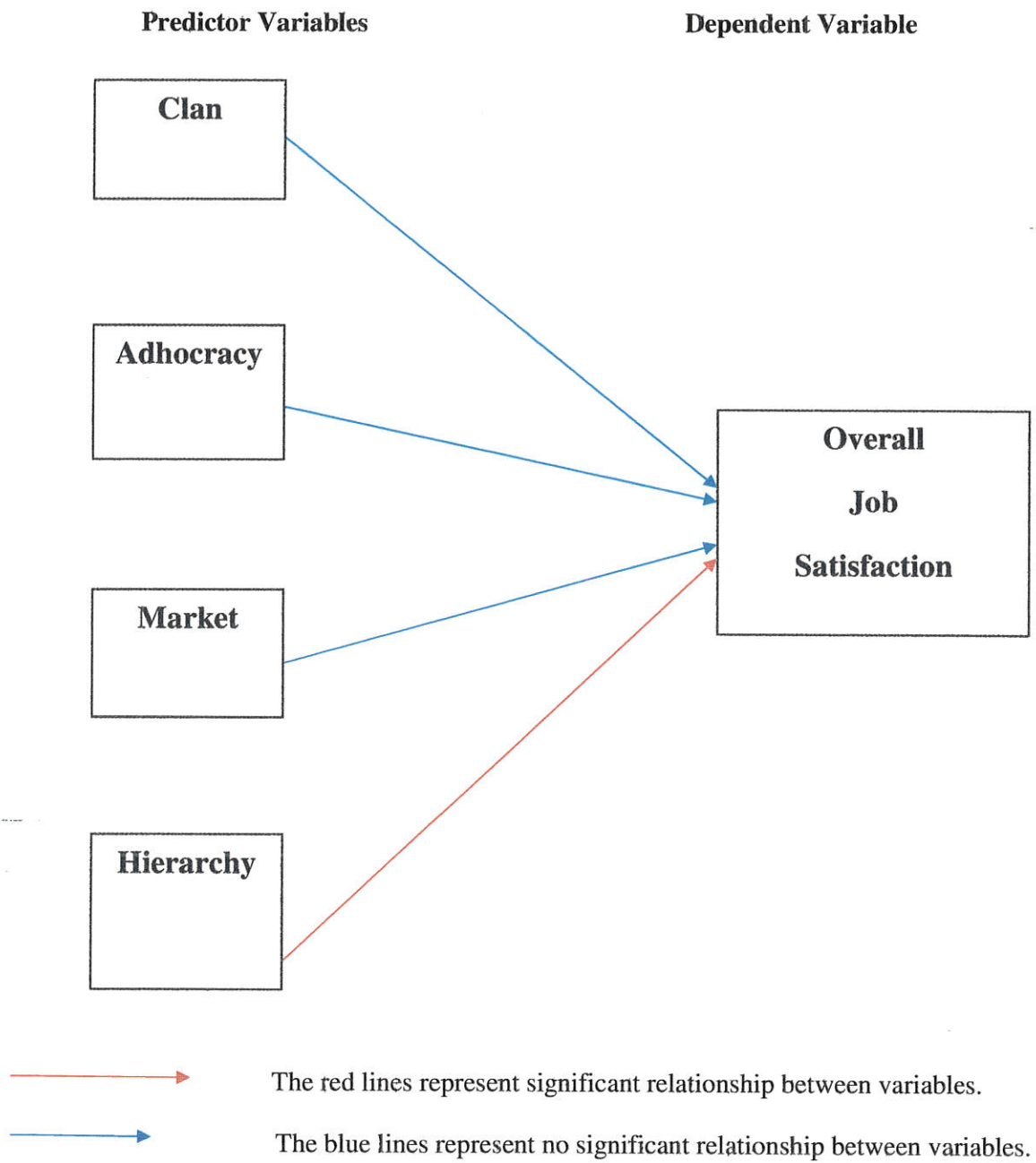


Figure 10: Relationship between the four cultural types and overall job satisfaction



CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter addresses the summary, conclusions and recommendations of the study. It contains a summary of the purpose, summary of the procedures, descriptive data and major findings. The chapter ends with conclusions, implications, and recommendations for future research.

5.1 Summary

5.1.1 Summary of Purpose

The general purpose of this study was to investigate whether a relationship existed between organizational culture and job satisfaction of teachers in St Mary's University College. The following questions were addressed:

- i) What level of job satisfaction do teachers perceive with each of the twenty job facets as measured by the Minnesota Satisfaction Questionnaire, short Form (MSQ)?
- ii) What is the dominant organizational culture of SMUC as it is measured by OCAI?
- iii) Is there statistically significant relationship between the four cultural types and overall job satisfaction as well as the facets of job satisfaction at SMUC?
- iv) Which cultural type/s contributes most to employee satisfaction at SMUC?

5.1.2 Summary of Methodology

A census of 146 teachers was taken and 107 questionnaires were found to be useful for the study. The Minnesota Satisfaction Questionnaire, short Form (Weiss others., 1967) was chosen to measure satisfaction levels of teachers and the Organizational Culture Assessment Instrument by Cameron and Quinn (1999) was used to measure the cultural type of St Mary's University College. Furthermore, a data form was used to collect information about Teachers background characteristics. Data collection was conducted from December 16, 2010 up to January 15, 2011. The student version 15.0 of the Statistical Package for the Social Sciences (SPSS, 1999) was used for statistical analyses. Reliability coefficients were computed for both the 20 MSQ job facet scales and the Organizational culture assessment instruments.

Descriptive statistics like Frequencies, percentages, and summary statistics were computed for personal characteristics of teachers. The mean and standard deviation were computed for each

job-facet scale. The scores of intrinsic, extrinsic general and overall job satisfaction levels were computed by calculating the mean of each response category for each participant. To facilitate a comparison of teachers' each job satisfaction category levels the satisfaction levels of equal to and below the 25th percentile, between 26th and 74th percentile, and equal to and above the 75th percentile were computed. For the organizational culture instrument using an Ipsative rating scale, the respondents were invited to think about their workplace culture and assign a numerical value that described their current organizational culture. They were told to "divide" one hundred points in any way they wished by assigning value to alternative statements they reviewed. These statements are designed to identify the culture type as values and are averaged for six content areas: *dominant characteristics*, *organizational leadership*, *management of employees*, *organizational glue*, *strategic emphasis*, and, *criteria for success* (Cameron & Quinn, 2006). The content areas or characteristics ultimately generate the independent variables of the following culture types: clan, adhocracy, market, and hierarchy. A spearman rho correlation analysis was made to determine the relationship between job satisfaction and organizational culture scores and finally ordinal multiple regression analysis was conducted to determine which cultural type will describe most the job satisfaction of teachers in St Mary's University College.

5.1.3 Summary of Demographic Profiles of Respondents

A summary of descriptive statistics yielded the following composite picture of St Mary's University college academic staff. The personal demographic profiles showed that the majority of the teachers, 54.2%, fell within the category of 31-40 years of age. The second majority 36.4 % of the teachers were found within the category of 21-30 years. The oldest participants, 2.8% fell within the category of 51-60 and finally 6.5% of respondents fell within the category of 41-50 years of age. Almost 91.6 % of the respondents were male, 3.7 % were female and the rest 4.7% didn't specify their gender. The majority of the teachers, 68.2% obtained a master's degree and 1.9 % a doctorate, 26.2%, earned bachelor's degree and 3.7% earned an advanced diploma. Overall, the Teachers appear to be moderately educated with 70.1% holding a second degree and above.

The findings for the demographic profiles with respect to academic rank showed that the majority of teachers, 70.1 % hold an academic rank of lecturer .26.2% of teachers were graduate assistants and assistant lecturers. Furthermore, the remaining 2.8% and 0.9% of the respondents were

professors and assistant professors respectively. In addition to this, 54.2% of respondents were permanent full time employees, 25.2 % were part timers, also 13.1% were joint staff and finally 7.5% were contract employees.

5.1.4 Summary of Level of Job satisfaction

Job facets of relatively greater satisfaction included independence, co-workers, and activity as reflected by their means of 3.8, 3.7 and 3.59, respectively. As reflected by their means of 2.9, 2.8, 2.45, 2.4 and 1.9, respectively, Job facets of relatively lesser satisfaction included company policies and practices, social status, recognition, advancement and compensation. Considering the job facets of relatively lesser satisfaction and expressing the results using frequencies (see Table 8), 42.1 % of the respondents were dissatisfied with company policies and practices. Over 26.2% of the respondents were very dissatisfied on social status of teaching profession. 33.6% and 17.8 % of respondents were very dissatisfied and dissatisfied respectively over the recognition they received from the university college. Furthermore, 33.6% and 19.6% of teachers expressed their very dissatisfaction and dissatisfaction over advancement. Finally, 45.8% and 28% of the respondents were very dissatisfied and dissatisfied respectively with compensation package of the university college.

The participants reported low (39.3%), Medium (31.8%) and High (21.5%) level of intrinsic job satisfaction respectively. The existence of high low level of intrinsic satisfaction can be as a result of the following dyadic factors. Primarily among the 20 job facets 73.8% instructors were not satisfied with compensation package of the institution. As a result, instructors were not freed from concern about their lower level needs which in turn affect their intrinsic satisfaction level (Cohen, 1974). On the other hand, 51.4% of instructors felt that they do not receive proper recognition for their effort on the job. This implies that instructors are stressed on their Job because of the inadequate recognition they receive out of it. (August & Waltman, 2004).

The majority of participants (46.7%) reported a medium extrinsic job satisfaction level whereas the rest of the participants reported a low (27.1 %) and high (25.2%) level of extrinsic job satisfaction respectively. This implies that instructors were moderately satisfied with extrinsic satisfaction factors. Furthermore, 49.5% of the participants reported a low level of general job satisfaction. Whereas 37.4% and 12.1% of participants reported a medium and a high general job satisfaction level respectively. Therefore, almost half of the respondents were not satisfied with

their coworker relationship as well as their work environment. This can be as a result of the existence of dominant hierarchy culture in the institution which is far from collegiality and creates low morale over employees (Cameron & Quinn, 2004). Finally, 28%, 40.2% and 23.4% of the participants reported a low, medium and high level of overall job satisfaction. In general, we can say that instructors are moderately satisfied with their current job.

5.1.5 Summary of Organizational Culture Findings

The highest mean scores (Mean= 32.07) had showed that the dominant culture type for SMUC in the current situation is the hierarchy culture followed by clan (Mean= 24.18), Market (Mean= 23.18) and adhocracy (Mean= 20.38) culture types respectively. The hierarchical classification applied to SMUC portrays that the organizational culture compatible with this form (and as assessed in the OCAI) is characterized by a formalized and structured place to work. Procedures govern what people do. Effective leaders are good coordinators and organizers. Maintaining a smooth running organization is important. The long-term concerns of the organization are stability, predictability, and efficiency. Formal rules and policies hold the organization together. The strength of the culture is determined by the number of points coincide to a specific culture type. In the current situation, the hierarchical culture type exhibited by SMUC is moderately strong indicating that the dominant hierarchy culture in SMUC is Hierarchy. This finding is in harmony with what research has revealed about organizations that possess strong cultures, they are associated with having homogeneity of effort, clear focus, and higher performance in environments where unity and common vision are required (Cameron & Quinn, 1999).

Only one demographic group considered in this study displayed a different culture type from the overall dominant hierarchy culture of SMUC. The demographic group labeled as academic rank-associate professor had a clan dominant culture for the current situation. However, this finding is not statistically significant with a P value of 0.33.

5.1.6 The Relationship between Organizational Culture and Level of Satisfaction

There is a statistically significant negative correlation between the intrinsic, extrinsic, general, overall satisfaction scores and the dominant hierarchy culture. Also, there is a modest positive correlation between the scores of intrinsic, overall satisfaction score and market culture. However, there is no statistically significant relationship between all job satisfaction scores categories and clan as well as adhocracy cultures scores.

5.1.7 The Summary of Regression Analysis

Only hierarchy culture with all satisfaction categories related to the satisfaction of instructors (i.e., intrinsic, extrinsic, general and overall satisfaction levels) was identified in the residual ordinal regression model. Hierarchy culture significantly contributes to the probability of instructors expressing satisfaction with the intrinsic, extrinsic, general and overall satisfaction scores. The satisfaction of the intrinsic satisfaction facet was significantly associated with the hierarchy culture. The hierarchy culture exhibited negative regression coefficients (-0.042), indicating that teachers who rated higher scores for hierarchy culture was likely to rate a lower satisfaction scores for intrinsic job satisfaction facet. Furthermore, the satisfaction of the extrinsic satisfaction facets was significantly associated with the Hierarchy culture. The hierarchy culture exhibited negative regression coefficients (-.042), indicating that teachers who rated higher scores for hierarchy culture were likely to rate a lower medium satisfaction scores for intrinsic job satisfaction facet. In addition, the satisfaction level of the general job satisfaction facets was significantly associated with the hierarchy culture. The hierarchy culture exhibited negative regression coefficients (-.071), indicating that teachers who rated higher scores for hierarchy culture were likely to rate a lower satisfaction scores for general job satisfaction facet. Finally, the overall job satisfaction facet was also significantly associated with the hierarchy culture. The hierarchy culture exhibited negative regression coefficients (-.047), indicating that teachers who rated higher scores for hierarchy culture were likely to rate a lower satisfaction scores for the overall job satisfaction facet.

5.2 Conclusion

The findings of this study show that teachers are moderately satisfied with their overall job satisfaction. According to Shing (2008), Intrinsic job satisfaction facets are concerned more with how people feel about the nature of their job and extrinsic as well as general job satisfaction facets which are how they feel about elements of work situations that are external to the job tasks itself. Thus, the impact of job satisfaction is more intrinsic one than extrinsic or general ones. Therefore we can say that St Mary's university college instructors are less satisfied with their jobs .A close view of specific job facets indicates the highest satisfaction levels to occur in the areas of independence, co-workers, and activity. Company policies and practices, social status, recognition, advancement and compensation are the facets reflecting the lowest satisfaction levels.

Even though studies which are made on administrators, students and department chair persons of universities of developed countries had concluded that the clan culture as the most effective culture type for colleges and universities (Berrio, 2005 and Smart & St. John, 1996). The findings of this study were not in agreement with the above studies since the dominant culture type was hierarchy in SMUC. Hierarchy cultures, like clan cultures, have an internal emphasis, a short-term orientation, and an emphasis on smoothing activities, but differ in their emphasis on stability, control, and predictability (as opposed to the emphasis on flexibility, individuality, and spontaneity in clan cultures). The dominant leadership style in hierarchy cultures is that of the coordinator or organizer, rules and policies are the primary bonding mechanisms, and the strategic emphasis is on permanence and stability (Cameroon& Quinn, 2004). This more Weberian image of organizations was also once a common framework for viewing the organizational patterns and administrative activities of colleges and universities, but was never an image of organizations that was highly compatible with the basic instincts of many faculties who frequently emphasize collegiality over standardized rules and procedures (Smart & St. John, 1996).

The main purpose of the study was to determine whether a relationship existed between organizational culture types and job satisfaction. There was found a significant negative correlation between the hierarchy culture type and intrinsic, extrinsic, general and overall satisfaction facets. These result also correlate with the study conducted by Lund (2003).Also, there was found a significant positive correlation between the market culture type and intrinsic, extrinsic, and overall satisfaction facets. However, there was not found significant correlation between clan as well as adhocracy culture types and all facets of job satisfaction.

The study tested a conceptual model of the effect of organizational culture types on academic staff job satisfaction using an ordinal regression model. The results suggest that hierarchy culture has a significant influence on overall teacher's job satisfaction as it predicted overall job satisfaction and three distinct categories of job satisfaction facets namely intrinsic, extrinsic and general satisfaction. These imply that teachers who rated higher scores for hierarchy culture were likely to rate a lower satisfaction scores for each of job satisfaction facets namely intrinsic, extrinsic, general and overall satisfaction. These results were consistent with those of the study by Lund (2003) which found that there was a negative relationship between job satisfaction and hierarchy culture. Given that the hierarchy culture is primarily associated with low employee

morale the finding is anticipated one. The negative impact of the hierarchy culture on employee job satisfaction can be explained by the fact that hierarchy culture was strongly associated with formalization, resistance to change, stability, a reactive orientation toward change, and low morale of employees at colleges (Cameroon & Quinn, 2004). However, the lower level of satisfaction scores as a result of hierarchy culture does not imply neither higher nor lower employee performance (Lund, 2003). Moreover, Odom, Boxx and Dunn (1990) had found that dominant bureaucratic (hierarchy) culture is not most conducive to the creation of employee commitment, job satisfaction, and work-group cohesion.

It is also interesting to note that the findings on culture types and job satisfaction are also theoretically consistent with the competing values model from which the study conceptual framework was derived (Cameroon & Quinn, 2004). For example, firstly, Institutions that had clan-type cultures were most effective in domains of performance relating to morale, satisfaction, internal communication, and supportiveness. Secondly, adhocracy-type cultures were most effective in domains of performance relating to adaptation, system openness, innovation, and cutting-edge knowledge. Thirdly, institutions that had a market-type culture were most effective in domains of performance relating to their ability to acquire needed resources such as revenues, good faculty, institutional visibility, and so forth. Finally, Institutions with hierarchy cultures did not excel in any of the performance domains.

5.3 Recommendations

5.3.1 Recommendation for St Mary's University College

1. St Mary's University College Administrators should be concerned about the impact of organizational culture on academic staff's satisfaction because of its impact on variables such as turnover, commitment, morale, development and strength of academic staff's solidarity and cohesion, grievances and performance. Therefore, if the management desires to create greater levels of satisfaction over their employees should begin a concerted effort to diagnose and change the prevalent hierarchy culture. The new culture should be clan which is characterized by people-orientation, encouragement, equitability, trust, and allowing of greater academic freedom. Removing bureaucratic barriers may contribute somewhat to creating satisfaction but significant improvement will occur only when positive action to increase the collegiality dimension is taken. Cultures with

characteristics expressed in terms of collegiality and collaboration generally are those types that promote satisfaction and feelings of professional involvement of teachers. Other types of cultures that create, maintain, and reinforce isolation do little to help teachers resolve issues or to learn new techniques to help them teach. These cultures of isolation and balkanization (Ma & Macmillan, 1999) actually contribute to teacher dissatisfaction and to a loss of certainty about their professional competence.

2. The current study is a warning to SMUC management that taking for granted the organizational culture phenomenon could lead to a lesser job satisfaction level on academic staff. Alternatively this could mean that management should work towards in implementing those cultural types which boost the morale of employees in the work place. The negative significant relationship between the prevalent hierarchy culture and job satisfaction level of academic staffs in SMUC is confirmed by different previous studies (for example, Lund, 2003; Choi and others, 2008).
3. St Mary's University College proclaims itself as an institution which stands for quality of education. A low moral of teachers will mitigate the success of the aforesaid motto since it results on low level of student's achievement (Endaweke, 2008). Therefore, management should stress the need to monitor organizational culture and to evolve better management practices so that employees' satisfaction is maintained at a high level.
4. "Counting the hours instructors spend on the job or' "evaluating" them by observing them in the classroom may satisfy the external auditors, but it does not directly affect instructor motivation" (Cohen, 1974). Therefore, the question should be what can be done to enhance satisfaction? If the variables leading to dissatisfaction in SMUC are intrinsic, then satisfaction can best be enhanced by removing obstacles on these facets of job satisfaction. This can be accomplished most readily by providing better compensation package so that they are freed from concern about lower-order needs and boosting their social status in the community. However, Compensation Package is not the only factor which makes employee satisfy in the job in fact it is the overall organizational culture which makes employee satisfy and retain them with organization.

5.3.2 Recommendation for Future Research

1. Although the findings of this study can be deemed as informative, it provides only a small glimpse of the impact of organizational culture over job satisfaction of teachers in Ethiopian higher educational setting. Hence, a cross-organizational study, which incorporates both private and public higher educational institutions, should be made in order to find the culture type that most contribute to teacher's job satisfaction.
2. In association with job satisfaction, future research should attempt to examine the impact of culture over turnover, commitment and performance variables.
3. The MSQ is a standardized instrument that ranks, for example, how well one is satisfied in terms of one's feeling of achievement. The MSQ does not identify the reason of an individual's feeling of achievement. Future research should attempt to incorporate a qualitative study method like interview in order to gain an insightful knowledge about the reason why instructors are dissatisfied with each job satisfaction facets of instrument.

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APPENDICES

APPENDIX A

Cronbach's Alpha Reliability Coefficients for MSQ Scales

Activity	.919
Independence	.917
Variety	.915
Social status	.913
Supervisor human relations	.907
Supervisor technical	.910
Moral values	.913
Security	.920
Social service	.911
Authority	.911
Ability utilization	.911
Company policies & practice	.908
Compensation	.909
Advancement	.907
Responsibility	.911
Creativity	.912
Working conditions	.907
Co-workers	.920
Recognition	.909
Achievement	.910

APPENDIX B

The organizational culture profile of St Mary's University College by Demography of respondent

age range		Mean	Std. Deviation	N
21-30	Clan culture	24.2329	8.39543	39
	Adhocracy culture	20.9017	6.11031	39
	Market culture	25.4295	9.38933	39
	Hierarchy	29.5299	10.82624	39
31-40	Clan culture	24.1322	4.79632	58
	Adhocracy culture	20.7615	4.29562	58
	Market culture	21.5345	8.73644	58
	Hierarchy	33.3046	6.90539	58
41-50	Clan culture	22.4286	8.78965	7
	Adhocracy culture	14.0952	3.99520	7
	Market culture	26.3333	6.00848	7
	Hierarchy	36.3095	9.41405	7
51-60	Clan culture	28.6111	11.79493	3
	Adhocracy culture	21.2222	8.06455	3
	Market culture	18.7222	6.25019	3
	Hierarchy	31.4444	14.25008	3
Academic Rank		Mean	Std. Deviation	N
instructor	Clan culture	27.0833	7.50151	28
	Adhocracy culture	20.3274	5.94980	28
	Market culture	22.4762	8.18733	28
	Hierarchy	29.7917	9.97328	28
lecturer	Clan culture	22.9511	5.98081	75
	Adhocracy culture	20.3000	5.16470	75
	Market culture	23.7267	9.36884	75
	Hierarchy	32.9244	8.66794	75
assistant professor	Clan culture	33.3333		1
	Adhocracy culture	25.8333		1
	Market culture	15.0000		1
	Hierarchy	25.8333		1
professor	Clan culture	24.8611	10.27684	3
	Adhocracy culture	21.3889	3.93818	3
	Market culture	19.1389	3.28119	3
	Hierarchy	34.1667	6.29153	3

Highest degree held		Mean	Std. Deviation	N
PhD	Clan culture	26.9333	1.33333	25
	Adhocracy culture	21.8333	.83333	25
	Market culture	13.4000	.33333	25
	Hierarchy	37.8333	2.50000	25
Ma/Msc/MBA	Clan culture	20.7433	6.39260	50
	Adhocracy culture	19.9133	6.01729	50
	Market culture	28.4433	7.43243	50
	Hierarchy	30.6533	10.23609	50
BSC/BA	Clan culture	27.8363	7.61525	28
	Adhocracy culture	19.3214	6.00684	28
	Market culture	22.6756	8.47498	28
	Hierarchy	30.0298	8.63492	28
other	Clan culture	24.4167	3.94053	4
	Adhocracy culture	24.7917	4.32344	4
	Market culture	22.2917	3.81123	4
	Hierarchy	28.1250	7.52696	4
Terms of employment		Mean	Std. Deviation	N
full timer	Clan culture	22.6537	7.44571	58
	Adhocracy culture	18.8994	5.89156	58
	Market culture	26.5876	8.28742	58
	Hierarchy	31.4109	9.85925	58
joint	Clan culture	25.3333	3.98930	14
	Adhocracy culture	23.0000	3.38675	14
	Market culture	17.6786	5.99304	14
	Hierarchy	33.9881	6.32268	14
part time	Clan culture	25.7346	4.40310	27
	Adhocracy culture	20.9321	3.69316	27
	Market culture	20.4012	9.52496	27
	Hierarchy	33.2716	7.91895	27
other	Clan culture	28.0208	9.28962	8
	Adhocracy culture	24.7917	4.21990	8
	Market culture	17.6042	5.12614	8
	Hierarchy	29.4792	10.11773	8

APPENDIX C

PLUM - Ordinal Regression for Intrinsic Satisfaction facets

Warnings

There are 150 (66.7%) cells (i.e., dependent variable levels by combinations of predictor variable values) with zero frequencies.

Case Processing Summary

		N	Marginal Percentage
intrinsic ordered values	low satisfaction (≤ 25)	42	42.4%
	medium satisfaction (26-74)	34	34.3%
	high satisfaction (≥ 75)	23	23.2%
Valid		99	100.0%
Missing		0	
Total		99	

Model Fitting Information

Model	-2 Log Likelihood	Chi-Square	df	Sig.
Intercept Only	211.844			
Final	203.432	8.412	1	.004

Link function: Negative Log-log.

Goodness-of-Fit

	Chi-Square	df	Sig.
Pearson	196.169	147	.004
Deviance	203.432	147	.001

Link function: Negative Log-log.

Pseudo R-Square

Cox and Snell	.081
Nagelkerke	.092
McFadden	.040

Link function: Negative Log-log.

Test of Parallel Lines^a

Model	-2 Log Likelihood	Chi-Square	df	Sig.
Null Hypothesis	203.432			
General	203.232	.200	1	.655

The null hypothesis states that the location parameters (slope coefficients) are the same across response categories.

a. Link function: Negative Log-log.

PLUM - Ordinal Regression for Extrinsic satisfaction facets

Warnings

There are 164 (66.7%) cells (i.e., dependent variable levels by combinations of predictor variable values) with zero frequencies.

Case Processing Summary

		N	Marginal Percentage
extrinsic ordered values	low satisfaction ($= < 25$)	29	27.4%
	medium satisfaction (26-74)	50	47.2%
	high satisfaction ($= > 75$)	27	25.5%
Valid		106	100.0%
Missing		0	
Total		106	

Model Fitting Information

Model	-2 Log Likelihood	Chi-Square	df	Sig.
Intercept Only	224.168			
Final	216.150	8.018	1	.005

Link function: Logit.

Goodness-of-Fit

	Chi-Square	df	Sig.
Pearson	211.754	161	.004
Deviance	216.150	161	.002

Link function: Logit.

Pseudo R-Square

Cox and Snell	.073
Nagelkerke	.083
McFadden	.036

Link function: Logit.

Test of Parallel Lines^a

Model	-2 Log Likelihood	Chi-Square	df	Sig.
Null Hypothesis	216.150			
General	215.619	.531	1	.466

The null hypothesis states that the location parameters (slope coefficients) are the same across response categories.

a. Link function: Logit.

PLUM - Ordinal Regression for General Satisfaction Facets

Warnings

There are 163 (66.3%) cells (i.e., dependent variable levels by combinations of predictor variable values) with zero frequencies.

Case Processing Summary

		N	Marginal Percentage
general satisfaction ordered values	low satisfaction ($= < 25$)	53	50.0%
	medium satisfaction (26-74)	40	37.7%
	high satisfaction ($= > 75$)	13	12.3%
Valid		106	100.0%
Missing		0	
Total		106	

Model Fitting Information

Model	-2 Log Likelihood	Chi-Square	df	Sig.
Intercept Only	204.613			
Final	196.615	7.998	1	.005

Link function: Negative Log-log.

Goodness-of-Fit

	Chi-Square	df	Sig.
Pearson	206.104	161	.009
Deviance	195.229	161	.034

Link function: Negative Log-log.

Pseudo R-Square

Cox and Snell	.073
Nagelkerke	.085
McFadden	.039

Link function: Negative Log-log.

Test of Parallel Lines^a

Model	-2 Log Likelihood	Chi-Square	df	Sig.
Null Hypothesis	196.615			
General	196.211	.404	1	.525

The null hypothesis states that the location parameters (slope coefficients) are the same across response categories.

a. Link function: Negative Log-log.

PLUM - Ordinal Regression for Overall satisfaction facets

Warnings

There are 148 (66.7%) cells (i.e., dependent variable levels by combinations of predictor variable values) with zero frequencies.

Case Processing Summary

		N	Marginal Percentage
overall satisfaction level ordered value	low satisfaction (≤ 25)	30	30.6%
	medium satisfaction (26-74)	43	43.9%
	high satisfaction (≥ 75)	25	25.5%
Valid		98	100.0%
Missing		0	
Total		98	

Model Fitting Information

Model	-2 Log Likelihood	Chi-Square	df	Sig.
Intercept Only	210.175			
Final	201.473	8.701	1	.003

Link function: Logit.

Goodness-of-Fit

	Chi-Square	df	Sig.
Pearson	193.759	145	.004
Deviance	201.473	145	.001

Link function: Logit.

Pseudo R-Square

Cox and Snell	.085
Nagelkerke	.096
McFadden	.041

Link function: Logit.

Test of Parallel Lines^a

Model	-2 Log Likelihood	Chi-Square	df	Sig.
Null Hypothesis	201.473			
General	201.108	.365	1	.546

The null hypothesis states that the location parameters (slope coefficients) are the same across response categories.

a. Link function: Logit.

APPENDIX D
Addis Ababa University
College of Education & Behavioral Studies
Department of Educational Management and Planning
Questionnaire

Dear Sir/Madam,

This survey is conducted as part of an MA Research thesis, which shall be submitted in partial completion of the Master of Arts in Human Resource & Organizational Development in Education. The general purpose of this study is to examine the extent to which teachers' job satisfaction may be affected by organizational culture in SMUC.

I would like to invite your participation in this survey by filling up the attached questionnaire. The said questionnaire is constructed in a straightforward manner and easy to answer, which should take not more than 15 minutes of your valuable time. Please be assured that all information will be treated with the strictest confidentiality and only the aggregate data will be analyzed.

Please answer all the questions in the questionnaire and return the completed questionnaire.

Thank you in advance for your valuable assistance in participating in the survey.

Title: Organizational Culture and Teachers Job Satisfaction in St Mary's University College.

Objective: To identify the extent to which teachers' job satisfaction may be affected by organizational culture.

Target: Any teacher who is currently engaged in SMUC.

There are three sections (section A-C) in this questionnaire.

Section- A Demographic Questionnaire

This questionnaire is to obtain demographic information. Please answer all items on this answer sheet. **If an item is irrelevant, or if you are unsure or do not know the answer, leave the answer blank.** Please tick your answer on the space provided anonymously.

1. Age:

- 21 – 30 years of age
- 31 – 40 years of age
- 41 – 50 years of age
- 51 – 60 years of age
- 61 years of age or older

2. Gender:

- Male Female

3. Title or rank:

- Instructor
 - Lecturer
 - Assistant professor
 - Associate professor
 - Professor
- Other: Specify _____

4. Years of experience in your present department:

- 0 -- 5 years of service
- 6 – 10 years of service
- 11 – 15 years of service
- 16 – 20 years of service
- 21 years of service or more

5. Highest degree held:

- PhD
- MA/MSC/MBA
- BSC/BA
- DIP
- other/specify _____

6. Terms of employment

- Full Timer
- Joint
- Part timer
- other /specify _____

Section-B Organizational Culture Assessment Instrument

Instructions

The OCAI consists of six questions. Each question has four alternatives. Divide 100 points among these four alternatives depending on the extent to which each alternative is similar to your own organization. Give a higher number of points to the alternative that is most similar to your organization. For example, in question one, if you think alternative A is very similar to your organization, alternative B and C are somewhat similar, and alternative D is hardly similar at all, you might give 55 points to A, 20 points to B and C, and 5 points to D. Just be sure your total equals 100 points for each question.

Organizational Culture Assessment Instrument Please attempt all questions carefully.

1. Dominant Characteristics		Current
A	The organization is a very personal place. It is like an extended family. People seem to share a lot of themselves.	
B	The organization is a very dynamic entrepreneurial place. People are willing to stick their necks out and take risks.	
C	The organization is very results oriented. A major concern is with getting the job done. People are very competitive and achievement oriented.	
D	The organization is a very controlled and structured place. Formal procedures generally govern what people do.	
Total		100
2. Organizational Leadership		Current
A	The leadership in the organization is generally considered to exemplify mentoring, facilitating, or nurturing.	
B	The leadership in the organization is generally considered to exemplify entrepreneurship, innovating, or risk taking.	
C	The leadership in the organization is generally considered to exemplify a no-nonsense, aggressive, results-oriented focus.	
D	The leadership in the organization is generally considered to exemplify coordinating, organizing, or smooth-running efficiency.	
Total		100
3. Management of Employees		Current
A	The management style in the organization is characterized by teamwork, consensus, and participation.	
B	The management style in the organization is characterized by individual risk-taking, innovation, freedom, and uniqueness.	
C	The management style in the organization is characterized by hard driving competitiveness, high demands, and achievement.	
D	The management style in the organization is characterized by security of employment, conformity, predictability, and stability in relationships.	
Total		100

4. Organization Glue		Current
A	The glue that holds the organization together is loyalty and mutual trust. Commitment to this organization runs high.	
B	The glue that holds the organization together is commitment to innovation and development. There is an emphasis on being on the cutting edge.	
C	The glue that holds the organization together is the emphasis on achievement and goal accomplishment. Aggressiveness and winning are common themes.	
D	The glue that holds the organization together is formal rules and policies. Maintaining a smooth-running organization is important.	
Total		100
5. Strategic Emphases		Current
A	The organization emphasizes human development. High trust, openness, and participation persist.	
B	The organization emphasizes acquiring new resources and creating new challenges. Trying new things and prospecting for opportunities are valued.	
C	The organization emphasizes competitive actions and achievement. Hitting stretch targets and winning in the marketplace are dominant.	
D	The organization emphasizes permanence and stability. Efficiency, control and smooth operations are important.	
Total		100
6. Criteria of Success		Current
A	The organization defines success on the basis of the development of human resources, teamwork, employee commitment, and concern for people.	
B	The organization defines success on the basis of having the most unique or newest products. It is a product leader and innovator.	
C	The organization defines success on the basis of winning in the marketplace and outpacing the competition. Competitive market leadership is key.	
D	The organization defines success on the basis of efficiency. Dependable delivery, smooth scheduling and low-cost production are critical.	
Total		100

Section C- Job Satisfaction

The purpose of this section is to give you a chance to indicate how you feel about your present job, what things you are satisfied with and what things you are not satisfied with, if any. Please indicate by ticking in the box the level of your satisfaction or dissatisfaction with respect to each of the following 20 aspects of your job.

		Very dissatisfied	dissatisfied	Not Satisfied/ neutral	satisfied	Very satisfied
1	Being able to keep busy all the time					
2	The chance to work alone on the job.					
3	The chance to do different things from time to time.					
4	The chance to be "somebody" in the community.					
5	The way my boss handles his/her employees.					
6	The competence of my supervisor in making decisions.					
7	Being able to do things that don't go against my conscience.					
8	The way my work in the university college provides for steady employment.					
9	The chance to do things for other people.					
10	The chance to tell people what to do.					
11	The chance to do something that makes use of my abilities.					
12	The way company policies are put into practice.					

13	My pay and the amount of work I do.					
14	The chances for advancement on this job.					
15	The freedom to use my own judgment.					
16	The chance to try my own methods of doing the work.					
17	The working conditions.					
18	The way my co-workers get along with each other.					
19	The praise I get for doing a good job.					
20	The feeling of accomplishment I get from the job.					

Thank you for your Participation.

APPENDIX E

PERSONAL CHARACTERISTICS OF RESPONDENTS

Variable Category	Frequency	Percent	Valid Percent	Cumulative Percent
1. Age				
21-30	39	36.4	36.4	36.4
31-40	58	54.2	54.2	90.7
41-50	7	6.5	6.5	97.2
51-60	3	2.8	2.8	100.0
2. Gender				
female	4	3.7	3.7	3.7
male	98	91.6	91.6	95.3
missing	5	4.7	4.7	100.0
3. Highest degree held				
PhD	2	1.9	1.9	1.9
Ma/Msc/MBA	73	68.2	68.2	70.1
BSC/BA	28	26.2	26.2	96.3
other	4	3.7	3.7	100.0
4. Academic Rank				
instructor	29	26.2	26.2	26.2
lecturer	75	70.1	70.1	96.3
assistant professor	1	.9	.9	97.2
professor	2	2.8	2.8	100.0
5. Terms of employment				
full timer	58	54.2	54.2	54.2
joint	14	13.1	13.1	67.3
part time	27	25.2	25.2	92.5
other	8	7.5	7.5	100.0
Total	107	100.0	100.0	

Declaration

I, hereby, declare that this thesis is my original work and has not been presented in any other university. All the materials used in this thesis have been duly acknowledged.

Name: Henock Beyene Tesfatsion

Signature. _____



Date. _____

3/16/11


Place _____

Addis Ababa University

This thesis has been submitted for the examination with my approval as a university advisor.

Name: Befekadu Zeleke (Asso. Prof.)

Signature. _____



Date. _____

3/16/11