



THE IMPACT OF ORGANISATIONAL CULTURE ON EMPLOYEES' JOB SATISFACTION IN COLLEGES OF EDUCATION IN GHANA

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ABSTRACT

The study focused on the relationship between organisational culture and employees' job satisfaction among staff of colleges of education in Ghana. The ultimate goal of the study was to ascertain whether the dimensions of organisational culture influence employees' job satisfaction. The study adopted mixed research approach with 200 employees who were selected through stratified random sampling. Ten respondents were purposively selected from the 200 respondents and interviewed. The data was analysed iteratively and verbal statements from respondents were used to support the quantitative data. The descriptive analysis of the quantitative data was done to determine the relationship between job satisfaction and organisational culture and among the various culture dimensions. It was also applied to fit ordinal regression model to the data to find out those culture dimensions that significantly influence job satisfaction. The results showed that except for power culture there was a significant relationship between the dimensions of organisational culture and employees' job satisfaction. The regression analysis revealed that role, achievement, support and general cultures of an organisation positively influence employees' job satisfaction.

Keywords: *Organisational Culture, Culture Dimension, Ordinal Regression, Job Satisfaction*

INTRODUCTION

One of the major challenges of contemporary organizations is ensuring the wellbeing of employees. Employees' level of job satisfaction is not only important to their wellbeing, but also



to development and achievement of organizational goals set. Organizational culture has been pivotal in management and business research for decades as a result of the role it plays in both employee and organizational outcomes such as commitment, loyalty and satisfaction (Chow, Harrison, McKinnon & Wu, 2001). Research has shown that organizational culture is critical in the growth and success of organizations because of its ability to display, guide, change and influence the feeling, thought, interaction and performance in organization (Aziz & Juhary, 2000). Educational institutions are not exclusive of organizations and employees of such institutions require similar satisfaction like any employee in other organizations. Institutional culture is defined as the moral, social and behavioural norms of an organization based on its beliefs, attitudes and priorities of its members (Bhattacharyya, 2007). Measuring the culture of an organization has long proved a difficult task to perform. Early research into culture was firmly rooted in examining and interpreting stories or symbols within the organization (Anas, 2009). Later, research revealed that the types of organizational cultures present are characterized by sharing beliefs in leadership, strategy, and effectiveness (Lund, 2003). Wallach (1983) suggested that employee's job satisfaction depends on the match between individual characteristics and the culture of the organization. It came out from the study that employee's Job satisfaction was positively related to clan and adhocracy cultures, and negatively related to market and hierarchy cultures (Lund, 2003).

This study attempts to investigate the impact of organizational culture (power, role, achievement and support and general culture) on employees' job satisfaction in the colleges of education in Ghana. This will serve as a guide to policy makers to improve the administration and management of Colleges of Education.

Scope of the study

The study was limited to only Colleges of Education in Ghana and centers solely on academic and non-academic staff. To be able to manage the research, the scope of the study would be restricted to Colleges of Education in the Ashanti region of Ghana. This was as a result of physical characteristics and conditions prevailing in the region in terms of homogeneity.



Organizational Culture

Organizational culture and Job satisfaction have long been areas of interest among business, social science, and education researchers (Hofstede et al, 1990 & Lim, 1995). Leaders in all these fields understand the importance of analyzing and evaluating the link between organizational culture and employees' job satisfaction for optimal results.

Many writers have identified different dimensions of organisational culture but this study adopts the one by Harrison and Stokes (1992) because of its simplicity and its reliance of the organisational organogram. Harrison and Stokes (1992) identified four organisational culture dimensions as power culture, role culture, achievement culture and support culture.

Power Culture in Organizations

The challenges faced by strategic leaders in implementing complex and long-range consequential decisions are sophisticated with respect to issues of power and influence. The changes that are shaping the nature of work in today's complex organizations require that we develop the political will, expertise and personal skills to become more flexible, innovative and adaptive. A high score suggests that there is an expectation that some individuals wield larger amounts of power than others. A low score reflects the view that all people should have equal rights.

Role Culture in Organizations

Organizations seek to mobilize all employees and stakeholders toward clear business objectives measured by sales, profits, customer satisfaction, and productivity. For these organizations, carrying out prescribed jobs, staying within the policies and procedures related to the work of employees is a vital part of continually communicating and reinforcing ever-changing goals (Harrison & Stokes, 1992). Employees who do well in such organizations where role culture dominates are those who play by the rules, work within the system and strive to do things correctly.



Achievement Culture in Organizations

Harrison and Stokes (1992) explained that achievement oriented culture organizations expect members of the organization to give first priority to meeting the challenges of the tasks and finding a better way to do things. They reiterated that those who do well in such organizations are those who are technically competent and effective with a strong commitment of getting the job the done. Individuals are seen as associates who are mutually committed to the achievement of common purpose. Also, decision making processes are characterized by decisions being made close to the point of action by members on the spot. Lastly, assignment of tasks to members is based on matching the requirements of the job with the interest and abilities of the individuals.

Support Culture in Organizations

Harrison and Stokes (1992) opined that members in support culture oriented organizations are expected to give first priority to cooperating with the people with whom they work to solve personal problems. Besides, they found out that those who do well in such organizations are those who build close working relationship with others by being cooperative, responsive and caring. Members of the organization are seen as friends who like being together, care and support one another. In making a decision in support culture organization, the processes are characterized by the use of consensus decision making methods to gain acceptance and support. Finally, managers and superiors are supportive, responsive and concerned about the personal needs of those whose work they supervise.

Job Satisfaction

Job satisfaction is a topic that often seems to be self-explanatory. If one is satisfied with his or her current employment situation, then he or she must have an acceptable level of the construct described as “job satisfaction.” In some instances, this may be true. However, job satisfaction is more complex and involves considerably more analysis than one may imagine. In this case, job satisfaction describes the satisfaction one derives from the entire job environment.



RESEARCH METHODS

The study is to investigate the impact of organizational culture dimensions on employees' job satisfaction in Colleges of Education of Ghana. The study employs mixed method but skewed towards quantitative analysis with qualitative approaches to back the results from the quantitative assessment. The population of the study consisted of both academic and non-academic staff of Colleges of Education in the Ashanti region of Ghana. The list of academic and non-academic staffs of the colleges was collected directly from the principals of the Colleges of Education in the Ashanti region. There were seven Colleges of Education with a total staff population of 716 in the Ashanti Region. Out of the seven colleges, four of them were selected purposively for the study. This was to select two single and two mixed sex colleges for purposes of generalizability of the study. A total of 200 employees were selected to represent the academic and non-academic staff of the Colleges of Education. Stratified random sampling technique was used for fair representation and participation. Stratification was done in the colleges by which the population was divided into subgroups. Sampling was then conducted separately in each subgroup (strata). The strata chosen were the same for all the selected Colleges of Education. The interviewees were selected purposively to include gender, academic and non-academic staff of the selected Colleges of Education. In all, 10 out of 200 respondents were selected for the interview which included five (5) males and five (5) females. Out of this number, 50% were academic staff members and the remaining 50% were non-academic staff.

Variables Measurement

The measure for organizational culture was based on the four dimensions of organizational culture developed by Harrison & Stokes (1992). The four dimensions and the general culture of the institution based on the founders' belief entered the model as the independent variables and job satisfaction was the dependent variable in the model.

Research Instrument

Questionnaire and interview was used for the study. The former was designed using the four-point Likert type scale. The instrument had series of items focused on themes relating to the dimensions of organizational culture and employees' job satisfaction. The questionnaire was



divided into seven sections namely, (a) General Culture (b) power culture; (c) role culture; (d) achievement culture; (e) support culture; (f) employee job satisfaction and (g) demographic data about respondents. Section A and B consist of twenty-five items each to elicit information on organizational culture and employees' job satisfaction respectively using a four-point Likert type scale (1=Very dissatisfied, 2=Dissatisfied, 3=Satisfied, 4=Very satisfied). Finally, semi-structured interview was conducted for selected respondents to validate the data collected.

Piloting the research Instrument

The instrument was pilot tested at Accra College of Education and the data was analysed to test the validity and reliability of the instrument. Prior to the pilot testing, suggestions from experts were considered. The result from the pilot analysis was discussed thoroughly with colleagues and research fellows' critiques and suggestions were used to shape the instrument making it authentic, valid and reliable. The results of Cronbach's Alpha reliability co-efficient of the major themes of the study is showed that the instrument was very reliable because the value of Cronbach's alpha for the entire items on the questionnaire was 0.915, that of job satisfaction was found to be 0.807 and organizational culture was 0.895 which indicate high reliability of the instrument.

Data Analysis

Quantitative data were analysed by using mean score and graphs. The presentation of demographic profile of respondents were performed using Descriptive Statistic. The Pearson Correlation analysis was carried out to determine the correlations between independent and dependent variables. Ordinal Logistic Regression analysis was conducted to examine the general culture and the four dimensions of organizational culture (independent variables) to assess which among them would be significant in the model and can influence employees' job satisfaction. Finally, the interview data was analysed thematically quoting respondents to support their claim when necessary. For purposes of confidentiality and anonymity, the ten respondents were identified by letters 'A' to 'J'.

There were 179 out of 200 participants involved in the study consisting of 121 (67.6%) males and 58 (32.4%) females. The ages of participants lied within 20 and 59 years with 91 academic



staff and 88 non-teaching staff. It was observed that there was no PhD holder among the respondents but majority of the staff members, 70 representing 39.1% of the staff members at the Colleges of Education are holders of Bachelor's Degree. The results also revealed that 55 (30.7%) possess Master's degree and 54 (30.2%) are holders of middle school leaving certificate. It was found however that almost all the teaching staff members were not having master's degree were pursuing one as stated by respondent 'J' during the interview.

“Almost all tutors of this college who are not having master's degree have enrolled and pursuing various educational programmes in University of Cape Coast or University of Education, Winneba to get their master's degrees”.

It was observed from results that 75, 61 and 31 staff members of Colleges of Education had been with their present institution for 1-5 years, 6-10 years and 11 or more years respectively. This showed that staff members would not wish to leave their colleges in the shortest time after their appointment. This was because most of the staff at the colleges felt that working at the college of education place an individual higher peripheral as compared with other pre-tertiary institutions as stated by some of the interviewees.

For instance, respondent 'C' asserted during the interview that *“people think that I receive different salary and condition of service which are better than my counterparts in other pre-tertiary institutions such as the secondary schools and technical and vocational institutions which are all under the Ghana Education Service. I feel more comfortable and satisfied with this perception”.*

Also, respondent 'E' stated at the interview that *“the students at the colleges are matured compared to other students in other pre-tertiary institutions which makes it easy to deal with them in different situations such as guidance and counseling”*



Descriptive Analysis

The descriptive analysis deals with the exploratory analysis of the data using simple frequencies and graphs to provide the general view of the organizational culture in Colleges of Education and the job satisfaction of staff members at the various Colleges.

The Culture of the Colleges of Education.

Almost all institutions developed on its vision and mission therefore, it was imperative to first look at the extent of respondents' agreement or disagreement with the cultures of the Colleges of Education in terms of clarity of vision and mission as well as the existence of what the researcher described as general culture. The Table 1 depicts responses gathered from respondents in terms of general culture of the colleges and the various organizational culture dimensions.

Table 1: The Cultures of the Colleges of Education

ITEM	VD (1)	D (2)	S(3)	VS(4)	Mean
General Culture of Colleges of Education	1	13	112	53	3.21
Power Culture	2	51	104	22	2.82
Role Culture	2	49	112	16	2.79
Achievement Culture	8	49	104	18	2.74
Support Culture	3	57	111	8	2.69

Table 1 shows that 165 respondents representing 92% of the respondents agreed with varied levels of magnitude of general culture. The mean score of 3.21 from the respondents' response is very high on the scale meaning that truly, respondents agree that general culture is prevalent in their colleges of education. Interestingly, almost all the respondents interviewed agreed to the fact that general culture prevailed in their colleges. As many were able to bring out an idea of the vision and mission of their colleges, few concluded that their colleges' vision and mission were more theoretical than practical. Further, it was observed that majority of the staff of Colleges of Education agree with the existence of all the four cultural dimensions in their Colleges. This is because all the culture dimensions have mean values more than 2. For instance, the mean value



for power culture was found to be 2.8 which is high indicating that most of the staff of the colleges agree to the existence of power culture in their colleges.

Job Satisfaction (JS)

The Figure 1 represents the respondents' responses on job satisfaction.

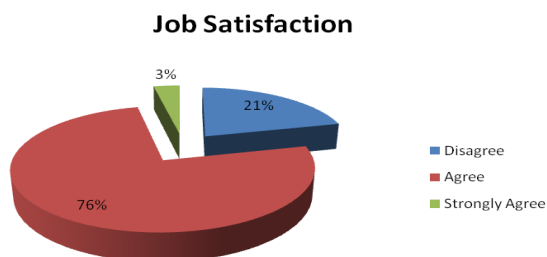


Figure 1: Employee Job Satisfaction

The most surprising part of figure 1 is that no single respondent strongly disagreed to job satisfaction. Even those who disagreed to job satisfaction were just 21%.

Qualitatively, most of the staff members interviewed were happy with basic necessities provided for staff of the colleges including food and accommodation. Although some of them were not happy with the way accommodation was shared among staff members, they were happy with food packages and some cash incentives given to them almost all year ends. These were evidenced by the comments by some of the respondents.

Respondent I: *“Food is given twice a day from Monday to Friday. Accommodation is provided for few because they are not adequate. Few are favoured. Food packages are also given including rice, oil, tin fish and sometimes cash. This happens almost all year ends. This is not welfare but the college does it. The welfare also makes me happy because when one is in difficulty they assist but not too fascinating”*

Respondent A: *“There is nothing like that. I am working because I want to survive. I think that is making everyone work in this college”*



Respondent F: *“The infrastructures put in place by management of the college make me happy to work there. Example, air conditioners at the conference hall and the computer laboratory, plasma television at the staff common room, breakfast for academic staff members from Monday to Friday when college is in session”*

Further Analysis

The further analysis was concerned with the application of statistical tools to assess whether or not there was a relationship between organizational culture dimensions with job satisfaction. If there was a relationship then appropriate regression model would be fit into the data to find out which of these dimensions significantly influenced job satisfaction. Pearson’s correlation analysis was done to verify relationship and ordinal logistic regression was used to fit a model into the data. Table 3 below showed the results obtained from the correlational analysis for the data.

Table 2: *Correlation Coefficients*

		General Culture	Power	Role	Achievement	Support	Job Satisfaction
General Culture	Pearson Correlation	1	-.039	.235**	.196**	.080	.312**
	Sig. (2-tailed)		.606	.002	.008	.285	.000
	N		179	179	179	179	179
Power	Pearson Correlation		1	.120	.101	.082	.003
	Sig. (2-tailed)			.111	.179	.276	.969
	N			179	179	179	179
Role	Pearson Correlation			1	.654**	.515**	.617**
	Sig. (2-tailed)				.000	.000	.000
	N				179	179	179
Achievement	Pearson Correlation				1	.560**	.637**



	Sig. (2-tailed)	.000	.000
	N	179	179
Support	Pearson		
	Correlation	1	.472**
	Sig. (2-tailed)		.000
	N		179
Job Satisfaction	Pearson		
	Correlation		1
	Sig. (2-tailed)		
	N		

Table 2 represents the correlation co-efficient of the correlation analysis. The table consists of rows and columns for the six variables under consideration. The second column contains the Pearson correlation in the first rows of each variable. This was followed by the significant value (2-tail), that is, the P-value for the coefficient. The third item in the second row was the number of items in the data.

From the table, it was observed that job satisfaction correlate with all the four organizational culture dimensions except power culture. The coefficient for job satisfaction and role culture, achievement culture and support culture were found to be 0.612, 0.637 and 0.472 respectively with P-value of 0.000 each, indicating significant relationship because it was far less than 0.05 (a level for two-tail).

It was found out that some of the culture dimensions were correlating with each other such as role culture and support culture, role culture and achievement culture significantly correlate. Their correlation coefficients were 0.515 and 0.654 respectively with 0.000 significant levels. This situation might not be problematic because all these factors were assessing culture and hence were likely to relate in one way or the other.



Further, the results show that there was a strong relationship between the job satisfaction and general culture of the organization. Here, the general culture focuses on the philosophy of the founders of the organization, thus the mission, vision and the values of the organization.

The result gave a correlation coefficient of 0.312 and P-value of 0.000 which was less than 0.05 alpha-level. It was therefore imperative to note that job satisfaction relates to organizational culture. However, one could not significantly say which of these cultural dimensions contribute and to what extent to job satisfaction, hence the need to perform regression analysis to ascertain or otherwise the contribution and significance of these cultural dimensions to job satisfaction.

The regression analysis was performed using ordinal logistic regression and the results were as illustrated in Tables 3 to 5.

Model Fitting Information

Table 3 below contains in the first column which has intercept only and final. The intercept represents what happens in job satisfaction if there were no organizational culture. The final represent the regression model with all the predictors present in the model. The second column is the -2 log likelihood which is to assess the model, the chi-square is in the third column, the fourth column is the degree of freedom and finally, the significance level or P-value.

Table 3: Model Fitting Information Matrix

Model	-2 Log Likelihood	Chi-Square	df	Sig.
Intercept Only	202.711			
Final	119.652	83.059	5	.000
Pearson		124.462	103	.074
Deviance		106.214	103	.394

Link function: Logit.



From the table it is observed that the P-value of 0.000 was far less than the 0.05 significant level which shows that the model was a good one when the independent variables (culture) were used as contributory factors to job satisfaction.

The goodness of fit statistics is a factor test to ascertain truly how good the model fits the data. The higher values of significance level for Pearson and deviance indicate good models.

From Table 3 above, one observes that the P-value Pearson was 0.074 and that of deviance was 0.394 which are all far greater than 0.05 which is the significant level for the analysis hence the model for the data is a good one.

Parameter Estimates

Table 4 presents the parameter estimates for the response variable (intercepts) and that of the various levels of various independent variables (organizational culture). The item in the table threshold represented the response variable (job satisfaction – JS=2 and JS=3, there is no J=4 because strongly agree was set as the base level in the model but J=1 does not appear because it is redundant in the model as compared to the base level). These are the intercepts, which explains the extent to which staff deviated from strongly agree to job satisfaction. The estimate for JS=2 was 12.519 and that of JS=3 was 19.675. The magnitude shows the extent of the deviation from the base line. It is therefore clear that disagree is by far less than agree to job satisfaction given strongly agree as the base level. There is location in the table which represents the various predictors, thus the organizational culture. Standard error and Wald are used to check how good the estimates are. Smaller standard error means good estimates and bigger values of Wald indicate good estimates.



Table 4: Parameter Estimates

								95% Confidence Interval	
		Estimate	Std. Error	Wald	df	Sig.	Lower Bound	Upper Bound	
Threshold	[Js = 2]	12.519	2.069	36.606	1	.000	8.464	16.575	
	[Js = 3]	19.675	2.662	54.642	1	.000	14.458	24.891	
Location	GC	1.276	.395	10.435	1	.001	.502	2.051	
	Pow	.512	.322	2.534	1	.111	-.118	1.143	
	Rol	1.037	.425	5.939	1	.015	.203	1.870	
	Ach	1.195	.363	10.809	1	.001	.483	1.907	
	Sup	1.077	.425	6.409	1	.011	.243	1.910	

Link function: Logit.

It is clear from the Table 5 that the general culture (GC) and the various culture dimensions, thus Role (Rol), Achievement (Ach) and Support (Sup) in the institutions are significant in the model except power culture (Pow) and that these cultures are more likely to influence job satisfaction while power culture is not likely to influence job satisfaction. The significant levels of power culture is far bigger than either 0.05 which shows that power culture seems not to have been agreed by the staff as an influential factor of job satisfaction. It is worthy to note that from the results, the staff members of colleges of education are more likely to agree to satisfaction in their jobs that disagreeing to satisfaction in their jobs. This is evident from the estimates of the Job Satisfaction, Js=2 has an estimate of 12.519 while Js=3 has an estimate of 19.675 given that strongly agree is the base level.

CONCLUSION AND RECOMMENDATION

The results revealed that there is a positive relationship between employees' job satisfaction and organisational culture in colleges of education in Ghana. It is therefore imperative that managements of colleges of education in Ghana will promote good cultural practices so that staff



members of the colleges could be more satisfied in their jobs for the general growth of the institutions.

The impact of organizational culture on employees' job satisfaction is critical and staff members are more likely to be satisfied with their jobs if cultures which lead to achievement in the lives of staff members, cultures that will support staff members and cultural practices that would assign roles to staff members are practiced. However, cultures which provide more power to college management should be practiced with caution because such practices are not likely to promote job satisfaction for staff members.

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