ORGANIZATIONAL CULTURE: A PREDICTOR OF FACULTY MEMBERS' JOB SATISFACTION

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ABSTRACT: *This paper aimed to investigate the relation between organizational culture and job satisfaction of faculty members. Accordingly, 358 individuals were selected among whole faculty members of Islamic Azad University of Fars province as sample using cluster sampling. The instruments of measuring in this research were organizational culture assessment questionnaire of Cameron and Quinn (2006) and job satisfaction questionnaire which was applied after determining its validity and reliability. The findings showed that among four types of organizational culture, hierarchical organizational culture was not related to job satisfaction significantly and three types of adhocracy, clan and market organizational culture were related to job satisfaction positively. The correlation between adhocracy organizational culture and job satisfaction of faculty members was stronger. Simultaneous regression analysis indicated that two types of adhocracy and market organizational culture could predict job satisfaction. These two cultures together explained 29.6% of criterion variable variance. Adhocracy organizational culture showed a greater share.*

KEYWORDS: *Adhocracy Culture, Clan Culture, Hierarchy Culture, Job Satisfaction, Market Culture.*

INTRODUCTION

Faculty members of university are one of the main factors and basic components of success of universities in the competitive environment. This issue particularly is true for the educational institutes which pay attention to the behavior of their employees to service students (Shah, Memon & Laghari, 2011). A condition of dissatisfaction with employment leads to harmful organizational behaviors (Mount, Ilies & Johnson, 2006). These negative behaviors related to work could result in more costs for employment and education (Koh & El'Fred, 2001). Job satisfaction is of interest for researchers since it often plays an important role in human resources management. In the higher education institutes, a remarkable share of resources is attributed to the employees and their effectiveness depends on human factor significantly (Trivellas & Dargenidou, 2009). Job satisfaction of employees in the higher education institutes is an important factor for quality and accountability of universities (Küskü, 2003).

In the other hand, organizational culture as an important variable affects several factors inside the organization like performance, commitment and job satisfaction. Motivated human resources are considered as effective important factors in achieving organizational goals and this issue stems from job satisfaction (Dadgar et al., 2013). Presence of negative behaviors

related to work results in a culture in which meeting employees' demands is more difficult and it is probable that employees think of other job opportunities (Atkins & Turner, 2006). Even though there are some evidences in the research literature that describes the relation between organizational culture and job satisfaction in the universities, still this relationship is of importance since it affects organizational performance significantly. As it is indicated by Syed et al. (2012), satisfied faculty members are valuable asset of the contemporary universities, since they play an active role in constructing a developed country. Thus, the current study aims to investigate the relation between organizational culture and job satisfaction of faculty members of private universities.

ORGANIZATIONAL CULTURE

Organizational culture is defined through what is recognized as value, common leadership styles, symbols, language, procedures and features which make an organization unique (Cameron & Quinn, 2006). In the current study, Competing Values Framework (CVF) is used in order to make structure of organizational culture operational. This framework is accepted widely among researchers in the literature of higher education not only because it offers a model of organizational culture but also because it is an instrument for measuring other organizational phenomena like effectiveness (Kwan & Walker, 2004). This framework is also applied as an instrument for offering cultural view and comparative analysis of organizational cultures (Cameron & Quinn, 2006).

In the competing values framework, four types of organizational culture are introduced: 1) Adhocracy culture: it values entrepreneurship, creativity and innovation in discovering new markets and organizational growth. This culture emphasizes on flexibility, adaptability and external orientation. 2) Clan culture: it values employee's commitment, loyalty, and empowerment, opening up, ethics, collaboration and teamwork. This culture considers flexibility and internal orientation. 3) Market culture: it emphasizes on achieving goals, productivity, executing tasks, usefulness, determining goals and efficiency. This culture reflects external environment and emphasizes on stability and control. 4) Hierarchy culture: it emphasizes on orders, consistency, certainty, stability, control and formal structure. Regulations, determining responsibilities, centralized decision making, standardizing procedures and measurement are among values which are considered in this culture (Cameron & Quinn, 2006). Different types of cultures are accompanied by different organizational effectiveness aspects (Cai, 2005). Organizational culture has been investigated from different aspects in the academic environments. One of the most important of them is that organizational culture is tied with job satisfaction of faculty members (Ahmadi et al., 2014; Zamini & Hosseini Nasab, 2009).

JOB SATISFACTION OF FACULTY MEMBERS

Job satisfaction of faculty members is a complicated issue that is difficult to describe or predict (Bolliger & Wasilik, 2009). In the current study, job satisfaction means satisfaction of faculty members with their job and employment in their educational institute (Cameron, 1978). Job satisfaction is often of interest for researchers, since it plays an important role in human resources management (Trivellas & Dargenidou, 2009).

ORGANIZATIONAL CULTURE AND JOB SATISFACTION OF FACULTY MEMBERS

In the higher education institutes, few researches have been performed about the relation between organizational culture and job satisfaction. For instance, Dadgar et al. (2013) in their research aimed to investigate the relation between organizational culture, job satisfaction, organizational commitment and desire for staying at the organization. 385 employees of Medical Sciences University of Zahedan, Iran, participated in the research. The results showed that adhocracy and market cultures were related to satisfaction with colleagues positively and significantly. Hierarchy culture was related to satisfaction with wage, work and continuing to be committed positively and significantly. Clan culture was correlated to satisfaction with wage, opportunities of promotion and emotional commitment positively and significantly. It can be inferred from findings that successful managers could build trust between managers and employees, motivate individuals and manage information stream through recognizing appropriate cultures.

Tesfatsion (2011) in his research aimed to investigate the relation between organizational culture pattern and academic staff job satisfaction at St. Mary's University College, Addis Ababa, Ethiopia. The results showed that hierarchy culture affected staff job satisfaction negatively. There was a positive and significant relation between market culture and all aspects of job satisfaction. Even though there was no significant correlation between clan and adhocracy organizational cultures with job satisfaction aspects, according to the findings, it was recommended that organizational culture should be recognized in the universities and it should change to favorable culture of employees. This culture should emphasize on caring about people, encouragement, equality, trust and academic freedom.

Ahmadi et al. (2014) investigated the relation between organizational culture and job satisfaction of faculty members at Ilam University in Iran. Findings showed that there was a significant correlation between two variables. Regarding the findings, it was concluded that organizational culture as the most important environmental factor which was effective on job satisfaction could improve productivity and human resources capabilities.

AIM AND QUESTIONS OF THE STUDY

The current study aims to determine perceived type of relation by faculty members between organizational culture and job satisfaction of faculty members of private universities in Iran. In this regard, two questions were studied.
1) Is there any significant relation between types of organizational culture and job satisfaction of faculty members?
2) Which types of organizational culture is a stronger predictor for job satisfaction of faculty members?

METHODOLOGY

Population and Sample

Current study is a descriptive research and its type is correlation. Population of the current research includes all full time faculty members of Islamic Azad University of Fars Province in

Iran. Five Islamic Azad Universities were selected among 24 existing Islamic Azad Universities in the Fars province using cluster sampling. Then all full time faculty members of these five universities were considered as sample. 74% of them i.e. 358 individuals answered the questionnaires in the universities.

Organizational Culture Assessment Instrument (OCAI)

Persian translation of organizational culture assessment instrument which was provided by Mozaffari (2008) was used in the current study in order to investigate organizational culture in the Islamic Azad University. Cameron and Quinn (2006) provided this questionnaire in English. Organizational culture assessment instrument measures six dimensions of organizational culture. These dimensions include organizational leadership, organizational glue, strategic emphases, employee's management, the dominant features and success criteria which shows respondents' perception of organization's position. Respondents were asked to answer 24 related questions to these six dimensions. The questionnaire was a five-point Likert scale that includes options from completely disagree to completely agree. One of the four questions in each dimension was related to one of the types of clan, adhocracy, market and hierarchy cultures. Score of organizational culture for each respondent was obtained through calculating average of six dimensions. This average refers to their perception of organizational culture.

Job Satisfaction Questionnaire of Faculty Members

In the current study, after investigating literature of the research (Bilimoria et al., 2006; Bolliger & Wasilik, 2009; Bozeman & Gaughan, 2011; Cameron, 1978; Kwan & Walker, 2003; Ramirez, 2011; Sabri, Ilyas & Amjad, 2011), 16 questions were provided in order to measure job satisfaction of faculty members as the preliminary version. The questionnaire was arranged based on a five-point Likert scale from completely disagree to completely agree. In order to modify questions, some specialists were appointed and their suggestions were applied. At the end, a questionnaire including 12 questions were prepared in order to measure job satisfaction of faculty members.

Validity and Reliability

After confirming face and content validity of the researching instrument by the specialists and receiving permission from the authorities, questionnaires were distributed to 60 full time faculty members of Islamic Azad University of Fars province. Respondents were asked to determine the questions which are difficult to perceive and offer their suggestions. 53 questionnaires were submitted. Three questionnaires were deficient. In order to determine internal stability, Cronbach's alpha was used according to the opinions of 50 respondents. Regarding obtained conclusion from preliminary studies, some words of questionnaires were rectified.

All four types of organizational culture had alpha coefficient more than 0.70: clan 0.705, adhocracy 0.842, market 0.767, and hierarchy 0.740. Job satisfaction alpha was also obtained as 0.790. Using estimating calculations of George and Mallery (2003), questionnaire of the current research possesses quite appropriate internal stability. Moreover, the results of questions' analysis alludes that none of the questions had correlation coefficient less than 0.30

with total point. This issue indicates that all questions were correlated with scales related to themselves (Field, 2009; Leech, Barrett & Morgan, 2005).

FINDINGS

Question 1: Is there any significant relation between types of organizational culture and job satisfaction of faculty members?

In order to answer this question, Pearson correlation coefficient was used. The results showed that adhocracy culture (r = 0.507), market culture (r = 0.477) and clan culture (r = 0.455) are correlated with job satisfaction of faculty members positively and significantly. But hierarchy culture is not related to job satisfaction significantly. These results are shown in the table 1.

	Clan Culture	Adhocracy Culture	Market Culture	Hierarchy Culture
Job Satisfaction of Faculty Members	0.455*	0.507*	0.477*	0.095

*p < 0.0001

Table 1. Correlation between Job Satisfaction of Faculty Members and Types of Organizational Culture (n = 358)

Question 2: Which types of organizational culture is a stronger predictor for job satisfaction of faculty members?

In order to answer this question, simultaneous multiple regression was used. Since there wasn't any significant relation between hierarchical organizational culture and job satisfaction of faculty members, it is not applied in the regression model at this stage. Table 2 shows that a combination of two adhocracy and market organizational culture predicts job satisfaction of faculty members, $F_{(3,453)} = 94.835$, $P < 0.0001$. Amount of obtained R^2 is equal to 0.296. Thus it can be claimed that 29.6% of change in job satisfaction can be explained by the model. Furthermore, table 2 shows that the largest Beta coefficient is 0.317 which belongs to adhocracy culture. This result alludes that adhocracy culture had the strongest collaboration in explaining job satisfaction of faculty members. Value of Beta was also significant for market culture, $\beta = 0.168$, $p = 0.032$. But Beta coefficient was not significant for clan culture, $\beta = 0.121$, $p = 0.107$. According to B coefficients, regression formula is:

Job satisfaction of faculty members = 0.091 clan culture + 0.200 adhocracy culture + 0.114 market culture + 1.899

Variables	B	SEB	β	t	p
Clan Culture	0.091	0.056	0.121	1.614	0.107
Adhocracy Culture	0.200	0.039	0.317	5.097	000
Market Culture	0.114	0.053	0.168	2.150	0.032
Constant Coefficient	1.899	0.108		17.635	000

R = 0.544; R^2 = 0.296 ; Adj. R^2 = 0.290

Table 2. Evaluating the Coefficients for the Model (n = 358)

DISCUSSION

According to related findings to first research question, positive correlation between adhocracy, market and clan cultures with job satisfaction of faculty members and in the other hand lack of correlation between hierarchy culture and job satisfaction indicate that organizational culture

is one of the key elements related to job satisfaction. Findings of this research are consistent with study of Belias and Koustelios (2014). They considered innovative organizational culture related to success of employees. They believe that employees, who perceive their organization as a dynamic and entrepreneurial one, are more satisfied with their job. In the current research also adhocracy culture is correlated with job satisfaction increase.

Consistent with obtained results, the relation between clan organizational culture and job satisfaction was confirmed by the Lund (2003). He found out that job satisfaction is correlated with clan culture positively. This culture emphasizes on advice, loyalty and tradition. Recent findings about the relation between market culture and job satisfaction is also supported by the results of the research performed by Janssen and Yperen (2004). They declare that in the majority of work environments and organizations, employees are interacting with colleagues, customers and managers to execute their tasks. Poor quality of relation between manager and employees could reduce performance in innovation and job performance and it decreases job satisfaction. Therefore, it is expected that market culture is correlated to employees' job satisfaction positively.

In the other hand, hierarchy culture is recognized as a formal and organized culture which emphasizes on control (Cameron & Quinn, 2006). Findings of the current study are supported by the research performed by Odom et al. (1990). They investigated the relation between organizational culture and three elements of employees' behavior including commitment, group integration and job satisfaction and they concluded that bureaucratic culture couldn't result in employees' commitment, job satisfaction and group integration.

Obtained results from second research question shows that among four studied cultures, adhocracy organizational culture is the strongest predictor for job satisfaction of faculty members. This culture is perceived by creativity, innovation, risk taking, entrepreneurship, dynamism and unity (Cameron & Quinn, 2006). In this regards, findings of the research performed by Hosseini and Shahmandi (2014) indicates that existing elements in the organizational culture like creativity and innovation, autonomy and risk taking are correlated with employees' job satisfaction positively. Adonisi (2003) in his research shows that existing factors in corporate entrepreneurship like rewards, enhancements, organizational flexibility, generating intelligence and market orientation cause job satisfaction increase of employees significantly. Thus, in the current study, predicting job satisfaction of faculty members by adhocracy organizational culture was expected.

According to the recent findings, market organizational culture is also a significant predictor for job satisfaction of faculty members. This culture relies on executing tasks, productivity, complementing programs and focusing on external customers. In consistent with this result, Mamiseishvili and Rosser (2011) indicate that if the employees are of the opinion that their works are recognized and rewarded fairly, better job performance could result in job satisfaction increase. Individuals with higher performance will have more job satisfaction if they are able to meet their demands properly. Ugboro and Obeng (2000) indicate that in the service organizations, customers' satisfaction depends on quality of interacting between employees and customers. This interaction should provide a pleasant experience for the customers. It is obvious that employees, who don't consider their job pleasant, couldn't transfer this pleasant perception to the customers. Employees' job satisfaction depends on organizational culture significantly; it emphasizes on enabling them, collaboration in decision

making, accessing to job demands and service quality. Thus, in the present study, predicting job satisfaction of faculty members by the market organizational culture is expected.

Obtained results from the current research shows that 29.6% of variance in job satisfaction of faculty members is explained by the organizational culture. Therefore, several other factors like job itself, job progression (Malik, 2011), leadership styles (Voon, Ngui & Ayob, 2011), organizational justice (Nadiri & Tanova, 2010) and etc. could affect job satisfaction which are not investigated in the current study. It is necessary to investigate other effective factors so that a more comprehensive understanding about job satisfaction of faculty members is obtained.

CONCLUSION

What is concluded from this study indicates that type of organizational culture could play role in job satisfaction of faculty members of private universities. In the current research, competing values model and four types of adhocracy, clan, market and hierarchy culture were considered as predictor variables. Findings showed that there was a positive relation between adhocracy, market and clan culture with job satisfaction, but there wasn't any significant relation between hierarchy culture and job satisfaction. Moreover, two adhocracy and market cultures play role in predicting job satisfaction of faculty members. Features of innovation, foresight, respect to customers, flexibility, freedom, productivity, profitability, organizational competition in the external environment and result-orientation are the main elements of these two types of organizational culture. Therefore, the more presence of these characteristics is being emphasized in the culture of universities, the more job satisfaction of faculty members could increase which causes their better performance.

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