The Link between Organizational Culture and Instructors' Job Satisfaction at St. Mary's University College* in Addis Ababa

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Abstract: *The main purpose of this study was to examine the link between organizational culture and instructors' job satisfaction at St. Mary's University College in Addis Ababa. A descriptive co-relational design was used to conduct the study. By using availability sampling technique, the study included a total of 144 instructors teaching during the 2010-2011 academic year in the University College. Organizational Culture Assessment Instrument and Minnesota Job Satisfaction Questionnaire respectively were employed to collect data on organizational culture and job satisfaction. Both descriptive and inferential statistics were used to analyze the data. Finally, the findings of the study unveiled hierarchy culture as a dominant organizational culture. It was concluded that hierarchy culture had a negative impact on the overall instructors' job satisfaction and satisfaction with intrinsic, extrinsic and general satisfaction facets. Finally, it was recommended that the University College ought to replace the prevailing culture and look for a new one characterized by people-orientation, encouragement, equitability, and trust that would give greater academic freedom for instructors.*

Key words: Organizational culture; institutional culture; job motivation; job satisfaction.

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* It earned university status from the Ethiopian Ministry of Education in September 2013 after this study was conducted.

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Introduction

A number of researchers investigated the relationship between job satisfaction and various organizational variables such as leadership, organizational climate, and commitment. For instance, Yiing (2008), Silverthorne (2004), Odom, Boxx & Dunn (1990), McKinnon et al (2003) and Okpara (2007) examined the relationship between job satisfaction and organizational commitment with organizational culture. Other researchers also examined the link between organizational culture, job satisfaction and leadership (Mullins, 2007; Aydin & Ceylan, 2009). However, empirical studies conducted on the link between organizational culture and instructors' job satisfaction in higher education institutions are very limited. This study is designed to address this gap.

According to a study conducted by Lund (2003) on job satisfaction of marketing professionals, job satisfaction levels varied across organizational culture where job satisfaction was positively related to clan and adhocracy cultures and negatively related to market and hierarchy culture. McKinnon and others (2003) also conducted a study to explore the association between organizational cultural values and employees' response in a manufacturing company and found out 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 & Park (2008) on their part examined the link between organizational culture and job satisfaction and came up with the finding that a clan culture had a significant influence on overall employee job satisfaction.

In Yiing's (2008) investigation on the association between types of organizational culture and leadership behaviors and organizational commitment, job satisfaction and employee performance identified that only supportive culture influenced the relationship between commitment and satisfaction. Besides, Sempane, Rieger & Roodt (2002) conducted a study on the relationship between the variables of job satisfaction and

organizational culture in service industry and came up with a positive relationship between organizational culture and job satisfaction. A study conducted by Silverthorne (2004) examined the interaction of Person – Organization (P-O) fit and organizational culture with such concepts as job satisfaction and organizational commitment indicated that P-O fit is a key element at the levels of job satisfaction. This study further underlined that involvement in an organization that had a bureaucratic organizational culture resulted in the lowest levels of job satisfaction and organizational commitment, while a supportive culture had the highest level of employee job satisfaction and organizational commitment followed by an innovative culture.

Very recently, Bashayareh (2009) conducted a study on university instructors to examine the relationship between the dimensions of organizational culture and job satisfaction and showed that there was no significant relationship between emphasis of reward and performance oriented dimensions and job satisfaction. However, the study found out significant relationship between organizational supportiveness, innovation and stability and communication dimensions and job satisfaction of academic staff. Although different empirical studies have been conducted to examine the links between organizational culture and employees' satisfaction in businesses and industries, fewer studies have investigated the link between organizational culture and instructors' job satisfaction in higher education institutions. Thus, this study tries to examine the links between organizational culture and instructors' job satisfaction in a private higher institution setting in Ethiopia.

Statement of the Problem

The relationship between organizational culture and job satisfaction is a source of debate among researchers. Some researchers come up with supporting evidence about the relationship between these two concepts. It is asserted that previous studies attempting to link organizational culture and employees work outcomes were not devoid of limited outcome in scope and were often affected by methodological constraints. In order to address the

aforesaid limitations, this study sheds light on 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 available from various databases, there are no pertinent research findings that focus on the African setting, and there are no research findings that are relevant or specific to Ethiopian higher learning educational institutions.

Universities hire the highest quality staff, but they are not always successful at retaining them. Furthermore, some staff members who do remain may not function as engaging colleagues who make others want to stay (Ambrosee, Huston & Norman, 2004). Those factors like, faculty evaluation, in-service training, and similar administrative attempts to influence instructors' behaviors 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 instructors' job satisfaction, and take the necessary action to lower those factors as well as create and maintain those which boosts the morale of instructors in their workplaces.

According to August & Waltman (2004), the concept of university instructors work life is very broad, encompassing a great number of variables. They have identified three key aspects of instructors' career satisfaction as first the work itself; i.e., 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 concerns with how well instructors 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 identified instructors value the opportunity to have input and influence in decisions.

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 post-industrial external environment. As noted by Wondosen (2003), the Ethiopian higher education system has also witnessed a remarkable change unprecedented in its history in the form of the unanticipated emergence and expansion of private higher education institutions. St Mary's University College is one of those institutions found abreast of these changes. The vision of St. Mary's University College 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. One way of embracing these changes is through the change of its rooted culture using important suggestions from research findings in the area. 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. In other words, the study addresses the following basic issues: the dominant organizational culture of St. Mary's University College as rated by instructors using Organizational Culture Assessment Instrument questionnaire; the level of instructors' job satisfaction at St Mary's University College as rated by instructors using the Minnesota Job Satisfaction Questionnaire; and the level of statistically significant relationship between organizational culture type and instructors' job satisfaction at St Mary's University College.

As indicated above, the study contributes 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 instructor's job satisfaction; secondly, to present a model as a systematic way to measure the extent of impact employees' perceptions has in relation to the organizational cultural types on employees' job satisfaction, which become an integral component of an organization where job satisfaction is vital; thirdly, it explores the effects of organizational cultural types on job satisfaction and to assess which organizational culture dimensions have greater marginal impact on job satisfaction; and lastly, to

suggest practicing higher education institution leaders on how to improve organizational culture type that could have a negative impact on instructors' job satisfaction.

This study is delimited to identifying those organizational culture types that may have effects on instructors' job satisfaction at St. Mary's University College. These include clan, adhocracy, market, and hierarchy. However, this study doesn't encompass the preferred culture at St. Mary's University College as it is recommended by the competing value framework model.

Moreover, the scope of the study is limited only to the identification of the impact of a dominant organizational culture type over instructors' job satisfaction. Since it is limited to depict the impact of different dominant organizational culture types over job satisfaction of employees, the non cross-sectional nature of the study is considered to be the major limitation.

Another limitation of this study is the use of standardized instruments such as the MSQ 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. Hence, lack of incorporating qualitative data in order to gain an insightful knowledge about the reason why instructors are dissatisfied is another limitation of the current study. In addition, failure to contextualize the two standardized instruments to the Ethiopian context could also limit the reliability of data collection, while lack of similar studies conducted on other higher education institutions in Ethiopia has its own impact.

Operational Definitions

Job satisfaction refers to the level of instructors' job satisfaction as explained by the average mean ratings of instructors using a standardized Minnesota Job Satisfaction Questionnaire developed by Weiss, Davis, England & Lofquist (1967).

Organizational culture refers to a culture type identified by the average mean ratings of instructors at St. Mary's University College using a standardized Organizational Culture Assessment Instrument (OCAI) questionnaire developed by Cameroon and Quinn (1999).

Review of the related literature

Organizational culture

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. Organizational culture is an important theme in management and business research because it has the potential to affect a range of organizationally and individually desired outcomes.

Bashayreh (2009) contends that organizational culture has a number of functions within an organization: it has a boundary-defining role; conveys a sense of identity for organization members; facilitates the generation of commitment to something larger than one's individual self-interest; enhances the stability of the social system; and finally, culture serves as a sense-making and control mechanism that guides and shapes the attitudes and behavior of employees. As it is put by Mullins (2007), organizational culture is among the organizational variables thought to contribute to the quality of work and success within organizations.

A number of researchers indicated the congruence between employees' preferred organizational culture and the actual organization culture with positive outcomes (Bashayreh, 2009; Silverthorne, 2004). Likewise, matching individuals to organizations is a crucial part of success for any organization (Bashayreh, 2009). This, in turn, is determined by the kind of organizational culture that exists.

There are dimensions or typologies of culture proposed in organizational culture studies. According to Cameron & Quinn (1999), culture comprises a complex, interrelated, comprehensive, and ambiguous set of factors. The

two authors developed an approach to studying culture which they referred to as a competing values framework (Wu & Yu, 2009). There are two value dimensions in the framework: one 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; while the second is related to organizational structure, from an emphasis on stability to an emphasis on flexibility. Cameron and Quinn (1999) further give implications of four organizational cultural types in their model. These are hierarchy, market, clan and adhocracy cultures discussed below.

Hierarchy culture focuses more on internal issues, values, stability and control, characterized by traditional command and control model of organizations. It 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. (Cameron and Quinn,1999).

Market culture values stability and control but focuses more on external 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. This culture focuses on transactions with mainly external constituencies such as suppliers, customers, contractors, licensees, unions, and regulators (Cameron and Quinn, 1999).

Clan culture focuses on internal issues and values flexibility and discretion. The goal is to manage the environment through teamwork, participation, and consensus. Instead of the rules and procedures of hierarchies, these organizations are characterized by teamwork, employee involvement programs, and corporate commitment to employees (Cameron and Quinn, 1999).

Adhocracy culture focuses on external issues and values flexibility and discretion; key values are creativity and risk taking. Organizational charts are

temporary or nonexistence; roles and physical space are also temporary. The root of the word adhocracy is ad hoc - implying something temporary, specialized, and dynamic. Most people serve on an ad hoc task force or committee, which disbands as soon as its task is completed. Moreover, Cameron and Quinn (1999) identified six key dimensions of organizational culture, which are dominant characteristics: organizational leadership, and management of employees, organizational glues, strategic emphasis, and criteria for judging success.

Job Satisfaction

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 (Green, 2000). The dimensions of job satisfaction include job design, supervision, rewards, degree of influence, and opportunity for growth, communication, evaluation, and relationships with co-workers (Choi, Martin and Park, 2008). Thus, individuals respond to, and their lives are affected by, common 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.

Green (2000) further states that 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. It is apt here to explore the different theories of motivation/job satisfaction that include content, process and situational.

Among the content theories, Maslow's need hierarchy theory, Alderfer's Existence, Relatedness and Growth (ERG) theory and Herzberg's motivator-hygiene theory occupy significant space in the literature. Maslow's need hierarchy theory argues that the hierarchies of needs are based on five categories arranged in ascending order of importance: physiological, safety, belongingness and love and esteem and self-actualization. Alderfer's ERG

theory explains that human beings are motivated by three groups of core needs, i.e, Existence, Relatedness and Growth needs. According to ERG's theory the existence needs include the human basic needs necessary for existence, which are the physiological and safety needs, while the relatedness needs refer to man's desire to maintain important interpersonal relationships, and finally growth needs represent a man's desire for personal development, self-fulfillment and self-actualization (Arnolds & Boshoff, 2002). Herzberg's motivator-hygiene theory examines job satisfaction from two dimensions: intrinsic, also known as motivators or satisfiers, and extrinsic factors as hygiene's, dissatifiers, or maintenance factors. While intrinsic factors or motivators relate to job content or work itself and consist of achievement, recognition, work itself, responsibility and advancement, hygiene's are related to job context or work environment and involve organizational policy and administration, supervision, 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 (Green, 2000).

Process theories consist of Vroom's expectancy theory and Adams' equity theory. According to the former people not only are driven by needs but also make choices about what they will or will not do. It 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: expectancy, instrumentality, and valence. Equity theory proposes that workers compare their own outcome/input ratio to the outcome/input ratio of another person. 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, and education, and work

experience, effort on the job, time, and anything else that workers perceive that they contribute to an organization (Green, 2000).

According to Green (2000), situational theory encompasses the situational occurrences theory of job satisfaction proposed by Quarstein, McAfee & Glassman ( ) and hypothesizes that overall job satisfaction is a function of a combination of situational characteristics and situational occurrences; and the works of Glisson and Durick that examined simultaneously the ability of multiple variables from three categories: worker, job, and organizational characteristics to predict both job satisfaction and organizational commitment. These authors proposed that job tasks would be excellent predictors of job satisfaction, characteristics of workers' poor predictors, and characteristics of the organization moderate predictors.

Research Methodology

Research Design

The primary purpose of this study is to investigate the relationship between types of organizational culture and instructors' job satisfaction. Hence, a descriptive co-relational design is used to conduct the study since it is more appropriate to examine and describe relationships between and among variables.

Sampling Techniques

The population of this study included all instructors who were teaching in Business, Education, Informatics and Law faculties at St Mary's University College during the first semester of the 2010-2011 academic year. The total number of population of the study was only 146 instructors and all of them were included using availability sampling technique.

Data Gathering Tools

The necessary data for the study was gathered using two types of standardized questionnaires: Organizational Culture Assessment Instrument (OCAI) and the Minnesota Job Satisfaction Questionnaire described as follows.

The Organizational Culture Assessment Instrument (OCAI) developed by Cameron and Quinn (1999) consisting of 24 items was used to identify the dominant organizational culture type at St Mary's University College. The OCAI is useful in determining underlying elements in the culture which may affect instructors' job satisfaction. The questionnaire consists of six organizational culture dimensions and four dominant culture types identified as clan, adhocracy, market, and hierarchy in its framework (Cameron & Quinn, 1999).

The OCAI uses a response scale in which individuals divide 100 points among alternatives. Respondents' were asked to identify the trade-offs that actually exist in their university college. The second part of the OCAI was not used in this study since it simply helps to examine the preferred culture at St Mary's University College by respondents and was not the purpose of the study. The instrument's validity and reliability are established by the developers. Accordingly, the following reliability coefficients of each culture type i.e. clan -0.82, adhocracy 0.83, hierarchy 0.67 and market culture 0.78 were reported (Cameron &Quinn, 1999). The validity of the OCAI was also examined by Cameron and Freeman (1991) in more than 300 universities and found to be valid. The Cronbach alpha (r) was also calculated in this study and found out r values of 0.66 for Clan, 0.69 for Adhocracy, 0.74 for Market and 0.79 for Hierarchy culture.

The shortened version of the Minnesota Job Satisfaction Questionnaire developed by Weiss, Davis, England & Lofquist (1967), was used for the measurement of instructors' job satisfaction. This questionnaire is a self-report instrument which consists of 20 items. Sample instructors were asked to give responses on a 5 point, Likert-scale, ranging from very dissatisfied

(1) to very satisfied (5). Overall, intrinsic, extrinsic and general job satisfaction was treated as the criteria variables in this study. The instrument is used in a variety of settings and is reported as being reliable and valid (Green, 2000). According to developers, the reliability coefficients ranged from 0.91 to 0.92. The overall job satisfaction scale reflected a reliability coefficient of 0.91. Cronbach's alpha was computed to measure the internal consistency of the 20 MSQ scales used in this study where the r values ranged from .91 to .92 with the overall job satisfaction scale reflected r value of 0.91. In both cases, oral explanations were given to respondents during data collection on each item to overcome a problem of cultural differences encountered by respondents.

Variables of the Study

In this study, organizational culture is considered as an independent variable (where culture types: clan, adhocracy, market, and hierarchy cultures are considered as its levels or categories) while instructors' job satisfaction is a dependent variable.

Data Analysis

The study used both descriptive and inferential statistics. Descriptive statistics such as mean, standard deviations, percentage, percentile, and frequencies were used to describe the characteristics of respondents and compare results. Means and standard deviations were used to describe characteristics of study participants and compare results. Both were used to calculate and plot the result of OCAI instrument and frequency of MSQ facets.

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. 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 job satisfaction levels of instructors, 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, Davis, England & Lofquist, (1967), these percentiles represent low, medium, and high levels of job satisfaction, respectively.

The study used an independent group Analysis of Variance (ANOVA) to test for significant differences in the 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) and to 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). Spearman's rank-order Correlations coefficient or Spearman's rho was used to determine the extent to which organizational culture scores are related to job satisfaction levels of instructors at St Mary's University College.

The identification of the dependent outcome variable was based on the percentile scores of respondents on the four categories of job satisfaction namely intrinsic, extrinsic, general and overall satisfaction scores of instructors which are suggested for analyzing the Minnesota job satisfaction questionnaire by Weiss, Davis, England & Lofquist, (1967). Percentile satisfaction scores of respondents less than 25 were considered as low satisfaction category and they are coded one. Percentile scores which ranges 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.

The interpretation of ordinal regression model was carried out using the signs of the regression coefficients. The positive regression coefficient indicates a positive relationship between the predictor variable and the ordinal outcome. While the negative regression coefficient indicates that there was a negative relationship between the explanatory variable and ordinal outcome.

Results and Discussions

A total of 144 copies of questionnaires were distributed to all instructors teaching during the 2010-2011 academic year in the University College where 123 of the questionnaires were returned at the end. However, due to incorrect entries some of these questionnaires were discarded during data cleaning and only 107 (72.9 %) of the questionnaires were used in the analysis. Out of these respondents, 54.2% of them were permanent full time employees, 25.2 % part timers, 13.1% joint staff and finally 7.5% were contract employees. On top of this, the majority 96.3% were males and 3.7% were females. Moreover, the majority of the instructors 68.2% had a master's degree, 1.9% a doctorate, 26.2% bachelor's degree, and the remaining 3.7% had other qualifications.

The Dominant Organizational Culture Type at St. Mary's University College

Table 1: Instructors' Mean Ratings of the Dominant Organizational Culture Type

Culture Type	Mean	Std. Deviation	df	f	P
Clan	24.18	6.74	73	2.28	.002
Adhocracy	20.39	5.31	73	4.63	.000
Market	23.19	8.94	73	4.48	.000
Hierarchy	32.07	9.00			

* $p < .05$

Table 1 illustrates the perceived dominant culture type at St. Mary's University College. As indicated in the table, the highest mean score was (Mean= 32.07) for a hierarchy culture which is a dominant culture type. The hierarchy culture type was found to be stronger with a mean score of 32.08 than 24.18, 23.18, and 20.38 mean scores for the clan, market and

adhocracy culture types respectively. When the mean scores of these culture types were compared with the mean score of the dominant hierarchy culture exhibited at St Mary's University College, statistically significant differences at ($\alpha = 0.05$) were found between the dominant hierarchy culture and the other three culture types. This finding suggests the dominance of hierarchy culture type in the University College.

Table 2: Instructors' Mean Ratings on Hierarchy of MSQ scales

Job Satisfaction Facets	N	Mean	Std. Deviation
1. Independence	107	3.80	0.83
2. Co-workers	107	3.76	0.78
3. Activity	106	3.59	0.91
4. Social service	106	3.50	0.82
5. Creativity	107	3.48	1.00
6. Authority	107	3.48	0.85
7. Ability utilization	107	3.45	0.98
8. Moral values	103	3.43	0.90
9. Achievement	107	3.41	0.92
10. Security	106	3.34	0.93
11. Responsibility	107	3.31	1.00
12. Supervisor technical	107	3.25	1.18
13. Supervisor human relations	107	3.22	1.25
14. Working conditions	106	3.16	1.11
15. Variety	105	3.06	1.08
16. Company policies & practice	107	2.91	1.07
17. Social status	105	2.86	1.35
18. Recognition	106	2.45	1.32
19. Advancement	107	2.40	1.24
20. Compensation	107	1.93	1.05
Valid N (list wise)	98		

Table 2 portrays a hierarchy of the 20 facet-specific MSQ scales as rated by instructors. As seen in the table, 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 organization 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.

The above results were explored further using frequencies to see the distribution of lesser satisfaction facets presented in Table 3 below, where 42.1 % of the respondents were dissatisfied with organization policies and practices; 26.2% of them were very dissatisfied on social status of the teaching profession; and 33.6% and 17.8 % of respondents were very dissatisfied and dissatisfied respectively over the recognition they receive from the university college. Furthermore, 33.6% and 19.6% of instructors 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 in the university college.

Table 3: Frequencies and Percentages of Dissatisfaction/Satisfaction Ratings of 20 Job Facets as Measured by the Minnesota Job Satisfaction (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.Organization 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

Instructors' Levels of Job Satisfaction for each Facet Categories

Table 4 below shows that approximately 42.4% of the participants reported a low level of intrinsic job satisfaction, 34.3% a medium intrinsic job satisfaction and 23.2% 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, the majority of instructors felt that they did 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 4: Instructors' Levels of Intrinsic Job satisfaction

Satisfaction level	Percentile	Score range	Frequency	Percent
Low	<=25	<= 60	42	42.4
Medium	26-74	61-77	34	34.3
High	>= 75	>= 78	23	23.2
Total			**99**	**99.9**

Table 5 below further shows that 27.4 % of the participants reported a low level of extrinsic job satisfaction, 47.2% a medium extrinsic job satisfaction and 25.5% 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 job satisfaction factors. This implies that instructors were neither highly satisfied nor very dissatisfied with the extrinsic job satisfaction facets.

Table 5: Instructors' Levels of Extrinsic Job satisfaction

Satisfaction level	Percentile	Score range	Frequency	Percent
Low	<=25	<= 30	29	27.4
medium	26-74	31-67	50	47.2
High	>= 75	>= 68	27	25.5
Total			**106**	**100**

Table 6 below also shows that approximately 50% of the participants reported a low level of general job satisfaction, 37.7% a medium general job satisfaction and 12.3% a high general job satisfaction level. The score ranges for the low, medium, and high percentiles were <= 60, 61 – 80, and >= 81, respectively. Therefore, half of the respondents were not satisfied with their coworker relationship as well as their work environment. This could be explained as a result of the dominant hierarchy culture in the institution which creates low morale over employees (Cameroon & Quinn, 2004).

Table 6: Instructors' Levels of General Job satisfaction

Satisfaction level	Percentile	Score range	Frequency	Percent
Low	<=25	<= 60	53	50.0
medium	26-74	61-80	40	37.7
High	>= 75	>= 81	13	12.3
Total			**106**	**100**

Table 7 underneath shows that approximately 30.6% of the participants reported a low level of overall job satisfaction, 43.9% a medium overall job satisfaction level, and 25.5% 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, one can say that instructors were moderately satisfied with their current job. This implies that they are neither highly satisfied nor less satisfied in their job.

Table 7: Instructors' Levels of overall Job Satisfaction

Satisfaction level	Percentile	Score range	Frequency	Percent
Low	<=25	<= 51	30	30.6
medium	26-74	52-74	43	43.9
High	>= 75	>= 75	25	25.5
Total			**98**	**100**

Correlations between Level of Job Satisfaction and Institutional Culture Types

The Spearman Rho's Correlation test was used 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 had a higher correlation with any of the four culture types presented in Table 8 below.

Table 8: Spearman Rho Correlations levels of Job Satisfaction and Organizational Culture Types

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

It was found out, as indicated in Table 8, that the intrinsic satisfaction and overall satisfaction had the highest coefficient of correlation as compared to extrinsic satisfaction scores with the market culture. Mujis (2004) suggests a cutoff point of 0.3 as modest. Therefore, one could say that there is a modest positive correlation between the scores of intrinsic, overall satisfaction score and market culture. 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 culture scores.

Ordinal Regression Model for Intrinsic Job Satisfaction Facets

Using the reduced model with the negative log-log link, Table 9 below 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 instructors who rated higher scores for hierarchy culture were likely to rate lower satisfaction scores for intrinsic job satisfaction facet. Furthermore, using the reduced model with the logit link and clog log 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.

Table 9: 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.

As shown in (Appendix A), the pseudo R squares for McFadden (0.40), Cox and Snell (0.081), and Nagelkerke (0.092) in the complete model with the negative log -log link were larger than those for McFadden (0.031), Cox and

Snell (0.065), and Nagelkerke (0.074) in the complete model with the clog log link and McFadden (0.038), Cox and Snell (0.078), and Nagelkerke (0.089) in the complete model with the logit link. The additional model fitting statistic, the Pearson's Chi square, (χ^2 = 8.2 with df of 1 and p = 0.004) 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-square goodness of fit statistics may not be appropriate for this data since cultural scores are continuous in this study (SPSS 15, Chen & Hughes, 2004). The continuous nature of the predictor variable results in large percent of cells with zero value which leads to inaccurate Chi-square test for the model fitting. Therefore, the study could not depend on the model fitting interpretations.

The test of parallel lines was designed to make judgment concerning the model adequacy. The Chi-square test result χ^2 =.200 with df 1, and p = .655 (see Appendix A) 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 link. 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. Due to this, the scaled data was categorized into three levels (low, medium and high satisfaction) with which confusion matrix would be fit by cross-tabulating the predicted categories with the actual categories. Confusion matrix is a form of Chi square fit for ordinal dependent variable to check the association between the predicted and actual values and estimation of the parameters.

Table 10: 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 (0.0%). For this reason, one could say that instructors 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.

Ordinal Regression Model for Extrinsic Satisfaction Facets

Using the reduced model with the negative log-log link, Table 11 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 instructors 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 and were discarded from analysis.

Table 11: Parameter Estimates of Extrinsic Job Satisfaction Facet

		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 B) for McFadden (0.086), Cox and Snell (.093), and Nagelkerke (.043) in the complete model with the negative log -log link were larger than those for McFadden (0.052), Cox and Snell

(0.060), and Nagelkerke (0.025) in the complete model with the clog log link and McFadden (0.073), Cox and Snell (0.083), and Nagelkerke (0.036) 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 d.f. = 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 χ^2 =.000, df = 1, $p > .05$ 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, the 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.

Table 12: 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%
		Count	6	98	2	106
		%within extrinsic actual	5.7%	92.5%	1.9%	100.0%

The cross-tabulating method on table 12 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 classified 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%). Thus one can say

that instructors 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 a significant predictor of extrinsic job satisfaction facets.

Ordinal Regression Model for General Job Satisfaction Facets

As presented in Table 13 beneath, both the first and second thresholds of the model equation were significantly different from zero and 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 instructors 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 in this study.

Table 13: Parameter Estimates of General Job Satisfaction Facet

		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 (0.043), Cox and Snell (.081), and Nagelkerke (.094) in the complete model with the logit link were larger than those for McFadden (0.037), Cox and Snell (0.080), and Nagelkerke (0.069) in the complete model with the clog log link and McFadden (0.039), Cox and Snell (0.083), and Nagelkerke (0.073) 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 = .003) reduced model with the logit link were not appropriate for this model.

The Chi-square test result of (X^2 =.005 with df 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, the 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.

The complete model with the logit link classified the categories of "low satisfaction" (77.4 %) and "medium satisfaction" (50.0%) presented in Table 14 below. 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, instructors 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 a significant predictor of general job satisfaction facets.

Table 14: 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 %

Ordinal regression model for the overall job satisfaction facets

Table 15: Parameter Estimates of Overall Job Satisfaction Facets

		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.

Table 15 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 instructors 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 D) for McFadden (0.048), Cox and Snell (0.097), and Nagelkerke (0.110) in the complete model with the negative log-log link was larger than those for McFadden (0.041), Cox and Snell (0.085), and Nagelkerke (0.096) and also McFadden (0.033), Cox and Snell (0.068), and Nagelkerke (0.077) 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 df. 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, the 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.

Major Findings, Conclusions and Implications

Major Findings

Although studies conducted on administrators, students and department chair persons of universities in developed countries concluded that a clan culture as the most effective culture type for colleges and universities (Smart & St. John, 1996), the findings of this study were not in agreement with the above study since the dominant culture type was hierarchy culture at St Mary's University College. Hierarchy culture, like a clan culture, has an internal emphasis, a short-term orientation, and an emphasis on smoothing activities, but differs in its 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 culture 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 findings of this study further indicated that instructors were moderately satisfied with their overall job. 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 a more intrinsic one than extrinsic or general ones. This implies that St Mary's University College instructors are less satisfied with their jobs. A close view of specific job facets indicated the highest satisfaction levels to occur in the areas of independence, co-workers, and activity. Organizational policies and practices, social status, recognition, advancement and compensation were the facets reflecting the lowest satisfaction levels.

In this study, significant negative correlation was found between the hierarchy culture type and intrinsic, extrinsic, general and overall satisfaction facets. These results also agree with the study conducted by Lund (2003) who found a significant positive correlation between the market culture type and intrinsic, extrinsic, and overall satisfaction facets. However, there was no significant correlation between clan as well as adhocracy culture types and all facets of job satisfaction in this study.

This study also looked into the effect of organizational culture types on instructors' job satisfaction using an ordinal regression model. The results suggest that hierarchy culture had a significant influence on overall instructors' job satisfaction as it predicted the overall job satisfaction and three distinct categories of job satisfaction facets namely intrinsic, extrinsic and general satisfaction. This implies that instructors 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 a study by Lund (2003) who found that there was a negative relationship between job satisfaction and hierarchy culture. 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 in 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 & Dunn (1990) found that dominant bureaucratic or hierarchy culture is not 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 were also theoretically consistent with the competing values model from which the conceptual framework of this study was derived (Cameroon & Quinn, 2004). For example, firstly, institutions that had clan-type cultures were most effective in the domains of performance relating to morale, satisfaction, internal communication, and supportiveness. Secondly, adhocracy-type cultures were most effective in the 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 the 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.

Conclusion

The main purpose of the study was to determine whether a relationship existed between organizational culture types and 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. It unveiled a significant negative correlation between the hierarchy culture type and intrinsic, extrinsic, general and overall satisfaction facets. It further disclosed significant positive correlation between the market culture type and intrinsic, extrinsic, and overall satisfaction facets. However, the results of the study found no significant correlation between clan as well as adhocracy culture types and all the facets of job satisfaction.

The results suggest that hierarchy culture has a link with instructor'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 instructors 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. 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 instructors. However, the lower level of satisfaction scores as a result of hierarchy culture does not imply neither higher nor lower employee performance.

In general, the findings of this study show that instructors at St Mary's University College are moderately satisfied with their overall job satisfaction. The 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 at the college under study.

Recommendations

St Mary's University College should be concerned about the impact of organizational culture on instructors' job satisfaction because of its impact on staff turnover, commitment, morale, development and strength of instructors' solidarity and cohesion, grievances and performance. Since the findings from this study unveiled a link between institutional culture and instructors' job satisfaction the management ought to replace the prevailing culture and look for a new one characterized by people-orientation, encouragement, equitability, trust, and allowing greater academic freedom to improve instructors' job satisfaction. Removing bureaucratic barriers may also 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 instructors. Other types of cultures that create, maintain, and reinforce isolation do little to help instructors resolve issues or to learn new techniques to help them teach. These cultures of isolation and balkanization (Ma & Macmillan, 1999) actually contribute to instructors' job

dissatisfaction and to a loss of certainty about their professional competence. If factors leading to instructors' job dissatisfaction at St Mary's College were intrinsic, then satisfaction could 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 employees to be satisfied in their job; in fact, it is the overall organizational culture which makes employees to be satisfied and retain them within the organization.

Although the findings of this study could be taken as informative, it provides only a small glimpse of the impact of organizational culture over job satisfaction of instructors in Ethiopian private 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 instructors' job satisfaction.

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Appendix A: Ordinal Regression for Intrinsic Satisfaction facets

Case Processing Summary

		N	Marginal Percentage
intrinsinc 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.

Appendix B: Ordinal Regression for Extrinsic satisfaction facets

Case Processing Summary

		N	Marginal Percentage
extrinsinc 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.

Appendix C: Ordinal Regression for General Satisfaction Facets

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.

Appendix D: Ordinal Regression for Overall satisfaction facets

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.