



The Relationship between Organisational Culture and Job Satisfaction among Employees of Colleges of Education: The Ghanaian perspective

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ABSTRACT

The association between organizational culture and job satisfaction among employees of Colleges of Education was the focus of this paper. The study's main objective was to determine whether certain aspects of organizational culture have an impact on workers' job satisfaction. Employees of Ghanaian Colleges of Education were the focus of a cross-sectional study. A systematic questionnaire was used to collect the data; 200 questionnaires were given out, and 179 valid questionnaires were returned. Utilizing a stratified and straightforward random selection procedure, the personnel were chosen. The quantitative data was analysed using Statistical Product and Service Solution (SPSS), version 20.0. The correlation analysis was used to determine the relationships between organizational culture and job satisfaction. It emerged that except power culture, the other variables of the dimensions of organisational culture had a positive relationship with employees' job satisfaction. In the light of this, the authors advise that the management and administrators of Colleges of Education should heavily emphasize the components of organizational culture which are authority, role, achievement, and support. The goal of this paper is to help employees understand the fundamentals of organizational culture, which will increase their job satisfaction.

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INTRODUCTION

Employee satisfaction is one of the biggest difficulties facing modern organizations. The culture of an organization and the well-being of employees both depend on how satisfied employees are at work. Due to its significance for organizational outcomes like dedication, loyalty, and satisfaction among employees and the organization as a whole, organizational culture has been central to management studies for a century.¹ According to research, organizational culture plays a crucial role in the development and success of organizations because it can exhibit, direct, alter, and have an impact on how people feel, think, interact, and perform.² Educational institutions are not the only companies with

¹ Jill L McKinnon et al., "Organizational Culture: Association with Commitment, Job Satisfaction, Propensity to Remain, and Information Sharing in Taiwan," *International Journal of Business and Management* 11 (2003): 25–44.

² Abdullah Yusof and Juhary Ali, "Managing Culture in Organization," 2000.

strong organizational cultures since their employees have the same needs to be fulfilled as other employees in other companies. When staff members are psychologically and physically prepared and provided with the resources necessary to help the institution fulfill its goal and vision, quality education can be attained. In order for educational institutions to achieve its aims and objectives, systems must be put in place, particularly in the majority of African educational institutions.

The educational structure in Ghana, for instance, has been through series of reforms since independence. In the 1980s, a wide range of reforms brought the educational structure close to the American model with the aim of making education in Ghana more responsive to the nation's manpower needs rather than purely academic.³ The calibre of teachers produced by the colleges of education to fill various openings at the pre, basic, upper primary and junior high schools in Ghana play a significant role in making education more responsive to the manpower demands of the country. Colleges of Education and Polytechnics (now Technical Universities) are examples of higher education institutions that were transformed by the reform. For instance, in 2004, Colleges of Education and Polytechnics (now Technical Universities) were given the mandate to run diploma programmes. The higher-level upgrade of Colleges of Education entails responsibilities and significant adjustments. To fulfill the value and responsibilities of the Colleges of Education, it takes highly qualified and capable employees to achieve its mandate. Additionally, it is important to consider staff motivation at the Colleges of Education. Colleges of Education are set up to interact with both its internal (workers) and external (the world at large) environments regularly in order to achieve its crucial goal of achieving tertiary status (stakeholders). Effective teams are created by involving employees in decision-making positions so they can prioritize tackling the challenges of the task by being technically competent with a strong commitment to getting things done (Kumawu & Kraus, 2007).⁴

The discussion above makes it obvious that teamwork is a collection of individuals who share responsibility for a task and collaborate rather than work alone. Additionally, when participants are identified with or share a similar culture or subculture, teamwork is possible to exist. A shared culture does, in fact, depend greatly on the preferred culture of the institution's workers, which is essential in all human institutions. Despite the considerable body of research on organizational culture and job satisfaction, many academics have developed a variety of philosophies for culture in relation to organizational and institutional development.⁵ Analytically, organisational culture is the centre from which all other factors of employee management thrive.

There is a strong consensus that culture has a significant impact on employees' attitudes which is linked to their morale, commitment, motivation, and satisfaction.⁶ Work satisfaction levels differ among corporate cultural typologies according to the findings of a study by Lund which looked at the influence of organizational culture on job satisfaction in a survey of marketing professionals in a cross-section of organizations in the United States of America (USA).⁷ According to the conceptual framework of the study, job satisfaction inversely correlated with the market and hierarchical cultures and favourably correlated with clan and adhocracy cultures. For the purpose of preparing qualified teachers to work in Ghana's primary schools, Training Colleges which are now known as Colleges of Education were founded. The Colleges of Education must be directed to "self-reflect, self-regulate, and take charge of their own processes of improvement and learning with a view to effectively attain their purpose for existence" in order to accomplish this crucial goal.⁸ Therefore, it is crucial to comprehend organizational culture and job satisfaction. Principals of Colleges of Education must understand and appreciate that possessing knowledge on and the understanding of organizational culture will go further to assist employees in accomplishing a variety of goals within the organization.

³ PRINCOF Secretariat, *Developments in Basic Teacher Education in Ghana* (Kumasi: Greenland's Concept, 2008).

⁴ N. Kumawu and W. Kraus, *Global Organisations Development* (Accra: OCIC Ghana Limited, 2007).

⁵ Stanley G Harris and Kevin W Mossholder, "The Affective Implications of Perceived Congruence with Culture Dimensions during Organizational Transformation," *Journal of Management* 22, no. 4 (1996): 527-47.

⁶ Daulatram B Lund, "Organizational Culture and Job Satisfaction," *Journal of Business & Industrial Marketing*, 2003.

⁷ Lund, "Organizational Culture and Job Satisfaction."

⁸ Kumawu and Kraus, *Global Organisations Development*.

A varied workforce is expected to concentrate on the accomplishment of objectives and projects thanks to the variety of employee backgrounds and personal experiences as well as the perspectives of the two sexes. Understanding how various employees perform within the organizational structure may give educational institutions in Ghana the competitive edge they require to succeed. Consequently, the goal of principals of Colleges of Education is to increase the efficacy and efficiency of the institution. Enlisting the assistance of subordinates, both academic and non-academic, in attaining institutional goals, is essential to establishing institutional efficiency and effectiveness. This comprises instructors and other staff members who collaborate with students to further institutional objectives in the educational context. It would seem that bureaucratic viewpoints and strict, impersonal organizations prevent employees from reaching their full potential.

It is crucial to analyse the various dimensions of organizational culture in Colleges of Education and to assess the extent to which certain aspects affect employees' job satisfaction, in light of this assertion as well as the experiences suggested by some tutors of specific Colleges of Education in Ghana. Surprisingly, a cursory assessment of complaints, resignation letters, and negative comments, from employees of Colleges of Education made it obvious that lack of communication, isolation, and division among employees, teams and departments were on the rise. This issue undercuts the willingness and capacity of the employees of Colleges of Education to succeed, innovate, and contribute to their institution's success. It appears there is a big void since organizational culture and job satisfaction cannot be sacrificed in order to enable employees of Colleges of Education to share a single vision. This indicates that the scope of previous research linking organizational culture and employee outcomes has been constrained.⁹

In order to get over the aforementioned obstacles and put colleges of education in a position to effectively defend their reasons for engaging in self-reflection, self-regulation, and taking charge of their own processes of growth and learning.¹⁰ A research-based evidence examination of organizational culture and employees job satisfaction is required. This study makes an effort to close that gap by adding to literature the dimensions of organizational culture on job satisfaction. The study looks into how the Colleges of Education's four primary organizational culture dimensions thus, power, role, achievement and support serve as a key to efficiency and effectiveness in reaching those goals and objectives.

CONCEPTUAL FRAMEWORK

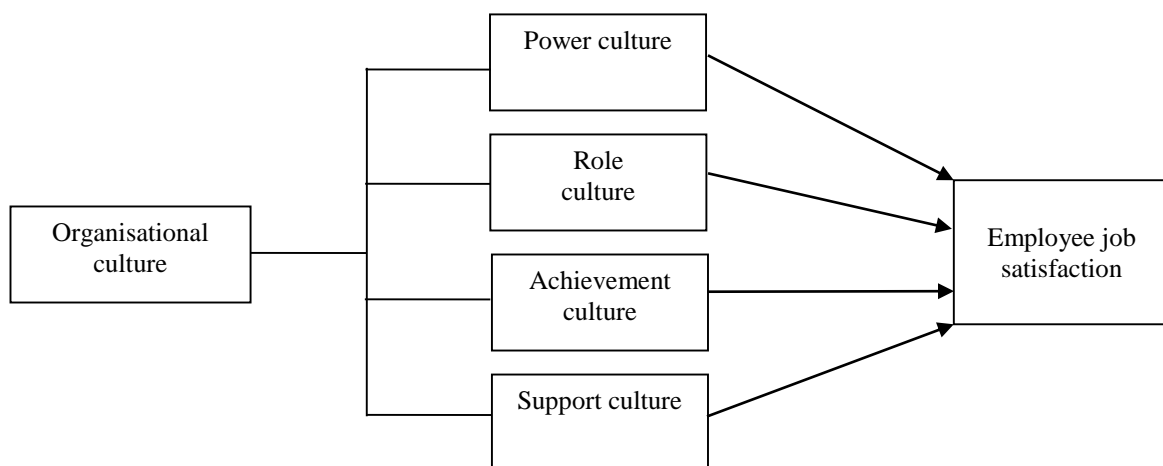


Figure 1: The framework for Organisational Culture Dimensions & Job Satisfaction (Source: The Author, 2022)

⁹ Ross L Chapman and Khleef Alkhaldeh, "TQM and Labour Productivity in Jordanian Industrial Companies," *The TQM Magazine* 14 (2002): 248–62.

¹⁰ Kumawu and Kraus, *Global Organisations Development*.

The study's conceptual framework centred on the creation of an organizational culture model as a methodical approach to gauging workers' job satisfaction. We can better understand the connection between work satisfaction and organizational culture by looking at the interaction between the two.¹¹ A self-reporting technique called the Organizational Culture Profile (OCP) model, which focuses on stability, respect for others, outcome orientation, attention to detail, team orientation and aggression are the seven categories used to categorize cultures. The model investigates the link between individual personalities and organizational culture.¹²

Agresti in a framework for an understanding culture that is based on four distinct organizational types: the work-hard, play-hard, tough-guy macho, process, and bet-the-company cultures can also be linked to this study.¹³ They each concentrate on the organization's response time to criticism, the methods used to reward team members and the degree of risk taken.¹⁴ The hardest aspect of an organization is to change its culture, which outlasts all other tangible characteristics, including founders, leadership, products and services. His organizational model clarifies culture from the perspective of the observer, describing three levels of organizational culture that are cognitive in nature. Organizational characteristics that the casual observer may see, feel and hear make up the first and most superficial level of Schein's model.¹⁵ The model includes the organization's buildings, interior design, workplace decor, honours and recognition on display, members' attire, visible interactions between individuals both inside and outside the organization, as well as slogans, mission statements, and other operational tenets which forms the basis of an organizations.¹⁶

In order to help organizations realize their purposes existence, it is crucial to understand the relationship between organizational culture aspects and employee job satisfaction.

Figure 1 above shows the proposed model to examine the relationship between organizational culture dimensions and employees' job satisfaction. Employees' job satisfaction is the dependent variable in the model, and organizational culture aspects are the independent variables.

EMPIRICAL REVIEW AND HYPOTHESIS DEVELOPMENT

Overview of Organisational Culture

Business, social science, and education scholars have long been interested in organizational culture and job satisfaction.¹⁷ Leaders in each of these industries are aware of how critical it is to assess the relationship between organizational culture and job satisfaction in order to achieve the best possible outcomes. The majority of earlier studies on organizational culture and job satisfaction were done in the service sector.¹⁸ Although Colleges of Education may be regarded as a service industry, the quantity of research on organizational culture and employee work satisfaction in that field is not comparable to that of other service industry segments such as commercial organizations.¹⁹

¹¹ Terrence E Deal and Allan A Kennedy, "Corporate Cultures: The Rites and Rituals of Organizational Life," *Mass: Addison-Wesley* 2 (1982): 98–103.

¹² Joanne Martin, *Cultures in Organizations: Three Perspectives* (Oxford University Press, 1992).

¹³ Alan Agresti, *Categorical Data Analysis*, 2nd ed. (New York: Wiley-Interscience, 2021), <https://www.wiley.com/en-us/Categorical+Data+Analysis%2C+2nd+Edition-p-9780471458760>.

¹⁴ Zhang Zhongshan, "Study of Job Satisfaction among Elementary School Teachers in Shanghai," *Chinese Education & Society* 40, no. 5 (2007): 40–46.

¹⁵ Lilach Sagiv and Shalom H Schwartz, "Cultural Values in Organisations: Insights for Europe," *European Journal of International Management* 1, no. 3 (2007): 176–90.

¹⁶ Harrison M. Trice and Janice M. Beyer, "Studying Organizational Cultures Through Rites and Ceremonials," *Academy of Management Review* 9, no. 4 (October 1984): 653–69, <https://doi.org/10.5465/amr.1984.4277391>.

¹⁷ Aliza D Racelis, "An Exploratory Study of Organizational Culture in Philippine Firms," *Philippine Management Review* 12 (2005).

¹⁸ Anas Mahmoud Khaled Bashayreh, "Organizational Culture and Job Satisfaction: A Case of Academic Staffs at Universiti Utara Malaysia (Uum)" (Universiti Utara Malaysia, 2009).

¹⁹ Virginia E Schein, "Organizational Realities: The Politics of Change," *Training & Development Journal*, 1985.

Dynamics in Organisational Culture

The majority of sociological and anthropological academics have examined the development of culture, documented its stability and variations, and speculated about its dynamics. In the subject of organizational studies, where the emphasis is on the cultures of business firms and other organizations, little of this work has however been included in current discussions of culture. It is important to emphasize that when organizational culture first gained attention in the 1980s, only a small number of organization studies made reference to the dynamic aspects of culture.²⁰

Linking People with Organisational Culture

The success of an organization depends critically on connecting people to other organizations. The type of organizational culture that exists affects the relationship between individuals and the organizations for which they work. If a person will be a good fit for a specific organization, it will depend on how closely their beliefs align with those of the organization in question. An organization's culture is defined by the set of collective rules that guides how it runs. These norms are created by prevailing attitudes, values, and behaviours.²¹

Dimensions of Organisational Culture

The dimensions approach, particularly in quantitative research, is one of the most widely used methods for studying cultural constructs.²² Due to the concept of culture dimensions, conventional anthropological research designs have partially lost ground and this has given way to new study environments based on a quantitative understanding of cultural differences.²³

Power Culture in Organisations

Strategic leaders must be knowledgeable about issues of power and influence because they must implement complicated, long-term decisions that have significant consequences.²⁴ Personnel must gain the political will, knowledge, and personal skills to become more adaptable, flexible and innovative to meet the demands of today's complex organizations.²⁵ Employees who lack political knowledge and expertise risk being embroiled in divisive power struggles and bureaucratic infighting, which severely hamper organizational initiative, innovation, morale and performance. The foundation of power culture is the notion that influence and status are necessary.

Role Culture in Organisations

Organizations work to procure the support of all workers and stakeholders in order to achieve well-defined corporate goals as measured by productivity, profits and customer happiness. For these organizations, fulfilling job requirements and abiding by work-related policies and procedures are essential components of consistently expressing and reinforcing ever-changing goals.²⁶ Employees that follow the rules, operate within the system and make an effort to do things correctly succeed in these organizations where role culture predominates. Employee energy in such a company is thought to be purchased through a contract that entails duties and obligations of both parties.²⁷

²⁰ Schein, "Organizational Realities: The Politics of Change."

²¹ Geert Hofstede et al., "Measuring Organizational Cultures: A Qualitative and Quantitative Study across Twenty Cases," *Administrative Science Quarterly*, 1990, 286–316.

²² Gerhard Fink and Wolfgang Mayrhofer, "Cross-Cultural Competence and Management—Setting the Stage," *European Journal of Cross-Cultural Competence and Management* 1, no. 1 (2009): 42–65.

²³ Hofstede et al., "Measuring Organizational Cultures: A Qualitative and Quantitative Study across Twenty Cases."

²⁴ Roger Harrison and Herb Stokes, *Diagnosing Organizational Culture* (New York: John Wiley & Sons, 2012).

²⁵ Gert Jan Hofstede, *Cultures and Organizations - Software of the Mind* (New York: McGraw-hill, 2010).

²⁶ Racelis, "An Exploratory Study of Organizational Culture in Philippine Firms."

²⁷ Bashayreh, "Organizational Culture and Job Satisfaction: A Case of Academic Staffs at Universiti Utara Malaysia (Uum)."

Achievement Culture in Organisations

In a similar vein, Harrison & Stokes explained that achievement-oriented culture organizations require members to prioritize overcoming obstacles in the way of tasks and coming up with better ways to do them.²⁸ They emphasized that employees who succeed in these organizations are technically proficient, effective and committed to getting the task done as expected. People are viewed as partners who are mutually devoted to achieving a common goal. Additionally, members in decision-making processes make decisions immediately at the moment of action. Last but not least, jobs are assigned to team members depending on how well their skills and interests match the job's criteria.²⁹

Support Culture in Organisations

Employee satisfaction is a critical characteristic of the engaged worker who embodies a high level of inspiration, personal participation and support. Employee satisfaction is significantly influenced by organizational culture, which entails management's effective job design, support and goal-setting for staff members.³⁰ Employee engagement was also greatly influenced by interactions between managers and workers about goal-setting and assistance as well as by the nature of the jobs themselves.³¹

Overview of Job Satisfaction

Job satisfaction frequently seems to be self-explanatory. One must possess an adequate level of the concept known as "work contentment" if they are satisfied with their current employment scenario. This might be true in some cases. However, one may realize job satisfaction is more complicated and requires a great deal.³² Researchers have different views about job satisfaction. Some see it as global work satisfaction, which focuses on a person's overall degree of job happiness. As a result of its simplicity, this kind of job satisfaction is subject to criticism. It may be argued that determining job satisfaction requires much more than posing a few direct questions to each employee.³³

Determinants of Job Satisfaction

School factors

School issues were one of the elements used to determine teacher satisfaction. De Nobile and McCormick confirmed that there is a higher possibility that teachers will be content with their jobs at schools with better financial resources, where there are more opportunities for professional development, and in schools where there is a collaborative culture.³⁴ Pre-service training which includes recruiting, selection, and appointment, as well as induction and ongoing professional development are all included in professional development. Continuous professional development which includes both formal and informal actions planned and carried out to equip and enhance the knowledge, skills, competences and attitudes of professionals after assuming their positions is thus a crucial part of organizational culture.³⁵

Staff Characteristics

The attributes of employees can be used to predict job satisfaction as indicated by Pascal & Athos.³⁶ Moreover, employees who have more human capital especially young men are less satisfied than

²⁸ Harrison and Stokes, *Diagnosing Organizational Culture* .

²⁹ Fink and Mayrhofer, "Cross-Cultural Competence and Management-Setting the Stage."

³⁰ Hofstede et al., "Measuring Organizational Cultures: A Qualitative and Quantitative Study across Twenty Cases."

³¹ Racelis, "An Exploratory Study of Organizational Culture in Philippine Firms."

³² Bashayreh, "Organizational Culture and Job Satisfaction: A Case of Academic Staffs at Universiti Utara Malaysia (Uum)."

³³ Agresti, *Categorical Data Analysis*.

³⁴ John J De Nobile and John McCormick, "Biographical Differences and Job Satisfaction of Catholic Primary School Staff," in *Annual Conference of the Australian Association for Research in Education*, vol. 26, 2006, 30.

³⁵ Richard Tanner Pascale and Anthony G Athos, "The Art of Japanese Management," *Business Horizons* 24, no. 6 (1981): 83-85.

³⁶ Pascale and Athos "The Art of Japanese Management."

employees who are more socially integrated into their neighbourhood. A number of background characteristics of employees have been connected to satisfaction levels in the United States and later in emerging nations. This raises questions about the impact of demographic factors. Research has shown that although previously disregarded, the features of the individual teacher are significant factors in determining whether or not students are satisfied or dissatisfied with their work.³⁷

Community factors

Furthermore, Mauk came to the conclusion that community elements were important predictors of teacher satisfaction and consequently, retention.³⁸ De Nobile and McCormick implied that instructors were happier in areas with better economic and social resources than in communities that are less remote because community factors, centre on the community in which the employee lives and works.³⁹ Simply said, economic resources are the elements required to engage in profitable activities. These factors include but are not limited to markets, arable or mineral-rich land, labour that is available in the proper quantity and with the right skills, fixed and or current capital required to manufacture goods and services that are sold for a profit, and labour.

HYPOTHESIS

The study is premised on the assumption that organisational culture does not influence employees' job satisfaction. With this stance, the following hypotheses were formulated to complement the research questions:

- Ho (a): There is no significant relationship between power culture dimension and employees' job satisfaction.
- Ho (b): There is no significant relationship between organisational role culture dimension and employees' job satisfaction.
- Ho (c): There is no significant relationship between organisational achievement culture dimension and employees' job satisfaction.
- Ho (d): There is no significant relationship between organisational support culture dimension and employees' job satisfaction.

MATERIALS AND METHODS

A quantitative research strategy was taken into consideration for this investigation. It allowed the researchers to gain a deeper understanding of the participants' real-life experiences, which resulted in the creation of new knowledge about the phenomenon being studied with descriptions from the participants' perspectives.⁴⁰ Cross-sectional research design was used for the study. Additionally, the data was gathered in a single time using the cross-sectional research design to determine the impact of organizational culture on work satisfaction. In addition, five (5) Colleges of Education were purposively selected based on a suitable sizable workforce (employees). Thus, two hundred (200) personnel, both academic and non-academic, from five Colleges of Education namely Foso College of Education, Kibi College of Education, OLA College of Education, Komenda College of Education, and Peki College of Education were the intended audience. Employees from each stratum were chosen using a stratified systematic sampling technique for analysis and comparison.

To calculate the sample size, Yamane's formula⁴¹, $n = N/1 + N(e)^2$, was employed for the finite population. A sample size of 200 employees was produced using Yamane's formula.⁴¹ The sampling interval (*Kth* items) was calculated using the *Kth* formula, and the initial observation (*L*) was chosen at random from a prepared list. Only 179 responses 131 academic and 48 non-academic or

³⁷ Yusof and Ali, "Managing Culture in Organization."

³⁸ Mauk Mulder, "The Daily Power Game—Martinus Nijhoff Social Sciences Division," 1977.

³⁹ De Nobile and McCormick, "Biographical Differences and Job Satisfaction of Catholic Primary School Staff."

⁴⁰ George Kanakam and J.A Weiler, *A Guide To Action Research for Colleges of Education and Universities* (Osu-Accra: Readwide Publishers, 2010).

⁴¹ Alan Bryman, "Social Research Methods. New York: Oxford University Press Inc," 2012.

89.5% of the two hundred (200) sampled employees' responses were received. Using both closed and open-ended semi-structured questionnaires, the survey was utilized to gather primary and quantitative data.⁴² Using the Statistical Package for Social Sciences, quantitative data were coded and analysed using descriptive and inferential statistics (SPSS).⁴³

Variables Measurement

There are many methods to categorize variables; however, the study divided them into independent and dependent categories. Due to its broad applicability, significance in conceptualizing and designing the study, and value in disseminating the findings, this category was extremely helpful. The dependent variable, which was assumed to be the effect was thought to be the result of the independent variable(s).

The four organizational culture dimensions that Harrison and Stoke created served as the foundation for organizational culture measurement.⁴⁴ Organizational culture is a multi-dimensional construct, according to Cooke and Rousseau, hence it is crucial to assess each dimension.⁴⁵ The four dimensions were power, role, achievement, and support, totalling twenty (20) things. Members of each college were required to prioritize answering the requests of their superiors and high-ranking members of the organization (power-oriented culture); members of each college were expected to put first priority on performing their own jobs and abiding by the rules and regulations related to their work (role oriented culture); first priority was placed on meeting the challenges of the task and figuring out a better way to do things (achievement-oriented culture); and first priority was placed on cooperating with co-workers to resolve personal issues (support oriented culture). Responses to these questions were recorded on a four-point Likert scale, where 1 represented a strong disagreement and 4 represented a strong agreement.

According to Locke (2016), job satisfaction is an emotional reaction that results from the conviction that one's work either allows or facilitates the fulfilment of one's important job values provided and to the degree that those values are compatible with one's necessities.⁴⁶ Three groupings of measures measuring overall general job satisfaction were used to operationalize this. The degree of satisfaction with the job and co-workers, supervision, overall salary, and advancement chances were all measured by a different item. Respondents had to rate their agreement or disagreement with each statement on a scale of 1 to 4, with 1 denoting significant disagreement and 4 denoting strong agreement. "I am content with the work of my job" and "I am satisfied with my co-workers", were examples of sample items.

DATA ANALYSIS

The associations between independent and dependent variables were then examined using the Pearson Correlation analysis. To demonstrate the strength and significance of the correlations between all study variables, a Pearson correlation was deemed appropriate. In order to determine whether the four dimensions of organizational culture have any bearing on employees' job satisfaction or are significant in the model, additional analysis using ordinal logistic regression was conducted on the general culture and the independent variables.

⁴² John W Creswell and Vicki L Piano Clark, "Designing and Conducting Mixed Methods Research," *Australian and New Zealand Journal of Public Health* 31, no. 4 (2007): 388–388, <https://doi.org/10.1111/j.1753-6405.2007.00096.x>.

⁴³ Bryman, "Social Research Methods. New York: Oxford University Press Inc."

⁴⁴ Harrison and Stokes, *Diagnosing Organizational Culture* .

⁴⁵ Robert A. Cooke and Denise M. Rousseau, "Behavioral Norms and Expectations," *Group & Organization Studies* 13, no. 3 (September 15, 1988): 245–73, <https://doi.org/10.1177/105960118801300302>.

⁴⁶ Edwin A Locke, "The Nature and Causes of Job Satisfaction," *Handbook of Industrial and Organizational Psychology*, 1976.

FINDINGS AND DISCUSSION

Characteristics and Profiles of Sampled employees

The features and profiles of the staff are shown in Table 1. According to the age groups created, it was discovered that the majority of the sampled employees or 54.7%, were between the ages of 41 and 50, while 21.8% were between the ages of 20 and 30. This suggests that the majority of the sampled employees were between the ages of 20 and 50 and were active and young. By academic credentials, there were 8.9% secondary school dropouts, 26.8% diploma and first-degree holders, and 43.6% total. Once more, 20.7% of the sampled employees had advanced degrees. This suggests that every employee in the sample had at least a rudimentary understanding of corporate culture and work satisfaction. For work experience, 10.6% had 6-10 years and 24% and 43.6% were between 11-15years and 16-20years. Again 21.8% were for 21years and above.

Table 1. Characteristics

Characteristics	Attributes	Count [n = 200]	Percent [%]
Age	20-30 years	39	21.8
	31-40 years	28	15.6
	41-50years	98	54.7
	51 years and above	14	7.8
Level of Education	Secondary	16	8.9
	Diploma	48	26.8
	First degree	78	43.6
	Post graduate	37	20.7
Work Experience	6-10 years	19	10.6
	11-15 years	43	24.0
	16-20 years	78	43.6
	21 years and above	39	21.8

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						

The analysis's correlation coefficient is shown in Table 2. The table has columns and rows for each of the six variables being considered. The Pearson correlation for the first rows of each variable is shown in the second column. The significant value (2-tail), which is the P-value for the coefficient was then given. The number of items in the data was the third item in the second row. The table shows that with the exception of power culture, all four characteristics of organizational culture and work satisfaction are correlated. The correlation between job satisfaction and the role, accomplishment, and support cultures was found to be 0.617, 0.637, and 0.472, with a P-value of 0.000 for each, showing a significant link because it was much lower than 0.01 (alpha level). This outcome is in line with Gifford's findings, which were reported by, that organizational culture was associated with job satisfaction, job involvement, empowerment, and organizational commitment in a favorable way.⁴⁷ Employee job satisfaction is strongly correlated with organizational culture, so it is important to take a critical look at how culture may be managed to positively affect organizational goals and objectives. It was discovered that some of the culture dimensions such as role culture and achievement culture and the role culture and support culture highly correlated with one another. With 0.000 levels of significance, their correlation values were 0.515 and 0.654, respectively. the scenario might not be problematic because all of these measures assessed culture and were therefore likely to link in some way.

The findings also indicate a significant correlation between job satisfaction and an organization's overall culture. Here, the overall culture is centered on the philosophy of the organizations' founders which includes their mission, vision, and values. The outcome had a P-value of 0.000, which was less than the alpha-level of 0.01 and a correlation coefficient of 0.312 for the study. Therefore, it was crucial to recognize the connection between organizational culture and job happiness. Regression analysis is required to determine whether or not these cultural dimensions are relevant and contribute to job satisfaction. This is because it is difficult to determine which of these cultural dimensions contribute to job satisfaction and to what extent.

Model Fitting Information

The first column of Table 3 below includes the words "Intercept only" and "Final" The "Intercept" shows what would occur in terms of job satisfaction in the absence of organizational culture. The "Final" depicts the regression model with all of the included predictors.⁴⁸ The degree of freedom is in the fourth column, the chi-square is in the third, the -2 log probability is in the second column, and the significance level, or P-value, is in the last column.⁴⁹

Table 3 Model Fitting Information Matrix

Model	-2 Log Likelihood	Chi-Square	df	Sig.
Intercept Only	202.711			
Final	111.330	91.382	14	.000

Link function: Logit.

⁴⁷ Blair D. Gifford, Raymond F. Zammuto, and Eric A. Goodman, "The Relationship Between Hospital Unit Culture and Nurses' Quality of Work Life," *Journal of Healthcare Management* 47, no. 1 (January 2002): 13–25, <https://doi.org/10.1097/00115514-200201000-00005>.

⁴⁸ Creswell and Clark, "Designing and Conducting Mixed Methods Research."

⁴⁹ Jacob Cohen, *Statistical Power Analysis for the Behavioral Sciences* (Routledge, 2013), <https://doi.org/10.4324/9780203771587>.

When the independent variables (culture) were utilized as contributory factors to job satisfaction, it was clear from the table that the model was a good one because the P-value of 0.000 was far less than the 0.01 significant level. This clearly shows that organisational culture has a role to play in employees’ job satisfaction. This is in line with the assertion made by Pool (2020) that constructive culture reduces job tension and increase employees’ job satisfaction.

The goodness of Fit Statistics

A crucial test to assess how well the model fits the data is the goodness of fit statistics. Good models are those with greater Pearson and deviance significance level values.

Table 4 Goodness-of-Fit Matrix

	Chi-Square	df	Sig.
Pearson	119.817	94	.037
Deviance	97.892	94	.371

Link function: Logit.

Table 4 above shows that the P-value Pearson was 0.037 and the deviation was 0.371, both of which were significantly higher than the analysis's cutoff point of 0.01; as a result, the model for the data was sound.

Parameter Estimates

The response variable's (intercepts) parameter estimates, as well as those for the various levels of the different independent variables (organisational culture). Job satisfaction (JS=2 and JS=3) was the response variable represented by the item in the tabular threshold. These intercepts helped to clarify how far staff members strayed from strongly disagreeing to job satisfaction. Estimates for JS=2 and JS=3 were respectively -7.827 and 0.747.

The negative sign indicated that the value was less than “strongly disagree” and the magnitude showed the extent of the deviation. It was therefore clear that “disagree” was by far less than “strongly agree” to job satisfaction than agree.

Table 5 Parameter Estimates

		Estimate	Std. Error	Wald	df	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
Threshold	[Js = 2.00]	-7.827	1.427	30.091	1	.000	-10.623	-5.030
	[Js = 3.00]	-.747	1.065	.493	1	.483	-2.834	1.339
Location	[GC=1.00]	-23.031	.000	.	1	.	-23.031	-23.031
	[GC=2.00]	-2.159	.927	5.425	1	.020	-3.977	-.342
	[GC=3.00]	-.868	.591	2.159	1	.142	-2.025	.290
	[GC=4.00]	0 ^a	.	.	0	.	.	.
	[Pow=1.00]	-22.723	9364.563	.000	1	.998	-18376.929	18331.484
	[Pow=2.00]	-1.602	.915	3.066	1	.080	-3.396	.191
	[Pow=3.00]	-1.359	.827	2.703	1	.100	-2.980	.261
	[Pow=4.00]	0 ^a	.	.	0	.	.	.
	[Rol=1.00]	0 ^a	.	.	0	.	.	.
	[Rol=2.00]	-2.242	1.219	3.384	1	.066	-4.630	.147
	[Rol=3.00]	-.787	1.063	.548	1	.459	-2.872	1.297
	[Rol=4.00]	0 ^a	.	.	0	.	.	.
	[Ach=1.00]	-3.045	1.463	4.330	1	.037	-5.913	-.177
	[Ach=2.00]	-2.148	1.216	3.120	1	.077	-4.531	.235
	[Ach=3.00]	-.428	1.086	.156	1	.693	-2.556	1.700
	[Ach=4.00]	0 ^a	.	.	0	.	.	.
[Sup=1.00]	1.118	4.512	.061	1	.804	-7.726	9.961	
[Sup=2.00]	-2.449	1.230	3.965	1	.046	-4.859	-.038	
[Sup=3.00]	-1.204	1.101	1.196	1	.274	-3.361	.954	
[Sup=4.00]	0 ^a	.	.	0	.	.	.	
Link function: Logit.								
a. This parameter is set to zero because it is redundant.								

The organizational culture is represented by a location in the table that corresponds to the numerous predictors. To determine how accurate the estimates are, Standard error and Wald are utilized.

Good estimates are those with a small Standard error and larger Wald values. Negative estimates are a good sign for the ordinal logistic regression model.⁵⁰ It shows that respondents are likely to have less view of the situation than the reference level. The table clearly shows that with the exception of power culture, the different levels of institutional culture were important in the model. The employees do not appear to have agreed that power culture is a determining factor in job satisfaction as all significant levels of power culture were more than either 0.05 or 0.01 in size. It is worth noting that the “strongly disagree” in the table had the highest negative estimate (-23.031). This means that the number of staff who strongly disagree was very far smaller (negligible) compared with those who strongly agree that general culture influences job satisfaction. Again, Table 5 above showed

⁵⁰ Peter McCullagh, “Regression Models for Ordinal Data,” *Journal of the Royal Statistical Society: Series B (Methodological)* 42, no. 2 (1980): 109–27.

clearly that role, achievement and support influence employees' job satisfaction which is in line with what Anas said that the facets of organisational culture would not wholly influence employees' job satisfaction.⁵¹

Table 6. Model Assessment

HP	Path	P Values	Decision
H1	P -> JS	-.039	Not Supported**
H2	R -> SQ	.235**	Supported**
H3	A -> SQ	.196**	Supported**
H4	S-> JS	.080	Supported**

***p < 0.10; **p < 0.05; ***p < 0.01. Key: P =Power, R= Role, A =Achievement, S =Support, JS= Job satisfaction.**

Policy Implications and Recommendations

The current study provides some implications for managers. The findings imply that as expressed by employees of Colleges of Education, role culture, success culture, and support culture were at the acceptance level. These elements were linked to job satisfaction (JS) and organizational culture (OC) in a positive way. Policy implications under this study call for the operationalization of organizational culture policies for Colleges of Education. The study recommends the Ministry of Education design policies for Colleges of Education which should highlight the need for power culture, role culture, achievement culture and support culture to be practised which will lead to job satisfaction of employees of colleges of Education. The study also calls on Principals of colleges of education not to abuse the use of power culture which allows them to control the day-to-day running of the Colleges of Education in Ghana.

Limitations of the Study

Although this study adds to the body of information, there are some limitations that should be addressed in follow-up studies. First, a few chosen Colleges of Education participated in this research investigation. Despite the fact that the sample utilized in this study was typical of the chosen colleges, it would be worthwhile to replicate and scale up the research in other academic institutions of a similar caliber. The results will be more applicable and generalizable to educational contexts by concentrating on more varied and substantial educational settings. Additionally, performing comparative research in several nations may present the chance to contrast comparable and dissimilar findings. The application of this study model in a longitudinal method may be varied in subsequent studies. Given that organizational culture is conceptualized, this may increase the validity and reliability of the suggested study framework and its impact. The study's goal was to investigate the connection between organizational culture and work satisfaction among staff of Ghanaian institutes for education. Only academic and non-academic staff of the College of Education were the subject of the study. Again, future research should examine how corporate culture impacts other institutions.

CONCLUSION

The study's goal was to investigate the connection between organizational culture and work satisfaction among staff members of Ghanaian institutes for education. In Ghana's Colleges of Education, the organizational culture characteristics of authority, role, accomplishment, and support are dominant. It was clear that these factors are crucial to the management and operation of Ghana's Colleges of Education.

⁵¹ Bashayreh, "Organizational Culture and Job Satisfaction: A Case of Academic Staffs at Universiti Utara Malaysia (Uum)."

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