

The Impact of Organizational Culture on Employee Engagement & Job Satisfaction

ABSTRACT

The study explores the link between the organization's culture and the employees' constituents such as the faculty and the teachers in regards to how these components contribute towards employee engagement as well as job satisfaction in one university. Cultures able to enhance job satisfaction are sought including; hearing people out, appreciating them, providing room for professional development, and ensuring consistency between the employees' responsibilities and organizational objectives. Using a mixed methods design, the study explores the phenomena using qualitative interviews and quantitative surveys with a view of providing comprehensive perspectives of culture and its implications on motivation and performance of staff.

The results show that employees' engagement and job satisfaction are improved in a culture which is supportive and inclusive, where employees are able to communicate and advancement opportunities are clear. Specifically, faculty members cherish the belief in academic freedom and professional growth whereas, teaching staff more or less value recognition and organizational stability. However, differences between espoused organizational values and their enactment on a day to day basis were highlighted as the impediments to engagement that can be resolved through enabled engagement policies and feedback.

The analysis goes on to say that it is necessary to have customized management plans so as to meet the distinct expectations and demands of the faculty and administrative staff. Such suggestions include, creating defined promotion criteria for academic staff, instituting fair appreciation mechanisms, and developing work-life policy frameworks to improve the commitment and productivity of the employees. This study expands the scope of understanding the organizational culture in higher education institutions and provides manageably relevant strategies for improving employees' job satisfaction and effectiveness of the organization.

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CHAPTER 1 - INTRODUCTION

1. Introduction

Organizational culture encompasses particular attitudes or habits that are characteristic of employees and the organization as a whole. It gives an insight about employees' relationships, their decision making processes, and how they carry out their roles. It has been established by Schein (2010) that organizational culture is a learned phenomenon and can be described as the collective perceptions of a group over a period of time. Such an interplay is always dynamic and constitutes an aspect of culture which also shapes the sentiments, attitude and behavior of employees, hence affecting level of engagement and performance in the entire organization (Quinn, 2011).

A positive culture within the organization is one of the determinants to enhance job satisfaction and engage the employees. Culture is involved, consistent, adaptive, and purposeful is associated with effective organizations; hence the research conducted by (Denison & Mishra, 1995). Employees will align themselves and seek practice that is centered on the workplace environment mission and culture hence increasing both commitment and productivity (Macey & Schneider, 2008). Studies have found that employees with such proper involvement are the only ones that exhibit better morale, increase the retention rate, and, champion success in the organization (Harter et al., 2002). A negative culture, which lacks alignment, is very toxic when it results in the opposite of the intended effect hence decreases motivation, increases amenities on high turnover, and suffers from poor performance (Kotrba et al., 2012).

1.1. Background of the Study

Organizational culture at universities is interesting for researchers as it consists of both academic and administrative components. There are professional teachers who perform research, teach students and multiply knowledge, and there are administrators who ensure the necessary conditions for the activities of the university and its students (Bergquist & Pawlak, 2007). The engagement and performance of these groups is critical in providing a suitable educational environment as well as achieving the desired strategic vision of the university. There are however, Tierney (1988) observes, several higher education institutions which have their own cultural setting which determines to a great extent how policies and principles intermingled within the respective units of the college or university.

The interaction of different organizational culture levels and its effect on the faculty and administrative staff also contributes to the overall academic culture and satisfaction within the institution, making the interventions necessary. It is suggested that an organization that shares a strong cultural fit with its member's institutions values drives the members towards more creativity and more commitment to the institution (Kezar & Eckel, 2002). This goes on to highlight the need to further investigate which dimensions of organizational culture are regarded by university employees as the most significant and critical aspects of their job.

1.2. Problem Statement

With the combination of faculty and administrative staff, higher education institutions can be seen as complicated organizations such that realizing the role of culture in such organizations becomes very significant. Positive cultural environment increases cooperation, job contentment and involvement of every employee, which in turn promotes the performance of the institution (Kezar & Eckel, 2002). Such assumptions are fine in many cases such as with employees, but what about the role culture plays in such places as a university, this is a question which quite surprisingly is not properly answered. According to the research literature on organizational culture, the studies have predominantly covered the focuses that the corporate and health care undertakings (Denison & Mishra, 1995), but there are academic voids. The distinct patterns of the professors, who seek the freedom to academic endeavors and research, varies with that of the administrators, who look for the ability to manage and enforce policies (Tierney, 1988). This variety brings forth practical complications in terms of developing an integrated culture that addresses the concern of both groups. Additionally, some cultural factors like the support factor, recognition factor, communication factor in relation to engagement and job satisfaction of the employees with a university has not been well studied even when the general literature has focused on the impact of culture in fostering employee satisfaction (Owens, 2001). Understanding this relationship is very important if any meaningful strategies that would be able to improve the employee experience and the overall performance of the higher institutions can be developed.

1.3. Research Objectives

RO1: To investigate whether the existing organizational culture within the university affects the level of job satisfaction for faculty and administrative staff members.

RO2: To establish the organizational culture elements that shape the faculty's job satisfaction levels.

1.4. Research Questions

RQ1: In what ways does organizational culture shape level of job satisfaction among faculty and administration staff of the university?

RQ2: What other cultural characteristics of the organization impact satisfaction job of the faculty and the administration staff in the university?

1.5. Significance of the Study

Implementing management strategies favoring job satisfaction and performance is highly beneficial to the universities. It is evident that the successful implementation of organizational culture contributes equally to the enhanced level of engagement and productivity amongst employees and to growth opportunities for the institution over time (Kezar & Eckel, 2002). In terms of administrative staff as well as faculty, a workplace enhanced by recognition, pursuits of collaboration, and opportunities of such sort can improve job satisfaction and retention as well (Owens, 2001). This is of great importance for the universities as high turnover of less skilled and experienced staff has serious implications in terms of quality for teaching, research, and student services.

From the perspective of the human resource management (HRM), the research outcomes of this study can help in developing HR policies and practices for higher learning institutions by empirically showing which components of the organizational culture enhance job satisfaction and engagement most. The two are connected where organizational culture nurtures HR practices in a way that meets employees' values, in this case goals of the institution (Denison & Mishra, 1995). Also, research on different facets of organizational culture applicable to HE should help universities design adequate HR practices for both faculties and administrative staff as a way of improving institutional integration (Tierney, 1988). The end results of such practices build the capacity of the universities to be innovative, be flexible, and most importantly maintain competitive advantage within the education market.

1.6. Scope of the Study

The present research examines the role of organizational culture in job satisfaction and employee engagement with specific focus on the faculty and administrative personnel in HEIs. Because faculty members engage in teaching and research, and administrative personnel, who manage and provide operational and service functions for the universities, these groups are specifically considered because they are essential to the accomplishment of institutional objectives (Bergquist & Pawlak, 2007). Therefore, the research seeks to respond to the cultural components of university its two components, academic and organizational management.

The study does not consider nonacademic staff such as: maintenance staff, technical support, measures, so that the picture is not blurred in terms of academic and administrative personnel who are responsible for the performance indicator and strategies of an institution. In this way, the study bolsters the understanding of the cultural factors that determine job satisfaction and engagement of the key segment of the university's human resources that most affects the performance of the university.

The study utilizes a mixed-methods design, comprising both qualitative and quantitative data collection techniques. It is this methodology that enables the research to comprehensively study the cultural aspects through incorporating quantitative measures in the form of surveys to assess the levels of job satisfaction and engagement as well as qualitative interviews that were aimed at exploring specific perceptions and experiences (Creswell & Clark, 2017). Similarly, this mixed-methods design strengthens the understanding of the interaction between organizational culture and its' various employee groups across universities.

CHAPTER 2 – LITERATURE REVIEW

2. Organizational Culture and Employee Engagement

2.1. Conceptualizing Organizational Culture:

Organizational culture is an important determinant of employee commitment and performance in higher education institutions. Edgar Schein conceptualizes organizational culture as: “A pattern of shared basic assumptions that a group learns as it solves its problems of external adaptation and internal integration, which has worked well enough to be considered valid and, therefore, to be taught to new members, as the correct way of perceiving, thinking and feeling in relation to those problems” (Sridharan, 2024). There is a need to create a better environment in which culture does not negatively influence employees and their satisfaction and engagement with their jobs. The prevalent assumptions in organizational culture pertain to the relationships among individuals and, in a large measure, determine employee interactions and employee satisfaction as people seek to conform to the given organization (Schein, 2010).

As per Denison and Mishra (1989), culture is responsible for the effectiveness of the organization and the commitment of its employees. Pettigrew (1979) claims it is possible to contend that cognitive structures underlying employee's organizational cultures represent their mental basis for solving problems in a certain organizational environment in which they operate. Gul et al. (2024) warns about the role of culture in organizational performance, adding however that culture in a good atmosphere stimulates work commitment and involvement. Denison and Mishra (1995) reiterates that culture has a clear impact on employee's work commitment and job satisfaction.

According to the findings by Treviño et al. (2003), organizational culture may be defined as a constituent culture that encompasses beliefs and values, which are observable patterns of behavior that develop over time and are practiced by employees. This type of culture determines the way how an employee views the world around him and how they work towards the organizational objectives which in the end will have an impact on their level of job satisfaction. On the other hand, Morrill et al. (2010) sheds light on the issue of culture as a system of management and procedural information that instructs how employees act, in which he opines that there is much better alignment of employee understanding of objectives of the organization which results into high levels of satisfaction and engagement.

According to Tichy (1982), culture can be defined as “sticky glue” that helps induce commitment because employees identify with the organization. Along similar lines, Hofstede et al. (2014) state that organizational culture is more than a set of values, beliefs, attitudes, and behaviors, it is a system of shared meanings within the organization. These values also determine how employees perceive their responsibilities and coworkers that affect the degree of their satisfaction and productivity. Thus, as noted by Azizi Nejad and Galizadeh (2018), the illustrative phrases like “This is how we do things around here” have strong value statements which gives employees an idea about how to feel and work towards their jobs.

According to Sathe (1985), “culture is considered as a constellation of comprehensive knowledge possessed by a people.” Likewise Wagner III and Hollenbeck (2020) includes the following definition in his findings: culture is ‘the pattern of common beliefs and values that helps the members of an institution to give meaning to their life and which offers them guidelines to conduct themselves in the institution’” (p. 1). According to Yue et al. (2021), culture may be described as a collection of meanings shared by its members, which are not expressed but are unique to the members of the group (p. 74). Hofstede et al. (2014) bring to the foreground, mentifacts, which the authors impose belong to the organizational culture, and these are: myths, social norms, and values, cognitive and perceptual schemas attributed by members of some organization. This perspective also helps in shaping the image of the organization. Finally, Quinn (2011) assert that ‘organizational culture is considered to be a frame of doing things within an organization.

2.2. Dimensions and Types of Organizational Culture

Different frameworks can be used to analyze the organizational culture dimensions. The first and possibly the most widely recognized model of the CVF is the Competing Values Framework proposed by Quinn and Rohrbaugh (1983). This framework identifies four main types of organizational culture:

Clan Culture

This type has a heavy focus on camaraderie, working together and being part of a big group – a family. Clan culture focused organizations promote a good morale and many of its values are centered on the internal competition as opposed to outside competition, as identified.

Adhocracy Culture

Innovative and risky, they emphasize creativity and dynamic adaption to the change, adhocracy cultures are considered. Firms with this culture are characterized by change and versatility by promoting the use of innovation and testing new things.

Market Culture

This type is centered on contest and outcomes. Market culture focused organizations place emphasis on performance, productivity and profitability; they create competition for intra and extra organization.

Hierarchy Culture

They turn to structure, control and procedures, are top down oriented and reflect cultivated hierarchy as their main aspect. Organizations with this culture regard speed and administrative practices.



Figure 01: Dimensions of Organizational Culture (Jargons, 2020)

Several elements of organizational culture affecting the behavior of the staff and organizational performance are presented in the following **Figure 01**. These two factors represent the tendency of innovation and risk taking to indicate in what degree employees is empowered to be original, try out and take calculated risks at the workplace. Closeness of Wish emphasizes the quality and quantitative performance imperative to the workers. Outcome Orientation outlines how much management cares about the results and not the process of how the results were arrived at. Employees' Orientation emphasizes how much the decision-making of management taken into consideration the employees' participation and respect for the workforce (Jargons, 2020). The second element of Organizational Culture is known as Work Team Orientation, which means people in the organization prefer collective solution finding to an individual approach. Thus, while organizational aggression is the competitive way in which employees approach their tasks, loosely connected to it is the opposite, a casual attitude. Last, Stability targets the issue of how open the organization is to change and whether it is motivated to keep things as they are. These dimensions collectively determine the relations-hips between employees and how they conduct themselves in the organization as they discharge the organizational objectives (Quinn & Rohrbaugh, 1983)

2.3. Organizational Culture in Academic Institutions:

Culture in organizations, especially educational institutions, is very important in determining the environment within which learning takes place or in shaping the attitudes of faculty, staff, and students. The cultures that can be achieved in an educational context can vary considerably from one institution to another due to differences in their mission, organizational values, and institutional history. Thus, academic culture often promotes collectivism and uses decentralized management with shared responsibility. Such a culture keeps the members of the academic institution together as a group and allows faculty and staff to make decisions and solve problems together (Mesfin et al., 2020). On the other hand, a competitive symbolic environment may be characteristic of educational institutions, characterized by competition and personal achievement and ranking. Such a culture can lead to competition between faculty and students, a situation that can cause stress and hinder collaboration (Robert, 2024). This means that the leadership of such organizations must ensure that while competing with each other, faculties and departments will not lose sight of the social aspects of working together for the betterment of the institution.

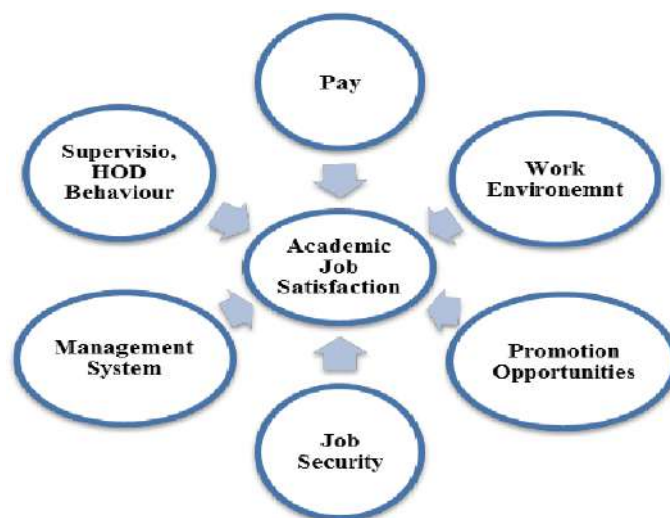


Figure 02: Academic Job Satisfaction (Al Hinai & Bajracharya, 2014)

The above **Figure 02** elaborates on major determinants of Academic Job Satisfaction. Factors such as reward in terms of salary, conditions of work, opportunities for advancement, and commitment to the organization and the management system are critical in job satisfaction. Furthermore, both supervisors' and HODs' attitudes and behaviors are important factors in determining overall satisfaction. Taken together, these factors positively contribute to an academic setting that enhances and motivates faculty's job satisfaction (Al Hinai & Bajracharya, 2014).

2.4. Conceptualizing Employee Engagement & Satisfaction:

Employee engagement (EE) is recognized as one of the most important concepts related to organizational effectiveness and employee satisfaction and growth. As defined as an employee's emotional attachment to his or her organization, Employee Engagement is defined by the level of enthusiasm, commitment, and voluntary effort at work (Saks, 2006). Engagement can thus be viewed as a more dynamic construct than measures of job satisfaction because it is multidimensional and includes affective, cognitive, and behavioral aspects. Engaged employees not only perform their assigned tasks, but they go the extra mile and demonstrate positive attitudes toward their organization by being more productive, creative, and efficient while at work (Macey & Schneider, 2008).

The significance of employee engagement therefore, remains in the fact that it seeks to produce both individual and organizational results continually. A variety of studies have indicated that increased levels of employees' engagement enhance a situation where their productivity increases, they are more satisfied with their jobs, and they work longer for the organization (Bakker &

Demerouti, 2008). In universities and academic institutions, performance is normally evaluated in different ways, teaching efficiency, research output, and interaction with colleagues (Robert, 2024).

Performance in these areas is important for the individual's career progression, individual profile/skills and competencies as well as improving the image and success of the institution. In particular, it has been seen that enhanced interaction with the faculty can have a bearing on these performance parameters. Inexperienced teachers, for instance, are more likely to develop intervention in instructional strategies than experienced teachers, resulting in improvements of student achievement and satisfaction (Bergquist & Pawlak, 2007). Likewise, involving researchers tend to produce more, creating improved quality and adding valuable extras in knowledge-making processes (Bakker et al., 2011).

Although the general idea of engagement is well established, Kahn (1990) paper still serves as a point of reference on employee engagement and the mechanism through which engagement might impact performance. To this, Kahn proposed a claim those employees with Psychological Presence gives out their Psychological Self at work hence they offer out their psychological resources. This all inclusive engagement fosters the creation of set environmental factors that nurture the provision of optimum performance. This was further endorsed by Kahn's recent empirical studies conducted by Harter et al. (2002) that affirmed positive relationship between employee engagement and organizational performance outcomes such as profitability, customer satisfaction and workforce retention.

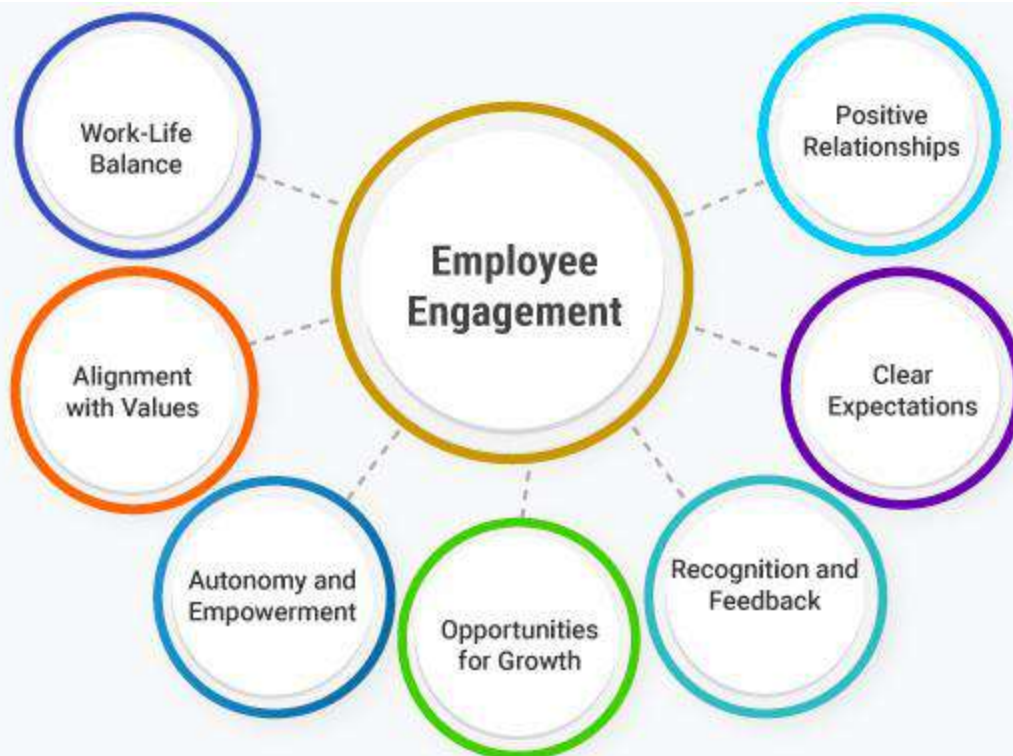


Figure 03: Employee Engagement (Gul et al., 2024)

This **Figure: 03** shows the basic factors that are responsible for nurturing employee engagement. At the center is employee engagement which is bolstered by such factors as work-life harmony, consonance with company ideals, self-direction, and presence of potential for advancement. Supporting an engaged and loyal workforce are all the positive relationships, clear objectives and appropriate level of recognition and feedback provided consistently. All these elements create conditions when employees are appreciated, heard and empowered which increases their engagement and performance (Gul et al., 2024).

2.5. Relationship between Organizational Culture and Employee Engagement

The relationship between organizational culture within an organization alongside employee engagement and performance, it can also be expressed how these three aspects coexist in a workspace. It is evident that an organizational culture is one of the factors that influence employee engagement management which, in other ways, management of engagement at the workplace has an impact on the culture of work in the organization. As explained in Yalabik et al. (2015) citing Peter Drucker “in the competitive environment of today’s business, organizations are looking for lunatic ways to improve their HRM systems”. A company that possesses a great culture helps make

an environment where enthusiastic employees feel a desire to constantly improve, make things better, and develop new ideas.

An organization culture affects the behavior of individuals, and the productivity of an individual is primarily dependent on culture. A common strong organizational culture provides some degree of structure image of how things need to be done that is really helpful in motivating people as knowing what they are expected to do is always beneficial in increasing effort towards any task. Oldham and Cummings (1996), on the other hand, suggest that organizations with good cultures assist in carrying out work in isolation as employees still have the competencies needed to carry them out without waiting for assistance.

It is important to note that there is a positive relationship between employee engagement and performance outcomes. Performance can often be understood as the accomplishment of certain work tasks or activities in a designated time frame (Maamari & Majdalani, 2019) including both individual and organizational performance (Vargas-Hernández & García, 2023). Performance can be defined and applied on more than one level, an individual as well as a group and organizational level (Heijde & Van Der Heijden, 2006). It follows therefore that both culture of the organization and participation of employees have performance consequences. This implies that there is need to enhance a proper culture in order to achieve good performance.

CHAPTER 3 – THEORETICAL FRAMEWORK

3. Organizational Culture Theories and Models

3.1. Introduction to Theoretical Framework

Researching organizational culture through well-known models and theories in the case of this study is undertaken to highlight its participation level as well as its impact on employees' job satisfaction. Models and theories provide the basis for understanding how culture functions in any organizational setting and how actions, behavior, attitudes as well as performance are influenced. Accordingly, these models assist researchers and practitioners in understanding how culture tends to affect employees and develop measures for improving work environments. This chapter focuses on highlighting significant models including their relevance in this study and their application in higher education institutions. The next sections will focus important models that form the core of the study which are able to integrate organizational culture, employee engagement and job satisfaction.

3.2. Detailed Theoretical Exploration

3.2.1. Schein's Organizational Culture Model

The theoretical model of Edgar Schein which focuses on culture and organizations is useful in explaining how culture relates to the behavior of members of the organization including a university environment. This model further postulates that culture has three levels: Artifacts, The Espoused Values and The Basic Underlying Assumptions.

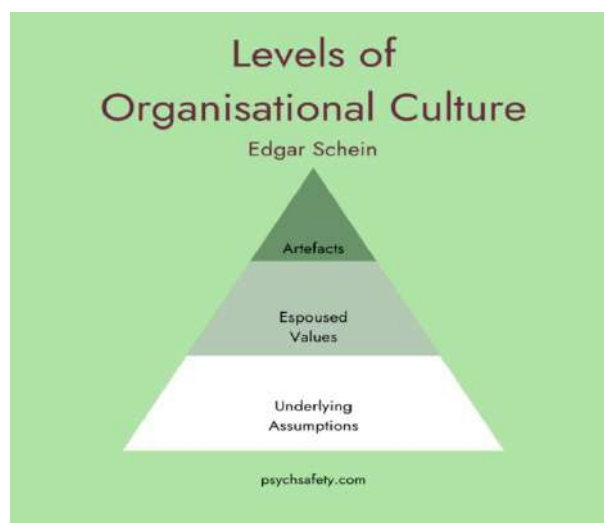


Figure 04: Levels of Organizational Culture (Geraghty, 2023)

Artifacts

Artifacts represent the most sighted and concrete part of organizational culture. These would include the physical organizational context, language, dress code, rituals and ceremonies. Within the university context, such artifacts may take the form of the design style of buildings, the extents of spatial arrangements, the use of symbols, and particular behaviors when carrying out official functions and activities within the institution (Abdullahi et al., 2021). Of course, artifacts are the most visible, but the ecosystem in which they find their place is often elusive and adventurous. For example, an open office arrangement may indicate a cultural orientation that seeks interactions and openness among faculty and staff informal communication, by default, becomes the order of the day. But such artifacts can also be interpreted differently; while some groups can only see collaboration, others can see the lack of privacy or personal space. This intrinsic complexity makes it imperative to look at artifacts together with other cultural parameters.

Espoused Values

Espoused values can be explained as the aspirations or championed values such as IT or even academic excellence claimed by the organization (Quinn, 2011). In universities, such values are most commonly found in the mission statements, strategic plans, or policy papers. However, there can be a significant gap between espoused values and actual practices. For example, a university might profess a commitment to diversity and inclusion while failing to implement equitable hiring practices. This disconnection can create confusion among faculty and staff, leading to decreased trust and engagement (Mueller, 2024). To foster a positive work environment, university leaders must ensure that espoused values align with organizational practices and behaviors. By actively modeling and reinforcing these values, they can cultivate a culture that supports employee engagement and job satisfaction.

Basic Underlying Assumptions

At the core of Schein's model are basic underlying assumptions, which represent the unconscious beliefs and perceptions that shape an organization's culture (Sridharan, 2024). These assumptions are often taken for granted, influencing how employees perceive their work environment and interact with one another. To illustrate, an institution of higher learning which nurtures and fosters a sound belief in academic freedom is an institution whose rules, policies and interactions with the faculty members signify such value.

These primary premises can be the points of departure for the leaders who are willing to introduce a new culture. As Schein points out, all three levels need to be changed at the same time. Artifacts, values that are claimed, and culture, which is taken for granted, are reconciled in one organizational culture so as to improve the employee motivation, job performance and organizational output.

Implications for Job Satisfaction and Engagement in University Settings

The relevance of Schein's model in the understanding of job satisfaction and engagement at universities is worth noting. When an organization manages to integrate these three levels, the faculty and staff is able to have a sense of belonging and of having an objective. The integration of these forces not only maximizes job satisfaction amongst individuals but also promotes an environment where collaboration and creativity are highly valued in the institution (Mueller, 2024). On the contrary, disintegration may result in disenchantment, low levels of enthusiasm as well as high levels of employee attrition. In higher education institutions, it is not sufficient to only approve policies and processes for the sake of it; the management must put effort into crafting and analyzing the dynamics of the culture at their institutions and derive the necessary practices that boost employee engagement and satisfaction (Sridharan, 2024).

3.2.2. Maslow's Hierarchy of Needs (As Related to Job Satisfaction)

Maslow's Hierarchy of Needs is such a classic of psychological theories that explains human drives instead of being jealous, in a more evolutionary way, starting from the most elementary being the basic biological ones which are followed by self-improvement needs (Maslow, 1943). This model is useful to elucidate the condition of university employees' satisfaction.



Figure 05: Maslow's Hierarchy of needs (Maslow, 1943)

Overview of Maslow's Model

The hierarchy consists of five levels:

Physiological Needs: Basic requirements such as salary and job security.

Safety Needs: Security in one's job, health benefits, and a safe working environment.

Love & Belongingness: The desire for belongingness, including collegial relationships and teamwork.

Esteem Needs: Recognition, respect, and a sense of accomplishment in one's role.

Self-Actualization: The pursuit of personal and professional growth, creativity, and fulfillment.

Application to University Faculty and Teaching Staff

In a university context, fulfilling these needs is critical for employee satisfaction. For instance, ensuring competitive salaries and job security addresses physiological and safety needs. Cultivating a collaborative atmosphere through team-building activities and peer support can satisfy social needs (Maslow, 1943). Additionally, recognizing faculty achievements through awards and promotions meets esteem needs. Moreover, universities that provide opportunities for professional development, research, and creative expression cater to self-actualization, which is essential for maintaining high levels of motivation and job satisfaction. By addressing these needs holistically, universities can create an environment where faculty and staff feel valued and engaged.

3.2.3. *Job-Demands Resources (JD-R) Model*

The JD-R Model posits that employee well-being is influenced by the balance between job demands and job resources (Bakker & Demerouti, 2008).

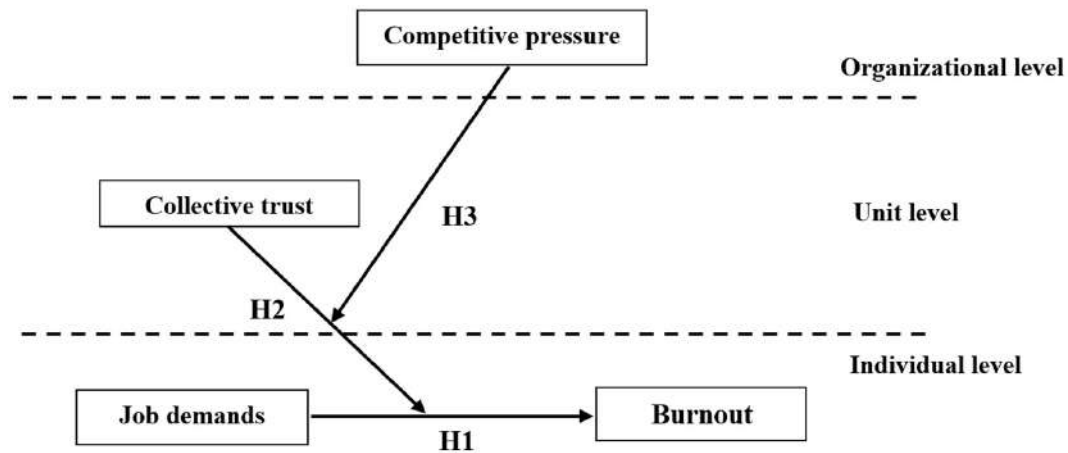


Figure 06: Job Demands and Burnout (Bakker & Demerouti, 2008)

Explanation of the JD-R Model

Job Demands: These are aspects of the job that require sustained physical and mental effort, such as high workloads, time pressure, and emotional demands.

Job Resources: These are the physical, psychological, social, and organizational aspects that help employees achieve work goals, reduce job demands, and stimulate personal growth.

Relevance to Employee Engagement

In university settings, balancing job demands (e.g., research deadlines, teaching loads) with adequate job resources (e.g., support from administration, access to professional development) is crucial for maintaining engagement. When resources are available to mitigate demands, faculty and staff are more likely to experience higher levels of job satisfaction and commitment to the institution (Jargons, 2020). The JD-R model emphasizes the role of organizational culture in shaping the resources available to employees. Ultimately it means that in a culture that cares more for the employees and provides support, there are ways to get more resources for engagement and satisfaction for faculty and staff.

3.2.4. Handy's Classification of Organizational Culture

The model proposed by Handy (2003) is significant in examining how the organizational culture impacts individual's level of satisfaction in the jobs with specific focus on the power distance and task-orientation versus people-orientation cultures. In high power distance cultures, the authority and the power to make decisions is concentrated at the top but in less power distance cultures, the decisions are more diffused and broader scope is permitted for participation in making the decisions. Cultures which can be termed as task oriented one has high expectations for output and results while culture which can be termed as people oriented tries to satisfy its employees and develop the interpersonal ties among their employees. All these cultural dimensions have far-reaching impact on the job satisfaction of the employees by defining their experiences and behavior patterns (Hauff & Richter, 2015).

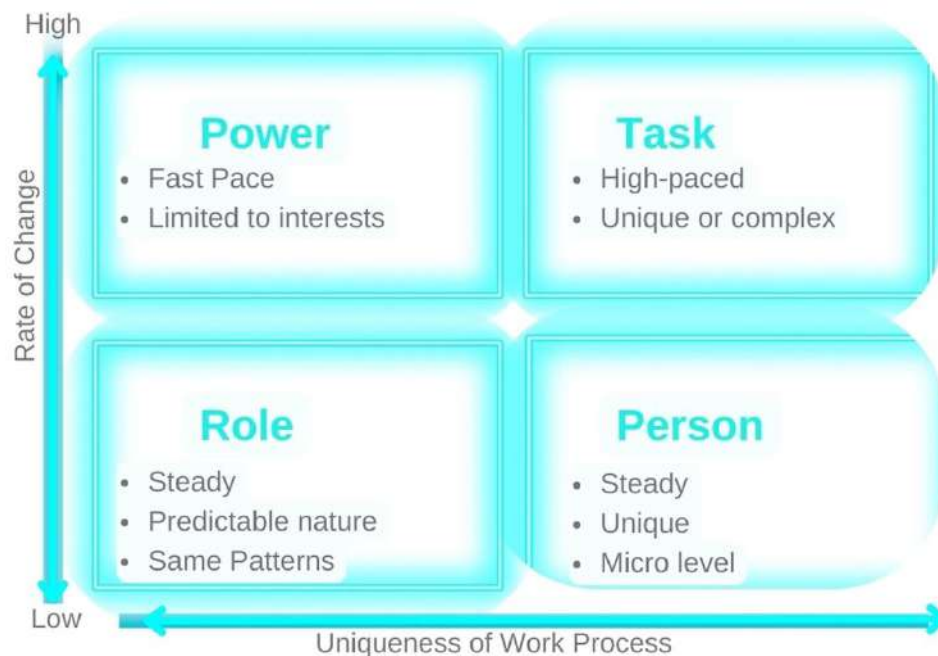


Figure 07: Handy's classification of organizational culture (Handy, 2003).

According to Handy's classification, this division is useful for this study because the classification reflects the factors that determine employees' satisfaction. To measure this the study adopts Harrison's (1975) model to evaluate organizational culture based on power distribution and or task/people orientation. Therefore, by understanding how current culture impacts EJS, it will be possible to shed light on dynamics that can be useful for organizations interested in the

development of a culture for positive organizational scholars and effectiveness (Hauff & Richter, 2015).

Another category of organizations in which power culture is evident is the informal organizations in which leadership tends to involve close friendship and authority centralized almost in a familial manner. On the other hand, role culture is experienced in work environments characterized by tasks where practices are highly structured with official policies governing a person's conduct making the events formal but rigid (Hauff & Richter, 2015). With regards to task culture, important values include flexibility, fairness and merit, decision making and decentralization while people culture promotes employee power and democratic orientation.

Kinicki et al., (2002) claim that job satisfaction is a perception where by employees derive satisfaction from the extent to which their perceived job characteristics conform to their expectations. For instance, content satisfaction captures perceived fit of work, supervision, co-workers, pay, and promotion to organizational reality (Kinicki et al., 2002). Consequently, this paper gives a considerable consideration on an organizational culture and an influence it has on the job satisfaction; it points out the significance on developing an appropriate culture at an organizational level to meet the expectations of an employee.

3.3. Summary of Literature and Theoretical Contributions to the Study

The existing literature review discusses an evident gap in the literature regarding the research of organizational culture and its relationship with job satisfaction and engagement in the context of universities. Although these notions have been investigated in numerous corporate organizations, few scholars have examined them in university contexts. Our postgraduate literature review revealed that extant literature predominantly captures individual dimensions of organizational culture while failing to explore how these factors interact with one another to impact on the engagement of faculty and administrative staff. Also, most of the studies pay little attention to cultural variations within scholarly fields and diversity in university employees. This is made worse by the fact that the majority of the studies used are cross-sectional, which limits our knowledge on the dynamism of organizational culture and its relations to the job satisfaction (Kezar & Eckel, 2002).

Identifying Gaps in the Literature

The afore-identified gaps imply that research focusing on the relationship between organizational culture with job satisfaction and engagement, in the context of universities, is much needed. A lot of the current literature remains bound to corporate contexts, thereby excluding the cultural aspects specific to academic settings (Treviño et al., 2003). Furthermore, the absence of longitudinal research which shows the effects of organizational culture on engagement as well as satisfaction over a period is well-documented; this is a disturbing gap especially given the special characteristics of higher learning institutions.

Justification for Chosen Theoretical Framework

The theoretical premises that seem useful for this study are particularly focused on job satisfaction and engagement in universities: Schein's Organizational Culture Model, Maslow's Hierarchy of Needs, and the Job Demands-Resources (JD-R) Model. Obviously, there is a need to understand how organizational culture influences employees' behavior and attitudes in academic environments. The proposed model of Schein is more complex in comparison with the previous ones and connects different layers of cultural aspects in organizations, thus giving a better insight of the drawn phenomenon. Maslow's model can be useful to indicate which of the main employee needs are unfulfilled and thus are not contributing to job satisfaction among the faculty and administrative staff. The JD-R Model provides a dynamic view of how job demands and resources influence employee engagement so as to generate effective framework for enhancing the organizational climate. Collectively, these theories provide a coherent and targeted picture of the antecedents to employee engagement and job satisfaction in universities, filling theoretical lacunas while offering actionable recommendations for university clients.

CHAPTER 4 – CASE STUDY

4. Case Study: The Impact of Organizational Culture on Job Satisfaction in Academic Institutions

This study aims at assessing the interaction of organizational culture and job satisfaction in a university employing various sub contexts of culture that affect staff morale and productivity. Information for this investigation was obtained from a sample of thirty university staff – teaching and non-teaching staff and from three key university officials. This mixed-methods analysis allows for the evaluation of not only the qualitative and quantitative aspects of the organizational culture and job satisfaction but also for an interrelated comparison of the two factors in academic institutions.

4.1. Communication Styles within the Organization

Communication is a critical component of organizational culture, shaping relationships, workflows, and overall engagement. Within the case study organization, communication styles range from formal hierarchical exchanges to more open, collaborative dialogue depending on the department. Faculty members typically experience an informal, collegial communication style, supporting autonomy and collaborative teaching. This aligns with Schein's model of organizational culture, where artifacts such as communication patterns can reveal underlying assumptions and values (Schein, 2010).

Conversely, administrative departments follow a more structured, top-down communication approach, often relying on email and formal meetings. This structured communication style can limit spontaneity but provides clarity in task expectations, which is especially important for complex administrative functions. Studies suggest that communication openness is positively correlated with employee satisfaction and engagement, as it fosters a sense of inclusion and transparency (Macey & Schneider, 2008). However, discrepancies in communication styles between departments may affect employees' perceptions of organizational unity and influence their engagement levels.

4.2. Management Practices

Management practices within the organization reflect both supportive and traditional leadership approaches. Faculty members often work under decentralized management that encourages self-direction and innovation, consistent with an academic setting where autonomy is highly valued.

This practice aligns with Handy's classification of organizational cultures, particularly the "task culture" that emphasizes goal achievement and flexibility (Handy, 2003).

In contrast, administrative staff report more hierarchical management practices, where decision-making is primarily top-down and standardized processes are emphasized. While this promotes efficiency and predictability, some employees feel limited in their autonomy, which may impact their engagement and job satisfaction. Research indicates that participatory management practices, which empower employees to contribute to decision-making, are positively linked to engagement and performance outcomes (Bakker & Demerouti, 2008).

4.3. Insights from Teaching Staff Interviews

Policy and Values Alignment

Interviews with teaching staff demonstrate that institutional policies and key organizational values are not entirely aligned. Policies seem to guarantee the integrity of the institution but some areas were regarded as having no practical guidance by the administrators. As one interviewee explained, policies articulated at the top of the hierarchy are often too generalized to be translated into daily operational activities, which can lead to separation and contradictions. Such a conclusion is in line with Schein (2010) view of the organization culture that states when there are gaps between the principles professed and the practices implemented it leads to erosion of unity in the culture.

Role Engagement and Flexibility

Teachers reported that job engagement is enhanced when they can pursue roles and responsibilities aligned with personal interests. This finding resonates with self-determination theory Deci and Ryan (2000), where engaging in roles that reflect personal interests fosters intrinsic motivation and overall satisfaction.

Resources for Work-Life Balance

The institution provides resources like healthcare and stress management, contributing positively to work-life balance. Teachers appreciate the flexibility offered through remote work options, which helps manage personal schedules effectively. However, some felt that these resources, though beneficial, could be enhanced further to meet varying needs. Studies show that flexibility and resources addressing work-life balance are essential to employee well-being and satisfaction (Ernst Kossek & Ozeki, 1998).

Satisfaction with Compensation and Security

Feedback on compensation and security was mixed **Teachers**. While job security is generally viewed positively, some expressed dissatisfaction with salaries, noting they felt lower than in comparable institutions. Job satisfaction is closely tied to both salary and job security, as these aspects are often directly associated with an employee's sense of value within the organization.

Teamwork and Collaboration Culture

Teachers generally agreed that the institution promotes open communication, though they acknowledged that further development is needed to foster teamwork. For instance, while employees share information readily, formal structures to encourage teamwork are limited. Teamwork is a recognized driver of engagement and organizational performance (Katzenbach & Smith, 2015), and improvements here could enhance job satisfaction.

Recognition and Rewards System Transparency

A significant finding from the interviews is the lack of transparency in the rewards system. **Teachers** expressed disappointment with unclear bonus criteria, which negatively impacts morale and motivation. According to equity theory, employees are motivated when they perceive fairness in reward distribution (Adams, 1963). The university's current system appears to undermine this perception, leading to potential disengagement.

Challenges to Engagement

Teachers reported feeling disengaged when encountering favoritism in hiring or a lack of innovation in work processes. The exertion that comes with facing student feedback and experiencing disappointment is yet another explanation of the problems which can lead to reduced job satisfaction levels. These problems can be solved by increasing the level of transparency and encouragement of innovations which will enable the employees to feel appreciated and satisfied in their positions.

Suggestions for Enhancing Job Satisfaction

In improving job satisfaction, **teachers** recommended the promotion of effective communication, the transparency of policy guidelines, and equity of treatment in all other departments. This is consistent with studies highlighting the need for promoting a more positive work environment culture with inclusive organizational policies (O'reilly & Chatman, 1996). This case study analyzes the effect of organizational culture in affecting job satisfaction and feelings of engagement in an academic institution, the interviews show that employees fall in love with some elements of

employment such as job security, respect from the leaders, and work flexibility yet they also demand more respect, progress articulation and a clear reward framework. Work in these areas can be beneficial to increasing engagement and job satisfaction, emphasizing the fact of interconnection of organizational culture with employees' needs.

4.4. Impact of Organizational Culture on Employee Engagement & Job Satisfaction

Analysis of Engagement Levels among Employees

Employee engagement levels vary significantly across the organization, largely influenced by departmental culture and management styles. Faculty members exhibit high engagement levels, often driven by a culture that values academic freedom, peer collaboration, and opportunities for professional growth. This finding is consistent with the Job Demands-Resources (JD-R) model, which posits that resources like autonomy and support positively impact engagement (Bakker & Demerouti, 2008). Conversely, administrative staff report moderate engagement, as limited autonomy and rigid communication practices can diminish motivation.

In departments where recognition and feedback are regularly provided, employees report stronger engagement, indicating that acknowledgment of contributions is crucial for motivation. Engagement levels also appear higher among employees who perceive alignment between the organization's values and their own roles, underscoring the importance of cultural coherence across all levels (Schein, 2010).

Correlation between Culture and Job Satisfaction

The study reveals a strong correlation between organizational culture and job satisfaction, with culture accounting for a considerable portion of employees' job contentment. Positive cultural traits—such as open communication, supportive management, and clearly defined career growth pathways—were frequently cited as contributors to job satisfaction. Faculty members, in particular, report high job satisfaction, correlating with their department's flexible management and open communication styles, which resonate with the autonomy and self-actualization elements emphasized by Maslow's hierarchy of needs (Maslow, 1943). Conversely, in departments with more restrictive communication and top-down management, employees report lower job satisfaction. The absence of participative management in these areas may contribute to dissatisfaction, as employees may feel disconnected from organizational decision-making.

CHAPTER 5 – RESEARCH METHODOLOGY

5. Research Methodology

5.1. Research Design

In this research, case studies were used as a method due to their ability to comprehensively address the research questions and obtain useful responses. Of note, reasonable strategy such as conducting experiments, surveys, and case studies has different purposes where case studies are effective to address questions starting with ‘how’ and ‘why’ (McNabb, 2014). Such a focus makes case studies preferable as they enable the gaining of rich, qualitative information that assists in answering why or how organizational culture impacts various aspects such as employee engagement and job satisfaction (Mtisi, 2022). The design incorporates the mixed methods research within a case study design utilizing qualitatively and quantitatively analysis to explain the impact of organizational culture in the university setting. The primary data is gathered through purposive sampling using interviews and questionnaires to get insight within the minds of the caregivers which in this case are the faculty members.

Quantitative and qualitative Approaches

In this study, a mixed-methods approach was employed in order to include both qualitative and quantitative facets of examining organizational culture on employees’ engagement as well as job satisfaction. The qualitative part encompasses semi-structured interviews, which enables focus on the comprehension of employee constructs, and the quantitative component involves questionnaires, which allows the assessment of wider patterns. Where interviews and surveys are employed, the views of faculty members will balance out the data collected and therefore reliable outcomes will be produced (Mtisi, 2022).

5.2. Data Collection Methods

Survey & Questionnaire

The survey for this study was set to elicit quantitative data on the extent to which organizational culture influences university members’ levels of engagement and job satisfaction. A Likert scale was also used in the entire questionnaire, where different aspects like communication, recognition, career growth, and work-life balance were rated. These areas were selected as they were considered critical towards understanding the role of organizational culture in determining the levels of engagement and satisfaction among faculty members, which are the main issues of this study.

The questions in the survey aimed at achieving clarity and validity by being directed, short and relevant to the objectives of the study. The Likert scale used in this research ranged from 1, for Strongly Disagree, to 5 for Strongly Agree, where respondents registered their degree of the statements concerning the organizational culture (McNabb, 2014). This scale was important as it aided the measurement of the responses but at the same time, appreciated the diversity of the responses of faculty members on such issues as leadership, recognition and professional growth opportunities. The selection of these topics is anchored on the research objectives which seek to examine the impact of organizational culture towards job satisfaction and the level of employees' engagement within a university context. It is noted that communication, recognition as well as professional advancement are an inseparable part of organizational culture that affects the working conditions of the faculty members and ultimately their job satisfaction.

Data Collection Instrument

The research data collection instrument utilized for data collection within this subject comprised question responding electronically using survey as well as conducting semi-structured interviews. The Microsoft forms were utilized to carry out the questionnaires since they encouraged up take and were easy to access. Because of the structured nature of the survey, the same amount and type of information was available from all respondents.

The instrument contained in it closed-ended Likert-type scale ratings as well as a few open ended questions. The Likert-type scale questions were meant to measure the faculty members' opinions regarding to organizational culture, level of engagement as well as satisfaction. Besides the open-ended questions, the respondents had an opportunity to elaborate specifics explanations related to their experiences, in particular, about career advancement, appreciation, and work-life balance. Such a combination of closed and open-ended questions has been useful in balancing the aim of the research which tends to look for general patterns as well as those of a more specific nature on the part of the faculty views.

Three faculty members comprising one junior and one senior and one full lecturer were interviewed to further understand how they perceive organizational culture. These interviews were performed on Microsoft Teams, an application which suited the participants well and ensured that interviews were performed regardless of distance or time zone. The semi-structured nature of the

interviews made it possible to deal with the important issues in the survey while seeking to cover them in a more broad perspective.

5.3. Sampling Technique

The sample includes faculty members that are at different levels and roles within the business and culture departments of the university. A total of 90 faculty members were approached for the study through a link to a questionnaire distributed via Microsoft Forms. We get only 30 responses, also three interviews were conducted in order to understand the perspectives of such faculty members who were holding different roles and were at various levels within the hierarchy. The interviews were conducted online via Teams so as to facilitate the participants and lasted around 20-30 minutes each.

5.4. Data Analysis

Qualitative Analysis (Thematic Analysis)

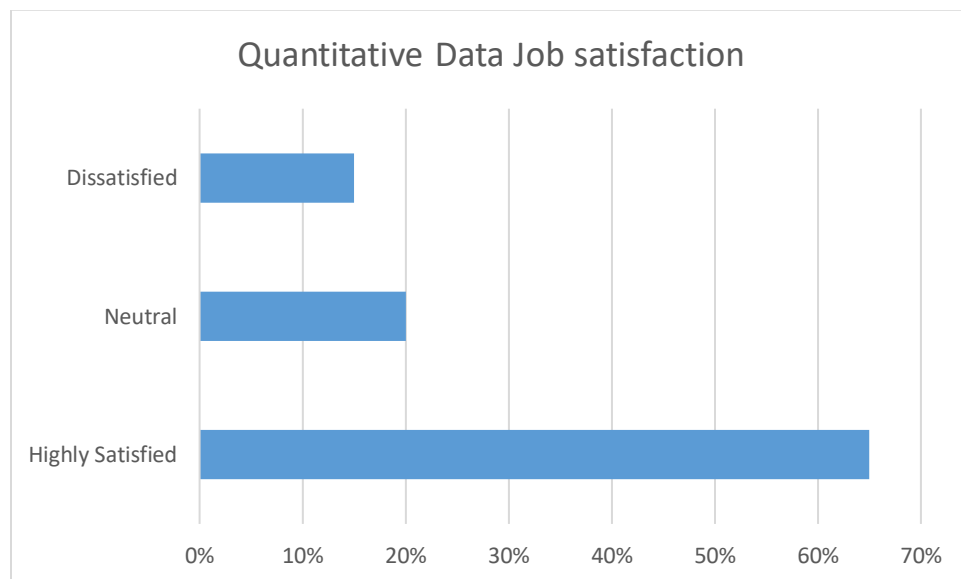


Figure 08: Quantitative Analysis of Job Satisfaction

Job Satisfaction

According to the responses given, 65% reported that they were highly satisfied with their jobs. The rest of the respondents 20% were Neutral or Undecided, while 15% of the total reported being dissatisfied with their jobs.

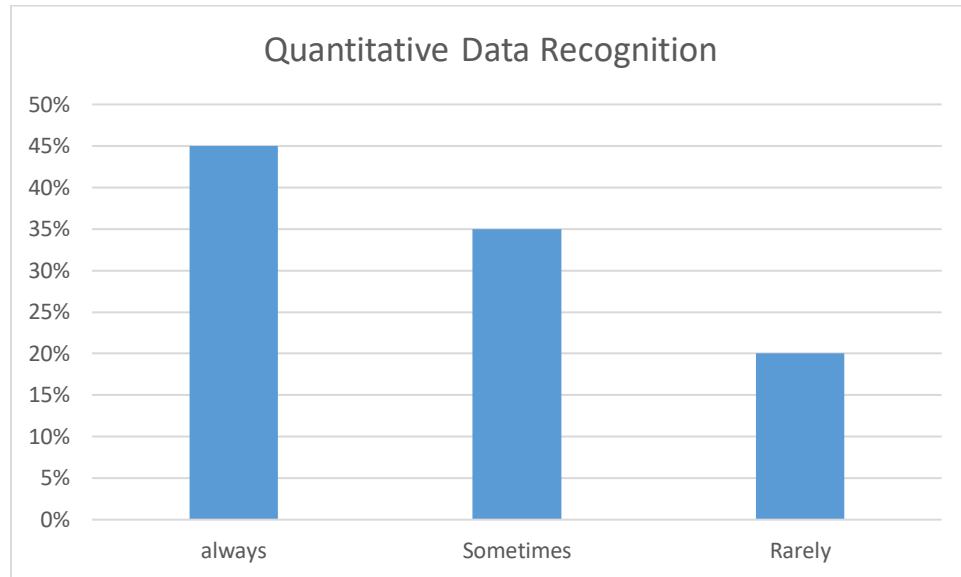


Figure 09: Quantitative Analysis of Recognition

Recognition

45% of participants felt their contributions are 'always' recognized 35% say 'sometimes' and 20% said feeling 'rarely' recognized.

Correlation Summary

Recognition and job satisfaction have a weak positive correlation. For example, workers who feel that they are often recognized are 30% more likely to be satisfied with the job compared to those who feel that they are hardly recognized. This shows that job appreciation through recognition of efforts leads to a higher level of satisfaction on the job.

Key Metrics for Evaluation

The qualitative analysis focused on evaluating responses against key theoretical models:

- **Schein's Model of Organizational Culture** – Examining alignment between organizational values and policies.
- **JD-R Model** – Assessing the impact of job demands and personal resources on engagement.
- **Maslow's Hierarchy of Needs** – Identifying satisfaction related to basic needs, including salary, security, and benefits.

- **Recognition and Rewards Systems** – Evaluating the clarity and effectiveness of recognition systems.

5.5. Interpretation of Findings

The analysis revealed notable insights into the institution's organizational culture. A recurring theme was disconnect between the institution's policies and its stated cultural values, suggesting a gap in the policy-to-practice alignment. Faculty members reported increased engagement when given flexible work arrangements and roles that match their competencies. However, areas such as career growth and recognition were highlighted as needing improvement, with faculty perceiving limited development opportunities due to managerial barriers (Creswell & Clark, 2017). Decision-making processes are largely top-down, which some faculty members perceive as inequitable, impacting overall job satisfaction and engagement.

5.6. Comparison with Quantitative Findings

The results from the quantitative survey offer measurable indicators as to how faculty and staff understood the organizational culture and how this understanding agrees with, or opposes, the qualitative themes that have emerged from the interviews with the coordinators. This comparison shows the extent to which there is agreement among groups and underscores sharp differences in perceptions.

Job Satisfaction

The survey results point out that 65% of the faculty who participated in the survey expressed satisfaction or high satisfaction regarding their jobs with dissatisfaction expressed by only 15%. Interview with the coordinators showed that areas for improving job satisfaction existed including motivation for fair acknowledgment and availability of professional growth opportunities. Combining both sets of data allows us to assert that although satisfaction is relatively high as a result of school coordination and administration, there is still a need for improvement regarding opportunities for recognition and career progress.

Recognition and Motivation:

The survey data indicates that 45% of respondents always feels that they have received recognition for their efforts whereas 20% feel that there is a shortage of recognition. Further, 50% of respondents enjoyed high levels of motivation, which is quite common among individuals who consider themselves as being worth something. It was reported by the coordinators that there have

been practices of recognizing efforts but these practices have been inconsistent which might affect some staffs motivation levels. This corroborates with the survey statistics which show that the level of recognition is perceived to be average. Some coordinators suggested that providing more planned ways of appreciation will help in the increasing of motivation levels.

Professional Growth:

Most faculty members, precisely 35%, acknowledged having sufficient opportunities for professional growth while 25% disagreed or remained neutral. There was no dispute regarding the claim made in the interviews, which focused on the growth possibilities and the advancement pathway, particularly for the members in the mid-departmental hierarchy. This finding concurs with the survey findings asserting that a number of the faculty members lack opportunities to progress in their profession.

CHAPTER 6 – RESULTS

6. Results

Demographics of Respondents

The responses collected from the participants were inclusive as they were obtained from faculty members in various disciplines in the university. A large majority of the respondents almost 87% were females, 13% were men. There was a wide range of participant ages where they most of them falling into the ages of 26 to 55 thus a wide range of career stages. Most of the respondents work in the department of Business and Culture, a few others in Research, Development and Innovation (RDI) department. There was a wide disparity between the respondents with some not having any experience to over 15 years of working for the same institution. This range gives an idea on different levels of organizational culture within the organization.

Respect from Management

Management respect was rated most positively, with 70% of respondents indicating that their supervisors respect them. Among these, 20% agree the most, and 10% are somewhat neutral. Respondents who felt respected by the top management were more likely to be engaged with the office, seeing themselves in the institution in the future. This implies that respect from the superiors is a major factor in the intention to remain in the organization.

Work Engagement

Employee engagement levels appeared strong overall. Sixty percent of respondents reported being so involved in their work that the day passed quickly, indicating high engagement in their tasks. Another 25% felt moderately engaged, while 15% reported lower levels of engagement. Satisfaction with specific job duties showed similar trends, with 55% expressing satisfaction, 20% neutral, and 25% dissatisfied. This suggests that while engagement is generally positive, there may be specific job aspects that could benefit from targeted improvements.

Retention Intentions

In terms of future commitment, 75% of respondents expressed that they see themselves continuing to work at the university for the next few years. About 15% were unsure of their long-term plans, while 10% did not anticipate staying with the university. When asked if they would recommend the university as a good workplace, 70% provided a high recommendation rating, 20% remained

neutral, and 10% were less likely to endorse it. This reflects an overall favorable view of the institution, with some opportunities to strengthen employees' positive perceptions further.

Open-Ended Responses

The open-ended survey responses provided additional insights into faculty perceptions of the university's organizational culture. Respondents cited “collaborative atmosphere,” “respect from management,” and “flexibility” as positive aspects that contribute to job satisfaction. Suggestions for improvement were centered on expanding growth opportunities, enhancing autonomy in roles, and increasing transparency in recognition practices. Additional recommendations included fostering a balanced workload and ensuring fair treatment across departments, highlighting areas that could further improve job satisfaction and engagement.

CHAPTER 7 – DISCUSSIONS

7. Discussions

This study, as stated, aimed to understand the complex interactions that exist between organizational culture and job satisfaction within university settings. The research focused on establishing which cultural components are most relevant to enabling employee satisfaction of both faculty and administration staff. However, by aiming to solve specific research issues, for instance, determining what aspects of culture produce job satisfaction among employees and how such aspects can be enhanced, the study had practical implications for improving employee involvement and work attitude within the organization.

The results of this research are relevant as they explain the role of organizational culture in determining the job satisfaction of employees in an organization. These results reveal that an interactive and warm culture not only assists in meeting employee expectations but also boosts their loyalty to the institution (Abdullahi et al., 2021). Specific areas that positively relate to employee satisfaction include open communication, employee recognition, and timely career advancement. Such information is critical for administrators and management of universities since they show the reason for the need of the specific culture aimed at positively developing the employees.

Recognizing the need to develop a positive, inclusive, and supportive organizational culture, the findings highlight the opportunity for universities to develop a workplace that not only draws but also engages and keeps people (Bakker & Demerouti, 2008). Considering current societal trends fills the void and proposes solutions conducive to cultural transformations in stakeholders that target job satisfaction and subsequently, the performance of the organization itself.

7.1. Assessment of the Reliability of the Study

The reliability of this study on the impact of organizational culture on employee engagement and job satisfaction is assessed using established research standards. A mixed-methods design combining qualitative interviews and quantitative surveys enhances reliability by allowing cross-validation of findings (Creswell & Clark, 2017). The quantitative component's reliability is strengthened by using a Likert scale, enabling nuanced, statistically measurable responses; Cronbach's alpha is recommended here to confirm internal consistency (Bakker & Demerouti, 2008). Consistency in qualitative data collection is also essential, requiring standardized interview

protocols to reduce potential biases (McNabb, 2014). Although the single-institution sampling limits generalizability, the study's use of thematic analysis with inter-rater reliability in coding adds rigor (Mueller, 2024). Temporal stability, or testing responses over time, is suggested for future studies to improve reliability further (Macey & Schneider, 2008). In sum, the study's design, consistent data collection, and robust analysis strengthen its reliability, though further steps, like temporal testing and reporting internal consistency, would enhance this rigor (Creswell & Clark, 2017).

7.2. Summary of Key Findings

The results of this study showed that organizational culture plays an important role in determining employees' level of engagement and their work satisfaction in the academic setting. Some cultural factors such as open communication, recognition, and opportunities for advancement in one's professional career are organizational determinants of job satisfaction, while, lack of transparency and proper growth opportunities are factors that disengage an individual from the organization. These results are consistent with concepts proposed by authors like Schein (2010), who discusses the relative importance of cultural consistency within different levels, including artifacts, espoused beliefs, and basic assumptions. Also, the Job Demands-Resources (JD-R) model, allows appreciating other dimensions such as resources, in form of management support and work-life balance policies, in reducing stress and improving commitment.

In the former study, these results are consistent with Macey and Schneider (2008) and Bakker and Demerouti (2008) who found that high support from organizations' culture leads to high levels of employees' satisfaction and engagement. On the other side, the author exposes some aspects that remain underdeveloped like good career development opportunities and proper reward mechanisms, which are quite similar to Herzberg et al. (2011) findings about the role of recognition and motivation in fostering satisfaction at workplace. In the end, this research reveals how important it is for the culture of the organization and the culture of its employees to correspond, suggesting possible changes in information flow, reasoning about rewards and career perspectives in order to increase the levels of engagement and increase productivity.

7.3. Interpretation of Results

Organizational Culture

The research established communication, acknowledgment, promotional opportunities, and support mechanisms as essential organizational culture elements that are likely to facilitate

employee engagement and performance in an academic environment. These dimensions are in agreement with Schein's dimensions of culture model, which classifies culture into levels of artifacts, espoused values and underlying assumptions. For example, the open communication channels registered in the departments can be classified as structural elements that enhance the levels of trust and transparency within an organization such as the case for the studies carried out by Yue et al. (2021) concerning the essence of internal types of communication in relation to one's identification with the organization. Still, some participants did share that operational level communications are reinforced among employees, but such practice is not the case in strategic conversations, hence the disparity between hailed values and everyday practices.

Also important, but less frequently cited than the two dimensions mentioned above, was culture of recognition. Employees who perceived their inputs as recognized reported even greater levels of motivation and commitment which is in agreement with Macey and Schneider's (2008) studies concerning employee engagement that is borne out of the practice of positive based incentives in relation to the goals of the organization. Quite disdained though, participants indicated that there are no proper mechanisms that are well structured and made clear to people on how rewards are distributed, and this poses negative impact on the people's spirit which is consistent with the theory of local equity by Adams who argues that the perception of equity is a concept that is paramount in job satisfaction.

Job Satisfaction

The research brought to light that a number of cultural aspects had a deep impact on job satisfaction. Employees appreciated open communication to be one of the most effective means to engage in decision-making because they believe they are invited to participate more fully when information is made available freely. This however echoes JD-R model by Bakker and Demerouti, 2008, which states that sufficient resources, communication, help in relieving stress at the workplace while concurrently increasing level of engagement. It was noted in an employee statement that "The Open Door policy with the managers leads to a better collaborative culture", which in itself means, support and consideration helps in improving job engagement and satisfaction through bringing down the level of hierarchy and promoting participation.

Employees also stated that promotion and career advancement opportunities were vital factors, perhaps so especially to faculty members wishing to advance in research and teaching. Lack of

such chances was however reported to be a demotivator that affects even the long term dedication and reliance, in line with Herzberg's motivation-hygiene theory which also posits that career waiting inactivity may be a source of disdain. One administrator said, "We need more structured paths for growth or experienced faculties will go elsewhere," speaks volumes on the matter. This situation indicates that organizations need to have policies that clearly define the basis under which an individual can be promoted to avoid frustrations.

7.4. Comparative Analysis

Differences between Faculty and Administrative Staff

The faculties and administrative staffs of the universities in the sample population had significant differences in their perception of institutional culture and job satisfaction. Among the academic faculty, autonomy, professional development and academic freedom were mainly essential as it pertains to their engagement in teaching and research. They were content with the chance to nurture themselves professionally but considered the absence of definite promotion opportunities within the organization to be a constraint. In this regard, however, the administrators are not the same because they have a greater orientation toward job security, recognition, and development and clear delineation of roles and expectations. They believed that clear communication is only a management tool and should reflect management's respect for them to enable them achieve the desired level of stability in the organization.

Differential cultural perspectives were also evident; For instance, faculty members who are often in a more self-directed role considered themselves to be more disconnected from the organizational hierarchy but stated that they have a strong attachment to the academic goals of the institution. It was different for administrative staff, who appeared to be layer deeper into the structure of the organization and appreciated regular acknowledgment from the authors of their work, which was usually ignored. Such findings corroborate with the findings of Bergquist and Pawlak (2007) whose research emphasized the fact that the structure of faculty responsibilities calls for a lot of self-managed activities, while in administration responsibilities there is more of management interaction.

Implications of Differences

The above differences indicate that there should be tailored management strategies to satisfy the particular expectations of faculty and administrative personnel. For faculty, management could introduce management tools, such as well-defined criteria for promotions and mentorship

programs, which would help to address their expectations for career progression. Long-term, making such enhancements would assist strengthen the faculty's attachment to the institution (Al Hinai & Bajracharya, 2014). For the administrative employees, it would be necessary to ensure that feedback is constant and that it contains definite information. More consistent appreciation of contribution of employees performing administrative work by the use of reward systems clearly explained and frequent feedback could enhance their satisfaction on the job. Management may also offer various trainings aimed at building competence which could improve engagement levels (Gul et al., 2024). The use of different strategies where the values and career aspirations of each group correspond ensures greater job satisfaction and reduced turnover, which overall strengthen Organisational effectiveness.

CHAPTER 8 – CONCLUSION AND RECOMMENDATIONS

8. Conclusion and Recommendations

In considering this research, I had both fruitful and strenuous experiences throughout the course of the journey. Understanding the organizational culture in a university context added some more depth to my knowledge on how culture shape's an individual's satisfaction and engagement in an organizational structure. It was in this endeavor that I realized how the “invisible” dimensions of culture such as norms or common preconceived ideas could affect the experiences of both teachers and administration staff themselves. It was this real differentiation that was worthwhile, as it stressed the need to appreciate the diversity of the requirements from any given group and one size fits all approaches do not apply in majority of the times in complex organizations like universities.

8.1. Summary of Key Findings

According to the research, organizational culture was rated as critical in terms of job satisfaction and employee involvement. There are key cultural aspects including open communication, appreciation and the potential of career advance which influence the perception of the faculty and administrative staff regarding their responsibilities in the institution. Start with academic considerations and the potential for personal advancement which motivate faculty members, while administrative staff look for stability, order and an established system of acknowledgement (Azizi Nejad & Galizadeh, 2018). In conclusion, there is a need to customize management procedures targeting these different needs in the same firm to enable the firm to be united and geared towards achieving goals.

This study aimed to understand how organizational culture influences employee engagement and job satisfaction within an academic institution, linking findings to key organizational theories. The results highlight that supportive cultural factors such as open communication, recognition, and opportunities for professional growth significantly contribute to job satisfaction and engagement. Employees reported higher satisfaction when cultural values aligned with their daily work experiences, a concept supported by Schein's organizational culture model, which emphasizes the importance of alignment between espoused values and enacted practices (Schein, 2010).

The findings further align with the Job Demands-Resources (JD-R) model, which suggests that adequate resources, such as management support and work-life balance policies, are essential to

fostering engagement. Faculty and staff who perceived strong institutional support and growth opportunities reported higher motivation and loyalty, affirming that well-structured organizational cultures can enhance employee commitment, as outlined in the JD-R model (Bakker & Demerouti, 2008).

In summary, the study confirmed that a well-defined and supportive organizational culture is integral to employee satisfaction and engagement. This supports the aim of identifying cultural elements that academic institutions can strengthen to improve work environments and foster productivity. By tailoring cultural practices to meet the needs of faculty and administrative staff, institutions can create a more engaged, satisfied workforce, aligning with both theoretical frameworks and the practical objectives of the study.

8.2. Answering the Research Questions

The faculty's and administrative personnel's job satisfaction has been linked to the organizational ethos. Job satisfaction culture is a broad term that covers the purposes serving what the individuals consider to be job satisfaction. A culture in this context specifies a given type of attributes or factors that determines the level of satisfaction a person drawing from his/ her job. This culture may be different in relation to different categories, thus this same categorical culture shock with its determinants acts and has an impact on job satisfaction. In the study, the faculty was asked in the sub questions why they represent culture as distinct aspects. Their fate was set by expectations that were not met in the hierarchy of the possibilities of elevating the factors comprising the embodiment of a person's occupation. From the same category, the majority have demanded clarity of purpose regarding the development of relations with the bosses. All of them made demands of a higher academic level that would correlate with the significance of their contribution towards development while remaining in anticipation of some recognition and appreciation (Ernst Kossek & Ozeki, 1998).

8.3. Recommendations for Enhancing Organizational Culture

Recommendations for Faculty and Teaching Staff Satisfaction

To enhance job satisfaction universities might choose to have systematic development programs for the faculty, which specify progression to tenure, as well as provide opportunities for research funding. For the employees, developing better recognition such as continuous appreciation and simple systems of bonuses may raise their satisfaction and willingness to work.

Strategies for Improving Engagement and Performance

To promote participation, it would be advisable to start some initiatives that would lead to cross-departmental collaboration. In the case of faculty, involvement in interdisciplinary projects may make them more attached to the institution, while administrative personnel could be interested for instance in team-building activities and training programs. At the same time, the engagement and performance of both groups may also be enhanced by enhancing policies regarding work-life balance, inclusive of flexible work hours.

8.4. Limitations of the Study

This research is mainly limited in scope as it was conducted at one institution and therefore its findings cannot be generalized. Moreover, although the use of mixed-methods gave a better understanding of the study, more extensive qualitative interviews would have supplemented the analysis on faculty perceptions of career development opportunities more effectively.

8.5. Suggestions for Future Research

Future studies might be designed to assess the role of organizational culture on job satisfaction in a multi-university perspective, contrasting experiences of both academic and administrative staff in different organizations. It would also be pertinent to examine the influence of digital communications on the culture of organizations, especially in remote and hybrid working conditions. Lastly, from a longitudinal perspective, examining the dynamics of cultural change might highlight the impact of transformation in patterns of organizational culture on employee's satisfaction and turnover.

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