



# Effect of Organizational Culture on Job Satisfaction of Teaching Professionals in Indore

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## **Abstract**

Organizational culture is the result of combining the value systems and presumptions that direct an organization's activities. The purpose of universities and other higher education establishments is to cultivate human capital. There is a substantial community of higher education teachers in this industry. To ensure that students are capable of contributing positively to society, teachers educate, mentor, and prepare their students. Teachers serve as their students' mentors. Students cannot grow up to be happy, healthy adults if their instructor is unhappy in their position. Supporting organizational cultures in higher education would be crucial in two ways. On the one hand, it would boost teachers' job satisfaction and motivate them to do a good job. Conversely, if students observed cooperation and mutual trust amongst teachers and between the teacher community and management, they would attempt to behave similarly once they started their careers. The aim of this research is to determine the relationship between organizational culture and teachers' job satisfaction at Indore's universities and other higher education institutions. The purpose of the study is to understand the different responses from university instructors on organizational culture and work satisfaction as well as to determine the relationship between organizational culture and job satisfaction.

*Key words: Job satisfaction, management of employees, organizational culture, teachers*

## **Introduction**

### **Background of the study**

### **Organization Culture**

Organizational culture refers to the underlying presumptions, attitudes, customs, and behaviors that make up an organization's unique social and psychological environment. John (1992) states that since the concept was introduced by American academics in the 1980s, organizational culture has received a lot of attention. The concept of organizational culture was introduced, and related theories were developed, as an alternative to the management approach employed by Japanese companies. Scholars and management specialists agree that an organization's organizational culture is its most valuable resource. The performance or effectiveness of each person, each group, and the organization as a whole would be affected. The culture of an organization is not a single entity. Many academic disciplines, such as management science, organizational behavior, sociology, anthropology, and organizational behavior, have examined the topic from different perspectives, including organizational behavior,

sociology, anthropology, management science, and organizational commitment. The definitions that follow represent the applied sciences writers' interpretations. The study areas that this research project covers, like, are more relevant. Following the release of *Organizational Climate and Culture*, Schneider (1990) provided a careful analysis and synthesis of the development of organizational culture theory and research. In the book's conclusion, Pettigrew (1979), who popularized organizational culture ten years earlier, said: "The lack of empirical research is the primary cause for concern. By knowing the principles that comprise an organization's organizational culture, staff members can more clearly comprehend which behaviors are acceptable and unacceptable (Cameron, 2008). They area specific set of accepted norms and values that control how members of the organization interact with one another as well as with external stakeholders. The six components that comprise organizational culture are the dominating features, organizational leadership, people management, organizational glue, strategic emphases, and success criteria. An organization's members develop a shared concept of "what right looks like" as they interact over time and observe what causes success and what doesn't. When those presumptions and beliefs provide less-than-satisfactory outcomes, the culture of the company must shift in order for it to remain relevant in a changing environment.

It's challenging to alter the culture of an institution. Workers often dislike change and might mobilize against a new culture. Thus, in order to achieve success, leaders must convince their employees of the benefits of change and show via the practice of new behaviors in groups that the new culture is the most productive way to work. Contentment with One's Work

A contented worker is usually beneficial to a business since they will always try to give their all. Excellent professional development and a healthy work-life balance are goals shared by all employees. A person will do everything in their power to assist the company if they are happy with their employer and their work. Let's examine job satisfaction from the viewpoints of employers and employees, since both are crucial: From the perspective of the worker, a good gross pay, consistent work, steady career growth, rewards and recognition, and constant opportunity to learn new things are all factors in job happiness.

If a business wants to get the best work out of its employees, job satisfaction is essential. A contented worker consistently contributes more to the company, lowers attrition, and fosters growth. Employers who want to keep their best workers must write job descriptions that are attractive and offer ongoing opportunity for development and learning.

### Job satisfaction determinants

There is a connection between job satisfaction and employee psychology. A person who feels at ease and content at work is continuously motivated to provide more. An disgruntled worker, however, is lethargic, prone to mistakes, and a liability to the company. The elements and variables listed below have an impact on job satisfaction:

**Salary and working conditions:** One of the primary factors influencing an employee's level of job satisfaction is their salary and benefits. Employee satisfaction is higher for those with adequate incomes, incentives, bonuses, healthcare options, etc. than for those without such perks. An employee is worth more when they work in a healthy environment.

1. **Work-life balance:** Everyone wants to be able to work a respectable job and still have time for their friends and family. Employee job satisfaction is often attributed to a strong work-life balance policy that guarantees that an employee spends quality time with their family in addition to completing their work. This improves the worker's quality of life at work.

2. **Respect & Recognition:** Anyone can enjoy and feel driven at work if they are treated with respect. Staff members are more motivated when their efforts are recognized and rewarded. Thus, acknowledgment is one of the variables affecting job happiness.

3. **Job security:** If an employee feels their company will help them through difficult times, they will be significantly more confident. One

4. **Difficulties:** Uninteresting work might lead to displeased employees. Therefore, procedures such as job rotation, enrichment, etc., can raise workers' job satisfaction levels.

5. **Career Growth:** Workers are always very conscious of their own professional progress. Thus, when a company

helps its employees grow and offers them more responsibility, it increases jobsatisfaction since the workers know that their careers will progress.

### Teachers as professionals

A qualified teacher is an essential part of providing teaching to students, regardless of the type of instruction being taught. Teachers have formal training as well as professional experience, which has given them specific knowledge and skills. Instructors provide personalized, caring care for students by determining their requirements and planning, selecting, and putting into practice instructional methodologies and assessment methods that enhance learning. Professional relationships are established and maintained, reflective professional practice is carried out, and a secure, courteous environment that supports learning is developed and maintained. These are but a handful of the procedures that go into instructing.

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### What Role Does Job Satisfaction Play?

Undoubtedly, a highly skilled team is a company's most important asset. A company gains from having happy staff in a number of ways, including:

**Reduced Turnover:** One of the largest costs associated with the HR division is employee turnover. Employee retention enhances the working environment, facilitates the hiring process,

and saves money. The bottom line: happy employees are typically much less inclined to quit.

- **Greater Productivity:** Regardless of position title or pay grade, workers who report feeling very satisfied with their jobs generally turn in more work.
- **Higher Profits** - Keeping employees safe and content can lead to increased revenue, lower expenses, and a stronger bottom line.
- **Loyalty** - Employees who feel that their needs are being met by the company are usually supportive of its mission and will go above and beyond to help it achieve its objectives. Moreover, they could be more likely to tell their friends, which encourages kindness.

### Aim and Objectives

The study aims to comprehend the organizational culture and job happiness. Objectives are:

- To determine whether educators have a favorable opinion of organizational culture.
- To determine whether those who work in education perceive their jobs as being satisfying.
- Standards and rules that are a part of company culture aid in the satisfaction of teaching professionals.

### Literature Review

In a study by Zafar, S. & Vikramjeet (2017), 526 faculty members from Indian public and private higher education institutions were looked at, and the results showed that they had a moderate degree of job satisfaction. They also found that professors at private universities had more work satisfaction than their counterparts at public universities.

The organizational culture and job satisfaction of the physical education office staff in Mazandaran Province did not correlate, according to Behzadi et al. (2012). In Punjab Province, Pakistan, 108 faculty members participated in an inquiry by Khalid et al. (2012) into the relationships between several factors of job satisfaction. The results of the survey indicated that salaries at Pakistan's private and public universities differ.

In contrast, faculty members at universities in the private sector reported greater satisfaction with their pay, mentoring, and career growth opportunities. However, it was shown that academicians at public universities were happier with their peers' behavior and job stability.

Sabri et al. (2011) surveyed 347 teachers at public and private higher education institutions and universities in Lahore, Pakistan's second-largest city and a center for higher education, to look into the effect of organizational culture on teachers' work satisfaction levels. Teachers' job happiness may rise in an encouraging workplace culture, and happy teachers may contribute to children's happy, contented, and creative brains. Two categories exist within organizational culture: the first is related to managers and leaders

Empirical data (OCE) suggests that organizational culture can be broadly classified into two categories:

organizational culture related to employees and organizational culture related to

managers and leaders (OCM). According to this study, job satisfaction is positively and significantly impacted by both forms of culture. According to Aoms and Weathington's (2008) study on the teaching fraternity at the University of Tennessee at Chattanooga, an organization's culture positively affects employee satisfaction and loyalty.

In their study of Taiwanese business professionals, Chang and Lee (2007) concentrated on the group-oriented culture in the workplace as a means of enhancing employee job satisfaction. Nonetheless, they find a robust correlation between corporate culture and work satisfaction.

Companies with employees who feel their contributions are valued report high levels of job satisfaction (Platonova et al., 2006).

Similar observations were made by Verplanken (2004), who claimed that a person's values have a significant impact on how they see an organization. For this reason, organizational academics are curious to know how different organizational ideals affect different attitudes toward different jobs.

Silverthorne (2004) discovered that three types of organizational cultures—bureaucratic, inventive, and supportive—have an effect on employees' job satisfaction. Studies haven't agreed on much when it comes to how cultural factors impact job satisfaction.

Lund (2003) carried out an empirical study on the effects of organizational culture types on job satisfaction in a survey of employed and contracted physicians in American businesses. The study found that "managing" organizational culture is an essential part of reinforcing positive physician attitudes and behavior.

Aggression, respect for others, and stability were found to have positive effects on workers' job satisfaction by McKinnon et al. (2003). Consequently, more investigation is still required to fully understand the relationship between company culture and job satisfaction (Detert et al., 2000). Jiang and Klein (2000) argued that a supportive workplace culture increases employee satisfaction and decreases turnover rates in their study of 500 information system professionals who were selected at random from the American Institute for Technology Professionals (AITP) roster.

Aiken et al. (2000) assert that an employee's attitude is influenced by their workplace. Control and management, as well as result oriented, have a positive effect on workers' job satisfaction, claim Huang and Wu (2000).

## Methodology

This is an analytical study focused on primary data frequently relying on secondary research, including the review of existing literature, qualitative approaches, including informal conversations with customers, staff, management, or competitors, and more formal approaches, including in-depth interviews, focus groups, projective methods, case studies, or pilot studies. To accomplish the goals of research, primary data was gathered using a standardized

questionnaire.

The secondary data was gathered from research papers, reports and articles. To gather the primary data, 100 teachers were included in the sample size using convenient sampling. SPSS 20 was used for Data analysis

## Analysis & Interpretation of data

**Table no. 4.1** (Gender of the respondents)

### 1. Gender

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid male	37	37.0	37.0	37.0
female	63	63.0	63.0	100.0
Total	100	100.0	100.0	

**Table no. 4.2** (Age of the respondents)

### 2. Age

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 20-30	27	27.0	27.0	27.0
30-40	35	35.0	35.0	62.0
40-50	25	25.0	25.0	87.0
50 +	13	13.0	13.0	100.0
Total	100	100.0	100.0	

**Table no. 4.3** (Educational qualifications)

### 3. Educational Qualification

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Bachelor's Degree	36	36.0	36.0	36.0
Master's Degree	36	36.0	36.0	72.0
PhD/Doctoral	13	13.0	13.0	85.0
other	15	15.0	15.0	100.0
Total	100	100.0	100.0	

**Table no. 4.4** (Position of respondents in the institution)

### 4. Position in the institution

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Associate Professor	14	14.0	14.0	14.0
Senior Lecturer	23	23.0	23.0	37.0

Lecturer	25	25.0	25.0	62.0
Junior Lecturer	15	15.0	15.0	77.0
Other	23	23.0	23.0	100.0
Total	100	100.0	100.0	

**Table no. 4.5** (Years of experience of the respondent)

5.

**Years of experience**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Less than 5years	28	28.0	28.0	28.0
6 to 10 years	34	34.0	34.0	62.0
11 to 15years	22	22.0	22.0	84.0
more than 16 years	16	16.0	16.0	100.0
Total	100	100.0	100.0	

**The studied dimensions' descriptive statistics and the resulting conspectus**

SNo	Approach/Attitude/Opinion	Not at all	Minimally	Moderately	Considerably	Very much
1.	Not being constrained by many rules	14%	29%	21%	20%	16%
2.	Paying attention to detail	13%	13%	11%	34%	29%
3.	emphasis on quality	12%	20%	10%	27%	31%
4.	Organization expectation for performance	9%	13%	15%	30%	33%
5.	Is the organization recognized for being result oriented	1%	17%	18%	28%	36%
6.	Is the organization recognized for Enthusiasm for the job	1%	5%	37%	39%	18%
7.	Is the organization recognized for Fairness	2%	37%	43%		18%
8.	Is the organization recognized for being supportive	6%	9%	15%	37%	33%
9.	Is the organization recognized for Sharing information freely	13%	22%	12%	31%	22%
10.	Is the organization recognized for... [Stability	9%	19%	7%	30%	35%
11.	Is the organization recognized for Security of employment	9%	18%	38%	24%	11%

Not being constrained by many rules ,not at all or minimally43%,considerably and very much 36%,Paying attention to detail, not at all or minimally26% mconsiderably and very much 63%, , Organization expectation for performance, not at all or minimally22% mconsiderably and very much63%, ,Whether the organization recognized for being result oriented, not at all or

minimally 18% mconsiderably and very much 64%, Whether the organization is recognized for Enthusiasm for the job ,not at all or minimally 6% mconsiderably and very much 57%, Whether the organization is recognized for Fairness ,not at all or minimally 39% mconsiderably and very much 18%, Whether the organization is recognized for being supportive not at all or minimally 15% mconsiderably and very much 70%, Whether the organization recognized for Sharing information freely not at all or minimally 35% mconsiderably and very much 53%, Whether the organization recognized for Stability ,not at all or minimally 28% mconsiderably and very much 65%, Whether the organization is recognized for Security of employment ,not at all or minimally 27% mconsiderably and very much 35%

SNo	Everyday Working	V Dissatisfied	Dissatisfied	Neutral	Satisfied	V Satisfied
1.	General nature of work aside from lecturing	5%	8%	29%	35%	23%
2.	Current work schedule.	13%	48%	24%	8%	7%
3.	Personal office facilities	2%	5%	29%	36%	28%
4.	Adequacy of instructional equipment	7%	18%	35%	30%	10%
5.	Opportunities for increased responsibility	10%	17%	22%	44%	7%
6.	Recognition by administration for ideas	7%	7%	53%	23%	10%
7.	Involvement in making decisions	5%	23%	38%	21%	13%
8.	Amount of annual salary	9%	16%	52%	14%	9%
9.	Opportunity to earn additional income	1%	1%	78%	17%	3%
10.	Level of understanding between self and supervisor	1%	4%	21%	60%	14%
11.	Personal encouragement given by supervisor	7%	27%	31%	28%	7%
12.	Overall relationships within the institution	6%	11%	30%	24%	29%

General nature of work aside from lecturing, Very Dissatisfied and Dissatisfied 13%, Satisfied and Very satisfied 58%, Current work schedule., Very Dissatisfied and Dissatisfied 61%, Satisfied and Very satisfied 15%, Personal office facilities, Very Dissatisfied and Dissatisfied 7%, Satisfied and Very satisfied 64%, Adequacy of instructional equipment, Very Dissatisfied and Dissatisfied 25%, Satisfied and Very satisfied 40%, Opportunities for increased responsibility, Very Dissatisfied and Dissatisfied 27%, Satisfied and Very satisfied 51%, Recognition by administration for ideas, Very Dissatisfied and Dissatisfied 14%, Satisfied and Very satisfied 33%, Involvement in making decisions, Very Dissatisfied and Dissatisfied 28%, Satisfied and Very satisfied 34%, Amount of annual salary, Very Dissatisfied and Dissatisfied 25%, Satisfied and Very satisfied 23%, Opportunity to earn additional income, Very Dissatisfied and Dissatisfied 2%, Satisfied and Very satisfied 20%, Level of understanding between self and supervisor, Very Dissatisfied and Dissatisfied 5%, Satisfied and Very satisfied 74% Personal encouragement given by supervisor Very Dissatisfied and Dissatisfied 34%, Satisfied and Very satisfied 35% Very Dissatisfied and Dissatisfied 17%, Satisfied and Very satisfied 53%, Overall relationships within the institution

### Limitations of the study

- The sample size was small and could not represent the entire population
- Moreover, one of the main contributing factors was cost
- Due to time constraints, a sample size of only 100 was gathered; this means that individual responses may contain bias.

### Conclusion

The level of job satisfaction is assessed and examined in relation to several factors, including benefits, job security, workplace, compensation, and opportunities for advancement. It includes the majority of the data. The teaching staff finds all of the amenities

to be satisfactory. In addition to other amenities like a hotel, they offer medical care, Internet access, and other services. When compared to other regular teaching staffs, contract teachers expressed lower levels of satisfaction with their pay and job security. It is determined that the promotion rules for university staff, which have a different effect on the degree of job unhappiness among the teaching staff and should be taken into consideration, are not a concern of the university administration.

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