

Effects of Demographic Characteristics on Organizational Culture and Job Satisfaction among Faculties of Higher Education in Kathmandu, Nepal

Bikram Prajapati*, Krishna Khanal*, Rajiv Sharma*

*King's College, Kathmandu, Nepal

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Correspondence:

Krishna Khanal

Krishna@kingscollege.edu.np

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Abstract

Background: Organizations have been recognizing the value of culture because it helps attract, satisfy, and retain employees. The explicit nature of organizational culture pertains to visible artifacts and other observable elements within an organization. However, the implicit paradigms of organizational culture are often challenging to identify through mere observation. Organizational culture refers to the environment within a workplace created by its underlying values and practices, which in turn impacts employees' job satisfaction.

Objectives: This research investigates the impact of demographics characteristics on organisational culture and job satisfaction.

Methods: In this research, we analyzed the relationship between organizational culture and job satisfaction in a sample of 81 full-time faculty members using standard questionnaire from higher education institutions located in Kathmandu, Nepal using purposive sampling method.

Results: It was observed that perceptions of different organizational cultures varied among different demographic variables. Factor analysis yielded four components of job satisfaction: accomplishment, supervision, empowerment, and growth. Correlational analysis demonstrated that the clan organizational culture exhibits a significant positive relationship with job satisfaction.

Conclusion: Conducting this research on the impact of demographic characteristics on organizational culture and job satisfaction in higher education in Nepal will provide valuable insights to inform policies and practices that can enhance employee satisfaction and organizational effectiveness.

Keywords: Higher education, job satisfaction, organizational culture, organizational culture assessment instrument

JEL Classification: I23, L89, M14

Introduction

Organizational culture (OC) has become important today than ever before. It acts as a social bond that binds the employees in an organization (Bagga et al., 2023; Kim & Jung, 2022; Trevino & Nelson, 2021). Organizations have their way of doing things that influence aspects ranging from work-life to how products and services are sold (Dension & Neale, 1999; Metz et al., 2020). According to Quinn et al. (2020), OC can be described as a shared perception held by employees, which distinguishes one company from another. Organizations have been realizing the value of culture as it helps to attract and retain employees. Candidates are generally attracted by the culture of an organization that mostly represents their own belief system (Tholan, 2024). The study by Inabinett and Ballaro (2014) stated that organizations should create a culture and define the qualities needed for candidates to prosper within a defined culture that helps to retain employees. It is also found that OC can act as a foundation of persistent competitive advantage (Tulokas et al., 2024). Companies that have a robust set of fundamental managerial values usually dictate the functioning of business (Barney, 1986; Desjardine et al.; 2024). This might be because OC not only attracts employees but satisfies and retains the most qualified ones who increase productivity and profitability. For retaining these performers, OC plays a vital role, which generally helps employees to be satisfied in their job (Purwadi et al., 2020; Kim, 2020).

An organization that emphasizes values of teamwork, a sense of security and respect for team members has been found to have better retention rates (Radu, 2023; Kerr & Slocum, 1987). It is mainly because these values create a sense of belongingness and high self-esteem, which are important aspects of long-term commitment. Both OC and organizational commitment have an impact on employee performance, with OC exerting a stronger influence compared to organizational commitment in higher education (Prianto et al., 2024). However, it is largely dependent upon organizations and on what type of culture they foster (Sheridan et al., 1992).

For many organizations, job satisfaction (JS) is a desired state where they want their employees to be. However, JS being a relative term depends on several factors as well as individuals. JS is usually understood as “how an employee is feeling about his/her job” (Belias & Koustelios, 2014). Such feeling typically defined as “a positive emotional state, which is often an outcome of appraisal of one’s job or job experience” (Locke, 1976). A study by Roodt, Rieger, and Sempene (2002) has stated that “JS is also a result of an individual’s perception and evaluation of his/her job, which is influenced by the employee’s life situations such as needs, values and expectation”.

Several research efforts have been conducted to investigate the connection between OC and JS (Li & Tresirichod, 2024; Lund, 2003; Ahamed & Mahmood, 2015). These studies are concentrated on a few industries such as banking, corporate, health and information technologies. Few studies have been found exploring the relationship between OC and JS in the education sector. Most of this research is done in the western context. This research intends to explore the relationship between OC and JS among full-time faculty of higher education in Nepal. It is because this sector operates in the knowledge industry where a qualified pool of candidates is always prized, and tacit knowledge of employees is also seen as a differentiating factor for these institutions.

Higher education institution is a knowledge-generating and disseminating organization (Khanal & Prajapati, 2023). For such an organization, qualified faculty members are a unique selling point for them in

the marketplace. Even if an education institution employs qualified faculty members, their demographic characteristics will have an effect on the type of culture they want in the organization. With these findings, management of colleges/universities will be able to formulate a strategy to create a type of culture in their organization with an expectation of JS.

This research has implemented Organizational Culture Assessment Instrument (OCAI) in order to assess OC. This tool has been widely validated and used by more than 12,000 organizations to assess their OC. According to Cameron and Quinn (2006), four types of OC exist: Clan culture “is characterized by a friendly place to work and feel like an extended family. Leaders are thought of as mentors and perhaps even as parent figures. The organization places a premium on teamwork, participation and consensus.” Hierarchy culture: “is characterized by a formalized and structured place to work. Procedures govern what people do. Effective leaders are good coordinators and organizers. Formal rules and policies hold the organization together.” Market culture: “is a results-oriented workplace. Leaders are hard-driving producers and competitors. Outpacing the competition and market leadership is important.” Adhocracy culture: “is characterized by a dynamic, entrepreneurial, and creative workplace. People stick their necks out and take risks. Effective leadership is visionary, innovative, and risk oriented. The organization’s long-term emphasis is on rapid growth and acquiring new resources.”

Review of Literature

OC often has an implicit and explicit explanation. Due to the implicit and explicit nature of OC, it is commonly described as a collection of beliefs, values and behavioral patterns and assumptions ingrained by employees (Cooke & Rousseau, 1998). This definition itself highlights implicit paradigms of culture, which is true as OC is embedded in members of the organization. Among many studies, Wallach (1983) has a more balancing definition of an OC where it is defined as understanding the difference between official and unofficial rules of getting things done, which is often embraced in employees’ behavior.

Organizational Culture and Job Satisfaction

JS is influenced by factors like organizational structure, company size, salary, workplace conditions, environment, and leadership, which are the components of organizational culture (Belias & Koustelios, 2014). Roodt et al. (2002) have studied the relationship between JS and OC considering the demographic variable (DV) effect on it among employees of the service organization.

Schneider and Synder (1975) have pointed out that a productive working environment encourages specific types of OC that contribute to JS. While organizations have different cultures, JS largely depends on how individuals perceive and feel about those cultures. JS generally defines the employee’s feelings towards the job (Bellas et al., 2015). The same study has concluded that adhocracy and market-type cultures are more likely to lead to employee dissatisfaction with their salaries, in contrast to hierarchy-type cultures. The study by Shurbagi and Zahari (2012) revealed “the four types of OC i.e. clan, adhocracy, market and hierarchy and the five-factor of JS i.e. supervision, benefits, rewards, operating and co-worker’s satisfaction have a positive and significant relationship”.

Demographic Variables and Organizational Culture

Badawy et al. (2017) investigated the effects of five demographic factors on OC, JS, and organizational citizenship behavior in Egypt and Mexico. They focused on gender, age, years of experience, education

level, and managerial level to test their hypothesis among 127 Egyptian and 116 Mexican employees from the service and manufacturing sectors. The research analyzed organizational culture using the OCAI instrument and concluded gender, age, experience and the educational level does not have any effect on perception towards OC however manager level only affects market culture.

Roodt et al. (2002) research concluded as married employees are more positive towards OC rather than single employees also years of experience helps to develop a positive corporative culture into the employees however there is no significant difference among gender perception towards OC and JS. There is no direct correlation between gender and OC (Romaine, 1999) but Brown (2003) stated gender influences OC and its impact on other organizational variables during a business process. Women used participative management style, promote a friendly environment, maintain less hierarchy and foster knowledge sharing culture.

Demographic Variables and Job Satisfaction

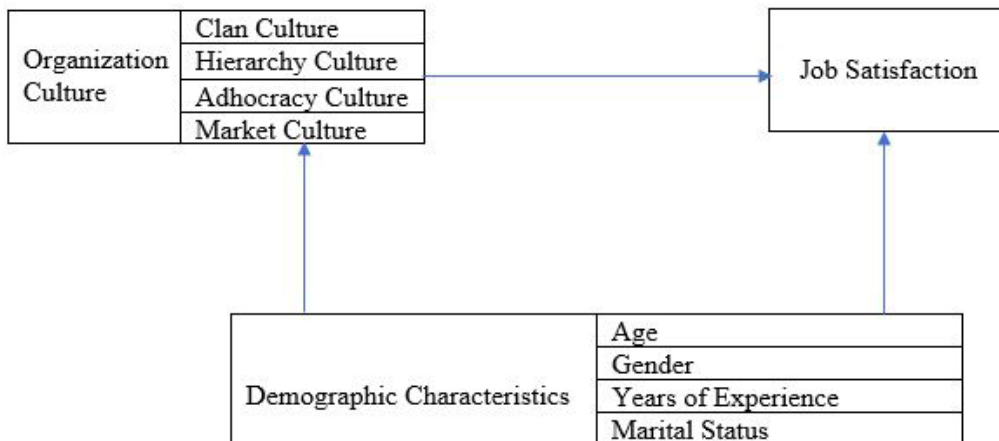
Ghafoor (2012) explores the link between demographic characteristics and JS through a cross-sectional study involving academic staff at universities in Pakistan. The researcher employed the Minnesota Satisfaction Questionnaire to gather data from 299 academic staff members. The research concluded that male employees are more satisfied than their female counterparts in the same OC. Similarly, experienced staff are found to be more satisfied with OC. The research highlighted that academic staff with a higher education degree are more satisfied than others.

Wofford (2003) investigated the link between DV and JS, concluding that employee age is positively associated with JS. Pala et al. (2008) carried out a study using the Minnesota Satisfaction Scale to assess the relationships between demographic characteristics, JS, and organizational commitment among 473 hospital staff in Turkey. The findings revealed no significant difference in JS between male and female staff. Age was found to have no effect on overall, internal, or external satisfaction levels. However, the level of education had a significant positive impact on all three areas of satisfaction. Additionally, years of experience within the organization showed a significant positive effect on external satisfaction but did not influence overall or internal satisfaction.

Bataineh's (2014) research indicated a significant difference in JS between genders, with male faculty members reporting higher satisfaction than their female counterparts. Faculty members with extensive teaching experience were found to be more satisfied than newer faculty, and those over the age of 45 experienced greater JS than younger colleagues. Tabatabaei et al. (2013) also identified a significant difference in JS between male and female employees, noting that single and married employees experience different levels of JS. Mathieu and Zajac (1990) suggested that factors such as age, gender, education level, managerial position, and tenure within an organization influence organizational commitment and JS. However, Rapti and Karaj (2012) found no significant relationship between gender, age, education, and overall JS among teachers (Amarasena et al., 2015). Duong (2014) similarly concluded that male academics are more satisfied with their jobs than female academics but found no significant differences in JS based on age, academic qualifications, marital status, or years of experience.

Figure 1

Theoretical Framework



OC has several measuring scales for research purposes. Drawing from the literature review, the researcher employs the Organizational Culture Assessment Instrument (OCAI), created by Quinn and Cameron. This instrument evaluates four types of OC: clan culture, adhocracy culture, market culture, and hierarchy culture. Also, there is a wide literature review of a DV relationship with JS. The result is scattered and different in a different environment and culture. It clearly shows that, due to the change in the context, organization dynamics and culture, it impacts differently on satisfaction level. Based on a wide literature review we selected age, gender, marital status and experience as our DV for the study.

Materials and Methods

A descriptive research design was formulated to conduct research. For the research, a quantitative methodology is used for the data collection. All the full-time faculties of higher education institutions (Graduate and Undergraduate colleges) located at Kathmandu valley with more than 6 months of experience were used as a population for our study. The researcher used Minnesota Job Satisfaction Questionnaires and Organizational Culture Questionnaire to measure the construct.

We used a purposive sampling technique to select faculty members from a higher education institution for our study. The researcher communicated with the management of the educational institutions and visited the premises. Upon receiving prior approval from the administration and faculty, data were collected using a standard questionnaire from the available faculty members during our visit. For the purpose of this study, only faculty members with more than six months of experience in the same institution were selected.

A final questionnaire was distributed among 110 full-time faculty members of a different higher education institution. Among them, only 87 respondents completed the research questionnaire. After scrutiny completed responses, 6 respondent responses were found incomplete thus it was not included for further analysis. A final sample size 81 was used for the study.

Research Instrument

OC: The data was gathered using standardized questionnaires. To assess organizational culture, the researcher used Cameron and Quinn's (1999) Organizational Culture Assessment Instrument (OCAI). This instrument categorizes respondents into four cultural traits: clan, hierarchy, market, and adhocracy. It further divides these into six distinct cultural aspects: dominant cultural type, leadership, employee management, organizational glue, strategic emphases, and criteria for success. The OCAI is widely utilized by researchers to explore the relationship between culture and various organizational dimensions within higher education (Fralinger & Olson, 2007; Chong, Ismail & Ramachandran, 2010; Brooks, 2007; Aboajela, 2015; Ferreira & Hill, 2008; Kaufman, 2013).

JS: Minnesota satisfaction questionnaire –short form is used to measure JS. A total of 20 questioners were used to analyze how employees feel about their present job. A 5- point Likert scale was used to measure the levels of JS.

Data Analysis and Interpretation

A researcher uses self-administrated questionnaires. All the faculties are requested to complete all the set of questionnaires by themselves. Questionnaires are coded in SPSS 20.0 software. Descriptive statistics and statistical tests were performed. Frequency and Descriptive analysis have been performed. ANOVA analysis was performed to show the relationship of a DV with OC and JS, correlation analysis is used to analyze the relationship between OC and JS.

Result and Discussion

Reliability of Instruments

The research adopted Cronbach alpha for reliability analysis. All the Cronbach's alpha values except for the adhocracy dimension meet the acceptance range. Although Cronbach's alpha value of adhocracy culture did not reach 0.7 threshold value proposed by Nunnally (1978), we used it for further analysis because the OCAI instrument is a well-implemented scale, and much research had performed its validity. In OCAI we cannot improve alpha by deleting any items. Thus, it was accepted as it is for further analysis.

Table 1

Cronbach's Alpha of OC Dimension and JS Dimension

Culture dimension	Cronbach's Alpha	Job satisfaction	Cronbach's Alpha
Clan Culture	0.788	Work Accomplishment	0.839
Adhocracy	0.585	Empowerment	0.838
Market Culture	0.75	Growth	0.776
Hierarchy culture	0.751	Supervision	0.812

A factor analysis using Principal component analysis and Varimax with Kaiser Normalization resulted in four factors of JS. Based on the total variance explained statistical analysis, four factors with an Eigenvalue greater than 1 are extracted and explained 63.84% variance. Components are

operationalized as work accomplishment, growth, empowerment, and supervision. Cronbach's alpha resulted in work accomplishment, growth, empowerment, and supervision are greater than 0.7.

Descriptive Data Analysis

Table 2

Characteristics of the Respondents (n=81)

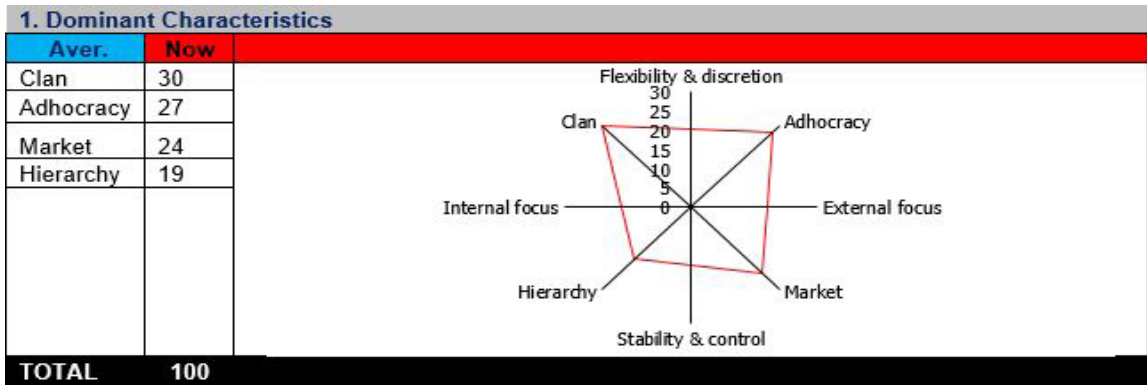
Demographics Variable	Labels	N	percentage
Gender	a. Male	57	70.4
	b. Female	24	29.6
Age	a. 25-29 years	22	27.2
	b. 30-34 years	28	34.6
	c. 35-39 years	19	23.5
	d. 40-44 years	8	9.9
	e. 45-49 years	2	2.5
	f. 50-54 years	2	2.5
Years of experience	a. 0-2 years	17	21.0
	b. 2-4 years	35	43.2
	c. 4-6 years	11	13.6
	d. 6-8 years	8	9.9
	e. 8- above years	10	12.3
Marital Status	a. Single	26	32.1
	b. Married	55	67.9

Source: Research data

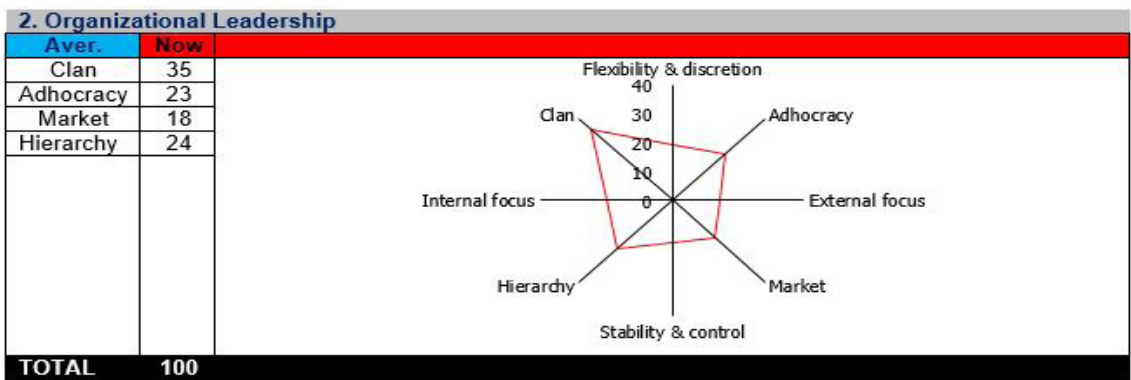
Table 2 highlighted profiles of the respondent- full-time faculty working at higher education. The total number of male respondents is 57 (70.4%) and 24 (29.6%) are female responded. All the questioners were distributed to all the full-time faculty. The above data concludes in higher management education; female full-time faculty are less than male. The response age varies. Most of the faculty are in the age of 30-34 years (28%), 25- 29 ages faculty are 22 (27.2%). As per the data, as ages increase the rate of working as a full-time faculty is decreasing. Most of the faculty are considering working full time in the initial career. The faculty's years of experience at the institute play a crucial role in their professional development.

Organizational Culture Dimension Analysis

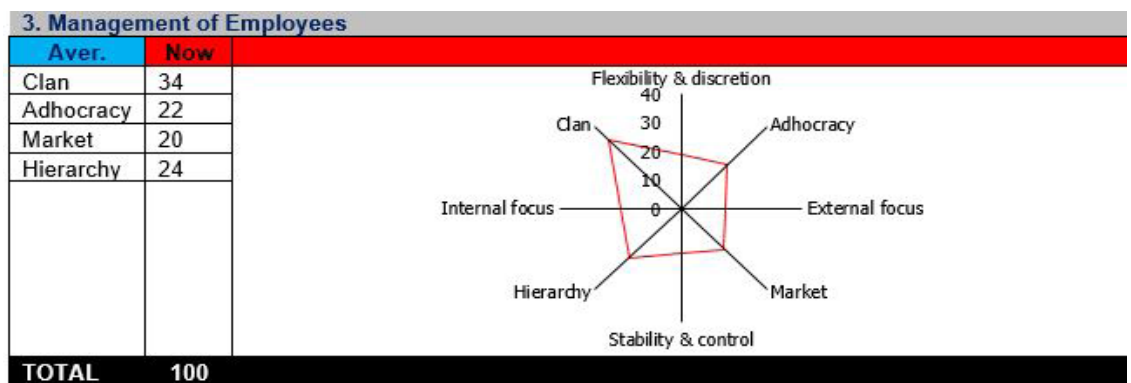
Dominant Organizational Characteristics: It analyzes the perception of faculty towards the working environment of the organization. The Clan and Adhocracy cultures rated with 30 and 27 points. This indicates that organizational holding more extended family cultures where employees are free to share among and is a personal place to work. Also, an organization holding an entrepreneurial culture where employees are free to take a calculated risk and do an experiment on their idea.



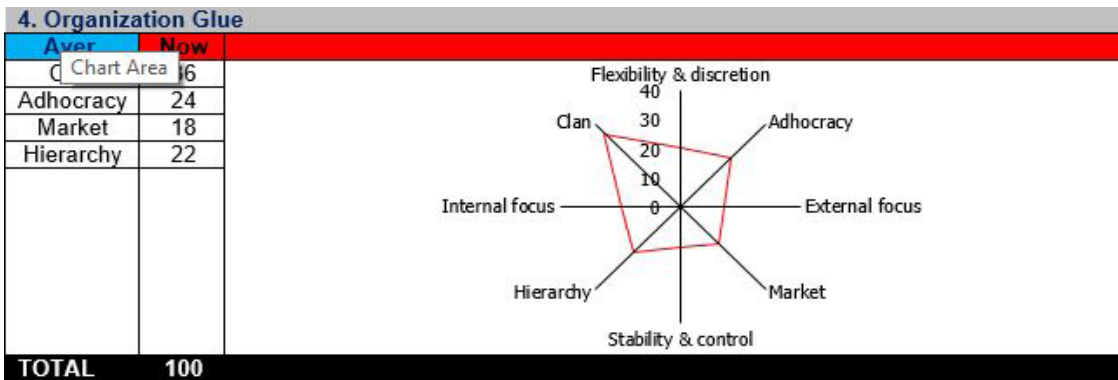
Organizational Leadership Style: It discusses the leadership style of the leaders. The clan, hierarchy and adhocracy cultures rated 35, 24 and 23 points. This suggests that the leader demonstrates qualities of mentorship and places a strong emphasis on developing, nurturing, and guiding their employees. Additionally, the organization is typically viewed as one that embodies mentoring, facilitating, and nurturing. The leader also exhibits strong coordination and organizational skills, which are essential for seizing opportunities and ensuring smooth operations.



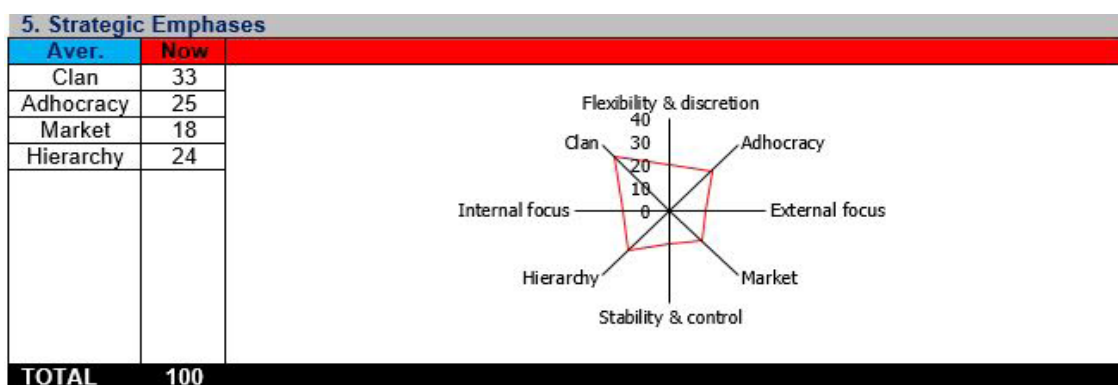
Management of employees: it analyzes faculties’ perceptions towards the management of the organization. Higher education institute culture is defined by teamwork and participation. There is collaborative environment and guide by the security of employment, predictability and conformity. Culture is less defined by competition, achievements and hard-driven competitiveness.



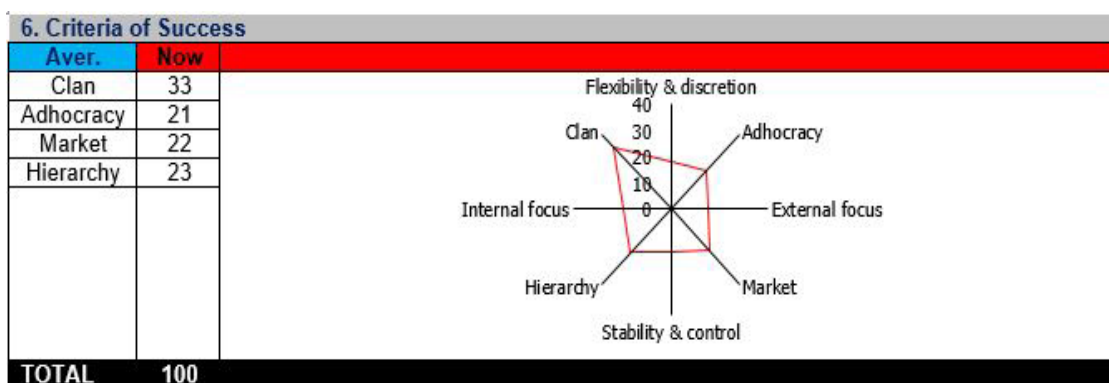
Organizational Glue: It discusses characteristics that help to create a bond with the organization. The clan and adhocracy culture hold 36 and 24 points. This indicates a strong level of mutual trust and respect within the higher education institution. They are loyal and committed to the organization and to each other. An organization with adhocracy culture is more together and committed to innovation and development.



Strategic Emphasis: It discusses an organization’s emphasis area. There is openness in the organization and collaborative participation to develop trust and for the development of the employees. They emphasize human development. An organization with an adhocracy culture promotes new things, acquires new resources to explore opportunities along with organization (hierarchy) tries to make stable, control operations to improve efficiency.

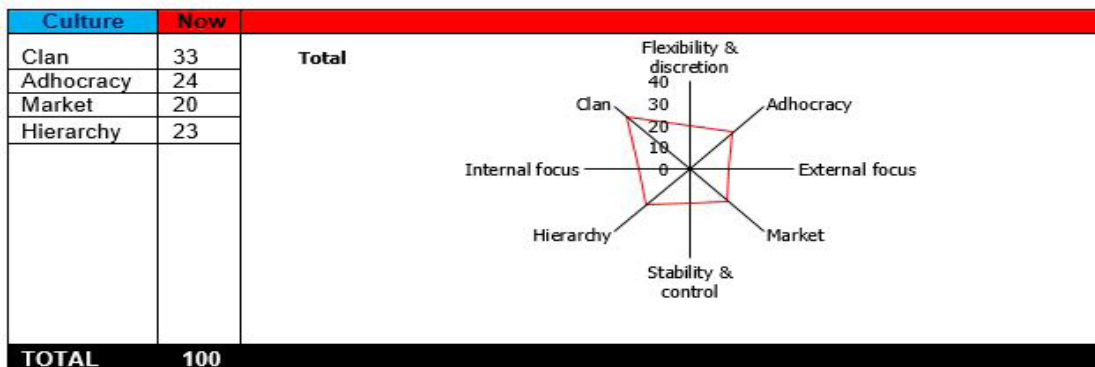


Criteria of Success: This assesses employee perception towards criteria organization uses to measure success. Higher education institutions prioritize the development of human resources over a competitive environment. The teamwork is key for success and they concern each other development. The organization measures its success through the development of its human capital, cultivating teamwork, upholding employee commitment, and demonstrating care for its workforce.



There is a mixed culture in higher education. Thirty-three percent possess a clan culture, where people feel pleasant at the workplace and feel like an extended family. A leader is more of a mentor, and success builds on commitment, teamwork, and continuous development. There is more flexibility in working practices. Twenty-four percent of respondents feel their OC is an adhocracy culture, where risk-

taking is promoted by the organization. They thrive on innovation and commitment in the workplace. The organization encourages individual innovation, and success is measured by new products or the initiation of value-adding activities. It promotes the entrepreneurial ecosystem within the organization. Twenty percent feel their OC is a market culture, which focuses on output rather than process. Success is measured by outcomes such as graduation rates and enrollment rates. They are more competitive in the market and always oriented towards capturing market share. A leader is more goal oriented. Twenty-three percent of respondents feel their current OC is a hierarchical culture, characterized by a very formalized and structured design within the organization.



The Relationship between Demographic Characteristics and Organizational Culture

Gender and Organizational Culture

The findings showed no difference between male and female faculty ($F = 2.053, p = .156 > 0.05$). However, female faculty ($M = 36.14$) perceived the OC as being more of a clan type compared to male faculty ($M = 32.16$). Similarly, the results indicated no difference between genders in their perception of hierarchy culture ($F = .167, p = .684 > 0.05$) or adhocracy culture ($F = .067, p = .797 > 0.05$). A statistically significant difference was found in their perception of market culture ($F = 8.958, p = .004 < 0.05$). Female faculty believe that the current OC is more aligned with a clan type, emphasizing a collaborative environment to foster human development and commitment. In contrast, male faculty view the OC as more market-oriented, where activities are driven by competition rather than cooperation. These results are consistent with previous studies, which show that men socialize to maintain dominance and fulfill their needs (Holt & DeVore, 2005), while women engage in socialization to build connections and meet their needs (Belias & Koustelious, 2014).

Age and Organizational Culture

The result showed there is no significant difference between age group and perceptions towards different type of current OC (clan culture, $F = 1.59, P = 0.173 > 0.05$, market culture, $F = 1.63, P = 0.161 > 0.05$, hierarchy culture, $F = 1.93, P = 0.99 > 0.05$, adhocracy culture, $F = 1.91, P = 0.103 > 0.05$). Faculties of age group 35-39 years perceived OC as clan culture ($M = 37.06$), 40-44 age group faculties perceive OC as a hierarchy culture, 45-49 age group perceive organizational culture as market type culture and employee with 50-54 believes that organization culture is adhocracy culture. Thus, perception towards current OC is changing and different meanings for the different age groups. Contrary to this, research by Chen et al. (2008) and Ledimo (2015) suggests that younger employees favor a more competitive work environment, whereas

older employees tend to prefer a more close-knit and intimate workplace setting.

Years of Experience and Organizational Culture

The findings indicated a significant difference between years of experience at the organization and perceptions of the current market culture ($F = 2.62, P = 0.047 < 0.05$) as well as the hierarchy culture ($F = 1.93, P = 0.05 < 0.048$). The perception of OC is changing as per their perception of the organization. There is no significant difference in perception towards clan culture ($F=1.93, P=0.290>0.05$). As per mean value, 0-2 years of experience employees feel OC as more like market culture ($M=23.92$), employees with 2- 4 years of experience feel culture as more like clan culture ($M=36.33$) whereas employees with 6-8 years of experience fell culture are more adhocracy type ($M= 24.16$) and employees with 8- above years of experience feel culture as more like hierarchy culture ($M=29.47$).

Marital status and Organizational Culture

The result shows there is significant difference between marital status and perceptions towards current market culture ($F- 16.69, P=0.000<0.05$) and there is no significant difference between marital status and perception towards clan culture ($F-2.147, P=0.147>0.05$), adhocracy culture ($F-.609, P=0.437>0.05$) and hierarchy culture ($F- 0.143, P= 0.706>0.05$). Married employees ($M= 34.62$) feel that OC is a more family environment and single employees ($M= 24.74$) have dominated the market culture section. Single employees are more driven by competition and growth. This is in contrast to a finding by Sürücü & Sürücü (2020), which supports that married participants are more innovative and competitive than single participants. There is nearly the same perception among married and single towards adhocracy and hierarchy culture.

The Relationship between Demographic Characteristics and JS

Gender and JS

The findings showed there is no statistically significant difference between level of satisfaction of male and female faculties ($F = 1.744, p = 1.9 > 0.05$). However, female faculties ($M = 3.60, SD = 0.55$) are slightly more satisfied than the male faculty members ($M = 3.41, SD = 0.6$). While analyzing JS among four dimensions. It was found that there is no significant difference among gender with accomplishment satisfaction ($F = 3.072, p = 0.084 > 0.05$), growth satisfaction ($F = 0.724, p = 0.397 > 0.05$), supervision satisfaction ($F = 0.767, p = 0.384 > 0.05$) and empowerment satisfaction ($F = 0.325, p = 0.57 > 0.05$). Results showed female faculties are more satisfied than male in all four JS dimension.

Age and JS

There is no statistically significant difference between age group of academics with their JS ($F = 0.371, p = .867 > 0.05$). The result concluded faculties with an age group of 35-39 ($M = 3.57, SD = 0.64$) are slightly more satisfied than other age groups.

While analyzing JS based on four dimensions. It was found that there is no significant difference among the age group with all four-satisfaction dimensions. Faculty members with age group 35-39 ($M = 3.57, SD = 0.64$) are slightly more satisfied than other age groups in accomplishment satisfaction, age group

45-39 ($M = 3.7$, $SD = 0.14$) are more satisfied than other age groups in growth satisfaction, age group 30-34 ($M = 3.63$, $SD = 0.7$) are slightly more satisfied than other age groups in supervision satisfaction and age group 25-29 ($M = 3.63$, $SD = 0.68$) and 50-54 ($M = 3.63$, $SD = 0.53$) are slightly more satisfied than other age groups in empowerment satisfaction.

Years of Experience and JS

There is no statistically significant difference of JS with years of experience among the academics ($F = 1.552$, $p = 0.196 > 0.05$) academics who are new to the institute and having the only experience of 0-2 years ($M = 3.69$, $SD = 0.61$) possess high JS than other. While analyzing JS based on four dimensions. It was found that there is no significant difference among years of experience with all four satisfaction dimensions. Faculty members with an experience of 2- 4 years ($M = 3.68$, $SD = 0.59$) are slightly more satisfied than others in accomplishment satisfaction, experience of 6- 8 years ($M = 3.68$, $SD = 0.80$) are slightly more satisfied than others in growth, experience of 2- 4 years ($M = 3.84$, $SD = 0.89$) are slightly more satisfied than others in supervision satisfaction and experience of 0-2 years ($M = 3.69$, $SD = 0.79$) are slightly more satisfied than other in empowerment satisfaction.

Marital status and JS

There is no statistically significant difference between marital status and faculty members' JS ($F = 0.578$, $p = .449 > 0.05$). Married faculties ($M = 3.50$, $SD = 0.56$) are more satisfied than single faculties ($M = 3.39$, $SD = 0.64$). While analyzing JS based on four dimensions. It was found that there is no significant difference among marital status with all four-satisfaction dimensions. It was found that married faculties were more satisfied in accomplishment ($M = 3.50$, $SD = 0.64$), growth ($M = 3.49$, $SD = 0.72$), and supervision ($M = 3.57$, $SD = 0.73$) and single faculties are slightly more satisfied in empowerment ($M = 3.56$, $SD = 0.66$) than married academics.

OC and JS

A stepwise regression analysis was performed to examine the relationship between OC and JS. The findings showed that OC had a significant impact on overall JS ($F = 19.68$, $p < 0.00$), explaining 19.9% of the variation in JS.

The correlation matrix examining the four dimensions of OC and JS showed that Clan and Adhocracy cultures had positive linear relationships with JS, whereas Market and Hierarchy cultures were negatively associated with it. Specifically, there was a significant positive correlation between clan culture and JS ($r = .447$, $p = 0.000 < 0.01$) at the 0.01 level. Clan culture emphasizes human development and fosters a family-like environment that values personal integrity, mutual respect, and trust. Therefore, enhancing organizational culture can significantly influence JS.

There is negative significant relationship between hierarchy culture and JS ($r = -0.337$, $p = 0.002 < .01$). An OC that emphasizes formal rules and regulations, standardized processes to maintain efficiency and tries to maintain strong governance in the organization negatively impact JS of the faculties.

There is a significant negative relationship between market culture and JS ($r = -0.353$, $p = 0.001 <$

0.01). Organizations that are driven by results and goals, define success by measurable outcomes, and emphasize competitive actions tend to negatively affect JS.

There is no significant relationship between adhocracy culture and JS ($r=-0.020$, $p=0.857>0.01$). An entrepreneurial environment where employees were allowed to take a risk for the innovation and development of new services doesn't show a relationship with overall JS.

Table 3

Correlations Matrix between OC and JS

		Clan	Adhocracy	Market	Hierarchy	Job satisfaction
Job Satisfaction	Pearson Correlation	.447**	.020	-.353**	-.337**	1
	Sig. (2-tailed)	.000	.857	.001	.002	
	N	81	81	81	81	81
** Correlation is significant at the 0.01 level (2-tailed).						
* Correlation is significant at the 0.05 level (2-tailed).						

OC and Four Dimension of JS

A correlation matrix shows the relationship between four types of OC with four dimensions of JS. There is significant positive relationship with clan culture and three-dimension of JS i.e. Supervision ($r=0.365$, $p=0.002<0.01$), growth ($r=0.335$, $p=0.002<0.01$) and accomplishment ($r=0.460$, $p=0.000<0.01$) satisfaction at level of 0.01 and significant relationship with empowerment ($r=0.284$, $p=0.010<0.01$) at 0.05 level. It shows that a friendly environment in the workplace improves all four JS levels of the employees. Employees are satisfied with their growth, accomplishment, have a good relationship with the supervisor and had the opportunity to improve themselves.

Table 4

Correlations Matrix between Dimension of OC and JS

		Empowerment	Supervision	Growth	Accomplishment
Clan	Pearson Correlation	.284*	.365**	.335**	.460**
	Sig. (2-tailed)	.010	.001	.002	.000
	N	81	81	81	81
Adhocracy	Pearson Correlation	.100	.025	.006	-.050
	Sig. (2-tailed)	.374	.824	.956	.655
	N	81	81	81	81
Market	Pearson Correlation	-.288**	-.297**	-.162	-.371**
	Sig. (2-tailed)	.009	.007	.149	.001
	N	81	81	81	81
Hierarchy	Pearson Correlation	-.221*	-.272*	-.319**	-.303**
	Sig. (2-tailed)	.047	.014	.004	.006
	N	81	81	81	81

There is no significant relationship between adhocracy cultures with any dimension of JS. In higher education, introducing entrepreneurial culture doesn't have an impact on any JS. Market culture has significant negative relationship with three dimensions of JS i.e. Supervision ($r=-0.297$, $p=0.007<.01$), Empowerment ($r=-0.288$, $p=0.009<.01$) and Accomplishment ($r=-0.371$, $p=0.001<.01$) satisfaction at level of 0.01. An education area is a learning place where collaboration and collaboration are valued. If it is governed by result-oriented and market leadership, it has a negative impact on the satisfaction level of employees. There will not be filled empowered and relationships with a supervisor will not be improved and employees will not be able to satisfy their accomplishments in the workplace. Market culture doesn't have a significant relationship with growth satisfaction. Adhocracy culture doesn't have a significant relationship with any dimension of JS. Hierarchy culture has negative significant relationship with Empowerment ($r=-0.221$, $p=0.047<.05$), Supervision ($r=-0.272$, $p=0.014<.05$) at 0.05 level and Growth ($r=-0.319$, $p=0.004<.01$), Accomplishment ($r=-0.303$, $p=0.006<.01$) at 0.01 level. When the higher education management and structure is a top-down approach, imposed by excessive formal rules and regulations, procedures governed, employees are dissatisfied with their work. Employees who work in a controlled environment don't show satisfaction with their jobs.

Conclusion and Suggestions

There is a lack of comprehensive understanding regarding the link between demographic factors and OC and JS among higher education academicians in Nepal. Thus, this study seeks to investigate how DV like age, gender, years of experience, and marital status impact OC and JS. It also aims to explore the connection between OC and JS. The research is centered on full-time faculty members working in colleges/universities located in Kathmandu.

OC is constructed based on Cameron and Quinn typology i.e. market, hierarchy, adhocracy, and clan culture. The most dominant OC is the clan culture in higher education (Tierney, 1988; Lacatus, 2013). A diverse range of OC can be found in higher education institutions. All the institutes are offering the same degree, but the OC, which holds all the employees together, is vastly different. Some organizations are more focusing on a new product, new program, new teaching methodology, some are more focusing on strengthening their own process and others are performing and operating under formal rules and regulation. Higher education is developing through diverse OC.

The overall JS level of academicians is 3.47 on a 5-point Likert scale. It shows that academicians are happy with their job. However, it was found that academicians are less satisfied with the growth (mean = 3.38) opportunity presented in the job thus it indicates that management should provide them ample opportunities to grow in the organization. There was no statistically significant relationship of gender with clan and hierarchy culture, but it shows a statistically significant relationship with market culture. Such that the male and female academicians view OC differently in a result-oriented organization. Such an age of employees does not impact on perception towards OC. Further, the result concluded more years of experience in organization, perception about culture changes.

Academicians in their early academic careers are more focused on growth and supervision. If they got an opportunity to grow and guidance and support for supervisors, they tend to be more satisfied. Married employees are found to be more satisfied with their sense of accomplishment, empowerment and supervision whereas single employees tend to be more focused on growth opportunities. Female academicians are slightly more satisfied than their male counterparts. Thus, management should design job description accordingly so that it addresses these concerns. A friendly culture like an extended family environment increases the JS of academicians. Hierarchy culture has a negative association with all four dimensions of JS. Thus, management must change and adjust their OC to improve their employees' level of satisfaction.

Understanding how elements such as age, gender, experience, and marital status influence perceptions of culture and satisfaction can help tailor management practices to enhance employee engagement and retention. By acknowledging these differences, institutions can cultivate a more inclusive and supportive culture that aligns with the diverse needs of their faculty members. For society, particularly within educational institutions, the study sheds light on the importance of cultivating inclusive and helping environments that consider the diverse needs and preferences of faculty members. By acknowledging and addressing these demographic influences, higher education institutions can enhance faculty well-being, cultivate a more positive OC and ultimately improve the quality of education delivered to students.

This research has some limitations. All the respondents were employed at higher management colleges in Kathmandu city, so the results may not be generalizable to other fields. The primary respondents were full-time faculty in higher education, and obtaining an adequate number of participants was a significant challenge, as higher education institutions in the Kathmandu area rely more on part-time faculty than full-time faculty. Additionally, the self-administered questionnaires were lengthy, requiring respondents to manually assign each item a score out of 100 and ensure that the sum for each category equaled 100. This may have introduced biases due to consistency effects. For future research, qualitative studies could be conducted to gain fresh perspectives on JS and OC.

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