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ORGANIZATIONAL CULTURE AND JOB SATISFACTION AMONG  
ACADEMIC AND NON-ACADEMIC PERSONNEL OF SELECTED  
UNIVERSITIES AND COLLEGES OF CORDILLERA ADMINISTRATIVE  
REGION

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**ABSTRACT**

This research examined the prevailing organizational culture in the Cordillera Administrative Region (CAR) of the two Higher Education Institutions (HEIs) as viewed by their faculty members and non-teaching employees. The research included the measurement of their level of job satisfaction. As the main instrument for extracting data from the respondents, two sets of questionnaires were used. To compare the two groups of respondents' views, the Chi-Square Significance Test and Mann-Whitney were used. In the data analyses, results showed that the dominant organizational culture in the two higher education institutions in CAR is Individual. The results also show that there are different levels of job satisfaction for the two groups of respondents. Although academic workers were pleased, non-academic staff were very satisfied. However, the gap in the degree of work satisfaction is not significant between the two classes. The study then advises that each institution's administrator should regularly check the policy/administration/fringe benefits and the likelihood of job growth to make the academic staff happier, leading to the academic and non-academic staff performing effectively.

## INTRODUCTION

"An organization's existence depends on the foundations on which it is founded. The organization guarantees that it can withstand and continue to upgrade as its foundation is built on stable grounds (Newstrom and Davis, 1993).

As it grew and developed, a company has gone through a variety of recognizable phases. These modifications were anticipated in some cases, while in others, they were unforeseen. Often the powers for change come from within the organization, and sometimes external factors and influences cause them (De los Reyes, 2017).

Organizations are an organized community of individuals set up to fulfill particular goals and execute assigned tasks. To this end, they provide their employees with resources, equipment, and required training to enable them to achieve objectives and goals aimed at the greater mission. In exchange, an organization's workers must express their organizations' vision to achieve purposes (Zarate, 1990).

Culture, a term borrowed from anthropology by an organizational theorist (Aldefer, 1969), is a pattern of fundamental assumptions conceived, discovered, or generated by a given group as it learns to deal with its external acceptance and external integration problems that have performed well enough to be considered true. It can also be seen as a collection of understandings exchanged by a group of individuals about meanings.

Like every other entity, educational organizations exist to promote mutual human efforts to accomplish goals that cannot be realized individually. Individuals' behavior in academic institutions derives from the relationship between their motivational needs and environmental characteristics; therefore, the organizational environment is key to shaping organizational behaviors (Owen, 1995).

Culture is a source of organizational unity and continuity and provides its members with a sense of security. As Rabara (2007) cited, Greenberg and Baron (1995) asserted that once an organizational culture, common perceptions, and values are identified, people are closely aligned with their organization's vision and purpose and feel a vital part of it. Suffice it to say, and it is much more likely that a school with a keen sense of its identity would thrive than that which has no good understanding of its justification for its existence.

Also, when a staff reacts to stimuli because of their alignment with organizational principles, a strong culture exists. The culture of organizations is developed, preserved, or transformed by individuals. The culture of an organization is, in part, both generated and maintained by the leadership of the organization. The primary source for the generation and re-infusion of an organization's philosophy, the articulation of core principles, and the definition of expectations are leaders at the executive level.

There are four organizational culture types in the same sense: individual, power, position, and mission. Specifically, the individual is based on the need for new participants to collaborate as a form of organizational culture, to be a good team to build a good relationship with others. Control is based on decision-making in the hands of those on top of the organizational structure in directives, orders, and guidelines. On the other hand, the task is based on the expectations that managers and superiors are impersonal in preventing the authority's exercise for their benefit. The role is based on considering it right for any member if he has experience or expertise to teach or advise another member about his work.

This research's premise is that every organization has a culture, whether one realizes it or not, whether it is strong or well-structured or weak or fractured. The leader can develop

the work culture into an instrument to increase people's efficiency and create a sense of satisfaction in developing each individual's human side (Robbins, 1991).

Leaders are responsible for providing employees with a workplace to grow and develop, and the company can grow and develop through this to achieve its own financial and social goals. Greenleaf (1997) claimed that the organization exists as much as it does to provide the user with productive work to give the client a product or service. The enhancement of organizational behavior is focused on leadership style, organizational structure, culture, and relationships (De los Reyes, 2017).

Similar to regional culture, organizational culture is identical. The same individual will behave in distinct ways in separate organizations or parts of the same organization. The culture is very powerful. Many companies have turned around, turning imminent insolvency into success. Some did it by financial gimmickry, but others who have become stars did it by altering their own society.

"It is difficult to reliably pin down and describe the ideology and values underlying the school's activities. These are expressed in the principles and ideals that managers follow, in the ethical standards that they demand, in the policies they set, in the way things are done, in the practices that organizations retain.

He added that all these characterize culture in people's behaviors and feelings, in the stories, told continuously about happenings in the company, and in the "chemistry" and "vibrations" surrounding the work atmosphere.

The higher learning institutions, particularly those in the Cordillera Region, have their respective specific shared values and beliefs that define the atmosphere in which individuals are committed to each other in an overarching sense of mission. Thus, the heart-and-soul themes around which entity rallies are shared values. In particular, this study focused on the two institutions of higher education in the Cordillera region.

Thompson (1999) stressed that individuals were driving the corporate culture and asserted that the guiding principles are: "who they are, what they do, where they are headed for, and what values they will stand for."

Job satisfaction is a complex and multifaceted term that can mean different things to various people. Job satisfaction is more about mood, an inner state, than attitude. It may be associated with a personal feeling of success.

Cherinton (1998) also claimed that the "attitudes-to-things" approach to satisfaction also states that job satisfaction is made up of different attitudes that a person has about various job components.

The research was carried out on the two-selected higher learning institutions' organizational culture from the above premises and principles. Likewise, this study's intent and purpose were to assess the selected HEI personnel's job satisfaction.

### ***Statement of the problem***

This research attempted to examine the prevailing organizational culture of the two higher learning institutions selected in the Cordillera administrative area (CAR). In particular, the analysis sought to respond to the following unique problems:

1. In terms of person, authority, position, and mission, what is the dominant organizational culture of the two selected state-owned institutions of higher learning

institutions in the Cordillera Administrative Region, as interpreted by academic and non-academic personnel?

1.1 Is there a significant difference between academic and non-academic personnel in the understanding of organizational culture?

2. What is the extent of the respondents' job satisfaction?

2.1 Is there a significant difference between academic and non-academic personnel in the level of job satisfaction?

**METHODOLOGY**

The study used the descriptive research method to evaluate the perceived current dominant culture of selected higher learning institutions in the Cordillera (CAR) administrative region (CAR) and job satisfaction of academic and non-academic workers. Questionnaires were distributed to 216 academic and 176 non-academic staff of the Mountain Province State Polytechnic College and the Ifugao State University.

Frequency count, percentage, and rank were used to assess the selected state university and colleges' perceived dominant organizational culture. To determine job satisfaction means were used. The Chi-Square Significance Test and the Mann Whitney Z-Test were used to compare the understanding of organizational culture between academic and non-academic workers.

**RESULTS AND DISCUSSION**

*Dominant organizational culture as determined by the Academic and Non-academic personnel*

**Table 1:** Dominant Organizational Culture

Organizational Culture	Academic		Non-Academic		Combined	
	F	%	F	%	F	%
Person	69	31.9	52	29.5	121	30.9
Power	58	26.9	34	19.3	92	23.5
Role	44	20.4	41	23.3	85	21.7
Task	45	20.8	49	27.8	94	24.0
Total	216	100	176	100.0	392	100

Among the 216 academic workers, with 69 or 31.9 percent, more of them found the individual to be the dominant organizational culture; this was followed by power with 58 or 26.9 percent of respondents, then by Mission and Position with 45 (20.8 percent) and 44 (20.4 percent) respectively. Although 52 or 29.5 percent of the respondents prefer it, the non-academic workers also defined an individual as the dominant organizational culture. This was followed by a mission of 49 or 27.8 percent, and 41 or 23.3 percent, and 34 or 19.3 percent, respectively, by Power and Role.

The 392 combined academic and non-academic workers' reactions were also analyzed, showing that 121 or 30.5 percent of respondents were going for it. This implies that the combined staff still defined individuals in their schools as the most dominant organizational structure, followed by a mission, power as the third, and position as the least dominant.

There is no essential measured chi-square ratio of 4.895 with a significance of 0.180 using degrees of freedom. Such data show that the respondents had the same perception of the dominant organizational culture in their schools: individual, mission, power, and position in this order, whether they belong to the academic and non-academic staff.

### *Level of job satisfaction of the respondents*

The results show that 117 or 54.2 percent of the 216 academic personnel were pleased with their jobs. 68% or 31.5% were very satisfied, 16% or 7.4% were reasonably satisfied, 2% or .9% were very satisfied, and only 2% or .9% were unsatisfied with their work. The average of 107.61 indicates that the academic workers were pleased with their work. The standard deviation of 18.490 and the heterogeneity coefficient of 17.8 percent shows that they were heterogeneous in their responses as a group.

**Table 2:** Level of Job Satisfaction

Rating	Academic		Non-Academic		Combined	
	F	%	F	%	F	%
U	2	.9	1	.6	3	.8
FS	16	7.4	17	9.7	33	8.4
S	117	54.2	83	47.2	200	51.0
VS	68	31.5	63	35.8	131	33.4
VMS	13	6.0	12	6.8	25	6.4
<b>Total</b>	<b>216</b>	<b>100.0</b>	<b>176</b>	<b>100</b>	<b>392</b>	<b>100.0</b>
Mean	107.61		109.54		108.47	
SD	18.49		20.05		19.21	
DE	S		S		S	

Although the results show that 83 or 47.2 percent were happy with their work for the 176 non-academic workers. 63 or 35.7 percent were very satisfied, 17 or 9.7 percent were reasonably satisfied, and in their employment, 12 or .65 percent were unsatisfied. The average of 109.54 suggests that non-academic personnel are happy with their work. The standard deviations of 20,051 and the variance coefficient of 18.30 percent indicate that the non-academic workers were heterogeneous as a group in their responses.

There were 200 or 51.0 percent who were content with their jobs when all respondents were combined, 131 or 33.4 percent were very satisfied, 33 or 8.4 percent were reasonably satisfied, 25 or 6.4 percent were very satisfied, and 3 or .8 percent were unsatisfied. The average of 108.47 suggests that the combined academic and non-academic staff were very pleased with their work. The standard deviation of nineteen. 206 and a 17.70 percent coefficient of variance indicate that the respondents were heterogeneous in their responses as a group. This also indicates that the respondents were just the same regarding work satisfaction, regardless of being academic or non-academic workers.

The academic staff's overall work satisfaction was 107.61 with a standard deviation of 18.49, while the non-academic staff had an average of 109 with a standard deviation of 20.05. The calculated Z-ratio of 0.839 with a significance of 0.402 is not essential (Mann Whitney Z-test). The null hypothesis of no significant differences is acknowledged in overall job satisfaction levels between academic and non-academic workers.

The data reveals that the respondents were just the same in work satisfaction levels, regardless of being academic or non-academic personnel.

### **CONCLUSIONS**

The following conclusions were drawn in light of the above findings:

1. The academic staff of the two higher learning institutions in CAR considered individuals the dominant organizational culture in their schools.
2. All the staff at the two CAR higher education institutions were happy with their work. The gap between the two groups in the degree of job satisfaction is not essential.

## RECOMMENDATIONS

Given the conclusions alluded to above, the following are recommended:

1. The indicators in any form of culture should be established among the institution's staff to achieve the institution's goals.
2. More studies should be carried out on variables that may improve the level of work satisfaction of both academic and non-academic personnel and improve the level of the job performance of non-academic staff.
3. Policy/administration, salary/fringe benefits, and the likelihood of work growth should be regularly checked by each institution's administrator to make the academic and non-academic staff happier, leading to effective results.

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