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## **EXPLORATION OF ORGANIZATIONAL CULTURE AND JOB SATISFACTION AS SUSTAINABILITY FACTORS IN THE HIGHER EDUCATION INSTITUTIONS**

**Abstract:** The motive for writing this article is to explore the impact that organizational culture and job satisfaction have on the quality of higher education institutions. But, also to indicate how much these two components can be considered as sustainable factors in the field of higher education.

This article connects the issues of the relationship between organizational culture as an integral part of any organization that must be nurtured, so that to achieve quality business processes. Job satisfaction is a key factor in achieving a high degree of productivity in the performance of work. Different indicators are the reason for the positive, but also the negative implications that occur in the higher education system. The emergence of the Covid-19 crisis was particularly influential. Due to that, the education system faced huge problems, which greatly affected the job satisfaction and the way of perceiving the organizational culture.

**Keywords:** Organizational culture, job satisfaction, sustainability, higher education, institutions

**JEL Classification:** J24, M12, M14, O15

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## Introduction

The main research question refers to the connection between the organizational culture of higher education institutions and the cognitive, non-cognitive and behavioral reaction of the employees in these institutions. Comparatively, the impact that this relationship has on scientific research work, and thus the success of students, organizations, and society, is considered. The main focus was placed on the employees in the higher education institutions because they are an essential resource within the higher education in the process of formulation and realization of the goals of the higher education institutions.

To this end, this paper is mainly divided into secondary quantitative methodological studies, through which a clear picture can be obtained of how the organizational culture and job satisfaction of higher education institutions can be considered as sustainable factors.

The purpose of this article is to explore organizational culture and job satisfaction as two phenomena, all, so that, to obtain an effective result. So that, better understand organizational life by discovering the complexity of daily activities and goals in the workplace within higher education institutions.

The research is expected to confirm the strong link between organizational culture and job satisfaction of employees of higher education institutions. It is also necessary to show their role in the context of sustainable development. Many believe that human resources are based on the recruitment of people, employment, teaching process and the eventual maintenance of basic data for all employees, but the range of use of these activities is much wider. Human resource management itself is a key, but also a critical component through which job satisfaction is managed and the impact that organizational culture has on employee motivation.

This is the basic hypothesis of labor, which was that if the organization is properly managed, employees will be more motivated to perform tasks. The need for employee motivation is a key segment of the organization. That is why, with successful management, employee satisfaction and success of the organization will be achieved.

Every modern higher education institution in the process of work management faces numerous challenges, which are often accompanied by many questions and dilemmas that seek fast and competitive solutions that will bring positive effects for the institution.

In this direction are demystifying the new directions and problems in several areas of organizational culture and job satisfaction, compared to

higher education institutions. It also reveals the main problems, challenges and impacts faced by employees in higher education institutions today. However, some directions through which the education system should move are determined.

## 1. ORGANIZATIONAL CULTURE AND JOB SATISFACTION IN HIGHER EDUCATION INSITUTIONS

Organizational culture is reflected at the shared values and beliefs of its members, and it is manifested in the ends sought by the organization, and the means used to achieve them, such as firm's structure.<sup>1</sup> According to Trivellas and Dargenidou, university culture has been defined as the collective personality of a university college or other organization. It has also been described as the atmosphere that is created by the social and professional interactions of the individuals at the university.<sup>2</sup> A higher education institution's culture is reflected in what is done, how it is done and who is involved in doing it.<sup>3</sup> The instrumental and symbolic level is accompanied by decisions, actions and communication. Here, we have connection between institutional ideology and attitudes that emerge from individual and organizational behavior.

According to Nguyen et al (2021), job satisfaction is a mixture of psychological, physiological, and environmental factors that makes a person acknowledge: "I am contented with my job".<sup>4</sup> As Khan et al (2022) state, heads of departments in higher education institutions are at the center of service production and therefore have a significant impact on their employees' morale.<sup>5</sup>

<sup>1</sup> Trivellas, P, Dargenidou, D: Organisational culture, job satisfaction and higher education service quality The case of Technological Educational Institute of Larissa, TQM Journal, 21 (4), 2009, 382-399, Available at: [https://www.researchgate.net/publication/235424446\\_Organisational\\_culture\\_job\\_satisfaction\\_and\\_higher\\_education\\_service\\_quality\\_The\\_case\\_of\\_Technological\\_Educational\\_Institute\\_of\\_Larissa](https://www.researchgate.net/publication/235424446_Organisational_culture_job_satisfaction_and_higher_education_service_quality_The_case_of_Technological_Educational_Institute_of_Larissa), [Accessed date 10.06.2022]

<sup>2</sup> ibid

<sup>3</sup> Coman, A, Bonciu, C: Organizational Culture in Higher Education: Learning from the Best, European Journal of Social Sciences Education and Research, 3 (1), 2016, Available at: [https://revistia.com/files/articles/ejsr\\_v3\\_i1\\_16/Coman.pdf](https://revistia.com/files/articles/ejsr_v3_i1_16/Coman.pdf), [Accessed date 10.06.2022]

<sup>4</sup> Nguyen, P. N. D, Nguyen, L. L. K. and Le, D. N. T: "The Impact of Extrinsic Work Factors on Job Satisfaction and Organizational Commitment at Higher Education Institutions in Vietnam," The Journal of Asian Finance, Economics and Business. Korea Distribution Science Association, 8(8), 2021, 259–270, Available at: <https://www.koreascience.or.kr/article/JAKO202120953702350.page>, [Accessed date 18.06.2022]

<sup>5</sup> Khan, A.J, Bhatti, M.A, Hussain, A and Ahmad, R: Employee Job Satisfaction in Higher Educational Institutes: A Review of Theories, Journal of South Asian Studies, 9(3), 2022,

Managing higher education institutes effectively is in doubt if teaching staff is dissatisfied and uncommitted (Khan et al, 2022).<sup>6</sup> The higher education institutions environment, capacity to practice teaching, chances to practice teaching as academic staff, prestige linked with the instructor's employment, and possibility for research work are all examples of satisfaction (Khan et al, 2022).<sup>7</sup>

## **2. HIGHER EDUCATION IN CONDITIONS OF SUSTAINABLE ENVIRONMENT**

For Findler et al (2018), the impacts of sustainability initiatives of higher education institutions consist of real-world changes in ecological sustainability, policies, and people's well-being.<sup>8</sup>

Higher education is the driving force of establishing sustainability since it is one of the main communication vehicles and the basis for the sustainability mindset (Zaleniene, Pereira, 2021).<sup>9</sup> As Zaleniene and Pereira (2021) say, by considering sustainability principles in studies and research programs, university staff and the students are actively working towards a sustainable world.<sup>10</sup>

For a higher education institution that operates in a sustainable environment, an individual result from the business processes is anticipated in the direction of organizational culture, job satisfaction of employees, as well as organizational commitment.

These can become a thing that mediates the relationship between two things (culture - performance).<sup>11</sup> These become strong reason for researchers to

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<sup>257-266</sup>, Available at: [https://www.researchgate.net/publication/357811383\\_Employee\\_Job\\_Satisfaction\\_in\\_Higher\\_Educational\\_Institutes\\_A\\_Review\\_of\\_Theories](https://www.researchgate.net/publication/357811383_Employee_Job_Satisfaction_in_Higher_Educational_Institutes_A_Review_of_Theories), [Accessed date 18.06.2022]

<sup>6</sup> ibid

<sup>7</sup> ibid

<sup>8</sup> Findler, F, Schonherr, N, Lozano, R, Reider, D and Martinuzzi, A: The impacts of higher education institutions on sustainable development A review and conceptualization, International Journal of Sustainability in Higher Education, 20(1), 2019, 23-38, Available at: <https://www.emerald.com/insight/content/doi/10.1108/IJSHE-07-2017-0114/full/pdf>, [Accessed date 18.06.2022]

<sup>9</sup> Zaleniene, I, Pereira, P: Higher Education For Sustainability: A Global Perspective, Geography and Sustainability, 2, 2021, 99-106, Available at: <https://reader.elsevier.com/reader/sd/pii/S2666683921000195?token=089A691391BAD8A8164FD8AAA605CE0F-45C3D9181BD83E535D028099E60237F3F1E6870A919B4E3840A567266573B585&originInRegion=eu-west-1&originCreation=20220618143722>, [Accessed date 18.06.2022]

<sup>10</sup> ibid

<sup>11</sup> Handoko, Y, Setiawan, M, Surachman and Djumahir: Organizational Culture, Job Satis-

research organizational culture related to individual performance, through job satisfaction and individual organizational commitment.<sup>12</sup>

### 3. METHODS

This paper will use secondary quantitative analyzes and sources that have previously done research on organizational culture and job satisfaction of employees of higher education institutions in Indonesia and Turkey, to show the connection that exists between these two variables.

### 4. RESULTS

The research data collection was carried out using a questionnaire / questionnaire on the Likert scale at Se-Karasidenan Bojonegoro college.<sup>13</sup>

**Table 1 Results of multiple linear regression analysis for variables X1, X2, against X3.**

Model	Coefficients <sup>a</sup>			t	Sig.
	B	Unstandardized Coefficients	Standardized Coefficients		
(Constant)	1.201	11.755		.102	.920
Organizational culture	.530	.250	.367	2.120	.045
Work motivation	.387	.156	.429	2.482	.021

a. Dependent variable: Job satisfaction

*Source:* Ahmadi, E.A, Herwidyaningtyas, F.B and Fatimah, S: The Influence of Organizational Culture, Work Motivation, and Job Satisfaction on Management Lecturer Performance (Empirical Study at Higher Education in the Residency of Bojonegoro),

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faction, Organizational Commitment, the Effect on Lecturer Performance, International Journal of Business and Management Invention, 2(12), 2019, 21-30, Available at: [https://www.ijbmi.org/papers/Vol\(2\)12/Version-2/C021202021030.pdf](https://www.ijbmi.org/papers/Vol(2)12/Version-2/C021202021030.pdf), [Date accessed 18.06.2022]

<sup>12</sup> ibid

<sup>13</sup> Ahmadi, E.A, Herwidyaningtyas, F.B and Fatimah, S: The Influence of Organizational Culture, Work Motivation, and Job Satisfaction on Management Lecturer Performance (Empirical Study at Higher Education in the Residency of Bojonegoro), JOURNALINDUSTRIAL ENGINEERING& MANAGEMENT RESEARCH( JIEMAR), 1(3), 2020, 76-83, Available at: <https://www.jiemar.org/index.php/jiemar/article/view/68/47>, [Accessed date 18.06.2022]

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The model can be interpreted as follows:<sup>14</sup>

- 1) The constant shows the result 1.201 which means, if the variables X1 (Organizational culture), X2 (Work motivation) are not taken in account/ are absent then X3 (Job satisfaction) will decrease by 1.201 percent.
- 2) The regression coefficient for the X1 (Organizational culture) variable is 0.530 with a significant  $0.45 < 0.05$ . This shows that organizational culture has effect on job satisfaction.
- 3) The regression coefficient for the variable X2 (Work motivation) was 0.387 with a significance of  $0.21 < 0.05$ . This shows that work motivation has effect on job satisfaction.

Comparatively, in the second secondary research a focus on academic and administrative employees in state universities is preferred and only one state university in Istanbul was chosen as a case.<sup>15</sup>

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<sup>14</sup> ibid

<sup>15</sup> Kusku, F: Employee satisfaction in higher education: the case of academic and administrative staff in Turkey, Career Development International, 8(7), 2003, 347-356, Available at: [https://www.researchgate.net/publication/230787180\\_Employee\\_Satisfaction\\_in\\_the\\_Higher\\_Education\\_The\\_Case\\_of\\_Academic\\_and\\_Administrative\\_Staff\\_in\\_Turkey](https://www.researchgate.net/publication/230787180_Employee_Satisfaction_in_the_Higher_Education_The_Case_of_Academic_and_Administrative_Staff_in_Turkey), [Accessed date 18.06.2022]

**Table 2 Job satisfaction of academic and administrative staff in a state university in Istanbul**

Explanatory statistics related to scales (n = 291)

Satisfaction dimensions <sup>a</sup>	Number of items	Number of factors	KMO <sup>b</sup>	V <sup>c</sup>	Alpha <sup>d</sup>
General satisfaction	9	2	0.861	58.7	0.855
Dedication for the institution	6			0.835	
Preference for the institution	3			0.651	
University management satisfaction	5	2	0.686	70.9	0.732
Trust in university management	3			0.712	
Relations with university management	2			0.735	
Faculty management satisfaction	8	2	0.851	64.5	0.827
Relations with faculty management	5			0.844	
Trust in faculty management	3			0.765	
Colleague satisfaction	10	3	0.703	57.7	0.713
Colleague relations satisfaction	4			0.735	
Colleague qualifications satisfaction	4			0.628	
Colleague competition level satisfaction	2			0.458	
Other work group satisfaction	10	2	0.904	72.0	0.928
Other work group qualifications satisfaction	4			0.907	
Satisfaction for the communicative and cooperative work of the other group	6			0.872	
Job satisfaction	8	2	0.739	55.4	0.744
Professional satisfaction	5			0.778	
Institutional job satisfaction	3			0.562	
Physical environment/organizational conditions satisfaction	11 <sup>e</sup>	3	0.627	49.9	0.652
Work environment satisfaction	5			0.608	
Canteen conditions satisfaction	3			0.657	
Cleanliness of premises satisfaction	3			0.487	
Salary satisfaction	3	1	0.598	61.3	0.656

*Source:* Kusku, F: Employee satisfaction in higher education: the case of academic and administrative staff in Turkey, *Career Development International*, 8(7), 2003, 347-356, Available at: [https://www.researchgate.net/publication/230787180\\_Employee\\_Satisfaction\\_in\\_the\\_Higher\\_Education\\_The\\_Case\\_of\\_Academic\\_and\\_Administrative\\_Staff\\_in\\_Turkey](https://www.researchgate.net/publication/230787180_Employee_Satisfaction_in_the_Higher_Education_The_Case_of_Academic_and_Administrative_Staff_in_Turkey), [Accessed date 18.06.2022]

The reliability coefficients for only “colleague competition level satisfaction”, which is the third sub-factor of “colleague/other academic staff satisfaction” and “satisfied with cleanliness of premises”, the third sub-factor of “physical conditions satisfaction”, were found to be below the specified limit (45.8 per cent and 48.7 per cent respectively). Therefore, one must be careful while commenting on these two factors.<sup>16</sup>

Since the model was developed mainly by collecting data from the practices of a developing country, it can be said that for developing countries it leads to a more comprehensive understanding of employee satisfaction and is more rigorous than some popular satisfaction models.<sup>17</sup>

<sup>16</sup> ibid<sup>17</sup> ibid

## **Conclusion**

As the results of the analysis show, the changing organizational culture has an impact on the employees of higher education institutions in the process of managing job satisfaction, which means that if the organizational culture is good, it will have an impact on increasing the level of job satisfaction.

Employees are more productive when they are satisfied with their job and the environment in which they work. All external and internal dimensions, with exception of the economic ones, are the main factors that increase the productivity and efficiency of the employees in the higher education institutions, where the level of satisfaction in terms of material rewards is quite low in relation to the level of finished tasks and invested efforts. As a result, we can conclude that improvements related to factors other than economic ones are becoming very important for higher education institutions.

It is very important for higher education employees to understand the relationship between organizational culture and job satisfaction. The organizational culture can change and improve if all members of the organization see the need for change and constantly work on developing it in order, to achieve a higher degree of job satisfaction.

The importance of sustainable practices in the organizational culture and the satisfaction from the work of a higher education institution, shows that sustainable values exist throughout the organization, which is defined as an element of business excellence.

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