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Article

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The effect of organizational culture on trainers' job satisfaction in the Addis Ababa City Administration, Ethiopia

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ABSTRACT

This study aimed to examine the influence of organizational culture on job satisfaction among trainers in technical and vocational education and training (TVET) colleges in Addis Ababa City Administration. Utilizing a cross-sectional survey design, a sample of 230 trainers was selected from two colleges through simple random sampling. Standardized questionnaires were employed to collect data on organizational culture and job satisfaction, which underwent analysis using statistical techniques, including frequency, percentage, mean and standard deviation, Spearman's rho correlation, Mann-Whitney U test, and multiple regression analysis with SPSS version 23. The findings revealed that adhocracy was the dominant cultural type in TVET colleges, and trainers expressed satisfaction with their jobs in both institutions. Furthermore, the study identified that organizational culture types explained 30% of trainers' job satisfaction, with market culture emerging as the sole significant and positive predictor of job satisfaction in the area (0.74). Additionally, a weak to moderate positive correlation was observed between organizational culture and trainers' job satisfaction. Notably, a statistically significant difference was noted between male and female trainers regarding job satisfaction. Consequently, the study recommends prioritizing efforts to enhance market culture to sustain trainers' job satisfaction.

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Introduction

Organizational culture, a complex and multi-layered entity (Ellinas et al., 2017; Pathiranage et al., 2020; Törnblom, 2018), poses challenges for comprehension due to ontological and epistemological debates resulting in multiple paradigms (Gaus et al., 2019). Despite this complexity, certain perspectives on the nature, substance, and implications of organizational culture have gained popularity (Hofstede, 2011). Organizational culture believed to consist of shared beliefs and conventions represented through symbols (Hofstede, 2015), is formed through social interactions among members of specific groups, reflecting shared values and standards that significantly influence their ideas and actions (Schein, 2004). When engaging with people, phenomena, and events, organizational members are guided by cultural values—inspiring ideals (Li et al., 2021)—and cultural norms that serve as a guide for certain social expectations (Balthazard et al., 2006). Cultural values and norms guide organizational members, impacting everyday decisions, actions, and interactions, even for those who do not personally share the dominant values and norms, as deviation is penalized (Sackmann, 2021).

This cultural influence extends to various aspects of management and organizational functioning, affecting institutional approaches (Baird et al., 2007; Klein, 2011), employee performance (Deem et al., 2010; Elifneh & Embilo, 2023; Noora et al., 2021), reward systems (Chen, 2010), transfer of organizational knowledge (Alavi et al., 2005), better outcomes (Pagan & Malo, 2021; Platis et al., 2015), organizational leadership (Wilderom et al., 2000), institutional structure (Yarborough et al., 2011), and job satisfaction

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(Mali et al., 2022; Meng & Berger, 2019; Tran, 2021). Job satisfaction is a complex and subjective attitude that reflects an individual's cognitive, emotional, and evaluative responses to their work (Luthans, 2005). It is influenced by both personal experiences and institutional values (Lund, 2003; Schneider et al., 2011; Silverthorne, 2004). It also depends on the perceived importance and rewards of the job features to the individual (Kinicki et al., 2002; Topino et al., 2021). Job satisfaction is a significant concept in organizational behavior, as it is believed to have a positive impact on employee productivity, despite the lack of conclusive evidence for this relationship (Voordt & Jensen, 2023; Wright & Cropanzano, 2004). Organizational culture has been identified by numerous researchers as a factor that influences job satisfaction (Belias et al., 2015; Bigliardi et al., 2012; Körner et al., 2015; Mali et al., 2022; Tran, 2021). Previous studies have examined the relationship between job satisfaction and institutional culture (Belias et al., 2015), described the underlying mechanisms (MacIntosh & Doherty, 2010), and investigated the effects of different types of organizational culture on job satisfaction (Belias et al., 2015).

Most of the studies conducted to determine the effects of organizational culture on job satisfaction were done in the Western world (Asiedu, 2015), which is characterized by individualistic societies (Hofstede, 2016). However, Ethiopian society is characterized by collectivism and a high-power distance (Getahun & Kassu, 2014). In a collective society, interpersonal peace and group solidarity are highly valued, as well as behavior towards in-group members (Van Hoorn, 2015). In a high-power distance society, tolerance for inequality is higher, and the advantages received by high-status individuals are significantly different from those received by low-status individuals (House et al., 2004). Power distance was also highlighted as a significant factor in most collectivist countries (Ghosh, 2011; Varela et al., 2010). Therefore, organizational culture studies conducted in individualistic societies with low power distance cannot accurately represent a collective society with high power distance.

While widespread job dissatisfaction exists at all education levels, including TVET colleges in Ethiopia (Aweke et al., 2017; Befekadu, 2021; Birhanu et al., 2020; Gemedu & Tynjälä, 2015; Gessesse & Premanandam, 2023; Yohannes & Wasonga, 2023), the contribution of organizational culture to this dissatisfaction is unknown. Conversely, studies conducted in both developing (Hosseinkhanzadeh et al., 2013; Hwang, 2019; Purwadi et al., 2020; Sadeghi et al., 2013; Tran, 2021) and developed countries (Elena & Dmitry, 2010; MacIntosh & Doherty, 2010; Meng & Berger, 2019) have shown that organizational culture has a positive impact on job satisfaction. In the Ethiopian context, job dissatisfaction among teachers is prevalent, particularly in technical and vocational education and training (TVET) (Temesgen, 2017). Despite this, there is a dearth of research on whether job dissatisfaction is influenced by organizational culture in TVET. Previous studies in Ethiopia have explored relationships between organizational culture and variables other than job satisfaction or vice versa (Daniel, 2020; Tadele, 2014). Although relevant, these studies differ in emphasis from the current research, which specifically aims to assess the impact of organizational culture on trainers' job satisfaction at TVET colleges in the Addis Ababa City Administration. While Dereje et al. (2020) examined the relationship between organizational culture and job satisfaction in the healthcare industry, emphasizing medical service, patient care, and empathy, the present study seeks to address this relationship in the unique context of TVET, focusing on technical education, skill development, and trade preparation. Therefore, the present study aimed to assess the impact of organizational culture on trainers' job satisfaction at TVET colleges in the Addis Ababa City Administration.

Research questions

1. What is the overall level of job satisfaction at Entoto and Misraq TVET colleges in the Addis Ababa City Administration?
2. Which culture type determines trainers' job satisfaction at the TVET colleges in the Addis Ababa City Administration?
3. What is the link between job satisfaction and organizational culture types at the TVET colleges in Addis Ababa City Administration?
4. Is there a statistically significant difference in job satisfaction among male and female trainers in the Addis Ababa City Administration with regard to their attitude?

Significance of the study

This study provides clear policy implications, advocating for the promotion of adhocracy culture in TVET colleges to foster innovation and creativity. It urges policymakers to design policies that grant autonomy and decision-making roles to trainers, aligning with the dynamic and externally focused structure required for educational innovation. This study also calls for diversity in assessment tools to measure job satisfaction and to recognize gender differences in policies, highlighting the need for inclusive measures and equal opportunities for all trainers. Moreover, the study enriches the existing literature by offering nuanced insights into the relationship between organizational culture and job satisfaction in the specific context of TVET colleges. It resolves discrepancies in previous findings by attributing them to differences in assessment tools and recommends the use of more comprehensive tools in future research.

Literature review

Organizational culture

The intricate set of norms and values governing the members of an organization is termed as organizational culture (Schein, 2010). Organizational culture, as defined by Chatman and Choi (2022), encompasses widely held beliefs and assumptions within a company. Quinn (2011) characterizes organizational culture as a pattern of norms and ideas influencing individual behavior within an organization. The type, dynamic pattern, and strength of organizational culture play a crucial role in evaluating organizational performance, facilitating internal integration, and enabling external adaptation (Schein, 2010).

The literature proposes various classifications of organizational culture (Aboramadan et al., 2020; Assens-Serra et al., 2021; Balthazard et al., 2006; Cameron & Quinn, 2006; Denison, 2003; Rita, 2022). These classifications consider dimensions, such as external vs. internal focus and flexibility vs. stability (Cameron & Quinn, 2006; Denison, 2003); the needs and orientation of individuals within the organization (Balthazard et al., 2006); the level of risk and speed of market feedback (Deal & Kennedy, 1999); and egalitarianism vs. vertical power distribution and people-consideration vs. task consideration (Trompenaars, 1994).

In this study, the culture classification is based on characteristics related to employee job satisfaction, adopting Balthazard et al. (2006) categorization, which considers individual wishes and orientations within the institution. This categorization aims to determine the impact of different organizational culture types on job satisfaction. Additionally, Trompenaars (1994) has provided categorizations considering features, such as power-sharing norms and norms related to job and relationship orientations.

To examine institutional culture profiles based on assumptions, norms, interpretations, and organizational characteristics, this study employed Cameron and Quinn (2006) Organizational Culture Assessment Instrument (OCAI) version questionnaire. The OCAI has demonstrated validity and reliability across multiple studies in various organizations (Cameron & Freeman, 1991; Cameron & Quinn, 1999; Colyer, 2000). Kalliath et al. (1999) validated the initially-developed OCAI measurement scale (Quinn & Spreitzer, 1991) using a competing value framework structural model and reported 'excellent validity and reliability estimates' (p. 143). Furthermore, the subscales of the OCAI show moderate to high internal consistency, as indicated by Cronbach's alphas ranging from 0.58 to 0.88 (Colyer, 2000).

The competing value framework (CVF)

Quinn and Rohrbaugh (1983) introduced the CVF for studying organizational culture across diverse settings. Later, Quinn and McGrath (1985) popularized it as a tool for assessing organizational culture. The CVF, derived from the competing values model (Quinn & McGrath, 1985), explores the characteristics and values that underlie organizational effectiveness. Widely recognized as a valuable tool, the CVF assists firms in understanding the cultural shifts necessary to achieve their desired quality culture (Cameron & Quinn, 1999). This concept posits that all human organizations can be categorized based on cultural dimensions (Colyer, 2000). The initial component of the CVF is organizational focus, ranging from an external, macro-emphasis on organizational welfare and development to an internal, micro-emphasis on

employee well-being and growth. The CVF comprises four cultural types: clan, adhocracy, market, and hierarchy. Each cultural value encompasses distinct organizational aspects, including shared values, leadership styles, dominant qualities, strategic emphases, and success criteria.

As depicted in [Figure 1](#), the vertical axis illustrates organizational structure in terms of flexibility and stability, while the horizontal axis spans from inner to outer. Each cultural type competes with or opposes the set of values associated with the opposite cultural type. Clan culture places the highest importance on human ties and values adaptability, emphasizing group culture to maintain cohesion. Adhocracy culture stresses flexibility and change, with a strong focus on the external environment. Market culture prioritizes productivity, performance, goal achievement, and accomplishment, aiming to pursue well-defined objectives. Hierarchy culture emphasizes internal efficiency, consistency, coordination, and evaluation, focusing on stability and internal institutional logic. Organizations with a hierarchical culture generally aim to enforce regulations, with motivating factors including security, order, rules, and regulations (Cameron & Quinn, 1999).

A key application of the CVF is guiding organizational change, enabling researchers to assess organizational culture and provide recommendations for promoting change. Similarly, the Cultural Profiles and the CVF offer a straightforward approach to characterizing the complexities of organizational culture, which workers can use to identify and intervene in organizations (Brown & Dodd, 1998). When comparing the current organizational profile to the ideal state, it facilitates discussions on ways to enhance and broaden each of the four quadrants (Cameron & Quinn, 1999). Consequently, the development of organizational culture profiles proves valuable in comprehending human resource management, change planning and implementation, and quality initiatives.

Job satisfaction

Over the past four decades of organizational study, extensive research has been conducted on job satisfaction (Curran, 1999). Scholars have offered various perspectives and definitions for the term 'job satisfaction', considering it both as a global construct and a concept influenced by different factors (Price, 1997). Job satisfaction encompasses multiple elements, including job design, supervision, rewards, level of influence, and opportunities for advancement, communication, evaluation, and co-worker relationships. Evans (1997) defines job satisfaction as 'a state of mind determined by the extent to which individuals perceive their job-related needs being met' (p. 833). Similarly, Schmidt (2007) views job satisfaction as a person's perception of the desirability of a specific job.

Moreover, Saiyadain (2007) defines job satisfaction as the feelings employees experience after completing tasks. This feeling can manifest as either a positive or negative attitude toward the job. According to Armstrong (2006), the term 'job satisfaction' pertains to individuals' emotions and attitudes regarding their employment. Furthermore, Armstrong suggests that job satisfaction entails positive perceptions of the work and the surrounding environment, whereas job dissatisfaction relates to negative attitudes toward the job. These definitions imply that job satisfaction encompasses employees' overall sentiment toward their work, including their evaluation of job-related experiences and factors, such as management, salary and benefits, interpersonal relationships, and work characteristics.

Various instruments have been employed by academics to assess job satisfaction. Among these, the Job Descriptive Index (JDI) is widely used and evaluates satisfaction levels connected to supervision, promotion, pay, co-workers, and the work itself (Smith et al., 1969). The Minnesota Satisfaction

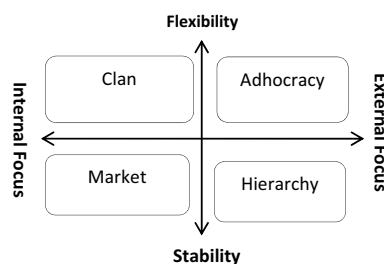


Figure 1. The competing values framework (Cameron & Quinn, 2006, p. 49).

Questionnaire (MSQ) (Weiss et al., 1967) examines 20 categories related to job satisfaction. The Faces Scale (Kunin, 1955) has also been widely used. Lester (1987) developed the Teacher Job Satisfaction Questionnaire (TJSQ) specifically for measuring teachers' job satisfaction. Additionally, Spector (1985) developed the Job Satisfaction Survey (JSS), which assesses nine facets of job satisfaction: supervision, operating conditions, fringe benefits, nature of work, contingent rewards, pay, co-workers, communication, and promotion. In this study, a global version of the JSS, with no specific areas of job satisfaction, was used to determine the impact of cultural types on overall trainer job satisfaction. This particular measurement scale was chosen due to the author's permission to use it for free for non-commercial purposes (Spector, 1997).

The relationship between organizational culture and job satisfaction

Organizational culture, as highlighted by Joo and Ready (2012), is a crucial factor that fosters employee development and satisfaction. Managers play a pivotal role in cultivating a culture of continuous learning, which, in turn, enhances coordination and teamwork, ultimately leading to increased job satisfaction. The management style within an organization can influence various aspects of employee satisfaction, including job satisfaction (Walumbwa et al., 2008), involvement in decision-making (Daniels & Bailey, 1999), and empowerment (Johnson & McIntyre, 1998). Clan culture, and to a lesser extent, adhocracy culture, are more likely to exhibit these features. Lund's (2003) study on American superiors further supports this hypothesis, revealing that work satisfaction positively impacts adhocracy and clan cultures but has an adverse effect on hierarchy and market cultures.

The correlation between individual characteristics and institutional culture has been identified as a significant influence on workers' job satisfaction (Robinson & Wolfe Morrison, 2000). This implies that individuals are more likely to perform well at work when their personal qualities align with the company's objectives. Jabeen and Isakovic (2018) have emphasized that employee satisfaction is strongly supported by a clan culture, where subordinates are devoted to their employers due to their positive experiences in the workplace. Conversely, the hierarchy culture is frequently cited as a major factor contributing to low job satisfaction (Belias & Koustelios, 2014; Top et al., 2015). A work culture that adheres to certain values and norms can bolster job satisfaction, while a market culture may have a detrimental effect on it.

The relationship between gender and job satisfaction

Researchers have extensively investigated the influence of demographic variables on personal and institutional performance, particularly examining the effects of age and gender on job satisfaction and organizational culture. According to Zou (2015), male workers tend to express lower levels of satisfaction compared to their female counterparts. However, Fernández Puente and Sánchez-Sánchez (2021) found that male workers exhibit higher satisfaction levels than their female counterparts. Additionally, several researchers have explored how different aspects of job satisfaction affect gender, noting that males are more content with their pay, promotion opportunities, and supervisory attitude. In contrast, females tend to report higher satisfaction levels with their co-workers and working conditions (Okpara, 2006; Okpara et al., 2005).

The influence of gender on organizational culture has been observed (Aaltio & Mills, 2002; Koenig et al., 2011). In their study of gender theories, Ely and Meyerson (2000) discovered that male and female employees undergo different socialization processes, leading to their separation into more homogeneous groups. However, there have been very few studies examining the impact of gender and age on organizational cultural ideals.

Materials and methods

Research design

This study utilized a cross-sectional survey design. The primary objective of cross-sectional studies is to gather pertinent and reliable data for answering research questions, drawing conclusions, and making

recommendations (Cohen et al., 2007). This design was deemed suitable since the study aimed to investigate the impact of organizational culture on employees' job satisfaction.

Samples and sampling methods

In the Addis Ababa City Administration, there were six government TVET colleges. Among these, only Entoto and Misraq colleges were selected using a simple random sampling technique for manageability purposes. Including 33.3% of the colleges in the study facilitates the external validation of the findings for other colleges as well. In these colleges, there were 433 trainers. Two hundred and eight trainers were selected using a simplified sample determination formula developed by Yamane (1967). The formula is as follows:

$$n = \frac{N}{1 + N(e)^2} \text{ Where } n = \text{sample size; } N = \text{population; } e = \text{margin of error (5\%)}$$

$$n = \frac{433}{1 + 433(0.5)^2}$$

$$n = 208$$

Since the numbers of trainers in the two colleges were not equal, the researcher used a proportional sampling technique to enhance genuine population representation. An additional 10% of the samples were included to enhance response rates (Johnson & Christensen, 2008). Consequently, a total of 230 samples participated in this study. However, for data analysis purposes, the researcher gathered 200 valid questionnaires, resulting in an 87% response rate, which is considered high (Babbie, 1990).

Instrumentation

The organizational culture assessment instrument (OCAI)

The OCAI aimed to assess organizational culture across six dimensions: dominant characteristics, institutional leadership, employee management, organizational glue, strategic emphasis, and success criteria (Cameron & Quinn, 2006). In each dimension, the first alternative represents clan culture, while the second alternative represents adhocracy culture. Market culture and hierarchy culture are represented by the third and fourth alternatives, respectively (Cameron & Quinn, 2006). Participants responded to a total of 24 items using a five-point Likert scale, ranging from strongly disagree (1) to strongly agree (5). Let's examine one dimension, specifically dominant characteristics, and review sample items for clan, adhocracy, market, and hierarchy cultures.

Culture type	Denoted by letter—in the questionnaire	Sample item (statement)
Clan	A	The organization is a very personal place. It is like an extended family. People seem to share a lot of personal information.
Adhocracy	B	The organization is a very dynamic entrepreneurial place. People are willing to stick out their necks and take risks.
Market	C	The organization is very result-oriented. A major concern is getting the job done. People are very competitive and achievement-oriented.
Hierarchy	D	The organization is a very controlled and structured place. Formal procedures generally, govern what people do.

Job satisfaction instrument

This study utilized the Job Satisfaction Survey (JSS) developed by Spector (1985) to evaluate the overall job satisfaction of trainers. A global version of the JSS, which did not focus on specific aspects of job satisfaction, was administered using a Likert scale ranging from strongly dissatisfied (1) to strongly satisfied (5). The JSS demonstrated high reliability coefficients of 0.91 (Spector, 1997).

Both instruments underwent pilot testing at Entoto TVET College in 2018, with the participation of fifty trainers. The reliability of the organizational culture types and overall job satisfaction surveys was assessed using Cronbach's alpha. The reliability statistics for each culture type were as follows: clan (0.83), adhocracy (0.78), market (0.82), and hierarchy (0.76). The overall job satisfaction survey showed a reliability statistic of 0.90. These reliability statistics exceed the recommended threshold of 0.7, as suggested by McMillan and Schumacher (2010).

Method of data analysis

The data underwent a thorough process of checking, coding, and entry into the Statistical Package for Social Sciences (SPSS) version 23. To analyze respondents' characteristics, frequency and percentage were used, while the mean was employed to explore the prevalent cultural types in the TVET colleges. The relationship between organizational culture types and overall job satisfaction was examined using the Spearman rho correlation coefficient. Additionally, the study utilized the Mann-Whitney U test to determine whether there was a statistically significant difference in job satisfaction between male and female trainers. Furthermore, multiple regression analysis was conducted to assess the impact of organizational culture on trainers' job satisfaction.

Ethical issues

In 2018, the researcher requested the Department of Educational Planning and Management of Addis Ababa University to write cooperation letters to Entoto and Misraq Colleges while pursuing his third degree at Addis Ababa University. Subsequently, the college deans were contacted by the researcher, and two facilitators were allocated for the study. The participants provided informed consent before their participation, ensuring complete anonymity and confidentiality. The researcher emphasized that participation in the study was entirely voluntary, and there was no means of identifying the respondents of the questionnaires in this study.

Results

Respondents' characteristics

The results obtained from the study, involving 200 participants, revealed an 87% response rate, as detailed in this section. Among the respondents, the majority (66%) were male trainers, while the remaining 34% were female trainers. Regarding age distribution, 38% fell between the ages of 20 and 30, 44% fell between 31 and 40, 12% fell between 41 and 50, and the remaining 6% were 51 years old or older. Additionally, 27% of trainers held a diploma, 48% held a first degree, and 25% held a second degree.

Descriptive results

Table 1 displays the mean and standard deviation values for clan, adhocracy, market, and hierarchy culture types, as well as the overall job satisfaction. In general, all cultural types received ratings ranging from medium to high, ranging from 3.57 to 4.00 on a five-point scale. Conversely, the overall job satisfaction was rated as 4.23 on a five-point scale.

Table 1. Mean of organizational culture types and overall job satisfaction.

	Clan	Adhocracy	Market	Hierarchy	Job satisfaction
Mean	3.92	4.00	3.88	3.57	4.23
Standard deviation	0.724	0.570	0.660	0.599	0.729

According to the data presented in the table, the dominant cultural type is adhocracy (4.00), followed by clan (3.92), market (3.88), and hierarchy (3.57). The findings of this study indicate that colleges were primarily characterized by an adhocracy culture, known for its entrepreneurial, dynamic, and creative workplace.

Job satisfaction at Entoto and Misraq colleges

The researcher utilized a general job satisfaction survey to evaluate overall job satisfaction. This standardized questionnaire aims to measure overall job satisfaction rather than specific facets. Five statements were presented to the participants, and here are their corresponding responses (Table 2).

Table 2. Mean level of job satisfaction at Entoto and Misraq Colleges.

No	Item	Mean	Standard deviation
1	I definitely like my job	4.48	.885
2	I like my job better than the average workers do	4.17	.916
3	Most days, I am enthusiastic about my job	4.28	.834
4	I find real enjoyment in my job	4.20	.946
5	I feel fairly well satisfied with my job	4.02	.990

Source: Spector (1985).

As seen from the table above, respondents expressed satisfaction with their jobs. The analysis suggests a high level of job satisfaction in colleges (Table 3).

Table 3. Organizational culture and job satisfaction relation.

		Correlations				
		Clan	Adhocracy	Market	Hierarchy	Satisfaction
Spearman's rho	Clan	1.000	.865**	.832**	.586**	.363**
	Adhocracy	.865**	1.000	.876**	.655**	.480**
	Market	.832**	.876**	1.000	.726**	.502**
	Hierarchy	.586**	.655**	.726**	1.000	.410**
	Satisfaction	.363**	.480**	.502**	.410**	1.000

**Correlation is significant at the 0.01 level (2-tailed).

The correlation was examined using an alpha value of 0.05. The results showed that there was a positive and weak correlation between clan culture and job satisfaction ($r=0.363$, $p<0.01$). Additionally, a moderate and positive correlation ($r=0.480$, $p<0.01$) was observed between adhocracy and job satisfaction. Similarly, a moderate relationship ($r=0.502$, $p<0.01$) was found between market culture and job satisfaction. Furthermore, a moderate relationship ($r=0.410$, $p<0.01$) was observed between job satisfaction and hierarchy culture. Overall, this study indicates that organizational culture and job satisfaction have positive relationships.

Multiple regression results

The study utilized multiple regression analyses to explore the impact of different culture types (clan, adhocracy, market, and hierarchy) on overall job satisfaction. All cultural types were included as predictor variables. Figure 2 illustrates the effects of culture on satisfaction. The researcher assessed the model's fit through the use of R^2 , which measures the overall prediction accuracy. The overall regression model yielded an F value of 19.18 (4, 195)=19.18, indicating significance at $p<0.001$, with an R^2 value of .30. Importantly, market culture demonstrated a significant influence on overall job satisfaction ($\beta=.74$, $t=4.38$, $p<.01$). Conversely, clan ($\beta=-.22$, $t=-1.93$, $p<0.06$), adhocracy ($\beta=.16$, $t=.92$, $p<.36$), and hierarchy ($\beta=-.14$, $t=-1.28$, $p<.20$) did not exhibit statistically significant effects on job satisfaction. In sum, culture types explained 30% of the variability in job satisfaction.

Multiple regressions were conducted to predict employees' job satisfaction based on various cultural types. The results indicated that these variables significantly predicted employees' job satisfaction: F (4, 195)=19.340, $p<.0005$, $R^2=.30$. The table shows that collectively, all cultural types accounted for a significant portion of the variance in staff job satisfaction, explaining 30% of the variability. This implies that the remaining 70% of unexplained factors, uncovered in this study, contribute to trainers' overall job satisfaction in TVET colleges.

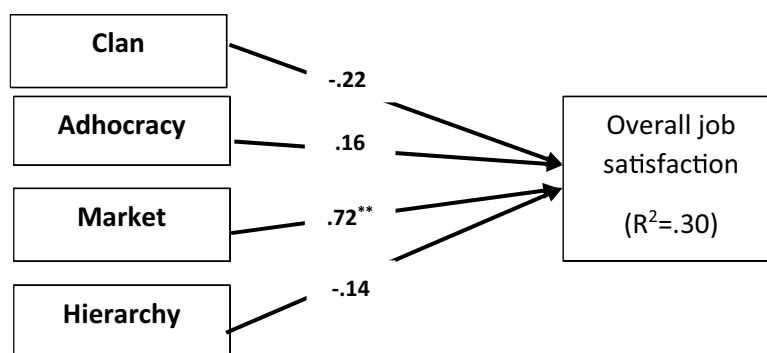


Figure 2. The effect of clan, adhocracy, market, and hierarchy on job satisfaction. Note: ** $p < 0.01$.

Table 4. Test statistics about gender difference on job satisfaction.

	Ranks				Test statistics ^a	
	Gender	N	Mean rank	Sum of ranks		Satisfaction
Job satisfaction	Male	132	94.05	12,414.50	Mann–Whitney <i>U</i>	3636.500
	Female	68	113.02	7685.50	Wilcoxon <i>W</i>	12,414.500
	Total	200			<i>Z</i>	–2.219
					Asymp. Sig. (2-tailed)	.026
					Grouping variable	Gender

Gender differences in overall satisfaction

In this section, the researcher aimed to investigate whether there were statistically significant differences in the views on overall job satisfaction between male and female trainers. Before selecting the appropriate statistical measurement, the researcher reassessed the basic assumptions. The study employed the Mann–Whitney *U* test to determine if there was a statistically significant difference in the attitudes towards their job among male and female trainers. The researcher verified three fundamental assumptions: first, the dependent variable is either ordinal (data collected using an ordinal scale); second, there is a single independent variable with two categorical, independent groups (male and female); and finally, the observations should be independent (Cohen et al., 2007). The results of the Mann–Whitney *U* test are presented in Table 4 below.

When the researcher used the Mann–Whitney–Wallis statistic to determine if there was a statistically significant difference in the voting of the two groups, it was found that the female group had a higher average score on trainers' views of their job satisfaction compared to the male group. The test yielded a *z*-score of –2.219 and a *p*-value <.05. Female trainers scored an average of 113.02, whereas male trainers scored 94.05. Consequently, there is a statistically significant difference between the responses of the two groups.

Discussions

This research aimed to examine the effects of different types of organizational culture on employees' job satisfaction. After evaluating various assessment tools, the researcher utilized the OCAI and JSS standardized instruments to measure organizational culture and trainers' job satisfaction, respectively.

The results revealed that the prevailing culture within the organization was adhocracy, followed by clan, market, and hierarchy cultures. Adhocracy culture promotes independent initiative, creativity, and risk-taking within an organization. It values autonomy and decision-making roles, with explicit and clearly defined responsibilities (Assens-Serra et al., 2021). This characteristic aligns with the expectations for TVET colleges, which were established to foster innovation and new approaches. Adhocracy culture, with its dynamic, externally focused structure, describes the innovative, adaptable, creative, and business atmosphere of an organization. Additionally, it is a culture that values swift adaptation to shifting circumstances (Porcu et al., 2017). Adhocracy culture fosters trial and error, creativity, invention, and self-initiative (Arditi et al., 2017). Adhocracy culture is also characterized by an environment that thrives on modeling

novel concepts; this type of culture is based on a desire for constant change as well as the discovery of novel knowledge and assets (Misigo et al., 2019).

This study revealed that trainers in the colleges expressed satisfaction, which conflicts with the findings of Birhanu et al. (2020) as well as Dereje et al. (2020), who reported dissatisfaction among their respective respondents regarding their jobs. This discrepancy in the findings could be attributed to the differences in the assessment tools utilized by the current study and the aforementioned scholars. Whereas both Birhanu et al. and Dereje et al. employed instruments that measured the nine facets of the job (pay, promotion, supervision, benefits, contingent rewards, operating procedure, co-workers' relations, nature of work, and communication), this study used the global job satisfaction survey comprised of five items. Thus, the present findings may vary if future researchers were to employ the nine facets of the job to gauge trainers' job satisfaction in the TVET colleges.

This study uncovers a moderately positive correlation between each organizational culture type (clan, adhocracy, hierarchy, and market) and trainers' job satisfaction (Asita & Satish, 2019; Qazi & Kaur, 2017). These findings align with previous research that also found a positive and significant relationship between organizational culture and trainers' job satisfaction (Körner et al., 2015; Mali et al., 2022; Tran, 2021). The study suggests that enhancing each organizational culture type can lead to improved job satisfaction among trainers, thereby enhancing the performance of college employees.

Regarding the relationship between individual cultural types and job satisfaction, clan culture or supportive culture has been found to enhance job satisfaction, although this relationship is weak (Assens-Serra et al., 2021). This finding is consistent with previous research findings that job satisfaction is related to a supportive culture (Hosseinkhanzadeh et al., 2013). This study suggests that companies can achieve job satisfactions by developing a supportive workplace culture and introducing appropriate HR practices that motivate and inspire employees. Additionally, the dominant existing culture in the organization, i.e. adhocracy culture, has been found to be related to employee job satisfaction (Mali et al., 2022; Meng & Berger, 2019; Tran, 2021). This finding aligns with previous research, which revealed a direct relationship between a flexible level of job satisfaction and the organizational structure. It suggests that flexible organizations tend to increase employee job satisfaction, while inflexible organizations do not (Chang et al., 2023; De Ruiter & Peters, 2022).

This study also revealed that organizational culture significantly affects employee job satisfaction, explaining approximately one-third of it. Previous studies have consistently supported this finding, with Mali et al. (2022), Meng and Berger (2019), Soryani et al. (2018), and Tran (2021) confirming the impact of organizational culture on employee job satisfaction. Additionally, Saad and Abbas (2018) argue that the culture type within which employees work influences their job satisfaction. Employees tend to feel more satisfied in a flexible culture that grants them autonomy.

This study revealed gender differences in job satisfaction levels. On average, female trainers exhibited higher job satisfaction compared to their male counterparts. These findings align with earlier studies conducted by Green et al. (2018) and Van der Zwan et al. (2018), which also observed significant differences in job satisfaction between male and female trainers. These studies highlight that in male-dominated and low-income countries, resources tend to be controlled by men. As a result, females have limited opportunities to compete with their counterparts. However, once they secure a job opportunity, they tend to appreciate and find satisfaction in their work. Similarly, the findings of Fernández Puente and Sánchez-Sánchez (2021) also note the paradoxical behavior of female job satisfaction. Women's job satisfaction is still reasonably high despite their unfavorable conditions at work. The impact of extracurricular activities and self-selection bias are two possible explanations for this that are examined in the study.

In this study area, market culture has a positive and significant impact on overall job satisfaction. This finding aligns with Yildirim et al. (2017) previous study, which also reported a positive and significant impact of market culture on job satisfaction. This culture is characterized by a strong drive to achieve clear goals through high productivity and cost-effective operations. Individuals with this cultural profile value competitiveness, diligence, perfectionism, aggression, and personal initiative. Leaders in this culture are hard-driving, demanding, and competitive (Cameron & Quinn, 2006).

It is important to note that the term 'market' should not be confused with the marketing function or market clients. Instead, it refers to a focus on external transactions, such as those with suppliers and consumers, rather than internal concerns. The emphasis on winning, competitive pricing, and market

leadership serves as the cohesive force in the business (Igo & Skitmore, 2006). Interestingly, while each culture dimension in the study has a moderate and positive relationship with trainers' job satisfaction, only the market culture in colleges significantly impacts trainers' job satisfaction. This particular cultural type alone accounts for approximately one-third of the dependent variable, which is trainers' job satisfaction.

Conclusions

The study underscores the significance of organizational culture in influencing trainers' job satisfaction in TVET colleges. The prevalent culture observed in the organization was adhocracy, emphasizing independent initiative and creativity. These observations were crucial in understanding how trainers expressed satisfaction with their jobs, contradicting previous studies reporting dissatisfaction. The disparity in findings may be attributed to differences in the assessment tools used. Future researchers might consider using more comprehensive tools to measure job satisfaction facets among trainers, taking into account the specific nuances identified through observation variables.

The study also reveals a moderately positive correlation between each organizational culture type and trainers' job satisfaction. Previous research supports this relationship, emphasizing the impact of organizational culture on job satisfaction. Specifically, supportive or clan culture has been found to enhance job satisfaction, while adhocracy culture is related to employee job satisfaction. The study suggests that enhancing each organizational culture type, particularly the market culture, can significantly improve trainers' job satisfaction, and the inclusion of observation variables may provide additional insights into the dynamics of these cultural influences. Furthermore, gender differences were observed, with female trainers exhibiting higher job satisfaction on average compared to male trainers. These findings align with previous studies that highlight the influence of gender dynamics and limited opportunities on job satisfaction levels.

Implications for policy

The implications for policy underscore the importance of promoting adhocracy culture in Technical and Vocational Education and Training (TVET) colleges to foster innovation and creativity. Policymakers are urged to design policies that provide autonomy and decision-making roles to trainers, aligning with the dynamic, externally focused structure expected in educational innovation. Additionally, there is a need for diversity in assessment tools for measuring job satisfaction, prompting policymakers to advocate for the consideration of comprehensive tools that capture multiple facets of the job. Recognizing gender differences in job satisfaction, policies should prioritize gender-inclusive measures, promoting equal opportunities and resources for all trainers and creating an inclusive work environment. These policy recommendations collectively aim to enhance organizational culture, job satisfaction, and overall workplace dynamics in TVET colleges.

Implication for theory

The implications for theory emphasize the potential enhancement of theoretical frameworks through the inclusion of observation variables in future studies. This addition could offer a more nuanced understanding of the intricate dynamics between organizational culture and job satisfaction, with observed behaviors and conditions providing valuable insights that complement and enrich existing theories. The study advocates for a theoretical shift towards a holistic measurement of job satisfaction, incorporating various facets of the job beyond the constraints of global surveys. This shift reflects the importance of capturing the intricacies of satisfaction levels. Furthermore, the findings call for the development of theories that delve deeper into the cultural dynamics of different organizational cultures and their impact on job satisfaction. The observed positive correlation between specific cultural types and satisfaction levels suggests the need for an exploration of how these cultural dynamics influence employee perceptions and attitudes, contributing to the advancement of organizational and job satisfaction theories.

Implications for practice

Organizations, particularly in Technical and Vocational Education and Training (TVET) colleges, are encouraged to prioritize the cultivation of supportive organizational cultures. Practitioners can effectively boost job satisfaction by establishing collaborative and supportive work environments that place value on co-worker relations, a factor closely linked to heightened satisfaction levels. Additionally, organizations are advised to adopt flexible and adaptable structures, aligning with the principles of adhocracy culture. This strategic move enables practitioners to enhance job satisfaction by fostering an environment that encourages trial and error, creativity, and swift adaptation to shifting circumstances. Practical interventions should also strategically embrace market culture, emphasizing clear goals, competitiveness, and a commitment to high productivity. By aligning organizational goals with the values associated with market culture, such as diligence, perfectionism, and personal initiative, practitioners can contribute to an overall improvement in job satisfaction across the organization.

Limitations and recommendations for future studies

It is challenging to establish a significant causal relationship between the independent and dependent variables due to the cross-sectional nature of this study. Additionally, desirability bias may exert a more influential effect on data quality. This research is susceptible to information bias, inherent in the data collection instrument, relying on a questionnaire survey. To mitigate limitations, the study could have incorporated qualitative data collection methods to alleviate constraints.

Even though the study aimed to examine the effects of organizational culture on trainers' overall job satisfaction without considering nine specific job facets, the results indicate that trainers in the colleges are satisfied with their jobs. However, it is important to interpret this finding cautiously due to the limited number of items used to assess overall job satisfaction. Without trainers' job satisfaction, motivation, and commitment, it becomes challenging to fulfill the college's vision and mission. Therefore, it is imperative for colleges to regularly evaluate trainers' levels of job satisfaction to sustain motivation, commitment, and job satisfaction.

Disclosure statement

No potential conflict of interest was reported by the author(s).

About the author



Dr. Aklilu Alemu Ambo is an assistant professor of education policy and leadership at Madda Walabu University in the College of Education and Behavioral Studies, specifically in the Department of Educational Planning and Management. Dr. Aklilu obtained all his diplomas and degrees in educational planning, leadership, policy, and management from Addis Ababa University. He has prior experience in teaching and managing primary schools, as well as leading the educational programs team at a district education office. Currently, at Madda Walabu University, Dr. Aklilu is involved in teaching and supervising undergraduate and graduate students, coordinating and facilitating research work within the college, and conducting his own research. He has presented his research findings at more than 18 national and international conferences. Additionally, he has published five articles in journals, such as Educational Planning, Emerald Open Research, Cogent Education, and Social Science and Humanities Open Journals. He has also authored a book and has 7 articles. Recently, he delivered a speech on the Ethiopian KG-12 education system for PhD students at Kennesaw State University in the USA, where they are pursuing their education. Furthermore, Dr. Aklilu was awarded the HRAF Global Scholar Program in 2023 and was featured at Yale University.

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