

Chapter 2

The Relationship Between Learning Culture and High Performance and Productivity Culture with Job Satisfaction: A Study Among Employees in One Public Organization in Sarawak, Malaysia

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Abstract Numerous of studies have indicated significant relationship between organizational culture with job satisfaction. This study is specifically examined the relationship between two dimensions of organizational culture which comprises of “learning culture” and “high performance and productivity culture” with job satisfaction. The respondents of study consisted of 60 employees from a public organization in the district of Sri Aman, Sarawak, Malaysia. The selection of sample was done through a simple random sampling, and a cross-sectional survey questionnaire was used as a mean of data collection. Data was analysed using the Statistical Package for the Social Sciences (SPSS) Version 11. Pearson Product-Moment correlation and the Stepwise regression analysis were used to analyse the relationship between variables under the study. The results of the Pearson Product-Moment correlation indicated that there were significant and positive relationships between both dimensions of organizational culture with the job satisfaction. The strongest relationship was between the “learning culture” and job satisfaction. The findings indicated that the “learning culture” and “high performance and productivity culture” help to generate and promote high level of employees’ job satisfaction. This study provided compelling evidences on the importance of organization’s continuing efforts to understand the relationship between organizational culture and job satisfaction.

Keywords Job satisfaction • Organizational culture

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2.1 Introduction

Extensive studies have been conducted on the subject of *job satisfaction* over the last four decades of organizational research (Currivan 1999). For example, several studies have attempted to examine the association between *job satisfaction* with organizational commitment (Currivan 1999), cohesions (Odom et al. 1990) and management practices (Burke 1995). Although many research have been done to study the relationship between *job satisfaction* with numerous organizational variables (Lund 2003), however less study has investigated the relationship between *job satisfaction* with *organizational cultures* (Lund 2003). Nevertheless, the interconnection between *organizational cultures* with *job satisfaction* have been indicated in few earlier studies like Quinn (1988), Odom et al. (1990), Cameron (1992) and Sheridan (1992). Despite these few studies, a void appears to exist in the literature examining the direct relationship between *organizational cultures* types and *job satisfaction* (Lund 2003). In relation to the previous mentioned past research, thus this study sought to examine the relationship between two dimensions of *organizational culture* that was the *learning culture* and *high performance and productivity culture* with *job satisfaction* in one public organization in Sri Aman, Sarawak, Malaysia.

Specifically, there were six research objectives of this study:

1. To identify the level of *learning culture* practice.
2. To identify the level of *high performance and productivity culture* practice.
3. To identify the level of *job satisfaction*.
4. To identify the relationship between *learning culture* with *job satisfaction*.
5. To identify the relationship between *high performance and productivity culture* with *job satisfaction*.
6. To identify the most dominant dimension of *organizational culture* (between *learning culture* and *high performance and productivity culture*) affecting *job satisfaction*.

As it was stated by authors like Deal and Kennedy (1982) and Peters and Waterman (1982), adopting a certain common cultural traits would result in excellent performance. In relation to this, a study by Pool (2000a) has indicated a strong correlated relationship between a supportive culture with a level of learning in an organization. According to Pool (2000a) the essential attributes of a supportive culture are open communication, trust, innovation, providing challenging work and cohesion among employees. In relation to Pool (2000a), it was indicated by Quinn (1988), Odom et al. (1990), Cameron (1992) and Sheridan (1992) that the *organizational culture* in which characterized as people-oriented, supportive and personal was associated with positive affective outcomes including *job satisfaction* and organizational commitment. In addition, a study by Chang and Lee (2007) in their attempt to make business organizations aware of the effect of organization learning activities in Taiwan, has showed that the operation of learning organizations has a significantly positive effect on employees' *job satisfaction*.

Furthermore Pool (2000b) has revealed that a constructive culture was significantly reducing the role stressor and thereby decreasing job tension and increasing *job satisfaction*, job performance and job commitment. As indicated by Pool (2000b) a constructive culture is characterized as a culture that recognize employee's achievement, expect the managerial staffs to set challenging yet realistic goals and establish plan to achieve these goals, encourage creativity that support quality over quantity of work, and anticipate the managerial staffs to deal with associates in a friendly manner and help each other to grow and develop.

The two dimensions of *organizational culture* in this study, that was the *learning culture* and *high performance and productivity culture* has the characteristics of the supportive culture and constructive culture respectively, that were previously mentioned by Pool (2000a, b). In this study, the independent variables were the *learning culture* and *high performance and productivity culture*, and the dependent variable was the *job satisfaction*.

Consequently in addition to the research objectives, the study also tested two research hypotheses that were formulated based on previous related studies. In this study, the independent variables were the *learning culture* and *high performance and productivity culture*, and the dependent variable was the *job satisfaction*.

Hypothesis 1: There is a significant relationship between *learning culture* with *job satisfaction*.

Hypothesis 2: There is a significant relationship between *high performance and productivity culture* with *job satisfaction*.

2.2 Method

A survey research was conducted in an attempt to examine the relationship between *learning culture* and *high performance and productivity culture* with *job satisfaction*. For hypotheses testing, a correlational approach was used to determine the relationship exists between variables of the study. The population of this study were employees from one public organization in the district of Sri Aman, Sarawak, Malaysia, and a simple random sampling technique was used to gather data from employees in the organization. At the time of study, approximately 100 employees were eligible and the required sample size was 40 (Luck et al. 1987). However a total of 90 questionnaires were distributed and 63 were returned back. Nevertheless only 60 questionnaires were usable for the final analysis. A cross-sectional survey questionnaire was designed to collect data for the study. The questionnaire had three sections. Section one was on respondent's background. Section two was on organizational culture that covers both *learning culture* and *high performance and productivity culture* and developed based on McGill and Slocum (1993), Watkins and Marsick (1993), Pool (2000a, b) and Robbins and Coulter (2005), and Section three was on *job satisfaction* adapted from Smith et al. (1969). All items used in the questionnaires were closed ended, in both English and Malay language and

measured using the five-point Likert scale ranging from “strongly disagree” (1) to “strongly agree” (5). A pilot test was done prior to the actual study to determine the reliability and validity of the research instrument.

2.3 Results

This section show the findings of this study in relation to the research objectives and hypotheses. Specifically, findings are discussed in the form of descriptive and inferential statistics.

2.3.1 Demographic Characteristics

Table 2.1 indicated the sample profile of the study. Majority of the respondents were male (70 %), in the group of age between 42 and 49 years old (38.3 %), Ibans (55 %), possessing the Lower Secondary Assessment and Malaysian Certificate of Education (80 %), and married (83.3 %).

2.3.2 Level of Perceived Learning Culture Practice

Table 2.2 showed that most of the respondents perceived that the *learning culture* was well practiced in their organization (46.7 %). Meanwhile, 25 % of respondents perceived that the *learning culture* was moderately and highly practiced in their organization, respectively. Nevertheless, interestingly there were few respondents (3.3 %) believed that the *learning culture* was less practiced in their organization. As a whole results indicated that most of respondents believed that the *learning culture* was practices at a good level in their organization.

Table 2.1 Demographic characteristics

Gender (%)	Age (%)	Race (%)	Education level (%)	Marital status (%)
Male=70	18–25=11.7	Malay = 16.7	Completed primary school=8.3	Single = 15
Female=30	26–33 = 10	Chinese=26.7	Lower Secondary Assessment/Malaysian Certificate of Education=80	Married=83.3
	34–41 = 15	Iban = 55	Malaysian Higher School Certificate=3.3	Divorcee/ Widower = 1.7
	42–49=38.3 50 and above=25	Others = 1.7	Diploma/Bachelor’s degree = 8.3	

Table 2.2 Level of perceived *learning culture* practice

Min scores	Classification	Frequency (N=60)	Percentage (%)
1.8 and below	Not practiced	0	0
1.9–2.7	Less practiced	2	3.3
2.8–3.6	Moderately practiced	15	25
3.7–4.5	Well practiced	28	46.7
4.6 and above	Highly practiced	15	25
Total		60	100
Min: 3.84		Median: 4	Mod: 4

Table 2.3 Level of perceived *high performance and productivity culture* practice

Min scores	Classification	Frequency (N=60)	Percentage (%)
1.8 and below	Not practiced	0	0
1.9–2.7	Less practiced	0	0
2.8–3.6	Moderately practiced	7	11.7
3.7–4.5	Well practiced	23	38.3
4.6 and above	Highly practiced	30	50
Total		60	100
Min: 4.08		Median: 4.13	Mod: 4.25

2.3.3 Level of Perceived High Performance and Productivity Culture Practice

Results showed in Table 2.3 indicated that half of the respondents (50 %) perceived that the *high performance and productivity culture* was highly practiced in their organization. While 38.3 % of the respondents recognized that this culture was well practiced in their organization, the remaining of 11.7 % felt that the *high performance and productivity culture* was moderately practiced. In general the findings indicated that all respondents perceived that the *high performance and productivity culture* was practices thoroughly in their organization. This practice benefited their respective organization in terms of delivering the high quality services that will satisfy their customers.

2.3.4 Job Satisfaction Level

As indicated in Table 2.4, more than a half of the respondents were satisfied with their job (63.3 %). While 31.7 % were moderately satisfied and 1.7 % were very satisfied, interestingly there were few respondents who were unsatisfied with their job (3.3 %). In overall, the results implied that majority of the respondents perceived

Table 2.4 *Job satisfaction level*

Min scores	Classification	Frequency (N=60)	Percentage (%)
1.8 and below	Very unsatisfied	0	0
1.9–2.7	Unsatisfied	2	3.3
2.8–3.6	Moderately satisfied	19	31.7
3.7–4.5	Satisfied	38	63.3
4.6 and above	Very satisfied	1	1.7
Total		60	100
Min: 3.84		Median: 3.9	Mod: 4.3

Table 2.5 The relationship between *learning culture* with *job satisfaction*

		Learning culture	Job satisfaction
Learning culture	Pearson correlation	1	0.812**
	Sig. (2-tailed)		0.000
	N	60	60
Job satisfaction	Pearson correlation	0.812**	1
	Sig. (2-tailed)	0.000	
	N	60	60

**Correlation is significant at the 0.01 level (1-tailed).

that they were satisfied with their job, which is, in terms of the job facet, salary, job promotion opportunity, boss and colleague.

2.3.5 *The Relationship Between Learning Culture with Job Satisfaction*

The result of the Pearson Product-Moment Correlation analysis indicated in Table 2.5 portrayed a significantly positive relationship between *learning culture* with *job satisfaction* ($r=0.812$, $p\text{-value}=0.000$). Therefore, the first hypothesis of this study which indicated that there is a significant relationship between *learning culture* with *job satisfaction* was accepted. This finding is consistent with the past study by Chang and Lee (2007).

2.3.6 *The Relationship Between High Performance and Productivity Culture with Job Satisfaction*

As indicated in Table 2.6, the Pearson Product-Moment Correlation analysis's result proven a significantly positive relationship between *high performance and productivity culture* with *job satisfaction* ($r=0.752$, $p\text{-value}=0.000$). Accordingly the

Table 2.6 The relationship between *high performance and productivity culture* with job satisfaction

		High performance and productivity culture	Job satisfaction
High performance and productivity culture	Pearson correlation	1	0.752**
	Sig. (2-tailed)		.000
	N	60	60
Job satisfaction	Pearson correlation	0.752**	1
	Sig. (2-tailed)	.000	
	N	60	60

**Correlation is significant at the 0.01 level (1-tailed).

Table 2.7 Most dominant type of *organizational culture* affecting *job satisfaction*

Variables	Beta value	T	Level of significant
Learning culture with job satisfaction	0.568	5.132	0.000
High performance and productivity culture with job satisfaction	0.322	2.914	0.005

second hypothesis of this study which indicated that there is a significant relationship *high performance and productivity culture* with *job satisfaction* was accepted. This finding supported past study by Pool (2000b).

2.3.7 Most Dominant Dimension of Organizational Culture Affecting Job Satisfaction

Table 2.7 indicated the results of the Stepwise Regression analysis. The results revealed that the *learning culture* was the most dominant dimension of *organizational culture* affecting the *job satisfaction* with the beta value of 0.568. Consequently the findings implied that the *learning culture* influences the *job satisfaction* greater as compare to the *high performance and productivity culture*.

2.4 Discussion and Conclusion

This study has proven that exists a significantly positive relationship between *organizational culture* with employee’s *job satisfaction*. Therefore the two hypotheses of this study were accepted. Specifically this study has evidenced that the *learning culture* and *high performance and productivity culture* were significant and positively related to *job satisfaction*. Thus the findings of this study supported the past research by Quinn (1988), Odom et al. (1990), Cameron (1992), Sheridan

(1992) and Pool (2000a, b). These past studies have evidenced that the organizational culture which characterized as supportive and constructive, high in cohesiveness and creativity, and emphasizing on developing human resources and innovation were significant and positively related to job satisfaction and commitment. Furthermore the results of this study were also shown that the *learning culture* had the highest relationship with the *job satisfaction* and was also the most dominant dimension of *organizational culture* affecting the *job satisfaction*. Hence the findings were consistent with a study done by Chang and Lee (2007) that indicated the operation of learning organizations has a significantly positive effect on employees' job satisfaction.

The results drawn from this study were considering the following limitations. The researchers recognized that there are others potential factors that may influence the *job satisfaction* like job characteristics and personal characteristics. However, this study did not consider any other variables that may moderate or mediate the relationship between the *learning culture* and the *high performance and productivity culture* with the *job satisfaction*. Consequently, future researchers are encouraged to complement the previous studies or to extend this research further by considering the others factor that might related to the variables in the study. In addition, the data used in this study were derived from a simple random sample of a single public organization which obtained from a survey questionnaire. These limitations decreased the ability of the researchers to generalize the findings to others organization setting. For this reason future studies are encouraged to conduct their studies across a broader cross-section of organizations in Malaysia to enable the generalization of findings. Furthermore a qualitative method such as the use of interviews can also be considered as an additional method of data gathering to further explain the relationship between the *organizational culture* with *job satisfaction*.

Practically, the results of this study might be used as guidelines by the organizations' management to strengthen the existing *organizational culture* practices in their respective organizations. This objective may possibly be achieved by considering the following recommendations. Firstly, the organizations are encouraged to put emphasis on the learning activities like training and development where employees are continuously trained with updated knowledge and important skills. Secondly, the organization should recognizing their employees' achievements and motivating them to establish their own career goals. Thirdly, encouraging employees' creativity and stressing the quality of employees' work over the quantity of their work. Finally, the organizations should anticipating their employees to help each other to grow and develop. These recommendations might positively driven employees to perceive that their contributions are appreciated and therefore will help to elevate their *job satisfaction's* level.

In conclusion, the empirical findings derived from this study provided a greater insight as to what extent that the employee's *job satisfaction* was related to and affected by the *organizational culture* particularly in the local context of Malaysia. The findings of this study supported and extended the previous studies on *organizational culture* and *job satisfaction* that were mainly published in the Western organizational settings. For this reason, current research and practices

should consider that the *organizational culture*, specifically the *learning culture* and the *high performance and productivity culture* as important variables that are related to and influenced employee's *job satisfaction*. A greater understanding on the relationship between organizational culture and employee's job satisfaction can helps organizations to plan and decide on effective ways to elevate their employee's job satisfaction by adopting an excellent organizational culture practice.

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