

The Effect of Organizational Culture on Employees Job Satisfaction the Case of Debark University

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Abstract

The purpose of this study was to examine the link between organizational culture and employee's job satisfaction at Debark University. A descriptive co-relational design was used to conduct the study. By using availability sampling technique, the study included a total of 144 instructors teaching during the 2019-2020 academic year. Organizational Culture Assessment Instrument and Minnesota Job Satisfaction Questionnaire respectively were employed to collect data. Descriptive and inferential statistics were used to analyze the data. Finally, the findings of the study unveiled hierarchy culture as a dominant organizational culture. It was concluded that hierarchy culture had a negative impact on the overall job satisfaction and satisfaction with intrinsic, extrinsic and general satisfaction facets. Finally, it was recommended that the University ought to replace the prevailing culture and look for a new one characterized by people-orientation, encouragement, equitability, and trust that would give greater academic freedom for employees.

Key words: Organizational culture; institutional culture; job motivation; job satisfaction

1. Introduction

A number of researchers investigated the relationship between job satisfaction and various organizational variables such as leadership, organizational climate, and commitment. For instance, Yiing (2008), Silverthorne (2004), Befkadu Zeleke and Henock Beyene (2012), McKinnon et al (2003) and Okpara (2007) examined the relationship between job satisfaction and organizational commitment with organizational culture. Other researchers also examined the link between organizational culture, job satisfaction and leadership (Mullins, 2007; Aydin & Ceylan, 2009). According to a study conducted by Lund (2003) on job satisfaction of marketing professionals, job satisfaction levels varied across organizational culture where job satisfaction was positively related to clan and adhocracy cultures and negatively related to market and hierarchy culture. McKinnon and others (2003) also conducted a study to explore the association between organizational cultural values and employees' response in a manufacturing company and found out strong positive association between organizational cultural values of respect for people; innovation, stability and aggressiveness, and employee response of organizational commitment, job satisfaction, propensity to remain with organization and information sharing

behavior. Choi, Martin & Park (2008) on their part examined the link between organizational culture and job satisfaction and came up with the finding that a clan culture had a significant influence on overall employee job satisfaction. In Yiing's (2008) investigation on the association between types of organizational culture and leadership behaviors and organizational commitment, job satisfaction and employee performance identified that only supportive culture influenced the relationship between commitment and satisfaction. Besides, Sempane, Rieger & Roodt (2002) conducted a study on the relationship between the variables of job satisfaction and organizational culture in service industry and came up with a positive relationship between organizational culture and job satisfaction. Recently, Bashayareh (2009) conducted a study on university employees to examine the relationship between the dimensions of organizational culture and job satisfaction and showed that there was no significant relationship between emphasis of reward and performance oriented dimensions and job satisfaction. However, the study found out significant relationship between organizational supportiveness, innovation and stability and communication dimensions and job satisfaction of academic staff. Although different empirical studies have been conducted to examine the links between organizational culture and employees' satisfaction in businesses and industries, fewer studies have investigated the link between organizational culture and job satisfaction in higher education institutions. This study sheds light on the gap between the clear need for an analytical study that examines recognizable organizational culture pattern and job satisfaction facets by using appropriate ordinal regression model and statistical methods. It is noted that even with the literature available from various databases, there are no pertinent research findings that focus on the African setting, and there are no research findings that are relevant or specific to Ethiopian higher learning educational institutions. Universities hire the highest quality staff, but they are not always successful at retaining them. Furthermore, some staff members who do remain may not function as engaging colleagues who make others want to stay (Ambrose, Huston & Norman, 2004).

Those factors like, faculty evaluation, in-service training, and similar administrative attempts to influence instructors' behaviors are futile unless they are combined with institutional support for that which faculty member's value (Ma & MacMillan, 1999). Therefore, higher educational institutions should try to: identify those factors that affect employee's job satisfaction positively or negatively, and take the necessary action to lower those factors as well as create and maintain those which boosts the morale of employees in their workplaces. Thus, this study tries to examine the links between organizational culture and job satisfaction in Debarik University in Ethiopia.

2. Literature review

Organizational culture

As it is put by Mullins (2007), organizational culture is among the organizational variables thought to contribute to the quality of work and success within organizations. A number of researchers indicated the congruence between employees' preferred organizational culture and the actual organization culture with positive outcomes. Bashayreh (2009) contends that organizational culture has a number of functions within an organization: it has a boundary-defining role; conveys a sense of identity for organization members; facilitates the generation of commitment to something larger than one's individual self-interest; enhances the stability of the social system; and finally, culture serves as a sense-making and control mechanism that guides and shapes the attitudes and behavior of employees. There are dimensions or typologies of culture proposed in organizational culture studies. According to Cameron & Quinn (1999), culture comprises a complex, interrelated, comprehensive, and ambiguous set of factors. The two authors developed an approach to studying culture which they referred to as a competing values framework (Wu & Yu, 2009). There are two value dimensions in the framework: one related to organizational focus, from an internal, micro-emphasis on the well-being and development of people in the organization to an external, macro emphasis on the well-being and development of the organization itself; while the second is related to organizational structure, from an emphasis on stability to an emphasis on flexibility. Cameron and Quinn (1999) further give implications of four organizational cultural types in their model. These are hierarchy, market, clan and adhocracy cultures discussed below.

Hierarchy culture focuses more on internal issues, values, stability and control, characterized by traditional command and control model of organizations. It works well if the goal is efficiency and the organizational environment is stable and simple and if there are very few changes in customers, customer preferences, competition, technology, etc. (Cameron and Quinn, 1999).

Market culture values stability and control but focuses more on external rather than internal issues. This culture tends to view the external environment as threatening, and seeks to identify threats and opportunities as it seeks competitive advantage and profits. This culture focuses on transactions with mainly external constituencies such as suppliers, customers, contractors, licensees, unions, and regulators (Cameron and Quinn, 1999).

Clan culture focuses on internal issues and values flexibility and discretion. The goal is to manage the environment through teamwork, participation, and consensus. Instead of the rules and procedures of hierarchies, these organizations are characterized by teamwork, employee involvement programs, and corporate commitment to employees (Cameron and Quinn, 1999).

Adhocracy culture focuses on external issues and values flexibility and discretion; key values are creativity and risk taking.

Job Satisfaction

Job satisfaction refers to those positive emotions that arise when the individual experiences positive emotions as a result of the individual's job meets or exceeds his/her expectation (Green, 2000). The dimensions of job satisfaction include job design, supervision, rewards, degree of influence, and opportunity for growth, communication, evaluation, and relationships with co-workers (Choi, Martin and Park, 2008). Thus, individuals respond to, and their lives are affected by, common factors in the job setting such as the task environment and the nature of supervision. It is the perceptions of those common multiple factors that are most salient in influencing the level of job satisfaction.

3. Methodology

A descriptive co-relational design is used to conduct the study since it is more appropriate to examine and describe relationships between and among variables. The population of this study included 146 first degrees, Masters and PHD level instructors who were teaching at Debark University College during the years first semester of the 2018-2020 academic year. The total number of population of the study was only 146 instructors and all of them were included using availability sampling technique.

The necessary data for the study was gathered using two types of standardized questionnaires: Organizational Culture Assessment Instrument (OCAI) and the Minnesota Job Satisfaction Questionnaire described as follows. The OCAI questionnaire consists of six organizational culture dimensions and four dominant culture types identified as clan, adhocracy, market, and hierarchy in its framework (Cameron & Quinn, 1999). The OCAI uses a response scale in which individuals divide 100 points among alternatives. Respondents were asked to identify the trade-offs that actually exist in their university. The instrument's validity and reliability are established by the developers. Accordingly, the following reliability coefficients of each culture type i.e. clan -0.82, adhocracy 0.83, hierarchy 0.67 and market culture 0.78 were reported (Cameron & Quinn, 1999). The validity of the OCAI was also examined by Cameron and Freeman (1991) in more than 300 universities and found to be valid. The Cronbach alpha (r) was also calculated in this study and found out r values of 0.66 for Clan, 0.69 for Adhocracy, 0.74 for Market and 0.79 for Hierarchy culture.

The shortened version of the Minnesota Job Satisfaction Questionnaire developed by Weiss, Davis, England & Lofquist (1967), was used for the measurement of

instructors' job satisfaction. This questionnaire is a self-report instrument which consists of 20 items. Sample instructors were asked to give responses on a 5 point, Likert-scale, ranging from very dissatisfied (1) to very satisfied (5).

In this study, organizational culture is considered as an independent variable (where culture types: clan, adhocracy, market, and hierarchy cultures are considered as its levels or categories) while job satisfaction is a dependent variable.

4. Analysis

The study used both descriptive and inferential statistics. Descriptive statistics such as mean, standard deviations, percentage, percentile, and frequencies were used to describe the characteristics of respondents and compare results. Means and standard deviations were used to describe characteristics of study participants and compare results. Both were used to calculate and plot the result of OCAI instrument and frequency of MSQ facets. The scores of overall, general, intrinsic and extrinsic job satisfaction levels were computed by summing the response weights across the appropriate 20 items for each participant. Scores between 20 and 30, 31 and 50, 51 and 70, 71 and 90, 91 and 100 corresponded to very dissatisfied, dissatisfied, neither dissatisfied nor satisfied, satisfied, and very satisfied, respectively. Measures of central tendency and dispersions were also computed for general job satisfaction. To facilitate a comparison of job satisfaction levels of instructors, the satisfaction levels of equal to and below the 25th percentile, between the 26th and 74th percentile, and equal to and above the 75th percentile were computed. According to Weiss, Davis, England & Lofquist, (1967), these percentiles represent low, medium, and high levels of job satisfaction, respectively. The study used an independent group Analysis of Variance (ANOVA) to test for significant differences in the mean scores of dominant cultural types in the category of highest degree held. The ANOVA is used to look statistically significance differences among three or more means by comparing the variances (X^2) and to yield an F- score which examines the extent to which the obtained mean differences could be due to the chance or some other factor presumably the independent variable (Mujis, 2004). Spearman's rank order Correlations coefficient or Spearman's rho was used to determine the extent to which organizational culture scores are related to job satisfaction levels of employees at the University. The identification of the dependent outcome variable was based on the percentile scores of respondents on the four categories of job satisfaction namely intrinsic, extrinsic, general and overall satisfaction scores of instructors which are suggested for analyzing the Minnesota job satisfaction questionnaire by Weiss, Davis, England & Lofquist, (1967). Percentile satisfaction scores of respondents less than 25 were considered as low satisfaction category and they are coded one. Percentile scores which ranges 26-74 were regarded as

medium satisfaction category and coded as 2. Furthermore, percentile scores greater or equal to 75 were considered to be as high satisfaction category and they were coded as 3. The interpretation of ordinal regression model was carried out using the signs of the regression coefficients. The positive regression coefficient indicates a positive relationship between the predictor variable and the ordinal outcome. While the negative regression coefficient indicates that there was a negative relationship between the explanatory variable and ordinal outcome.

5. Results and Discussions

A total of 144 copies of questionnaires were distributed to all instructors teaching during the 2018-2020 academic year in the University College where 123 of the questionnaires were returned at the end. However, due to incorrect entries some of these questionnaires were discarded during data cleaning and only 107 (72.9 %) of the questionnaires were used in the analysis. All of these respondents are permanent full time employees, On top of this, the majority 70.3% were males and 29.7% were females. Moreover, the majority of the instructors 69.2% had a master's degree, 1.9% a doctorate, 28.2% bachelor's degree.

According to result of the mean score the highest mean score was (Mean= 32.07) for a hierarchy culture which is a dominant culture type. The hierarchy culture type was found to be stronger with a mean score of 32.08 than 24.18, 23.18, and 20.38 mean scores for the clan, market and adhocracy culture types respectively. When the mean scores of these culture types were compared with the mean score of the dominant hierarchy culture exhibited at the University, statistically significant differences at ($\alpha = 0.05$) were found between the dominant hierarchy culture and the other three culture types.

Table 1 employees Mean Ratings on Hierarchy of MSQ scales

Job satisfaction facets	N	mean	Std deviation
1. Independence	107	3.80	0.83
2. Co-workers	107	3.76	0.78
3. Activity	106	3.59	0.91
4. Social service	106	3.50	0.82
5. Creativity			
6.			
7.	107	3.48	1.00
8. Authority	107	3.48	0.85
9. Ability utilization	107	3.45	0.98
10. Moral values	103	3.43	0.90
11. Achievement	107	3.41	0.92

12. Security	106	3.34	0.93	
13. Responsibility	107	3.31	1.00	
14. Supervisor technical	107	3.25	1.18	
15. Supervisor human relations	107	3.22	1.25	
16. Working conditions	106	3.16	1.11	
17. Variety	105	3.06	1.08	
18. Company policies & practice	107	2.91	1.07	
19. Social status	105	2.86	1.35	
20. Recognition	106	2.45	1.32	
21. Advancement	107	2.40	1.24	
22. Compensation	107		1.93	1.05
Valid N (list wise)	98.			

Table 1 portrays a hierarchy of the 20 facet-specific MSQ scales as rated by instructors. As seen in the table, job facets of relatively greater satisfaction included independence, co-workers, and activity as reflected by their means of 3.8, 3.7 and 3.59, respectively. Job facets of relatively lesser satisfaction included organization policies and practices, social status, recognition, advancement and compensation, as reflected by their means of 2.9, 2.8, 2.45, 2.4 and 1.9, respectively. The above results were explored further using frequencies to see the distribution of lesser satisfaction facets, where 42.1 % of the respondents were dissatisfied with organization policies and practices; 26.2% of them were very dissatisfied on social status of the teaching profession; and 33.6% and 17.8 % of respondents were very dissatisfied and dissatisfied respectively over the recognition they receive from the university college. Furthermore, 33.6% and 19.6% of instructors expressed their very dissatisfaction and dissatisfaction over advancement. Finally, 45.8% and 28% of the respondents were very dissatisfied and dissatisfied respectively with compensation package in the university.

Further results shows approximately 42.4% of the participants reported a low level of intrinsic job satisfaction, 34.3% a medium intrinsic job satisfaction and 23.2% a high intrinsic job satisfaction level. The score ranges for the low, medium, and high percentiles were ≤ 60 , 61 – 77, and ≥ 78 , respectively. The existence of high low level of intrinsic satisfaction can be as a result of the following dyadic factors. Primarily among the 20 jobacets 73.8% instructors were not satisfied with compensation package of the institution. As a result, instructors were not freed from concern about their lower level needs which in turn affect their professionalism (Cohen, 1974). On the other hand, the majority of instructors felt that they did not receive recognition for their job.

This implies that instructors are stressed on their job because of the inadequate recognition they receive out of it (August & Waltman, 2004).

Further 27.4 % of the participants reported a low level of extrinsic job satisfaction, 47.2% a medium extrinsic job satisfaction and 25.5% a high extrinsic job satisfaction level. The score ranges for the low, medium, and high percentiles were ≤ 30 , 31 – 67, and ≥ 68 , respectively. This implies that instructors were moderately satisfied with extrinsic job satisfaction factors. This implies that instructors were neither highly satisfied nor very dissatisfied with the extrinsic job satisfaction facets.

Table 2 shows that approximately 30.6% of the participants reported a low level of overall job satisfaction, 43.9% a medium overall job satisfaction level, and 25.5% a high overall job satisfaction level. The score ranges for the low, medium, and high percentiles were ≤ 51 , 52 – 74, and ≥ 75 , respectively. In general, one can say that instructors were moderately satisfied with their current job. This implies that they are neither highly satisfied nor less satisfied in their job.

Table 2 Instructors' Levels of overall Job Satisfaction

Satisfaction level	Percentile	Score range	Frequency	percent
Low	≤ 25	≤ 51	30	30.6
Medium	26-74	52-74	43	43.9
High	≥ 75	≥ 75	25	25.5
Total			98	100

The Spearman Rho's Correlation test was used to see the association between the four types of culture types and the levels of intrinsic, extrinsic, general and overall job satisfaction to see which among the four categories had a higher correlation with any of the four culture types presented in Table 3 below.

Table 3 Spearman Rho Correlations levels of Job Satisfaction and Organizational Culture Types

	Clan	Adhocracy	Market	Hierarchy	
Intrinsic	Correlation coefficient	-.044	-.065	.317(**)	-.296(**)
	Sig.(2tailed)	.656.	.505	.001	.002
Extrinsic	Correlation coefficient	-.029	.038	.231(*)	-.336(**)
	Sig.(2tailed)	.764	.695	.016	.000

General	Correlation coefficient	.065	.060	.080	-.269(**)
	Sig.(2tailed)	.509	.537	.411	.005
Over all	Correlation coefficient	-.093	-.071	.301(**)	-.300(**)
	Sig.(2tailed)	.340	.468	.002	.002
	N	107	107	107	107

(** Correlation is significant at the 0.01 level (2-tailed);* Correlation is significant at the 0.05 level (2-tailed)).

It was found out, as indicated in Table 3, that the intrinsic satisfaction and overall satisfaction had the highest coefficient of correlation as compared to extrinsic satisfaction scores with the market culture. Mujis (2004) suggests a cutoff point of 0.3 as modest. Therefore, one could say that there is a modest positive correlation between the scores of intrinsic, overall satisfaction score and market culture. Contrary to this finding, there are statistically significant correlations between the intrinsic, extrinsic, general, overall satisfaction scores and the dominant hierarchy culture. Extrinsic satisfaction scores showed a strongest modest statistically negative relationship with hierarchy ($r = -0.336$, $p < 0.01$) followed by overall satisfaction scores ($r = 0.3$, $p < 0.01$), then by intrinsic ($r = -0.296$, $p < 0.01$) and general satisfaction scores ($r = -0.269$, $p < 0.01$). However, there is no statistically significant relationship between all job satisfaction scores categories and clan as well as adhocracy culture scores.

Ordinal Regression

The pseudo R squares for McFadden (0.048), Cox and Snell (0.097), and Nagelkerke (0.110) in the complete model with the negative log-log link was larger than those for McFadden (0.041), Cox and Snell (0.085), and Nagelkerke (0.096) and also McFadden (0.033), Cox and Snell (0.068), and Nagelkerke (0.077) in both clog log link and the logit link reduced models respectively. Like the previous three models, the additional model fitting statistic for the Pearson's Chi square, ($X^2 = 10.023$ with d.f. of 1 and $p = .002$) was not appropriate for this model. The Chi-square test result of ($X^2 = .001$ with df. of 1, and $p = .970$) indicated that there was no significant difference for the corresponding regression coefficients across the response categories, signifying that the model assumption of parallel lines was not violated in

the reduced model with the negative log-log link. Akin to the previous models, the principle of parsimony was also applied to the construction of this ordinal regression model. Based on the above modeling strategy, the reduced model with the negative log-log link was constructed to include only the dominant hierarchy culture and the low and medium overall job satisfaction category variables.

6. Findings, Implication and Conclusion

Findings

Although studies conducted on administrators, students and department chair persons of universities in developed countries concluded that a clan culture as the most effective culture type for colleges and universities (Smart & St. John, 1996), the findings of this study were not in agreement with the above study since the dominant culture type was hierarchy culture at the University. Hierarchy culture, like a clan culture, has an internal emphasis, a short-term orientation, and an emphasis on smoothing activities, but differs in its emphasis on stability, control, and predictability as opposed to the emphasis on flexibility, individuality, and spontaneity in clan cultures. The dominant leadership style in hierarchy culture is that of the coordinator or organizer, rules and policies are the primary bonding mechanisms, and the strategic emphasis is on permanence and stability (Cameroon & Quinn, 2004). The findings of this study further indicated that instructors were moderately satisfied with their overall job. According to Shing (2008), intrinsic job satisfaction facets are concerned more with how people feel about the nature of their job and extrinsic as well as general job satisfaction facets. Thus, the impact of job satisfaction is a more intrinsic one than extrinsic or general ones. This implies that St Deberak University instructors are less satisfied with their jobs. A close view of specific job facets indicated the highest satisfaction levels to occur in the areas of independence, co-workers, and activity. Organizational policies and practices, social status, recognition, advancement and compensation were the facets reflecting the lowest satisfaction levels. In this study, significant negative correlation was found between the hierarchy culture type and intrinsic, extrinsic, general and overall satisfaction facets. However, there was no significant correlation between clan as well as adhocracy culture types and all facets of job satisfaction in this study. This study also looked into the effect of organizational culture types on instructors' job satisfaction using an ordinal regression model. The results suggest that hierarchy culture had a significant influence on overall instructors' job satisfaction as it predicted the overall job satisfaction and three distinct categories of job satisfaction facets namely intrinsic, extrinsic and general satisfaction. This implies that instructors who rated higher scores for hierarchy culture were likely to rate a lower satisfaction scores for each of job satisfaction facets namely intrinsic, extrinsic,

general and overall satisfaction. These results were consistent with a study by Lund (2003) who found that there was a negative relationship between job satisfaction and hierarchy culture. The negative impact of the hierarchy culture on employee job satisfaction can be explained by the fact that hierarchy culture was strongly associated with formalization, resistance to change, stability, a reactive orientation toward change, and low morale of employees in colleges (Cameroon & Quinn, 2004). It is also interesting to note that the findings on culture types and job satisfaction were also theoretically consistent with the competing values model from which the conceptual framework of this study was derived (Cameroon & Quinn, 2004). For example, firstly, institutions that had clantype cultures were most effective in the domains of performance relating to morale, satisfaction, internal communication, and supportiveness. Secondly, adhocracy-type cultures were most effective in the domains of performance relating to adaptation, system openness, innovation, and cutting-edge knowledge. Thirdly, institutions that had a market-type culture were most effective in the domains of performance relating to their ability to acquire needed resources such as revenues, good faculty, institutional visibility, and so forth. Finally, institutions with hierarchy cultures did not excel in any of the performance domains.

Conclusions

This study unveiled a significant negative correlation between the hierarchy culture type and intrinsic, extrinsic, general and overall satisfaction facets. It further disclosed significant positive correlation between the market culture type and intrinsic, extrinsic, and overall satisfaction facets. However, the results of the study found no significant correlation between clan as well as adhocracy culture types and all the facets of job satisfaction. The results suggest that hierarchy culture has a link with employee's job satisfaction as it predicted overall job satisfaction and three distinct categories of job satisfaction facets namely intrinsic, extrinsic and general satisfaction. Generally, this study concludes that instructors at Debark University are moderately satisfied with their overall job satisfaction. The intrinsic job satisfaction facets are concerned more with how people feel about the nature of their job and extrinsic as well as general job satisfaction facets which are how they feel about elements of work situations that are external to the job tasks itself. Thus, the impact of job satisfaction is more intrinsic one than extrinsic or general ones at the university under study.

Implications

The University should be concerned about the impact of organizational culture on instructors' job satisfaction because of its impact on staff turnover, commitment, morale, development and strength of employee's solidarity and cohesion, grievances and performance.

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