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## ORGANIZATIONAL CULTURE, SHARED TASK, AND JOB SATISFACTION AMONG BUSINESS EDUCATORS IN EDO STATE

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### Abstract

*This study focused on organizational culture and shared tasks as they influenced the job satisfaction of business educators in tertiary educational institutions in Edo State. A survey design was adopted and data were collected with the aid of a questionnaire. The population of the study consisted of fifty-six business educators from six tertiary institutions in Edo State. The entire population of fifty-six business education teachers in the tertiary institution was used for the study. The instrument was face validated. Its reliability was measured using the split-half method, Pearson Product Moment Correlation Coefficient( $r$ ) and Brown's correction formula were used to measure the level of consistency and 0.89 was obtained. Data collected were analyzed using simple percentages, mean, standard deviation and  $t$ -tests. Results revealed that organizational culture and shared tasks influenced job satisfaction while gender, years of service, age and marital status did not. Some recommendations were made in this regard which includes that there should be knowledge of the organization's core values helps to prevent the internal conflict that leads to dissatisfaction, also good and healthy organizational culture should exist in tertiary institutions to prevent the internal conflict that leads to dissatisfaction. Finally, business educators believed that when they have a work environment that is helpful, considerate and cooperative as well as a team-oriented organizational culture this will lead to job satisfaction.*

**Keywords:** Organizational Culture; Shared Task; Job Satisfaction; Business Educators.

### Introduction

Organizational culture appears to be a common perception held by the organization's members; a system of shared meaning held by members that distinguish one organization from another organization. Different characteristics of organizational culture exist; innovation and risk-taking, attention to detail, outcome orientation, people orientation, team orientation, aggressiveness and stability. Organizational culture might be likened to social support; social support is the help other people give in a difficult situation. It is also the lecturers' belief that they are cared for and loved, esteemed and valued, and belong to a network of communication and mutual obligations, while supervision is a structured intentional relationship within which a teacher reflects his work and receives feedback and guidance from a supervisor. A supervisor is a person who has sufficient self-awareness, interpersonal competence, and knowledge of processes relevant to the area of practice to facilitate the lecturer's professional growth and development. Business education teachers, lecturers, and business educators are used interchangeably in this study. When educational institutions have the ideal organizational culture, this may make business education teachers satisfied with their job of imparting knowledge to the learner.

Additionally, when there is well-arranged work shared by business educators in a tertiary educational institution, it may help to reduce their workload as they are given specific functions concerning their areas of specialization, thereby increasing their job productivity and satisfaction. The absence of shared tasks tends to lead to stress for business educators and this may hinder business educators from actualizing the objectives of business education programmes. According to the Federal Republic of Nigeria (FRN) (2013) in her National Policy of Nigeria, the objectives of business education are: to empower individuals with desirable skills, knowledge and value to perform specific functions to become self-reliant, to help individuals appreciate the world around them and contribute maximally to the social and economic development of the nation. It also includes empowering individuals in such a way that they will develop the intellectual capability that would help them to make informed decisions in all spheres of life; to help individuals become a judicious spenders and develop proper values for the achievement of healthy living and growth of the nation, and to understand the political framework of a nation so that they can contribute to national economic and development of their country. These objectives are capable of making students self-reliant, proficient, and employable, thereby promoting the nation's economic growth. Without teachers these, objectives may not be realized, hence the need for teachers to be satisfied with their job to make them perform their duties effectively, and consequently meet educational objectives. Higher education institutes and universities are expected to produce human capital. Teachers of higher education institutes make up a big community in this sector. Consequently, teachers, whether old and young, male and female, married and single as well as experienced or less experienced need to be satisfied with their work. Old business educators as capsulated in this study are those business educators who are aged 25 years and above, while young business educators are those who are less than 25 years old. On the other hand, experienced business educators are those who have spent 10 years and above in service while less experienced business educators are those who have spent less than 10 years in service.

Organizational culture is described by Robbins and Coulter (2005) as the shared values, beliefs, or perceptions held by employees within an organization or organizational unit. As far as organizational culture reflects the values, beliefs and behavioural norms that are used by employees in an organization to give meaning to the situations that they encounter, it may influence the attitudes and behaviour of the employees in such an organization. The pervasiveness of an organizational culture requires that management recognize its underpinning dimensions and its impact on employee-related variables, such as job satisfaction, organizational commitment, and performance

Organizational culture shared assumptions, values and beliefs, appears to be the social glue that holds an organization together. A strong culture is a system of rules that spells out how people should behave. An organization with a strong culture has common values and codes of conduct for its employees, which should help them, accomplish their missions and goals. Work recognition and job satisfaction can be achieved when employees can complete the tasks assigned to them by the organization. According to Wong (2020), organizational culture is the collection of values, expectations, and practices that guide and inform the actions of all team members. It is a combination of value systems and assumptions which lead an organization to run its business. Organizational culture has much more influence on

organizational performance by impacting the psychological states of individual employees, working groups and even the whole organization. When employees are physiologically and psychologically taken care of in an organization, it may lead to job satisfaction.

The job satisfaction of employees occupies an important place in the list of main concerns of the human resource management department. The reason for this importance is twofold. On one side it helps in retaining the employees and on the other side it raises their performance level. According to Parvin and Kabir (2011), job satisfaction is how content an individual is with his or her job. UKEssays.com (2012) viewed job satisfaction as a worker's emotional response to the different job-related factors resulting in finding pleasure, comfort, confidence, rewards, personal growth, and various positive opportunities, including upward mobility, recognition and appraisal done on a merit pattern with monetary value as compensation. Owenvbiugie (2015) sees job satisfaction as a feeling of contentment an employee expresses about his or her job by saying I am ok no matter the circumstances one faces in the work situation. When the needs of workers are not met, there seems to be dissatisfaction.

A teacher who is not satisfied with his/her job cannot produce healthy and satisfied minds. The success of the organization appears to depend on the characteristics of the culture. A supportive organizational culture of higher education institutes would play its role in two dimensions. On one hand, it would raise the satisfaction level of teachers which may be helpful for teachers to give good performance. On the other hand when students would observe cooperation, and mutual trust among teachers and between teachers, the community and management they would try to behave in the same manner after joining their professions. In this vein, it becomes paramount for a good organizational culture to exist in tertiary institutions.

The shared task is the work individual engages within an organization, that is, the work performed by an individual in his/her workplace. It also has to do with the contextual performance and the task performance of an individual in an organization. Task performance is defined in organizational behaviour as the combination of effectiveness and efficiency in doing your core job tasks (Robbins, Judge, Millette, & Boyle, 2013). When employees voluntarily help coworkers who are getting behind, act in ways that maintain good working relationships, or put in extra effort to complete an assignment on time, they are engaging in contextual performance. It has been suggested that contextual performance benefits organizations in several ways. This is why Nini (2019) quoting Motowidlo, Borman defined contextual performance behaviours involving persistence, effort, compliance, and self-discipline are expected to increase the effectiveness of individual workers and managers. Nini further stated that helpful, considerate, and cooperative behaviours are expected to increase work group effectiveness and improve organizational coordination and control by reducing friction among organizational members and promoting a social and psychological context that facilitates task performance. However, Nini (2019) also acknowledged that contextual performance is the ability of employees to contribute to the overall well-being of the organization.

Nini (2019) concluded by saying that contextual performance boosts the organizational climate by strengthening social networks. When employees engage in

contextual performance, this contributes to the culture and climate of the organization. Contextual performance can transform the organization because employees volunteer for extra work, persist with enthusiasm and help and cooperate with others.

Employees who are more helpful, cooperative, and team-oriented are more likely to be judged, as effective employees. They are also more likely to receive positive supervisory feedback concerning their chances of advancing to the next level of the organization and are more likely to be encouraged to remain with the organization. As a result, they are expected to be more satisfied with their jobs, more highly committed to the organization, and less likely to leave it. Finding that contextual performance explains variance in eligibility for promotion, eligibility to reenlist, actual turnover or employees' affective reactions to their jobs and organizations beyond what is explained by task performance would provide additional evidence of its value.

In educational sub-sector employee's business education teacher effectiveness concerning task performance may be measured on how they: select instructional materials/aids; select content of instruction; plan the lesson; carry-out teaching; manage the classroom; handle instructional gadgets; course advise students; set examination questions; mark scripts; prepare and present results; working safely and overall academic performance.

While contextual performance may be measured on how likely is it for business education teachers to comply with instructions even when supervisors are not present; cooperate with others in the team; persist in overcoming obstacles to complete a task; display proper military appearance and bearing; volunteer for an additional duty; follow proper procedures and avoid unauthorized shortcuts; look for a challenging assignment; offer to help others accomplish their work; pay close attention to important details; defend the supervisor's decisions; render proper military courtesy; support and encourage a coworker with a problem; take the initiative to solve a work problem; exercise personal discipline and self-control; tackle a difficult work assignment enthusiastically and voluntarily do more than the job requires to help others. Given these businesses, educators ought to be encouraged by shared tasks and organizational culture that will lead to job satisfaction for the optimal realization of educational objectives.

### **Research questions**

The study was guided by two research questions.

- i. To what extent does organizational culture influence the job satisfaction of business educators in tertiary institutions in Edo State?
- ii. To what extent does shared task influence the job satisfaction of business educators in tertiary institutions in Edo State?

### **Hypotheses**

Four null hypotheses were tested at the alpha level of 0.05.

- i. There is no significant difference between male and female business educators on the influence of organizational culture on their level of job satisfaction.

- ii. There is no significant difference between married and single business educators on the influence of organizational culture on their level of job satisfaction.
- iii. There is no significant difference between old and young business educators on the influence of organizational culture on their level of job satisfaction.
- iv. There is no significant difference between experienced and less experienced business educators on the influence of organizational culture on their level of job satisfaction.

## Methodology

A descriptive survey research design was used for the study. The study was carried out in educational tertiary institutions in Edo State. The population for the study was fifty-six business educators in the various tertiary institutions in the study area. There was no sampling as the entire population was used for the study. The instrument used to collect data for the study was a structured questionnaire. It was a self-developed questionnaire by the researchers after the review of the available literature of variables. The instrument was face validated by three experts, and to determine the reliability, the split-half method was adopted. The instrument was administered to twenty (20) business educators from two tertiary institutions in Delta State. The Pearson Product Moment Correlation Coefficient ( $r$ ) and Spearman-Brown Prediction Formula were used. 0.89 was obtained. Data were collected by the researchers and were analyzed using Simple Percentage, Mean, Standard Deviation (SD) and t-tests. A mean criterion of 2.5 was used in a 4-Point Rating Scale of Very High Extent (VHE), High Extent (HE), Very Low Extent (VLE), and Low Extent. Any mean from 2.5 and above was regarded as a high extent, while any means lower than 2.5 was regarded as a low extent.

Research question 1: To what extent does organizational culture influence the job satisfaction of business educators in tertiary institutions in Edo state?

**Table 1: Mean and Standard Deviation of Organizational Culture**

S/No.	Organizational culture	Mean	SD	Remark
1	Good working relationship leads to high productivity and satisfaction	3.05	.353	VHE
2	Helpful, cooperative, and team-oriented make staff experience job satisfaction	3.11	.412	VHE
3	Staff are satisfied with their job when they are treated with a human face	3.16	.458	VHE
4	An unappreciative boss hampers the staff's willingness to work effectively	3.04	.328	VHE
5	Staff experience physiological or psychological deficiencies when their superior is inconsiderate of their plight	3.05	.353	VHE
6	I'm ok, you are not ok, kind of organisational culture leads to staff job dissatisfaction	3.05	.297	VHE
7	A supervisor with psychological insight enhances staff efficiency	3.04	.328	VHE

8	The internal conflict that leads to dissatisfaction is prevented when the organization's core values are known to the staff	3.04	.328	VHE
CLUSTER		3.07	.288	VHE

**Source:** Field Work (2021)

Table 1 shows that the mean responses on the influence of organizational culture influence on the job satisfaction of Business Educators in tertiary institutions in Edo State ranged from 3.04 to 3.16, while the standard deviation ranged from .297 to .458. The mean responses show that the eight items influence the job satisfaction of business educators to a very high extent. The cluster mean and standard deviation are 3.07 and .288 respectively showing that organizational culture influenced the job satisfaction of the teachers to a very high extent.

Based on the result from the table, it can be inferred that helpful, cooperative and team-oriented organizational culture leads to the job satisfaction of business educators. Also, it helps them to be balanced and stress-free emotionally and psychologically.

Research question 2: To what extent does share task influence the job satisfaction of business educators in tertiary institutions in Edo state?

Table 2: Mean and Standard Deviation of Shared Task

S/No	Shared task	Mean	SD	Remark
9	A good working relationship with the course coordinator makes staff to be highly productive and satisfied with the job	3.23	.467	VHE
10	Helpful, considerate, and cooperative colleagues in shared tasks increase effective work group performance and satisfaction	3.11	.366	VHE
11	The ability to function well in a given committee can produce a good result and enhance job satisfaction	3.12	.384	VHE
12	Working with difficult and uncooperative colleagues causes frustration	3.09	.394	VHE
13	Working under pressure with colleagues releases tension and enhances job satisfaction	3.11	.412	VHE
14	Working alone in certain tasks encourages overload and discourages job satisfaction	3.12	.429	VHE
15	Too much supervision without trust in staff ability affects job satisfaction.	3.09	.394	VHE
16	Involvement in the assessment of project proposal defence helps to increase staff effectiveness	3.14	.444	VHE
CLUSTER		3.13	.370	VHE

**Source:** Field Work (2021)

Table 2 shows that the mean responses on the influence of shared tasks on job satisfaction of Business Educators in tertiary institutions in Edo State ranged from 3.09 to 3.23, while the standard deviation ranged from .366 to .467. The cluster mean and standard deviation are 3.13 and .370 respectively showing that the extent to which shared task influence the job satisfaction of the teachers is very high.

Based on the result from the table, it can be inferred that a work environment that is helpful, considerate and cooperative influences job satisfaction. While working with difficult and uncooperative colleagues causes frustration and job dissatisfaction.

**Testing of Hypotheses**

The null hypotheses were tested using a t-test at an alpha level of .05.

Hypothesis 1: There is no significant difference between male and female business educators on the influence of organizational culture on their job satisfaction.

**Table 3: T-test analysis of male and female business educators’ organizational culture on job satisfaction**

Variable	Gender	N	Mean	Std.	df	t-value	p-value	Decision
Organizational Culture And Job Satisfaction	Male	30	1.58	.621				
	Female	26	1.70	.731	54	-.649	.519	NS

NS: not significant.

Table 3 shows the difference in organizational culture between male and female business educators. The table shows that the t- value is -.649, df is 54 and the p-value is .519. Testing at an alpha level of .05, the t-value is not significant since the p-value is greater than the alpha value. The null hypothesis is therefore retained. Hence there is no significance between male and female business educators' organizational culture on job satisfaction. The implication of this is that both male and female business educators derived job satisfaction when their psychological states are impacted by their organization.

Hypothesis 2: There is no significant difference between married and single business educators on the influence of organizational culture on their job satisfaction.

**Table 4: T-test analysis of married and single business educators’ organizational culture on job satisfaction**

Variable	Marital status	N	Mean	Std.	df	t-value	p-value	Decision
Organizational Culture and Job Satisfaction	Married	51	3.08	.279				
	single	5	3.00	.000	54	.603	.549	NS

NS: not significant.

Table 4 shows the difference in organizational culture between married and single business educators. The table shows that the t- value is .603, the df is 54 and the p- value is .549. Testing at an alpha level of .05, the t-value is not significant since the p- value is greater than the alpha value. The null hypothesis is therefore retained. Hence there is no significance between married and single teachers on the influence of organizational culture on job satisfaction. The implication of this is that both married and single business educators derived job satisfaction when the value system and assumptions that exist in their organizations are favourable.

Hypothesis 3: There is no significant difference between old and young business educators regarding the influence of organizational culture on their job satisfaction.

**Table 5: The t-test analysis between old and young business educators on the influence of organizational culture on their job satisfaction**

Variable	Age of respondents	N	Mean	Std. D	df	t- value	p-value	Decision
Organizational Culture and Job Satisfaction.	Old	2	3.00	.000	54	-.332	.741	NS
	Young	54	3.07	.293				

NS: not significant.

Table 5 shows the difference in organizational culture between old and young business educators. The table shows that the t- value is -.332, df is 54 and the p- value is .741. Testing at an alpha level of .05, the t-value is not significant since the p- value is greater than the alpha value. The null hypothesis is therefore retained. Hence there is no significance between old and young business education teachers on the influence of organizational culture on their job satisfaction. The implication of this is that both young and old business educators are influenced in the same way, by organizational culture.

Hypothesis 4: There is no significant difference between experienced and inexperienced business educators on the influence of organizational culture on their job satisfaction.

**Table 6: The t-test analysis between experienced and less experienced business educators on the influence of organizational culture on their job satisfaction**

Variable	Years of service	N	Mean	Std.	df	t-value	P- value	Decision
Organizational Culture and Job Satisfaction	experienced	39	3.43	.528	54	-.644	.522	NS
	less experienced	17	3.53	.507				

NS: not significant.

Table 6 shows the difference in organizational culture between experienced and less experienced business educators. The table shows that the t- value is -.644, df is 54 and the p- value is .522. Testing at an alpha level of .05, the t-value is not significant since the p- value is greater than the alpha value. The null hypothesis is therefore retained. Hence there is no significant difference between experienced and less experienced



business educators on the influence of organizational culture on their job satisfaction. The implication of this is that both the experienced and inexperienced business educators' job satisfaction is influenced by shared assumptions, values and beliefs which are the social glue holding organization together.

### **Discussion of Findings**

The result of the analysis of data relating to research question one; which deals with the organizational culture of business educators revealed that business educators agreed to a very high extent that organizational culture influences their job satisfaction. In other words, business educators believed that when an organization's core values are known to them it will prevent an internal conflict that leads to dissatisfaction. They also believed that helpful, cooperative and team-oriented organizational culture leads to job satisfaction. This finding agrees with the study carried out by Sabri, Ilyas and Amjad (2011) which revealed that supportive organizational culture may raise the level of job satisfaction of teachers and satisfied teachers may produce healthy, satisfied and creative minds.

The result of the analysis of data relating to research question two which deals with the shared task of business educators revealed that business educators agreed to a very high extent that shared task influence their job satisfaction. In other words, business educators believed that good working relationship with colleagues and committee members leads to job satisfaction. This is in agreement with Healthfield (2019) who posited that employees who are comfortable balancing life responsibilities experience less stress and more work satisfaction leads to increased motivation, positive customer service, and effective coworker relationships. The finding is also in consonance with Johnston (2020) who opined that task sharing increases employee morale. This is made possible as employees work together to accomplish goals, they can celebrate their successes both individually and as a group, and this can cause them to have a more positive view of their jobs and team members. In turn, this can also build trust among co-workers as each member contributes to the team's accomplishments.

The result of the analysis of the data relating to hypothesis one revealed that there is no significant difference between the mean response of male and female business educators in tertiary institutions in Edo State concerning organizational and job satisfaction. This finding is in disagreement with Miao, Li, and Bian (2017) who posited in their study that females showed greater satisfaction in overall job satisfaction than males. The finding of the study was controverted by Souza-Poza and Sousa-Poza (2003) who reported that females are more satisfied with work compared to males. Long (2005) stated that females are more satisfied at work compared to males. The finding of Eduwen (2010) is in agreement with the current study who stated that there are no significant differences between males and females in their levels of job satisfaction. This could be attributed to the fact that all lecturers in the school on the same salary grade level either male or female are paid the same salaries and allowances.

Hypothesis two stated that there is no significant difference between the mean response of married and single business educators in tertiary institutions in Edo State based on organizational culture and job satisfaction. The finding is controverted by Ogunlana, Okunlaya, Ajani, Okunoye and Oshinaike (2013) who revealed that males

are more satisfied than females. The finding was also controverted by Amune (2014) who revealed that females are more satisfied than males. The finding of the study is in agreement with some researchers Ghiasi & Limoni (2015); Onuoha, Samuel & Ojo (2014) who opined that there are no differences between males and females regarding job satisfaction.

Hypothesis three stated that there is no significant difference between the mean response of young and old business educators in tertiary institutions in Edo State concerning organizational culture and job satisfaction. This finding controverted the finding of Eduwen (2010) that there is a significant difference between job satisfaction and the age of counsellors. The study also controverted the finding of the Association for Psychological Science (2016) which stated that as people age and gain better pay and benefits, job satisfaction tends to increase. It also stated that as people get older, they gain more experience in the labour market and obtain better, higher-paying jobs, thus leading to higher job satisfaction.

Hypothesis four revealed that there is no significant difference between the mean responses of experienced and less experienced business educators in tertiary institutions in Edo State concerning organizational culture and job satisfaction. This finding is in agreement with Owenvbiugie (2015) who opined that there is no significant difference between experienced and less experienced business educators on a study assessment of job satisfaction and value created for business educators in tertiary institutions in Edo and Delta States.

## **Conclusion**

From the findings, it was concluded that organizational culture and shared tasks influenced job satisfaction to a high extent. It was also concluded that there is no significant difference between male and female; old and young; married and single; experienced and less experienced business educators in their levels of job satisfaction.

## **Recommendations**

From the findings and conclusion drawn, the following recommendations are made. There should be knowledge of the organization's core values helps to prevent an internal conflict that leads to dissatisfaction. Also, helpful, cooperative and team-oriented organizational culture leads to job satisfaction

- i. Good and healthy organizational culture should exist in tertiary institutions to prevent an internal conflict that leads to dissatisfaction
- ii. There should be a good working relationship among business educators as this leads to high productivity and job satisfaction.
- iii. There should be regular feedback, promotion and an atmosphere of trust and empowerment as well as approachable boss and motivation which will lead to job satisfaction.

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