
ORGANIZATIONAL CULTURE IN SCHOOLS AS CORRELATES OF TEACHERS' JOB SATISFACTION IN PUBLIC SECONDARY SCHOOLS IN ABIA STATE

Prof. Perpetua Okorji & Nzewi, Felicia Ebelechukwu

Department of Educational Management and Policy

Faculty of Education,

Nnamdi Azikiwe University, Awka

Abstract

The unfavourable nature of organizational culture of secondary schools which impedes creativity prompted the study to investigate organizational culture in schools as correlates of teachers' job satisfaction in public secondary schools in Abia State. The study was guided by three research questions and three hypotheses were tested at 0.05 level of significance. Correlational research design was adopted for the study. The population of the study consisted of 4,812 teachers in the 277 public secondary schools in Abia State. A sample size of 722 teachers was drawn for the study using proportionate stratified random sampling technique. Two set of instruments titled "Organizational Culture Scale (OCS) adopted from Suvaci (2018) and "Teachers' Job Satisfaction Scale (TJSC)" adopted from Nanjundeswaraswamy (2019) were used for data collection. The adopted standardized instruments required no validation. The instruments were subjected to test of internal consistency using Cronbach alpha which yielded overall coefficient of 0.80 for OCS and 0.77 for TJSC. The researcher together with three research assistants administered copies of the questionnaires directly to the respondents and a 98 percent return rate of the instruments was recorded. Data were analyzed using Pearson Product Moment Correlation for the research questions 1 and 2, and t-test of correlation for the hypotheses 1 and 2, while multiple regression to answer research question 3 and hypothesis 3. The findings of the study revealed among others that there is strong relationship between supportive organizational culture in schools and teachers' job satisfaction in public secondary schools in Abia State. It was also found out that bureaucratic organizational culture in schools has weak positive relationship with teachers' job satisfaction in public secondary schools in Abia State. Based on the findings, it was recommended among others that principals should reduce the rigidity in bureaucratic organizational culture that minimizes the freedom of staff to execute tasks in order to enhance their job satisfaction.

Keywords: Organizational Culture, Supportive, Bureaucratic, Teachers, Job Satisfaction

Introduction

Education is an instrument for imparting knowledge and skills to individuals to enable them to become self-reliant, improve their well-being and contribute to the development of society. It also inculcates desirable behaviour, the right attitude, norms and values in individuals to make them responsible members of society. Olusegun and Muhammad (2019) stated that education is the channel through which the physical, social, emotional and intellectual abilities of individuals are developed. Members of the society receive education either informally outside the school or formally in the school. One of the school settings where education takes place is the secondary school.

Secondary school is an educational institution that comes after primary and before tertiary institutions of learning. According to Olori and Adelotan (2020), secondary school is an educational institution where students receive knowledge, skills, and attitude that will make them to be useful members of society. In the same vein, Odey and Nwafiuakwa (2021) stressed that it is also the secondary school education that prepares the individuals for useful living in society as well as enable an individual to gain admission into tertiary institution. The secondary school curriculum is enriched with diverse content that offers opportunities to students to acquire fundamental knowledge of various disciplines which prepare them for further studies in tertiary institutions. The behaviour of students and teachers in secondary schools is influenced by the organizational culture.

Organizational culture is the set of values and ways of doing things in the workplace. Nkedishu and Nwaorgu (2022) defined organizational culture as a set of norms, beliefs, means of communication, level of participation in decision-making, standards, motivation and conventions held by members of staff in the workplace. Organizational culture is the special atmosphere or shared norms that exist in the workplace to guide employees on how to carry out their daily duties. Omenyi and Emengini (2020) defined organizational culture as set of written and unwritten beliefs, norms, values, artifacts/symbols and practices that guide various forms of interaction among the personnel inside the school. The values and norms which form organizational culture shape the way members of staff dress, communicate and relate to each other. It is also general expectations, experiences, internal philosophy and values which portray the images of the workplace. Contextually, organizational culture is a unique identity, internal characteristics and commonly shared norms that influence the behaviour of staff in the workplace.

The dimensions of organizational culture that exist in the school create the feeling of identity among members of staff in educational institution. Several scholars have outlined dimensions of organizational culture as follows: supportive, bureaucratic, innovative and team-orientation (Aranki, Suifan and Sweis, 2019; Ghewari and Pawar, 2019). Bamidele (2022) identified the dimensions of organizational culture to include power culture, role culture, achievement culture and supportive culture. In the same vein, Oroka and Oroka (2020) highlighted the following dimensions of organizational culture: power culture, task culture, role culture and person culture. The interest of this study is on supportive and bureaucratic organizational culture. The justification for the choice of these two areas is due to the fact that they are inherent in every school.

Supportive culture is exhibited in work environment which is open, sociable and safe. Meduoye and Meduoyea (2019) noted that supportive organizational culture is characterized by warm and friendly work environment where members of staff can generously share their knowledge and assist each other in solving problems encountered in the course of performing

their duties. The principals of schools with supportive organizational culture are friendly, kind and helpful to subordinates in the workplace. To buttress this, Aranki, Suifan and Sweis (2019) noted that supportive culture promotes a collaborative atmosphere that is helpful and friendly in general. Managers in school with supportive culture are approachable and ready to render help to members of staff whenever the need arises. Oboreh (2020) posited that supportive culture focuses on human relations demonstrated through internal cohesiveness and welfare which could influence the job satisfaction of staff in the organization. Supportive culture creates a more active workplace environment where staff provide information to each other, develop a sense of unity and assist each other to complete tasks in the school. The work environment in which teachers perform their duties by following well-defined rules and procedures is bureaucratic organizational culture.

Bureaucratic organization culture is work environment characterized by well-established structure, rules, procedure and standard of operations. Dereje, Woldie, Adamu and Bekele (2020) asserted that bureaucratic culture has a clear organizational structure, standardized rules and procedures, strict control and well defined responsibilities. Power and control are strong mechanisms for regulating daily activities in bureaucratic organization culture. Akif (2021) asserted that employees have clear lines of authority and responsibility in bureaucratic organizational culture. The managers in bureaucratic type of organization culture use cautious, threat and punishment to get work done. Gautam (2020) asserted that managers in organization with bureaucratic culture practices close supervision, strict rules and regulations, strict command and discipline which tend to direct employees' behaviour at the right track. Bureaucratic organizational culture discourages members of staff from taking risks and using their initiatives as they are expected to follow laid down procedures in discharging their duties. The hierarchy of authority and well-defined procedures in carrying out tasks contribute to delay in administrative decision making in public secondary schools in Abia State. The bureaucratic culture which emphasize on allocation of task and responsibilities based on areas of specialization are rarely adhered to as there are instance that teachers are assigned to teach subjects they are unqualified to handle in secondary schools in Abia State. Division of labour and specialization prevalence in bureaucratic culture makes teachers to only strictly focus on the assigned duties which impede job satisfaction.

Job satisfaction is a positive feeling toward the work. According to Udemba (2021), job satisfaction is the degree to which individuals feel positively or negatively about their jobs. Job satisfaction influences the behaviour and attitude of staff in the workplace. According to Okorji and Njoku (2020), job satisfaction is how happy, fulfilled and contented individuals are in the workplace. A happy and contented teacher is dedicated and committed to delivering instruction to students. Teachers' job satisfaction in this study, refers to the gratification, positive feelings and fulfillment drive-by teachers in the course of discharging their duties.

Teachers who are satisfied with their job are likely to exhibit a strong desire to be at school regularly, punctual to school and coverage of scheme of work. Kwizera, Mwirumubi and Kizito (2021) stressed that satisfied members of staff are more likely to show up for work, exhibit less absenteeism, arrive at work on time, have higher levels of performance and stay with an organization. Teachers who are satisfied with their jobs are contented and dedicated to their duties which reflect in their punctuality to school, regularity in school and lesson presentation. Bahtilla and Hui (2021) pointed out that satisfied teachers are more likely to remain in the teaching profession, come to class regularly, show a higher level of commitment and work extra hours to ensure that students acquire sustainable skills.

Some teachers tend to be discontented with their job and work environment in public secondary schools in Abia State. Iroegbulam (2021) observed some teachers are dissatisfied with their job which they display by lateness to school, aiding examination malpractice, participating in other businesses that distract their attention from teaching and even engage in trading during official hours in public secondary schools in Abia State.

Job dissatisfaction of teachers may be associated the nature of the secondary school organizational culture, Okeze (2021) observed that the expected organizational culture seem not to be totally be adhered to as teachers seldom abide by the norms and values in public secondary schools in Abia State. Furthermore, Okeze stressed that teachers are rarely involved in decision-making and this could be responsible for teachers not being innovative. The excessive application of rules and regulations by principals lead to stagnation, limit adaption to change and delay in decision making because of teachers adherence to predetermined procedures and due process in public secondary schools in Abia State. It is against this background that this study sought to investigate organizational culture in schools as correlates of teachers' job satisfaction in public secondary schools in Abia State.

Statement of the Problem

The ideal school culture is supportive, healthy, foster teamwork opportunities and creativity which boost the morale of teachers in secondary schools in Abia State. However, there tend to unfriendly and rigid atmosphere which impedes innovation and creativity among teachers in secondary schools in Abia State. The well-defined structure of secondary schools is inflexible to the point of depriving teachers work autonomy and opportunity to get involved in the decision and thereby hinders innovation and creativity in the State.

One wonders if there is strict adherence to core values and norms of secondary schools in Abia State as there are some cases of lateness, disrespect, uncooperative attitude, dishonesty and absenteeism among members of staff. The organizational culture of some schools is structured in such a way that teachers must comply with directives from principals which could contribute to frustration and their job dissatisfaction. Some teachers in Abia State who are unsatisfied with their job absent themselves from school without fair reasons, engage in trading during official hours and miss their lesson presentation in the classroom which adversely affects the instruction received by students. Efforts have made by educational stakeholders to tackle the problems by developing norms, setting behavioural expectations, empowering teachers through seminars and monitoring of school affairs which tend to minimize misconduct of teachers. It is based on this problem that the study investigated organizational culture in schools as correlates of teachers' job satisfaction in public secondary schools in Abia State.

Purpose of the Study

The main purpose of the study was to investigate organizational culture in schools as correlates of teachers' job satisfaction in public secondary schools in Abia State. Specifically, the study sought to determine the:

1. Relationship between supportive organizational culture in schools and teachers' job satisfaction in public secondary schools in Abia State.
2. Relationship between bureaucratic organizational culture in schools and teachers' job satisfaction in public secondary schools in Abia State.

3. Relationship between organizational culture in schools and teachers' job satisfaction in public secondary schools in Abia State.

Research Questions

The following research questions guided the study:

1. What is the relationship between supportive organizational culture in schools and teachers' job satisfaction in public secondary schools in Abia State?
2. What is the relationship between bureaucratic organizational culture in schools and teachers' job satisfaction in public secondary schools in Abia State?
3. What is the relationship between organizational culture in schools and teachers' job satisfaction in public secondary schools in Abia State.

Hypotheses

The following research hypotheses were tested at 0.05 level of significance:

1. There is no significant relationship between supportive organizational culture in schools and teachers' job satisfaction in public secondary schools in Abia State.
2. There is no significant relationship between bureaucratic organizational culture in schools and teachers' job satisfaction in public secondary schools in Abia State.
3. There is no significant relationship between organizational culture in schools and teachers' job satisfaction in public secondary schools in Abia State.

Methods

Correlation research design was adopted for this study. According to Nworgu (2015), this type of study seeks to establish what relationship exists between two or more variables. Correlation design is appropriate for this study because the researcher seeks to collect data from the given population of teachers to investigate organizational culture in schools as correlates of teachers' job satisfaction in public secondary schools in Abia State. The study was carried out in Abia State located in the southeast, Nigeria. The population of the study comprised 4,812 teachers in the 277 public secondary schools in Abia State. The sample for this study consisted of 722 teachers drawn from the population of the study drawn using proportionate stratified sampling technique.

Two sets of instruments titled "Organizational Culture Scale (OCS) " and "Teachers' Job Satisfaction Scale (TJSS)" were used for data collection. The first instrument titled OCS which was adopted by Suvaci (2018) contained 26 items spread two clusters (I-II) to elicit information on organizational culture. Cluster I contained 14 items on supportive organizational culture and Cluster II contained 12 items on bureaucratic organizational culture.

The second instrument titled TJSS which was adopted from Nanjundeswaraswamy (2019) contained 22 items which measure job satisfaction of teachers. The two sets of instruments were structured on a four-point rating of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) weighted 4, 3, 2 and 1 respectively. The researcher adopted standardized instruments that required no face validation. The reliability of the instruments was ascertained by administering copies of the two questionnaires to 40 secondary school teachers made up of 18 males and 22 females in Imo State. Imo State is outside the area of study but contiguous to the area which had been in the same old Imo State

before it was carved out in 1992. The data obtained were subjected to test for internal consistency using Cronbach Alpha. The reliability indices of 0.82, and 0.77 were obtained for Cluster I-II respectively of OCS with overall coefficient of 0.80 and 0.77 was obtained for TJSS respectively.

The researcher together with the help of four research assistants who are secondary school teachers in Abia State administered copies of the questionnaires to the teachers through a direct approach. The research assistants were briefed by the researcher on the nature and purpose of the study and this enabled them to have a piece of good knowledge about the study, means of distribution and collection of the instruments. Out of 721 copies of the instruments distributed, 709 were properly filled and successfully retrieved indicating 98% return rate. The copies of the questionnaire distributed, duly filled and successfully retrieved were used for data analysis. Data collected was analyzed using Pearson's Product Moment Correlation Coefficient to answer the research questions 1-2 and t-test for correlation to test hypotheses 1-2, while multiple regression was used to answer research question 3 and test hypothesis 3. For decision on the research questions the coefficient (r) and the size of the relationship was interpreted using the correlation coefficient by Schober, Boer and Schwarte (2018), as follows:

Coefficient	Relationship
.00- .10	Negligible correlation
.11- .39	Weak correlation
.40- .69	Moderate correlation
.70- .89	Strong correlation
.90- 1.00	Very strong correlation
.80-1.00	High

In taking decisions on the null hypotheses, if the p-value is equal to or greater than the significant value of 0.05, the null hypothesis was rejected and the difference is taken to be statistically significant, but if otherwise, the null hypotheses was accepted and the difference is taken to be statistically not significant.

Result

Research Question 1: What is the relationship between supportive organizational culture in schools and teachers' job satisfaction in public secondary schools in Abia State?

Table 1: Pearson r on Relationship between Supportive Organizational Culture and Teachers' Job Satisfaction

Variables	N	Supportive Culture	Teachers' Job Satisfaction	Remarks
Supportive Culture	709	1.00	.830	Strong
Teachers' Job Satisfaction	709	.830	1.00	

Result on Table 1 showed a Pearson's correlation coefficient (r) of 0.830. This shows that there is strong positive relationship between supportive organizational culture in schools and

teachers' job satisfaction in public secondary schools in Abia State. This indicated that schools with supportive organizational culture will strongly improve the job satisfaction of teachers.

Research Question 2: What is the relationship between bureaucratic organizational culture in schools and teachers' job satisfaction in public secondary schools in Abia State?

Table 2: Pearson r on Relationship between Bureaucratic Organizational Culture and Teachers' Job Satisfaction

Variables	N	Bureaucratic Culture	Teachers' Job Satisfaction	Remarks
Bureaucratic Culture	709	1.00	.334	Weak
Teachers' Job Satisfaction	709	.334	1.00	

As shown on Table 2, a Pearson's correlation coefficient (r) of 0.334 was obtained. This shows that there is weak positive relationship between bureaucratic organizational culture in schools and teachers' job satisfaction in public secondary schools in Abia State. This indicated that schools with bureaucratic organizational culture will weakly contribute to job satisfaction of teachers.

Research Question 3: What is the relationship between organizational culture in schools and teachers' job satisfaction in public secondary schools in Abia State?

Table 3: The Summary of Multiple Regression Analysis on Relationship between Organizational Culture in Schools and Teachers' Job Satisfaction

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Remarks
Organizational Culture	.872	.760	.759	.23232	Strong

Result in Table 3, revealed that correlation coefficient of organizational culture in schools and teachers' job satisfaction is .872 with a coefficient of determination of .760. This shows that 76% variation in teachers' job satisfaction can be attributed to organizational culture in schools. The multiple regression Coefficient r of .872 indicated that there is strong relationship between organizational culture in schools and teachers' job satisfaction in public secondary schools in Abia State.

Hypothesis One: There is no significant relationship between supportive organizational culture in schools and teachers' job satisfaction in public secondary schools in Abia State.

Table 4: The Summary of t-test of correlation of no Significant Relationship between Supportive Organizational Culture and Teachers' Job Satisfaction

	N	Supportive Culture	Teachers' Job Satisfaction	p-value	α	Remark
Supportive Culture	709	1	.830			
Teachers' Job Satisfaction	709	.830	1	.000	.005	Rejected

As shown by data presented on Table 4, the p-value of 0.000 is less than the stipulated 0.005 level of significance. Thus, the null hypothesis is rejected. Thus, there is significant relationship between supportive organizational culture in schools and teachers' job satisfaction in public secondary schools in Abia State.

Hypothesis Two: There is no significant relationship between bureaucratic organizational culture in schools and teachers' job satisfaction in public secondary schools in Abia State.

Table 5: The Summary of t-test of correlation of no Significant Relationship between Bureaucratic Organizational Culture and Teachers' Job Satisfaction

	N	Supportive Culture	Teachers' Job Satisfaction	p-value	α	Remark
Bureaucratic Culture	709	1	.334			
Teachers' Job Satisfaction	709	.334	1	.000	.005	Rejected

Result presented on Table 5 shows that the p-value of 0.000 is less than the stipulated 0.005 level of significance. Thus, the null hypothesis is rejected. Thus, there is significant relationship between bureaucratic organizational culture in schools and teachers' job satisfaction in public secondary schools in Abia State.

Hypothesis Seven: There is no significant relationship between organizational culture in schools and teachers' job satisfaction in public secondary schools in Abia State.

Table 6: The Summary of Multiple Regression Analysis on Significant Relationship between Organizational Culture in Schools and Teachers' Job Satisfaction

Predictor	R	R ²	F	P-value	Remark
Organizational Culture	.872	.760	557.281	.000	*S

*Significant

As shown in Table 6, the multiple regression coefficient (R) is .872 while the R^2 is .760 showing that organizational culture in schools make 76% contribution to the variance in secondary school teachers' job satisfaction. The $F(1/709) = 557.281$ and the p -value of .000 is less than .05. Therefore, since the p -value is less than the stipulated .05 level of significance, the null hypothesis was rejected. Therefore, there is significant relationship between organizational culture in schools and teachers' job satisfaction in public secondary schools in Abia State.

Discussion of Findings

The finding of the study showed that there is strong positive relationship between supportive organizational culture in schools and teachers' job satisfaction in public secondary schools in Abia State. This is in line with the finding of Chukwuemeke and Owenvbiugie (2022) which showed that supportive organizational culture has strong positive relationship with job satisfaction of business educator. The similarity in time of conducting both studies could have contributed to the agreement in the findings as they reflect the recent situations in the education system. This finding is explained by the fact that teachers who work in schools with supportive culture feel valued, encouraged, cared for and assisted in tackling work problems which lead to their job satisfaction. School with supportive organizational culture value and respect the worth of each staff which makes them feels comfortable in the workplace and thereby become strongly satisfied with their job.

Further result indicated that there is significant relationship between supportive organizational culture in schools and teachers' job satisfaction in public secondary schools in Abia State. This affirmed the finding of Dereje, Woldie, Adamu and Bekele (2020) which revealed that supportive culture had strong significant correlation with job satisfaction of staff. The agreement in findings could be attributed to the fact that supportive organizational culture provides atmosphere that promote the safety and well-being of teachers which enhance their job satisfaction. The opportunity which supportive organizational culture of schools offer to teachers to asks questions, share candid information and build healthy interpersonal relationship could account for the significant relationship with their job satisfaction.

The result of this study revealed that bureaucratic organizational culture in schools has weak positive relationship with teachers' job satisfaction in public secondary schools in Abia State. This refuted the finding of Al-Shammari and Al-Am (2018) which indicated that there is strong positive relationship between bureaucratic organizational culture and job satisfaction of employees. The disagreement in findings could be attributed to difference in factors such as time span, participants, sample size and organizations in which the two studies were conducted. This finding could be attributed to the fact that bureaucratic organizational culture of schools gives top priority to adherence to policy and rules over the professional and emotional needs of teachers. The bureaucratic organizational culture of schools promotes rigid compliance to rules and procedures which discourage use of initiatives could account for the weak relationship with teachers' job satisfaction. The strict control and excessive procedures associated with bureaucratic organizational culture leads to slow down of decision-making and frustration which may be responsible for the weak relationship with teachers' job satisfaction.

It was found out that there is significant relationship between bureaucratic organizational culture in schools and teachers' job satisfaction in public secondary schools in Abia State. This is in line with finding of Indiyati, Fauziah and Putri (2020) which showed

that bureaucratic culture has significant relationship with employee job satisfaction. The favouritism discouraged and equity promoted by structure and policies in bureaucratic culture of school could account for the significant relationship with teachers' job satisfaction.

The result of the study revealed that there is strong relationship between organizational culture in schools and teachers' job satisfaction in public secondary schools in Abia State. This agreed with the finding of Abdolhamid, Arash and Neda (2016) which showed that organizational culture has strong relationship with job satisfaction. This agreement could be explained by the fact that the studies were conducted in educational institution. The cohesion, enthusiasm and innovation promoted by organizational culture could account for the strong relationship between teachers' job satisfaction. The organizational culture contributes to developing healthy and harmonious work atmosphere that enhance the job satisfaction of teachers.

Further result indicated that there is significant relationship between organizational culture in schools and teachers' job satisfaction in public secondary schools in Abia State. This is in line with the finding of Serinkan and Kiziloglu (2022) which revealed that there significant relationship between organizational culture in schools and job satisfaction. The similarities in time span and educational institutions in which the studies were conduct could account for the agreement in findings. The atmosphere of trust, support, effective communication and respect created by organizational culture could explain the significant relationship with teachers' job satisfaction.

Conclusion

Following the findings of the study, it was concluded that there was strong positive and significant relationship between organizational culture in schools and teachers' job satisfaction in public secondary schools in Abia State. The organizational culture of schools which are supportive and bureaucratic make teachers receive required assistance to excel in their duties, feel valued, eager to work as team and use their initiative to adapt to the rapidly changing education system and thereby improve their job satisfaction. Organizational culture is roadmap and guide to behaviour, actions and expectations which create tones and atmosphere of the schools that is associated with the job satisfaction of teachers.

Recommendations

Based on the findings of this study, the following recommendations were made:

1. Ministry of Education should develop handbooks on building and maintaining supportive organizational culture to guide principals in shaping the work environment in such a way to support teachers to facilitate their job satisfaction.
2. Principals should reduce the rigidity in bureaucratic organizational culture that minimizes the freedom of staff to execute tasks in order to enhance their job satisfaction.
3. Ministry of Education should organize leadership programmes of two weeks duration for principals to educate and guide them in establishing norms and values that form organizational culture in schools to improve the job satisfaction of teachers.

References

- Abdolhamid, Z., Arash, Z. & Neda, K. (2016). Evaluation of the relationship between organizational culture and job satisfaction among employee of Kermanshah University of Medical Sciences. *The Social Sciences*, 11(1), 4005-4012.
- Akif, H. (2021). The relationship between organizational culture and conflict management styles: The mediating role of psychological safety. *International Journal of Tourism & Hotel Business Management*, 3(2), 475-484.
- Al-Shammari, M. & Al-Am, Z. (2018). Organizational culture and job satisfaction in a telecommunications company in the kingdom of Bahrain. *Polish Journal of Management Studies*, 18(1), 33-43.
- Aranki, D.H., Suifan, T.S., & Sweis, R.J. (2019). The relationship between organizational culture and organizational commitment. *Modern Applied Science*, 13(4), 137-154.
- Bahtilla, M. & Hui, X (2021). The impact of school environment on teachers' job satisfaction in secondary schools. *European Journal of Educational Studies*, 8(7), 16-43.
- Bamidele, R. (2022). Organizational culture. In R. Bamidele (Eds). *Industrial sociology, industrial relations and human resource management* (pp. 284-292). Awka: Fab Educational Books.
- Chukwuemeke, H.E. & Owenvbiugie, R.O. (2022). Organizational culture, shared task, and job satisfaction among business educators in Edo State. *Sokoto Educational Review*, 21(1), 80-90.
- Dereje, M., Woldie, M., Adamu, A. & Bekele, F. (2020). Perceived organizational culture and its' relationship with job satisfaction in primary hospitals of Jimma zone and Jimma town administration: A correlational study. *BMC Health Services Research*, 20(1), 1-9.
- Gautam, P.K. (2020). Work-culture for employee work-behaviour: Mediating role of satisfaction. *Nepal Journal of Management*, 13(1), 17-32.
- Ghewari, A.A. & Pawar, S.N. (2019). Impact of organizational culture on employee job satisfaction: A case of Indian IT sector. *International Journal for Research in Engineering Application & Management*, 5(3), 64-66.
- Indiyati, D., Fauziah, A.R. & Putri, R.K. (2020). Organizational culture, communication and job satisfaction. *International Journal of Economics, Business and Management Research*, 4(8), 1-12.
- Iroegbulam, E.O. (2021). Principals' transformational leadership practices on teachers' job satisfaction and commitments in Abia State, Nigeria. *Journal of Educational Research in Developing Areas*, 2(2), 173-182.
- Kwizera, E., Mwirumubi, R. & Kizito, J.B. (2021). Job satisfaction and its effect on academic staff performance in chartered private universities in Burundi. *Direct Research Journal of Social Science and Educational Studies*. 8(1), 14-21.

- Meduoye, B.O., & Meduoyea, O.M. (2019). Organisational culture and employee performance in selected banks in Anambra State. *Global Journal of Education, Humanities and Management Sciences*, 1(2), 170-188.
- Nanjundeswaraswamy, T.S. (2019). Development and validation of job satisfaction scale for different sectors. *International Journal for Quality Research*, 13(1), 193-220.
- Nkedishu, V.C. & Nwaorgu, E.H. (2022). School culture and commitment to one's job as a teacher in public secondary schools, Delta State, Nigeria. *Delsu Journal of Educational Research and Development*, 9(1), 141-152.
- Nworgu, B.G. (2015). *Educational research: Basic issues and methodology (3rd ed.)*. Enugu: University Trust Publishers.
- Oboreh, L.E. (2020). Organizational culture and firm performance in selected Multinational Companies in South-South Nigeria. *International Journal of Business & Law Research*, 8(4), 46-58.
- Odey, B.N. & Nwafiukwa, P.O. (2021). Extent principals' attributes influence their administrative performances in Nigerian secondary schools: Ebonyi State as a Reference Point. *International Digital Organization for Scientific Research*, 7(1), 33-41.
- Okeze, W.O. (2021). Perceived influence of organizational culture on teachers' job performance in public secondary school in Abia State. *International Journal of Innovative Education Research*, 9(1), 72-80.
- Okorji, P. & Njoku, N.E.A. (2020). Relationship between school climate and principals' job satisfaction in secondary schools in Imo State, Nigeria. *National Journal of Educational Leadership*, 5(1), 99-111.
- Olori, A.L. & Adelotan, A.M. (2020). The use of information technologies for improved school administration and management in Ogun State, Nigeria. *Journal of Contemporary Issues in Educational Planning and Administration*, 5(2), 44-49.
- Olusegun, B.S. & Muhammad, L.B. (2019). Influence of school location and school facilities on students' academic performance in Okitipupa Local Government area, Ondo State. *FUDMA Journal of Educational Foundations*, 1(2), 102-110.
- Omenyi, A.S., & Emengini, B. (2020). Relationship between teachers' perceived organizational culture and their job performance in secondary schools in Anambra State. *Nnadiabube Journal of Education in Africa*, 5(2), 47-64.
- Schober, P., Boer, C. & Schwarte, L.A. (2018). Correlation coefficients: Appropriate use and interpretation. *Anesth Anaig*, 126(50), 1763-1768.
- Serinkan, C. & Kiziloglu, M. (2021). The relationship between organisational culture and job satisfaction in higher education institutions: The Bishkek case. *Periodica Polytechnica Social and Management Sciences*, 29(2), 168-179.
- Suvaci, B. (2018). The impact of organizational culture on employees' protean and boundaryless career attitudes: An empirical study of the banking sector in Turkey. *Journal of Business and Management*, 24(1), 1-25.

Udemba, N. (2021). Relationship between self efficacy and job performance and satisfaction of secondary school teachers in Anambra State. *International Journal of Multidisciplinary Research and Analysis*, 4(5), 537-542.