

Organizational Culture, Work Ethics and Spouse Relations as Determinants of Colleges of Education Academic Staff Job Effectiveness in South-West, Nigeria

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Abstract

The job effectiveness of employees has received significant attention in workplace studies. This is due to the general recognition that this variable can be a major determinant of an organizational working system. The fact that job effectiveness among academic staff in the College of Education may have an impact on institutional quality performance necessitates that closer attention be paid to factors such as organizational culture, work ethics, and spouse relations as potent variables that could influence job effectiveness. This study therefore examined organisational culture, work ethics, and spouse relations as determinants of job effectiveness of academic staff in Colleges of Education in South West, Nigeria. It also looked at the moderating influence of gender, age, and academic qualification on the predictive powers of the independent variables on academic staff job effectiveness. This study adopted a survey research design of ex-post facto type. A sample of 1,146 married academic staff was selected through the multistage sampling technique from a population of 2,898 academic staff in Colleges of Education in South-West, Nigeria. Three research questions and eight hypotheses were answered and tested respectively to guide the study. Four validated instruments were used for data collection; LJEQ ($\alpha=0.82$), OCQ ($\alpha=0.75$), LWERS ($\alpha=0.78$), and WPAT ($\alpha=0.78$). Data were analyzed using descriptive statistics, Pearson Product Moment Correlation, Multiple Regression Analysis, t-test, and analysis of Variance (ANOVA) at 0.05 level of significance. Findings revealed, among other things, that to some extent, the level of academic staff job effectiveness was very high in Colleges of Education. The finding further showed that organizational culture, work ethics, and spouse relations significantly predicted academic staff job effectiveness in Colleges of Education ($F(3, 1017) = 58.672, p < .05$). It was recommended among others that the management of colleges should continuously carry out regular appraisals to determine the level of job effectiveness of the staff and invest in capacity development through training and retreats to align staff with organizational culture and work ethics of the institution.

Keywords: organizational culture, work ethics spouse relations, staff job effectiveness.

1. Introduction

The quality of any educational endeavour depends on the effectiveness of the workers in carrying out official duties in a friendly and motivated environment. Job effectiveness of employee has received significant attention in workplace studies. This is due to the general recognition that this variable can be a major determinant of organisational performance. Fernandes and Awamleh (2005) considered effectiveness as essential variables that impact the performance of any organisation. It was further posited that organisations must strive to identify factors that influence the job effectiveness of their staff. Among such factors are

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organizational culture, work ethics, and spouse relations which are determined by the individual worker's or group's perception of the fairness of treatment received from an organization and their behavioral reactions to such perceptions (Greenberg, 2014). In general, job effectiveness is defined as actions or behaviors relevant to the organizational goal, which includes both productive and counterproductive employee behaviors that contribute to or detract from organizational goals. From the terms of employment of lecturers, a lecturer can be said to be job effective if he/she can effectively impart knowledge, be proficient in research, and contribute positively to society.

Colleges of Education lecturers are currently facing many challenges in the form of inadequate infrastructure, non-payment of salaries, lack of enabling research environment, the disparity in salary and allowances which have resulted in industrial action by the lecturers over years, inconsistent policy implementation between Federal and State governments may as well affect lecturers' level of job effectiveness (Ombugus, 2013). In many instances, academic programs are distorted because management makes certain decisions without involving academic staff.

Reports from the National Commission for Colleges of Education (NCCE) (2012) reveal that while the number of colleges of education is increasing, the number of qualified lecturers is not increasing proportionately. In Nigeria, there has been constant mobility of highly skilled personnel (lecturers) from one College of Education to another and to other public sectors for better remuneration and conducive working environments. Other factors that cause job ineffectiveness include poor management and work ethics, unclear rules and regulations in the personnel policies, excessive workload, and poor communication with management members which hang on the culture of each institution.

Organizational culture is defined as an assembly of traditions, values, procedures, conceptions, and attitudes that create the context of activities in the organization. According to Schein (2011), organizational culture is the set of shared values, beliefs, and norms that influence the way employees think, feel, and behave in the workplace. It is formed by the organizational values, visions, norms, working language, systems, symbols, beliefs, and habits. It is also the pattern of such collective behaviors and assumptions that are taught to new organizational members as a way of perceiving, and even thinking and feeling. Organizational cultures affect the way people and groups interact with each other, with clients, and with stakeholders.

According to Tsai (2011), organizational culture has the potential to enhance organizational performance, employee effectiveness, and a sense of certainty about problem-solving. Ayca et al (2017) argue that organizational culture at its peak becomes a source of competitive advantage for organizations since it affects the commitment of people at work, both individual and collective processes of learning and capability development.

Ethics are mostly critical issues in business and specifically in human resource management apart from the organizational culture articulated earlier. Work ethics can be referred to as cultural norms that hold workers accountable and responsible for the work done based on the belief that the work has intrinsic value to the individual.

According to Abiyeyi (2014), work ethics can be referred to as a set of principles relating to morals, especially as they apply to human conduct. In specific terms, work ethics is about what is morally correct, honorable, and acceptable to the larger majority of the people of an organization, society, or group. Valentine et al. (2011) noted that practicing work ethics is an effective means of improving the academic staff's job effectiveness in Colleges of Education, especially when the organization uses different approaches to creating an ethical culture among the lecturers.

In today's world of work and employee productivity, apart from organizational culture and work ethics, many organizations see spouse relations as a powerful source of sustainable competitive advantage for the organization. Successful spouse relations satisfy the physical and psychological needs of people. Conversely, in the cases of unsuccessful marriage, the couples and their children encounter severe psychological trauma. Therefore, the survey of spouse relations and the factors that can affect the durability of marital life is very important in their job effectiveness (Padash et al., 2012).

In Nigeria, many studies have examined the effects of spouse relationships on the job performance of employees, especially among managers of work organizations. In most of these studies, it was found that a significant relationship exists between spouse role, conflict, and managerial efficiency of the managers (Akinboye, 2003; Akinjide, 2006). Thus, this study investigated organizational culture, work ethics, and spouse relations as determinants of Colleges of Education academic staff job effectiveness in South-West, Nigeria.

2. Statement of the Problem

Every organization, education inclusive, is established to achieve pre-determined set goals. Every employee is expected to be accountable for their services; most especially, in terms of job effectiveness. As such, it becomes pertinent to determine how such predetermined goals among academic staff of Colleges of Education can be achieved.

The ineffectiveness of employees is dangerous as it affects the growth and productivity of an establishment. General experiences have shown that job effectiveness in any organization is often a product of an employee stable home that enhances good communication, and conflict management skills among many others in marital life. In any organization, Colleges of Education inclusive, in which the workers experience marital problems, their disposition towards the organization's work ethics, is always low and a number of problems are almost certain to arise. Therefore, this study investigated organizational culture, work ethics, and spouse relations as determinants of Colleges of Education academic staff job effectiveness in South-West, Nigeria.

2.1. Objectives of the Study

Mainly, this study investigated organizational culture, work ethics, and spouse relations as determinants of Colleges of Education academic staff job effectiveness in South-West, Nigeria. Specifically, this study investigated the level of academic staff Job effectiveness of colleges of education in South West Nigeria.

2.2. Research Question and Hypothesis

The following question was formulated for the study: What is the level of academic staff Job effectiveness of colleges of education in South West Nigeria?

The hypothesis of the study is the following: Organisational culture, work ethics, and spouse relation do not have any significant composite contribution towards job effectiveness of academic staff of Colleges of Education in South-West, Nigeria.

3. Methodology

This study adopted a descriptive research design. The population for this study is two thousand, eight hundred and ninety-eight (2898) married academic staff, lecturers, Heads of Departments and unit coordinators in the State and Federal owned Colleges of Education in the South-West zone of Nigeria. A sample of the study is 1,146 married academic staff of Colleges of Education randomly selected from all the five schools in each of the six Colleges of Education in the South-West geo political zone of Nigeria using multi stage sampling technique. Lecturers' Job Effectiveness Questionnaire (LJEQ), Organizational Culture Questionnaire (OCQ), Lecturers' Work Ethics Questionnaire (LWEQ) and Spouse Relation Questionnaire (SRQ) were used for data collection. The data collected was analysed using descriptive and inferential statistics. The research question was answered using Mean, standard deviation, and frequency count and the hypothesis was tested using regression analysis at 0.05 level of significance.

3.1. Results and Analysis

From Table 1 using the weighted mean as yardstick for decision to accept or reject items raised to investigate on the level of academic staff Job effectiveness in Colleges of Education in South West Nigeria as rated by the Heads of Departments/ heads or

supervisor of Units/ sectional heads for each academic staff under consideration. It was observed that items 1-14 and 16- 23 have mean scores above the weighted mean of 2.823 in favour of the respective traits the items measured sequentially. However, item 15 successively has mean scores below the weighted mean but by approximation all these means will be equaled to the weighted mean ($\bar{x}= 2.823$). Hence, it can be inferred from the table that to some extent, the level of academic staff job effectiveness is very high. A general overview shows that the level of academic staff job effectiveness in Colleges of Education with the strong influence from the college organization culture, work ethic and spouse relations of the academic staff.

Table 1. Level of academic staff job effectiveness in colleges of education

	The Academic Staff being assessed	E	G	F	P	\bar{x}	St. D
1	Exhibit sound knowledge of the course concepts	60 (48.0%)	35 (28.0%)	20 (16.0%)	10 (8%)	3.01	.453
2	Deliver his/her lectures with dexterity	46 (36.8%)	43 (34.4%)	20 (16.0%)	18 (14.4%)	3.11	.805
3	Employ appropriate methodologies in delivering his/her lesson	57 (45.6%)	30 (24.0%)	23 (18.4%)	17 (12.0%)	2.98	.839
4	Is emotionally stable while working under pressure	52 (41.6%)	42 (33.6%)	18 (14.4%)	13 (10.4%)	2.98	.947
5	Performs tasks sequentially	49 (39.2%)	46 (36.8%)	18 (14.4%)	12 (9.6%)	2.94	.982
6	Is always ready to get solution to every challenge he/she face	46 (36.8%)	50 (40.0%)	14 (11.2%)	15 (12.0%)	3.13	.812
7	Display good skills in construction of standard examination questions	50 (40.0%)	43 (34.4%)	19 (15.2%)	13 (10.4%)	3.03	.880
8	Has inclination to provide services with humility	36 (28.8%)	53 (42.4%)	25 (20.0%)	11 (8.8%)	3.02	.816
9	Defends organization objectives	36 (28.8%)	52 (41.6%)	22 (17.6%)	15 (12.0%)	3.07	.901
10	Deals appropriately with sensitive matters both from colleagues and students	44 (35.2%)	36 (28.8%)	27 (21.6%)	18 (14.4%)	3.00	.959
11	Possesses different skills thereby useful in diverse ways	61 (48.8%)	31 (24.8%)	22 (17.6%)	11 (8.8%)	3.03	.890
12	Freely contributes his/her idea when needs arise either from the department or colleges as a whole	55 (44.0%)	38 (30.4%)	17 (13.6%)	15 (12%)	3.00	.910
13	Take appropriate action on problems as necessary	35 (28.0%)	55 (44.0%)	19 (15.2%)	16 (12.8%)	2.71	1.068

	The Academic Staff being assessed	E	G	F	P	\bar{x}	St. D
14	Firm in decision making	47 (37.6%)	34 (27.2%)	28 (22.4%)	16 (12.8%)	2.83	1.035
15	Arrive classes on time as a habit and spend judicious time with the students	44 (35.2%)	35 (28.0%)	11 (8.8%)	35 (28.0%)	2.49	1.941
16	Provide effective supervision for their project students	57 (45.6%)	36 (28.8%)	13 (10.4%)	19 (15.2%)	2.84	.920
17	Relate liberally with students within and without the class setting	59 (47.2%)	26 (20.8%)	22 (17.6%)	18 (14.4%)	2.73	1.061
18	Develops a feedback mechanism for self-evaluation	42 (33.6%)	46 (36.8%)	28 (22.4%)	9 (7.2%)	2.96	.838
19	Handles documents appropriately	40 (32.0%)	48 (38.4%)	25 (20.0%)	12 (9.6%)	2.85	.841
20	Possesses good representation of the College in the public	46 (36.8%)	40 (32.0%)	22 (17.6%)	17 (13.6%)	2.93	.85-8
21	Accept teaching that helps him/her to grow professionally	52 (41.6%)	43 (34.4%)	16 (12.8%)	14 (11.2%)	2.93	.858
22	Follow up tasks to ensure appropriate delivery	40 (32.0%)	38 (30.4%)	31 (24.8%)	16 (12.8%)	2.96	.854
23	Is not disposed to stealing /cheating	59 (47.2%)	66 (52.8%)	-	-	3.03	.534



24	Corrects colleagues in a convincing manner	44 (35.2%)	45 (36.0%)	19 (15.2%)	17 (13.6%)	2.94	.752
25	Receives compliment and positive change	57 (45.6%)	32 (25.6%)	22 (17.6%)	14 (11.2%)	3.01	464

Weighted Mean = 2.823

Hypothesis One: There is no significant composite contribution of organizational culture, work ethics and spouse relation to job effectiveness of academic staff of Colleges of Education in South-West, Nigeria.

Table 2. Model summary and multiple regression analysis for the composite contribution of organizational culture, work ethics and spouse relation to job effectiveness

R = .384					
R Square = .148					
Adjusted R Square = .145					
Std. Error = 9.829					
Source of Variation	Sum of Squares	df	Mean Square	F	Sig.
Regression	17004.456	3	5668.152	58.672	.000 ^b
Residual	98259.091	1017	96.608		
Total	115254.547	1020			

Dependent Variable: Job Effectiveness

Predictors: (Constant), Spouse relations, Work ethic, Organization culture

In Table 2, the "R" column represents the value of R, the Multiple Correlation Coefficient. R is considered to be one measure of the quality of the prediction of the criterion variable; in this case, the job effectiveness of academic staff in Colleges of Education. A value of 0.636, from this study indicates a good level of prediction. The "R Square" column represents the R² value (also called the Coefficient of Determination), which is the proportion of variance in the criterion variable that can be explained by the predictor variables (technically, it is the proportion of variation accounted for by the regression model above and beyond the mean model).

The value of 0.145; shows that all the predictor variables taken together in this study explained 14.5% of the variability of the criterion variable. This implies that 14.5% of the total variance in job effectiveness of academic staff of Colleges of Education in South-Western, Nigeria is accounted for by organization culture, work ethics, and spouse relations.

Also, the result from the table revealed significant composite contributions of the predictor variables (organizational culture, work ethics and spouse relations) to the criterion variable (job effectiveness of academic staff of Colleges of Education) ($F_{(3, 1017)} = 58.672$, $p < .05$). The null hypothesis which stated that there is no significant contribution of organizational culture, work ethics and spouse relation to job effectiveness of academic staff of Colleges of Education in South-West, Nigeria was therefore rejected in favour of the alternative hypothesis leading to the conclusion that there is a significant joint contribution of organizational culture, work ethics and spouse relations to job effectiveness of academic staff in Colleges of Education.

4. Discussion

The findings of research question one probably come out this way because of the level considered in this study and the nature of the subject matter that require the development of the academic staff critical thinking on how organisation culture, work- ethic and spouse relations significantly influence their job effectiveness. However, the level of job effectiveness of academic staff was significantly high as majority of the respondents shows that academic staff exhibit sound knowledge of the course concepts and

deliver their lectures with dexterity employ appropriate methodologies in delivering his/her lesson which improve my job effectiveness.

Moreover, teamwork at work improves overall performance as the majority of the respondents further agreed with the assertion. It was further observed from the assessment that academic staff are always ready to get solutions to every challenge they face in order to perform tasks sequentially, for enhanced job effectiveness. Academic staff's inclination to provide services with humility and recognition in the organization improves employee job effectiveness. The quality of service in the College by constantly defending the institution's objectives further improved their service effectiveness over time. Academic staff freely contributes ideas when needs arise either from the department or colleges as a whole and helps top management to discover how personal values are validated when they perform their job effectively in accordance with the organizational values. The College encourages some input into decisions that affect job effectiveness.

An inference that can be drawn from this is that there is a high level of job effectiveness among academic staff in Colleges of Education in the Southwest due to the favorable organizational culture and work ethic, which invariably help them to effectively discharge duties and other administrative responsibilities allotted to them. The above findings are congruent with the study carried out by Thomas (2011) who revealed that a level of job effectiveness is essential if any organization will record high productivity. He further discouraged informal recruitment and selection processes that lead to bias among existing employees, which may affect the effectiveness of employees. This result is similarly supported by the studies of Malik (2011), and Wong and Heng (2009).

However, Eyupoglu and Saner (2009) reported that employee level of job effectiveness was very low due to the fact that academic staff in higher education institutions with doctorates displayed statistically significantly higher degrees of job effectiveness than their counterparts with a bachelor's or master's degree. In a study carried out by Bellou (2010), it was established that employees recognize certain cultural traits and work ethics as job effectiveness amplifiers. These amplifiers are empowerment, professional development, skill development, and good reputation. On the other hand, organizational cultural traits such as vision and mission, consistency in policies, agreement, organizational learning, and customer focus, seem to confine job effectiveness and the propensity for career progression.

Hypothesis one stated that there is no significant composite contribution of organizational culture, work ethics and spouse relation to job effectiveness of academic staff of Colleges of Education in South-West, Nigeria. A test of this hypothesis led to its rejection and there is a significant composite contribution of organizational culture, work ethics and spouse relation to job effectiveness of academic staff of Colleges of Education in South-West, Nigeria. It was clear from the study that organisational culture, work ethics and spouse relation play a significant role on academic staff job effectiveness. The results showed that the tests of whether or not the overall regression model is a good fit for the data (i.e. examines the degree to which the relationship between the dependent variable and the Independent Variables are linear) testified to the predictability and linearity of the variables of the study. Since the relationship is linear, it means the three specified models significantly predict the dependent variable.

Moreover, organization culture, work-ethic and spouse relations put together significantly contribute to the academic staff job effectiveness in Colleges of Education. Effective and favourable organisation culture and favourable work-ethic coupled with effective spouse relations enhanced the job effectiveness of the staff, which consequently leads to organisations high productivity. It is therefore concluded that academic staff behaviours that are associated with strong positive organisational culture, work ethic can be further encouraged by good supervisions from institution management. By a proper reward of workers' expressions of positive work ethic attributes, managers and supervisors can still encourage increased productive work hours by giving them

exposure to innovations, new roles, and standard operating procedures. This can aid effectiveness in discharging duties among academic staff and, at the same time, help accomplish organizational goals.

The result of the significant composite joint contribution of organizational culture, work ethics, and spouse relations on academic staff job effectiveness in Colleges of Education is in line with the assertion of Myring and Shortridge (2016) who investigated the influence of culture, organization work ethic and spousal relations on job effectiveness using ranked regression analysis. The findings from the hypotheses test revealed that culture, organizational work ethic, and spousal relations have an effect on job effectiveness.

This result is supported by the assertions of Sunday, Efang, Aniedi, and Idente (2015) that the combination of organizational culture and work ethic is one of the personal variables that have been related to differences found in job effectiveness of academic staff in Colleges of Education. The above views which corroborate the finding of this study show that the work ethic and culture of any organization is significantly related to job effectiveness, not just in Colleges of Education but in all spheres of academic enterprise and organizations in general. This finding conforms to Pinho, et. al. (2013) and the observation of Kandula (2006) which stated that the key to job effectiveness is a strong culture and apposite work ethic that guide the employee to engage in a productive and effective discharge of duties.

Furthermore, the result buttresses the fact that organizational culture, work ethics, and spouse relations are potential factors in influencing academic staff job effectiveness. The result also supports the assertion of Ebimobwei and Binaebi (2017) who examined the effectiveness of work ethics and spouse relations on government accounts in Bayelsa State, Nigeria. The findings of the study suggest that good relationships between couples lead to proper stewardship reporting and administrative interference among employees.

In addition, this finding is in line with a previous study by Bauer and Liang (2003) who found that, when people perceive that they are treated based on fair procedures (procedural justice) in determining their fate, they tend to show better performance. The bottom line is that work ethic and culture have a positive relationship with the job effectiveness of university lecturers in the area of study. However, this study contradicts the finding of Agboola, et al. (2015) who claimed that organizational ethics does not play a significant role in employee level of productivity.

5. Conclusion and Recommendations

Job effectiveness of the academic staff remains relevant in any institution of learning, due to its role in overall organisational performance. Thus, determining the job effectiveness of academic staff in Colleges of Education and other related factors that influence the effectiveness of their job are likely to provide necessary knowledge that would allow greater understanding and better prediction of performance beyond the individual's natural intellectual ability. It was on this premise that this study investigated the organizational culture, work ethics, and spouse relations as determinants of Colleges of Education academic staff job effectiveness in South-West, Nigeria, and also ascertained the moderating influences of gender, age, and academic qualification on the predictive powers of the independent variables on academic staff job effectiveness.

Based on the result of the findings, the following recommendations were made:

- I. The management of colleges should continuously carry out regular appraisals to determine the level of job effectiveness of the staff and invest in capacity development through training and retreats to align staff with the organizational culture and work ethics of the institution. This will certainly boost their job effectiveness.
- II. Management of colleges should emphasize the input and involvement of academic staff in decision-making that affects them, giving them the authority and ability to manage their own work and sustain a healthy organisational culture and work ethic to achieve the mission objectives of their colleges.

- III. The government should ensure that the working environments are oriented toward psychological principles that are based on motivational contexts which will be able to provide the strengthening of job attitudes if fostered in excellent level of work environment.
- IV. College management should enhance the current organizational culture of decentralization to flexibility of operation and quick decision-making and communicate both all positives and dissatisfactions to the stakeholders that, committees should be formed to develop action plans that will enhance job effectiveness.

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