



**Improving Organizational Culture and Workers Job Satisfaction
Among University Lecturers in Cross River
State, Nigeria**

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Abstract

The issue of job satisfaction among lecturers in universities in Nigeria has remained a source of concern to all stakeholders in university education system. It is a well-known fact today that, job satisfaction affects staff commitment and consequently job performance. The objective of this study was to investigate organizational culture and job satisfaction of university lecturers in Cross River State. The ex post facto research design was adopted for the study. Three hypotheses were tested using Pearson Product Moment Correlation Coefficient statistics, at 0.05 level of significance. The population of the study stood at 4020 lecturers from two public universities in Cross River State. Multi-staged sampling procedure was used in sampling the respondents of the study. In all, 402 lecturers representing 10% of the entire population were selected. The questionnaire method was used for the purpose of data collection for the study. The questionnaire is titled Organizational Culture and Job Satisfaction of University Lecturers Questionnaire (OCJSULQ). To obtain the reliability of the instrument, a trial test of 40 respondents was conducted outside the sample area. The Cronbach Alpha reliability test was employed analyzing the data. The exercise produced a reliability coefficient of 0.98. Results showed that there was a significant relationship between organizations' vision/mission, management-employee relationship, standard practices and lecturers' job satisfaction. Based

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on the findings, it was recommended among other things that, while trying to maintain best standard practices, organizations should ensure such processes does not infringe on the rights of its employees

Introduction

In recent times, many studies have been carried out to unravel the role organizational culture plays on job satisfaction of the workforce. In all, researchers sought to find a link between work place values, norms and the behavior of workers in such a working environment. Hofstede (1991) held that workers' behavior is more likely to be influenced by organizational culture. By implication, organizational culture revolves around the interactions and relationship between employees and the work environment where they find themselves. For instance, the current economic realities have affected organizations globally in terms of meeting up with employees demands. Employees are pressured to put in more so as to produce more, while they are not paid commensurately with what they put in. This scenario has a way of making workers, disappointed, frustrated, aggressive and reluctant in doing their job.

Culture in its general sense is a product of group membership which involves individuals who live and work in the same place, share certain attributes, values and behavior. According to Belias and Koustelios (2014), individuals who belong to a certain culture are likely to share similar history, traditions, values, beliefs and attitudes which differentiate them from others. Culture distinguishes one society from another due to differences in the way of life of each of them. Gjuraj (2013) refers modern societies in terms of culture as "tangible and intangible environment" in which group of individuals work and live.

For instance, one of the tertiary institutions in the study area; Cross River University of Technology, Calabar stated it vision, mission and philosophy as follows: To be a centre of excellence in technology with highly qualified staff and excellent teaching and research facilities for production of graduates that can compete with their peers anywhere in the world. Mission-To produce well trained graduates and researchers in science and technology, equipped for active participation in socio-economic development. Philosophy- The

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university is anchored on the principle that national development and the capacity to produce the requisite goods and services that meet the needs of the citizens of a nation could be fostered through a careful package and coordinated programme of education with a deliberated focus on science and technology.

It is a well-known fact that every organization develop its culture to distinguish its uniqueness from others. Organizational culture is manifested in the institution's philosophy, ideological beliefs, feelings, assumptions, expectations, attitudes, norms and values. Gibson, Ivancevich and Donnelly (1976) defined culture "as a set of properties of the work environment, perceived directly or indirectly by the employees who work in this environment and its assumed to be a major force in influencing their behavior on the job. The implication is that, there exist some unique internal characteristics or properties of the work environment noticeable by employees and capable of influencing their behavior in the organization. Organizational culture helps to set the stage for employees' behavior and therefore, acts as a frame of reference against which the employees can evaluate their behavior. Different cultures lead to different consequences which in turn affect the productivity and job satisfaction of lecturers.

The sum total of the feelings of employees towards their work environment forms the major source of motivation for their job. According to Wikipedia (2019) defined job satisfaction as the degree of contentedness of employees with their job. Work occupies an essential aspect of an individual's life. Salaries and wages which are offered to employees for their services are the sources of income for them. Qazi and Kaur (2019) held that the term job satisfaction is used to refer to employees' attitude towards work. Schneider et al. in Qazi and Kaur (2017) explained that job satisfaction deals with employees' perception and general assessment of their work. In general terms, needs, values and expectations form the bases of job satisfaction of workers.

According to Maslow's hierarchy of needs theory, every employee has levels of needs. These needs span from physiological, safety, social

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even to self-actualization needs. The desire to address these needs is one of the major reason an individual joins an organization. Dissatisfaction of one's job therefore arises when the individual is unable to actualize these needs. From the day appointment is given to an employee, he begins to articulate certain expectations from his work and when these expectations not met dissatisfaction set in. to this end, a dissatisfied worker cannot produce effectively and efficiently. According to Bhatti and Qureshi (2007), job satisfaction of employees leads to optimum performance. Robin cited in Qazi and Kaur (2017) maintained that organizations with high level of satisfied workforce is more likely to be productive than organizations with dissatisfied employees.

The university system is essentially crucial for the attainment of social, political and economic development of any nation. As an organization, the university system is made up of individuals from various backgrounds, with different beliefs and attitudes who are united together for the purpose of achieving the overall educational objectives of the nation. Lecturers form the integral part of the university system. This is so because they carry out the implementation of curriculum and other programmes designed to inculcate skills, ideas and knowledge on students. Therefore, the dissatisfaction of lecturers towards their job may affect the attainment of objectives of the university. In supporting the above assertion, Bhatti and Qureshi (2007), Tsai (2001) Bake and Nalla (2009) and Aons and Weathington (2008) in their various studies, found a significant relationship between organizational culture and job satisfaction of employees in educational institutions. This may be true considering the fact that one of the reason for organizational conflict is the inability of employees to integrate into the organizational culture. For instance, a university whose management is only interested in results and performance, without recourse to lecturers' welfare and conditions of service, may in the long run fall out with them. Conflicts in universities especially in Nigeria spring up as a result of dissatisfaction with institution's cultural operation which is inimical to the wellbeing of workers. The dimensions of cultural interplay in any university system, will determine whether its lecturers will be satisfied with their job or not.

Statement of the problem

The goal of this study is to examine the role of organizational culture on job satisfaction of university lecturers in Cross River State Nigeria. The role of lecturers in the attainment of tertiary educational objectives cannot be over emphasized. Apart from teaching, university lecturers also conduct researches, they supervise student projects, they provide guidance and counseling services to students, they carryout administrative duties and community services. Their duties and responsibilities are so crucial to the development of tertiary education in Nigeria, that when their services are withdrawn due to industrial disputes, the university system is often short down for such period. However, organizational culture which implies the way and manner an organization operates has remained a motivating or demoralizing factor for lecturers.

In most cases, conflicts have risen between staff's values and the organizational ethics. The problem that compelled this study is based on the fact that lecturers in public tertiary institutions in Nigeria have not been effective on their job. One of the factors that determines the effectiveness of employees at their work places is the level of satisfaction they derive on their job. The continuous decline in job satisfaction among university lecturers in the country has resulted in poor teaching and research, while the product of the system (graduates) continue to lose value among employers due to less quality. This assertion is evidently based on continuous public outcry by stakeholders and the general public about the poor quality teaching and research attributed to lecturers in universities across the country.

Objective of the study

The focus of this study was to examine organizational culture and job satisfaction of university lecturers in Cross River State, Nigeria, specifically, the study seeks to:

- i. Find out whether institutions vision and mission affects job satisfaction of university lecturers
- ii. Determine whether management-employee relationship affects job satisfaction of university lecturers

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- iii. Establish whether institution's standards affect job satisfaction of university lecturers

Research questions

The following research questions were raised to give the study a direction:

- i. What is the relationship between organization's vision/mission and job satisfaction of university lecturers?
- ii. How does organizational culture in terms of management-employee relationship relate with job satisfaction of university lecturers?
- iii. What is the relationship between organizational culture in terms of standard practices and job satisfaction of university lecturers?

Hypothesis

The following hypotheses were tested:

- i. There is no significant relationship between organization's vision/mission and job satisfaction of university lecturers
- ii. Organizational culture in terms of management-employee relationship does not significantly relate with job satisfaction of university lecturers
- iii. There is no relationship between organizational culture in terms of standard practices and job satisfaction of university lecturers

Methodology

The objective of this study was to investigate organizational culture and job satisfaction of university lecturers in Cross River State. The ex post facto research design was adopted for the study. Three hypotheses were tested using Pearson Product Moment Correlation Coefficient statistics, at 0.05 level of significance. The population of the study stood at 4020 lecturers from two public institutions in Cross River State (University of Calabar, Cross River University of Technology). Multi-staged sampling procedure was used in arriving at the sample of the study. In all, 402 lecturers representing 10% of the entire population were selected as sample of study.

The questionnaire method was used for the purpose of data collection for the study. The questionnaire is titled Organizational Culture and Job Satisfaction of University Lecturers Questionnaire (OCJSULQ). The

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instrument is a 30 item and is a four point Likert scale questionnaire type. It was designed and developed by the researcher for the purpose of collecting data. To ensure validity of the instrument, the questionnaire was subjected to experts' scrutiny, appraisal, vetting and validation before the researcher proceeded to the field with it. To obtain the reliability of the instrument, a trial test of 40 respondents was conducted outside the sample area. The Cronbach Alpha reliability test was employed analyzing the data. The exercise produced a reliability coefficient of 0.98. This figure shows a significantly high reliability and authenticity of the instrument for data collection. Data collected using the instrument, were analyzed using the Pearson's Product Moment Correlation Coefficient at 0.05 level of significance.

Hypothesis one

This hypothesis states that there is no significant relationship between organization's vision/mission and job satisfaction of university lecturers. To test this hypothesis, the Pearson Product Moment Correlation was used. The result of the analysis is display in the table 1 below

Table 1: Pearson product moment correlation coefficient (r) analysis of relationship between organization's vision/mission and job satisfaction of university lecturers (n = 402).

Variable	ΣX	ΣY	ΣX^2	ΣY^2
Organization's vision/mission	6922	103402	110911	0,72
Job satisfaction of lecturers	6922		121798	

*Significant at .05; df = 400; critical r – value = .098

The result presented in table 1 showed that, there is a significant positive relationship between organization's vision/mission and lecturers' job satisfaction. The null hypothesis was unaccepted because the calculated r-value of .0.72 was found to be greater than

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critical r-value of 098 given .05 alpha level and with 400 degree of freedom.

Hypothesis two

This hypothesis states that organizational culture in terms of management-employee relationship does not significantly relate with job satisfaction of university lecturers. To test this hypothesis, the Pearson Product Moment Correlation was used. The result of the analysis is display in the table 2 below

Table 1: Pearson product moment correlation coefficient (r) analysis of relationship between organizational culture in terms of management-employee relationship and job satisfaction of university lecturers (n = 402).

Variable	ΣX	ΣX^2
ΣXY	r-value	ΣY^2
Management-employee relationship	6212	99884
109752 0.88		
Job satisfaction of lecturers	6922	121798

*Significant at .05; df = 400; critical r – value = .098

The result presented in table 2 showed that, there is a significant positive relationship between management-employee relationship and lecturers’ job satisfaction. The null hypothesis was unaccepted because the calculated r-value of .0.88 was found to be greater than critical r-value of 098 given .05 alpha level and with 400 degree of freedom.

Hypothesis three

This hypothesis states that there is no relationship between organizational culture in terms of standard practices and job satisfaction of university lecturers. To test this hypothesis, the Pearson Product Moment Correlation was used. The result of the analysis is display in the table 3 below

Table 3: Pearson product moment correlation coefficient (r) analysis of relationship between organizational culture in terms of standard practices and job satisfaction of university lecturers (n = 402).

Variable	ΣXY	r-value	ΣX	ΣX^2
			ΣY^2	ΣY^2
Standard practices	110768	0,98	6256	101224
Job satisfaction of lecturers			6922	121798

*Significant at .05; df = 400; critical r – value = .098

The result presented in table 3 showed that, there is a significant positive relationship between organizational culture in terms of standard practices and lecturers' job satisfaction. The null hypothesis was unaccepted because the calculated r-value of .098 was found to be greater than critical r-value of .098 given .05 alpha level and with 400 degree of freedom.

Discussion of finding

The result in hypothesis one as reflected in the statistical table above showed that the hull hypothesis was not accepted because the calculated r-value of 0.72 was greater than the critical value of .098 at .05 level of significance. This result implied that organizations' vision/mission has significant influence on job satisfaction of university lecturers. This result is in conformity with the earlier position of Gibson, Ivancevich and Donnelly (1976) who posit that organizational culture which is a properties of the work environment is perceived directly or indirectly by the employees who work in this environment and its assumed to be a major force in influencing their behavior on the job. In the same vein, Qazi and Kaur (2017) in their earlier submission explained that job satisfaction deals with employees' perception and general assessment of their work. In general terms, needs, values and expectations form the bases of job satisfaction of workers. The implication of this finding is that, the more lecturers are in agreement with the organizational culture and practices, the more satisfied they will be in terms of their input to their job.

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On the result of the statistical analysis of hypothesis two, the table revealed that the calculated r-value of .088 was found to be greater than critical r-value of 0.98 given .05 alpha level and with 400 degree of freedom. On the basis of this result, it was established that there was a significant positive relationship between management-employee relationship and lecturers' job satisfaction. This finding means that lecturers' satisfaction with their job is based significantly influenced by organizational culture in terms of the nature of relationship between management and the employees. The result of this hypothesis is in consonant with the earlier remarks of Bhatti and Qureshi (2007), Tsai (2001) Bake and Nalla (2009) and Aons and Weathington (2008) who in their various studies, found a significant relationship between organizational culture in terms of relationship and job satisfaction of employees in educational institutions. Their finding is more relevant to this study in the sense that, one of the reason for conflict in university system, is the inability of management to maintain a practice of cordial relationship with its employees therefore leading to incessant conflicts. Institution management should not only be interest in in results and performance only, but should also be concerned about lecturers' welfare, conditions of service and their general wellbeing. This factors forms the basis for employees' job satisfaction and increased productivity. It can thus be substantiated that most conflicts in university system in Nigeria occur as a result of dissatisfaction with institution's cultural operation which is inimical to the wellbeing of staff.

The result presented in table 3 showed that, there is a significant positive relationship between organizational culture in terms of standard practices and lecturers' job satisfaction. The null hypothesis was unaccepted because the calculated r-value of .098 was found to be greater than critical r-value of .098 given .05 alpha level and with 400 degree of freedom. The implication of this finding is that the more lecturers are satisfied with the standard practices put in place in the school environment, the more their job input improves. This result is in line with Qazi and Kaur (2019) who held that the job satisfaction determines lecturers' attitude towards work. Organizations whose values uphold standards practices are likely to enjoy a robust working

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relationship with their employees. Schneider et al. in Qazi and Kaur (2017) explained that job satisfaction deals with employees' perception and general assessment of their work. In general, needs, values and expectations etc form the bases of job satisfaction of lecturers.

Conclusion

Based on the findings of this study, it was concluded that the more lecturers are dissatisfied with institution's vision/mission, management-employee relationship and standard practices, the less productive they will be in terms of relationship with students; mentoring/advice to students; class attendance/lesson presentation; evaluation of students, personal appearance and professional poise. A review of related literature indicates that there is a strong positive relationship between organizational culture and job satisfaction of university lecturer. Furthermore, when lecturers' needs are met, there tend to satisfaction with their job.

Recommendation

The following recommendations were made based on the findings of the study.

1. Organization's vision/mission statements should be clear and void conflict with employees' values so as to maintain a harmonious working environment.
2. In term of management-employee relationship, organization should ensure the rights and privileges of lecturers are respected at all time.
3. While trying to maintain best standard practices, organizations should ensure such processes does not infringe on the rights of its employees

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