A STUDY OF THE RELATIONSHIP BETWEEN INSTRUCTORS' PERCEPTIONS TOWARDS ORGANIZATIONAL CULTURE AND JOB SATISFACTION IN SHIYUAN COLLEGE OF NANNING NORMAL UNIVERSITY

Jie Li[1]
Watana Vinitwatanakhun[2]

Abstract: The main purpose of this study was to determine the relationship between instructors' perceptions towards organizational culture and their job satisfaction at Shiyuan College of Nanning Normal University. The study first assessed the instructors' perceptions towards organizational culture, examined their job satisfaction, and lastly found the relationship between organizational culture and job satisfaction. The study was conducted by surveying 147 full-time instructors during the academic year 2020 at Shiyuan College of Nanning Normal University. Means and Standard Deviations were used to report the instructors' perceptions towards organizational culture and their job satisfaction. Pearson Product Moment Correlation Coefficient was applied to analyze the relationship between these two variables. The results indicated a significant relationship between instructors' perceptions of organizational culture and job satisfaction at Shiyuan College of Nanning Normal University.

Introduction

The society we live in now is developing and changing daily. No matter what kind of organization, they need to keep up with the times, constantly improve their strengths, and compete with others to succeed. Denison and Mishra (1995) stated that an effective organization usually has a strong organizational culture. Organizational culture is an essential factor affecting organizational effectiveness. Schein (1990) also stated that organizational culture is a powerful force that shapes its members' behavior, thoughts, and feelings. The

---

[1] M.Ed. Candidate in Educational Administration, Graduate School of Human Sciences, Assumption University, Thailand.14568HUAHUA@gmail.com
[2] Ph.D., Program Director of M.Ed. in Educational Administration, Graduate School of Human Sciences, Assumption University, Thailand. Watan54@gmail.com

long-term goals and orientation of a school can be achieved by utilizing the functional elements of culture, such as values, school visions, and rules. A positive organizational culture can help solve the problems that arise (Kythreotis et al., 2010)

Job Satisfaction refers to the employee's cognitive appraisal and emotional or behavioral response to their work. It describes how satisfied an employee is with their job or how well their expectations of the job match up with the compensation that the job offers. Job Satisfaction among university instructors also plays an important role in educational research. (Sanjeewani, 2011). In evaluating a university, instructors' job satisfaction is usually considered the main dependent variable of university effectiveness. A well-adjusted and satisfied instructor can make a great contribution to the well-being of their students.

Organizational culture is closely related to job satisfaction, where job satisfaction results from organizational culture (Belias & Koustelios, 2014). Some researchers argue that if employees are content with the organization's culture, it will motivate them to work hard, and their commitment will be reliable. When employees can take control of their work or achieve a certain level of success, they are more satisfied with their work (Sabri, Ilyas, & Amjad, 2011). Belias and Koustelios (2014) mentioned that the supportive culture of the organization boosts the job satisfaction of the employees.

Research Objectives
There were three objectives in this research:
1. To identify the level of instructors' organizational culture perceived in Shiyuan College of Nanning Normal University.
2. To identify the instructors' job satisfaction level in Shiyuan College of Nanning Normal University.
3. To determine a relationship between instructors' perceptions of organizational culture and job satisfaction in Shiyuan College of Nanning Normal University.

Literature Review
Denison Organizational Culture Model
The Denison model was developed by Dr. Daniel Denison and based on Field Theory. In the Denison Model, these core beliefs and assumptions are summarized in terms of four main cultural "traits" that impact organizational performance and effectiveness (Denison, 1990).

1. **Mission**- refers to the degree to which an organization knows why it exists and where it is headed. A sense of mission has two main effects on the functioning of an organization: First, the mission provides purpose and meaning, as well as a range of non-economic reasons why organizational work is essential. Mission provides purpose and meaning by defining the social role of the organization and determining the importance of the individual role for the organizational role (Denison & Mishra, 1989). Second, a mission provides the organization and its members with a clear direction and an appropriate course of action that expresses its vision for the future (Denison & Mishra, 1995). Organizations that don't know where they are moving to and their current conditions are often unsuccessful because they don't have a clear sense of purpose and direction (Ahmady, Nikooravesh, & Mehrpour, 2016). Denison (1990) pointed out that a mission-oriented organization can significantly contribute to short- and long-term commitment (Denison, 1990).

2. **Adaptability**- refers to the ability to change within an organization in response to external conditions (Denison & Mishra, 1995). Schein (1985) notes that the components of culture often include responses to collective actions that the organization has previously identified as adaptive (Schein, 1985). It is difficult for any organization to succeed if it only has natural advantages without strong adaptability. They constantly improve the organization's ability to receive, interpret, and transform the organizational environment to face risks, draw lessons from experience, and create organizational changes to serve customers better and increase its competitiveness (Denison, 1984). Denison & Mishra (1995) note that adaptable organizations typically experience increased sales and market share.

3. **Involvement**-this trait focuses on the employee's commitment and ownership. Effective organizations often build strong teams, empower employees, and develop human capabilities that increase employee commitment and ownership (Denison, 1990). Employee engagement practices improve efficiency and maintain the human resources of the organization's sustainable practices and provide valuable ideas and advice to the organization (Bakhsh Magsi et al. 2018). Employees are committed to their work and feel a sense of ownership when they believe that they have some input into decisions that affect their job or that their work is directly related to the organization's goals (Mujeeb, Masood, & Ahmad, 2011).

4. **Consistency**- refers to a high degree of integration and collaboration within an organization (Ahmady et al., 2016). According to Saffold, the effectiveness of an organization may be related to a consistent and well-integrated system of internal governance (Saffold III, 1988). Leaders and followers are good at

merging different viewpoints and reaching consensus to form a thinking pattern to build an organizational system, which will help guide the behavior of employees (Denison & Mishra, 1995). Consistency is a powerful source of stability within an organization (Denison, 1990).

Herzberg's Two-Factor Theory
Frederick Herzberg developed the Motivation-Hygiene theory based on Maslow's earlier work. This theory is compared with Maslow's need hierarchy theory. Although both theories try to identify the factors that cause motivation, Herzberg does not focus on finding the needs that energize individuals but instead on the work environment to identify the positive and negative factors that trigger people's work (Lunenburg & Ornstein, 2011).

Herzberg divides job satisfaction into two categories :(1) motivation factors: factors such as recognition, achievement, and responsibility can contribute to employees' job satisfaction; (2) hygiene factors: factors can affect employees' expectations of their jobs and prevent job satisfaction, such as supervision, company policies, working conditions, co-worker, salary and job security.

Regarding hygiene factor of Herzberg's Two-Factor Theory: This is related to the environment surrounding work, leading to the employees' dissatisfaction. These factors require constant maintenance by managers because they are never fully satisfied (Manisera, Dusseldorp, & Van Der Kooij, 2005). Hygiene factors included Supervision, Company policies, working conditions, Salary, Co-worker, Job security.

Regarding the Motivator factor of Herzberg's Two-Factor Theory: This is related to employees' internal motivation for their work, improving people's job satisfaction by fulfilling an individual's psychological needs. These motivator factors included advancement, the work itself, recognition, and responsibilities.

Conceptual Framework
This study intended to identify the instructors' perceptions of the level of organizational culture and job satisfaction and determine whether there was a relationship between these two variables in Shiyuan College of Nanning Normal University.

Figure 1 shows the conceptual framework of this study. The box on the left shows the four cultural traits based on Denison Organizational Culture Model. The right side of the framework shows instructors' job satisfaction as a set of

320

two categories or ten variables based on Herzberg's Two-Factor (motivator-hygiene) Theory.
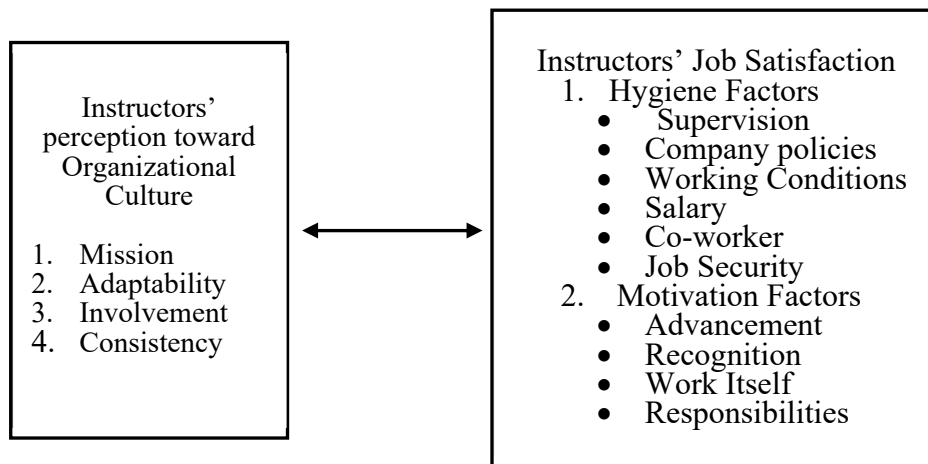
```
┌─────────────────┐              ┌─────────────────────────────┐
│   Instructors'  │              │ Instructors' Job Satisfaction│
│ perception toward│             │  1.  Hygiene Factors         │
│  Organizational  │             │      •  Supervision          │
│     Culture      │             │      •  Company policies     │
│                  │◄───────────►│      •  Working Conditions   │
│  1.  Mission     │             │      •  Salary               │
│  2.  Adaptability│             │      •  Co-worker            │
│  3.  Involvement │             │      •  Job Security         │
│  4.  Consistency │             │  2.  Motivation Factors      │
│                  │             │      •  Advancement          │
│                  │             │      •  Recognition          │
│                  │             │      •  Work Itself          │
│                  │             │      •  Responsibilities     │
└─────────────────┘              └─────────────────────────────┘
```

Figure 1: *Conceptual Framework of This Study*

Research Method
This study was a quantitative relationship study to determine the relationship between instructors' perception of Organizational Culture and job satisfaction at Shiyuan College of Nanning Normal University.

The researcher used the questionnaire to collect data from the 147 full-time instructors in Shiyuan College of Nanning Normal University; in the academic year 2020, the questionnaire was distributed, and 147 copies were returned; the return rate was 100%. The 5-point Likert scale was used in this study, with 1 to 5 representing the degree. The levels of this table are from very dissatisfied to very satisfied, and the lowest is 1 point, and the highest is 5 points. The first part of the questionnaire about the instructors' perceptions of the organization is adopted from Prakashs' four dimensions of the Organizational Culture Survey (2006), and the second part about their perceptions toward job satisfaction is based on Minnesota Satisfaction Questionnaire (MSQ) (Weiss et al., 1967).

Findings
Research Objective One
Table 1 shows that the mean in total for organizational culture was moderate, which a score was 3.36. The score for consistency was the lowest (3.27), and the score for adaptability was the highest (3.46), both at the moderate level.

Table 1. *Means and Standard Deviations of the Level of Instructors' Perceptions towards Organizational Culture in Shiyuan College of Nanning Normal University (n=147)*

Organizational Culture	Mean	SD	Interpretation
1 Mission	3.45	.302	Moderate
2 Adaptability	3.46	.319	Moderate
3 Involvement	3.25	.341	Moderate
4 Consistency	3.27	.380	Moderate
Total	3.36	.283	Moderate

Research Objective Two
Table 2 shows that the mean in total for job satisfaction was at the level high, which a score was 3.51. The score for hygiene factors was the lowest (3.41), and the score for motivational factors was the highest (3.61).

Table 2. *Means and Standard Deviations of the Level of Instructors' Job Satisfaction in Shiyuan College of Nanning Normal University (n=147)*

Job Satisfaction	Mean	SD	Interpretation
1 Hygiene Factors	3.41	.351	Moderate
2 Motivational Factors	3.61	.251	High
Total	3.51	.280	High

Research Objective Three
Table 3 shows the relationship between instructors' perceptions of organizational culture and their job satisfaction. The result showed that r was .816, Sig. (2-tailed) was .000, which was less than .05. That indicated a strong positive correlation between organizational culture and job satisfaction for the instructor at Shiyuan College of Nanning Normal University.

Table 3. *Pearson Product Moment Correlation between Instructors' Perceptions towards Organizational Culture and their Job Satisfaction.*

Pearson Correlation test		Job Satisfaction	Conclusion
Organizational Culture	Pearson Correlation	.816**	There is a significant relationship
	Sig.(2-tailed)	.000	

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

Discussion
According to the analysis result of this study, the level of the instructors' perceptions towards organizational culture was moderate (3.36). While the

level of instructors' job satisfaction at Shiyuan College of Nanning Normal University was high (3.51), the findings result shows that there is a strong positive relationship between instructors' perceptions towards organizational culture and their job satisfaction at Shiyuan College of Nanning Normal University.

For the organizational culture section, the total mean score of instructors' organizational culture in Shiyuan College of Nanning Normal University was 3.36, which was in the range of 2.51-3.50 interpretation in the moderate level. This implies that the instructors' from Shiyuan College of Nanning Normal University are neither satisfied nor dissatisfied. It also indicates that something needs to change at Shiyuan college of Nanning Normal University to improve levels of instructors' perception towards organizational culture.

The highest mean was 3.46, which is about adaptability culture. The lowest mean was 3.25, which is about involvement culture. In the depth analysis of adaptability culture, instead of the professional development or training section, the level of satisfaction of instructors was relatively high. Providing instructors with professional development opportunities or training activities will help them adapt to the organization's working environment. Bonsting (2001) put forward the concept of "Quality Circles" in his book "school of quality." These include the regular holding of professional development activities, such as group discussions or seminars, to address problems in the organization and improve the system's quality. The professional development activities are designed to create a culture that lends itself to openness, trust, and employees' involvement. Aboazoum et al. (2015) studied *Organizational Culture and its Impact on Employee Career Progression in Public Sector Organizations in Pakistan.* This study confirmed that organizational culture has a significant impact on employees' career development, which ultimately leads them to better function and perform. A strong culture promotes and facilitates the commitment of employees in an organization. When employees are well-adjusted to their jobs and put in the effort, they are more likely to achieve organizational goals.

In the depth analysis of involvement culture, it is worth noting that the questions "Leaders value instructors' ideas" and "Instructors are involved in the decision-making process" are at a low level. It was exhibited that most instructors believe that their ideas are not valued and that they are not involved in decision-making. This analysis is supported by Amah and Ahiauzu's study in 2013; they mentioned that making an employee his best participation with commitment and involvement leads to the empowerment of employees that is directly proportional to the development of the parent organization. The

shared control and decision-making approach sustains the organization's growth and establishes it as a comprehensive quality management organization(Amah & Ahiauzu, 2013). Giri et al. (2016) studied the Effect of Organizational Culture and Organizational Commitment on Job Involvement, Knowledge Sharing, and Employee Performance found out that an organizational culture with a strong culture would get its employees committed and involved in their work. Employees contribute more to the organization when they consider their work valuable, meaningful, and conducive to personal and professional growth. Ouchi's study in 1983 also suggested that administrators can invite subordinates to share control, which provides stakeholders with input into decisions that will affect the way they perform their responsibilities (Wilkins & Ouchi, 1983).

For the job satisfaction section, the total mean score of instructors' job satisfaction in Shiyuan College of Nanning Normal University was 3.51, a high level. The study looked at job satisfaction from two perspectives. The means score for the instructors' perception of hygiene factors was moderate. But the motivational factors got a high score, which in the high level, such as "recognition" and "responsibilities," reached a high score. Therefore, the total mean score of instructors' perceptions of job satisfaction was also interpreted as high. This means that university leaders' incentives to instructors are effective, and they are generally satisfied with their work.

In the depth analysis of hygiene factors, the factors about the Co-worker have a positive impact on levels of job satisfaction. This was interpreted as high, meaning the instructor at Shiyuan College of Nanning Normal University were satisfied with the way colleagues got along with each other. Similar to the previous studies, Borgatti (2001) asserted that building supportive relationships among colleagues and having the opportunity to help others at work can lead to a sense of belonging that leads to higher levels of satisfaction. However, the factors about supervisor got the lowest score. It indicated that the instructors are eager for leaders to improve their management. According to Ismail et al.'s study in 2010, they found that supervisors play a vital role in the effectiveness of the training. In the training process, if there is no supervision, it is easy to lose efficacy, so supervisors are considered one of the most powerful tools to strengthen training. Goleman (2000) also mentioned that good supervision should set achievable goals and spread positive attitudes throughout the organization. If the supervisor gives full support to the employee, it will improve job satisfaction.

In the depth analysis of motivational factors, the score for factors about recognition was the highest. This indicated that the school administrator

recognizes the instructors' work, does not interfere too much, and has the opportunity to use their ability to do things, thus stimulating the instructors' sense of achievement. Similar to many previous studies, Andrew (2004) pointed out that the commitment of all employees is based on recognition or rewards. Deeprose (1994) mentioned that employees' motivation and productivity could be enhanced by providing effective recognition. The item that scored the lowest on the questionnaire was "Being able to do things that go against my conscience." It was exhibited that employees are free to do what they want. Employees feel comfortable when they get some freedom in their workplace. Similarly, Bouguila (2019) also agrees that individual satisfaction refers to giving employees a certain amount of space in the workplace, making them feel responsible and more motivated to achieve organizational goals. In the returned questionnaire on job satisfaction, some question items got a high score, such as "The chance to do something that makes use of my abilities" and "Being able to keep busy all the time," which led to a higher level of overall job satisfaction.

This study showed a significant relationship between instructors' perception of organizational culture and job satisfaction in Shiyuan College of Nanning Normal University because the significance value was 0.000, smaller than .05. Many researchers have studied the link between organizational culture and job satisfaction. Lukose (2015), in a study *on leadership styles, job-related factors, and organizational cultures towards job satisfaction of instructors in the Diocese of Diphu, India,* found that organizational culture in terms of adaptive culture and mission culture have shown that both adaptive culture and mission culture have a positive significant relationship on instructors' job satisfaction in the diocese of Diphu. Moreover, mission culture has a better influence on instructors' job satisfaction in the diocese of Diphuin comparison with adaptive culture(Lukose et al., 2015).

Habib et al. studied *the Impact of Organizational Culture on Job Satisfaction, Employees Commitment, and Turn over Intention* found out that organizational culture is an essential element that highly influences employee commitment, job satisfaction, and employee retention as the organizational culture impacts these three variables positively or negatively and is considered the base for any organization's performance. If the organizational culture is positive, it will enhance employees' commitment and job satisfaction and decrease employee retention; automatically, performance will increase (Habib et al., 2014).

Hosseinkhanzadeh et al. undertook a study on *Investigate Relationship Between Job Satisfaction and Organizational Culture Among Instructors.*

They pointed out that increasing the levels of organizational culture will result in increased job satisfaction. Leaders within an educational system must take an active approach to comprehending job satisfaction and organizational culture (Hosseinkhanzadeh, Hosseinkhanzadeh, Yeganeh, & Sciences, 2013).

Recommendations
Based on the data analysis from this study, the researchers made recommendations at the instructor's level, the university's level, and for future researchers to help the university develop a strong organizational culture to improve the instructor's job satisfaction.

Instructors:
According to the study result, the research found that although the instructors were not satisfied with the school's conditions or with the leaders' management style, they did not seem to offer their opinions to the school or try to communicate with the university leaders. This situation can lead to increased tension between superiors and subordinates, so the researchers suggest that instructors should actively share with university leaders, participate in various meetings organized by the university, and express their true feelings, to build good relationships with the leader.

Administrators:
University leaders should listen to instructors more and know what they think. Only when the leaders know instructors' real thoughts and needs can the university develop better management systems to enhance job satisfaction. In addition, leaders should encourage instructors to share their opinions or provide more opportunities to offer their views, such as holding regular staff meetings or setting up staff suggestion boxes.

In the data analysis in this study, the instructors mention that the university is reluctant to involve instructors in decision-making. Research or policies affecting instructors do not seem to be taken seriously. University leaders should share control, encourage instructors to participate in decision-making, foster instructors' sense of ownership, and strengthen instructors' organizational commitment. The instructors point out that the university does not attach importance to the professional development of instructors. University leaders should provide instructors with more opportunities for professional development, such as holding regular seminars or skills training.

Future Researchers:
This study only used 147 full-time Shiyuan College of Nanning Normal University as a target group, limiting the small sample size. So, the researchers

suggest that future researchers try to expand the sample to other schools or universities. At the same time, different schools or universities will have different data and results. In addition, future researchers can also combine qualitative and quantitative research designs for a relationship between organizational culture and job satisfaction. The mixed approaches give a greater depth to the findings and improve understanding of organizational culture and instructors' job satisfaction.

REFERENCES

Aboazoum, H. M., Nimran, U., & Al Musadieq, M. (2015). Analysis factors affecting employees job performance in Libya. *Journal of Business and Management, 17*(7), 42-49.

Ahmady, G. A., Nikooravesh, A., & Mehrpour, M. (2016). Effect of organizational culture on knowledge management based on Denison model. *Procedia-Social and Behavioral Sciences, 230*, 387-395.

Amah, E., & Ahiauzu, A. J. J. o. M. D. (2013). Employee involvement and organizational effectiveness.

Andrew, D. P. S. (2004). Effect of Congruence of Leadership Behaviors on Motivation, Commitment, and Satisfaction of College Tennis Players.

Bakhsh Magsi, H., Ong, T. S., Ho, J. A., & Sheikh Hassan, A. F. (2018). Organizational culture and environmental performance. *Sustainability, 10*(8), 2690.

Belias, D., & Koustelios, A. (2014). Organizational culture and job satisfaction: A review. *International review of management and marketing, 4*(2), 132.

Bonstingl, J. J. (2001). *Schools of quality*: Corwin Press.

Bouguila, S. J. I. J. o. R.-G. (2019). Employee freedom: Tili what extent?*, 7*(3), 282-301.

Deeprose, D. (1994). How to recognize & reward employees: Amacom Books

Denison, D. R. (1984). Bringing corporate culture to the bottom line. *Organizational Dynamics, 13*(2), 5-22.

Denison, D. R. (1990). *Corporate culture and organizational effectiveness*: John Wiley & Sons.

Denison, D. R., Janovics, J., Young, J., & Cho, H. J. (2006). Diagnosing organizational cultures: Validating a model and method. *Documento de Trabajo. Denison Consulting Group*.

Denison, D. R., & Mishra, A. K. (1989). *Organizational Culture and Organizational Effectiveness: A Theory and Some Preliminary Empirical Evidence.* Paper presented at the Academy of Management Proceedings.

Denison, D. R., & Mishra, A. K. (1995). Toward a theory of organizational culture and effectiveness. *Organization Science, 6*(2), 204-223.

Dension, D., & Neale, W. (1996). Dension organizational culture survey, Facilitator guide. *Ann Arbor, MI: Aviat.*

Giri, E. E., Nirman, U., Hamid, D., Musadieq, M. A. J. I. J. o. M., & Sciences, A. (2016). The Effect of Organizational Culture and Organizational Commitment to Job Involvement, Knowledge Sharing, and Employee Performance: A Study on Regional Telecommunications Employees of PT Telkom East Nusa Tenggara Province, Indonesia. *3*(4), 20-33.

Goleman, D. J. E. E. (2000). Intelligent leadership. *17*(4), 17-17.

Habib, S., Aslam, S., Hussain, A., Yasmeen, S., Ibrahim, M. J. A. i. E., & Business. (2014). The impact of organizational culture on job satisfaction, employees' commitment, and turnover intention. *2*(6), 215-222.

Herzberg, F. (1959). ua: The motivation to work. *New York*.

Hosseinkhanzadeh, A. A., Hosseinkhanzadeh, A., Yeganeh, T. J. P.-S., & Sciences, B. (2013). Investigate the relationship between job satisfaction and organizational culture among instructors. *84*, 832-836.

Ismail, A., Hasan, A. B. M., & Sulaiman, A. Z. J. A. U. D. Œ. (2010). Supervisor's role as an antecedent of training transfer and motivation to learn in training programs. *6*(2).

Kujur, P., & Ye, Y. (2018). The relationship of instructor' perception towards leadership capacity and organizational culture in the Marianists school in India. *Scholar: Human Sciences, 10*(1), 298.

Kythreotis, A., Pashiardis, P., & Kyriakides, L. (2010). The influence of school leadership styles and culture on students' achievement in Cyprus primary schools. *Journal of educational administration*.

Lukose, S., Chaipoopirutana, S. J. I. R. E.-J. o. B., & Economics. (2015). A study on leadership styles, job-related factors, and organizational cultures towards job satisfaction of instructors in the Diocese of Diphu, India. *1*(2).

Lunenburg, F., & Ornstein, A. (2011). *Educational administration: Concepts and practices*: Nelson Education

Manisera, M., Dusseldorp, E., & Van Der Kooij, A. J. (2005). Component structure of job satisfaction based on Herzberg's theory. *Rapporti di Ricerca del Dipartimento di Metodi Quantitativi, Brescia University, Working paper, 253*.

Maslow, A. H. (1981). *Motivation and personality*: Prabhat Prakashan.

Mujeeb, E. M., Masood, M. M., & Ahmad, M. A. (2011). Relationship between organizational culture and performance management

practices: a case of university in Pakistan. *Journal of Competitiveness, 3*(4).

Sabri, P. S. U., Ilyas, M., & Amjad, Z. (2011). Organizational culture and its impact on the job satisfaction of the University instructors of Lahore. *International Journal of Business and Social Science, 2*(24).

Saffold III, G. S. (1988). Culture traits, strength, and organizational performance: Moving beyond "strong" culture. *Academy of management review, 13*(4), 546-558.

Sanjeewani, H. (2011). *Instructors' Job Satisfaction: A Study of Type 2 Schools in Polonnaruwa Zone at Sri Lanka.* Mahidol University,

Schein, E. H. (1985). Defining organizational culture. *Classics of organization theory, 3*(1), 490-502.

Schein, E. H. (1990). *Organizational culture* (Vol. 45): American Psychological Association.

Schneider, B., & Reichers, A. E. (1983). On the etiology of climates. *Personnel Psychology, 36*(1), 19-39.

Weiss, D. J., Dawis, R. V., England, G. W., & Lofquist, L. H. (1967). Manual for the Minnesota Satisfaction Questionnaire: Minnesota studies in vocational rehabilitation. *Minneapolis: Industrial Relations Center, University of Minnesota*.

Wilkins, A. L., & Ouchi, W. G. J. A. s. q. (1983). Efficient cultures: Exploring the relationship between culture and organizational performance. 468-481.