

The Impact of Organizational Culture on Customer Retention

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The Impact of Organizational Culture on Customer Retention

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## Abstract

Learning centers across the United States have always played an integral role in supplementing the educational needs of students. As small business owners, customer retention is important for learning centers to stabilize enrollment and remain sustainable. Recently however, low retention rates have plagued these centers and have compelled them to reevaluate their services to their customers. To safeguard their sustainability, many learning centers have explored several approaches to improve the manner in which business is conducted. One such approach was to develop a competitive advantage through cultural innovations since organizational culture influences every aspect of an organization's performance. This quantitative non-experimental correlational research study was undertaken to explore what impact if any, organizational culture had on customer satisfaction and therefore customer retention. Theories of Organizational Culture and Expectancy Disconfirmation were integrated to demonstrate the role organizational culture played as an impetus in managing service quality, which translates into customer satisfaction and retention. A total of 147 individuals participated in this study. Two survey items were distributed: the Denison Organizational Culture Survey, 60-item Likert-type survey and a 30-item customer satisfaction/retention survey. A final sample size of 94 ( $n = 94$ ) was achieved for the customer satisfaction/retention survey and a sample size of 42 ( $n = 42$ ) was achieved for the Denison Organizational Culture Survey. The data were analyzed using Pearson correlation, regressions, and one-way analysis of variance. The findings revealed that overall, organizational culture related to customer satisfaction and customer retention. The implication is that learning center operators should focus on developing strong organizational culture in their settings because it is vital to the success of their centers.

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## Chapter 1: Introduction

Learning centers across the United States provide an avenue for low-performing students to amass the foundational skills they will need for success in elementary through high school and beyond (Truuvert, 2014). These centers have long been a conduit for underachieving and underprepared students to receive the supplemental instructions necessary to keep them engaged with their academic progress as they navigate their ways through schools, on their way to becoming significant members of society (Haley et al., 2013). Most learning centers operate as small businesses in the education market, without aid from any outside agencies (Aurini, 2012).

Because it is individually owned and operated, the learning centers often assume most of the risks in terms of financial obligations (Perrigot & Warraich, 2016). They often lack a stable revenue stream and guaranteed customer-base and are, therefore, more directly subject to the discipline of the marketplace (Perrigot & Warraich, 2016). Students or consumers can enter and exit their services easily, on a weekly or monthly basis. Generating revenue, thus, is a never-ending concern to ensure that basic obligations to property-owners, staff, and suppliers are met. Accordingly, the financial stake, which is tied directly to the number of students or customers these centers retain monthly, is assumed to be a motivating factor in ensuring that learning center owners deliver optimal customer service to their customers (Erceg & Kukec, 2017).

The flexibility to implement organizational procedures that would enhance their viability in the supplementary education market is key to their success (Grant & Judy, 2017). Recently, Park, Buchmann, Choi, and Merry (2016) speculated that in the United States, the percentage of learning centers rose from 11.7% to 17%. While learning centers have seen a spike in enrollments, low retention rates are compelling them to reevaluate their services to their patrons (Zapalska, Brozik & Zieser, 2015). Retention is the learning center's ability to keep students or

customers to completion of their initial contractual agreement (Milan et al., 2015), which can range from six months to one year (Aruna & Anitha, 2015). The retention of students is important for learning centers to stabilize enrollment and remain sustainable (Petersen, 2014). However, retaining students is a challenge for these organizations and, therefore, has prompted researchers to seek multiple factors that may contribute to it (Aruna & Anitha, 2015). To ensure financial sustainability, many learning centers are responding by experimenting with changes to their business models (Aurini, 2012). One approach is to develop a competitive advantage through cultural innovations, since a competitive strength of many organizations is associated with their strong internal culture (Power, Schoenherr, & Samson, 2010).

Organizational culture is defined as actions, words and behavioral patterns that elucidate and strengthen what is truly valued in the organization (Cascio, 2015; Popa, 2017). As Cascio (2015) concluded, the organizational culture determines the behaviors and appropriate connections and motivations within the organization. Furthermore, the organizational culture controls the interactions of organization members with suppliers, customers and other people outside the organization (Denison, 1990; Chapman, Reeves, & Chapin, 2018). In addition, Schonberger (2007) posited that culture is a major approach through which organizations can achieve the customer-oriented objectives of better quality, quicker response, greater flexibility, and higher value; factors likely to enhance customer retention (Denison, 1990).

### **Statement of the Problem**

The problem is certain, yet unconfirmed, cultural factors within learning centers are perceived to be contributing to the low retention rates of students through their initial contracts (Aruna & Anitha, 2015; Milan et al., 2015; Petersen, 2014). According to Grant and Judy (2017), culture influences nearly everything that happens in all organizations. Aurini (2012) further

noted that a strong culture has often been a common denominator among most thriving learning centers. Yet, despite the persistent and influential nature of culture in driving behavior in organizations, research on student retention in terms of cultural contributions, has been conflicting at best (Nagac & Guc, 2015).

### **Purpose of the Study**

The purpose of this quantitative non-experimental correlation study was to examine the extent to which certain cultural factors within learning centers relate to their ability to retain students through the initial contractual agreements (Aruna & Anitha, 2015; Milan et al., 2015; Petersen, 2014). Previous studies have shown an association between organizational culture and retention (Ahmed & Shafiq, 2014; Martinez, Beaulieu, Gibbons, Pronovost, & Wang, 2015; Zapalska, Brozik, & Zieser, 2015); nonetheless, little empirical research has been done to describe the type of cultural factors that may influence retention (Davis, 2017). In addition, Beebe (2014) noted that an understanding of the factors that influence student retention is a tangible challenge, which warrants attention. The results of this study may contribute empirical evidence to further explore the specific impact organizational culture may have on student retention.

### **Theoretical Framework**

Two theories guided this study: Theory of Organizational Culture and Expectancy Disconfirmation Theory (*EDT*). To explain organizational culture in the context of this study, Hofstede's (1980) dimension perspective and Schein's (1985) interrelated structure perspective were employed. Expectancy Disconfirmation Theory was explained in this study from the perspective of Oliver (1980). Previous studies have shown, the influence of organizational culture in meeting customer desires is critical to the sustainability efforts of the organization.

Organizations with an appropriate organizational culture are more likely to satisfy their patrons' expected outcomes (Ahmed & Shafiq, 2014). Theories of Organizational Culture and Expectancy Disconfirmation were integrated to demonstrate the role organizational culture plays as a stimulus in managing service quality, which holds importance to customer satisfaction and their perceived performance.

For many decades, researchers have focused on the idea that organizational culture exists, and it plays a role in driving the success or failure of organizations (Popa, 2017; Chapman, Reeves, & Chapin, 2018). In general, two main categories of organizational culture have been presented in literature: the interrelated structure perspective, demonstrated through the work of Schein (1985) and the dimensions perspective as illustrated by Hofstede (1980). The interrelated perspective defines culture as a set of guiding principles that affect every aspect of an organization and unfolds through the relationship between operations and structure (Schein, 1985; Valaei, 2017). This approach maintains that there is an interdependence among the constructs in which the characteristics of the organization (structure) influence the patterns of behavior and overall strategy (Denison, 1990). The dimensions perspective view culture as a function of responses that organizations take in order to solve conditions that they may encounter (Denison, 1990; Musanzikwa & Ramchander, 2018). Researchers in this area maintain that organizational culture differ pointedly from one organization to another; hence, what might work in one organization might not necessarily work in another. Yet, both perspectives of organizational culture, posit that culture should not be overlooked within the context of the organization because it has a significant influence on every aspect of the organization (Denison, 1990; Musanzikwa & Ramchander, 2018; Schein, 1985; Valaei, 2017).

Customer perspective is important to organizational sustainment endeavors (Tao, 2014). Competitive advantage is often gauged through the perspective of customers who use the services provided by the organizations. As such, customers are important in establishing competitive advantage in every industry (Tao, 2014). In this study, Expectation-Disconfirmation Theory (EDT), introduced by Oliver (1980) was used to explain customer behavior in terms of understanding why some customers may choose to stay with an organization or leave the organization for a competitor. There are four constructs that are used to explain EDT. These are expectations, perceived performance, disconfirmation, and satisfaction. In its basic form, EDT presumes that customers make purchases based on their expectations, attitudes, and intentions (Oliver, 1980). Customers may compare a new service experience with standards they have developed (Oliver, 1980). Their perception of the service being experienced is determined by how well it measures up to the previous standard. The process is only completed when customers can compare the actual service performance with previous experiences, and their expected standard or experience (Oliver, 1980). This process will result in either confirmation, satisfaction, or dissatisfaction. EDT was appropriate for this study because it illuminates the significance of customers' desires and therefore their satisfaction.

### **Nature of the Study**

The study used a quantitative non-experimental correlational research design. A correlational study is a quantitative research method in which two or more quantitative variables from the same group of subjects exist, and the researcher determines if there is a relationship between these two variables (Dziak, 2016). Correlation was appropriate for this study because the research did not involve a treatment group or a control group. Furthermore, the study sought to understand the extent to which organizational culture (independent), expressed in terms of

customer service related to customer retention (dependent), which is a by-product of customer satisfaction. The Denison Organizational Culture Survey (DOCS) was used to measure organizational culture (Denison & Neale, 2000) and the Kumon customer satisfaction/retention survey were used to collect data on customer satisfaction/retention. The Statistical Package for the Social Sciences (SPSS) version 24 was used to compute the data and regression analysis was employed to analyze the interactions between the independent variables organizational culture and the dependent variables customer satisfaction and customer retention. Regression analysis was appropriate for this research because it is flexible and helped elucidate the level of interaction between the independent and dependent variables (Dane, 2011).

### **Research Questions**

The following research questions were developed for this study:

**RQ1.** To what extent does a correlation exist, if any, between organizational culture and customer satisfaction?

**RQ2.** To what extent does a correlation exist, if any, between organizational culture and customer retention?

### **Hypotheses**

**H1<sub>0</sub>:** There is no correlation between organizational culture and customer satisfaction.

**H1<sub>a</sub>:** There is a correlation between organizational culture and customer satisfaction.

**H2<sub>0</sub>:** There is no correlation between organizational culture and customer retention.

**H2<sub>a</sub>:** There is a correlation between organizational culture and customer retention.

### **Significance of the Study**

This study is significant for four reasons. First, it will extend existing research studies in the field by shedding more light on the idiosyncrasies of the learning centers that provide

supplementary instructions in terms of specific cultural aspects that might work well or not well. That is, if the goal for learning centers across the United States is to retain their customers through sustainment efforts and improved organizational culture, then the conclusion stemming from the results of this study would prove beneficial. Essentially, by understanding the types of cultural attributes that work well, learning center operators across the United States may use this information to further strengthen their perceived competitive advantage. Similarly, knowledge of the eventual cultural traits that do not work well, would also help learning center operators to restructure their environments to make it more customer responsive. Second, the outcome of this study would help identify what, if any specific cultural traits that by themselves, can affect customer satisfaction. Third, the findings will assist the learning center operators to identify attributes that customers deem important so that they can make the necessary improvements to retain these customers through the completion of the program. Finally, the conclusion stemming from the findings of the study will provide specific recommendations for learning centers in terms of center management of personnel and resources to meet the desires of the customers, which would hopefully lead to increased retention.

### **Definitions of Key Terms**

*Academic Success.* The ability of students to achieve desired knowledge, skills and competencies necessary to achieve desired Grade Point Average (GPA) and complete desired academic goals (York, Gibson & Rankin, 2015).

*Customers.* There are two types of customers in this study: (1) Parents who enroll their child or children in the learning center for educational assistance. (2) The students who are the recipients of the supplementary instruction.



**Customer Satisfaction.** A function of the level of product or service performance in relation to the customers' expectations that allows them to remain in the program for the entire commitment (Tao, 2014).

**Customer Services.** The mannerism in which an organization identifies and meets customers' needs through its interactions with the customers (Denison, 1990).

**Enrollment.** Refers to the number of children signed up to attend an afterschool program (Truuvert, 2014).

**Franchise.** A small business that has the right to use name brand and product in exchange for fees and royalties (Aurini, 2012).

**Learning Center.** Physical environments where supplemental instructions are given. Learning centers are independent from school systems and give primary and secondary school students the opportunity to advance their learning and receive extra academic support (Aurini, 2012).

**Organizational Culture.** Actions, words and behavioral patterns that elucidate and strengthen what is truly valued in the organization (Cascio, 2015; Martinez, Beaulieu, Gibbons, Pronovost, & Wang, 2015).

**Retention.** Activities undertaken by the learning center leadership for keeping its customers throughout the end of their individualized program (Nitzan & Libai, 2011; Milan et al., 2015).

**Supplemental Instruction.** Privately facilitated academic support programs usually covering Math and Reading aimed to improve student performance and regularly scheduled after school (Bray & Kwok, 2003).

## Summary

Chapter one presented a study aimed to examine the relationship between organizational culture and customer/student retention. The chapter begun with a brief synopsis of learning centers and the vital role they play in students' attainment of supplementary education. The researcher addressed the fact that though learning centers are important, their sustainability is threatened because of low student retention. The chapter continued with the identification of the problem statement, which suggested that certain cultural factors may or may not be associated with the perceived low retention being experienced by a number of learning centers. The purpose of the study immediately ensured.

Chapter one also contained the theoretical framework for the research study. In this section, the researcher discussed the two major theories underlining the study. The nature of the study followed, where the researcher proposed a quantitative non-experimental correlational study as well as a method for collecting and analyzing the data. The proposed research questions and the consequent hypotheses were presented in chapter one. As the chapter progressed, the researcher defined terms unique to the study. Chapter one concluded with the researcher noting that the study would extent previous literature on organizational culture and customer retention, since it may identify specific attributes of the organizational culture that may or may not lead to customer satisfaction and therefore retention.

Chapter two served as the foundation on which the study was built and as a basis for discussing results and interpretations. In chapter two, the researcher presented a comprehensive review of the literature on organizational culture and customer retention. It subsequently described the fundamental connection between customer satisfaction and customer retention.

## Chapter 2: Introduction

The purpose of this dissertation study was to observe the extent to which aspects of the organizational culture within learning centers may or may not impact these centers' abilities to retain students through the initial contractual agreement. To that extent, this chapter explored literature that was relevant to understanding whether there was a relationship between organizational culture and customer retention. As there was little research directly related to the problem of study, this review was organized around various literature themes discovered through reviewing research on the major themes, organizational culture, and expectancy disconfirmation theory separately. The chapter presented an overview of organizational culture, including the various models of organizational culture, a historical perspective of organizational culture, and the relationship of organizational culture to several related constructs of this dissertation.

Additionally, the literature review explored customer satisfaction and customer retention/customer loyalty. The goal was to find what past researches suggested about the probable connection between customer loyalty and customer retention, as well as customer satisfaction and customer retention. Furthermore, the chapter provided an in-depth description of the theoretical frameworks that guided the research study. The chapter ended with a summary of how the critically reviewed analysis within the chapter related to the present research study. The sources for this literature review included a variety of Educational Resources Information Center (ERIC) databases, Elton B. Stephens Company (EBSCO) host electronic databases, Business Sources Premier, as well as academic journals from ProQuest databases and Google Scholar. Some specific word combinations and phrases such as *organizational culture*, *culture*, *retention*, and *student retention* were used to access peer-reviewed documents. In the end, there were several combinations used to extrapolate information from the literature. The researcher used

combinations such as *organizational culture and customer satisfaction*, *organizational culture and customer retention*, *organizational culture and customer loyalty*, *organizational culture and student retention*, *organizational culture and performance*, and *organizational health*. Much of the literature reviewed occurred within the last five years.

### **Theoretical & Conceptual Framework**

**An overview.** This section presents a more detailed synthesis of the theory and frameworks used for this dissertational endeavor. To explain organizational culture in the context of this study, Hofstede's (1980) dimension perspective and Schein's (1985) interrelated structure perspective are employed. Expectancy disconfirmation theory is explained in this study from the standpoint of Oliver (1980). Aspects of Hofstede's (1980) and Schein's (1985) perspective on organizational culture are integrated with Oliver's (1980) version of EDT. This integrative model, which is best seen through the Denison (1990) organizational culture model (OCM), encompasses a broad range of organizational culture characteristics to help gain insight into the impact organizational culture might or might not play as an impetus in directing service quality.

**Explaining organizational culture.** This part of the theoretical and conceptual framework section discusses the roles of Hofstede, Schein, and Denison. It begins with a discussion on Hofstede's conceptual framework, followed by Schein's conceptual framework. Finally, ending within an introduction to Denison.

**Hofstede's conceptual framework.** Hofstede (1980) offered a conceptual framework to understand organizational culture. In doing so, Hofstede (1980) defined organizational culture as a systematic way of thinking, developed by symbols within human groups, which later becomes the groups' values and beliefs. According to Hofstede, organizational culture is developed over time and spread to members of the organization. Hofstede noted that members of an organization

share the values and beliefs of the organization, which provides institutional meaning and rules for individual behavior. Hofstede indicated that organizational culture is not static, and different organizations possess different values and beliefs, which sets them apart from other organizations (Hofstede, 2000). Hofstede also contended that organizational culture is what provides an organization's members with a framework for understanding and making sense of their work atmosphere and perceptions (Hofstede, 1980, 2010).

***Schein's conceptual framework.*** Similar to Hofstede's outlook on organizational culture, Schein (2010) posited that organizational culture is multiple layered, and that the idea of shared meaning is part of defining organizational culture. Consequently, in offering perhaps the most comprehensive outlook of organizational culture, Schein defined organizational culture as a pattern of shared underlying assumptions that groups learn in their efforts to solve relevant problems they may face internally or externally. Schein suggested that members of the organization who have learned the values and beliefs espoused within the organization pass them on to new members through numerous socialization and communication processes.

Observable artifacts represent symbols of the culture in its physical and social work environment (Schein, 2010). Artifacts include the tangible products of the group, for example, the mannerism in which they communicate internally in the organization and with the external environment using specific language codes or jargon. Also, artifacts may manifest themselves in the way members choose to dress, as in the types of clothes they wear, as well as the types of artistic and emotions they decide to display within the organization (Schein, 2010).

Espoused values are the principles and qualities that shape groups' behaviors and thinking. According to Schein (2010), organizations often develop a specific set of principles

that are unique to their institutions and allow that all members will use specific behavioral patterns that agree with their stated organizational philosophy.

The final layer of culture, according to Schein (2010), is assumptions. Assumptions are non-observable but profoundly held beliefs that find their ways into the mannerism in which individuals within the organization behave. The premises are usually a reflection of what is seen in society at large. Because they are sincerely held, assumptions are not traditionally debated or challenged. In the end, veteran members of the organization tend to pass these assumptions onto the newer members (Schein, 1985).

**Denison.** Other researchers have tended to build on the descriptions provided by Schein and Hofstede (Bond, 2004; Denison & Mishra, 1995; Smith, Dugan & Trompenaars, 1996). For instance, Denison (1990), added to the conversation by presenting a definition that sort to blend the concepts introduced by Schein and Hofstede. Denison (1990) defined organizational culture as a distinct identity of the organization that is influenced by their shared beliefs and assumptions. Moreover, Denison noted that the shared beliefs and values of the organization are what provide the guidance and direction for everything that happens within the organization and is transferred to the external environment (1990). Denison's research into organizations discovered that the culture of an effective organization must reflect its characteristics. Consequently, active organizations are likely to have adaptive cultures, which are highly consistent and predictable, and foster high involvement, nonetheless, do so within the context of a shared sense of mission (Denison & Neale, 1999).

For many researchers of organizational culture, the internal integration resulting from shared values and beliefs connects the organization to the external world (Denison, 1990; Popa, 2017; Schein, 1992). That is, the shared values and assumptions are translated into visible

characteristics such as quality products and excellent customer service, that the external world can see and appreciate (Denison, 1990). For example, customer experiences, as described by Oliver (1980) in his postulation of expectancy disconfirmation theory, are likely achieved when members of the organization acknowledge the shared underlying assumptions and beliefs (James, 2011). In doing so, the single mission of the organization, which is to produce quality service or performance would be recognized (Denison, 1990). Oliver (1980) explored how the external environment received the benefits garnered from established organizational cultures, which led to the formulation of expectancy disconfirmation theory.

### **Explaining expectancy disconfirmation theory and evidence from literature.**

Expectancy disconfirmation theory (EDT) is a cognitive model that seeks to describe post-purchase satisfaction as a function of disconfirmation of beliefs, perceived performance as well as expectations (Oliver, 1980). Developed by Oliver (1977, 1980), EDT considers the end-products of organizational culture, which includes quality products, high performance, and excellent service in its formulation. According to EDT, the standard technique to research satisfaction includes a comparison of previous expectations with the observed organizational performance (Oliver, 1980). As such, a customer's perception of general satisfaction arises from judgment between outcome performance and expectation (James, 2011). Oliver (1980) noted that outcome performance and expectations are considered two significant aspects that could stimulate the pronouncement of satisfaction. Since customer satisfaction is a crucial aspect in predicting purchase or repeat tendency, while assessing satisfaction towards a product using EDT, organizations could improve satisfaction by either increasing their apparent performance or by lessening their expectations (Lee & Cho, 2016).

EDT plays a considerable part in the customer satisfaction process and could be extended in discussing the potential connection between customer satisfaction, retention, as well as organizational culture (Denison & Neale, 1999). In this case, the higher expectations in association with the actual performance, the advanced stand of disconfirmation, and, therefore, lower retention. The theory considers customer satisfaction and retention as the function that encompasses the difference between prior expectations regarding the outcome and observed outcome. EDT could measure customers' satisfaction from the variance between their expectations and experiences in the perceived services or products.

EDT encompasses four primary constructs: expectations, the perceived performance, the disconfirmation of beliefs as well as satisfaction. Expectations are described as the set of features that a customer desires to receive after buying products or services from a given organization (Ahmed & Shafiq, 2014). In other words, the expectation is simply what the customer anticipates the product or service he or she is ready to receive would be. Expectation determines the ultimate decision a client will make about the product or service. According to Ahmed and Shafiq (2014), expectations stimulate both disconfirmations of beliefs and perception of performance directly as well as inspiring post-adoption satisfaction and post-purchase indirectly through meditational association via disconfirmation construct. Both the pre-adoption or the pre-purchase anticipation forms basis of comparison where technology artifact, services, or products are ultimately judged. The majority of the customers use it as a tool to compare an organization with others in the market (Ahmed & Shafiq, 2014).

Ahmed and Shafiq noted that perceived performance is the perception of a customer concerning the real performance of the service or product (2014). According to EDT, perceived performance is directly affected by pre-adoption or pre-purchase prospects, and it also influences



disconfirmation in addition to post-adoption or post-purchase satisfaction. Different customers will give various feedbacks about a product depending on their perceived expectations.

Customers with very high expectations might end up discrediting the product compared to those with lower expectations (Ahmed & Shafiq, 2014). The apparent performance is then postulated to inspire or stimulate post-adoption or post-purchase satisfaction directly using mediational connection via disconfirmation construct.

Disconfirmation is the final judgment the customer makes about the product or service (Ahmed & Shafiq, 2014). That is, the stated or noted difference between the customer's initial expectation of the product or service compared with the actual product or service received. According to Oliver (1980), disconfirmation may split into three categories: positive disconfirmation, negative disconfirmation, and simple disconfirmation. Lee and Cho (2016) contended customers will most likely always provide some final judgment on the product or service they received depending on their expectations. These judgments will fall in either one of the categories described by Oliver (1980). Customers who deemed that the performance of the service or product did not meet their expectations would experience negative disconfirmation. This experience would, therefore, lead to customer dissatisfaction. Conversely, customers who experience positive disconfirmation because their experience with the service or product was closely aligned, are more inclined to have good customer satisfaction. Lastly, when there is not much of a difference or any difference at all between customers' expectations and the services and or products received, then the theory suggests that simple disconfirmation exists (Oliver, 1980).

Oliver defined satisfaction as the degree or level to which an individual is contented or pleased with service or product after having gained some direct experiences with them (1980).

Customers are more satisfied with products that meet their expectations to a great extent (Oliver, 1977). The level of satisfaction provides the organization with ideas on how they can improve their products or service delivery. Oliver maintained that satisfaction of these items is inclined by disconfirmation of views as well as apparent performance directly and is inclined by both perceived performance and expectations indirectly byways of mediational relationship that passes via disconfirmation construct (1977).

In summary, EDT was appropriate for use in this study because it supported the conceptual framework upon which this study was built. Namely, it showed better indulgent of customers' requirements and expectations for enticing their loyalty, repurchase behavior, satisfaction, and overall retention. For evaluating customer satisfaction and retention from the education setting, EDT can achieve the duty of measuring learner's satisfaction considering their natural competences.

To recapitulate, the theory has two main variables (perceived performance and expectation) and two proposed timeframes (before the purchase of service and after the purchase of service). Expectation aligns with the time before the purchase of service or product. Throughout this time, it is assumed that the customer has individual desires that he or she would like met (Lee & Cho, 2016). In the case of the customer seeking academic support, the expectations are quite simple, enrichment, or the opportunity to address deficiencies (Beebe, 2014). The perceived performance, as described, deals with the experience from having received the product or service. The difference between the perceived performance and initial expectations is what is called disconfirmation of expectations.

From these differences, disconfirmation of expectations could be negative or positive. For instance, in this study, if learners' perceived outcomes regarding the quality of the tutoring

are higher than their expectations, positive disconfirmation is experienced. Conversely, when learners perceived the quality of performance outcome to be substandard compared to their expectations, then negative disconfirmation is reported. In the end, positive disconfirmation brings about customer satisfaction, which may lead to customer retention — likewise, negative or adverse disconfirmation brings about dissatisfaction and, therefore, lower customer retention (James, 2011). The ensuing paragraphs offer evidence of EDT in literature and how these reviews connect to this present study.

Lankton and McKnight (2011) applied the EDT to test whether the human-technology trust would lead to greater acceptance of the technology. The researchers contended that because trust has traditionally been defined as a set of expectations, they would be able to use the expectation-disconfirmation paradigm to predict the effects of technology trust on satisfaction within a system (Lankton & McKnight, 2011). Accordingly, the researchers developed trust-related dimensions of expectations, perceived performance, and disconfirmation of expectations.

The model they developed stated that technology trusting expectations would influence post-usage perceptions of trusting performance and disconfirmation (2011). Lankton and McKnight (2011), then examined how post-usage perceptions influenced satisfaction, technology, trusting intentions, and usage continuance intentions. They found out that trusting technology expectations influenced trusting performance, which affected disconfirmation. Furthermore, the researchers discovered that satisfaction linked to usage continuance intentions through technology trusting intentions. They also found out that satisfaction did not completely mediate the relationship between performance and trusting intentions and that performance had a more significant effect on trusting intentions than satisfaction (2011).

Essentially, Lankton and McKnight (2011) concluded that the effect of organizational culture, as evident in the overall performance, had a more significant impact on the trusting intentions of customers. The researchers further concluded that individuals first form the expectations and compare these with the actual experiences. Based on the differences noted, individuals decide to pursue continual usage of the service or product as predicted by the EDT.

In another study, Van Ryzin (2013) tested citizen satisfaction with public services using an experimental method that employed EDT. The researcher posited that previous studies were conducted using the survey approach, and while that was appropriate for testing the theory, a different approach could also add to the literature on the subject. Therefore, the researcher pursued the experimental method. For his subjects, the researcher randomly selected individuals in an Internet panel to serve as the study participants.

The research participants received either low- or high-expectations statements from a hypothetical government official and were asked to view either low- or high-performance street cleanliness photographs, in an online survey experiment (Van Ryzin, 2013). The results of the study aligned with what other researchers previously reported, even though different methods were used in the previous studies. Essentially, EDT did describe a causal process that citizens formed their judgments about the quality of public services (2013). However, unlike previous studies that suggested expectations have a significantly positive impact on disconfirmation, Van Ryzin's (2013) findings suggested a slighter relationship.

Van Ryzin (2013) concluded that performance was the main factor for citizen satisfaction, and while expectations did influence disconfirmation, it was to a lesser effect. The researcher noted that future studies should consider randomized experiments, which the author contended would seem to offer critical methodological advantages for understanding the exact

causal nature of the kind of relationships hypothesized in the expectancy-disconfirmation model (Van Ryzin, 2013).

In another study, Lee and Cho (2016) applied EDT to examine the relationships between awareness, expectation, performance, confirmation/disconfirmation, and satisfaction for an exclusive economic zone. The study measured the effects of elements of customer satisfaction such as the impact of awareness of free economic zone on expectation; the impact of expectation of free economic zone on perceived performance and confirmation; the impact of perceived performance of free economic zone on confirmation and satisfaction; and impact of confirmation on satisfaction. The findings of the study supported the notion that awareness of free economic zone and economic history affected expectations of the free economic zone. Similarly, expectations of the free economic zone affected each component of perceived performance. The researchers observed that expectations aligned with observations. Lee and Cho (2016) concluded that the tenets of EDT were validated because when expectations aligned with observations, satisfaction was apparent.

While the previous studies discussed above showed satisfaction leads to customer retention, Rekha, Islam, and Hossain's (2016) study revealed the opposite side of the debate. Rekha et al. (2016) undertook a study in which they used EDT to understand the satisfaction of customers using the ATM (Automated Teller Machine) card in Bangladesh. The researchers used a quantitative method to collect data using convenience sampling. A total of 250 questionnaires were distributed to customers at various locations. Of the 250 questionnaires, a total of 222 samples were considered for the final analysis. The findings of the study discovered that the average value of customer expectation was higher than the average value of customer perception (Rekha et al., 2016). Therefore, the researchers concluded that all the factors were disconfirmed.

This meant that there was negative disconfirmation, which suggested that overall, customers were not satisfied with the ATM services offered by the banks.

Even though this study was limited in several ways, for example, it used convenient sampling as opposed to random sampling to collect the data, what the findings revealed are in line with EDT. While most previous studies (Lankton & McKnight, 2011; Lee & Cho, 2016; Van Ryzin, 2013) have suggested mostly positive disconfirmation, it is essential to note that the findings and conclusion of this study showed negative disconfirmation. The negative disconfirmation suggested that customers were not satisfied with the product or service. This is significant because it added a different perspective to the current discussion on EDT and prepared this researcher for the eventuality of any outcome.

**Introducing Denison organizational culture model.** Denison's organizational culture model (DOCM) (Denison, 2000) is the concept portion of the framework. DOCM contends that organizational culture may be examined as a fundamental aspect of the flexibility process of organizations and that certain cultural traits may be valuable predictors of performance and effectiveness. The model provides organizations with a user-friendly approach to understanding the critical role organizational culture plays in achieving customer satisfaction, among other proven benefits to the organization.

The framework encompasses the dependent and independent variables. The independent variable is organizational culture, while expectations, customer retention, and or customer satisfaction are the dependent variables. Figure 1 describes this theorized interrelation between organizational culture practice and the customer retention variables. The illustration describes the phenomenon under study and presents the reader with the idea in diagrammatic or pictorial format regarding the variables being study. The diagram indicates that meeting numerous forms

of expectations of organizational culture may result in customer retention. Conversely, failure to meet various types of expectations of organizational culture may cause customer dissatisfaction and may adversely impact customer retention.

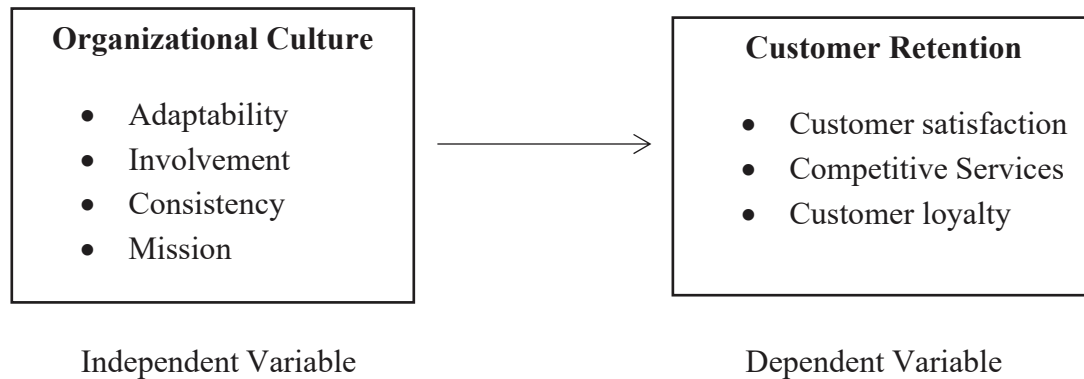


Figure 1: *Illustration of the Theoretical Framework*

The Denison model was developed using a combination of qualitative and quantitative approaches to organizational culture (Denison, 1996). The model is well-known for its ability to identify organizational performance measures, and how these measures affect the bottom-line, the overall productivity (Mobley, Wang, & Fang, 2005). Denison (2000) conducted hundreds of studies with a focus on organizational culture and organizational effectiveness. Through his many studies, Denison concluded that organizational culture revolved around four specific features, which are the foundations for the model: (a) Involvement (b) consistency (c) adaptability, and (4) mission.

The involvement trait concentrates on employees' commitment and sense of ownership, involvement in the decisions that affect them, as well as team orientation. This trait provides the basis for a more significant commitment to the organization. A sub-feature of the involvement trait includes informed empowerment. That is, employees may undertake decisions as

organizational representatives. Consistency refers to the presence of organizational structures and processes that promote real alignment and effectiveness over time. It essentially creates an internal system of support within the organization, where everyone felt free to communicate without the fear of being ostracized (Denison & Neale, 1999). Adaptableness is the organization's capacity for internal change in response to external conditions (Denison, 2000). According to Denison, the adaptability trait allows the organization to scan its environment and respond appropriately to perceived threats and or changes. Specifically, this trait gives the organization the strength to accept new ideas in the effort to improve the ways it conducts business and to develop reasonable measures to eliminate all threats (Denison & Neale, 1999). Lastly, the mission is the degree to which an organization is clear on why it exists and where it is headed (Denison, 2000). Mission gives the organization the reason to continue to pursue its objectives and to develop specific strategies to tackle problems and to offer practical solutions.

The four traits identify by Denison, which are involvement, consistency, adaptability, and mission characteristic of most businesses, including learning centers (Denison, 2000). Consequently, the Denison model is practical and appropriate for use in this dissertational endeavor. For instance, learned responses to the complications of internal integration are observed through the traits of involvement and consistency (Denison, 2000). That is, for organizations to survive in the external environment, they must be able to demonstrate adaptability and mission traits because this is how the organization shows that it is focused on its customers and that it is ready to conduct business (Beebe, 2014).

Furthermore, Denison's organizational culture model provides a systems approach to directing organizational effectiveness (Denison, 2000). Denison noted that by taking the systems approach, organizations are more ready to deliver the services their customers need while



improving on the areas that can make the overall system even more useful. The resulting model and survey allow organizations to reveal the underlying beliefs and assumptions in recognizable and measurable ways that impact organizational performance (Denison, 2000).

DOCM differs from other culture models because, as Denison and Neale (1999) noted, it is behaviorally based and was designed and created within the business environment precisely to measure the relationship between organizational culture and organizational performance. Also, the Denison model uses business language to explore business-level issues that link to bottom-line business results. Lastly, the model is fast and easy to implement according to the authors, and it applies to all levels of the organization (Denison & Neale, 1999).

**Denison organizational culture survey (DOCS).** The Denison organizational culture survey (DOCS) accompanied the DOCM. This is a 60-item survey developed by Denison and Neale (1999) that measures specific aspects of an organization's culture based on the four traits and 12 management practices from the DOCM. The Survey provides a measure of the organization's progress toward achieving a high-performance culture and optimum marks. Specifically, the survey measures an organization's existing culture and predict its impact on performance. Furthermore, it is intended to measure the organization's progress towards its stated objectives (Denison & Neale, 1999). Individual surveys are collectively tabulated into a graphical profile that compares the organization's culture to a global normative database.

Mobley, Wang, and Fang (2005) conveyed that the findings from the Denison survey showed that external factors often influenced the market, while internal factors have direct effects on employee satisfaction as well as customer satisfaction. According to the researchers, in all using the survey helps organizations capture the weak areas and therefore pursue possible ways to address their deficiencies and to enhance their strengths.

Abdullah, Shamsuddin, Wahab, and Hamid (2014), used the Denison survey in examining whether organizational culture impacts product innovation. Thirty-six small businesses were surveyed in the study. The results revealed that three out of four dimensions of organizational culture (mission, consistency, involvement) had a significant relationship with product innovativeness. Consequently, the researchers were able to conclude based on the findings that it is essential to establish a competitive organizational culture.

In another research, Hamidi, Mohammadibakhsh, Soltanian, and Behzadifar (2017) used the Denison survey to examine several performance indicators to see whether there was a relationship between the organizational culture and employee commitment. The outcome of the study revealed that there was a significant correlation between all the components of organizational culture and employee commitment. As such, the researchers concluded that all the dimensions and indicators of organizational culture could enhance employee commitment.

Conversely, Pavlica and Jarošová (2014) used the Denison survey to investigate the versatility of leadership on organizational culture. The researchers noted that the findings of their study were inconclusive. Even so, they concluded that some of the statistical data obtained from the survey are likely to be confirmed in future studies.

In the end, the Denison model and its accompanying survey are well-known for measuring organizational culture (Abdullah et al., 2014; Denison & Neale, 1999; Hamidi, et al., 2017; Mobley et al., 2005; Pavlica & Jarošová, 2014). Specifically, this model and survey tool have been used by many organizations and researchers to identify characteristics of the organizational culture that makes it a great organization or less than great (Denison & Neale, 1999). Denison (2000) determined after conducting hundreds of studies that his model works with organizations that display the four cultural traits discussed in the above paragraphs. Most

learning centers, as organizations, fall in this category, and it is, therefore, suitable for use in this dissertational endeavor.

### **Exploring Organizational Culture**

In this portion of the review, there is a closer look at organizational culture from the perspective of various researchers. A brief discussion of the historical perspective is provided. Also, discussion toward a definition of the notion of organizational culture is provided.

**Historical perspective of organizational culture.** Research on the content of organizational culture supports the idea that organizational culture has its beginnings in anthropology (Schein, 1983; 2010; Tharp, 2009). As a science, anthropology emerged with a focus on studying relevant cultures in the effort to improve the makeup of organizations and subsequent work environments (Safriadi, Supriadi, Mungsi, & Musran, 2016). Specifically, the overarching theme behind anthropological research studies of the past with a focus on organizational behavior was to gain an understanding of how employee behavior, attitudes, and performance impacted organizational objectives. Results from these studies illustrated a connection between organizational culture and the overall performance of the organization (Shafritz, Ott, & Jang, 2015).

However, the notion of organizational culture did not gain prominence until the late 1970s into early 1980s, when other disciplines including sociology and organizational psychology began to make similar links between organizational effectiveness and healthy organizational culture (Hofstede, 1980; Schein, 2010; Shafritz, Ott, & Jang, 2015). Tharp (2009) noted, more international organizations began to align superior organizational performance with productive organizational culture, suggesting that while organizational culture was not much understood, certain aspects of the concept seemed to promote the betterment of the organization.

Moreover, even though there is no acceptable and universally best organizational culture, Tharp (2009) contended that employee retention and commitment is better in organizations in which the culture explicitly values employees.

A conclusion derived from the brief historical presentation is that organizational culture as a concept has received attention from several disciplines including but not limited to anthropology, sociology, and organizational psychology (Schein, 2010; Tharp, 2009).

Accordingly, formulating a universal definition of the term has been problematic at best (Tharp, 2009), which accounts for why researchers have not been able to provide a single consistent explanation for the term, organizational culture, in the literature (Cao, Huo, Li, & Zhao, 2015).

**Defining organizational culture.** Several research studies suggest that organizational culture has evident influence on the productivity, efficiency, and commitment of the employees within the organization and therefore the overall performance of the organization (Cao, Huo, Li, & Zhao, 2015; Denison, 1999; Hofstede, 1980; Nikpour, 2017; Schein, 2010; Tharp, 2009; Tsai, Horng, Liu, & Hu, 2015). Given its usefulness within the organization, organizational culture is a comprehensive concept that has been defined in many ways (Cao, Huo, Li, & Zhao, 2015; Nikpour, 2017). For example, Aruna and Anitha (2015), maintained that organizational culture illustrates the way things are done. Rules, overt and covert, thus characterize organizational culture, guiding principles, psychological climate, values, and habits. Organizational culture, therefore, entails collections of values, beliefs, attitudes, and policies that constitute the pervasive context for everything being done and thinking within an entity. In essence, Aruna and Anitha (2015) suggested that organizational culture is manifested in the manner in which organizational members think and act within the organization.

There have been other views offered throughout literature about organizational culture (Cao, Huo, Li, & Zhao, 2015; Nikpour, 2017; Tsai, Horng, Liu, & Hu, 2015). For example, Bloom and Farragher (2011) noted that organizational culture determines how people enter the organization, survive within it, and learn to work within it. Casio (2013) and Popa (2017) both prescribed a definition of organizational culture that described it in terms of actions, words, and patterns of behavior that illustrates what is truly valued in the organization.

Although there is a general consensus about the existence of organizational culture and its impetus for shaping organizational behaviors (Bloom & Farragher, 2011; Bond, 2004; Casio, 2013; Denison, 1990; Hofstede, 1980, 2010; Popa, 2017; Schein, 1985, 2010), the above literature review has shown that there is not an exact definition of the concept. This realization could potentially lead to a point where it might be challenging to ascertain organizational culture in terms of its impact in the workplace (Denison & Neale, 1999). However, a common theme of the research studies reviewed for this dissertation has been the focus on shared underlying assumptions and beliefs that individuals learned as they resolved their difficulties of external variation and internal integration (Casio, 2013; Denison, 1990; Schein, 1992).

**Types of organizational culture.** Research on organizational culture has revealed that different organizations have different cultures, and with each, different types of characteristics (Denison, 1999; Simoneaux & Stroud, 2014). The most prevalent forms of culture can be classified into two areas: (a) strong or healthy organizational culture, and (b) weak or unhealthy organizational culture (Simoneaux & Stroud, 2014). Strong or healthy organizational cultures display the following characteristics: Clear communication lines, alignment of organizational values with employee values, a perceived positive work environment, and a sense of clear objectives and directions from the organization (Denison, 1999; Joo & Lee, 2017; Kte’p, 2018;

Simoneaux & Stroud, 2014). On a contrary, weak or unhealthy organizational culture exhibit characteristics such as a lack of transparency, inconsistency in communicating organizational objectives and goals, misalignment of organizational values with employee values, and apparent lack of uniformity among the organization and its members (Denison, 1999; Joo & Lee, 2017; Kte'pi, 2018; Simoneaux & Stroud, 2014).

Cascio (2015) noted that organizational culture influenced the work environment (the climate) in which individuals operate. The mutual influence of the organizational climate and organizational culture affect the external environment of the organization. As such, organizations need to pursue healthy organizational cultures (Denison, 1990; Schein, 2010). In a healthy organizational culture, trust and loyalty are the foundations that drive the organizational readiness (Ballaro & Washington, 2016). Ballaro and Washington (2016) contended that trust and loyalty help the organization remain strong and productive.

An influential organizational culture clarifies the organization's goals, practices, and overall direction (Ballaro & Washington, 2016). With clarity about the direction of the organization, employees face less uncertainty about the proper course of action. Goal alignment helps facilitate coordination and enhances the synergy among team members (Joo & Lee, 2017). Healthy organizational cultures can increase employees' motivation and performance. Another benefit of a healthy organizational culture is that it is the basis for authentic leadership. Conversely, an unhealthy organizational culture lacks the elements discussed above (Kim, Tam, Kim & Rhee, 2017). Kim et al. (2017) noted that it is the unique function of organizational leaders to be able to perceive the functional and dysfunctional elements of the existing culture and to manage cultural evolution and change in such a way that the group can survive in a changing environment.

## Evidence of Organizational Culture in Literature

In this section of the review, support for potential associations between organizational culture and employee retention is explored. In addition, the perceived connection between organizational culture and performance is looked at from a literary perspective. Many of the researchers in the field of organizational culture have maintained that organizational culture influences employee motivation and therefore their desire to remain with the organization and help the organization enhance its performance (Denison, 1999, Joo & Lee, 2017; Kte'pi, 2018; Nakrem, 2015; Simoneaux & Stroud, 2014).

**Organizational culture and employee retention.** The role of employees within the organization is essential to productivity, survivability, and the overall performance of the organization. Accordingly, and as Denison (1999) noted, a clear understanding of the impact organizational culture plays in the business environment is imperative. That is, Denison posited that organizational culture affects the mannerism in which individuals within the organizations, namely, employees and staff members, react to the changing demands of their respective industries (Denison, 1999).

In support of this view, Nakrem (2015) noted that employees are important resources for any organization and the organizational culture is an essential factor in shaping employees' commitment to the organization as well as their inclination to stay and perform toward organizational objectives. Nakrem (2015) suggested that as employees understand the culture within the organization, their individual roles become much clearer. Subsequently, employees can understand that they play important roles in achieving organizational objectives and missions. The author further noted that employees worked harder when they believed to be part of the established team.

Since many employees encounter the organizational culture principally through the internal structures of the organization, their decisions to stay or leave the organization would be influenced by the culture (Denison, 1999; Nakrem, 2015). Retaining employees is important for the continuity of the organization in terms of its overall productivity and performance (Uddin, Luva, & Hossian, 2013). Other researchers have supported this perspective, as evidenced by the ensuing research studies (Asegid, Belachew, & Yimam, 2013; Beyer & Haug, 2015; Nikpour, 2017; Saha & Kumar, 2018).

Asegid, Belachew and Yimam (2013) conducted a quantitative investigation to evaluate factors that influence employees' satisfaction and turnover intention among nurses in Sidama Zone, public health facilities in southern Ethiopia, to provide policymakers with a retention plan. The participants for the study consisted of 278 nurses from 34 health centers and three national hospitals in the region. The researchers looked at aspects of organizational culture such as benefit and salary packages, training and development, recognition (in terms of awards and promotions), leadership relationships, and the overall work environment to determine how those factors impact employees' decision to stay or leave the organization. The researchers also examined sociodemographic data such as age, sex, work experience, marital status, unit, working institution, and educational status. Asegid et al. (2013) used a Likert style questionnaire to collect the data. The researchers concluded that organizational culture as it relates to valuing the employees was an influential factor in employees' decisions to remain with the organization or terminate their employment obligations (Asegid et al., 2013).

Analogous to Asegid et al. (2013), Bester, Stander, and Van Zyl (2015) found out that employees are likely to remain with their organizations when they feel the organizational culture is supportive. In their study, Bester et al. (2015) tested the assumption that employees'



perceptions of their leaders' behavior played a role in creating empowering situations where employees are eager to do more than what is anticipated, with retention of employees as a result. The authors used non-experimental, cross-sectional survey design. The total number of participants used was 300. Two hundred completed questionnaires were obtained. The *leader empowering behavior questionnaire*, *measuring empowerment questionnaire*, *organizational citizenship behavior questionnaire*, and *intention to leave scale* were administered. The results revealed that employees' perception of their leaders' empowering behavior (keeping employees responsible, self-directed decision-making and people development), emotional empowerment (attitude and influence), and organizational citizenship behaviors (loyalty, deviant behavior, and participation) predicted intention to leave the organization.

Similar to Asegid et al. (2013) and Bester et al. (2015), Ballaro and Washington (2016) hypothesized that collaborative organizational culture is positively related to employee job satisfaction and, therefore, their desire to remain with the organization for a long time. In testing their theory, the researchers adopted a quantitative correlational approach. They used a small sample size of 50 to collect the data. They used inferential statistics and descriptive statistics to interpret the findings. The results of the study suggested that organizational culture positively correlated to organizational support and, therefore, employee job satisfaction.

Joo and Lee (2017) followed previous findings that suggested that valuing employees and providing supportive organizational cultures predicted employees' decisions to remain with their organizations. Joo and Lee (2017) assumed that when organizations provided needed support to their employees as dictated by a healthy organizational culture, then their employees are likely to maintain a healthy work-life, and then decide to stay with the organization. Consequently, they examined the influence of organizational support on the wellness of the employees. The goal was

to understand how organizational culture affected the employees' job satisfaction, which would lead to retention. The researchers used the survey method to collect data from the selected population. They used convenience sampling, which has its merit in terms of the usefulness. The findings showed a similar trend; specifically, Joo and Lee (2017) concluded that healthy organizational culture positively influenced employees' job satisfaction and, therefore, their overall intention to remain with the organization.

On the theme of supportive organizational culture, Kundu and Lata (2017) investigated the mediating effect of organizational engagement in the relationship between supportive work environment and employee retention. The authors used primary data from 211 respondents from 67 organizations. Confirmatory factor analysis was used to measure the dimensionality and validity of study variables. The authors used regression analysis to test the hypothesis. The findings suggested that a supportive work environment played a crucial role in predicting employee retention. However, they noted that organizational engagement partially mediated the relationship between supportive work environment and employee retention.

Although most of the research implied that valuing employees and or providing supportive measures was a crucial factor in retaining them, other researchers believed that the organizational culture in terms of the environment was an even more significant predictor of employee retention. For example, Aruna and Anitha (2015) contended that the environment or organizational climate was a good indicator for predicting whether employees stayed or left the organization. Aruna and Anitha (2015) conducted a study to find out what factors influenced young employees in their decisions to remain with their given organizations or leave them. Some of the variables the researchers considered were parental upbringing, sense of get-now attitude and immediate gratification culture, and 24\*7 technological connections. Once more, the goal

was to identify the significant factors for retaining Generation Y, namely, mentoring, career development, job satisfaction, inclusive style of management, work environment, and nature of working style. This was a descriptive study, and as such, descriptive statistics were used to interpret the data. Also, the authors performed correlation and regression analysis with the data. The results of the study suggested that organizations must redesign mentoring support and work environment retention strategies. This study depicted that excellent mentoring support and a luxurious workplace are the critical factors for retaining Generation Y in an enterprise. The key point from this study suggested that organizations with cultures that support learning enrichment and career development opportunities for the employees are likely to retain their employees.

Luo, Song, Gebert, Zhang, and Feng (2016) were other researchers that believed that a conducive environment was equally important. Luo et al. (2016) examined whether the structure of leader communication style could have had an impact on organizational change in terms of employee commitment to the process. The goal was to ascertain how management could successfully communicate change projects to their subordinates, which was regarded as the key to employing change initiatives. The paper was built on an integrated theoretical method for appreciating a leader's communication style and subordinates' commitment to change. By analyzing subordinates' different fears of change, the authors proposed a multidimensional structure of leader communication style in the context of change. The researchers identified and tested reality orientation, subordinate orientation, hope orientation, support orientation, and enforcement orientation. A cross-level field study of 194 members and 31 teams showed that hope orientation, subordinate orientation, and support orientation were positively associated with subordinates' affected commitment to change. Consequently, certain aspects of the leader's

communication can have a positive impact on employee commitment and, therefore, their willingness to stay with the organization.

Kte'pi (2018) is another researcher who supported this perspective on organizational culture. The author noted that when the organizational culture produces a consensus among employees, customers are impacted positively. Kte'pi (2018), therefore associated, quality outcomes with a strong or healthy organizational culture. Accordingly, a healthy organizational culture creates ethical values amongst internal and external customers as they share common interests and understanding (Kte'pi, 2018). Henceforth, the intent to satisfy customers necessitates the quality of service or product as a crucial ingredient in retaining them (Kte'pi, 2018). To achieve the quality of products and or services, employee retention becomes a necessity as veteran employees are able to continue with the normal way of conducting organizational affairs.

As shown thus far, literature is replete with evidence of positive outcomes of the association between organizational culture and employee retention. By contrast, there is little information about negative associations between organizational culture and employee retention. Still, few researchers believed that even strong or healthy organizations could have employees who do not want to stay. Mihaela and Bratianu (2012) are two of these researchers. The researchers argued that a healthy organizational culture does not necessarily mean all their employees are happy and are willing to stay longer. Furthermore, Mihaela and Bratianu (2012) insisted that even with established protocols to help all employees towards the shared values and assumptions, there can be instances where management becomes complacent. This complacency can lead to unfair treatment of some employees, which could trigger employee attrition.

Sherf, Venkataramani, and Gajendran (2019) support this perspective, as well. The researchers theorized that managers could become too busy and thus act unfairly even with the realization that treating employees with fairness benefits the organization in terms of employees staying longer. To test their hypothesis, Sherf et al. (2019) used three different methods to balance the internal and external validity concerns. Their sample included 107 managers who worked in a variety of industries and worked in organizations with 50 or more employees. Surveys were used to capture the data. The multilevel path analysis model was used to analyze the data. The study results from three complementary studies employing different methods that supported their hypothesis. They concluded that even in strong or healthy organizational cultures, there could be times when the organizational culture might signal implicitly that some work is more meaningful than paying attention to the treatment of employees. Sherf et al. (2019) noted that fair treatment is important to employees, and when that is perceived to be absent, then the employees would seek to leave the organization.

**Organizational culture on employee performance.** In this part of the review, there is a closer look at the perceived relationship between organizational culture and employee performance. Several researchers have contended that organizational culture influences employee performance at varying degrees (Ahmed & Shafiq, 2014; Asegid et al., 2013; Denison, 1999; Kte'pi, 2018; Martinez et al., 2015; Mihaela & Bratianu, 2012; Russ & Kupish, 2018). Many of these researchers believed that strong or healthy organizational cultures positively affect employee performance (Ahmed & Shafiq, 2014; Asegid et al., 2013; Denison, 1999; Kte'pi, 2018; Martinez et al., 2015; Russ & Kupish, 2018). Similarly, the researchers reviewed for this section believed that weak or unhealthy organizational cultures adversely affect employee motivation and therefore their overall performance (Ahmed & Shafiq, 2014; Asegid et al., 2013;

Denison, 1999; Kte'pi, 2018; Martinez et al., 2015; Mihaela & Bratianu, 2012; Russ & Kupish, 2018). The ensuing paragraphs illustrate some evidence from literature concerning this perceived association between organizational culture and employee performance.

Ahmed and Shafiq (2014) examined the impact of organizational culture on organizational performance to determine how the culture of an organization assists in enhancing organizational performance. As with previous research studies on this subject, these researchers adopted questionnaires to collect their data. The researchers selected 22 participants to administer the questionnaires, of which 15 were returned. They used descriptive statistics to report their findings. The results of the research study suggested that several factors influenced organizational performance. However, organizational culture played an essential role in achieving organizational objectives.

Following this theme, Martinez, Beaulieu, Gibbons, Pronovost, and Wang (2015) wanted to examine how connecting elements of organizational culture would affect employee performance. The researchers posited that if an organization's culture can be strong and cohesive in the sense that the organization can conduct its affairs according to a specific set of principles and values, then this ought to provide the foundation necessary for employees to maximize their performance. Martinez et al. (2015) noted that organizational culture was vital to the success of the organization relating to employee performance and the overall objective. They argued that the organizational culture proved to be more than just a product of high performance but also a critical component that leads and contributed to organizational success. In the end, the researchers contended that organizational leaders would enhance productivity if they devoted considerable time to communicate the organizational principles and values and to share how these factors related to the business environment with all members of the organization.

Seifert, Brockner, Bianchi, and Moon (2016) exhorted to find the relationship between workplace fairness and its impact on employee commitment. The authors hypothesized that workplace engagement was an essential determinant for the level of commitment and loyalty that employees show toward their respective organizations. The researchers defined workforce well-being as when employees feel they can trust their line managers. The findings of the study suggested that employees who expect their line managers to be untrustworthy were more likely to be disloyal toward the organization and exhibit lower levels of motivation. The results of the study, according to the researchers, confirmed the view that workers who show a high level of confidence in leadership are more committed toward their organization than those who mistrust their superiors.

Nikpour (2017) undertook a descriptive correlational study to investigate the mediating role of employees' organizational commitment to the association between organizational culture and organizational performance. The goal of the research was to investigate the possibility of the impact and the possible influence of organizational culture on the organizational performance of employee's organizational commitment. The study population consisted of all employees in an education office of Kerman province, and 190 persons were selected as samples using Cochran's formula. Nikpour used questionnaires correctly structured to collect information on organizational culture, organizational commitment, and organizational performance. Descriptive and inferential statistics (structural equation modeling through path analysis) were used to analyze the data. The result of the research study suggested that organizational culture, beyond its direct impact, exerted an indirect impact on organizational performance through the mediation of employee's organizational commitment. Essentially, Nikpour's (2017) findings were consistent

with previous studies that supported the notion that organizational culture impacts organizational performance.

Kim, Tam, Kim, and Rhee (2017) sought to investigate what happens when the organizational culture is unhealthy. In other words, they sought to find out how unhealthy organizational culture could weaken the organization's ability to retain its employees and therefore sustain productivity. The researchers used survey design, descriptive, and inferential statistics to collect the data, analyze it, and to report the findings. The findings of the research showed that authoritarian organizational culture was negatively associated with employee turnover. That is, a culture perceived by employees as unsupportive does not encourage employees to remain loyal to the organization, thus, affecting the overall productivity.

Akuratiya (2017) sought to find out how the organizational culture can help the organization strive for sustainable competitive advantage to attain profit and survive in the increasingly competitive marketplace. The researcher posited that it is necessary to retain talented employees within the organization to achieve a competitive advantage. Also, to attract and retain talented employees within organizations, employers must adopt employer branding to distinguish their organization from its competitors and shape an image as an excellent place to work. Consequently, Akuratiya aimed to specifically explore the impact of perceived employer branding on perceived organizational culture and employee uniqueness and how, in turn, affect to increase employee obligation. In this cross-sectional study, the employer branding model was based on cultural identity and commitment in licensed financial companies. The research population consisted of executive-level employees of the top ten licensed financial companies. The sampling method was convenience sampling, and the data collection instrument was a questionnaire. Correlation and regression examination were used to study the results from the



investigation showed that apparent employer branding had a substantial influence on perceived organizational culture and employee uniqueness, and in turn, they had a significant effect on employee obligation.

Nazir and Islam (2017) investigated the associations between perceived organizational support, employee engagement, employee performance, and overall organizational commitment. To achieve their objective, the researchers surveyed 600 participants to collect data for analysis. The researchers used AMOS 20 to check the psychometric characteristics of the scales used. The findings suggested a positive effect of perceived organizational support on employee performance and overall commitment. Furthermore, the associations have also been found to be intermediated by employee engagement.

Cesario and Chambel (2017), postulated that a strong organizational commitment and a high work engagement would significantly affect employee commitment and therefore yield higher performance. They set to test this hypothesis by engaging in a quantitative survey approach. They created the questionnaires and emailed the survey links to their participants to be completed. The sample size of 274 was significant to yield results the researchers could use to generalize. Data analysis was done using inferential statistics, and the findings were consistent with previous studies on these same variables. That is, the relationship was positively correlated, suggesting that there is a relationship between perceived organizational commitment, work engagement, and overall employee performance.

Finally, Indanol and Ahn (2017) examined the effect of organizational culture defined as communication, trust, and innovative production on employees' organizational commitment. Furthermore, the researchers explored the possibility of the role of HRD (Human Resource Development) activities in mediating the relationship. They used the national employer survey

data conducted by the Korean government in 2011 as the bases for data collection. The results revealed that organizational culture, defined as better communication among superiors and subordinates, trust, and appreciation of innovation from superiors, was positively related to organizational commitment. Indanol and Ahn (2017) concluded that a firm's investment in HRD or employee participation in HRD would play a mediating role in influencing the relationship between organizational culture and organizational commitment. As such, they argued that organizational culture was a critical factor in increasing workers' motivation through participation in the HRD training program, thereby improving worker's commitment.

### **Defining Customer Satisfaction**

Customer satisfaction is a concept that has received extensive attention over the past few years (Bodey, Shao, & Ross, 2017; Khan, 2012; Popa, 2017; Tripathi, 2017; Valaei, 2017). According to Khan (2012), customers are the most significant part of any organization; as such, customer satisfaction is a top priority for virtually all businesses. Tripathi (2017) supported this view by positing that customer satisfaction is fundamental to achieving customer loyalty and therefore attaining a competitive edge for the organization. Bodey, Shao, and Ross (2017) also concluded that customer satisfaction is a crucial determinant in ensuring an organization's success, performance, profitability as well as its long-term survival. Nonetheless, researchers have not yet reached a common consensus on a generally accepted description of this concept (Osman & Sentosa, 2014). After a review by Osman and Sentosa (2014), the researchers defined customer satisfaction as the sum of efficient responses to the different intensity with the timeline of determination and some limited timeframe directed towards the focal aspects of the product consumption and acquisition.

Customer satisfaction is considered as the general client attitude by consumers toward service providers and emotional response to variance between what clients expect and what they at a time receive in terms of products or services (Tripathi, 2017). Whenever clients get satisfied, they tend to return while when they get dissatisfied, they tend to go elsewhere to seek services. According to Valaei (2017), customer satisfaction is fundamental to success as well as the sustainment of the organization. Furthermore, Valaei (2017) insisted that customer satisfaction could be related to greater personnel satisfaction, increased profit margins, repeat purchases to an entity, and more excellent customer retention. Popa (2017) defined customer satisfaction as clients' contentment retorts. It is considered the judgment that services or products received from their interaction with consumers. According to Faizan, Nawaz, and Khan (2012), customer satisfaction can be viewed as the influencing force of repurchase behavior and intention that, in turn, results in the organization's future profits and revenue. In a study by Abraham (2011), customer satisfaction was a crucial foundation for an organization in retaining existing clients.

Variation in value and quality of services and products offered to different customers is said to create some distinctions in customer satisfaction, and this, in turn, creates some variations in customer loyalty (Abraham, 2011). Osman and Sentosa (2014) posited that customer satisfaction is applied to measuring organization performance. The researchers suggested that customer relations must be considered as a tactic to enhance customer satisfaction due to the influence it has on the human aspect, technologies, and process while implementing it. The general interpretation of customer satisfaction is the feeling and sense that is generally produced through a comparison of what is anticipated by wants and needs and what is received (Khan, 2012). Customer satisfaction relies on two main aspects based on the past assessment; that is,

perceived quality and customer expectation. These aspects result in the formation of customer satisfaction based on a well-established customer satisfaction theory.

An organization's work environment is a significant driver of its customers' satisfaction (Denison, 2000). Indeed, Pantouvakis and Bouranta (2013) posited that organizational climate could facilitate the positive relationship observed between human resource practices and satisfaction amongst customers, supporting the social context for projecting customer satisfaction. Similarly, Diaz (2017) contested that the environment in which organizations operate is an issue that has been gaining increased attention amongst scholars as a crucial tool for enhancing profitability and organizational performance. The researcher further contended that customer satisfaction, when achieved, does not only promote loyalty; it also allows the dissemination of information about the service or products.

In summary, customer satisfaction has been defined in numerous ways. However, a general and acceptable definition states that customer satisfaction is the good feeling an individual gets from meeting his or her expectations of the service rendered, or the outcome of a product he or she received. Researchers in the field of customer relations have strongly suggested that consumer satisfaction is about the survivability of any organization and that the continuous pursuit of customer satisfaction is one of the most important objectives for the organization (Beyer & Haug, 2015; Diaz, 2016; Khan, 2012; Pantouvakis & Bouranta, 2013; Popa, 2017; Valaei, 2017).

**Determinants of customer satisfaction.** Popa (2017) posited that any organization keen on achieving customer satisfaction through services rendered or products distributed, ought to clearly understand what contributes to customer satisfaction. The most significant component influencing or enhancing customer satisfaction is the value associated with the product or service

(Gillison & Reynolds, 2018). According to Osman and Sentosa (2014), all patrons wish to receive the best outcome for their cash. Before purchasing services or products, customer expectations are significantly high (Rekha, Islam & Hossain, 2016). The researchers noticed that as the quality of products or services exceeds customer expectations, satisfaction is achieved. Conversely, Rekha et al., (2016) argued that as the product or service quality falls below customer expectations, the resultant is unsatisfied customers. As demonstrated by several researchers (Beyer & Haug, 2015; Diaz, 2017; Khan, 2012; Pantouvakis & Bouranta, 2013; Popa, 2017; Rekha et al., 2016; Valaei, 2017), the value associated with the product and or the service quality is a significant determinant of customer satisfaction.

Another determinant of customer satisfaction is customer affective commitment. Abraham (2011) argued that customer empathy influences customer affective commitment and, therefore, the overall customer experience. The researcher noted, for example, that an angry customer who enters a service premise or purchases a product at the time when upset is likely to react negatively toward the service or product and therefore have adverse experience overall. On the other hand, the researcher suggested that if a customer feels neutral or good about him or herself, this, too, would influence the customer effective in context with the service or product. Pantouvakis and Bouranta (2013), proposed another determinant of customer satisfaction. The researchers noted that the perception of equality or fair treatment impacts how customers receive a service or product. Evans, Anderson, and Gilliland (2018) supported this position by noting that customer equality remains a focal point in contemporary models of consumer relations. The researchers investigated the concept of fair treatment of customers found out that perception of fairness ultimately influences customer behavior and, consequently, their satisfaction with the service of the product. Other scholars have also highlighted the importance of making sure that

all customers are treated equally and relatively (Habel & Klarmann, 2015; Mihaela & Bratianu, 2012).

**Organizational culture on customer satisfaction.** The chief objective of this research is to examine the effect organizational culture may or may not have on customer retention by examining customer satisfaction and customer loyalty. This section of the review, therefore, focuses on the perceived link between organizational culture and customer satisfaction.

A study by Pantouvakis and Bouranta (2013) concluded that organizational culture had a noteworthy influence on satisfaction. The researchers focused on consensual culture, competitive culture, bureaucratic culture, and entrepreneurial culture. They concluded that most customers prefer entrepreneurial culture, which optimized their capacity by utilizing their independence, creativity, and innovativeness. Pantouvakis and Bouranta (2013), informed that a healthy organizational culture is integral in achieving customer satisfaction. The authors further noted that the employees are responsible for keeping the organization competitive and sustainable. According to Pantouvakis and Bouranta (2013) when the organizational values are aligned with its employees' values, the customers reap the benefits and are, therefore, satisfied.

In support of the notion that alignment of organizational and employee values leads to good customer experience, Beyer and Haug (2015) suggested that organizational culture could promote customer satisfaction. Beyer and Haug (2015) defined customer satisfaction as the manner in which an institution handles inquiries and issues, how customers collaborate with employees, individual customers' attitude to change, how an entity communicates with customer as well as individuals' customers' commitment to the tactics. Essentially, Beyer and Haug (2015) conceded that the right organizational culture would enhance the organization's ability to attract more customers and retain them.

Empirical research by Tweneboah-Koduah and Farley (2016) on the impact of organizational culture on satisfaction illustrated that customer satisfaction levels differed across the organizational culture typologies. Previous research conducted by Abrahman (2011), in which he explored the relationship between satisfaction and culture of an organization in a cultural context is supported by Tweneboah-Koduah and Farley's research. Valaei (2017) also reported the existence of a closer relationship between customer satisfaction and organizational culture. The study reveals that customer satisfaction and customer satisfaction are closely interlinked to the organizational culture. Valaei (2017) further concluded that customer satisfaction and organizational culture were interdependent of one another. Pantouvakis and Bouranta (2013) determined that there is a connection between customer satisfaction and organizational culture. They observed that customers at different stages are influenced by different aspects and different facets of an organization

In summary and as several academic researchers have concluded, organizational culture contributes to customer satisfaction (Abrahman, 2011; Beyer & Haug, 2015; Mihaela & Bratianu, 2012; Pantouvakis & Bouranta, 2013; Tweneboah-Koduah & Farley, 2016; Valaei, 2017). While these researches have contributed to the discussion of organizational culture and customer retention, most of the researchers did not study the specific aspects of the organizational culture that may promote customer satisfaction, which might eventually lead to customer retention. The present study added to the literature on this topic by examining how specific aspects of organizational culture might or might not influence customer satisfaction and, therefore, customer retention.

## Customer Loyalty

Various researchers have studied the association between service quality and customer loyalty. Faizan, Nawaz, and Gra (2014), in their study, posit that an organization could develop some long-lasting or equally profitable relations with the clients by creating customer loyalty. According to Popa (2017), customer loyalty is considered as a crucial component for the continued existence and operation of an organization. It could be assessed by the intention of recommending services or products to others, repurchase as well as patience toward the price.

Yadav and Rai (2019) conducted a study in which the researchers attempted to explain the concept of service quality, customer loyalty, and customer satisfaction. That is, the researchers explored using an integrated mediating model, the relationship between customer satisfaction and customer loyalty. The outcome of the research revealed that a relationship does exist between customer satisfaction and customer loyalty. Furthermore, the association between the two constructs was found to be significantly influential.

Jiang, Pee, and Klein (2019) postulated that their constructs, perceived website usage, and customer satisfaction change differently over multiple purchases and that the changes affect e-store loyalty differently. The researchers pursued their research endeavor to understand how changes in the perceived usage and customer satisfaction significantly affected customer loyalty over time. The researchers observed that the quality of the service influenced customer satisfaction. They also noticed that the change in customer satisfaction affected customer loyalty, as well. The researchers concluded that while further research is necessary, their findings strongly suggested that understanding of the changes in customer satisfaction is vital to observe its association with customer loyalty.



Conversely, Kim, Kim, and Choi (2017) conducted a research study in which the researchers wanted to understand the relationship between customer satisfaction and perceived loyalty. In other words, they posed a question inquiring whether customer satisfaction would necessarily lead to value for the organization, which then would imply return patronage. The researchers concluded in their study that customer satisfaction had little impact on the value of the organization. While the researchers noted the limitations of the study as a reason for not being able to generalize the conclusion, they also maintained that organizations might not need to invest as much as some previous researchers have concluded on customer satisfaction initiatives.

In summary, several researchers have argued that customer satisfaction, along with the service and product quality, greatly influences a customer's loyalty to an organization. It is through this observation that Bodey, Shao, and Ross (2017) concluded that loyal customers often show higher retention rates, display higher trust, commitment, spend more money on a product or service than their counterparts. Nonetheless, Kim, Kim, and Choi (2017) argued customer satisfaction might, at times, not have a significant impact on organizational value and, therefore, a low impact on customer loyalty. Consequently, understanding this connection or the lack of connection between customer satisfaction and customer loyalty is essential for business owners and leaders.

### **Customer Retention**

Customer retention is one of the utmost essential concerns for all service providers (Han, Kim, Lee & Kim, 2018; Valaei, 2017). It is a construct that refers to an observed relationship between a customer and a business entity based on repeated patronage of business as well as the recurrent purchasing pattern of a brand or product (Bodey, Shao & Ross, 2017). In another

definition, Beyer and Haug (2015) noted that customer retention is an activity that organizations partake in their endless effort to reduce customer defections. Bodey, Shao, and Ross (2017) contended that unlike customer loyalty, customer retention does not contain any attitudinal aspects such as the emotions displayed by the customer. Rather, in customer retention, the service provider is seen as taking an active role in retaining the consumer. Consequently, customer retention aims at repeat-purchase behavior that is caused by the service provider's activities.

Other researchers on customer retention have proposed that its establishment and maintenance can equally be prompted by internal or external factors (Dewey, 2018). For example, Salarzahi (2014) contended that customer retention involves commitment, inclination to recommend, trust as well as having repurchase intentions. Fleming (2017) argued that it is essential for the service provider to create the right customer memory. The researcher noted that creating the right customer recollections begins with the customer's initial interactions with the organization and, if possible, it would continue this cyclic process, as customers return and purchase over and over. Abraham (2011) also posited that successful customer retention begins from the first contact with the organization and endures through the complete lifetime of the relationship. Popa (2017) proposed that customer retention is more than providing customers with what they wish to have; it is about surpassing their anticipations and building a trusting relationship. For example, Khan (2014) found that organizations exhibiting high levels of trustworthiness and reliability saw more customers return to conduct business transactions again and again. Valaei (2017) also contended that customers tend to remain with organizations that demonstrated a sense of pride through their products and services.

***Student retention.*** Indeed, students are customers to organizations, such as learning centers that provide them with specific educational services and products. As such, there should not be a separate section in this review to discuss student retention, aside from general customer retention. Nonetheless, it is necessary to share some insight about this particular population because, as Brooks, Jones, and Burt (2013) noted, the reasons to remain with organizations are not always clear-cut. In general, student retention as a topic has received increased attention at the collegial level (Brooks et al., 2013) but not so much at the elementary and secondary levels. According to Brooks et al. (2013), several conditions must be met to be able to keep students in their respective programs. For example, there must be a focus on the organization's ability to sustain a welcoming environment and high member morale, among other organizational factors. In their effort to understand how specifically retention programs assist in retaining students, the researchers employed a mixed-method design to complete their research. They concluded that retention programs have a positive impact on the students and therefore enhanced their willingness to stay.

In another study, Sutherland, Warwick, and Anderson (2019) found out that student satisfaction is linked to their willingness to complete a program. For example, the usefulness of lectures and seminars, the relationship between instructor and students, all-important determinant of student satisfaction. The researchers noted that student satisfaction improves learner studies and contributes to their overall retention.

Other researchers have posited that establishing and supporting positive relationships with students, that is, the tutor-tutee relationship, is a critical component of the process (Nelson-Royes, 2013; Lenton, 2015). According to Lenton (2015), first, the small staff to student ratio increases student satisfaction because it creates trust and a line of communication, which are

instrumental in working with students to assist them in addressing their deficiencies and therefore moving closer to achieving their personal goals. Lenton (2015) also found out that the physical appearance of the organization in which the service is received (Lenton, 2015) was a determining factor in their willingness to stay or leave. Essentially, the cleanliness of the learning environment has been deemed one of the reasons why students might be willing to complete their programs. While previous research studies have offered several indications as to why students are willing to remain with a center, this present study will examine specific organizational culture factors that might speak specifically to this perceived problem.

**Determinants of customer retention.** To identify determinants for customer retention, most researchers generally relied on data relevant to customer demographics and past behavior (Abrahman, 2011; Dewey, 2018; Fleming, 2017; Popa, 2017; Tweneboah-Koduah & Farley, 2016; Valaei, 2017). Abrahman (2011) posited that customer satisfaction should be understood as the form of consistency assessment between previous expectations and the perceived service performances. The researcher further noted that whenever products or services of an organization are far more above clients' expectations, customers get satisfied, thus alluring them to come back for more products and services. Abrahman (2011) focused on customer demographics in reaching this conclusion. Also, relying on survey data specifically centered on customer behavior, Pantouvakis and Bouranta (2013) revealed that service or product quality is a significant determinant of customer retention. Tweneboah-Koduah and Farley (2016) used survey data findings and concluded that satisfied customers are loyal and not so difficult to retain in contrast to dissatisfied customers. Valaei (2017), in a similar manner, examined the purchasing power of customers and determined that brand awareness is a determinant of customer retention.

Adding to the conversation, Flamholtz and Randle (2014) maintained that a sure way to retain customers is to provide quality service. The researchers observed from their study that there was a significant relationship between customization and customer retention levels. This realization suggested to Flamholtz and Randle (2014) that the ability of the organization to create products and services based on customer requests had a significant impact on customer retention levels.

Milan et al. (2015) also found out that listening to and implementing customer requests led to more customer retention. Milan et al. (2015) indicated that when the banking firms adapted to meet the needs of their customers, the customers responded well to the changes. In particular, the authors suggested the organizations offered better platforms, using technology to streamline the service interactions and experiences for their customers. In doing so, the customers responded favorably by deciding to remain with the organizations. Subsequently, Milan et al. (2015) concluded that good customer interaction in addition to addressing customer needs were essential factors in determining the extent to which the customers decided to stay with the organization.

The culture of the organization was found to be another determinant of customer retention. In a study by Mihaela and Bratianu (2012) on the link between customer retention and organizational culture, it was demonstrated that when organizations were authentic and transparent, customers felt relatable and this feeling often turned into high customer retention. Pantouvakis and Bouranta (2013), found that the ways organizations treat their employees, customers, distributors, and suppliers have an impact on their loyal customers. The loyal customers are those individuals that are not that easily swayed by price inducement from rivals and are likely to stay with the organization. Akpokavie (2018) argued that loyalty amongst

customers is mostly developed over a certain period from the consistent record and at times, even surpassing client expectations. Akpokavie (2018) maintained that it is important to develop happy clients who would, in return, tend to repurchase the products and persuade other clients to make use of that organization's services and products.

### **Summary**

Chapter two offered a critical analysis of previous studies that related to this dissertational endeavor as well as the theoretical and conceptual frameworks that guided this study. In the introduction section, a reiteration of the purpose statement was tendered. Moreover, a roadmap of the contents presented in the chapter was provided. The introduction continued with a brief discussion of the sources used together with the types of questions raised to attain the appropriate scholarly and peer-reviewed information for the review.

The theoretical and conceptual framework of the study are Hofstede and Schein's conceptual frameworks, Olive's EDT and a brief introduction to Denison. The theory was defined, and several related research studies were offered to reflect its relevance to the overall topic of this dissertation. The Denison organizational culture model and accompanying survey were in this section as well.

In all, organizational culture, as used and defined in this dissertational endeavor was provided along with several versions of the concept. In doing so, a historical perspective was provided to show how the concept came about. In defining the concept, two main types of organizational culture were revealed, setting the stage for future discussions. Finally, evidence of organizational culture in literature was presented. In presenting the evidence, the researcher arranged a review to address different themes covered. For example, understanding the

organizational culture in terms of its supportive role, valuing employees, and providing a conducive work environment or climate were some of the themes the researches fell under.

To continue, several subtopics were presented to address the variables of the study. The researcher gathered from the literature review that organizational culture at times influenced employee performance. The researcher also garnered from the literature that customer satisfaction is sometimes affected by customer expectations. The researcher discovered that the strong or weak organizational cultures might motivate or demotivate employees in maximizing on productivity or the bottom line. Diverse researchers were used to illustrate the points of contention. Furthermore, discussions on customer satisfaction, determinants of customer satisfaction, the link between organizational culture, and customer satisfaction were presented, where most confirmed the association. In this piece, customer satisfaction was broadly defined as a general client attitude toward a service provider. Objective evidence from several researchers was presented to drive the main points. For example, the research studies reviewed in this section provided specific determinants of customer satisfaction and showed the influence of organizational culture as a determinant factor of customer satisfaction.

There were discussions on customer loyalty and retention, as well. In the deliberations, the researcher observed that the literature customer retention showed that the concept was aimed at repeat-purchase behavior that is caused by the service provider's activities. Based on the review, determinants for both customer loyalty and retention were found to be associated with customer expectation of the product or service. In discussing customer retention, there was a brief conversation on student retention, where the researcher showed a connection through the literature on the relationship between students as customers and how their satisfaction with the service or product, they receive could lead to their decisions to remain with the organization.

Chapter two concludes with a summary delineating the main points covered throughout the chapter.

Chapter three will present the method and design to be applied while assessing the role organizational culture may or may have on customer retention. The chapter is organized into different sections and subsections. The sections include after the research method and design, the population and sample, material and instrumentations, the operational definitions of the variables, study procedures, the data collection as well as analysis, the study assumption, delimitations and limitations, ethical standards during the study as well as the chapter summary. The chapter will also present some of the philosophical notions supporting this research study.



### Chapter 3: Research Method

Learning centers across the United States play an important role in ensuring low-performing students receive the foundational skills necessary to succeed academically from elementary school and beyond (Truuvert, 2014). Even so, the sustainability of these learning centers has been threatened, due to low student retention (Milan et al., 2015). To understand why the perceived phenomenon has been occurring, this study aimed to examine the relationship between organizational culture and customer/student retention. Fundamentally, the researcher sought to understand factors of organizational culture that might or might not be causing this perceived problem. Through the review of literature, the researcher has formulated several research questions and hypotheses that guided the study. In this chapter the researcher presents the study method and design that were applied while addressing the research problem.

The problem is certain, yet unconfirmed, cultural factors within learning centers are perceived to be contributing to the low retention rates of students through their initial contracts (Aruna & Anitha, 2015; Milan et al., 2015; Petersen, 2014). According to Grant and Judy (2017), culture influences nearly everything that happens in all organizations. Aurini (2012) further noted that a strong culture has often been a common denominator among most thriving learning centers. Yet, despite the persistent and influential nature of culture in driving behavior in organizations, research on student retention in terms of cultural contributions, has been conflicting at best (Nagac & Guc, 2015).

The purpose of this quantitative non-experimental correlation study was to examine the extent to which certain cultural factors within learning centers relate to their ability to retain students through the initial contractual agreements (Aruna & Anitha, 2015; Milan et al., 2015; Petersen, 2014). Previous studies have shown an association between organizational culture and

retention (Ahmed & Shafiq, 2014; Martinez et al. 2015; Zapalska, Brozik & Zieser, 2015); nonetheless, little empirical research has been done to describe the type of cultural factors that may influence retention (Davis, 2017). Also, Beebe (2014) noted that an understanding of the factors that influence student retention is a real challenge, which warrants attention. The results of this study may contribute empirical evidence to explore further the specific impact organizational culture may have on student retention.

The remainder of the chapter is organized in this manner, first, the researcher provides a rationale for using a quantitative non-experimental correlational research design to explore the phenomenon under study. Second, the researcher offers a thorough discussion of the population and sample selection process as it applied to the study. Third, in the instrumentations section, the researcher discusses the instruments selected for study. Subsequent to the instrumentation section, the researcher provided a discussion on the operational definitions of the variables. Thereafter, the chief data collection approach is offered, where semi-structured close-ended questionnaires were applied as the method for collecting data. The researcher discusses how the data was going to be analyzed utilizing Statistical Package for Social Science version 26.0 (SPSS). Additionally, the researcher discusses one-way ANOVA and multiple regression analyses. These methods were applied in analyzing the data collected. Still in this chapter, the researcher discusses the study assumptions, provides a discussion of limitations to the study and how they were mitigated as well as a presentation of the delimitations of the study. Finally, a detailed discussion is given as to the steps the researcher took to ensure confidentiality, privacy and anonymity, data security and most importantly, safety of the research participants throughout the research study.

## Research Methodology and Design

A quantitative non-experimental correlational research design using two survey instruments was adopted to investigate the impact of organizational culture on customer retention. Yin (2014) stated that quantitative methods encompass a collection of numerical information that can be analyzed using statistical testing. In reiteration, the researcher proposed a non-experimental correlational design, a form of the quantitative approach to be used specifically. Non-experimental design was appropriate because the researcher was not looking for a cause and effect relationship. Instead, by adopting the correlational approach, the researcher sought to understand if aspects of the organizational culture predicted whether customers are satisfied with their services and therefore will choose to remain with the organization. The researcher used the Pearson Product-Moment Correlation Coefficient, to measure the degree of relationship between two continuous variables drawn from a population sample.

As a theory, correlation establishes the extent to which two variables are related, such that values of one factor may predict changes in the values of a second one (Creswell, 2014). Once a relationship between two variables has been established, researchers can use that information to make predictions about the value of one variable given the value of another variable. The correlational statistical method normally accompanies correlational designs (Creswell, 2014). Creswell, noted that to achieve correlation, researchers must identify the variables and pair their scores. The relationship between the two variables, if any, could be strong or weak. A strong relationship suggests that one variable can predict the outcome of the second variable. Conversely, if the relationship between the two is weak, then the researcher can conclude that one variable may not predict the outcome of the other (Creswell, 2014).

Regression analysis is a statistical test that allows researchers to predict one variable given

another. Regression can also be used to describe more complex relationships between more than two variables. Since the researcher is looking at more than one dependent variable, using multiple regression analysis seems logical and practical.

An advantage of correlational research is that it creates an opportunity for further investigation (Yin, 2014). That is, the correlational design allows the prospect of determining the strength and direction of any relationship among the variables under investigation. As such, the findings garnered from such a research study may be narrowed and, if possible, determine causality experimentally (Arcidiacono, DiNapoli, & Procentese, 2009).

Self-reported surveys were used to collect information on these variables. The decision to administer surveys was based on the following reasons. First, with a large sample, the survey design is more economically efficient and practical (Creswell, 2014) than the conventional in-person interviews. Secondly, the survey instrument is a reliable means of accessing and collecting data on individual variables to compare these variables for potential non-causal relationships. Finally, the flexibility facet of administering survey instruments in virtually any platform (i.e., online, in-person, telephone, and or mailing system) allowed the researcher to reach more potential participants for the study since more participants are necessary for the generalization of the study conclusion (Creswell, 2014; Yin, 2014).

Albeit the study research questions drive the type of research design, the application of the survey instrument to collect data also influenced the overall decision of the research methodology (Creswell, 2014; Yin, 2014). The Denison Organizational Culture Survey (DOCS) was used to measure organizational culture (Denison & Neale, 2000) and the Kumon customer satisfaction/retention survey was used to collect data on customer satisfaction/retention. Finally, the type of data analysis necessary to reach a conclusion that can be generalized to the larger

population helped dictate the overall research design selection (Dane, 2011). That in mind and because some survey data may lend themselves to more qualitative analysis, the researcher had to address the potential use of the qualitative and mixed research designs before making the final selection of using the quantitative non-experimental correlational design. Also, Yin (2014) asserted that exploring several research designs before deciding to select the most appropriate design for the research study is a prudent way to reduce validity and reliability concerns.

Normally, qualitative research designs begin with less focused research questions that are likely to lead to highly subjective responses (Zohrabi, 2013). These designs often are structured around collecting large amounts of data from a small number of respondents. The qualitative approach often involves the use of non-statistical data analysis, and therefore, the information attained cannot be inferred back to the more significant population (Creswell, 2014). Also, the data collected is not clear-cut and sometimes unfiltered, therefore, making it difficult for the researcher to draw conclusions that are not subjective (Yin, 2014). This research endeavor, once more, was guided by focused questions that require precise answers so that in the end, the researcher may generalize the results to the target population. In addition, the sample size proposed for this research endeavor is far too large and, as such, restricted some of the standard data collection methods used in qualitative approaches such as conducting group or individual interviews. Similarly, and in order to complete this research endeavor expediently, small focus groups approach to the data collection process was not conceivable.

The mixed-method approach was reviewed for its potential use for this research study. Generally, it is accepted that researchers can use both the quantitative and qualitative approaches together to research the same problem; notwithstanding, restructuring the questions for use in the qualitative approach is necessary (Trenor, Yu, Waight, Zerda & Sha, 2008). Many researchers

see the benefits of using this mixed approach because, in the end, each approach, that is qualitative and quantitative would both validate one another, therefore, strengthening the conclusion and the ability to make predictions (Creswell, 2014; Trenor, Yu, Waight, Zerda & Sha, 2008). Some advocate for the combination of the two research approaches so that perhaps, the qualitative research can be used to generate hypotheses while the quantitative approach is used to test these hypotheses (Creswell, 2014; Trenor, Yu, Waight, Zerda & Sha, 2008; Yin, 2014). For this research endeavor, because of the time constraint the mixed approach was not practical (Wright et al., 2016).

In the end, this research study utilized the quantitative design to examine the impact of organizational culture on customer retention, as this researcher strived to achieve precision by mainly focusing on the proposed research questions. Furthermore, previous studies had adopted this approach to arrive at their respective conclusions (Asegid, Belachew, & Yimam, 2013; Beyer & Haug, 2015; Nikpour, 2017; Saha & Kumar, 2018).

### **Population and Sample**

The population for this study was comprised of three distinct groups -- employees, parents, and students associated with *Kumon math and reading* learning centers located in a state within the southern part of the United States. The racial composition of the region based on the most recent census data showed 12.4% Asian, 29.3 % Black, 21.5% Hispanic, and 35.5% White and 2.7% Others. The gender ratio of the regions was approximate 51% Females and 49% Males. The median income for a household in this area was \$68,537. In terms of the age, individuals under the age of 18 made up about 7.6%, from 18 to 24 years were about 26.6%, from 25 to 44 about 27.4%, from 45 to 64 about 26.3% and about 12.3% those 65 and above. Typically, Kumon math and reading learning centers employ students of all diverse backgrounds

(Kumon.com). The composition of the staff is 65.2% Asians of Chinese, Indian, and Korean descents; 21.2 % white, 7.9% Blacks, 3.6% Hispanics, and 2.1% others. The gender composition is 62% females to 38% males. Nearly 70% of the students and parents are of Asian (Chinese, Korean, and Indian) heritage, about 12% Blacks, 3% Hispanics, and 8% others.

The researcher used G\*Power 3.1.9.2 to perform an a-priori sample size evaluation for random effects, t-test of two equal means. The parameters for performing exact distribution test for the two-tailed, linear multiple regression random model. A priori sample size calculation entailed (a) the effect size, (b) the number of tails, (c) the number of predictor variables, (d) the power level, and (e) the significance level (Fritz, Cox & MacKinnon, 2013). A medium effect size is appropriate for this study based on similar studies previously conducted on this topic (Ellis-Jacobs, 2011; Reinhart, 2015). The alpha level is 0.05, again reflecting previous studies using similar variables. An alpha level of 0.05 means there is a 5% probability of a Type I error or rejecting the null hypothesis when the null hypothesis is true (Farrokhyar et al., 2013). The power level of .80 is associated with the probability of Type II errors, or the failure to reject the null hypothesis when the null hypothesis is false (Farrokhyar et al., 2013). In the end, a power level of  $1 - \beta = .80$ , a medium effect size of .15, and  $\alpha = .05$ , the estimated sample size is 43. For this study, 250 employees, parents, and students associated with *Kumon math and reading* learning centers located in the southern region of a southern U.S. state were recruited to participate as subjects.

Employees at the learning centers consist of both males and females. About 65% of the employees are females and 35% males. Employees vary in age from 16 to 49 years of age. For this study employees 18 years and older will be considered to participate, since employees considered minors would need parental consent before they are permitted to participate. The

racial composition of the employees at the learning centers reflect that of the general community. These employees come from diverse backgrounds, and they have different educational experiences as well. Nearly 35% of the employees are high school seniors, 45% are college students and about 20% are college graduates. These employees are uniquely qualified to report on the organizational culture at the learning centers because they experience this phenomenon daily.

To collect data on the customer satisfaction, customer loyalty, and customer retention contents of the study, the researcher administered questionnaires to current and past students as well as the parents of students who previously attended or currently attend any of the identified *Kumon math and reading* learning centers. Typical students attending *Kumon math and reading* learning centers vary in age from 3 to 54 years of age. Akin to the employees, the students come from diverse backgrounds, and their reasons for choosing the learning centers are just as sundry. Because of the number of young learners there are in the student population, the selection criteria for students who participated in the study was set at minimum of 18 years of age.

The parents of students attending *Kumon math and reading* learning centers vary in age from 24 to 60 years of age. They come from all educational backgrounds, whereby many of the parents identify themselves as professionals working as physicians, nurses, educators, attorneys, bankers, and professional homemakers. The amalgamation of parents and students are qualified to provide crucial feedback on the quality of the product (the learning curriculum and materials) and the service they receive from these learning centers. The participants were selected using simple random sampling. The rationale for choosing this sample technique was that, the researcher could make inferences about the sample to the original population (Creswell, 2014).



To reiterate, the researcher used a probability sampling technique to make inferences about the population. Probability sampling utilizes random selection and may be less expensive than other sampling strategies (Bornstein, Jager & Putnick, 2013). Researchers are encouraged to employ a procedure or process that ensures that each unit of the population has a fair and equal chance of being selected for a random selection (Trochim & Donnelly, 2008). Two subsets were created, one for the employees and another for the parents and students to achieve random selection. The researcher obtained a database consisting of former employees and present employees from the learning centers. Between the years being examined, there were likely to be approximately 150 employees in the database, as turnover in these settings is a common occurrence. From the 150, it was systemically arranged so that the researcher was able to select every 3rd employee to participate in the study.

Similarly, a database consisting of parents and students was accessed to select the participants for the study systemically. The database containing the parents and students is more extensive and was, therefore, able to offer an even more excellent opportunity for random selection. An advantage of using this approach was the ease of recruitment of willing and available participants (Bornstein, Jager & Putnick, 2013).

### **Instrumentation**

To obtain the data for the organizational culture content of the study, the researcher requested permission from Dr. Daniel Denison, the author of the Denison Organizational Culture Survey (DOCS), to use this questionnaire instrument. DOCS is a 60-item Likert-type survey instrument that measures specific aspects of an organization's culture based on the four traits and 12 management practices from the Denison model (see Appendix D).

The developers have tested the reliability and validity aspects of the survey instrument by performing a data analysis of 35,474 employees from 160 different organizations (Denison & Neale, 1999). They used a variety of organizations that provided services in diverse industries to include education, manufacturing, technology, and governmental agencies. Denison and Neale analyzed the data for validity in three phases. The first phase investigated the psychometric aspects of the tool; that is, they observed how related the instrument was to the construct. In the second phase, they looked at the homogeneity of the respondents' ratings. Finally, in the third phase, the researchers examined the relationship between the sub-traits and the original traits to assess organizational effectiveness. The researchers found strong support for the validity of the organizational culture survey instrument (Denison, 2000). In fact, Denison reported 0.930 Cronbach's coefficient for the validity of the instrument. Similarly, the researchers concluded that the instrument had been proven reliable over the years (Denison & Neale, 1999). The reliability of DOCs using Cronbach's alpha coefficient was 0.89 and it was estimated by 0.88, 0.70, 0.73, and 0.74 for involvement, consistency, adaptability, and mission, respectively (Hamidi, Mohammadibakhsh, Soltanian, & Behzadifar, 2017). In the end, the data consistently reflected aspects of the organizational culture as reported by members of the various organizations examined (Denison, 2000).

When measuring customer satisfaction and customer retention, an organization developed a survey questionnaire consisting of the two main variables, specifically customer satisfaction and customer retention, was used (see Appendix D). This 30-item survey was developed in 2016 by *Kumon math and reading learning center* and has been used and still in use to collect customer satisfaction/retention data. It has consistently proven to be reliable by collecting accurate data on customers. A Cronbach coefficient of 0.78 has been reported. The former part of

the survey measured participants' insights and expectations of the quality of the service. It contains attributes that reflect the dimensions of learning centers' services. The latter part of the survey asked pertinent demographic information, such as participants' age, gender, educational level, level, employability, income, and nationality.

The questions and statements were presented in a manner that reflect participants' perceptions of the services. A five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree) will be selected as participants' responses. In all, there are questions that measure customers' satisfaction level as well as questions reflecting behavioral intentions, which is a measure of customer retention/ loyalty. These questions will also be in the form of a five-point Likert scale ranging from very unlikely (1) to very likely (5).

### **Operational Definitions of Variables**

In this study, the variables being considered were organizational culture (independent variable), customer satisfaction (dependent and sometimes moderating variable), and customer retention (dependent variable). Organizational culture was measured using Denison Organizational Culture Survey (DOCS), In previous studies, researchers have used DOCS, specifically, the four traits and their sub-traits of organizational culture, as the independent variable in examining the potential relationship that existed between the culture and customer satisfaction (Abdullah, Shamsuddin, Wahab & Hamid, 2014). The survey instrument being used for this study measured the four primary traits, adaptability, involvement, consistency, and mission (Denison & Neale, 1999). Each of these traits and their sub-traits was directly examined to see whether they were present or lacking in the organizational setting. Adaptability involves the ability to create change, remain customer-focused, and provide organizational learning. The involvement trait deals with employee empowerment, team orientation, and capability

development. Consistency relates to the core values, agreement, and coordination and integration. Finally, mission entails strategic path and intent, goals, and objectives, as well as vision (Denison & Neale, 1999). The level of measurement for the organizational culture variable in this study is considered ordinal.

The customer satisfaction/customer retention survey instrument, which has been developed and been previously used by the *Kumon math and reading* learning centers, was used to measure the dependent variables, customer satisfaction, and customer retention. According to Oliver (1977), customers are satisfied with products that meet their expectations to a greater extent. That means, the variable, customer satisfaction, exists based on external factors, precisely, the organizational culture. As such, customer satisfaction serves well in this role for the present study. Also, several researchers have used customer satisfaction in similar manners (Bodey, Shao, & Ross, 2017; Khan, 2014; Popa, 2017; Tripathi, 2017; Valaei, 2017). As a moderating variable, customer satisfaction acts on the overall outcome, which is customer loyalty/retention. Tweneboah-Koduah and Farley (2016) concluded that satisfied customers are loyal and easy to retain in contrast to dissatisfied customers. The level of measurement for customer satisfaction and customer retention are ordinal as most Likert-scale variables are classified in this manner (Creswell, 2014).

### **Study Procedures**

Upon approval from the Northcentral University's Institutional Review Board and the receipt of the completed permissions to research from the proper authorities, the researcher established a timeline and immediately begun the process of creating a link for all the survey instruments. There were two specific links. The first link collected the organizational culture content from employees and staff members past and present of the selected *Kumon math and*

*reading* learning centers that met the criteria to participate in the study. The link to Survey Monkey was distributed through e-mail to all participants listed as employees and former employees as well.

The second link was for parents to complete the customer satisfaction and customer retention survey instrument. During this time, the researcher sent out emails to all potential participants (parents of current and former students) with the direct links to the respective survey instruments. Clear directions were provided to avoid any ambiguity. Participants were instructed to complete all parts of the survey questionnaire, as the researcher was not be able to use any incomplete surveys for the data analysis.

Two weeks were allotted for data collection. The researcher sent out a general reminder after the first week to all participants to complete the surveys, prior to the site being closed. The information was safeguarded to ensure that there was no breach of confidentiality. In the end, the researcher reviewed the questionnaires for accuracy and completeness and then organized them for the ensuing data analysis.

### **Data Collection and Analysis**

The researcher received approval from the Institutional Review Board before beginning the data collection process. An informed consent was issued to protect the rights of all participants of this study. The researcher administered surveys to collect information from participants. A survey is a means of gathering information about the characteristics or opinions of a large group of people and can also be used to assess needs and examine the impact (Creswell, 2014). Survey Monkey, a web-based survey tool, was used for this study. Participants received a link to the survey in an e-mail. The survey instruments consisted of (a) eligibility questions that reference the participant's age and employment status; (b) a question of the

participants' age, education, gender, income, length of tenure; and (c) a 5-item questionnaire about the independent and dependent variables. The questionnaire was a 5-point Likert-type rating scale (1 = strongly disagree, 2 = disagree, 3 = neither agree nor disagree, 4 = agree, 5 = strongly agree). The points along a rating scale may not represent equal intervals; however, rating scale data are closer to interval than ordinal scale data, and researchers may use rating scale data as interval data in statistical analyses (Creswell, 2014).

There were instructions for them to complete and submit their survey questions. This server was secured for confidentiality reasons, and the researcher accessed it frequently to check the data. The decision to administer a survey was based on the following reasons. First, with a large sample, the survey design is more economically efficient and practical than the traditional in-person interviews. Secondly, the survey design is a reliable means to access and collect data from a large population, although, nonresponse could be a problem (Creswell, 2014).

Although the survey is preferred for data by numerous researchers, it has its advantages and disadvantages. One of the survey advantages includes the ability to obtain information from large samples of populations (Creswell, 2014). Surveys are also well suited for gathering demographic data that describe the composition of the sample. Surveys can also produce data about attitudes that are otherwise challenging to measure using observational techniques. Surveys allow researchers to gather a large quantity of data relatively quickly and cheaply. It can be administered as a self-report measure, and data can be collected in person, over the phone, or on the computer providing flexibility for researchers to utilize this method (Dane, 2011).

According to Creswell (2014), there are also some disadvantages to using surveys. These disadvantages include the opportunity for biases to occur, some participants might not be educationally equipped to understand the questions, and therefore the answers might not

accurately reflect their sentiments. Additionally, Creswell noted that there are multiple sources of error using this method, to include intentional misrepresenting of behavior by participants to confound the survey results or to disguise inappropriate behavior (2014). Similarly, participants may have difficulty assessing their behavior or may have problems recalling some circumstances surrounding questions. Poor survey construction and supervision can weaken well-designed surveys; the answer choices selected on a survey may not be a truthful reflection of how the participants feel (Dane, 2011).

The surveys were collected and reviewed to ensure that all the participants have answered and completed the questions. Incomplete surveys were excluded, and the remaining data were coded and captured on the computer, then the data was analyzed using the Statistical Package for Social Sciences (SPSS) version 26.0. As noted previously, the researcher measured the responses using a 5-point Likert-type rating scale (1 = strongly disagree, 2 = disagree, 3 = neither agree nor disagree, 4 = agree, 5 = strongly agree). The analysis included ratio-scaled predictor variables of (a) age, (b) education, (c) income, and (e) length of tenure. The researcher measured the participant's age using a ratio scale by asking participants to report their age in years. The researcher provided two response options for the gender variable. The binary data score was, for example, 0 = female and 1 = male.

The researcher asked about the participant's level of education. A query of the precise grade-level allowed the participant to provide an accurate recording of educational attainment. The researcher measured participants' length of tenure using a ratio scale by asking the participants to indicate the number of years of employment the participants have with their current employer. The researcher utilized multiple regression analysis to analyze the relationship between the independent variables, an employee's (a) age, (b) education, (c) gender, (d) income,

(e) length of tenure, and the dependent variable. Multiple regression analysis can explain the contribution of the variance of the predictor or independent variables to the total variance of the dependent variable (Creswell, 2014). The formula for multiple regression to be used in the study is:  $Y = a + b_1X_1 + b_2X_2 + b_3X_3 + \dots + b_NX_N$ . The value of  $b_1$  is the slope of regression line of Y against  $X_1$ . This is the case with  $b_2$ ,  $b_3$  and so on. These values are then used to minimize the difference between actual and expected value of Y. The researcher used one-way ANOVA to observe the means of the constructs. The formula to be used is:  $F = MS(\text{factor}) / MS(\text{Error})$ . F is the ANOVA coefficient, MS (factor) is the mean sum of squares due to the factor and MS (error) is the mean sum of squares due to the error. The organizational culture aspect would be measured using the Denison organizational culture template.

### **Assumptions**

This research study had several assumptions. First, it was assumed that all the selected learning centers for this study have organizational culture traits. Secondly, it was assumed that the learning centers involved in this study all have strong and healthy organizational cultures and because of these strong and healthy cultures, the organizations foster excellent overall organizational performance, and therefore produce quality services. Thirdly, it was assumed that if the learning centers produce quality service, then their customers will value the services. This quality service would encourage them to remain with the centers as well as tell their family members and friends about the services. Finally, it was assumed that the participants involved in this study would answer honestly to give accurate account of the customer satisfaction and the organizational traits they think are responsible for the outcome they experience.



## Limitations

One limitation to this research study was the potential for participants to dropout. Since enrollment contracts for students and therefore the parents are month to month, it was difficult to know which customers were likely to be with the selected learning centers from the onset of the research study to the end of the data collection process. This could have affected the demographic make-up of the population sample. To alleviate this potential limitation, the researcher sought to accelerate the process as soon as approvals were obtained. Furthermore, the researcher sought to use a larger sample size that reflected the population in that way, when a few dropped out, the study could still proceed. A second limitation to this study was that the results were limited to the perception of the organizational culture and customer satisfaction as expressed by the survey participants and represented their attitudes, beliefs, and opinions then (Creswell, 2014). If participants took the surveys at different times, their perceptions could have changed, and the outcome would have been different. As such, conclusions about the organizational culture or customer satisfaction might have not been accurate reflections. To address this concern, the researcher reiterated the need for participants to be truthful all through the process. In addition, the researcher included reminders at the beginning of each survey for participants to answer the questions to the best of their knowledge. Finally, because the study revolved around Likert scale surveys, the participants' responses were limited to the survey structure and content. That is, the survey questionnaires were a limitation because they were only offered in one language, English. Although, the instruments were tested for validity and reliability, each participant could have interpreted the wording differently based on their educational backgrounds and their comfort levels with the English language. To mitigate this concern, the researcher reworded perceived difficult words and phrases in the instruments.

## **Delimitations**

The first delimitation of this study was that the researcher could not have used the mixed-method approach. Mixed-method approach could perhaps have offered the researcher an opportunity to collect a wide range of qualitative responses that could have helped provided clear answers about specific elements of the organizational culture that the survey questionnaire might not captured. Conceivably, using the mixed-method approach, the researcher might have been able to add participant interviews to collect more personable data that could have shed more insight about aspects of the organizational culture participants could have described in their own words. Another delimitation was the scope of the independent variable, organizational culture, in this study. As have been discussed throughout this document, organizational culture has numerous definitions. Consequently, using a specific definition or framework as this researcher sought to do in this study, could have excluded some opportunities to know more about other aspects of organizational culture that could have influenced customer satisfaction and therefore retention.

A final delimitation of the study was that because of the criteria in place for selecting the study population, a large portion of current and past students as well as employees were not be able to participate in this endeavor. Most of these employees and students were minors under the age of 18 years old and required parental consent in order to participate. The process of having to wait on parental consent forms was time consuming. In addition, having the parents give consent to the process might have impacted the ability to keep the process anonymous. Furthermore, some of the younger students would not have been able to understand the wording of the survey questionnaires to be able to provide accurate responses.

## **Ethical Assurances**

Ethical considerations should be of high importance to any researcher (Coleman, 2019). As Coleman contended, researchers ought to understand the basis for carrying out any ethical research study and must observe ethical considerations, especially when the study includes human beings as participants (2019). This researcher concurred with Coleman's assertion and remained honest and transparent throughout the process while hoping to add value to society at large through this study.

Wright et al. (2016) previously noted that openness regarding study procedures, as well as findings goes alongside with objectivity and honesty. Therefore, researchers have the onus to protect study participants and to ensure that these participants are not exposed to any damages (Wright et al, 2016). In addition, Wright et al., noted that interaction between the study participants and researcher might result in financial, social, physical, or psychological harm. Henceforth, this researcher accepted the responsibility of identifying and pointing out probable harms while collecting data and ensured that such risks were eliminated at any cost (Wright et al., 2016). In this study, the researcher sought the necessary approvals from authorities prior to any data collection. In accordance with Wright et al., (2016) and Coleman (2019), the researcher observed the three chief principles applied when conducting scientific research: beneficence, autonomy, and justice. According to Wright et al., (2016), beneficence implies the researchers aim to reduce human subject risks; autonomy is ensuring that informed consent to study participants is observed; finally, justice refers to the promotion of equality of the study participants. These principles helped in protecting the rights and welfare of the study participants (Coleman, 2019; Wright et al., 2016).

The risk to participants in this study was less than minimal. The potential risk of discomfort to participants might have stemmed from the lack of proper protection of participants from anonymity and confidentiality. However, since this study relied on anonymous Internet-based survey to collect the data, participant identifier information was not necessary; hence, the less than minimal risk associated with the study. Furthermore, this researcher ensured that study-related information was password protected on the researcher's personal laptop. After completion of the study, the researcher would save the study-related data for a period of 7 years. The researcher will destroy all research-related information after the 7 years have expired.

The researcher included consent forms, which were acknowledged by participants to confirm their acceptance to take part in the research study. This consent form signified that taking part in the study was completely voluntary and that respondents could have opted not to take part in the research at any point in time. To ensure the confidentiality of respondents, the study researcher did not include identifiers such as names of participants, student identification numbers, or parental information. Furthermore, to enhance the confidentiality of the information provided by participants, the researcher stored the data using appropriate file naming conventions that assured privacy, and the data were stored on the researcher's personal laptop and the files were password protected, limiting accessibility of the data only to the study researcher. Adhering to the tenets of Coleman's (2019) work, which suggested that researchers should openly disclose their methods and honestly present their study outcomes, this researcher was forthcoming with all participants and did not withhold any information pertinent to the study. However, since there was no direct contact with participants, questions were presented objectively and unambiguously to ensure participants understood what was required of them.

To ensure that the study participants were respected, the researcher disclosed the study purpose fully to the study respondents (Zohrabi, 2013). The researcher also disclosed how the study findings was going to be applied. Study participants' confidentiality in this study was observed, and they were provided voluntary and informed consent forms. The provisions of the informed consent form were observed, as the respondents were given the necessary information to consent. In addition, the participants were fully informed regarding the study purpose. In ensuring that respondents understood the study purpose, the researcher used understandable and clear language on the consent forms. Participants were well-informed about the probable risks and benefits as they participated in this research. They were made to fully understand that involvement in the study was voluntary and that they had the right to opt-out any time they felt like they wanted out. In short, the researcher did not disrespect, harass, or coerce any participant in partaking in this research endeavor.

The researcher sought and obtained IRB approval, which was a necessary requirement for all research involving human or animal subjects. The researcher did not initiate the study procedures or begin collecting data until an approval from Northcentral University's Institutional Review Board was secured.

### **Summary**

Chapter 3 presented the specifics of the method and procedure used to address the problem statement and the ensuing purpose statement. In the chapter, a discussion of and rationale for the selection of a quantitative non-experimental correctional design was provided. That is, the researcher contended that using a non-causal correlation approach permitted the opportunity to assess the potentiality of a relationship between organizational culture and customer retention. The qualitative method was not selected primarily because of the sample size

and the mixed method approach was not selected because of the time constraint. The researcher selected a simple random approach to select the participant for the study. The reason given was that the simple random approach gave the researcher a better chance to reflect the population and therefore to make generalization back to the population. Chapter 3 continued with an outlined of the two survey instruments: Denison Organizational Culture Survey and a *Kumon math and reading* center customer satisfaction/customer retention survey (Appendix D) that were used. Both surveys had proven valid and reliable through their previous usage.

In chapter 3, the researcher reiterated the independent and dependent variables in the study. Once more, the independent variable was identified as organizational culture, and the dependent variables were customer satisfaction and customer retention. The level of measurement for organizational culture, customer satisfaction, and customer retention were ordinal as most Likert-scale variables are classified in this manner. A concrete step-by-step account of how the study unfolded was also given in chapter 3. To collect the data, the researcher used the surveys discussed previously. The data was analyzed using SPSS 26.0. The statistical technique that was used is multiple regression and one-way ANOVA. In chapter 3, the researcher outlined the assumptions, limitations, and delimitations that were associated with this study. First, the researcher made several assumptions about the study to include the assumption that participants would answer the questionnaires accurate to yield usable data. The researcher discussed ways in which the present study was limited and ways they were mitigated. An important limitation discussed by the researcher was the concern that many non-English speaking customers might not understand some of the survey questions. To mitigate this concern, the researcher elected to reword the questions as necessary. A discussion about the precautions that were taken to prevent any perception of coercion and to protect anonymity and ensured

confidentiality was also presented. Essentially, the researcher provided affirmation in chapter 3 that all efforts were made to ensure the safety, respectability, anonymity, and confidentiality of all participants. In addition, the researcher declared that all data were secured and safeguarded throughout the process.

Chapter 4, a discussion of the study findings, will succeed in this chapter. In chapter 4, the researcher will present a deliberation on how using multiple regression analysis and one-way ANOVA provided evidence in support of or contrary to the research hypotheses and, therefore, the research questions. Essentially, chapter 4 presents the major findings based on the statistical analysis of the data collected. Chapter 5, which follows the presentation of the study findings, is where the researcher discusses the study conclusions based on the answers to the research hypotheses and questions. In chapter 5, the researcher also refers to the purpose and significance of the study to contribute to the literature that already exists on the topic.

## Chapter 4: Findings

The purpose of this quantitative non-experimental correlational study was to examine the extent to which certain cultural factors within learning centers relate to their ability to retain students through the initial contractual agreements. The goal of the study was to produce quantifiable data, which would allow the researcher to establish whether there were statistically significant ( $p < 0.05$ ) differences between organizational culture and customer satisfaction and therefore customer satisfaction and customer retention. The first three chapters were devoted to the context of the problem, literature review, methodology, and the data collection process. This chapter offers a succinct report, presentation, and discussion of the analyzed data and results. There is added discussion of the study results within the context of the core research questions and hypotheses.

The questions posed in this study were:

**RQ1.** To what extent does a correlation exist, if any, between organizational culture and customer satisfaction?

**RQ2.** To what extent does a correlation exist, if any, between organizational culture and customer retention?

The following hypotheses were developed and tested to investigate the relationship, if any, between the dependent and independent variables in the study.

**H1<sub>0</sub>:** There is no correlation between organizational culture and customer satisfaction.

**H1<sub>a</sub>:** There is a correlation between organizational culture and customer satisfaction.

**H2<sub>0</sub>:** There is no correlation between organizational culture and customer retention.

**H2<sub>a</sub>:** There is a correlation between organizational culture and customer retention.



### **Validity and Reliability of the Data**

The surveys were delivered through an online medium using SurveyMonkey.com, a paid independent data collection company. Prior to the data collection process, the researcher sent out invitation emails with consent forms requesting individuals to participate in the research study. A direct link to the survey site was provided within the email body, in an effort to preserve anonymity. Even though the research study was limited to current and ex-employees as well as current and ex-service users of Kumon math and reading centers, it was difficult to ascertain who actually participated because of the increased effort to preserve anonymity. Participants were given three weeks to access the site to complete the survey. A reminder email was sent one week prior to the deadline for completion and an additional email was sent two days prior as a final reminder. The researcher accessed the completed surveys on SurveyMonkey and conducted a thorough screening to ensure the submissions were usable. The aim of the screening was to identify missing data, outliers, and adherence to assumptions of normality. The screening process uncovered 11 incomplete or unusable data, which were removed from analysis. A final sample size of 94 ( $N = 94$ ) was achieved for the customer satisfaction/retention surveys and a sample size of 42 ( $N = 42$ ) was achieved for the Denison Organizational Culture Survey. Both of these sample sizes were large enough to ensure significance of correlations.

### **Results**

Two survey instruments were administered to the participants. The Denison Organizational Culture Survey (DOCS), a 60-item Likert-type survey instrument that measured specific aspects of the organization's culture and a 30-item survey questionnaire that was developed in 2016 by *Kumon math and reading learning center* to collect customer satisfaction/retention data (see Appendix D). Cronbach's alpha coefficients of 0.89 and 0.78

were reported for both instruments, respectively. All completed surveys were analyzed using a five-point Likert scale with the highest score representing the individual's greatest preference and the lowest score representing the least desired preference. The raw scores were transferred from SurveyMonkey.com and input into SPSS for complete data analysis.

The data were analyzed by initially looking at the descriptive statistics and scale reliabilities. In total, 94 participants correctly completed the customer satisfaction/retention surveys for analysis. Participants that fell within the age group of 35-44 years old appeared the most (see Table 1).

Table 1  
*Participants' Age*

|       | N  | Percent |
|-------|----|---------|
| 18-24 | 16 | 17.0    |
| 25-34 | 9  | 9.5     |
| 35-44 | 35 | 36.8    |
| 45-54 | 25 | 26.2    |
| 55+   | 9  | 9.5     |
| Total | 94 | 100     |

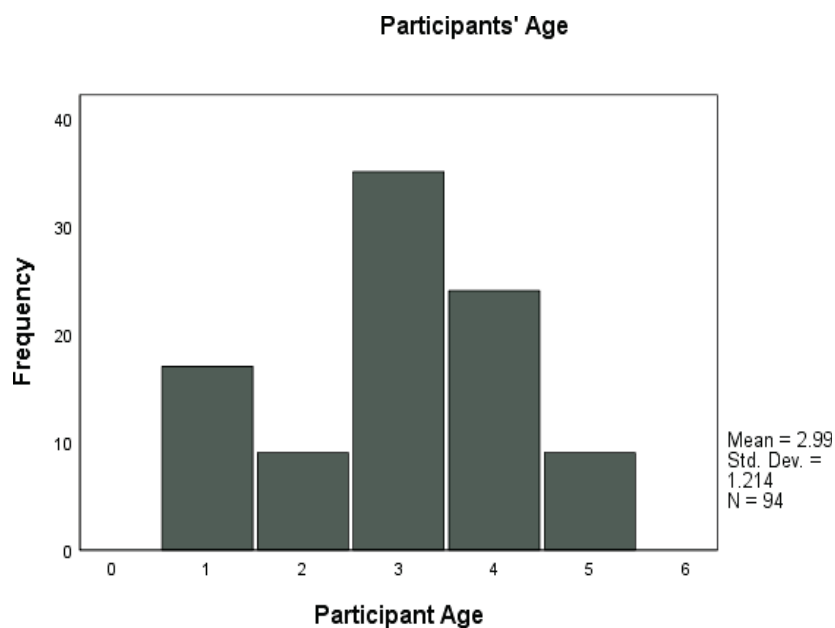


Figure 2: *Histogram of participants' age distribution*

Figure 2 is a histogram exhibiting the age distribution of individuals who completed the customer satisfaction/retention survey. Nearly 63% of individuals who correctly completed the surveys for analysis were between the age group of 35 and 54 years old.

Table 2  
*Participants' Gender*

|         | N  | Percent |
|---------|----|---------|
| Females | 60 | 63.8    |
| Males   | 34 | 36.2    |
| Totals  | 94 | 100     |

Normally, females have been prevalent at the learning centers dropping off and picking up students. Based on the findings of this study, it appears that the trend has not changed, with 63.8% of the findings supporting this observation (see Table 2).

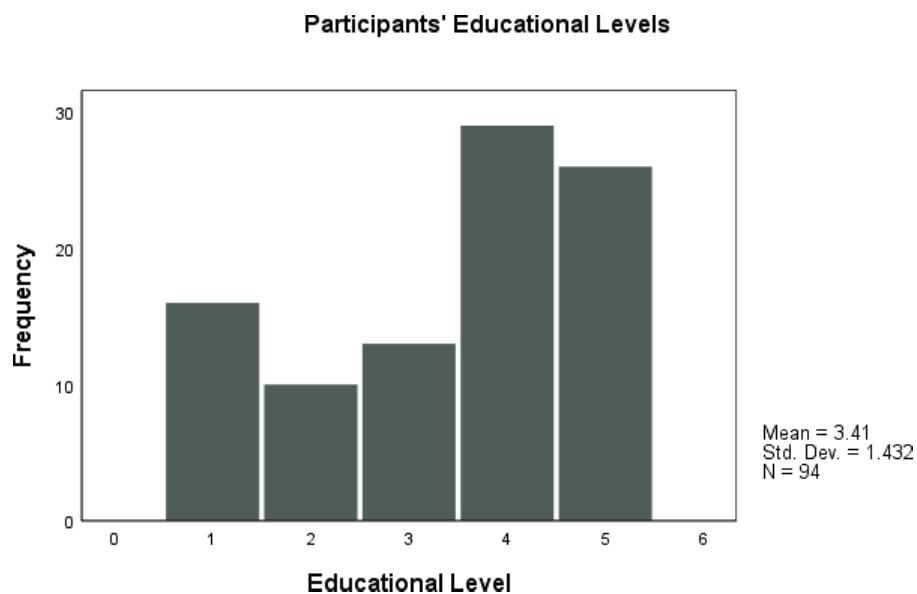


Figure 3: *Participants' Educational Levels*

Figure 3 illustrates the educational attainment levels for employees who participated in the research. Individuals who had achieved high school graduation or equivalency status were 16.84% of the total sample. Individuals with some college credits but no degree made up 10.53%. Participants who had earned an associate degree comprised of 13.68%. Individuals having received a bachelor's degree consisted of 30.53% and the final 28.42% represented those with a master's degree or higher. Overall, the output from this research study did not reflect the characteristics of the larger community in terms of the educational levels.

Table 3  
*Length of Time at Center*

|              | N  | Percent |
|--------------|----|---------|
| 0-6 months   | 18 | 19.2    |
| 7-12 months  | 24 | 25.5    |
| 13-18 months | 17 | 18.1    |
| 19-24 months | 13 | 13.8    |
| 25+ months   | 22 | 23.4    |
| Totals       | 94 | 100     |

Based on this data, majority of the customers stay for a period of 7-12 months at Kumon math and reading learning centers. However, over 80 percent of the families stay for a period of at least one year at the learning centers.

*Table 4*  
*Employees' Age*

|                 | N  | Percent |
|-----------------|----|---------|
| 18-24 years old | 24 | 57.1    |
| 25-35 years old | 12 | 28.6    |
| 36+ years old   | 6  | 14.3    |
| Totals          | 42 | 100     |

In all, 42 participants completed the DOCS correctly for analysis. Typically, high school students tend to work at the Kumon math and reading learning centers. Table 4 displays the employees ages for the Kumon math and reading learning centers involved. The data confirms that most of the employees fall within the ages of 18 to 24 years old.

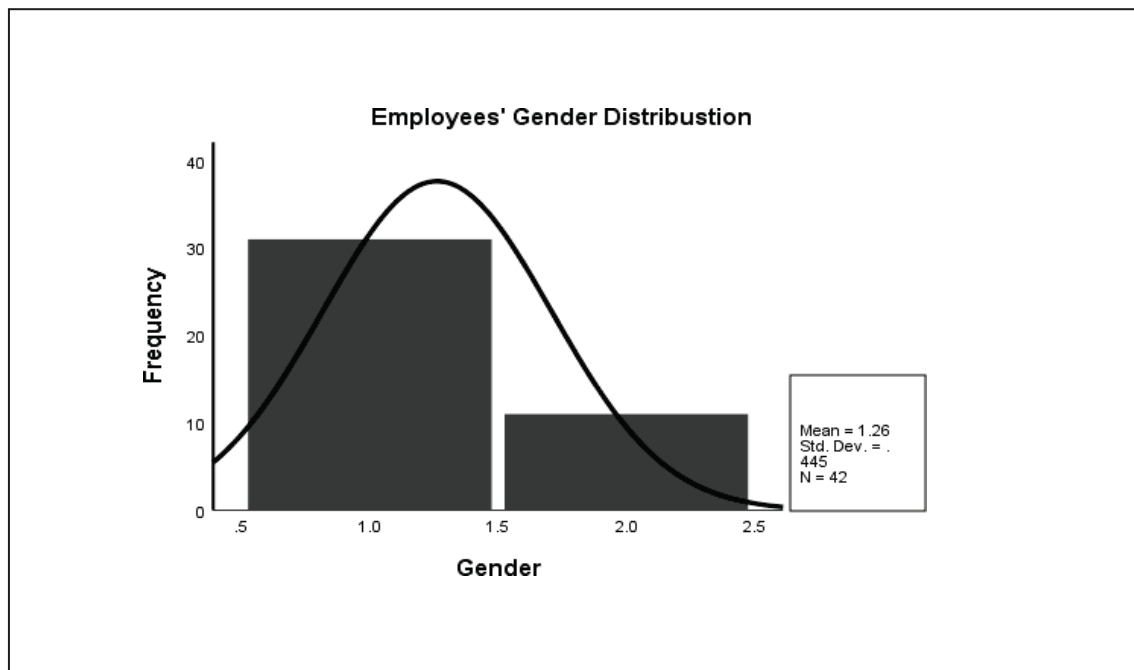


Figure 4: *Employees' Gender Distribution*

Figure 4 displays the gender distribution of the employees who correctly completed the DOCS for analysis. Females outnumbered males nearly 3:1.

Table 5  
*Employees' Educational Levels*

|                    | N  | Percent |
|--------------------|----|---------|
| Current HS/Diploma | 23 | 54.8    |
| Associates         | 5  | 11.9    |
| Bachelors          | 10 | 23.8    |
| Masters and beyond | 4  | 9.5     |
| Totals             | 42 | 100     |

Table 5 identifies employees' educational levels. The data confirms that majority of Kumon math and reading learning centers employees are recently graduated high school students. Individuals with a bachelor's degree represented the second highest group.

Tables 6 through 9 depict the analysis of the individual organizational cultural traits as identified in the DOCS. There were four cultural traits examined: Involvement, Consistency, Adaptability, and Mission. Each trait had sub-traits or indices. Each index consisted of five questions and responses to these questions were in a Likert format 1 to 5. One represented the least desired option and 5, the most desired option on questions. The sample size for analysis was 40 (N=40). The averages for each sub-trait was calculated by adding the scores and then dividing the total by 40. The closer the scores are to 5 is an indication of the high preference participants had for the particular sub-trait.

Table 6  
*Involvement Results*

| Survey ID | Total | Total / 40 | Index                  | Avg. per index | Avg. per trait |
|-----------|-------|------------|------------------------|----------------|----------------|
| Q1        | 173   | 4.33       | Empowerment            | 4.26           | 4.13           |
| Q2        | 168   | 4.20       | Empowerment            |                |                |
| Q3        | 172   | 4.30       | Empowerment            |                |                |
| Q4        | 170   | 4.25       | Empowerment            |                |                |
| Q5        | 168   | 4.20       | Empowerment            |                |                |
| Q6        | 162   | 4.05       | Team Orientation       | 4.26           |                |
| Q7        | 173   | 4.33       | Team Orientation       |                |                |
| Q8        | 175   | 4.38       | Team Orientation       |                |                |
| Q9        | 167   | 4.17       | Team Orientation       |                |                |
| Q10       | 174   | 4.35       | Team Orientation       |                |                |
| Q11       | 161   | 4.03       | Capability Development | 3.86           |                |
| Q12       | 173   | 4.33       | Capability Development |                |                |
| Q13       | 180   | 4.50       | Capability Development |                |                |
| Q14       | 173   | 4.33       | Capability Development |                |                |
| Q15       | 84    | 2.10       | Capability Development |                |                |



Table 6 represents the *involvement trait* of DOCS. The involvement trait deals with commitment, ownership, and responsibility (Denison, 2000). The sub-traits or indices include empowerment, team orientation, and capability development. As shown in Table 6, the overall average was 4.13. The empowerment and team orientation sub-traits were higher than the average, reporting at 4.26 each. The capability development sub-trait was a little better than average (3.86) for the Kumon math and reading center.

*Table 7*  
*Consistency Results*

| Survey ID | Total | Total / 40 | Index       | Avg. per index | Avg. per trait |
|-----------|-------|------------|-------------|----------------|----------------|
| Q16       | 163   | 4.07       | Core Values | 4.27           | 3.96           |
| Q17       | 171   | 4.27       | Core Values |                |                |
| Q18       | 178   | 4.45       | Core Values |                |                |
| Q19       | 164   | 4.10       | Core Values |                |                |
| Q20       | 178   | 4.45       | Core Values |                |                |
| Q21       | 172   | 4.30       | Agreement   | 3.87           |                |
| Q22       | 176   | 4.40       | Agreement   |                |                |
| Q23       | 162   | 4.05       | Agreement   |                |                |
| Q24       | 88    | 2.23       | Agreement   |                |                |
| Q25       | 174   | 4.35       | Agreement   |                |                |

|     |     |      |              |      |
|-----|-----|------|--------------|------|
| Q26 | 172 | 4.30 | Coordination | 3.76 |
| Q27 | 159 | 3.98 | Coordination |      |
| Q28 | 161 | 4.03 | Coordination |      |
| Q29 | 89  | 2.26 | Coordination |      |
| Q30 | 169 | 4.22 | Coordination |      |

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Tables 7 represents the *consistency trait* of DOCS. The consistency trait deals with systems, structures, and processes (Denison, 2000). The sub-traits or indices include core values, agreement, coordination. As shown in Table 7, the overall average was 3.96. The core values sub-trait was higher than the overall average (4.27). The agreement sub-trait was little below the overall average (3.86) and the coordination sub-trait was below the overall average for the Kumon math and reading center.

Tables 8 represents the *adaptability trait* of DOCS. The adaptability trait deals with patterns, trends, and marketplace (Denison, 2000). The sub-traits or indices include creating change, customer focus, and organizational learning. As shown in Table 8, the overall average was 3.75. The sub-traits for Kumon math and reading center were all about just the same, creating change (3.80), customer focus (3.72), and organizational learning (3.73).

Table 8  
Adaptability Results

| Survey ID | Total | Total /<br>40 | Index                   | Avg. per<br>index | Avg.<br>per<br>trait |
|-----------|-------|---------------|-------------------------|-------------------|----------------------|
| Q31       | 156   | 3.90          | Creating Change         | 3.80              | 3.75                 |
| Q32       | 162   | 4.05          | Creating Change         |                   |                      |
| Q33       | 166   | 4.15          | Creating Change         |                   |                      |
| Q34       | 116   | 2.90          | Creating Change         |                   |                      |
| Q35       | 160   | 4.00          | Creating Change         |                   |                      |
| Q36       | 158   | 3.95          | Customer Focus          | 3.72              |                      |
| Q37       | 152   | 3.80          | Customer Focus          |                   |                      |
| Q38       | 169   | 4.23          | Customer Focus          |                   |                      |
| Q39       | 76    | 1.90          | Customer Focus          |                   |                      |
| Q40       | 188   | 4.70          | Customer Focus          |                   |                      |
| Q41       | 162   | 4.05          | Organizational Learning | 3.73              |                      |
| Q42       | 165   | 4.13          | Organizational Learning |                   |                      |
| Q43       | 76    | 1.90          | Organizational Learning |                   |                      |
| Q44       | 178   | 4.45          | Organizational Learning |                   |                      |
| Q45       | 165   | 4.13          | Organizational Learning |                   |                      |

Table 9  
*Mission Results*

| Survey ID | Total | Total / 40 | Index               | Avg. per index | Avg. per trait |
|-----------|-------|------------|---------------------|----------------|----------------|
| Q46       | 179   | 4.70       | Strategic Direction | 3.94           | 4.05           |
| Q47       | 170   | 4.25       | Strategic Direction |                |                |
| Q48       | 178   | 4.45       | Strategic Direction |                |                |
| Q49       | 170   | 4.25       | Strategic Direction |                |                |
| Q50       | 81    | 2.03       | Strategic Direction |                |                |
| Q51       | 164   | 4.10       | Goals & Objectives  | 4.24           |                |
| Q52       | 168   | 4.20       | Goals & Objectives  |                |                |
| Q538      | 171   | 4.28       | Goals & Objectives  |                |                |
| Q54       | 171   | 4.28       | Goals & Objectives  |                |                |
| Q55       | 174   | 4.35       | Goals & Objectives  |                |                |
| Q56       | 172   | 4.30       | Vision              | 3.98           |                |
| Q57       | 170   | 4.25       | Vision              |                |                |
| Q58       | 119   | 2.96       | Vision              |                |                |
| Q59       | 163   | 4.07       | Vision              |                |                |
| Q60       | 172   | 4.30       | Vision              |                |                |

Tables 9 represents the *mission trait* of DOCS. The mission trait deals with direction, purpose, and blueprint (Denison, 2000). The sub-traits or indices include strategic direction,

goals /objectives, and vision. As shown in Table 9, the overall average was 4.05. The goals/objectives sub-trait was higher than the overall average (4.24). Strategic direction and vision sub-traits were just below the overall average, posting 3.94 and 3.98 respectively for the Kumon math and reading center.

Statistical analysis was completed on the variables employing parametric procedures. Analytical methods such as Pearson correlations ( $r$ ) and analysis of variance (ANOVA) were used. Correlation is a measure of the degree of linear relationship between two or more variables (Creswell, 2014). The value of the correlation offers information about the nature and strength of the relationship. The correlations range from -1.00 to 1.00. The sign of the correlation reveals the direction of the relationship. A positive sign means that as one variable gets larger, the other one gets larger as well. Conversely, a negative sign means that as one variable gets larger, the other gets smaller.

The magnitude of the correlation illustrates the strength of the association. The farther the value of the correlation is away from zero, the and the closer it is to 1.00, the stronger the relationship (Creswell, 2014). A correlation between 0.25 and 0.35 implies a slight relationship between the variables. A correlation of 0.50 has some predictive purpose, however, a correlation of 0.65 or more has a greater predictive function (Creswell, 2014). Correlation was done to examine the relationship of the variables, and the strength of the correlation if any. Table 10 shows the correlation findings among the various variables.

Table 10

*Summary of Intercorrelations, Means, and Standard Deviations for scores on Denison Organizational culture Indexes, Customer Satisfaction, and Customer Retention*

| Measures                 | 1     | 2      | 3      | 4     | 5     | 6     | M    | SD   |
|--------------------------|-------|--------|--------|-------|-------|-------|------|------|
| 1. Involvement           | _     | .469*  | .472*  | -.104 | -.146 | -.118 | 4.12 | .573 |
| 2. Customer Satisfaction | .469* | -      | .547** | .061  | .167  | .285  | 4.17 | .698 |
| 3. Customer Retention    | .472* | .547** | _      | -.404 | -.363 | .131  | 3.97 | .549 |
| 4. Consistency           | -.104 | .061   | -.404  | _     | .344  | -.114 | 3.96 | .714 |
| 5. Adaptability          | -.146 | .167   | -.363  | .344  | _     | .241  | 3.75 | .843 |
| 6. Mission               | -.118 | .285   | .131   | -.114 | .241  | _     | 4.05 | .672 |

Note. \*\*. Correlation is significant at the 0.01 level (1-tailed).

\*. Correlation is significant at the 0.05 level (1-tailed).

Table 11

*Regression Results for Culture Indexes versus Customer Satisfaction*

| R     | R <sup>2</sup> | Adjusted R Square | Std. Error of the Estimate | P     |
|-------|----------------|-------------------|----------------------------|-------|
| 0.766 | 0.587          | 0.421             | 0.1728                     | 0.048 |

Table 12

*Regression Results for Culture Indexes versus Customer Retention*

| R     | R <sup>2</sup> | Adjusted R Square | Std. Error of the Estimate | P     |
|-------|----------------|-------------------|----------------------------|-------|
| 0.764 | 0.583          | 0.416             | 0.1691                     | 0.049 |

Table 13  
*Regression Results for Customer Satisfaction versus Customer Retention*

| R     | R <sup>2</sup> | Adjusted R Square | Std. Error of the Estimate | P     |
|-------|----------------|-------------------|----------------------------|-------|
| 0.547 | 0.299          | 0.245             | 0.1923                     | 0.035 |

Table 14  
*ANOVA Results for Culture Indexes versus Customer Satisfaction*

| Sources         | Sum of Squares | df | Mean Square | F     | P     |
|-----------------|----------------|----|-------------|-------|-------|
| Corrected Model | 0.424          | 4  | 0.106       | 3.547 | 0.048 |
| Intercept       | 0.299          | 10 | 0.030       |       |       |
| Total           | 0.722          | 14 |             |       |       |

Table 15  
*ANOVA Results for Culture Indexes versus Customer Retention*

| Sources         | Sum of Squares | df | Mean Square | F     | P     |
|-----------------|----------------|----|-------------|-------|-------|
| Corrected Model | 0.400          | 4  | 0.100       | 3.498 | 0.049 |
| Intercept       | 0.286          | 10 | 0.029       |       |       |
| Total           | 0.686          | 14 |             |       |       |

Table 16  
*ANOVA Results for Customer Satisfaction versus Customer Retention*

| Sources         | Sum of Squares | df | Mean Square | F     | P     |
|-----------------|----------------|----|-------------|-------|-------|
| Corrected Model | 0.205          | 1  | 0.205       | 5.551 | 0.035 |
| Intercept       | 0.481          | 13 | 0.037       |       |       |
| Total           | 0.686          | 14 |             |       |       |

**Research question 1.** The magnitude of the overall correlation between DOCS indexes, customer satisfaction, and customer retention was 0.77 and directed positively (see Table 11). This result indicates that cultural indexes together at  $p < 0.05$  tend to have a predictive function on customer satisfaction. This was not a perfect correlation because not all the indexes interacted the same. There were variations. As seen in Table 10, the interaction between the involvement trait and customer satisfaction ( $r = 0.469$ ,  $p = 0.039$ ) was significant at  $p < 0.05$  compared to the other indexes.

Regression analysis was performed to produce the following (see Table 11):  $R^2 = 0.587$ ,  $F_{(4,10)} = 3.547$ ,  $p = 0.048$ . The regression equation indicated that the cultural indexes were significantly related to customer satisfaction. The R-squared or coefficient of determination suggested that the interaction between the cultural indexes and customer satisfaction explained approximately 59 percent of the variation observed and did not provide an explanation for the relationship that exists.

**Research question 2.** The magnitude of the overall correlation between DOCS indexes, and customer retention was 0.76 and directed positively (see Table 12). This result indicates that cultural indexes together at  $p < 0.05$  tend to have a predictive function on customer retention. This was not a perfect correlation because not all the indexes interacted the same. There were variations. As illustrated in Table 10, the interaction between the involvement trait and customer retention ( $r = 0.472$ ,  $p = 0.038$ ) was significant at  $p < 0.05$ . Regression analysis was essential to assess the predictive values of all the statistically significant outcomes from the correlations.

Regression analysis was performed to produce the following (see Table 12):  $R^2 = 0.583$ ,  $F_{(4,10)} = 3.498$ ,  $p = 0.049$ . The regression equation indicated that the cultural indexes were significantly related to customer retention. The R-squared suggested that the interaction between



the cultural indexes and customer retention explained approximately 58 percent of the variation observed in the interaction with customer retention and did not provide an explanation for the relationship that existed.

Additionally, the interaction between customer satisfaction and customer retention was analyzed at  $p < 0.05$  and was found to be significant ( $r = 0.55$ ,  $p = 0.035$ ). Regression analysis was performed to produce the following (see Table 13):  $R^2 = 0.299$ ,  $F_{(1,13)} = 5.551$ ,  $p = 0.035$ . The regression equation indicated that the customer satisfaction was significantly related to customer retention. The R-squared suggested that the interaction between customer satisfaction and customer retention explain approximately 30 percent of the variation observed in the interaction with customer satisfaction and did not provide an explanation for the relationship that exists.

Analysis of variance (ANOVA) was used test the null hypotheses in an effort to draw the following conclusions about  $H_{10}$  and  $H_{20}$ : to reject or fail to reject, based on the  $p$ -values.

**Hypothesis 1.** Null hypothesis 1 ( $H_{10}$ ) was tested using a one-way ANOVA. As seen in Table 14:  $F_{(4,10)} = 3.547$ ,  $p = 0.048$ . A  $p$ -value of less than 0.05 would have caused the null hypothesis to be rejected. Null hypothesis 1, which claimed that no correlation between organizational culture and customer satisfaction existed, was rejected. Hence, it can be concluded that a significant relationship exists between organizational culture and customer satisfaction, which merits further exploration.

**Hypothesis 2.** . Null hypothesis 2 ( $H_{20}$ ) was tested using a one-way ANOVA. As seen in Table 15:  $F_{(4,10)} = 3.498$ ,  $p = 0.049$ . A  $p$ -value of less than 0.05 would have caused the null hypothesis to be rejected. Null hypothesis 2, which claimed that no correlation between organizational culture and customer retention existed, was rejected. Hence, it can be concluded

that a significant relationship does exist between organizational culture and customer retention, which merits further exploration.

### **Evaluation of the Findings**

Research question 1 asked: To what extent does a correlation exist, if any, between organizational culture and customer satisfaction? The overall results suggested a correlation exists between the independent variable and dependent variable, although the relationship is slightly better than average. This means that the relationship held for some of the constructs but not all. Specifically, the involvement trait of the Denison organizational culture model, which centers around empowerment, team orientation, and capability development, had a stronger predictive value on customer satisfaction. The findings from the correlational analysis and the ensuing testing of null hypothesis 1 were consistent with previous studies examining the effect of organizational culture on customer satisfaction (Beyer & Haug, 2015; Pantouvakis & Bouranta, 2013; Tweneboah-Koduah & Farley, 2016; Valaei, 2017).

Research question 2 posed the following: To what extent does a correlation exist, if any, between organizational culture and customer retention? To answer this question, correlational analysis was conducted, and similar to research question 1, the overall results suggested a correlation exists between the independent variable and dependent variable, although not a perfect correlation. Once more, the reason why there was not a perfect correlation is that not all the constructs interacted the same. In fact, it was the involvement trait of the organizational culture that yet again exhibited a stronger predictive value than the rest of the traits. This result is consistent with earlier studies reviewed in literature. Null hypothesis 2 was tested and revealed statistically significant results, further supporting the existence of a relationship between the independent variable and the dependent variable.

To assess the effect of customer satisfaction on customer retention, correlational analysis and ANOVA were completed (see Tables 10 and 16). The interaction between the two variables was significant at  $p < 0.05$  and an F-ratio greater than  $p < 0.05$  suggested that the interaction was statistically significant. This result is congruent with findings from previous empirical studies (Akpokavie, 2018; Khan, 2014; Han, Kim, Lee & Kim, 2018; Salarzahi, 2014).

### **Summary**

Chapter 4 presented a succinct report delineating the data collection, data screening, and data analysis process used to answer the research questions. Parametric statistics such as correlation and regression analyses were used to examine the strength and direction as well as to evaluate predictive effects of the independent variables on the dependent variable. The findings from the correlation and regression analyses were used to answer research questions 1 and 2. Based on the findings, it was concluded that there is a significant positive relationship between organization culture and customer satisfaction, organizational culture and customer retention, and finally, customer satisfaction and customer retention. Null hypotheses ( $H_{10}$  and  $H_{20}$ ) were tested using one-way ANOVA. Both null hypotheses were rejected, further supporting the findings that there is a significant relationship between the independent and dependent variables in this study. Chapter 5 will present a summary of the research study, recommendations based on the findings in this chapter for future research and implications for practice.

### **Chapter 5: Implications, Recommendations, and Conclusions**

The objective of this quantitative non-experimental correlational study was to generate empirical findings to determine the extent to which certain cultural factors within learning centers related to their ability to retain students through their initial contractual agreements. Low retention rates have been an ongoing problem for learning centers (Zapalska, Brozik & Zieser,

2015), and the flexibility to implement organizational procedures that would enhance their viability is key to their success (Grant & Judy, 2017). Many researchers have posited that organizational culture is a major mechanism through which businesses can achieve the customer-oriented demands of better quality, quicker response, greater flexibility, and higher value (Denison, 1990; Schonberger, 2007). In fact, Aurini (2012) concluded that a strong organizational culture was a common denominator in learning centers that were doing well in terms of retaining their students. Consequently, this quantitative non-experimental study was employed to produce findings to determine specific cultural factors that would likely help learning centers retain their students.

The dependent variables in the study were customer satisfaction and customer retention. The independent variable was organizational culture, which was defined in terms of Denison's four cultural traits (adaptability, involvement, consistency, and mission). A total of one hundred and thirty-six ( $n = 136$ ) individuals participated in this research study. Ninety-four ( $n = 94$ ) participants provided useable data on the customer satisfaction/retention survey and forty-two ( $n = 42$ ) participants provided functional data on the Denison Organizational Culture Survey (DOCS). The data were analyzed using SPSS. Parametric statistics such as regression and correlation were used to address the research questions and ANOVA was performed to answer the hypotheses. The complete data analysis and interpretations were presented in chapter 4. The overall results produced statistically significant findings. Employee age, gender, and education did not moderate the findings. However, it was noteworthy to observe that nearly 75 percent of the participants in this study had some college education, which implies that many parents or guardians who pursue supplementary education for their students have some college education.

Research question 1 asked, *to what extent does a correlation exist, if any, between organizational culture and customer satisfaction?* The results from the ANOVA as presented in chapter 4, led to the null hypothesis being rejected and the conclusion that a statistically significant relationship exists between organizational culture and customer satisfaction. The results from the correlational and regression analyses further supported this conclusion. The involvement trait of the organizational culture, which reflects empowerment of employees, revealed a stronger relationship than the other three traits. Thus, suggesting that by empowering their employees, learning centers create the environment for employees to flourish, which is then transferred to the external customer (Denison, 1996). The conclusion aligns with Mobley, Wang, and Fang (2005), who noted that internal factors such as a sense of ownership leads to organizational commitment that translates into employee satisfaction, which is then projected onto satisfied customers that may decide to remain with the organization. The second research question was therefore used to examine the assumption that organizational culture is associated with customer retention.

Research question 2 asked, *to what extent does a correlation exist, if any, between organizational culture and customer retention?* Correlational and regression analyses performed along with the results from one-way ANOVA testing of null hypothesis 2 presented in chapter 4, led to the rejection of null hypothesis 2, and to the conclusion that a statistically significant relationship exists between organizational culture and customer retention. This conclusion supports previous research by Brooks, Jones, and Burt (2013), which noted that organizational cultural factors such as cleanliness of the organization, commitment to customer needs, and a welcoming environment all contributed to customer retention.

Chapter 5 provides an elaboration of the research study findings and results that were presented in chapter 4. The chapter is divided into four sections. Section one delineates the implications of the study findings. Section two offers recommendations for practice. Section three proposes recommendations for future research studies. The final section is dedicated to the conclusions drawn from the study.

### **Implications**

The findings from this research study have two major implications for learning center operators and in general, service-providing organizations. The first implication derived from the response to the initial research question, which asked: *To what extent does a correlation exist, if any, between organizational culture and customer satisfaction?* As this quantitative non-experimental correlational study has shown, organizational culture can directly and indirectly influence organizational commitment. The results suggested that organizations that provide products and services should invest in ways to empower their employees and to provide more team orienting activities. By creating an environment that fosters personal responsibility and ownership among the employees, which are signs of strong organizational cultures, the organizational leaders are essentially positioning the organization for success. This research study revealed that customers preferred organizations with strong cultures that empowered employees to make on spot decisions.

The second implication resulted from the second research question, which posed: *To what extent does a correlation exist, if any, between organizational culture and customer retention?* Once more and as this study has suggested, organizational culture can improve product and or service quality, and in turn enhance the customer experience. According to Akpokavie (2018), positive customer experience leads to customer satisfaction, and subsequently

customer retention. The implication is, learning centers that prepare themselves to adapt to change, become customer focus, and invest in organizational learning, are likely to boost the quality of their products and services. This realization was echoed by Flamholtz and Randle (2014), who noted that organizational culture is foundational to improving products and services offered by organizations. Similarly, participants in this research study reported that enhancing product quality and becoming more customer-focused are some of the key elements, that propels their decisions to remain with an organization or leave it for another.

### **Recommendations for Practice**

The purpose of this quantitative non-experimental correlational study was to investigate the extent to which certain cultural factors within learning centers relate to their ability to retain students through the initial contractual agreements. The findings from this study suggests that organizational culture is an impetus for institutional improvements that include but are not limited to fostering change initiatives, product and or service upgrades as well as employee empowerment. As such, one recommendation for learning center operators and in general, service-providers is to continue to identify specific cultural traits that could enhance the overall organizational culture. The first step in the process is to assess the present state of the organizational culture to identify its strengths and weakness in addition to understanding the particular type of organizational culture in existence at the organization. The next step is for the organizational leaders to communicate their vision for the desired cultural state with all employees.

The second recommendation is for organizational leaders to provide resources to empower their employees. It is highly encouraged that learning center operators monitor the use of the resources to ensure that their employees are able to execute the necessary implementations

to improve the services and products they provide to their patrons. According to Pantouvakis and Bouranta (2013), an organization's ability to achieve strong organizational culture relies on its ability to ensure employees are provided the necessary tools to be successful.

A final recommendation for practice based on the findings of this research study is directed toward learning centers' capacity to take a holistic approach towards the supplementary education process. Since this study linked learning centers' ability to retain their customers indirectly to factors that included center appearance, employee interaction with students, and the overall program effectiveness, it would be prudent for learning center operators to focus their attention beyond simply teaching the students. By taking a holistic approach, learning center operators may perhaps cultivate an environment where parents have confidence in the individuals teaching their students, in addition to parents trusting the service they are receive from these centers. Through these measures, learning centers are likely to retain more of their customers.

### **Recommendations for Future Research**

The findings and limitations of this study provide opportunities for future research. The results from this study revealed that there was a statistically significant relationship between organizational culture as defined by Denison (1996) and customer satisfaction as well as customer retention. Therefore, a research study using different organizational culture constructs and employing a larger sample size might produce different outcomes.

One of the limitations of this study was the research design, which employed a non-experimental approach to the data collection process. Based on this limitation, a second recommendation for future research studies is for researchers to apply a case study or an



experimental design to identify specific traits of the organizational culture that helps customers make their decision to remain or leave an organization.

### **Conclusions**

Learning centers have long been a conduit for underachieving and underprepared students to receive the supplemental instructions (Haley et al., 2013). Low retention rates, which have an effect on their overall bottom line, have compelled learning centers in the past, to reevaluate the services they offer to their patrons (Zapalska, Brozik & Zieser, 2015). As a result, many learning centers responded by experimenting with changes to their business models (Aurini, 2012). One approach had been to develop a competitive advantage through cultural innovations, since a competitive strength of many organizations is associated with their strong internal culture (Power, Schoenherr, & Samson, 2010). This quantitative non-experimental correlational research study was undertaken to explore what impact if any, organizational culture had on customer satisfaction and therefore customer retention. The findings of the study revealed that overall, organizational culture related to customer satisfaction and customer retention. The implication is that learning center operators should focus on developing strong organizational culture in their settings because it is vital to the success of their centers.

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## Appendix A: Permission Letters



January 7, 2020

To Whom it May Concern:

This letter grants permission to Karen M. Obeng to use the Denison Organizational Culture Survey for research purposes with up to 500 participants. Use is limited to the research project "The impact of organizational culture on customer retention," and all stipulations in the terms of use agreement have been accepted by Ms. Obeng. Key terms of use are as follows and all terms are detailed in the signed agreement dated January 3, 2020:

1. With permission from Denison Consulting, researchers may use items from the survey products. The items and resulting data will be used solely for research purposes.
2. Data collected from Denison Consulting tools will be kept confidential and not shared with anyone outside of the research group.
3. Use of the materials must be properly acknowledged in the manuscript and any resulting publications and presentations.
4. Denison Consulting will receive a copy of any research done on the data (papers, dissertation, presentations, follow-up publications, etc.). The researchers will provide us copies of the raw data.
5. Denison Consulting will have an opportunity to review any manuscripts based on the data prior to submission for publication or presentation.
6. Use of the research for commercial purposes is a violation of this agreement. Commercial rights can be negotiated, but that requires a separate agreement.
7. Provide permission from organization being surveyed so that Denison Consulting may follow up with them directly after the survey to provide any clarification of survey results and present other products/services that may be of interest to the organization.

I wish Karen the best of luck with her research, and I look forward to seeing her results!

Sincerely,

Joseph E. Mroz, PhD  
Research Consultant  
Denison Consulting  
jmroz@denisonconsulting.com

Date: 01/06/2020

Ms. Karen Obeng-Dompreh  
4435 Michael Jay Street  
Snellville, GA 30039

Thank you for your request for permission to use the Kumon Math & Reading Customer Satisfaction/ Retention Survey in your research study. We are willing to allow you to reproduce the instrument as outlined in your letter at no charge with the following understanding:

- You will use this survey only for my research study and will not sell or use it with any compensated management/ curriculum development activities.
- You will include the copyright statement on all copies of the instrument
- You will send your research study and one copy of reports, articles, and like that make use of the survey data promptly to your attention.

If these are acceptable terms and conditions, please indicate so by signing one copy of this letter and returning it to us.

Best wishes with your study.

Sincerely,



I understand these conditions and agree to abide by these terms and conditions.

Signed: 

Date: 1/6/2020

Expected date of completion: August 2020

**Appendix B: Informed Consent: Permission to use premises, name and/or subjects**


**NORTHCENTRAL UNIVERSITY**  
**INFORMED CONSENT: PERMISSION TO USE PREMISES, NAME AND/OR**  
**SUBJECTS**

(Facility, Organization, University, Institution, or Association)

**Kumon Math and Reading Center**

**Name of Facility, Organization, University, Institution, or Association**

I hereby authorize Karen Obeng-Dompseh, student of North Central University, to use the premises, name and/or subjects requested to conduct a study entitled (The Impact of Organizational Culture on Customer Retention).

Signature:  Date: January 8, 2022

Title: Administrator

Name of Facility: Kumon Math & Reading Centers.

## Appendix C: Informed Consent Form

### Informed Consent Form

#### Introduction

My name is Karen Obeng-Dompreh. I am a doctoral student at Northcentral University and am conducting a research study on the Impact of Organizational Culture on Customer Retention. The purpose of the study is to examine the extent to which certain cultural factors within learning centers relate to their ability to retain customers. I am seeking your consent to participate in this study. Your participation is completely voluntary, and I am here to address your questions or concerns at any point during the study.

#### Activities

In this study, participants will:

1. You will be required to complete an online 60-item survey questionnaire along with basic demographic information.
2. Completion of the survey should take approximately 20 minutes.

#### Eligibility

You are eligible to participate in this research if you:

1. You are an existing or past customer of Kumon math and reading centers in the geographical area of study.
2. You are an existing or past employee (18 years or older) of Kumon math and reading centers in the geographical area of study.

I hope to include 250 people in this research.

#### Risks

In all research endeavors there may be some possible risk. In this research there is a small to moderate risk of the possible release of personal/private information.

To decrease the impact of these risks, you can skip any question that may require private information or stop participation at any time without fear of retribution.

#### Benefits

If you participate, there are no direct benefits to you. However, this research may increase the body of knowledge in the subject area of this study.



### **Privacy and Confidentiality**

In this study, certain identifying/private information may be collected. Any information you provide will be kept confidential to the extent allowable by law. Some steps I will take to keep your information confidential are, I will keep your information confidential by not requesting your name, and this consent form, and data will be stored in a private safe.

The people who will have access to your information are me, and/or my dissertation chair, and/or my dissertation committee. The Institutional Review Board may also review my research and view your information.

I will secure your information with these steps; I will secure your information by keep the computer file locked with a password and using encryption. The computer will always be transported in a locked case.

Even with this effort, there is a chance that your identifying/private information may be accidentally released.

I will securely store your data for 7 years. Then, I will delete electronic data and destroy paper data.

### **Contact Information**

If you have questions, you can contact me at: [k.obeng-dompreh7297@o365.ncu.edu](mailto:k.obeng-dompreh7297@o365.ncu.edu).

My dissertation chair's name is Dr. Gary White. They work at Northcentral University and is supervising me on the research. You can contact them at: [garywhite@ncu.edu](mailto:garywhite@ncu.edu).

If you contact us, your information will not be linked to your responses if your study is otherwise anonymous.

If you have questions about your rights in the research or if a problem or injury has occurred during your participation, please contact the NCU Institutional Review Board at [irb@ncu.edu](mailto:irb@ncu.edu) or 1-888-327-2877 Ext 8014.

### **Voluntary Participation**

If you decide not to participate, or if you stop participation after you start, there will be no penalty to you: you will not lose any benefit to which you are otherwise entitled.

**Signature**

A signature indicates your understanding of this consent form. You will be given a copy of the form for your records.

Participant Signature

---

Printed Name

---

Date

---

Researcher Signature



Printed Name

Karen Obeng-Dempsey

Date

01/10/2020

## Appendix D: Surveys



Customer Satisfaction/Customer Retention Survey ©2016

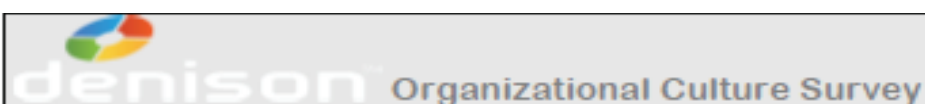
Listening to customers has always been important to us. Your feedback will help us better serve people like you. Please take your time to read each statement and select the numerical value that most closely matches your feeling about the statement.

(1 = strongly disagree, 2 = disagree, 3 = neither agree nor disagree, 4 = agree, 5 = strongly agree)  
(1 = poor, 2 = below average, 3 = average, 4 = above average, 5 = excellent)

|  |   |   |   |   |   |
|--|---|---|---|---|---|
| 1. How long have you been a customer of Kumon math and reading learning center?                      | 1 | 2 | 3 | 4 | 5 |
| 2. Overall, how satisfied are you with Kumon math and reading learning center?                       | 1 | 2 | 3 | 4 | 5 |
| 3. How well does our services meet your needs?   | 1 | 2 | 3 | 4 | 5 |
| 4. How would you rate the quality of our products?   | 1 | 2 | 3 | 4 | 5 |
| 5. How would you rate the value of your money for our service?                                       | 1 | 2 | 3 | 4 | 5 |
| 6. How responsive have we been to your questions or concerns?  | 1 | 2 | 3 | 4 | 5 |
| 7. How likely are you to use our service again?  | 1 | 2 | 3 | 4 | 5 |
| 8. How useful is our service to you?   | 1 | 2 | 3 | 4 | 5 |
| 9. How satisfied are you with your experience at Kumon math and reading?                             | 1 | 2 | 3 | 4 | 5 |
| 10. How do you compare Kumon math and reading with our competitors?                                  | 1 | 2 | 3 | 4 | 5 |
| 11. How important is price to you when choosing learning centers?                                    | 1 | 2 | 3 | 4 | 5 |
| 12. How important is quality service when selecting learning centers?                                | 1 | 2 | 3 | 4 | 5 |
| 13. How would you compare Kumon math and reading services with competing products?                   | 1 | 2 | 3 | 4 | 5 |
| 14. How convenient is our location for you?  | 1 | 2 | 3 | 4 | 5 |
| 15. How disappointed would you be if you could no longer use Kumon math and reading?                 | 1 | 2 | 3 | 4 | 5 |
| 16. I would discourage others from using services of Kumon math and reading.                         | 1 | 2 | 3 | 4 | 5 |
| 17. Kumon math and reading understands and addresses my needs.                                       | 1 | 2 | 3 | 4 | 5 |
| 18. I am likely to recommend Kumon math and reading centers to friends and families.                 | 1 | 2 | 3 | 4 | 5 |
| 19. How effective are employees at Kumon math and reading at addressing your needs and concerns?     | 1 | 2 | 3 | 4 | 5 |
| 20. How strongly do you recommend Kumon math and reading centers?                                    | 1 | 2 | 3 | 4 | 5 |
| 21. Compared to our competitors, are Kumon and math reading prices higher, lower, or about the same? | 1 | 2 | 3 | 4 | 5 |



|  |   |   |   |   |   |
|--|---|---|---|---|---|
| 22. Do you think prices at Kumon math and reading are too high, too low, or about right?               | 1 | 2 | 3 | 4 | 5 |
| 23. How likely are you to use our service again in the future?   | 1 | 2 | 3 | 4 | 5 |
| 24. How likely would you discourage others from using Kumon math and reading?                          | 1 | 2 | 3 | 4 | 5 |
| 25. How useful is Kumon math and reading?  | 1 | 2 | 3 | 4 | 5 |
| 26. How well do you think Kumon math and reading understands what your student needs to be successful? | 1 | 2 | 3 | 4 | 5 |
| 27. How respectful of your time are employees at Kumon math and reading center?                        | 1 | 2 | 3 | 4 | 5 |
| 28. Cleanliness at the learning center is important to me.   | 1 | 2 | 3 | 4 | 5 |
| 29. How clean is Kumon math and reading center?  | 1 | 2 | 3 | 4 | 5 |
| 30. Are you satisfied with the overall quality of instruction provided by Kumon math and reading?      | 1 | 2 | 3 | 4 | 5 |
| What is your gender?   | M |   | F |   |   |
| What is your student's gender  | M |   | F |   |   |
| How many students do you have at the center?   |   |   |   |   |   |
| What is your age?  |   |   |   |   |   |
| What is your educational level?  |   |   |   |   |   |
| Do you consider yourself, Asian, Black, Hispanic, White or other?                                      |   |   |   |   |   |
| What is your annual income?  |   |   |   |   |   |



## Instructions

Please read the following set of instructions.

This survey presents a set of statements that describe different aspects of an organization's culture. To answer the items, think of your organization as a whole and the way things are usually done. Use the scale to indicate the extent to which you agree or disagree with each of the statements ( 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree, 6 = not applicable). Use Neutral when you neither agree nor disagree with the statement. In cases where an item is not applicable, select N/A.


Thank you for participating.

|  |   |   |   |   |   |   |
|--|---|---|---|---|---|---|
| Most employees are highly involved in their work.  | 1 | 2 | 3 | 4 | 5 | 6 |
| Decisions are usually made at the level where the best information is available.   | 1 | 2 | 3 | 4 | 5 | 6 |
| Information is widely shared so that everyone can get the information he or she needs when it's needed.                  | 1 | 2 | 3 | 4 | 5 | 6 |
| Everyone believes that he or she can have a positive impact.   | 1 | 2 | 3 | 4 | 5 | 6 |
| Business planning is ongoing and involves everyone in the process to some degree.  | 1 | 2 | 3 | 4 | 5 | 6 |
| Cooperation across different parts of the organization is actively encouraged.   | 1 | 2 | 3 | 4 | 5 | 6 |
| People work like they are part of a team.  | 1 | 2 | 3 | 4 | 5 | 6 |
| Teamwork is used to get work done, rather than hierarchy.  | 1 | 2 | 3 | 4 | 5 | 6 |
| Teams are our primary building blocks.   | 1 | 2 | 3 | 4 | 5 | 6 |
| Work is organized so that each person can see the relationship between his or her job and the goals of the organization. | 1 | 2 | 3 | 4 | 5 | 6 |
| Authority is delegated so that people can act on their own.  | 1 | 2 | 3 | 4 | 5 | 6 |
| The "bench strength" (capability of people) is constantly improving.   | 1 | 2 | 3 | 4 | 5 | 6 |
| There is continuous investment in the skills of employees.   | 1 | 2 | 3 | 4 | 5 | 6 |
| The capabilities of people are viewed as an important source of competitive advantage.                                   | 1 | 2 | 3 | 4 | 5 | 6 |
| Problems often arise because we do not have the skills necessary to do the job.  | 1 | 2 | 3 | 4 | 5 | 6 |
| The leaders and managers "practice what they preach".  | 1 | 2 | 3 | 4 | 5 | 6 |
| There is a characteristic management style and a distinct set of management practices.                                   | 1 | 2 | 3 | 4 | 5 | 6 |

|   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|
| There is a clear and consistent set of values that governs the way we do business.                                      | 1 | 2 | 3 | 4 | 5 | 6 |
| Ignoring core values will get you in trouble.   | 1 | 2 | 3 | 4 | 5 | 6 |
| There is an ethical code that guides our behavior and tells us right from wrong.  | 1 | 2 | 3 | 4 | 5 | 6 |
| When disagreements occur, we work hard to achieve "win-win" solutions.  | 1 | 2 | 3 | 4 | 5 | 6 |
| There is a "strong" culture.  | 1 | 2 | 3 | 4 | 5 | 6 |
| It is easy to reach consensus, even on difficult issues.  | 1 | 2 | 3 | 4 | 5 | 6 |
| We often have trouble reaching agreement on key issues.   | 1 | 2 | 3 | 4 | 5 | 6 |
| There is a clear agreement about the right way and the wrong way to do things.  | 1 | 2 | 3 | 4 | 5 | 6 |
| Our approach to doing business is very consistent and predictable.  | 1 | 2 | 3 | 4 | 5 | 6 |
| People from different parts of the organization share a common perspective.   | 1 | 2 | 3 | 4 | 5 | 6 |
| It is easy to coordinate projects across different parts of the organization.   | 1 | 2 | 3 | 4 | 5 | 6 |
| Working with someone from another part of this organization is like working with someone from a different organization. | 1 | 2 | 3 | 4 | 5 | 6 |
| There is good alignment of goals across levels.   | 1 | 2 | 3 | 4 | 5 | 6 |
| The way things are done is very flexible and easy to change.  | 1 | 2 | 3 | 4 | 5 | 6 |
| We respond well to competitors and other changes in the business environment.   | 1 | 2 | 3 | 4 | 5 | 6 |
| New and improved ways to do work are continually adopted.   | 1 | 2 | 3 | 4 | 5 | 6 |
| Attempts to create change usually meet with resistance.   | 1 | 2 | 3 | 4 | 5 | 6 |
| Different parts of the organization often cooperate to create change.   | 1 | 2 | 3 | 4 | 5 | 6 |
| Customer comments and recommendations often lead to changes.  | 1 | 2 | 3 | 4 | 5 | 6 |
| Customer input directly influences our decisions.   | 1 | 2 | 3 | 4 | 5 | 6 |
| All members have a deep understanding of customer wants and needs.  | 1 | 2 | 3 | 4 | 5 | 6 |
| The interests of the customer often get ignored in our decisions.   | 1 | 2 | 3 | 4 | 5 | 6 |
| We encourage direct contact with customers by our people.   | 1 | 2 | 3 | 4 | 5 | 6 |
| We view failure as an opportunity for learning and improvement.   | 1 | 2 | 3 | 4 | 5 | 6 |
| Innovation and risk taking are encouraged and rewarded.   | 1 | 2 | 3 | 4 | 5 | 6 |
| Lots of things "fall between the cracks".   | 1 | 2 | 3 | 4 | 5 | 6 |

|  |   |   |   |   |   |   |
|--|---|---|---|---|---|---|
| Learning is an important objective in our day-to-day work.                             | 1 | 2 | 3 | 4 | 5 | 6 |
| We make certain that the "right hand knows what the left hand is doing".               | 1 | 2 | 3 | 4 | 5 | 6 |
| There is a long-term purpose and direction.  | 1 | 2 | 3 | 4 | 5 | 6 |
| Our strategy leads other organizations to change the way they compete in the industry. | 1 | 2 | 3 | 4 | 5 | 6 |
| There is a clear mission that gives meaning and direction to our work.                 | 1 | 2 | 3 | 4 | 5 | 6 |
| There is a clear strategy for the future.  | 1 | 2 | 3 | 4 | 5 | 6 |
| Our strategic direction is unclear to me.  | 1 | 2 | 3 | 4 | 5 | 6 |
| There is widespread agreement about goals.   | 1 | 2 | 3 | 4 | 5 | 6 |
| Leaders set goals that are ambitious, but realistic.                                   | 1 | 2 | 3 | 4 | 5 | 6 |
| The leadership has "gone on record" about the objectives we are trying to meet.        | 1 | 2 | 3 | 4 | 5 | 6 |
| We continuously track our progress against our stated goals.                           | 1 | 2 | 3 | 4 | 5 | 6 |
| People understand what needs to be done for us to succeed in the long run.             | 1 | 2 | 3 | 4 | 5 | 6 |
| We have a shared vision of what the organization will be like in the future.           | 1 | 2 | 3 | 4 | 5 | 6 |
| Leaders have a long-term viewpoint.  | 1 | 2 | 3 | 4 | 5 | 6 |
| Short-term thinking often compromises our long-term vision.                            | 1 | 2 | 3 | 4 | 5 | 6 |
| Our vision creates excitement and motivation for our employees.                        | 1 | 2 | 3 | 4 | 5 | 6 |
| We are able to meet short-term demands without compromising our long-term vision.      | 1 | 2 | 3 | 4 | 5 | 6 |

## Appendix E: IRB Approval Letter

|   |   |
|---|---|
|  <b>NORTHCENTRAL</b><br>UNIVERSITY   | NCU Approved Date Stamp<br>March 04, 2020 |
| 11355 N. Torrey Pines Road<br>La Jolla, CA 92037  |   |
| <p> <b>Date:</b> March 04, 2020<br/> <b>PI Name:</b> Karen Obeng-Dompreh<br/> <b>Chair Name (if applicable):</b> Gary S White<br/> <b>Application Type:</b> Initial Submission<br/> <b>Review Level:</b> Exempt - Category 2<br/> <b>Study Title:</b><br/>           "the impact of organizational culture on customer retention"         </p>  |   |
| <p> <b>Approval Date:</b> March 04, 2020<br/> <b>Expiration Date:</b> March 03, 2021         </p>   |   |
| <p>Dear Karen:</p>  |   |
| <p>Congratulations! The purpose of this letter is to inform you that your IRB application has been approved. Your responsibilities include the following:</p>   |   |
| <ol style="list-style-type: none"> <li>1. Follow the protocol as approved. If you need to make changes, please submit a modification form requesting approval of any proposed changes before you make them.</li> <li>2. If there is a consent process in your research, you must use the consent form approved with your final application. Please make sure all participants receive a copy of the consent form.</li> <li>3. Continuing review is required as long as you are in data collection or if data have not been de-identified. Failure to receive approval of the continuing review before the expiration date means the research must stop immediately.</li> <li>4. If there are any injuries, problems, or complaints from participants, you must notify the IRB at <a href="mailto:IRB@ncu.edu">IRB@ncu.edu</a> within 24 hours.</li> <li>5. IRB audit of procedures may occur. The IRB will notify you if your study will be audited.</li> <li>6. When data are collected and de-identified, please submit a study closure form to the IRB.</li> <li>7. You must maintain current CITI certification until you have submitted a study closure form.</li> <li>8. If you are a student, please be aware that you must be enrolled in an active dissertation course with NCU in order to collect data.</li> </ol> |   |
| <p>Congratulations from the NCU IRB. Best wishes as you conduct your research!</p>  |   |
| <p>Respectfully,</p>  |   |
| <p>Northcentral University Institutional Review Board<br/>Email: <a href="mailto:irb@ncu.edu">irb@ncu.edu</a></p>   |   |