Effect of Organizational Climate on Job Satisfaction of Clinical Instructors at the Faculty of Nursing, Cairo University

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Abstract

Background: The organizational climate and job satisfaction are vital elements in any educational system, depends upon the involvement, efforts and the contribution of the academic staff or their professional expertise. Numerous investigators have studied the organizational climate and job satisfaction in health sector but rarely examined the organizational climate and job satisfaction among teaching faculty members for higher education.

Aim of the Study: The current study seeks to assess the effect of organizational climate on job satisfaction of clinical instructors at the Faculty of Nursing Cairo University.

Design and Sample: A descriptive exploratory design was utilized to achieve the aim of the current study. The data was collected from sample include (120) male and female of clinical instructors through A questionnaire consists of three parts, first part the socio-demographic data, the second and third part the organizational climate and job satisfaction respectively.

Results: The current study revealed that 63% of sample had moderate perception of organizational climate, and 55% of sample has moderate level of job satisfaction. There is statistically significance difference in perception of female than male with organizational climate ($t=2.856, p=0.005$), also no statistically significance difference between gender and job satisfaction ($t=0.293, p=0.770$). Also there are highly positive correlation between overall job satisfaction and organizational climate ($r=0.679, p=0.000$). In addition to there are highly significant effect of organizational climate on job satisfaction $\beta=0.679, (t=10.052), (p=0.000)$.

Conclusion: The current study concluded that the clinical instructors have moderate level of job satisfaction and organizational climate, there are positive correlation between organizational climate and job satisfaction dimensions. Also the study concluded that there are no statistically significant difference between socio demographic data and organizational climate and job satisfaction except females have positive perception of organizational climate than male. In addition to there are strongly effect of organizational climate on job satisfaction.

Key Words: Organizational climate – Job satisfaction – Clinical instructors.

Introduction

WELL-BEING of the educational system depends upon the involvement, efforts and the contribution of the academic staff or their professional expertise. Job satisfaction, retention, and commitment to the organization are essential for all the academic institutions. So higher job satisfaction of the faculty main results in the healthy and positive climate of the institute. On the other hand the positive climate of the university not only increase the job satisfaction of the staff but also the overall productivity of the institution of higher education [1,2].

Academic staff play very important role in achieving the organizational goal. They are the source of guidance at many crucial steps in academic life [3]. Defined the Clinical instructors as a teacher who assures the responsibility for teaching a given number of students in the clinical sitting. This position provide practice varying degree of creative teaching every day. So the clinical instructors should have at least Bachelor’s degree in the Science of Nursing (BSN) or master degree [4].

The climate of the organization is based upon its employee’s feeling and perception of the organization’s practices, procedures and reward systems. Organizational climate can be defined in number of ways. One of the most widely accepted definitions is [5] who defined organizational climate as the shared perceptions, feelings and attitudes that organizational members have about the fundamental elements of the organization, which reflect the established norms, values and attitudes of the organization’s and influences individuals’ behavior positively or negatively.

Organizational climate consist of factors that meet the emotional needs of its members such as internal communication, organizational structure,
professional development and political climate. If factors are met, the individual will be satisfied with his or her job. On the other hand if not met the individual will be dissatisfied with job lead to fear, anxiety and stress which are counterproductive to job performance and not meeting the needs of the organization [6].

Doughty et al., [7] defined job satisfaction as reaction that results from the individual’s comparison of actual outcomes with desired, anticipated or deserved outcomes. Job satisfaction is important because of its implications for job related behaviors such as productivity and retention. Also [6-8] defined job satisfaction a person’s attitude, or emotional response (either positive or negative) toward his or her job.

Therefore job satisfaction is one of the major criteria for establishing a healthy organizational environment in an organization. Nonetheless, factors related to job satisfaction are relevant in the prevention of clinical instructors frustration and low job satisfaction. The job satisfaction will affect the clinical instructors work harder and perform better [9].

Significance of the study:
Clinical instructors play important role in faculty of nursing. They contact with students more than other teaching staff. So it is important to identify the factors in organizational climate which hinder or improve their job satisfaction.

Many studies have been done nationally and internationally focused on effect of organizational climate on job satisfaction for hospital nurses. But there are limited research done in Egypt related organizational climate and job satisfaction of clinical instructors such as [10] who conducted study contribute relationship between empowerment and job satisfaction for clinical instructors.

In addition to Clinical instructors complain from over work-load and not having clear line of authority and vague job description, also not have clear policy which lead to role conflict, decrease performance and job induced tension. This will affect the clinical instructors capabilities and it will reflect on the student’s educational qualities and decrease productivity. So this study will hold special significance for administrators in nursing education if the majority of nursing faculty are dissatisfied with their jobs, to identify causes of their dissatisfaction as well as how they can enhance the satisfaction of those clinical instructors.

Subjects and Methods

Research design and sitting:
The current study was conducted at the faculty of nursing, Cairo University. Descriptive exploratory design was utilized in the current study.

Tools of data collection:
The data was collected for two months from April 2013 till May 2013. Also the data collection questionnaire was consisted of three parts;

First part: Demographic data sheet, which include: (Sex, Qualification, Experience years, Marital status, working department, Attended training).

Second part: Organizational climate questionnaire guided by [11] modified by the researcher to collect data relevant to current study it covered seven dimensions and contained (53) items, Organizational clarity (11 items), organizational structure (9 items), team commitment (11 items), intimate relationships and support (8 items), Recognition (4 items), performance evaluation (4 items), facilitators (6 items).

Third part: Job satisfaction questionnaire developed by [10] and was adopted to collect data relevant to current study, which covered five dimensions and contained (46) items, work environment (7 items), work itself (8 items), supervisors (10 items), coworkers (6 items), opportunities (6 items), compensation (9 items).

Sample:
The sample included all clinical instructors and assistant lecturers (n=120) male and female who were actually in the active workforce during the time of data collection.

Inclusion criteria:
The study include all the clinical instructors and assistant lecturers were work experience at least one year in faculty of nursing and agrees to participate in the study.

Tools validity and reliability:
The study tools content and validity were established by a panel of five experts in Faculty of Nursing Cairo University. Each experts on the panel was asked to examine the instrument for content, coverage, clarity, wording, length, format and overall appearance. Also the Cronbach’s Alpha test done for organizational climate and job satisfaction questionnaire reliability. The estimated reliability was (.96) for organizational climate and (.75) for job satisfaction.
Research question:
1- What is the job satisfaction level of clinical instructors at faculty of nursing?
2- What is effect of organizational climate on job satisfaction of clinical instructors?

Results

Table (1) shows that the highest mean (30.7±10.39) was organizational structure, the second mean (36.74±8.32) organizational clarity, while the facilitators had got the lowest mean (17.07±5.94).

Table (2) shows that the highest mean was compensation for work (24.97±4.61), the second mean relationship with supervisor (27.12±5.9), while work environment had got the lowest mean (13.91±6.28).

Table (3) shows that there were highly positive correlation between overall job satisfaction and total perception of organizational climate ($r=.679$, $p=.000$).

<table>
<thead>
<tr>
<th>Dimensions</th>
<th>Maximum mean</th>
<th>Mean</th>
<th>SD</th>
<th>Dimensions</th>
<th>Maximum mean</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
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<tr>
<td>1- Organizational structure</td>
<td>45</td>
<td>30.7</td>
<td>10.39</td>
<td>1- Compensation for work</td>
<td>36</td>
<td>24.97</td>
<td>4.61</td>
</tr>
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<td>2- Organizational clarity</td>
<td>55</td>
<td>36.74</td>
<td>8.32</td>
<td>2- Relationship with supervisor</td>
<td>40</td>
<td>27.12</td>
<td>5.9</td>
</tr>
<tr>
<td>3- Team commitment</td>
<td>55</td>
<td>36.08</td>
<td>7.27</td>
<td>3- Relationship with peers</td>
<td>24</td>
<td>16.18</td>
<td>3.73</td>
</tr>
<tr>
<td>4- Performance evaluation</td>
<td>20</td>
<td>12.7</td>
<td>6.47</td>
<td>4- Opportunities in work</td>
<td>24</td>
<td>15.85</td>
<td>3.78</td>
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<tr>
<td>5- Estimates</td>
<td>20</td>
<td>12.52</td>
<td>3.62</td>
<td>5- Work itself</td>
<td>32</td>
<td>19.75</td>
<td>6.73</td>
</tr>
<tr>
<td>6- Intimate relationships and support</td>
<td>40</td>
<td>24.85</td>
<td>7.56</td>
<td>6- Work environment</td>
<td>28</td>
<td>13.91</td>
<td>6.28</td>
</tr>
<tr>
<td>7- Facilitators</td>
<td>30</td>
<td>17.07</td>
<td>5.94</td>
<td>Total</td>
<td>265</td>
<td>170.66</td>
<td>49.57</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>170.66</td>
<td>49.57</td>
<td>Total</td>
<td>184</td>
<td>117.79</td>
<td>21.2</td>
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</tbody>
</table>

Table (2): Mean and SD of job satisfaction dimension (n=120).

<table>
<thead>
<tr>
<th>Items</th>
<th>Work environment</th>
<th>Work itself</th>
<th>Relationship with supervisors</th>
<th>Peer relationships</th>
<th>Opportunities in work</th>
<th>Compensation for work</th>
<th>Total satisfaction</th>
</tr>
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<tbody>
<tr>
<td>Total institutional clarity</td>
<td>$r$ .363 **</td>
<td>.363 **</td>
<td>.433 **</td>
<td>.465 **</td>
<td>.541 **</td>
<td>.320 **</td>
<td>.511 **</td>
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<td>$p$.000</td>
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<tr>
<td>Total organizational structure</td>
<td>$r$ .411 **</td>
<td>.411 **</td>
<td>.439 **</td>
<td>.414 **</td>
<td>.424 **</td>
<td>.383 **</td>
<td>.501 **</td>
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<td>$p$.000</td>
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<td>.000</td>
<td>.000</td>
<td>.000</td>
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<td>.000</td>
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<tr>
<td>Total team commitment</td>
<td>$r$ .469 **</td>
<td>.469 **</td>
<td>.578 **</td>
<td>.501 **</td>
<td>.466 **</td>
<td>.423 **</td>
<td>.596 **</td>
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<td>$p$.000</td>
<td>.000</td>
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<td>.000</td>
<td>.000</td>
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<td>.000</td>
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<tr>
<td>Total close relationships and support</td>
<td>$r$ .510 **</td>
<td>.510 **</td>
<td>.521 **</td>
<td>.526 **</td>
<td>.570 **</td>
<td>.435 **</td>
<td>.624 **</td>
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<tr>
<td>$p$.000</td>
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<tr>
<td>Total appreciation</td>
<td>$r$ .511 **</td>
<td>.511 **</td>
<td>.480 **</td>
<td>.444 **</td>
<td>.473 **</td>
<td>.335 **</td>
<td>.554 **</td>
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<tr>
<td>Total performance appraisal</td>
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<td>.462 **</td>
<td>.461 **</td>
<td>.401 **</td>
<td>.448 **</td>
<td>.398 **</td>
<td>.540 **</td>
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<tr>
<td>Total facilitators</td>
<td>$r$ .494 **</td>
<td>.494 **</td>
<td>.506 **</td>
<td>.513 **</td>
<td>.493 **</td>
<td>.399 **</td>
<td>.604 **</td>
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<tr>
<td>Total climate</td>
<td>$r$ .549 **</td>
<td>.549 **</td>
<td>.594 **</td>
<td>.568 **</td>
<td>.596 **</td>
<td>.468 **</td>
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*: Significant <0.05  **: Significant <.01.
Organizational climate distribution (n=120)

Fig. (1): Degree of perception of organizational climate. The graph shows moderate positive perception of organizational climate (63%).

Job satisfaction distribution (n=120)

Fig. (2): Levels of job satisfaction.

The graph shows that there is moderate level of job satisfaction (55%).

Scatterplot

Dependent variable: toot_satisfaction

Fig. (3): Linear relation for organizational climate and job satisfaction.

The graph shows that there are linear relation between organizational climate and job satisfaction (R Square 0.478).

Discussion

The current study indicated that the clinical instructors have moderate perception of organizational climate, the highest mean score for organizational climate is “organizational structure” dimension, the respondents perceived that the college policy are clear and guide the clinical instructors work, the communication in the college is open and practice at ethical manner and the new policies are announced and if there is modifications. The study done in middle school on teachers by Kindt [12] showed that the organizational structure take the second mean score. The respondents perceive high level of organizational structure through clear hierarchical structures and effective formal interaction process that promoted internal communication.

The current study showed that the second high mean score is “organizational clarity”, the Faculty of Nursing Cairo University is an accredited institution, so the objectives, mission and vision are visible and posted for all clinical staff, teaching staff and students. Also the strategic objectives, mission and vision are taught in curriculum for undergraduate and post graduate nursing students. In this respect [13] in a study done on Academic staff from four university in north India declared that the role clarity are positively contribute to positive organizational climate that supports collaboration and increase job satisfaction. Also clear, planned goals and objectives inject element of certainty to job responsibility, which reduce role ambiguity and increase job satisfaction.

Furthermore, the current result showed the lowest mean score for clinical instructors of organizational climate is “facilitators”, this result could be due to the fact that the work place has only one room for all clinical instructors in each department, the number may be more than 20 members in one room and no enough desks and chairs for all clinical instructors.

The current study showed that the clinical instructors had moderate level of job satisfaction, the highest mean score of clinical instructors satisfaction is “compensation for work” dimension, because the salary are important factor for any employees so the clinical instructors taking their salary on time and fairness for all clinical instructors. Also the current study revealed that the majority of sample are clinical instructors and have a bachelor qualification, so the clinical instructors find the salary level very attractive and very reasonable when compare with their qualification. In this respect a study done on academic staff in Pakistan by [14] showed that the compensation revealed that the respondents pleased with their salary. This can be attributed by two factors firstly demographic as well as prevailing economic conditions.
The current study revealed that the lowest mean score was “work environment” dimension, the result showed, the respondents dissatisfied with the availability of meals in the work place, means of transportation and availability of nursery in the work place.

In addition to the current study illustrated that there was highly positive correlation between overall job satisfaction dimensions as work itself, work environment, relations with supervisor, relations with coworkers, opportunities at work, compensation for work and organizational climate dimensions as organizational clarity, organizational structure, team commitment, intimate relationships and support. This mean that more positive perception of organizational climate would lead to higher level of job satisfaction and negative perception of organizational climate lead low level of job satisfaction. The study done on academic staff in Malaysia, Wahiza [15] revealed that there are positive correlation between organizational climate and job satisfaction of the staff.

The finding of current study revealed that the organizational climate has significant positive effect on job satisfaction. From the investigator point of view the respondent perceive that when the organization provide high degree of positive climate through clear information, team relationship, fair and clear policy, effective leader lead to positive effect on job satisfaction. In this respect [13] study showed that entail information and communication flow and organizational structure are important factors in positive organization which lead to job satisfaction.

Recommendations:
- The clinical instructors should be informed about all decisions made at every level of management.
- The faculty administrators should plan regular meeting with clinical instructors for exchange of ideas, problem and suggestions, at the beginning, in the middle and at the end of academic year.
- The faculty should organized program orientation, which focus mainly on specific items in job description for newly clinical instructors.
- The faculty should establishment another extension to expand the place of work and develop place for nursery for children of academic staff inside the faculty.

References
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