ORGANIZATIONAL CLIMATE AND JOB SATISFACTION IN 21ST CENTURY HIGHER EDUCATIONAL INSTITUTES

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Abstract

Purpose of the study: Twenty-first century has brought some fundamental changes in all types of organizations. Higher education is one being the most effected. The purpose of the current study was to explore such Work Climate dimensions that contribute towards job satisfaction in higher education institutes of Pakistan.

Methodology: Descriptive statistics were selected for data collection through two adapted questionnaires. These questionnaires were about Job Satisfaction named as Mohrman- Cokke-Mohrman Job Satisfaction Scale (MCMJSS) and Organizational Climate Questionnaire (OCQ). A sample of 386 Private Universities' Staff was randomly selected from the five provinces of Pakistan. The data was analyzed in SPSS through Pearson correlation.

Main Findings: It revealed that all the Work Climate Dimensions were significantly correlated with job satisfaction. However, dimensions of respect, communication, innovation, direction, training, and learning were least significantly correlated as compared to the dimensions role clarity, reward system, career development, commitment, and moral, and lastly, teamwork and support. These have the highest level of correlation with job satisfaction.

Applications of this study: This research will help to improve the standards of Higher Education Institutes in Pakistan in terms of job satisfaction of the employees. Considering the findings of the study, administrators can help improve their employees' satisfaction. It is also suggested that in-depth research may be carried out involving the same variables for extensive understanding.

Novelty/Originality of this study: Educational organizations have always been an important part of the society as they provide society with the future workforce. Though such kind of studies have been conducted on other organizations, it is the first of its kind conducted in higher education institutes especially an education-wise developing country like Pakistan.

Keywords: Work Climate, Job Satisfaction, Private Organizations, Productivity, Educational Institutes.

INTRODUCTION

Competition is at unprecedented heights in today's world and organizations of all sizes and shapes are feeling the brunt. For sheer survival, organizations have to show the efficiency and have to outrun their competitors (Nair, 2006). A host of factors threaten organizations, negatively affecting organizational climate and undermining their productive workforce. Shielding a healthy organizational climate, especially for highly productive individuals, is becoming increasingly important (Brown and Leigh,1996). A healthy organizational climate is essential for retaining productive individuals, who will want to stay for a longer period and benefit their respective organizations through hard work. An unfavorable work climate challenges the very foundations of organizations.

The characteristics of productive work environments are measurable. Analysis of the climates of high-performing organizations reveals that invigorating work environments alone account for a 30% improvement in key business performance areas (Watkin and Hubbard, 2003). Wiley and Brooks' (2000) research on the relationship between actual performance of the employees and employees' perceptions of their work environments also suggest the importance of organizational climate. Organizations with an energizing work environment show better performance as opposed to those with dull routine (Watkin and Hubbard, 2003).

The organizational climate which invigorates its employees is essential for competing; no doubt, certain organizational and leadership qualities are also of utmost importance for success, but success will not come without appreciating and rewarding those who are willing to take additional pains for the sake of their organization.

Numerous researches were conducted in Pakistan for the betterment of the work environment but none in the teaching profession. Education is the most important sector and it is in dire need of a better work environment. The current study will explore the effects of organizational climate on the job satisfaction level of the higher education employees in Pakistan.

LITERATURE REVIEW

Job satisfaction

For improvement in individual's productivity, job satisfaction is the key factor. Locke referred to it as a source of pleasant conditions at the workplace; it is a positive emotional state which can be measured from positive job experiences. According to Locke (1969), job satisfaction means bringing a positive workplace climate to an employee as a result of his/her job performance. During service, job satisfaction is the will to keep performing and not to take retirement before the actual time; it is the ability to find peace and pleasure in one's work. Feelings of people towards their job and their personal assessment are valuable for job satisfaction (Veldman, van Tartwijk, Brekelmans, &Wubbels, 2013). Job satisfaction consists of a group of dimensions which leads to the sense of gratification. While explaining the role of employees, Veldman discusses job satisfaction as one of the organizations' important goals. According to him, job satisfaction presents a set of factors that causes a feeling of gratification.

Weises (2002) defined job satisfaction as attitudes which individuals display towards their jobs. According to Schneider and Snyder (1975), job satisfaction is the personal analysis of job conditions; they believe job satisfaction is the result of the state of employment. Spector (1997) agrees with them and believes that it is the evolution of the job according to the ideals of individuals. Sempane, Rieger, and Roodt, 2002 also consider job satisfaction as an individual's perception and evaluation of his/her job.

One's requirements, values, and expectations from employment affect his perception of the job. Employees evaluate jobs on the bases of their own preferences, likes, and dislikes (Demerouti,2014). Different authors may define job satisfaction in a variety of phrases, but it can be defined in one sentence as the feeling or attitude that employees have towards his job.

Several studies have proven that job satisfaction is a strong predictor of organizational commitment resulting in maximum output (Loke, 2001; Utriainen & Kyngas, 2009; Yang, 2012). For this reason, current organization managers give much value to the idea of job satisfaction of the employees. Due to high job satisfaction, employees are more loyal and dedicated to their organizations. Such employees show more output and high performance as they value the goals of the organization for which they work and are proud to be a part of that. (Bhatti, & Qureshi, 2007). According to Organ (2013), job satisfaction is the positive or negative behavior or thinking of any employee about his job. The employee with a positive spiritual rank will have high job satisfaction as compared to the one with negative who will have job dissatisfaction.

Various factors influence a job and as a result, employee's attitude changes. For understanding job attitude, it is important to have a clear understanding of the factors that affect jobs (Porter, Bigley& Steers, 2003). According to Yusoff, Kian, & Idris (2013), extrinsic and intrinsic are the two types of such factors that influence jobs.

The factors that are not under the control of a worker, but he/she can be influenced by it are the external dimensions (Borzaga &Tortia, 2006). The behavior of fellow workers, supervisor, pay, promotion, opportunities, working conditions and the like are extrinsic factors; these factors are beyond employee's control. Intrinsic factors, however, are controlled and regulated by the employee, taking satisfaction in using one's skills and abilities, feelings of achievement, and the like are factors that are directed by the employee (Aziri, 2011). According to Robbins, Odendaal, and Roodt, 2003 advancement, recognition, responsibility and achievement are intrinsic factors, and they have a strong influence on job satisfaction of employees.

A number of studies have been conducted on organizational climate and a variety of definitions presented which are mostly very different from each other but (McMurray, & Scott, 2013; Agrawal, Chaudhary, Rangnekar, &Barua, 2012; Gerber, 2003; Zhou, & Wang, 2008; Benjamin, 2012; Carless, 2004; Neal, Griffin, & Hart, 2000; Gray, 2001) researchers agree that there are certain characteristics which construct and describe organizational climate. Climate is not a constant thing; it evolves with the passage of time. It is based on collective perception which members of the organization form through interaction with each other; it is based on organizational policies, structure, and processes. Organizational Climate is a complex phenomenon; it is multidimensional as it is a collection of environmental events and feelings of members; it is influenced by and can influence individuals' behavior.

Organizational Climate is an ages-old favorite topic of organizational psychology and organizational behavior. Kurt Lewin was the first who systematically analyzed the topic; he found that behavior is the combined function of an individual and the environment.

Organizational Climate

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evolves with the passage of time. It is based on collective perceptions which members of the organization form through interaction with each other; it is based on organizational policies, structure, and processes. Organizational Climate is a complex phenomenon; it is multidimensional as it is a collection of environmental events and feelings of members; it is influenced by and can influence individual's behavior.

Kasemsap (2017) says about organizational climate that it is the employee's perceptions of norms at the workplace, decision making, and the like. Whereas Argyris (1958) defines organizational climate as the combination of needs, values, policies, and personalities that share the environment. It is a set of characteristics that describe the features of an organization and distinguishes it from other organizations. These characteristics are relatively enduring and long-lasting, which modifies the behavior of people in the organization.

Forehand and Gilmer (1964), "Environmental variation in studies of organizational behavior," Psychological Bulletin, (Vol.62, No.6, pp.361-382) calls it a set of norms comprising of standard behaviors and attitudes. It directs activities of the organization and helps understand the situation.

For describing organizational climate, a comprehensive study was conducted by Litwin and Stringer, 1966, which investigated a variety of factors such as responsibility, reward, risk, and support. According to this study, organizational climate is the shared perception of employees in their work environment.

Organizational Climate and job satisfaction

Several researchers have worked on the effects of organizational climate and job satisfaction in the last few years (Carless, 2004; Caricati, et al., 2014; Huang et at., 2016; Ghavifekr, & Pillai, 2016). The result of most of the studies accepts the positive role of organizational climate on the level of job satisfaction. One of the researches undertaken by Peek in 2003 proves that the organization climate where employees are given the chance of communication, freedom, self-respect, relationship with colleges, the chance for career development, and praise on their achievements are to be more satisfied. In the same way, Brief (1998) found out that financial benefits have a strong and direct link with job satisfaction.

A research was conducted by Peek (2003) related to exploring organizational climate and job satisfaction. He concluded that when an organization has maximum autonomy, opportunities to its employees, and where the employees are having a positive relationship with each other and show concern and interest in each other's work, they employees will have a high level of satisfaction. Likewise, Brief (1998) claims that wages and other material and non-material benefits and opportunities are part of organizational climate are strongly related to job satisfaction.

It can be said that job satisfaction depends on different and separate factors, but they are very intimately related to each other. Job satisfaction is the factor that makes the employees behave towards and considers the nature of their job, whereas organizational climate is their understanding of the workplace, including physical and non-physical attributes (Tracey &Tews, 2005; Keuter, Byrne, Voell& Larson, 2000).

A recent study conducted in Pakistan focusing on educational institutes, banking, and telecommunication organizations has taken constructs like work hours, job security, and esteem as the focus of their study (Raziq and Maulabakhsh 2015). but still, many researchers focus is on the main factors of organizational climate, keeping its value into consideration (Sempane et al., 2002).

In light of the literature, the following Null hypothesis was constructed:

Ho1: There is a strong positive relationship between different dimensions of organizational climate and job satisfaction of Private Universities' Staff in Pakistan.

Ho2: Different work climate dimensions have a different level of correlations with job satisfaction of private universities' teachers in Pakistan.

METHODOLOGY

The current study was descriptive in nature. Data were collected using the survey method as, according to Rose and Naresh, 2006 it gives broad coverage, flexibility, and convince in collecting the required data. Two questionnaires about Job Satisfaction Mohrman- Cokke-Mohrman Job Satisfaction Scale (MCMJSS) and Organizational Climate Questionnaire (OCQ) were distributed among 496 respondents all over Pakistan and in which 386 had positive returns.

Population and Sample of the Study

The population is defined by Walliman (2017) as a set of related cases from where the accurate sample can be selected. However, Azoury, Kaissi, and Attieh (2018) consider it as a set of interest which is measured by selecting a small set of the sample from it. For the current study 75, private sector universities of Pakistan were selected as samples.

A multi-layer sampling technique was used for sample selection. In the first stage sampling, 5 strata were selected from the five provinces of Pakistan. In the second stage, through a simple random sampling method, 386 staff members were selected as a sample for the study.

Formula for sample selection

s = X2NP (1 - P) f CP(N - 1) + X2P(1 - P),

s = required sample size.

X" = the table value of chi-square for 1 degree of freedom at the

N = the population size.

P = the population proportion (assumed to be .50 since this

d = the degree of accuracy expressed as a proportion (.05)

Table 1: Total population and selected sample

Total number of private Universities teachers in Pakistan (2017)	**774,029 ***
The sample size for teachers and Principals (according to Krejcie & Morgan, 1970)	**384+ 2**
* Pakistan Education Statistics 2016-2017 (2017: 50).	

Research Variables

The undertaken research strived to investigate the relationship between one dependent variable and one independent variable. The details are given below:

Dependent (Endogenous) variable

Variable focused in the study.

•   Job Satisfaction

Independent (Exogenous) variable

Organizational climate,

Research Instruments

Mohrman- Cokke-Mohrman Job Satisfaction Scale (MCMJSS)

This instrument was originally constructed by Allen M. Mohrman, Robert A, to measure the job satisfaction of teachers. The tool developed from it was catered on Herzberg's intrinsic and extrinsic theory. The Mohrman-Cokke-Mohrman Job Satisfaction Scale (MCMJSS) consisted of intrinsic, extrinsic, and general satisfaction self-perceived items (Mohrman, Cooke, Mohrman, Duncan, &Zaltman, 1977). According to Mulugeta (2010), it is one of the most frequently and extensively used tools for the purpose of measuring job satisfaction.

The tool consists of two parts; part one deals with intrinsic job satisfaction items and the second part deals with extrinsic job satisfaction items. Both the sections had four parts each and all the items had a six-point scale from very dissatisfied as the lowest score to very satisfied as to the highest score. The average job satisfaction was found out from two dimensions, i.e., intrinsic and extrinsic job satisfaction, according to the study of Sirk, 1999; Hegney, Plank & Parker, 2006.

Organizational Climate Questionnaire (OCQ)

The second instrument used for the current study was The Organizational Climate Questionnaire (OCQ) developed by Adrian Furnham and Leonard D. Goodstein in 1997. The questionnaire consists of 108 Likert scale questions. All the questions are divided into 12 categories, i.e., Role Clarity, Respect, Communication, Reward system, Career Development, Planning, and Decision Making, Innovation, Relationships, Teamwork and Support, Quality of Service, Conflict Management, Commitment, and Moral, Training and Learning, Direction (Pfeiffer I 997).

FINDINGS

Table 2: Province and gender-wise responses

Sr.	Provence	Gender	F	%	Respondents
1	Punjab	Male	112	40	
		Female	72	33.3	

		Combined	184		146
2	Singh	Male	72	25.7	
		Female	48	22.2	
		Combined	120		90
3	KP	Male	32	11.4	
		Female	32	14.8	
		Combined	64		57
4	Baluchistan	Male	32	11.4	
		Female	32	14.8	
		Combined	64		48
5	Gilgit	Male	32	11.4	
		Female	32	14.8	
		Combined	64		45
	Total	Male	280	100	
		Female	216	100	
		Combined	496		386

Table 2 shows the total number of the sample distribution of the University Staff. The survey was conducted keeping in mind the population ratio in the different stratum of Pakistan. Since Punjab is a more populated stratum in the population, majority of the respondents, i.e., 37.9%, belonged to this province, followed by Sind, KP, Baluchistan, and Gilgit, respectively. It reveals province wise details of the respondents who participated in the survey. A total number of 496 questionnaires were distributed, and 386 were received back.

Table 3: Reliability of the Scales

Variables	Items	Cronbach's Alpha
Job satisfaction	16	0.760
Role Clarity	6	0.750
Respect	6	0.807
Communication	7	0.766
Reward System	6	0.785
Career Development	5	0.773
Planning and decision making	6	0.761
Innovation	5	0.758
Relationships	5	0.821
Teamwork and Support	6	0.767
Quality of Service	4	0.764
Conflict Management	5	0.832
Commitment and Moral	5	0.759
Training and Learning	7	0.754
Direction	6	0.717

Table 3 represents the level of consistency or internal reliability of each construct of the Work Climate Questionnaire. Chronbach's (α= .7) found out for both the instruments, job satisfaction having 16 questions, and the Work Climate Questionnaire having 76 questions, whereas the original WCQ consisted of 108 questions. The Cronbach Alpha of all the constructs was strong, as all the values are a >0.7.

Table 4: The correlation among studying variables

Work Climate	Job Satisfaction	
	Pearson Correlation	Sig.
Role Clarity	0.795	0.000
Respect	0.540	0.000.
Communication	0.544	0.000
Reward System	0.709	0.000
Career Development	0.799	0.000
Planning and decision making	0.601	0.000
Innovation	0.565	0.000
Relationships	0.645	0.000

Teamwork and Support	0.755	0.000
Quality of Service	0.635	0.000
Conflict Management	0.689	0.000
Commitment and Moral	0.780	0.000
Training and Learning	0.589	0.000
Direction	0.549	0.000

Job satisfaction and work dimensions having a Pearson correlation between .500 and .599

These are the dimensions that are strongly correlated with job satisfaction, but in the list of motioned dimensions, they have the least effect. According to the data presented in table 3, respect (.540) communication (.544), innovation (.565), direction (.549), training, and learning (.589) having the weakest correlation as compared to the other factors of work climate.

Job satisfaction and work dimensions having a Pearson correlation between .600 and .699

These are the dimensions that have a moderate level of correlation with job satisfaction as compared to the other dimensions. The data analysis in table 3 indicates that planning and decision making (.601), quality of service (.635), conflict management (.689), relationships (.645) have a moderate correlation with job satisfaction.

Job satisfaction and work dimensions having a Pearson correlation between .700 and .799

These are the dimensions that have the highest level of correlation with job satisfaction as compared to the other dimensions. The data analysis in table 3 shoes that role clarity (.795), reward system (.709), career development (.799), commitment and moral (.780), teamwork, and support (.755) are the highest correlation with job satisfaction.

DISCUSSION

The main purpose of this study is to explain the relationship between job satisfaction and organizational climate in Higher education institutes' employees in Pakistan. The relationships between Individual Role Clarity, Respect, Communication, Reward system, Career Development, Planning, and Decision Making, Innovation, Relationships, Teamwork and Support, Quality of Service, Conflict Management, Commitment, and Moral, Training, and Learning, Direction with job satisfaction were examined. The study found that Higher education employee's work climate and job satisfaction generally have higher, but some dimensions of work climate are more correlated with job satisfaction as compared to others. According to the findings, communication, Innovation, Direction, Training, and learning are correlated with job satisfaction, but the correlation is not as strong as the previous dimensions. These dimensions fall into the lest correlated once. The third category of work climate dimensions includes planning and decision making, quality of service, conflict management, and relationships. These fall in the dimensions that have an intermediate correlation with job satisfaction. A detailed explanation is given below.

Organizational behaviors are voluntary behaviors of employees influenced by organizational climate, supervisors' behaviors, etc. As private higher education institutes are independent in having different work climate, especially with the 21st-century dynamics, it's important to understand its effect on the satisfaction of the employees. Dickson et al. (2001) define organizational climate as the knowledge that is known to all the employees about the norms, policies, and practices of that organization; the knowledge that tells them what sort of behavior they are expected from and will be rewarded. It means that reward holds a key position in maintaining a positive workplace environment. On the contrary, the teaching job is of a different nature. Knox (2011) believes that motivation in teachers does not come from financial rewards. They would not have chosen this profession if finances were of that importance to them. According to him working in a team is very important for teachers as it enhances their own skills that include confidence, self-esteem, and job satisfaction. These things ultimately lead to a positive work environment. Findings of the current study support the result of Carless (2004); Caricati, et al., (2014); Huang et at.,(2016) and Ghavifekr, & Pillai (2016) that the factors affecting organization climate such as **reward, communication, relationship, teamwork,** etc. strongly affects the job satisfaction of its employees. Further depth is provided by the current study into the relationship between job satisfaction and work climate.

The reward is a basic human motivator. This study indicates a strong relationship between reward or recognition and job satisfaction, as is also concluded by Danish and Usman (2010) in their study "impact of reward and recognition on job satisfaction. Teachers' relationship with administrators, colleagues, or students has been found to have a significantly strong relationship with job satisfaction. These findings can be related to Cheng's (2004) research. He says that teachers' relationship is the major factor influencing organizational citizenship.

Change Ma, Chiu, Lin & Lee (2009) finds teamwork to be one of the strongest predictors of job satisfaction. Teamwork is one of those aspects of the organization. Without which no organization can survive or parish, it brings harmony into the system in all the levels of administration, teachers, and students. The currents study also promotes the same result, teamwork

to be in a strong relationship with job satisfaction. One of the most accepted factors in decision making for job satisfaction. This factor of organizational climate has been promoted by Udogo (2008). According to him, this decision making has a strong influence on the employee's wellbeing, satisfaction, and in the end, it improves the productivity of the organization.

A positive organizational environment is of immense importance in today's competitive world. Every organization wants to retain competent employees for this purpose. To retain these employees, the organization must ensure their career development. Every employee needs to have this assurance that he will have a progressive career in the same organization. So the organization's job in today's world is not only to earn profit but to satisfy their employees as well.

This task is not as easy as it sounds. Rewards not only in monitory terms are important but intrinsic reward holds the same position as well. Intrinsic motivation comes from the fulfillment of a sense of responsibility (Shujaat, Sana, Aftab & Ahmed, 2019). The intrinsic award is of immense importance for teachers. Teachers want to bring a difference in the lives of their students. This motivation is not provided by organizational Climate (Ghavifekr & Sheila Pillai, 2016). However, the current study proves that career development has a high correlation with job satisfaction of employees, as is supported by previous researches (Umar and Akram 2011; Shujaat, et.al. 2019).

Employee Commitment to the organization is a very important factor that influences employees' performance. This factor has been much studied and researched both in the fields of management and education. Employee's Commitment to an organization determines the future of that organization. An employee with a strong commitment is more productive than an employee with a weak commitment to his or her organization. This research explores the relationship between an employee's Commitment and organizational progress and proves that there is a positive correlation between these factors. The finding of this study is also supported by multiple other types of research (Bhatti, K. K., & Qureshi, T. M. 2007; Yücel, 2012; Caricati et.al. 2014; Valaei et al., 2016).

Another important pillar, along with Commitment, is teamwork. Teamwork means working together for a common cause. Teamwork also stands for strong ties among employees. According to Agrawal et al. (2012), the achievement of an organization is not the result of an individual but a team. The current study strongly suggests that teamwork and support can lead to job satisfaction of employees. This finding is also proven by some recent researches in different fields (Agrawal et al. 2012. Chang et. al, .2009).

CONCLUSION

Low levels of satisfaction can lead to several issues in private organizations, especially in the education sector. Teachers should be able to gain maximum value from their workplace setting. The students of an institute will have maximum opportunities to learn if the teachers of that organization do not feel threatened and harassed. This responsibility falls on the shoulders of administrative staff to take care of the teachers' mental and physical wellbeing.

The basic purpose of this study was to analyse the relationship between the above-mentioned factors. It aimed to find the factors that have a significant effect on job satisfaction. The hypothesis acclaimed by this study was proven in the findings that are; dimensions such as Role Clarity, Respect, Communication, Reward system, Career Development, Planning, and Decision Making, Innovation, Relationships, Teamwork and Support, Quality of Service, Conflict Management, Commitment, and Moral, Training, and Learning, Direction all have a strong correlation with job satisfaction.

It is recommended that since organizations go through constant changes because of external and internal factors, the management must deal of the changes that take place within their staff, especially those changes that can cause future problems for the organization, by making new decisions and policies that will help their staff. It will result in more committed teachers and the organization's time, and resources will be saved for hiring new relevant staff.

LIMITATION AND STUDY FORWARD

The current study, though, adds considerable knowledge to the area but it has few limitations to it. One of these limitations is that the sample selected for the study includes only private universities in Pakistan. Further research can be developed by taking a diverse sample from semi-public and public higher education institutes. The second limitation of this study is in its data analysis, which includes only quantitative statistics leaving no space for qualitative data, which is a good source for in-depth analysis. Further research can be carried out using tools like observation, group discussion, and interviews to obtain more refined information about the job satisfaction of the teachers. The third recommendation for future research is that the current study used two questionnaires that are Mohrman- Cokke-Mohrman Job Satisfaction Scale (MCMJSS) and Organizational Climate Questionnaire (OCQ) for data collection whereas researchers can collect data about the same topic using different tools which may give a different direction to the study. One of the main implications for organization management is that they need to know the importance of employees' job satisfaction and how to work climate can affect it either positively or negatively.
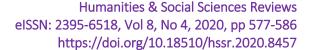
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AUTHORS CONTRIBUTION

The first author did the main job of wiring and analyzing the data whereas the second author was responsible for the whole study; its composition, methodology, etc. The third author did the data collection and feeding as well as refining the language of the study.

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