

The Relationship between organizational climate and job satisfaction Educational institution as a pattern

العلاقة بين المناخ التنظيمي والرضا الوظيفي – المؤسسات التعليمية نموذجا

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Abstract:

This study aimed to identify the Relationship between the organizational climate and job satisfaction in the educational institutions in accordance with the nature of the studied subject .The descriptive approach and the questionnaire were used as a tool for collecting data .The study was administered to 210 teachers who were chosen randomly from Robbah region province of El-Oued. The findings of the study showed that there a relationship between the organizational climate and job satisfaction .

Keywords: the organizational climate; job satisfaction; level.

ملخص:

هدفت هذه الدراسة التعرف على علاقة المناخ التنظيمي بالرضا الوظيفي في المؤسسات التعليمية وتماشيا مع طبيعة الموضوع المدروس تم استخدام المنهج الوصفي والاستبيان كأداة لجمع البيانات من الميدان. شملت عينة الدراسة 210 أستاذ وأستاذة من مقاطعة الرباح ولاية الوادي تم اختيارهم بطريقة عشوائية منتظمة وخلصت نتائج الدراسة إلى وجود علاقة بين المناخ التنظيمي والرضا الوظيفي .

كلمات مفتاحية: المناخ التنظيمي. الرضا الوظيفي .مستوى.

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1. INTRODUCTION

Nowadays, organizations seek to adapt with the international and local variations, and for achieving their goals they have to stand on the human being who can contribute effectively, if he finds the necessary supporting within those organizations.

2. The study Problem:

The school **comes** at the forefront of the social institutions that carry out the process of education, as it specializes in bringing up members of society in a strong formation based on a sound and integrated educational and scientific basis therefore, they may contribute effectively and positively to the progress of their society and its development in all fields.

It is obvious that the educational establishments have an effective role and great responsibility that make them at forefront of the social institutions due to importance of the role they play.

Through this, the matter requires attention to the organizational climate and its upgrading in terms of level and degree and bringing it in line with the goals of the organization and the goals of the individual, in order to make the climate more motivational for the teachers and make it greater susceptibility to create professional consensus, which is the goal of each organization as an indication of success in any careers. There is no doubt that the field of work is one of the most important fields in which the individual should achieve the greatest degree of satisfaction, for two main factors: one of which is that the individual spends most of his time in the field of work and the second is the important role of work and its impact on the life and status of the individual.

In educational institutions, the importance of job satisfaction is clearly an evidence as an indication of success in work. Furthermore, success in work is the criterion on which the individual evaluates. Teachers adapts to their work environment with its various variables and adapts it properly. It is an indication of success in his work

Regarding that the teacher represents the largest segment of the workers category in the educational institutions, and many of the results of this institution depend on him, the problem of the study tries to reveal the level of the organizational climate under the concept of total quality management in educational institutions, through offering The following problem:

- Is there a relationship between the organizational climate and job satisfaction of middle school teachers?

This problem includes the following questions:

- Is the majority of middle school distinguished by a low level of administrative leadership?
- Is the majority of middle school distinguished by a low level of the incentives ?
- Is the majority of middle school distinguished by a low level of Co-workers relations?
- Is the majority of middle school distinguished by a low level of physical and material conditions?

3. The study hypothesis:

The study contains a major hypothesis that reflects the proposed answer to the problem and it is reflected in:

- There is a correlation between the organizational climate and job satisfaction among middle school teachers in El Oued province.

The main hypothesis of the problematic study was analyzed into partial hypotheses so that it can be analyzed qualitatively and quantitatively tested in line with the objectives of the study and the results to be reached and is represented in the following hypotheses:

- The majority of middle schools are distinguished by a low level of administrative leadership?
- The majority of middle schools are distinguished by a low level of the motivations?
- The majority of middle schools are distinguished by a low level of Co-workers relations?
- The majority of middle schools are distinguished by a low level of physical and material conditions?.

4. The study importance:

- Linking the organizational climate dimensions in the target sample in the study and applying them to the sample in the field with the middle school teachers of El-Oued province and generalizing the benefit of its results to other educational institutions.
- Provides results that can be used to develop and improve the work environment and give it sufficient priority because of its impact on the teachers in educational institutions.
- A set of suggestions can be used to develop the field of school's administration and increase the effectiveness of the educational process.

5.The study objective: The aim of the study is to reveal the nature of the relationship between the organizational climate and job satisfaction among the study sample, and through it, we seek to achieve the following goals:

- Determining the prevailing organizational climate level in the El-Oued province, middle schools.
- Knowing the most important dimensions of the organizational climate affecting job satisfaction in educational institutions.

6.Literature Review:

6.1-The organizational climate:

The concept of organizational climate is considered as one of the concepts that were used metaphorically in administrative literature, so the word climate in the literal sense is a geographical term related to the environment and the nature of climate in terms of coldness and warmth at different times of the year and the use of this concept in administrative literature is an affirmation of the need for succulence to administrative organizations from an organic systemic view that remarks The administrative organization as an organism that affects and affected by the surrounding environment.

While the climate has been consistently described as employees' perceptions of their organizations, the construct has suffered over the years from conflicting definitions and inconsistencies in operationalization. The dominant approach conceptualizes climate as employees' shared perceptions of organizational events, practices, and procedures. These perceptions are assumed to be primarily descriptive rather than affective or evaluative(Organiz Behav, 2015, pp. 379-408)

The Organizational climate is defined as the shared perceptions, feelings and attitudes organizational members have about the fundamental elements of the organization which reflect the established norms, values and attitudes of the organization culture and influence individuals behaviour either positively or negatively(Okali, 2013, pp. 36-48)

Besides the organizational climate defined as the perception of the human resources management environment by staff members and applied the organizational climate(Yee & Ananthalakshmi, 2017, pp. 01-13)

According to Davis and Newstrom (Zaenal & Priyono, 2015) organizational climate: is the human environment in which the employees of an organization do work them. From this it appears that the understanding of the climate of the organization concerned all the existing environment or being faced by officers who are in an organization that affects the employees in carrying out the duties of her organization.

Moran and Volkwein (Okali, 2013) defined Organizational climate is: the relatively enduring characteristic of an organization which distinguishes it from other organizations: and embodies members collective perceptions

about their organizations with respect to such dimensions as autonomy, trust, cohesiveness, support, recognition, innovation and fairness.

Hoy and Forsyth defined organizational climate as individual's perceptions related to his/her work environment. According to them, organizational climate is a relatively enduring quality that is experienced by employees, influences their behavior, and is based on their collective perceptions (Vikas & Sulabh, 2017, pp. 276-293)

Likert (Yee & Ananthalakshmi, 2017) considered the organizational climate as the climate of any organization that works as part of a larger system. Employees work within a general administrative environment, and this environment is created through the policies and practices of senior administrators of the system. This climate affects the performance of all subordinates, and this effect depends on level of behavior of everyone who works in the organizational structure chain.

We can say at the end that an organizational climate is defined as the set of characteristics that distinguish one organization from the other through several factors that affect the behavior of employees, internal and external.

6.2 The importance of organizational climate:

The prevailing atmosphere within the work environment has a direct impact on the behavior of individuals and consequently on their performance and their output at work. The organizational climate is also a measure that measures the personality of the organization and therefore it is one of the basic concepts in the organization theory and it is the set of characteristics that characterize the environment work and represents a great force in its influence on the behavior of teachers during work. The importance of the organizational climate becomes evident when the organization develops and attempts to increase its effectiveness, and it is possible to describe the organizational climate in one of the organizations as an encouraging and conducive climate to generate positive behavior while another climate as frustrating and helps to negative behavior.

An organizational climate is affected by many factors. These factors are:

Leadership and supervisory style:

The way of leaders and supervisors and their humanistic philosophy interact with their devoted communication and motivational methods, focusing on its importance in spreading confidence, participation and belonging to the organization, so the leadership is a process in which one

person influences a group to achieve a common objective(Angela & Nico, 2014, pp. 01-13).

The organizational structure:

The Organizational climate, in its structural dimension, is closely related with those inherent objective characteristics understood as physical environmental-structural characteristics and the working roles(Eugenia, 2013, pp. 48-58).Organization's dependence on a flexible organizational structure allows the worker opportunities for participation and creativity for workers. On the contrary, the inflexible structure makes it difficult for the worker to adapt to the variables, as he does not recognize informal groups and does not deal with them, which may result in a clash and a conflict between management and workers in the organization affects Negatively on the prevailing climate and work environment.

Professional values:

Professional values express the ethics and beliefs of the administrative staff, and for this the organization that promotes respect for its staff and values of respect to preserve the dignity of its workers in which a positive atmosphere prevails in which cooperation and solidarity prevail while if the material and opportunistic values are the prevailing ones that view individuals from a narrow perspective, which is profit and loss or exploiting their difficult circumstances to their advantage the climate becomes negative and uncooperative.

The technological environment:

It's obvious that The using of new technology into the organization can be considered as is a main factor, that can help in training the workers, adapting their skills to work accord and making them control their techniques, prevailing the organizational climate of learning and positive competition that prevails to acquire new skills and knowledge.

Carrer progress:

The fair standards in the process of career advancement through providing opportunities for promotions at work and higher occupational positions would increase the levels of satisfaction and performance of workers in the organization and the development of positive attitudes towards work, which would contribute effectively to their professional return.

Degree of functional enrichment:

The diversity and multiplicity of work lead to contributing to reducing cases of fatigue and increasing the morale of individuals.

Degree of risk:

The organizational climate that allows a moderate calculated risk will push for more achievement, while the organizational climate that follows the conservative or random approach will lead to more frustration and weak desire to improve performance.

Characteristics of the member of the organization:

The characteristics of the members of the organization contribute to determining the nature of the organizational climate. The institutions which the rate of the elderly or the under-educated and the ambitious increase in their organizational climate will be completely different from the ones in which the percentage of young workers with high educational level and high ambition increases, and the climate is more friendly. They are made up of organizations whose members participate in social activities outside of work.

6.3 -job satisfaction:

- **Satisfaction with work:** Satisfaction includes total satisfaction with work and satisfaction with various aspects of an individual's work environment (his supervisor, colleagues, the company or institution he works for, conditions of work, hours of work, wages, and type of work that he occupies).

- **Satisfaction:** It is clear from his productivity and adequacy, and from the way in which his supervisor, colleagues, and the company or institution he works for are seen by him, and it is seen negatively from his absence and delay in work hours.

7.Systematic procedures:

The researcher follows sound methodological procedures that make him ensure that his specific goals are reached. In this study, the procedural steps were as follows:

7.1 - The approach adopted in the study:

In line with the nature of the subject of the study and the desired objectives, the descriptive approach was adopted, which aims to monitor the phenomenon, in order to understand its content.

7.2- Survey study:

The survey study was conducted on a random sample of 30 individuals. The questionnaire was distributed at the beginning of March 2019 and the aim was to identify the stability of the measuring instrument.

7.3- Areas of study:

Spacial domain:

The field study was conducted at the level of Middle School of Robbah district, El-Oued province, and it includes 09 middle schools.

Time domain:

The final field study was conducted during April 2019 until June 2019.

7.4-Sample and type of study:

A sample was randomly selected consisting of (210) teachers of middle schools from 09 Robbah educational institutions, province of El-Oued.

8- The psychometric properties of the tool:

In order to collect data from the field, the measurement tool, which is represented in the questionnaire, was designed by the researcher and was designed based on real-life coexistence and extensive readings on the studied topic, as well as a survey study that enabled to draw a clearer picture of what is present. The questionnaire included in its final form (34 items).

8.1-Validity of standards:

The organizational climate measure:

Table (1) :Coherence coefficients between the score of each item and the total degree of the dimension in the organizational climate scale

the administrative leadership		motivations		Co-workers relation		Physical and materialistic conditions	
Nr	Operand	Nr	Operand	Nr	Operand	Nr	Operand
01	**0.62	10	**0.55	18	**0.69	25	**0.69
02	**0.78	11	**0.57	19	**0.68	26	**0.68
03	**0.75	12	**0.23	20	**0.77	27	**0.77
04	**0.74	13	**0.54	21	**0.68	28	**0.68
05	**0.74	14	**0.49	22	**0.62	29	**0.62
06	**0.71	15	**0.59	23	**0.72	30	**0.72
07	**0.71	16	**0.49	24	**0.59	31	**0.59
08	**0.69	17	**0.58			32	**0.55
indicate at the significance level $\alpha=0.01$						33	**0.69
						34	**0.77

Source: Prepared by the researchers based on the output SPSS

It is clear from Table (01): that the coefficients of correlation of items with their dimensions to which they are developing are positive and statistically significant, at the level of significance $\alpha = 0.01$ *, starting

with the distance of administrative leadership The correlation coefficients for the degrees of its items range from the total degree of the distance between (0.62-0.78), then after Incentives: The coefficients of correlating the scores of its items with the total degree of the dimension range between (0.23-0.59), but after the co-workers' relationships, the coefficients of correlating the scores of its items with the total degree of the dimension are between (0.36-0.80), and finally by dint of the physical and material conditions, the coefficients of correlating degrees of our items with the total degree range for the distance between (0.55-0.77). Accordingly, the dimensions of the organizational climate scale for teachers of education can be adopted in this study and trusted in its high sincerity.

Table (2) :Coherence coefficients between the score of each item and the total score of the organizational climate scale

The organizational climate scale for middle school teachers							
Nr	Operand	Nr	Operand	Nr	Operand	Nr	Operand
01	**0.46	10	**0.29	18	**0.42	25	**0.44
02	**0.54	11	**0.29	19	**0.21	26	**0.47
03	**0.64	12	**0.15	20	**0.62	27	**0.55
04	**0.55	13	**0.52	21	**0.62	28	**0.64
05	**0.49	14	**0.32	22	**0.55	29	**0.47
06	**0.53	15	**0.38	23	**0.56	30	**0.55
07	**0.61	16	**0.26	24	**0.55	31	**0.40
08	**0.56	17	**0.43			32	**0.27
09	**0.53					33	**0.54
			Indicate at level 0,01 *			34	**0.62
Indicate at level 0,05*							

Source: Prepared by the researchers based on the output SPSS

It is clear from Table (02): The correlation coefficients for the scores of the organizational climate scale for middle school teachers in the total degree range between (0.15-0.64) and they are positive and a function whose statistical significance ranges between the two levels of significance (0.05,0.01) = α . Accordingly, the scale of the organizational climate for Education.

8.2-Measurment stability:

Teachers can be adopted in this study and trusted in its reliability.

The organizational climate measurement:

Table (3) :The stability coefficient of Alpha Cranbach for the dimensions of the organizational climate scale and the overall degree.

The organizational climate measure for Middle School Teachers	Alpha Cranbach lab Cranbach lab
Administrative leadership dimension	0.77
The motivations dimension	0.70
Co-workers relations' dimension	0.76
physical and material conditions' dimension	0.76
The overall score for the regulatory climate measurement	0.74

Source: Prepared by the researchers based on the output SPSS

Table (03) shows the stability coefficient by the Alpha Cranbach method to measure the consistency of the terms of the organizational climate scale, and its dimension, we notice that all the values of the stability coefficients for the dimensions and the overall degree of the scale are very acceptable, making us adopt this scale in the current research, and be reliable.

8.3 The job satisfaction measurement:

Table (04): The reliability coefficient of Alpha Cranbach for the job satisfaction

Conformity measurement	Alpha Cranbach
The overall score	0.75

Source: Prepared by the researchers based on the output SPSS

Table (05) shows the reliability coefficient by the Alpha Cranbach method to measure the consistency of items for the scale of job satisfaction. We notice that the value of the stability coefficient of the scale is acceptable, which makes us adopt it in the current and reliable research.

09.Presentation and discussion the study results:

09.01-Presenting and discussing the results of the hypothesis:

Throughout the majority of teachers of middle school teachers, there is a low level of organizational climate.

Table (4):The significance of the difference between levels of organizational climate and its dimension among teachers of middle school.

The organizational climate levels		T	%	² K Value	df	Indication
The organizational climate	Low	94	45	17.17	02	Indication at $\alpha=0.01$
	Moderate	45	21			
	High	71	34			
	Total	210	100			
Administrative leadership	Low	122	58	63.54		
	Moderate	30	14			
	High	58	28			
	Total	210	100			
motivations	Low	139	66	103.63		
	Moderate	28	13			
	High	43	20			
	Total	210	100			
Co-workers relationship	Low	127	60	86.77		
	Moderate	17	08			
	High	66	31			
	Total	210	100			
physical and material conditions	Low	105	50	27.46		
	Moderate	46	22			
	High	59	28			
	Total	210	100			

Source: Prepared by the researchers based on the output SPSS

Table(04)shows that the difference between the levels of the organizational climate for teachers of Middle School is a fundamental difference and statistically significant, and this is clear by the frequency and the percentage considered for teachers with a low level of organizational climate estimated at: 94% 45%, in contrast we find the frequency of teachers with the level of organizational climate is estimated high: 71 by 34%, and the frequency of teachers at the moderate level. The organizational climate is estimated at: 45 by 21%.

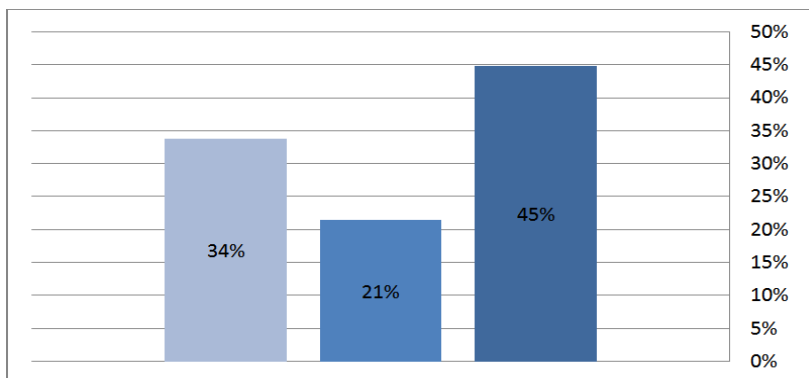
As for the different levels of dimensions of the organizational climate for middle school teachers, there is a fundamental and statistically significant difference between the levels of all destinations, and the leadership matter we find repetition and the largest percentage at the low level estimated at: 122% 58%, in focus we find the frequency of teachers at a level of the estimated high administrative leadership at: 58 by 28%, and

the frequency of teachers at the moderate level and administrative leadership is estimated at: 30, by 14%. motivations dimension; we find the repetition and distinguished percentage of the low level estimated by: 139% 66%. On the other hand, we find the frequency of the professors at a level after the high incentives estimated at: 43% 20%, and the frequency of the teachers at the moderate level of the dimension of the motivations estimated by: 28 by 13%.Likewise, after the co-workers relationships, we find the repetition and the distinguished percentage of the low level estimated at: 127 by 60%. On the other hand, we find the frequency of the professors at a level after the relationships of the high co-workers estimated at: 66% by 31%. %.

In the latter, physical and material dimension, we find the frequency and the greater proportion of the low level estimated at: 105 by 50%. On the other hand, we find the frequency of teachers at a level after the relationships of high co-workers estimated at: 59 by 28%, while the frequency of teachers at the moderate level after the relationships of co-workers is estimated at 46, 22%.

The following figures illustrate the levels and dimensions of the organizational climate measurement for middle schools teachers ,graphically.

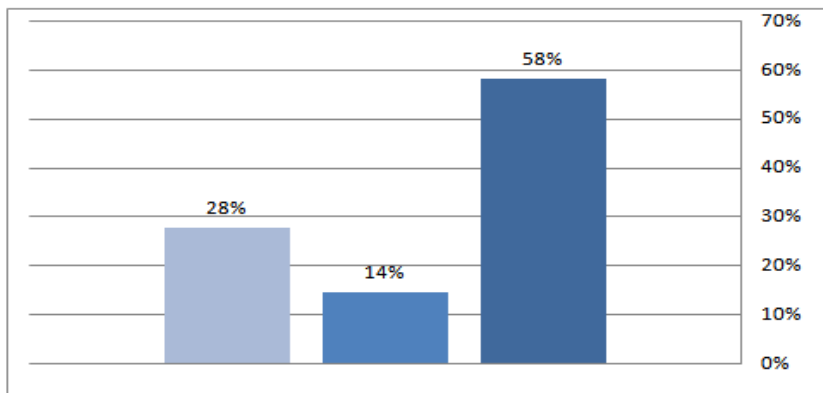
Figure (1): Levels of organizational climate for middle schools teachers



source :Prepared by the researchers based on the output SPSS

It is evident from the figure (01): That those with a low level of organizational climate among middle schools teachers are estimated to be: 45%.the teachers that thigh organizational climate level are estimated 34%. On the contrary the teachers who have moderate level organizational climate, their percentage is estimated at 21%.

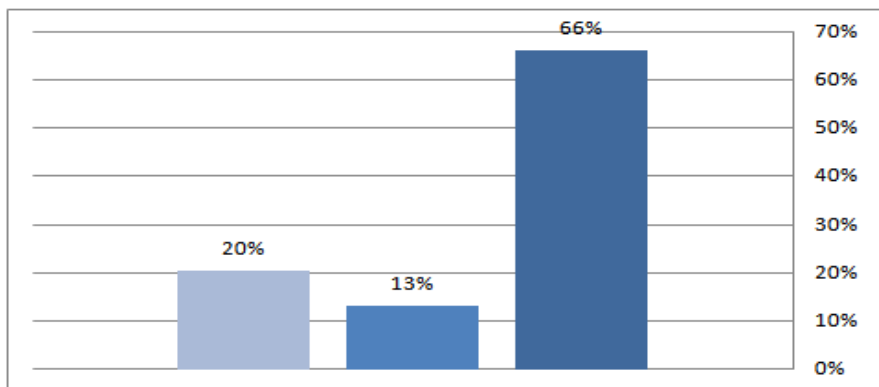
Figure (2): The level of the administrative leadership dimension for middle schools teachers



source :Prepared by the researchers based on the output SPSS

It is clear from the figure (02): That those with a low level of administrative leadership of middle schools teachers whose percentage is estimated at: 58%, which is the largest. Meanwhile moderate administrative leadership, the percentage of teachers is estimated at: 14%.

Figure (3): The level of the motivated dimension for middle schools teachers

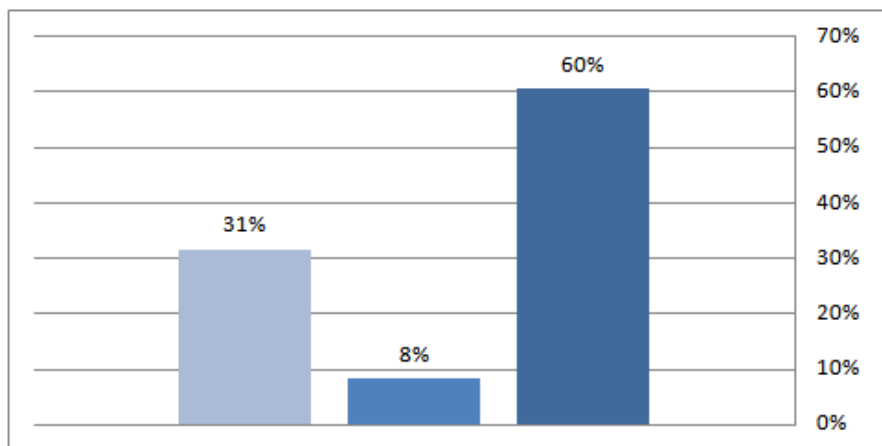


source :Prepared by the researchers based on the output SPSS

Figure (03): Levels of the motivated dimension for middle schools teachers

It is evident from the figure (03): That those who have a low level of motivation among middle schools teachers whose percentage is estimated at: 66%, which is the largest .Meanwhile moderate teachers, whose percentage is estimated at: 13%.

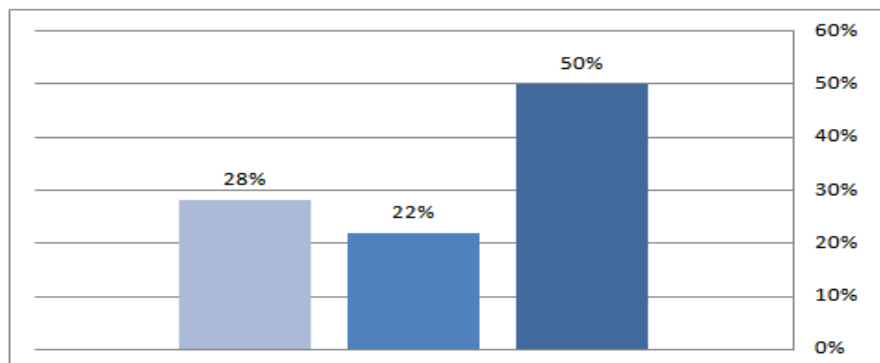
Figure (4): The level of co-worker relationships dimension for middle schools teachers



source :Prepared by the researchers based on the output SPSS

It is clear from the figure (04): That those with a low-level co-workers' relationships among middle schoolteachers are estimated at: 60%, which is the largest. They have some level of relations with moderate colleagues of teachers, their percentage is estimated at: 08%.

Figure (1): The level of physical and material conditions dimension for middle schools teachers



source :Prepared by the researchers based on the output SPSS

It is evident from the figure (05): That among middle schools teachers with a certain level of low physical and material conditions, their percentage is estimated at: 50%, which is the largest. On the other hand, we find those with a level dimension the high physical and material conditions of teachers whose percentage is estimated at 28%. They have a level

dimension of moderate physical and material conditions of teachers, their percentage is estimated at: 22%.

The organizational climate is realized as the official side of the organization and the owner of opinion and decision (Basel Abdel Wahab, 2016, pp. 39-51) The low level of the organizational climate is attributed to the fact that the organizational climate is a mediator between the job requirements and the needs of the individual influencing the attitudes of workers in the organization and their behavior directly as the mirror reflects, the impression that the organization and all its dimensions and elements have in this way it has a great strength in its effect on the behavior of teachers, and on this basis we find an encouraging and conducive atmosphere to generate a positive trend for the institution, while we find another climate that is discouraging and only encouraging the formation of a negative trend. The positive organizational climate was significant and important for success of the individuals and the organization. The organizational climate characterized with more concerns for employees welfare, professional development opportunities, innovation in organizational processes and flexibility for change initiatives, and performance feedback to motivate the people at workplace has shown better productivity (Zulfqar, Liaqat, & Nazir, 2012, pp. 11880-11886).

The organizational climate of any organization can be improved by identifying factors that contribute to create it and the measurement of these factors at workplace. A variety of variables is used in research to measure the organizational climate (Zulfqar, Liaqat, & Nazir, 2012, pp. 11880-11886).

9.2 Presenting and discussing the results of the third hypothesis: There is a correlation between the organizational climate and the job satisfaction of middle school teachers.

Table (05): Significance of the correlation between organizational climate and job satisfaction among middle school teachers.

dimensions	Sample	Correlation coefficient r_p	coefficient of detirmination R^2	Value f_c calculated	df	Statistical significance
Organizational climate	210	0.60	0.36	118.92	1)and(208	Indicate at $\alpha = 0.01$

source :Prepared by the researchers based on the output SPSS

It is evident from the table (05) That the value of the Pearson correlation coefficient equal to: $0.60r_p =$, interpret a positive real correlation relationship between the organizational climate and the job

satisfaction, and a statistically function, with evidence that the value of the calculated f_c test estimated (118.92) is greater than the value of the estimated f_t (6.76).

10.Conclusion:

The effectiveness of the educational institution in performance its role and the amount of the responsibility it has, in advancing the level of education that has placed it, at the head of social institutions and in the attention of all at various level, this is because of its outputs depending on the level of its performance, creating an appropriate organizational climate to work where the teachers feel satisfied . Accordingly ,we can say that The positive organizational climate is fertile ground for work and development and its and beneficial to the individual and society.

Since the study dealt with the level organizational climate among the middle Schools at El-Oued province and through our analysis and interpretation of the results that we obtain at the end .

The following results were obtained:

- According to the majority middle school teachers the level of organizational climate and its dimensions (administrative leadership, motivations ,Co-workers relations and physical conditions) were low.
- There is a correlation between the organizational climate and job satisfaction among middle school teachers.

After achieving this study, collecting and analyzing data, and coming up with results and conclusions regarding the study of organizational climate among middle schools teachers, we can come up with a set of conclusions, recommendations and suggestions, which are:

The necessity of continuing research on the topic of organizational climate -

- Improving the educational work environment and developing it in parallel with the different needs of teachers.

- Involving teachers in educational decision-making more effectively, and hearing their proposals and developing them.

Improving and developing the motivated system and promoting it financially and morally. -

- Improving income in line with living conditions and in a way that improve the general living circumstances and job satisfaction.

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