

## **Perceptual Differences about Organizational Climate and Job Satisfaction Between Teaching and Non Teaching Staff**

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*This study attempts to examine the relationships between the different variables of organizational climate and job satisfaction among teaching and non teaching staff of different universities and also identify factors in organizational climate that cause satisfaction, thereby impacting on their excellence; and to determine the differences between teaching and non teaching staff's perception about existing organizational climate. A total of 389 copies of questionnaires were administered to selected universities but only 293 questionnaires were returned fully and appropriately filled. The study made use of statistics such as frequencies, means, and standard deviation, including Pearson Product Moment Correlation Coefficient, Multiple Regression and Analysis of Variance (ANOVA) to obtain results. The results indicate that there is a significant positive relationship between organizational climate and job satisfaction among all respondents. The climate of an organization and the level of job satisfaction vary together. Overall analysis was done on the basis of perception which teaching and non teaching staff experience about their organizational climate. It was found that there is a significant difference in the way both teaching and non teaching staff experience their organizational climate at  $F= 430.768$ . Further, the study recommended a comparison on private and public universities employees to view their perception of organizational climate in relation to their job satisfaction.*

### **JOB SATISFACTION AND ORGANIZATIONAL PERFORMANCE**

In Himachal Pradesh, the first university was established in 1970. Later on other universities were established by the state government in the 1980's and 1990's. The private universities were established after 2005. Universities whether private or public are learning grounds for students doing the comprehensive courses. Government supply funds to both private and public universities respectively. Against this background, university teachers are currently facing many challenges in the form of inadequate infrastructure, lack of enabling research environment, disparity in salary and allowances, inconsistent policy implementation between UGC and state government may well affect their levels of job satisfaction (Kniveton, 1991). The researcher also observed that unhappiness results from job structure, compensation, particular administrative style, workload and lack of support in terms of salary package which further increased job dissatisfaction among employees. The above raises concern regarding the attitudes of educators towards their work and their levels of job satisfaction or dissatisfaction (Steyn and Van Wyk, 1999). All of these are frustrating factors to employees as seen from the results of the various studies. Studies related to employees in selected universities indicate some forms of dissatisfaction with unchallenging jobs; shortage of personnel the increase jobs which were supposed to be performed by other employees; Lack of feedback about performance and evaluation exercise; Lack of recognition for

work done; Lack of material resources and basic infrastructure; Poor communication or no two-way communication; and Lack of staff development activities which prevent personnel from being equipped with knowledge and skill. These substantiate the fact that perceived importance makes such a big difference in how employees feel also has implications for management.

### **Previous Studies and Statement of Research Problem**

The increasing competition in the higher educational environment between government and private universities in Himachal Pradesh creates good organizational climate. Reports revealed that while universities are increasing, the number of qualified teachers is not increasing proportionately. Thus, there had been constant mobility of these highly skilled persons from one university to another. Therefore, one of the reasons that helped this study has to do with the unique importance of organizational climate in relation to the job satisfaction among academics in the universities. In so far as competent academics are necessary for academic performances, there is the need therefore to find out and examine the relationship between organizational climate and job satisfaction among academics. Gunter and Furnham (1996) state that organizational climate can directly affect work outcomes that are either positive or negative. Positive work incentives e.g.; attractive work environment, good personnel policies, provision of benefits, job structure and compensation make work interesting. Enabling work environment leads to motivation, good personnel policies, favorable work environment, and provision of benefits, job satisfaction and compensation. However, negative work incentives make work boring, unchallenging and dissatisfying and lead to increased absenteeism, turnover and accidents. Thus there is a need to find out which factors within the organizational climate can lead to satisfaction among academics. Moreover, job satisfaction is relevant to the physical and mental well being of employees, i.e. job satisfaction has relevance for human health (Oshagbemi, 1999). An understanding of the factors involved in job satisfaction is relevant to improve the well being of a significant number of people. Hence, the needs to identify variables within the organizational climate that can help improve the job satisfaction of staff working in the selected private universities are there. Most of the previous studies have made attempt to explain variables such as age, gender, marital and parental status, educational status, hours of work and earning figures were identified as key factors that determine job satisfaction of university employees. Gender level in the organization and educational status are often included as individual characteristics in studies of job satisfaction, but no conclusive findings with regard to the levels of satisfaction have been found (Fields and Blum, 1997; Oshagbemi, 1997; Oshagbemi, 1999; Oshagbemi, 2000; Klecker and Loadman, 1999). Shortage of staff results in work overload and lecturers are expected to cover all the works that are supposed to be done. Therefore, this study hopes to establish the relationships that exist between the different variables of organizational climate and job satisfaction among teachers.

### **Previous Studies Related to Job Satisfaction and Organizational Climate**

The concept of job satisfaction has been widely defined by different people. Locke, (1976) specified that job satisfaction is a pleasurable or positive emotional state resulting from the appraisal of one's job experiences. Spector (1997) refined the definition of job satisfaction to constitute an attitudinal variable that measures how a person feels about his or her job, including different facets of the job. Many studies on the determinants of job satisfaction in higher educational institutions in the developed world are available (Hickson and Oshagbemi, 1999; Brewer and McMahan- Landers, 2003 and Turrel, Price and Joyner, 2008). However, in developing countries such as India, efforts in this direction are very few. Job satisfaction means the contentment of the servers because of their jobs. It is the personal evaluation of the job itself, the attitude of the administration etc. or the wages, occupational security etc. acquired from the job (Fletcher and Williams, 2006). Job satisfaction might be handled as the consequence resulting from the comparison between the expectations of the server from his job and the job in question which is performed. The consequence may emerge as satisfaction or dissatisfaction of the server from the job. When the server sees that his expectations are not met in the job environment, the job dissatisfaction emerges. It leads to the decrease in the workforce productivity, organizational commitment and commitment to the job and increase in the rates of the optional discontinuation of the job (Santhapparaj,

Srini and Ling, 2005; Payne and Morrison, 2002; Redfern, 2005 and Denizer, 2008; Gellatly, 2005; Sagie, 2002). Job satisfaction can be influenced by a variety of factors such as the quality of the academics' relationships with their supervisors, the quality of the physical environment in which they work and the degree of fulfillment in their work (Lambert, Pasupuleti, Cluse- Tolar and Jennings, 2008).The concept of job satisfaction traditionally has been of great interest to social scientists concerned with the problems of work in an industrial society. Bester, Richter and Boshoff (1997) said job satisfaction is the match between what the employee wants from the employer and the job and what he receives. It is the extent to which the job meets the individual's needs, expectations and requirements. It is further indicated that if employees are happy, it would lead to higher productivity, improved physical health and promotes a more positive attitude towards the organization. This results in staff remaining at the same institution instead of leaving frequently. Job satisfaction includes aspects like satisfaction with work, supervisor, work conditions, pay opportunities and practices in the organization. In fact, most studies investigated organizational climate has found that there is still some variability in perceptions within groups (Gonzalez-Roma, Peiro & Tordera, 2008; Lindell & Brandt, 2000; Schneider, Salvaggio & Subirats, 2002). However, in an organization, employees may perceive their environment as positive or negative. It is, therefore, the duty of the management to utilize certain actions that can promote a positive organizational climate.

## **RESEARCH METHODOLOGY**

One structured questionnaire for both the govt. and private academics has been used in this study. This was presented personally to all respondents by the researcher in the sampled universities. The brief description of the data collection is given in Table1.

## **OBJECTIVES OF THE STUDY**

1. To find out the relationship that exists between organizational climate and job satisfaction among teaching and non teaching in both types of universities.
2. To identify factors that determines job satisfaction of teaching, non teaching and their consequential effects on academic excellence.
3. To determine whether employees leaving a university is not satisfied with workload, feedback about performance and inadequate salary package expectation.
4. To identify organizational climate variables that determines job satisfaction and job dissatisfaction among teaching and non teaching in both types of universities.
5. To determine whether there is a difference in the perception of teaching and non teaching in organizational climate.

## **RESEARCH HYPOTHESES**

*Hypothesis One: There would be no positive significant relationship between organizational climate and job satisfaction among teaching and non teaching staff in Himachal Pradesh*

*Hypothesis Two: Factors like clear lines of communication, payment/ salary package and promotional opportunities would not contribute to job satisfaction*

*Hypothesis Three: Teaching and non teaching staff leaving a university based on dissatisfactory level of organizational climate cannot be significantly described by work load, feedback about performance and support from superiors*

*Hypothesis Four: Organizational climate consists of participation in decision making, boredom and frustration, personnel policies and working conditions which would not significantly encourage job satisfaction among teaching and non teaching staff in both Universities*

*Hypothesis Five: There would be no positive significant difference in the way teaching and non teaching staff perceives their organizational climate. The research work is based on two variables namely organizational climate and job satisfaction, that is,  $Y = f(X)$  Where  $Y =$  Job Satisfaction (dependent variable).  $X =$  Organizational Climate (independent variable).*

## **MODEL SPECIFICATION**

H<sub>1</sub>: Explained the relationship of the two main constructs of the study- organizational climate and level of job satisfaction. H<sub>2</sub>: Determination of the relationship between the variables of job satisfaction: impact of co-workers and line of communication, payment/ salary package, promotional opportunities and the variables of organizational climate of selected universities. H<sub>3</sub>: Examined the level of association between the organizational climate and job satisfaction variables of workload of staff, feedback process. H<sub>4</sub>: Explained how interactional organizational variables (participation in decision making and identity in the organization, boredom and frustration, personnel policies and working condition) impact negatively on job satisfaction and work outcome in sample study. Element H<sub>5</sub>: Represents a comparative analysis of both public and private respondents on their experience within specific organization from which sample was chosen. How organizational climate affects teaching and non teaching in the selected universities (H<sub>5</sub>). This tests whether there would be any differences between teaching and non teaching experience on organizational climate that could negatively impact on them. Hypothesis Four (H<sub>4</sub>) studies types of interactional organizational climate variables that could enhance positive work outcomes while, Hypothesis three (H<sub>3</sub>) explains how the factors listed in the box, that is administrative style, workload, support from non teaching and feedback about performance could determine the proportion of faculty leaving the university if dissatisfied with them which could adversely affect university functioning. However, Hypothesis Two (H<sub>2</sub>) examines the relationships between the variables in the box (clear lines of communication, salary package and promotional opportunities) and how these could contribute to job satisfaction; while Hypothesis One (H<sub>1</sub>) represents possible positive relationship between organizational climate and job satisfaction among teaching and non teaching in the selected private universities.

## **POPULATION OF THE STUDY**

The population from which the sample was drawn consists of five universities and were taken as the study sample through judgmental sampling method and questionnaires were administered to the teaching and non-teaching staff ranging from the Professors, Associate professors, assistant professors, assistant registrars, section officers and superintendents. The questionnaire had three sections: A, B and C. Section A dealt with questions directed to teaching and non teaching staff covering major areas of this research with seventy-three measuring questions. Section B contained four open ended questions about what the respondents feel about their organizations' personal career development, their work environment, professional career development and their involvement in decision making. Lastly, Section C dealt with the respondents bio-data information (i.e. the demographic and biographical details of the academics including the years of experience, gender, highest academic qualifications) with four measuring questions. Five-point Likert scale was used in the design of the questionnaire. The Cronbach ' alpha value for the scale is .890 (see Table 2).

## **ANALYSES AND INTERPRETATIONS**

In this section, showing the sample distributions in terms of rank/level in the university, years the respondents have been in their current university, gender, years they have spent lecturing in the university system generally and age.

The numbers as we have from each of these universities are shown in Table 3. However, as seen from the table, the Associate Professor / Reader have a very small representation (5.8%) in the sample. A

possible reason for the low response rate of Associate Professor / Reader is that the senior teachers are not top heavy, that is, they are always smaller in number when compared with junior teachers and non teaching.

Table 4. shows that 45 respondents i.e. 15.4% have only spent a year in their current University; 70 of the respondents i.e. 23.9% have spent two years in their current institution; 53 respondents representing 18% have spent three years, 56 respondents i.e. 19.1% have been in the current University for four years; 47 respondents i.e. 16.0 have spent five years while 16 respondents representing 5.5% have spent six years in their current institutions. Not only that, 5 respondents i.e. 1.7% have spent seven years.

The respondents were mostly males, that is 209 respondents out of the total 293 questionnaires returned were male representing 71.3% of the total sample while 84 respondents (28.7%) were female, which is consistent with the gender distribution of respondents in general (see Table 5).

University A representing 17.2%, 21 respondents have spent between 5-8 years (representing 14.6%), 6 persons have spent between 9-12 years (representing 13.3%), no one has spent between 13-16 years while we have one person each between the years 17-20 and 21 years over. Moreover, for Universities B, C, D, and E, only 2 respondents have spent between 1-4 years whereas we have 14 for University C (representing 3.1%), 11 for University D (representing 21.9%) and 26 for University E (representing 40.6%). For respondents who have spent between 13-16 years, none in both Universities B and E but we have 1 from University C and 2 from University D. Not only that, for those who have spent 21 years and above, only 2 from, University B, 4 from University C, 6 from University D and 10 from University E. (see Table 6)

A large number of respondents are within the age bracket of between 26–40 and that represents 38.2% of the total sample (i.e. 112 respondents) followed by 111 respondents of age brackets between 41–60 which represents 37.9% of the total sample. 43 of the respondents are within the age bracket 19–25 representing 14.7% of the total sample. Only twenty-seven respondents are up to 61 years and above meaning that majority of the sampled respondents are young academics of within the age bracket 26-60. (see Table 7)

The range of standardized factor loading for each of the major variables are management and leadership style (0.30-0.78), participation in decision making(0.43-0.77), challenging job (0.80-0.92), boredom and frustration (0.38-0.83), fringe benefits(0.76-0.92), personnel policies (0.430-0.92), working condition (0.32-0.97), suitable career ladder (0.86-0.99), Appropriate Administrative Style (0.35-0.91), Support from supervisors(0.80-0.97) Work load (0.340-0.91), feedback about performance (0.71-0.96), Clear lines of communication (0.67-0.99), Realistic salary package (0.52-0.92) and finally, Promotional opportunities (0.32-0.92). Most of the variables are within the acceptable range of 0.4 for applied research. The range is highest in career ladder with 0.86-0.99. Generally, there is internal consistency and overall homogeneity among items comprising the scales. The reliability test using the Cronbach alpha shows a high value of between 0.80-0.90, indicating that the research instrument is reliable, that is, it has consistently measured what it is supposed to measure. The structural equation model result using AMOS 18.0 with NNFI ranging from 0.90-0.96, CFI= 0.92-0.99), SRMR= (0.04-0.09) and RMSEA= (0.7-0.11) shows that the model fits the data rather well with chi-square ranging from (61.32-510.38) significant at 0.05 level of significance.(see Table 8)

The results in Table 9 above shows that the subjects had the highest means score in organizational climate variables such as experience in the university generally, followed by rank in the university, line of communication and feedback about performance. They had the least mean scores in job satisfaction variables such as fringe benefits, boredom and frustration and personnel policy. However, the mean scores in the 19 variables were obtained for (academics in five selected private universities, gender and rank) groups to ascertain the normative scores for the measuring instruments.

The findings show a significant positive relationship between these two variables- organizational climate and job satisfaction and the Pearson Correlation using 2-tail test at  $r = 0.671$ , 0.01 significant level and 292 degree of freedom. The sum of squares and cross products for organizational climate is 40.268 and 35.118 for job satisfaction while co-variances for the two variables are 0.138 and 0.120 respectively for organizational climate at 292 degree of freedom. However, for job satisfaction, the sum

of squares and cross products for organizational climate shows 35.118 and 68.098 for job satisfaction. Co variances for these two are 0.120 and 0.233 respectively at 293 degree of freedom. Therefore, we accept the alternate hypothesis which states that there would be positive significant relationship between organizational climate and job satisfaction and reject the null hypothesis that state there would be no positive significant relationship between organizational climate and job satisfaction. (see Table 10)

The F statistic which tests the overall significance of the model has the value of 453.524 with (3,289) degrees of freedom. The significance of F is 0.000 and as such the null hypothesis can be rejected at 1% level. That is, job satisfaction is influenced by those variables i.e. clear lines of communication, realistic salary package and promotional opportunities and the f value standing at 453.524. The corresponding t-statistic for each of these factors include; 13.122 (for clear lines of communication), 10.401 (for realistic salary package) and 14.015 (for promotional opportunities), which has a significant level of 0.000. Thus, the finding supported the fact that factors like clear lines of communication, realistic salary package and promotional opportunities contribute to job satisfaction. The R-squared ( $R^2$ ) for the regression is 0.825 and the R-square adjusted for degrees of freedom for the regression is 0.823. The root mean square error is .20318. It should be noted that the root mean square error is the square root of the mean square error reported for the residual (in the ANOVA Table 11). The statistics presented in Table 4.24 above under R square is called the coefficient of determination and referred to as  $R^2$ . In this study, 82.5% of the variability in job satisfaction can be explained by factors like clear lines of communication, realistic salary package and promotional opportunities. The remaining 17.5% of variability is due to other unexplained factors. Thus, we reject the null hypothesis and accept the alternate hypothesis that factors like clear lines of communication; realistic salary package and promotional opportunities would significantly contribute to job satisfaction (82.5%).

The F statistic tests the overall significance of the model. The F value of 378.886 with (3,288) degrees of freedom is significant at 0.000, meaning a number smaller than 0.0005 (i.e.  $<.05$ ). Since it is less than 0.05, it means it is significant. Thus, job dissatisfaction can be significantly influenced by work overload, lack of feedback about performance and lack of support from superiors that could result in academics' exit from the university at sum of squares of 54.146, degree of significance of 3,288. The corresponding t- statistic for each of these factors include 17.059 for lack of support from superiors, 10.106 for work overload and 12.884 for lack of feedback about performance, all of which have a significance of 0.000. Therefore, the result supported the alternate hypothesis that job dissatisfaction can be significantly explained by work overload, lack of feedback about performance and lack of support from superiors that tend to induce the exit of academics from the university. The statistics represents in Table 4.26 above under R square is coefficient of determination and referred to as  $R^2$ . Here, 79.8% of the variability in job satisfaction can be explained by the factors like work load, feedback about performance and support from superiors. The remaining 20.2% of variability is due to other unexplained factors. Thus, this supports the rejection of the null hypothesis but support the acceptance of alternate hypothesis, that Faculty leaving a University based on dissatisfaction can be significantly described by work load, feedback about performance and support from superiors. (see Table 12)

The mean values of organizational climate, boredom and frustration, personnel policy, working condition and decision making are as shown in Table. 4 .The respondents strongly agree that organizational climate include boredom and frustration, personnel policies, working conditions and participation in decision making. (see Table 13)

Organizational climate and job satisfaction variables were subjected to co relational analysis to determine relationships that exist if any among the variables. Academics believe that (a) challenging job is positively related with rank in the university ( $r = 0.90$ ); (b) personal policy is positively related to age ( $r=0.098$ ); (c) workload is positively related to years of experience in the current university ( $r=0.095$ ) and (d) line of communication is positively related to years of experience in the current university ( $r=0.080$ ). This shows that job satisfaction variables: personnel policy, work condition and challenging job are positively related to organizational climate variables: line of communication, supervisor support etc. This means that job satisfaction is positively related to organizational climate. The degree of the relationships was determined with the hypotheses testing. (see Table 14)

The F-value is the Mean Square Regression (8.625) divided by the Mean Square Residual (0.020) yielding  $F=430.768$ . This tests the overall significance of the model with (4, 288) degrees of freedom and significant at 0.000. These values are used to answer the question.—Does organizational climate include boredom and frustration, personnel policies, working condition and participation in decision making? As such, it is found that the variables listed above can be said to reliably make up organizational climate. The results of the estimated coefficients indicate that the dependent variable is organizational climate, followed by the four estimated coefficients. These include .152, .191, .191 and .173. The corresponding t-statistic for each of these factors include 15.001 for boredom and frustration, 11.963 for personnel policy, 12.746 for working condition and 10.276 for participation in decision making, all of which have a significance level of 0.000. This means that all the explanatory variables are statistically significant at 1% level. Therefore, the finding supported the fact that organizational climate include boredom and frustration, personnel policies, working conditions and participation in decision making. The coefficient of determination in Table 4.29 above is the coefficient of determination and referred to as  $R^2$ . In this analysis, 85.7% of the variability in organizational climate can be explained by boredom and frustration, personnel policies, working conditions and participation in decision making. The remaining 14.30% of variability is due to other unexplained factors. This supports the further retention of the alternate hypothesis and the rejection of the null hypothesis. (see Table 15)

In Table 16, the final column labeled Sig. (2-tailed) is our probability value. Therefore, we can conclude that there is a significant difference in the way teaching and non-teaching academics in University D perceive their organizational climate. In other words using the construct under this variable of whether management and leadership style in the university does not support lecturing profession, whether management and leadership style is not sensitive and supportive of lecturers work schedule, whether management styles does not allow for academic input in the decision making process, whether management styles would not enhance teachers' career path and growth, whether non teaching would not provide feedback on employees evaluation and performance and whether they would not be generally satisfied with the leadership style in the organization or whether they would not like their heads of department to change their leadership style are all significant to both the teaching and non-teaching staff. Likewise for the constructs on challenging jobs, there is a significant difference in the way teaching and non-teaching academics view them. At 0.01, there is a significant difference in the way teaching and non-teaching staff believe that the University set high standard of performance, see whether their jobs are challenging, view delegated responsibilities as challenging, interesting or allow them to overcome limitation in their experience. Again, at 0.000 for working condition, there is a significant difference in the way teaching and non-teaching staff respond to the propositions that the department provides sufficient materials for use, and supplies are always available when needed; that non teaching staff create a challenging environment, that they are facilitated to overcome limitations in their experience, that the University provides the equipment and resources necessary for them to execute their responsibilities, and that the work place is a noise free and safe environment.

All the other variables (e.g. participation in decision making, boredom and frustration, fringe benefit, personnel policies and career ladder are not significant with the organizational climate. In comparing the mean values that ranged from 6.2667 to 24.5333, we can also conclude that there was a significant decrease in the management and leadership, challenging job, personnel policies and working condition test scores between the teaching and non teaching staff while there was a significant increase in the participation in decision making, boredom and frustration, fringe benefit and career ladder test score of teaching and non teaching staff in University D. Thus, the result of the paired – sampled t-test conducted to determine if there is a difference in the way teaching and non teaching staff perceived the existing organizational climate. However, the other variables (i.e. participation in decision making, boredom and frustration, fringe benefits and career ladder have no significant differences, hence their t-value is a minus. (see Table 17)

For University C, Table 18 describes the responses of the teaching and non-teaching staff on the eight organizational climate variables. In comparing the responses of the teaching and non-teaching staff in University C, none of the probability values (the value on the final column labeled Sig. (2-tailed) is less

than .005. These values are higher than our specified alpha value of .05. Therefore, we can conclude that there is no significant difference in the way teaching and non-teaching staff in University C experience their organizational climate. However, in comparing the mean values, we can conclude that there was a significant decrease in all of the organizational climate variables test scores between the junior and senior academics in University C.

Thus the results of the paired – samples t-test conducted to determine if there is a difference in the way teaching and non-teaching staff perceive the existing organizational climate. (see Table 19)

Table 20 represents the responses of teaching and non-teaching staff in University A. Again, none of the probability values i.e. the values on the final column labeled Sig. (2-tailed) is less than .005 except the value for working condition that is .047, which is less than our specified alpha value of .05. Therefore, we can conclude that there is no significant difference in the way teaching and non-teaching staff in University A experience their organizational climate except in the area of working condition, which is 0.47 less than our specified alpha value of .05. Moreover, in comparing the mean values, we can conclude that there was a significant increase in half of the organizational climate variable test scores between teaching and non-teaching staff in University A, a significant decrease in three variables, (i.e. boredom and frustration, fringe benefit and personnel policy) while there is no difference in the mean values of the junior and senior academics in their working condition variables. The results of the paired-samples t-test carried out to determine if there is a difference in the way teaching and non teaching staff perceives the existing organizational climate for University A. For challenging job, boredom and frustration, fringe benefit, personnel policy, working condition and career ladder, the mean, standard deviation, t values and the p values are as shown .

For University B, Table 21 shows the responses of the teaching and non-teaching staff on the organizational climate variables. From the response of the teaching and non-teaching staff in University B shows that only one of the probability values is less than .005 and the variable is the management and leadership style.

Since the other values are higher than our specified alpha value of .05, we can then conclude that there is no significant difference in the way teaching and non-teaching staff in Nauni University experience their organizational climate except in the area of management and leadership style in which the probability value is less than .05 which implies significant difference in the way they see the management and leadership style in this University. (see Table 22)

We can conclude from the result that there was a significant decrease in all the organizational climate variables test scores between the teaching and non-teaching staff in University B. For challenging job, fringe benefit, personnel policies, working condition and career ladder, the mean and standard deviation, including the t-values and the p values are as shown in Table 23. It should also be noted that the mean values for junior and senior academics for boredom and frustration variable are the same. This means that they perceive the constructs under this variable the same way.

From the responses as shown in Table 24, none of the values on the final column labeled Sig. (2-tailed) is less than .005. Obviously, these values are higher than the specified alpha value of .05. Thus, we can rightly conclude that there is no significant difference in the way teaching and non-teaching staff of University E experience their organizational climate. Worthy of note again on the table is the fact that none of the t-values has negative sign in the figure except for the last variable – career ladder, i.e. -0.79. In comparing the mean values, we can conclude that there was a significant decrease in all the organizational climate variables test score between the junior and senior academics in University E except for the career ladder variable that has a slight increase between the means for the teaching and non teaching staff, (i.e. career=15.4615 and career=15.5385).

Thus, the results of the paired-samples t-test conducted to determine if there is a difference in the way teaching and non teaching perceive the existing organizational climate. The mean values, standard deviation, t-values and the p-values for variables with their significant decreasing except for the last variable which is career ladder that has a slight significant increase, (i.e. 15.4615 mean values for teachers and 15.5385 mean value for non teaching staff ). In addition, the overall analysis was carried out to

compare the responses of the teaching and non-teaching staff from each of the five Universities sampled and based on their organizational climate variables. (see Table 25)

The responses of the teaching and non-teaching staff in each of the five universities show three of the probability values to be less than or equal to .005. These variables include; fringe benefits, personnel policy and working condition. The other variables including management and leadership style, participation in decision making, challenging job, boredom and frustration and career ladder have values higher than our specified alpha value of .05. We can then say that there are significant differences in the way junior and senior academics view their organizational climate in these five private universities about their fringe benefits, the school's personnel policies and their working conditions. Thus, the five variables confirm that there are no significant differences in the way the junior and senior academics perceive their organizational climate in the five schools. In comparing the mean values shows the mean and standard deviation. We can deduce from Table 26 that there are more of significant increases in the table than significant decrease. Only in three variables we have – participation in decision making, challenging job and working condition we have significant decreases. All the other five variables have significant increases. Since the numbers of significant increases are more than the number of significant decreases, then we can conclude that there are differences in the way teaching and non teaching staff experience their organizational climate. The result of the paired-samples t-test conducted to determine if there is a difference in the way teaching and non teaching staff perceive the existing organizational climate (for the five private Universities under study) are presented. The mean, standard deviation, t- value and p-value for every other variable are as shown in Table 27.

The results on Table 28 show that none of the standard deviations was below 0.3. This indicates that there is a great variability among the five selected universities in Himachal Pradesh the mean score in each measure varies greatly from one university to the other.

## **CONCLUSIONS AND RECOMMENDATIONS**

The findings showed a significant positive relationship between these two variables. For the two variables at the same significance level of 0.01, their Pearson correlation stood at .67, also supported the results from other studies. They found that climate of an organization and job satisfactions of their employees vary together. That climate had the greatest impact on satisfaction with interpersonal relationships on a job, a moderate impact upon satisfaction with recognizable advancement in the organization, and relatively less impact upon self- realization from task involvement. The study showed that about 80% of the variability in job satisfaction can be explained by factors like work load, feedback about performance, support from superiors and appropriate administrative style. The findings of this study show that there are certain factors; i.e. personnel policies, working conditions, boredom, frustration and participation in decision making were found out and it was also observed that these factors exist within an organization and they can be said to reliably make up organizational climate; therefore, measures to initiate such a climate may be justified. For the working conditions, information gathered will encourage creating a challenging environment and allowing for the use of their own discretion and inform the university as a whole that equipment and resources necessary for the execution of their responsibilities must be provided. In the area of their participation in decision making, large number of the academic staff reported that they are neither involved in decision making nor their abilities taking into consideration when delegating. These, they submitted affect their abilities to perform since it is the non teaching staff that schedule work for all categories of teachers. Important organizational climate factors which can cause satisfaction include clear lines of communication, realistic salary package and promotional opportunities. Another important component of job satisfaction variable is the promotional opportunities. The realistic salary package view of the aspect of job satisfaction was mentioned to be competitive. This will help to attract, motivate, and retain the work force. Appropriate administrative style, work load, feedback about performances and support from superiors, were gathered from the study to contribute to job satisfaction. All these, if improved upon by the management will help bring out the best in their employees. It is important for the management of these universities to be well disposed to job satisfaction of their

employees. Their commitment to the job satisfaction of their employees will ensure the development of organizational climate which is conceptually the worker's affective evaluations of attitudes concerning his job and his work environment, knowing well that a worker's satisfaction does influence his job behavior.

### **Recommendations**

The universities management should be more responsive to the academic career development programs as had been suggested by the staff especially to the teaching for their advancement. Further research is recommended in order to reassess the perceptions of the academic staff regarding the organizational climate in order to re-evaluate whether the situation is improving and also to determine the true work load of different categories of academic staff in universities.

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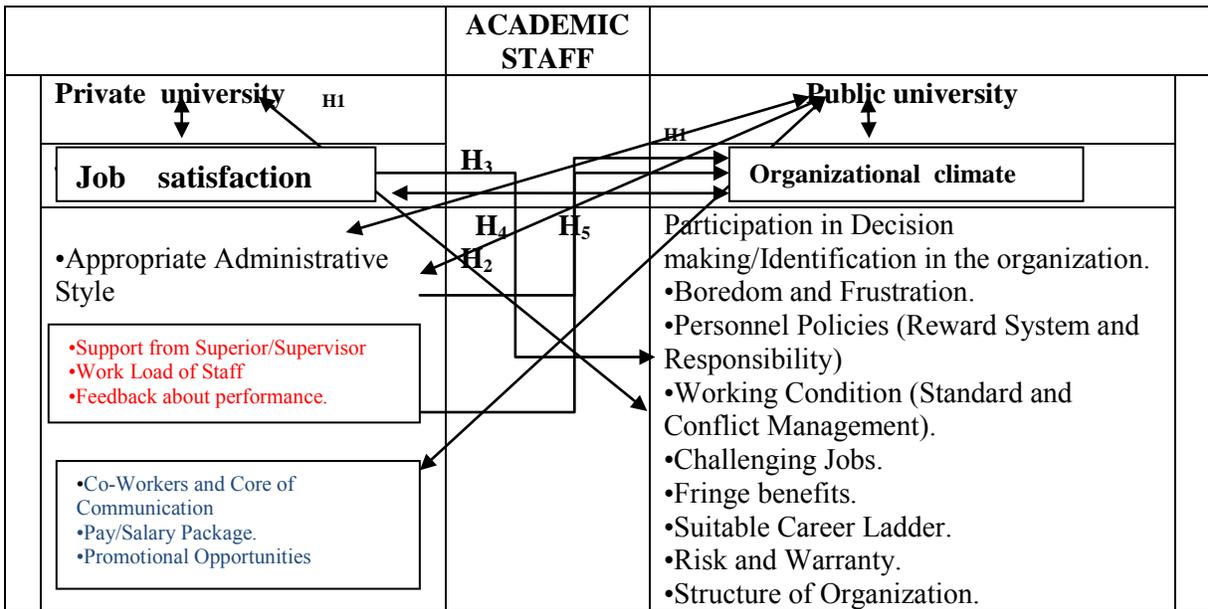
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**TABLE 1**  
**QUESTIONNAIRE DISTRIBUTED**

S/N	Name of Universities	Copies of Questionnaire Administered	Copies of Questionnaires Returned	Copies Analyzed	Total % of No. Analyzed
1	HPU (A)	87	70	70	23.89
2	NAUNI UNIVERSITY (B)	46	35	35	11.94
3	CSK PALAMPUR (C)	46	34	34	11.60
4	SHOOLINI UNIVERSITY (D)	76	55	55	18.77
5	BAHARA UNIVERSITY (E)	114	103	102	34.81
<b>Total</b>		<b>389</b>	<b>293</b>	<b>293</b>	

## The Conceptual Model of Organizational Climate and Job Satisfaction



**TABLE 2**  
**POPULATION DISTRIBUTION OF SAMPLED UNIVERSITIES**

Public university	Total population	Private university	Total population
HPU SHIMA (A)	150 (app.)	SHOOLINI UNIVERSITY(D)	45
HORTICULTURE AND FORESTRY NAUNI (B) UNIVERSITY SOLAN	50 (app.)	APG UNIVERSITY (E)	56
AGRICULTURE PALAMPUR UNIVERSITY (C)	55(app.)		

**TABLE 3**  
**RANK IN THE UNIVERSITY**

RANK IN THE UNIVERSITY.								
	Professor	Associate professor	Assistant professors	Lecturers	Assistant registrar	Section officer	Superintendent	Total
H.P.U(A)	2	1	6	5	10	13	3	40
NAUNI (B) UNIVERSITY	6	0	10	2	4	1	1	24
PALAMPUR (C) UNIVERSITY	3	6	13	14	15	12	7	70
APG UNIVERSITY(D)	6	5	0	13	21	19	8	72
BAHARA (E) UNIVERSITY	11	5	12	10	18	11	20	87
<b>TOTAL</b>	28	17	41	44	68	56	39	293
<b>PERCENTAGE</b>	9.6	5.8	14.0	15.0	23.2	19.1	13.3	100

**TABLE 4**  
**YEARS OF EXPERIENCE IN THE CURRENT UNIVERSITIES**

Years	Frequency	Percent	Valid Percent	Cumulative Percent
1	45	15.4	15.4	15.4
2	70	23.9	23.9	39.2
3	53	18.1	18.1	57.3
4	56	19.1	19.1	76.5
5	47	16.0	16.0	92.5
6	16	5.5	5.5	98.0
7	5	1.7	1.7	99.7
Total	293	100.0	100.0	

**TABLE 5**  
**GENDER DISTRIBUTION OF RESPONDENTS**

GENDER	HPU	NAUNI	PALAMPUR	APG	BAHARA.	TOTAL
MALE	31	21	53	58	46	209
FEMALE	9	3	17	14	41	84

**TABLE 6**  
**YEARS OF EXPERIENCE**

Years of experience		HPU (A)	NAUNI (B)	PALAMPUR(C)	APG(D)	BAHARA(E)	TOTAL
	1-4years	11	2	14	11	26	64
	5-8years	21	9	37	45	32	144
	9-12years	6	7	10	7	15	45
	13-16 yrs	0	0	1	2	0	3
	17-20yrs	1	4	4	1	4	14
	21 yrs and over	1	2	4	6	10	23
	Total	40	24	70	72	87	293

**TABLE 7**  
**AGE OF RESPONDENTS**

Age	HPU (A)	NAUNI (B)	PALAMPUR(C)	APG(D)	BAHARA(E)	Total
19-25	4	1	6	6	26	43
26-40	25	7	23	31	26	112
41-60	9	9	33	28	32	111
61 and over	2	7	8	7	3	27
Total	40	24	70	72	87	293

**TABLE 8**  
**CONFIRMATORY FACTOR ANALYSIS**

<b>Sn</b>	<b>Variables</b>	<b>Range of standardized factor loading</b>	<b>Cronbach <math>\alpha</math></b>	<b>NNFI</b>	<b>CFI</b>	<b>SRMR</b>	<b>RMSEA</b>	<b><math>\alpha 2(\text{df. p} - \text{value})</math></b>
1.	<b>Management and Leadership</b>	0.30-0.78	.892	0.93	.95	0.04	0.09	432.86
2.	<b>Participation in Decision-making</b>	0.43-0.77	.893	0.93	0.93	0.08	0.08	342.78
3.	<b>Challenging Job</b>	0.80-0.92	.890	0.91	0.92	0.08	0.09	510.38
4.	<b>Boredom and Frustration</b>	0.38-0.83	.894	0.94	0.96	0.09	0.09	261.17
5.	<b>Fringe Benefits</b>	0.76-0.92	.890	0.92	0.94	0.08	0.10	236.63
6	<b>Personal policies</b>	0.43-0.92	.889	0.93	0.94	0.07	0.10	286.43
7	<b>Personal policies</b>	0.32-0.97	.889	0.92	0.94	0.08	0.09	226.62
8	<b>Suitable carrier ladder</b>	0.86-0.99	.889	0.92	0.93	0.07	0.09	255.48
9	<b>Appropriate admin style</b>	0.35-0.91	.893	0.91	0.96	0.04	0.09	299.28
10	<b>Support from superior</b>	0.80-0.97	.888	0.94	0.97	0.06	0.11	194.96
11	<b>Work load</b>	0.34-0.91	.892	0.91	0.93	0.06	0.11	436.12
12	<b>Feedback performance</b>	0.71-0.96	.889	0.93	0.95	0.09	0.10	237.69
13	<b>Clear lines of communications</b>	0.67-0.99	.889	0.90	0.92	0.09	0.10	218.73
14	<b>Salary package</b>	0.52-0.92	.890	0.90	0.94	0.04	0.09	278.80
15	<b>Promotional opportunities</b>	0.32-0.92	.889	0.91	0.93	0.09	0.11	119.4

NNFI – non-normed factor index \* CFI - confirmatory factor index \* SRMR - standardized root mean square error  
RMSEA – root mean square error of approximation \* DF – degree of freedom

**TABLE 9**  
**MEAN SCORES (X) AND STANDARD DEVIATION (SD) OF SUBJECTS IN MEASURES OF ORGANIZATIONAL CLIMATE AND JOB SATISFACTION VARIABLES**

Measures	X (N=293)	STANDARD DEVIATION
<b>JOB SATISFACTION</b>		
Mgt & Leader	3.1233	.52463
Decision Making	3.0958	.56595
Challenge Job	4.0305	.58745
Boredom	2.7321	.84545
Fringe Benefit	2.2123	.71612
Personnel Policy	3.0915	.87342
Work Condition	3.2106	.72491
Career	3.3899	.79200
<b>ORGANISATIONAL CLIMATE VARIABLES</b>		
Administrative style	3.0420	.59812
Supervisor support	2.9061	.76827
Work load	3.3578	.75359
Feedback	3.4278	.96268
Communication	3.5097	.74916
Salary Package	3.0478	.72293
Promotional Opportunities	2.5307	.83630
Age	2.4232	.86706
Present Experience	3.2594	1.87109
General Experience	8.3208	6.41377
Rank	4.4710	1.79326

**TABLE 10**  
**CORRELATION ANALYSIS OF ORGANIZATIONAL CLIMATE AND JOB SATISFACTION**

		ORGANIZATIONAL CLIMATE	JOB SATISFACTION
<b>JOB SATISFACTION</b>	Pearson correlation	1	0.671**
	Sig. (2-tailed)		.000
	Sum of squares and cross-products	40.268	35.118
	Covariance	0.138	0.120
	N	293	293
<b>ORGANIZATIONAL CLIMATE</b>	Pearson correlation	0.671(**)	1
	Sig. (2-tailed)	.000	
	Sum of squares and cross-products	35.118	68.098
	Covariance	0.120	0.233
	N	293	293

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

**TABLE 11**  
**DETERMINANTS OF JOB SATISFACTION: REGRESSION ESTIMATE (DEPENDENT VARIABLE: JOB SATISFACTION)**

Variables	B-Coefficients	t-values	Sig
COMMUNICATION	0.253*	13.122	0.000
SALARY PACK	0.172*	10.401	0.000
PROMOOPP	0.266*	14.015	0.000
(Constant)	0.994	15.621	
R2	0.825		
Adjusted R2	0.823		
F	453.524		
Std Error of the estimate	0.20318		
Sig of F	0.000		

\* Significant at 1% lever or beta Dependent Variable: JOBSATIS.

**TABLE 12**  
**DETERMINANTS OF FACULTY LEAVING A UNIVERSITY BASED ON THEIR DISSATISFACTION. REGRESSION ESTIMATE (Dependent Variable: Job Satisfaction)**

Variables	B-Coefficients	t-values	Sig
SUPERVSUP	0.257*	17.059	0.000
WORKLOAD	0.179*	10.106	0.000
FEEDBACK	0.218*	12.884	0.000
(Constant)	1.098	14.682	
R2	0.798		
Adjusted R2	0.796		
F	378.886		
Std Error of the estimate	0.21826		
Sig of F	0.000		

\*Significant at 1% level or beta

**TABLE 13**  
**DESCRIPTIVE STATISTICS OF ORGANIZATIONAL CLIMATE, BOREDOM, PERSONNEL POLICY AND DECISION MAKING**

	Mean	Std. Deviation	N
ORGANCLIMATE	3.0507	.37135	293
BOREDOM	2.7321	.84545	293
PERSPOLICY	3.2510	.78098	293
WORKCOND	3.0667	.81984	293
DECISIONMAKE	3.0958	.56595	293

**TABLE 14**  
**THE CORRELATION MATRIX OF ALL MEASURES CORRELATIONS**

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
<b>1.mgd</b>	1																	
<b>2.dec</b>	-.114	1																
<b>3.chal</b>	.017	.188**	1															
<b>4.bore</b>	-.055	-.016	.213**	1														
<b>5.fring</b>	-.147*	.383**	-.052	-.007	1													
<b>6.pers</b>	-.255**	.425**	-.079	-.115*	.481**	1												
<b>7.work</b>	-.304**	.427**	-.024	-.218**	.469**	.763**	1											
<b>8.carer</b>	-.348**	.331**	-.104	-.101	.336**	.498**	.636**	1										
<b>9.adm</b>	.055	.142*	.068	-.132*	-.070	.003	.114	.097	1									
<b>10.sup</b>	-.179**	.452**	-.003	-.211**	.440**	.514**	.531**	.517**	.101	1								
<b>11.wlb</b>	-.223**	.314**	-.006	-.190**	.364**	.575**	.622**	.426**	.022	.523**	1							
<b>12.fba</b>	-.273**	.271**	-.023	-.240**	.228**	.549**	.667**	.510**	.151**	.397**	.686**	1						
<b>13.co</b>	-.194**	.334**	-.027	-.198**	.376**	.535**	.672**	.616**	.124*	.499**	.504**	.627**	1					
<b>14.sal</b>	-.066	.392**	.215**	-.003	.230**	.295**	.281**	.197**	.174**	.321**	.148*	.173**	.295**	1				
<b>15.pro</b>	-.314**	.463**	-.064	-.103	.408**	.640**	.658**	.614**	.169**	.512**	.533**	.612**	.609**	.377**	1			
<b>16.age</b>	-.185**	-.017	-.087	.062	-.004	.098	.148*	.133*	.055	.128*	.103	.180**	.132*	-.129*	.219**	1		
<b>17.pre</b>	-.257**	.125*	-.019	-.104	.040	.051	.059	.157**	.020	.091	.095	.031	.080	.008	.109	.181**	1	
<b>18.gen</b>	-.212**	.322**	-.034	-.218**	.152**	.336**	.338**	.316**	.027	.418**	.290**	.285**	.294**	.160**	.422**	.416**	.304**	1
<b>19.ran</b>	.247**	-.316**	.070	.225**	-.180**	-.370**	-.338**	.002	-.412**	-.298**	-.356**	-.334**	-.169**	-.485**	-.554**	-.335**	-.856**	1

\*. Correlation is significant at the 0.05 level (2-tailed). \*\*. Correlation is significant at the 0.01 level (2-tailed).

**TABLE 15**  
**ORGANIZATIONAL CLIMATE VARIABLES: REGRESSION ESTIMATE**

Variables	B-Coefficients	t-values	Sig
<b>BOREDOM</b>	0.152*	15.001	0.000
<b>PERS POLICY</b>	0.191*	11.963	0.000
<b>WORKCOND</b>	0.191*	12.746	0.000
<b>DECISIONMAKE</b>	0.173*	10.276	0.000
<b>(Constant)</b>	0.893	15.384	
<b>R2</b>	0.857		
<b>Adjusted R2</b>	0.855		
<b>F</b>	430.768		
<b>Std Error of the estimate</b>	0.14150		
<b>Sig of F</b>	0.000		

(Dependent Variable: Organizational Climate).Predictors: (Constant), decision making, boredom, working conditions, personal policy  
Dependent Variable: organ. Climate

**TABLE 16**  
**PAIRED SAMPLES TEST OF PERCEPTION OF UNIVERSITY D STAFF (TEACHING-NON TEACHING) ON ORGANIZATIONAL CLIMATE**

Paired Differences							t	df	Sig. (2-tailed)	
Mean			Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference			Mean	Std. Dev.	Std. Error Mean
Lower			Upper	Lower	Upper	Lower	Upper	Upper	Lower	Upper
Pair 1	Mgtbot-mgtbont	6.80000	6.01378	1.09796	4.55442	9.04558	6.193	6.193	29	.000
Pair 2	decbot - decbont	-1.10000	6.05350	1.10521	-3.36041	1.16041	-.995	-.995	29	.328
Pair 3	Challbot-challbont	3.20000	4.88064	.89108	1.37754	5.02246	3.591	3.591	29	.001
Pair 4	borebot - borebont	-1.10000	4.50555	.82260	-2.78240	.58240	-1.337	-1.337	29	.192
Pair 5	Fringbot-fringbont	-1.03333	5.39146	.98434	-3.04654	.97987	-1.050	-1.050	29	.302
Pair 6	Perspbot-persbont	1.40000	7.34190	1.34044	-1.34151	4.14151	1.044	1.044	29	.305
Pair 7	Wkconbotw kconbont	7.20000	8.00172	1.46091	4.21211	10.18789	4.928	4.928	29	.000
Pair 8	Careerbot-csreerbont	-4.60000	8.51611	1.55482	-7.77997	-1.42003	-2.959	-2.959	29	.006

t= teaching staff, nt= non teaching staff

**TABLE 17**  
**DESCRIPTIVE PAIRED SAMPLE STATISTICS OF UNIVERSITY D STAFF (TEACHING-  
NON TEACHING ) PERCEPTION OF ORGANIZATIONAL CLIMATE**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Mgtbot	23.1333	30	2.37419	.43347
Mgtbont		16.3333	30	5.58528	1.01973
Pair 2	Decbot	21.4000	30	2.93140	.53520
Decbont		22.5000	30	4.97407	.90814
Pair 3	Challbot	19.4333	30	3.20219	.58464
Challbont		16.2333	30	3.97131	.72506
Pair 4	Borebot	6.2667	30	2.46259	.44961
Borebont		7.3667	30	3.13471	.57232
Pair 5	Fringbot	10.8667	30	3.62685	.66217
Fringbont		11.9000	30	3.33580	.60903
Pair 6	Perspbot	14.4333	30	4.60647	.84102
Persbont		13.0333	30	4.35877	.79580
Pair 7	Wkconbot	24.5333	30	3.80320	.69437
Wkconbont		17.3333	30	8.39677	1.53303
Pair 8	Careerbot	14.1000	30	4.30196	.78543
csreerbont		18.7000	30	5.01824	.91620

t= teaching staff, nt= non teaching staff

**TABLE 18**  
**PAIRED SAMPLES TEST OF UNIVERSITY C STAFF (TEACHING AND NON TEACHING  
STAFF) PERCEPTION ON ORGANIZATIONAL CLIMATE**

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		Mean	Std. Dev. Mean	Std. Error Mean
		Lower	Upper	Lower	Lower	Upper			
Pair 1	MGTbj - MGTbs	1.06897	5.35144	.99374	-.96661	3.10455	1.076	28	.291
Pair 2	DECbj - DECbs	1.65517	5.27985	.98044	-.35318	3.66352	1.688	28	.102
Pair 3	CHALbj - CHALLbs	1.51724	5.11734	.95027	-.42929	3.46377	1.597	28	.122
Pair 4	BOREbj – BOREbs	.24138	2.74714	.51013	-.80358	1.28634	.473	28	.640
Pair 5	FRINGbj – FRINGbs	1.86207	6.22050	1.15512	-.50408	4.22822	1.612	28	.118
Pair 6	PERSONbj – PERSPbs	1.17241	6.44797	1.19736	-1.28026	3.62509	.979	28	.336
Pair 7	WKCONbj – WKCONbs	-.72414	8.08834	1.50197	-3.80078	2.35250	-.482	28	.633
Pair 8	CAREEbj – CAREERbs	1.06897	5.14039	.95455	-.88634	3.02427	1.120	28	.272

t= teaching staff, nt= non teaching staff

**TABLE 19**  
**DESCRIPTIVE PAIRED SAMPLES STATISTICS OF UNIVERSITY C STAFF (TEACHING AND NON TEACHING STAFF) PERCEPTION ON ORGANIZATIONAL CLIMATE**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	MGTbt	21.9655	29	3.86821	.71831
MGTbnt		20.8966	29	3.45734	.64201
Pair 2	DECbt	21.9310	29	4.22519	.78460
DECbnt		20.2759	29	3.71192	.68929
Pair 3	CHALbt	20.2069	29	3.34215	.62062
CHALLbnt		18.6897	29	3.48572	.64728
Pair 4	BOREbt	6.9655	29	2.12943	.39543
BOREbnt		6.7241	29	1.75044	.32505
Pair 5	FRINGbt	14.5862	29	3.66954	.68142
FRINGbnt		12.7241	29	4.34163	.80622
Pair 6	PERSONbt	16.7241	29	4.53476	.84208
PERSPbnt		15.5517	29	4.02302	.74706
Pair 7	WKCONbt	24.9655	29	5.71016	1.06035
WKCONbsnt		25.6897	29	5.25835	.97645
Pair 8	CAREEbt	17.3793	29	3.01678	.56020
CAREERbnt		16.3103	29	3.12939	.58111

t= teaching staff, nt= non teaching staff

**TABLE 20**  
**PAIRED SAMPLES TEST OF UNIVERSITY A STAFF (TEACHING-NON TEACHING) PERCEPTION ON ORGANIZATIONAL CLIMATE**

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		Mean	Std. Dev.	Std. Error Mean
		Lower	Upper	Lower	Upper	Lower	Upper	Lower	Upper
Pair 1	mgtbent - mgtbent	-1.09091	4.92858	1.48602	-4.40197	2.22016	-.734	10	.480
Pair 2	decbent - decbent	-.72727	5.27429	1.59026	-4.27059	2.81605	-.457	10	.657
Pair 3	challbent - challbet	-1.27273	3.49545	1.05392	-3.62100	1.07555	-1.208	10	.255
Pair 4	borebent - borebet	2.00000	2.36643	.71351	.41021	3.58979	2.803	10	.019
Pair 5	fringebent - frinfbet	3.00000	6.35610	1.91644	-1.27009	7.27009	1.565	10	.149
Pair 6	persbent - persbet	.63636	4.00681	1.20810	-2.05545	3.32818	.527	10	.610
Pair 7	wkconbent - wkcondbet	.00000	3.06594	.92442	-2.05973	2.05973	.000	10	1.000
Pair 8	careerbent - careerbet	-9.81818	49.99964	15.07546	-43.40839	23.77203	-.651	10	.530

t= teaching staff, nt= non teaching staff

**TABLE 21**  
**DESCRIPTIVE PAIRED SAMPLES STATISTICS OF UNIVERSITY A STAFF (TEACHING-  
NON TEACHING) PERCEPTION ON ORGANIZATIONAL CLIMATE**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	mgtbent	21.5455	11	3.29738	.99420
mgtbejt		22.6364	11	3.41388	1.02932
Pair 2	decbent	21.4545	11	4.56867	1.37751
decbet		22.1818	11	3.02715	.91272
Pair 3	challbent	19.4545	11	3.04512	.91814
challbet		20.7273	11	2.00454	.60439
Pair 4	borebent	7.5455	11	1.03573	.31228
borebet		5.5455	11	1.80907	.54545
Pair 5	fringbent	13.1818	11	4.66515	1.40660
frinfbet		10.1818	11	3.06001	.92263
Pair 6	persbent	14.1818	11	2.52262	.76060
persbet		13.5455	11	2.80584	.84599
Pair 7	wkconbent	26.0909	11	2.62505	.79148
wkconbet		26.0909	11	2.21154	.66680
Pair 8	careerbent	19.0909	11	3.98634	1.20193
careerbet		28.9091	11	49.85871	15.03297

t= teaching staff, nt= non teaching staff

**TABLE 22**  
**PAIRED SAMPLES TEST OF UNIVERSITY B STAFF (TEACHING AND NON-TEACHING  
STAFF) PERCEPTION ON ORGANIZATIONAL CLIMATE**

Paired Differences						t	df	Sig. (2-tailed)	
Mean		Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		Mean	Std. Deviation	Std. Error Mean	
	Lower	Upper	Lower	Upper	Lower	Upper	Lower	Upper	
Pair 1	mgtcrat - mgtcrant	3.33333	3.57601	1.03231	1.06124	5.60542	3.229	11	.008
Pair 2	deccrat - deccrant	.75000	4.65393	1.34347	-2.20697	3.70697	.558	11	.588
Pair 3	challcrat - challcrant	1.91667	3.08835	.89153	-.04557	3.87891	2.150	11	.055
Pair 4	borecrat - borecrant	.00000	3.04512	.87905	-1.93477	1.93477	.000	11	1.000
Pair 5	fringcrat - fringcrant	1.08333	4.73782	1.36769	-1.92694	4.09360	.792	11	.445
Pair 6	perscrajt - perspcrant	.16667	5.76562	1.66439	-3.49664	3.82997	.100	11	.922
Pair 7	wkconcrat - wkconcrant	3.25000	5.02946	1.45188	.05443	6.44557	2.238	11	.047
Pair 8	careercrat - careercrant	2.41667	5.07146	1.46400	-.80558	5.63892	1.651	11	.127

**TABLE 23**  
**DESCRIPTIVE PAIRED SAMPLES STATISTICS OF UNIVERSITY B STAFF (TEACHING AND NON-TEACHING STAFF) PERCEPTION ON ORGANIZATIONAL CLIMATE**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Mgtrcrat	20.5000	12	3.65563	1.05529
Mgtrcrant		17.1667	12	3.35297	.96792
Pair 2	Deccrat	22.3333	12	3.20038	.92387
Deccrant		21.5833	12	4.03301	1.16423
Pair 3	Challcrat	20.5000	12	1.73205	.50000
Challcrant		18.5833	12	2.15146	.62107
Pair 4	Borecrat	7.8333	12	1.26730	.36584
Borecrant		7.8333	12	2.16725	.62563
Pair 5	Fringcrat	11.7500	12	3.07852	.88869
Fringcrant		10.6667	12	2.14617	.61955
Pair 6	Perscrat	16.2500	12	4.35107	1.25605
Perscrant		16.0833	12	3.57919	1.03322
Pair 7	wkconcrat	27.9167	12	4.52183	1.30534
wkconcrant		24.6667	12	2.57023	.74196
Pair 8	careercrat	18.0833	12	3.44986	.99589
careercrant		15.6667	12	2.49848	.72125

t= teaching staff, nt= non teaching staff

**TABLE 24**  
**PAIRED SAMPLES TEST OF UNIVERSITY E STAFF (TEACHING AND NON TEACHING STAFF) PERCEPTION ON ORGANIZATIONAL CLIMATE**

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation Std. Error Mean		95% Confidence Interval of the Difference		Mean	Std. Devia- tion	Std. Error Mean
		Lower	Upper	Lower	Upper	Lower	Upper	Lower	Upper
Pair 1	mgtcut – mgtcunt	.69231	5.26702	1.03295	-1.43509	2.81970	.670	25	.509
Pair 2	deccut – deccunt	.30769	5.68344	1.11462	-1.98790	2.60329	.276	25	.785
Pair 3	challcut – challcunt	.92308	4.11750	.80751	-.74002	2.58617	1.143	25	.264
Pair 4	borecut – borecunt	.07692	2.36513	.46384	-.87837	1.03222	.166	25	.870
Pair 5	fringcut – fringcunt	.53846	5.78433	1.13440	-1.79788	2.87480	.475	25	.639
Pair 6	perscut – perscunt	1.69231	5.15961	1.01188	-.39170	3.77632	1.672	25	.107
Pair 7	wkconcut – wkconcunt	2.11538	7.08422	1.38933	-.74599	4.97676	1.523	25	.140
Pair 8	careercut – careercunt	-.07692	4.99538	.97968	-2.09460	1.94076	-.079	25	.938

t= teaching staff, nt= non teaching staff

**TABLE 25**  
**DESCRIPTIVE PAIRED SAMPLES STATISTICS OF UNIVERSITY E STAFF (TEACHING AND NON -TEACHING) PERCEPTION ON ORGANIZATIONAL CLIMATE**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	mgtcut	20.3462	26	3.56586	.69932
mgtcut		19.6538	26	4.54262	.89088
Pair 2	deccut	21.8462	26	3.27038	.64137
deccut		21.5385	26	4.25423	.83432
Pair 3	challcut	21.9615	26	3.16835	.62137
challcut		21.0385	26	2.47355	.48510
Pair 4	borecut	7.2308	26	1.30561	.25605
borecut		7.1538	26	1.93271	.37904
Pair 5	fringcut	12.3846	26	3.85826	.75667
fringcut		11.8462	26	4.44245	.87124
Pair 6	perscut	16.7308	26	3.43578	.67381
perscut		15.0385	26	3.75745	.73690
Pair 7	wkconcut	25.8462	26	3.51787	.68991
wkconcut		23.7308	26	5.26542	1.03263
Pair 8	careercut	15.4615	26	4.46525	.87571
careercut		15.5385	26	3.62470	.71086

t= teaching staff, nt= non teaching staff

**TABLE 26**  
**PAIRED SAMPLES TEST OF ALL UNIVERSITY SAMPLED ON ORGANIZATIONAL CLIMATE**

Paired Differences					t	df	Sig. (2-tailed)		
		Mean	Std. Deviation Std. Error Mean		95% Confidence Interval of the Difference		Mean	Std. Devia- tion	Std. Error Mean
		Lower	Upper	Lower	Upper	Lower	Upper	Lower	Upper
Pair 1	mgtTnt - mgtTt	-1.37634	6.93121	.71873	-2.80381	.05112	-1.915	92	.059
Pair 2	decTnt - decTt	1.22581	7.89762	.81894	-.40069	2.85230	1.497	92	.138
Pair 3	challTnt - challTt	1.08602	6.08036	.63050	-.16621	2.33826	1.722	92	.088
Pair 4	boreTnt - boreTt	-1.24731	4.70812	.48821	-2.21694	-.27769	-2.555	92	.012
Pair 5	fringTnt - fringTt	-5.33333	5.23229	.54256	-6.41091	-4.25576	-9.830	92	.000
Pair 6	persTnt - persTt	-2.31183	5.68365	.58937	-3.48236	-1.14129	-3.923	92	.000
Pair 7	wkconTnt - wkconTt	3.21505	10.82855	1.12287	.98494	5.44517	2.863	92	.005
Pair 8	careerTnt - careerTt	-1.54839	18.26110	1.89359	-5.30922	2.21244	-.818	92	.416

t= teaching staff, nt= non teaching staff

**TABLE 27**  
**DESCRIPTIVE PAIRED SAMPLES STATISTICS OF ALL UNIVERSITIES SAMPLED ON**  
**ORGANIZATIONAL CLIMATE**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	mgtTnt	18.8602	93	5.02730	.52131
mgtTt		20.2366	93	4.73515	.49101
Pair 2	decTnt	21.6022	93	4.49188	.46579
decTt		20.3763	93	6.54568	.67876
Pair 3	challTnt	18.8172	93	3.60237	.37355
challTt		17.7312	93	4.40883	.45717
Pair 4	boreTnt	7.4194	93	2.07114	.21477
boreTt		8.6667	93	4.26649	.44241
Pair 5	fringTnt	8.6667	93	4.26649	.44241
fringTt		14.0000	93	6.22233	.64523
Pair 6	persTnt	12.2366	93	4.03085	.41798
persTt		14.5484	93	4.12710	.42796
Pair 7	wkconTnt	22.5699	93	6.97105	.72286
wkconTt		19.3548	93	7.76229	.80491
Pair 8	careerTnt	17.3333	93	4.05756	.42075
careerTt		18.8817	93	17.54426	1.81926

t= teaching staff, nt= non teaching staff

**TABLE 28**  
**MEAN SCORES AND STANDARD DEVIATIONS OF MEASURES ACCORDING TO THE**  
**SELECTED UNIVERSITIES**

UNIV A		UNIV B		UNIV C		UNIV D		UNIV E		
Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.	
<b>Mgt. leader decision challenge boredom fringe personal policy</b>	3.2286 2.9321 3.9950 2.6125 1.8550 3.1400	.39063 .32830 .32813 .91629 .58351 .48822	3.0337 3.2024 3.8833 3.1875 2.1417 2.9583	.38774 .46514 .42902 .95340 .39773 .97084	2.9333 3.1289 3.9957 2.9571 2.5021 3.5836	.45800 .59703 .53309 .75538 .75096 .74720	3.0790 2.8021 4.0000 2.7847 1.9500 2.8472	.66684 .57188 .70810 .74977 .66380 .83375	3.2890 3.3580 4.1408 2.4368 2.3801 2.9121	.47279 .51625 .64111 .82759 .71627 .96047
<b>Workin.-conds career admin supervision workload feedback communication Salary package Promotion p policy age Present. experience General experience rank</b>	3.2469 3.1600 2.9625 2.8188 3.4875 3.7000 3.2458 3.1000 2.2813 2.2250 2.7250 6.7500 4.7750	.45949 .60798 .42573 .47362 .57443 .76906 .65805 .67178 .78075 .69752 1.21924 3.90759 1.54401	2.9740 3.4167 2.8333 2.9167 3.3333 3.2778 3.2847 2.8611 2.6771 2.9167 3.0000 10.7917 3.2083	.81091 .66442 .37349 .54006 .67028 .84366 .66208 .47055 .66952 .88055 1.14208 5.51661 1.69344	3.5837 3.7721 3.0628 3.1083 3.5714 3.7476 3.8338 3.0310 2.8786 2.6286 3.5429 8.0000 4.3714	.61336 .62680 .58112 .72833 .78036 .87997 .68455 .67940 .66450 .83703 1.56673 5.45070 1.61668	2.8658 3.0845 2.9329 2.6181 3.0938 3.1343 3.1759 2.8333 2.2604 2.5139 3.2222 8.6111 4.7639	.78966 .90237 .65537 .68430 .67511 .86789 .84099 .61794 .88357 .82211 2.54106 7.19263 1.68250	3.2445 3.4333 3.2098 3.0192 3.3515 3.3295 3.7084 3.2663 2.5489 2.1379 3.3793 8.3793 4.5172	.68247 .79558 .64460 .94492 .83066 1.11311 .60568 .85267 .88580 .89146 1.82516 7.41971 2.01657
Valid N (list wise)										