

The Influence of Organizational Climate on Employee's Job Satisfaction in the Higher Education Sector in UAE: The Case of a Private Local University

Nisrine Shaya

Nisrine.shaya@gmail.com

Dr Rawan AbuKhait

Assistant Professor, ALHOSN University

Email: r.abukhait@alhosnu.ae

Introduction

The 21st century marked severe challenges and difficulties (i.e. the influence of globalization, security-related issues, the revolution in the information technology, etc.) facing organizations, that are not unique to a particular industry or organization, regardless their size and structure (Castro & Martins 2010). Looking at the organization itself the “the body of a successful organism behaves as a whole system” (Kretiman & Morrman 1997), where the wise body would not place its parts in opposition or conflict with each other. On the contrary, “the appropriate specialization of body parts, operating in coordination and cooperation” (1997), is the key for the organization survival. In fact, for the organization to be capable of facing the challenges and difficulties imposed by the current era, it has to acknowledge the importance of the human capital. The people in the organization are the essential source of intelligence, flexibility and responsiveness, and hence supportive climate, preserving their cooperative endeavors, should be created. Due to these reasons and more organizational climate and job satisfaction continues to capture the attention of researchers and managers, due to their strong influence on the success of

the organizations. Researchers have long focused on improving the work climate, as means of increasing job satisfaction (Jyoti 2013). It is reported that “if jobs or work environment are developed to provide a more desirable work environment, an increase in job satisfaction will result” (p. 66). And, in return “satisfied and full-energy personnel are the most important source of organization” (Dizagh et al. 2012). Job performance and efficiency in getting the work done will reflect the level of satisfaction of that; hence, organizational climate and job satisfaction are critical factors to improve effectiveness.

Research Aim and Objectives

This study aims to better understand the relationship between work environment and satisfaction in higher education institutions. The higher education sector was chosen as the focal point of this study that was conducted in the UAE context on one private local university.

It is believed that this paper measures for the first time in UAE, the impact of organizational climate on job satisfaction in the higher education sector, specifically, in a private locale higher education institution in UAE. Moreover, it identifies and tests the major factors that are assumed to be affecting the institution’s work environment, and in return predicting the employee’s job satisfaction.

In addition, a clear definition of the positive work environment in the higher education sector is still controversial among scholars; hence the current study has the potential to contribute in providing an unambiguous definition for the work environment.

Eventually, the objectives of the study are as follows:

1. To explore whether there is a relationship existing between the work environment and job satisfaction.
2. To investigate the kind of relationship between organizational work environment components and job satisfaction
3. To investigate the relationship between organizational work environment and its components.
4. To add to the body knowledge the factors contributing to work environment and job satisfaction.
5. To generate recommendations, for local use, by the institution under study, on the satisfaction levels of its academic and administrative staff.

Problem Statement

Data indicates that many employers and managers are underestimating their role in turning effective and plausible effective work environment into volatile one. These conditions will naturally generate negative feelings that will immediately be translated into job dissatisfaction. In 2010, a poll was conducted in Washington and published by the Seattle Business Magazine, revealed that more than 54 million employees, accounting for 37% of U.S workers, have been part of “hostile workplace” (Saade 2011) and were working under bad conditions. Despite the right and the laws that protect individuals in their workplaces, a number of researches, such as Aydogdy & Asikgil (2011) and Greenberg (1996), ascertain that employers should be aware that employee dissatisfaction is an expensive cost on the organization, and managers are entitled to provide plausible working environment.

Accordingly, a model was developed consisting of six factors that are sought to be contributing to an effective work environment, and will in return, individually and globally, affect the employee's job satisfaction levels. This model will be tested for its validity and reliability.

Significance and Rationale

The education sector in UAE and in other nations represents an integral segment for economic growth and prosperity. It is reported that in order to develop nations or sustain economical growth, an emphasis on the "education sector for human capital investment" (Kurniawan 2002) has to take place.

Sheikh Mohammed bin Zayed Al Nahyan, Crown Prince of Abu Dhabi, highlighted the importance of this sector in "consolidating the ongoing process of development and construction, describing it as the corner stone for all the strategic and developmental plans, due to its great effect on the present and future" (Wam 2013). In fact, the higher education population in UAE is continuously growing, where by 2012, private universities, in Dubai only, "recorded a 12 per cent increase in student enrolment in the last year, part of an 11 per cent increase in higher education enrolment as a whole" (KHDA 2012). Currently, 79 higher education institutions with a student body of 103,431 enrolled in 644 accredited academic programs following high standards of quality are registered according to the National Qualifications Authority (2013).

This growth is associated with a change in working conditions that affect job satisfaction. Given this situation, decision and policy makers in the higher education institutions are emphasizing the work environment and job satisfaction research as they "seek to increase motivation and productivity" (Hermsen & Rosser 2008, p. 10).

Literature indicated contradicting data on the relationship between organizational climate and job satisfaction. For instance on one side, several studies confirmed the existence of positive correlation existing between these two variables (i.e. Castro & Martins 2010). However, despite their significance and critical consequences, such studies are less frequent in literature today (2010). On the other hand, Schulze (2006), based on the work of many researchers, claimed that “organizational context of the work setting had little impact on job satisfaction” (p. 323). Hence, it is important to determine where UAE stands along this line on the kind of relationship existing between work environment and job contentment.

Moreover, it has been reported that although academics have for long researched the job satisfaction of others, but their job contentment at the personal level and at the higher education in general “has less been often investigated” (Schulze 2006, p. 318). Though recently this field has captured more attention, but the “most detailed former studies are single-country, often from USA” (Bentley et al. 2012, p. 1), and not from the Middle East.

Accordingly, it is believed that this research will generate worthwhile contribution, as it investigates an important topic in the higher education sector in UAE adding valuable findings to the theories and practices in this sector.

Literature Review

1. Job Satisfaction

“Do people generally like their job?” (Greenberg 1996, p. 144), what makes people satisfied? The importance of this topic was emphasized and approached from different angles. Vuroom (1964), Locke (1976) and Khaleque (1984) (cited in Davar & Bala 2012, p. 290) agreed that

employee's job satisfaction affects the organizations "productivity, efficiency and employee relations". Moreover, it reflects significant consequences in terms of employee withdrawals, specifically "voluntary turnover and absenteeism" (1996, p. 152). Accordingly, managers are highly concerned with these behaviors, as they are relatively very costly (p. 147). From the employee's perspective, reflecting positive attitudes towards the job will definitely influence his/her "health and well being structure" (Davar & Bala 2007, p. 209).

Several definitions were developed in literature describing the concept of job satisfaction.

Aydogdy & Asikgil (2011) defined it as a form of attitudes that the individual develops about his/her job. Cranny et al. (1992) defined job satisfaction as "employee's affective reasons to a job based upon comparing outcomes with actual outcomes" (p. 30). However, attitude theorists have long distinguished the affective factors comprising attitudes from those that are cognitive in nature, implying that "similar distinctions have been made in the job satisfaction realm" (Schleicher et al. 2004, p. 166). The affective component represents the individual's general positive or negative feelings concerning the situation, and the cognitive component is made up from the beliefs and thoughts relative to the particular situations.

In an attempt to provide a clear picture on the latest results of job satisfaction, Bender and Heywood (2006) collected and summarized the outcomes of various research studies as follows:

- The youngest and the oldest workers have greater job satisfaction
- Women have greater job satisfaction than men in UK and US.
- Union members have less job satisfaction
- Those with higher comparison incomes demonstrate less job satisfaction
- Expectations are transformed into job satisfaction in short time

2. Organizational Climate

There has been a strong interest in studying organizational climate among researchers, as its consequences strongly influence other variables as job satisfaction, job performance, quality of interaction and supervisory behavior (Jyoti 2013). Organizational climate, or work environment, is generally defined as “the psychological climate of an organization” (Henry & William 1975, p. 19). However, the earliest reference to work environment goes back to 1935 with Koffka who distinguished between the geographical environment and the behavioral environment (cited in Henry & Williams 1975). The geographical climate focused on the “objective physical and social environment” (p. 20), whereas the behavioral is the environment “as perceived and reacted to by the subject” (p. 20). In 1939, the climate appeared again with Lewin, Lippitt and White (cited in Kondu 2007), where the relationship between the so-called social climate and leadership behavior was extensively studied. However, despite the importance of the study in terms of its content, the researchers failed to provide a measurement scale for the social climate variable. In 1958, Aygris (cited in Henry & Williams 1975) brought the first comprehensive definition of organizational climate, where he defined climate “in terms of formal organizational policies, employee needs, values, and personalities” (cited in Kondu 2007, p. 101). Accordingly, the initial framework for organizational climate was then introduced for the first time in 1960 with McGregor and Forehand and Gilmer in 1964 and other researchers (cited in Hennery & William 1975; Kundu 2007). Among his pioneering work on managerial climate in the field of management, McGregor indicated that climate could be “determined by the managerial assumptions and the relationship between managers and their subordinates” (2007, p.100). However, his work had some drawbacks. First, he did not propose any measurement tool for

organizational climate, and second it was grounded in assumptions, hence referring to culture more than climate, as climate depends more on perceptions. Unlike McGregor, Forehand and Gilmer have defined organizational climate as a set of characteristics that first describes an organization, distinguishes particular organizations from others, are enduring over time and directly affecting the attitude of people in the organization.

A number of researchers identified particular factors in the work environment that seem to be contributing to the climate. Jyoti (2013) highlighted four essential dimensions that many researchers in the 1970's agreed on their presence: "individual autonomy, structure, reward, consideration, warmth and support" (p. 69). Litwin and Stringer (1968) added another four dimensions, namely conflict, identity, risk and structure, and accordingly constructed their questionnaire that contained 50 items (cited in Henry & Williams 1975). Muchinsky (1976) ran the factor analysis test on this questionnaire, and concluded that 6 main components derive the organizational climate factor: "interpersonal meliu, standards, general affective tone toward management, organization structure and procedures, responsibility and organizational identification" (cited in Jyoti 2013, p. 69).

Therefore, along the process of studying the concept, many definitions were formulated, but an accurate and unified definition was never provided. They all agreed on common characteristics in describing the organizational climate construct (Castro & Martins 2010):

- Climate is generally considered to be a molar construct that can change over time.
- It is perceived by and shared among organizational members, which can result in consensus among individuals.

- It consists of global impressions of the organization that members form through interacting with each other and organizational policies, structures and processes.
- Climate perceptions are descriptions of environmental events and conditions rather than evaluations of them.
- The climate construct is multidimensional.
- It refers to the 'feeling of an organization'.
- Climate can potentially influence an individual's behavior.

3. Organizational Climate Factors:

The six associated variables to organizational climate employed in this study are as follows:

1) Task characteristics

Task characteristics are features that are related to every particular element of the job, and can be eventually called the "work package" (Castro & Martins 2010, p. 12). Job descriptions help in specifying what the company expects and what type of employee characteristics are essential to be successful. They are "documents containing job title, reporting relationships, summary of responsibilities, job span (e.g., budget, staff), primary accountabilities and responsibilities, decision-making authority, and hiring requirements (e.g. knowledge, skills, abilities, certifications, degrees)" (Stylbel 2010, p 105).

This indicates the importance of implementing a clear job description for both the company and its workers. On the employee level, job descriptions offer a clear criteria about work related issues which could develop worker performance and satisfaction. Mader-Clark (2008) illustrated that job descriptions communicate employee expectations and allow the employee to

know how to excel in their work. Moreover, they enhance employee morale, measure future performance, and improve communication between employees.

Eventually, scores on this dimension measure the opportunity the person is given to use his/her skills abilities, to undergo challenging tasks and to develop personal growth.

2) Team Orientation

Teamwork became a main concern for many companies, and “self-managing” (p.29) teams are frequently seen as the mean of teamwork development programs (Levi & Slem 1995). Professionals are facing difficulty to perform their assigned tasks with “fewer employees, at faster speeds and with more quality and customer responsiveness creates the need for team work” (1995, p. 29). Therefore, it is important to develop worker skills that enable them to work as a team, especially when the company policy focuses on employing fewer workers and performing tasks at a high level of quality.

It is important to understand some of the distinctions among teams as they come in a variety of types. One of the most basic differences is between a “work group and a fully functioning team” (1995, p 30). A work group includes a set of individuals who work together to accomplish some task. “In a work group, the members share a common goal and are coordinated by a leader, but their performance is a function of individual effort which is evaluated by individual performance evaluations” (p. 30). In contrast, a team is a small work group with complementary skills who are devoted to a common purpose, objectives and approach, for which they hold themselves accountable.

Therefore, scores on this dimension measure the extent to which the environment shows a friendly atmosphere, teamwork and understanding among the company employees.

3) Leadership Style

Burns (1978) described transactional leadership “as a motivating followers primarily through contingent-reward-based exchanges” (cited in Jung & Avalio 1999, p. 208). A transactional leader’s main concerns are setting goals, illustrating the relationship between performance and rewards, and offering constructive feedback to keep employees on task (Bass 1985).

Leadership behavior based on contingent reward can positively influence worker satisfaction and performance (1999).

Scores on this dimension indicate whether individuals are capable of approaching their supervisors with frankness and openness, the supervisor provides recognition whenever a job is well done and possess flexible attitude whenever needed.

Leaders are presumed to have a positive impact on employees’ level of motivation as well as assisting employees to achieve their goals by enhancing their self belief and raising their self confidence (1999).

4) Employee Empowerment

The attention to the term empowerment has grown in the literature. However, a “lack of a theoretically derived measures of psychological empowerment in a work context has deterred measure of psychological empowerment” (Spreitzer 1995, p. 1443), and previous efforts have not been made to measure psychological empowerment within a work context (1995).

Scores on this dimension reflect the degree to which the individuals that are affected by the new decisions actively take part in the process of decision making and their suggestions are adequately elicited.

5) Recognition and Rewards

Rewards and recognition for good performance are considered to be “symbolic rewards, satisfying socioemotional needs” (Chen et al. 1999, p. 49). Some of these rewards have certain monetary value. Rewards such as a pay raise or stock options, are rewards that are related to cash values (Chen et al. 2004).

“Appraisal information has been used for making organizational decisions in areas such as personnel layoffs, promotions, and transfers; development and evaluation of training programs; wage and salary determination; and as criteria for selection procedure validation studies” (Field & Holley 1982, p 392).

Scores on this dimension measure whether promotions and rewards are issued according to high performance levels.

6) Psychological Career Contract

According to Anderson and Scalk (1998), employees tend to develop positive and long lasting “psychological-bond” (p. 637) with their organizations, based on a sequence of expectations regarding what the organization is obliged to and should offer to them. If the employer fails to satisfy these expectations and obligation, strong emotional reactions (that are negative in most of the times) will be the result. “In the relationship between employer and employee, mutual obligations are the central issue. These mutual obligations are partly put on record in the written formal contract of employment, but are for the most part implicit, covertly held and only infrequently discussed” (p. 637).

Scores on this dimension reflect the extent to which the organization has met the individual's expectations prior to joining, in terms of promotion opportunities, personal growth and other personal attributes

Conceptual Framework and Hypotheses

A number of theoretical and empirical studies have addressed some of the study variables. In regards to work environment variables, the focus was on the work of Suliman (2001) and Suliman and Al Harethi (2013), which are considered to be the most relevant to the topic under study.

The organizational climate questionnaire has been adapted from Suliman (2001), where the six identified variables (Task Characteristics; Involvement in Decision making; Superior-Subordinate relationship; Performance-Reward relationship and Psychological Contract) are being utilized in this research as well, but under different titles. According to Suliman and Al Harethi (2013), this questionnaire has yielded strong reliability results. The general reliability test for the organizational climate questions showed a “reliability coefficient 0.98” (p. 415), whereas the overall alpha Chronbach was 0.97, “which is adequately high and does not necessitate further improvements” (p. 415). Therefore, it could be concluded that the six employed work environment variables in this study are proven to be related to and comprising the organizational climate as a global factor.

The Job satisfaction scale was adapted from Suliman (2007), comprising 5 factors: Pay; Promotion; Supervisory Style; Co-workers Relationship and Job Itself. The reliability of the adopted scale indicated that the alpha Chronbach of Job Satisfaction as a global factor was as high as .82, and that of the five components ranged between .62 and .83. These results imply that

the adopted scale is reliable.

In 1935, Hoppock originally proposed the concept of Job Satisfaction and argued that it is composed of what the employees felt about their working environment and what satisfies them physically and psychologically. These factors were derived from workers subjective reaction to their working environment, and hence confirming the existing relationship between job satisfaction and organizational climate.

On the other side, Mihajlovic et.al (2008) studied the factors influencing job satisfaction in transitional economics. The study derived 13 factors as follows: salary, benefits, the nature of work and pressure, career development, education and training management style from mediate managers, safety and environmental production, performance and evaluation system, in-firm promotion channels, disciplined management, the overall working environment, department environment, support from the firm with regard to personal well-being and family life and personal relation with colleagues.

In conclusion, the above studies show that the six organizational climate factors identified in this study are related to job satisfaction. Accordingly, the following model in Figure 1 was developed to indicate the relationships investigated in this research:

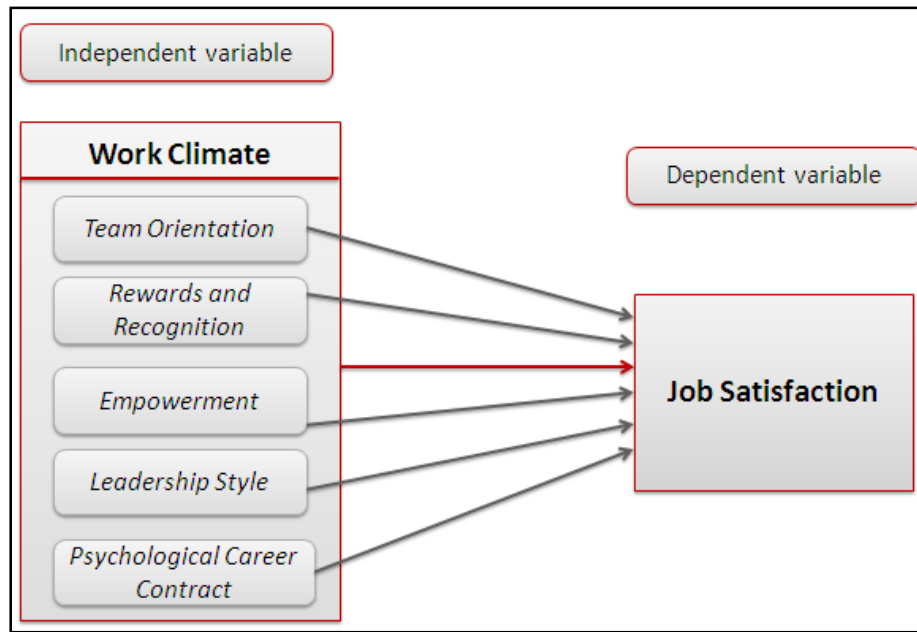


Figure 1: Proposed Study Model

Hypotheses

Eight hypotheses were formulated as follows:

H1: There is relation of statistical significance between the perceived *Organizational Climate* and *Job Satisfaction*

H1a: There is a relation of statistical significance between *Task Characteristics* and *Job Satisfaction*.

H1b: There is a relation of statistical significance between *Team Orientation* and *Job Satisfaction*.

H1c: There is a relation of statistical significance between *Leadership Style* and *Job Satisfaction*.

H1d: There is a relation of statistical significance between *Employee Empowerment* and *Job Satisfaction*.

H1e: There is relation of statistical significance between *Rewards and Recognition* and *Job Satisfaction*.

H1f: There is a relation of statistical significance between *Psychological Career Contract* and *Job Satisfaction*.

H2: There is a relation of statistical significance between *Organizational Climate* and its components.

Methodology

1. Research design

An in-depth analysis of the literature was conducted, focusing on studies and theories related to organizational work environment and job satisfaction. The revised literature indicated that there is a lack of academic studies on the higher educational sector, specifically on organizational climate versus job contentment, in the United Arab Emirates. Addressing this gap in the literature led to the development of the study model and the research understudy.

The methodological frame work was determined followed by the development of the study model. A quantitative approach was conducted through implementing a survey design, administering questionnaires as the main research tool for collecting data. The survey was adapted from Suliman (2001) and served two main purposes:

- 1- Testing the main hypotheses aiming at identifying staff opinions on the importance of the study variables in relation to their experiences.

- 2- Determining the job satisfaction levels and the perceived work environment of the academic and administrative staff in the university towards their institution. These results were considered to be critical and were used for local purposes by the management.

2. Population and sampling

This research is designed to be part of a larger study that will track the relationship between the perceived work environment and job satisfaction in public, private local and foreign universities in UAE. Therefore, the focus was on a private local university, situated in Abu Dhabi, with 129 employees (82 academic and 47 administrative) and 1516 students. Accordingly, homogeneous sampling was employed. In this research the subjects shared a unique attribute which is the fact that they are either academic or administrative staff working for the private local university under study. Special efforts were put forth to make sure that almost every working individual receives, and possibly, returns a copy of the questionnaire. 110 questionnaires were distributed and 72 were returned back, implying 65% response rate.

3. Survey questionnaire

A structured questionnaire was developed to function as a quantitative instrument for the two study domains; organization climate and job satisfaction. The development of the quantitative survey meant to investigate the relationship between the study variables.

The survey questions were designed in a comprehensive manner, so that even if the respondents were not familiar with the study topic, they could participate in the study. The survey was useful to this study because of the sensitivity of the information related to the subject. In addition, respondents were not expected to reply directly; but they were given time to think about their answers.

The main reason for the selection of this instrument was that the chosen study was theoretically applicable to the context and purpose of the study. Such relevance aided the researcher to answer research questions examined in the research.

The questionnaire consisted of three sections:

Section one

This section covered the demographical data and contained nine questions on: organizational level, age, gender, marital status, number of years spent in the current organization, number of years spent in the current position, education, job status and nationality.

Section Two

This section measured the independent variable organizational climate as a multi-dimensional facet consisting from six factors and in return 19 items as follows. The first three factors are *Task Characteristics*, *Team Orientation* and *Leadership Style* each measured through 3 items. The fourth factor is *Innovation* comprising 4 items, and finally the fifth and sixth factors are *Rewards and Recognition* and *Psychological Career Contract*, made up from 3 and 4 items respectively.

Section Three

The third section consisted from 16 items testing the employee's job satisfaction level, as a uni-dimensional dependant variable.

4. Likert Scale

Likert scales are considered to be the most commonly used variation of the summated rating scale (Blumberg et al. 2008). They consist of statements that state either a favourable or unfavourable attitude to the objective of interest.

Likert scales have many advantages that clarify their popularity (Cooper & Schindler 2008). They are quick and easy to develop, and “are probably more reliable and provide greater volume of data than many other scales” (p. 310). The survey questionnaire measured all of the 37 questions on scales of: 1 = Strongly Disagree, 2 = Disagree, 3 = Undecided, 4 = Agree, and 5 = Strongly Agree.

5. Piloting

According to Blumberg et al. (2008) the data gathering stage of the research process better begins with pilot testing. The aim of conducting a pilot study in this research is to pre-test the survey questionnaire designed through the procedure described above.

The survey questionnaire was distributed to 13 respondents at a private university in Abu Dhabi. Valuable feedback was gathered from these completed surveys, with comments regarding content and wording. Participants were informed that they were participating in a pilot study, and also that the information provided by them would not be included in the research analysis, but rather help to inform the final version of the survey. Eventually, the questionnaire was revised and necessary editing took place.

6. Distribution Protocol

After finalizing the survey, sever steps were taken as follows:

- 1- The names of the employees were extracted to an excel sheet from the main directory posted online, and accordingly the questionnaires were distributed. The mechanism was adequate to make sure that the questionnaire was successfully received by each employee. The only group who did not receive a copy were those who lately joined the institution.
- 2- Questionnaires were distributed by hand, where the anonymity and the significance of the results on the practical and theoretical level were explained.
- 3- The collection of the questionnaires back followed also a systematic approach, to keep the identity of the responder anonymous.

Data Analysis

The Statistical Package for Social sciences (SPSS v. 20) was used to analyze data, run tests and derive results.

1. Descriptive Statistics

Table 1 indicates that 42% of the responders were assistant, associate or full professors, instructors, 39% were instructors and teaching assistants and 39% were administrative staff, implying that the academic staff contributed in almost 62% of the responses to the administered questionnaire. Around 80% of the participants have been working in this organization between 2 and 6 years, knowing that this university has been established 9 years ago in 2005, 50% are the general staff level whereas the rest are either middle (26%) or senior management (15%). The females' responses rate are lower compared to the males' (41:31), and the responders were all expats, as 100% of the employees in this institution are non-locals.

<i>Organizational Level</i>	<i>Age</i>	<i>Gender</i>	<i>Marital Status</i>	<i>Job Tenure</i>	<i>Organizational tenure</i>	<i>Education</i>	<i>Job Status</i>	<i>Nationality</i>
-----------------------------	------------	---------------	-----------------------	-------------------	------------------------------	------------------	-------------------	--------------------

Admin Staff	28 38.9%
Instructor	14 19.4%
Professor	30 41.7%
Less than 25	5 6.9%
25-35	24 33.3%
36-46	20 27.8%
47-57	15 20.8%
58 or above	5 6.9%
Male	41 56.9%
Female	31 43.1%
Married	51 70.8%
Unmarried	20 27.8%
One year or less	5 6.9%
2 – 3	17 23.6%
4 – 5	19 26.4%
5 – 6	21 29.2%
6 years or above	10 13.9%
One year or less	9 12.5%
2 – 7	36 50.0%
8 – 13	15 20.8%
14 – 19	7 9.7%
20 years or above	4 5.6%
High school	3 4.2%
Bachelor Degree	20 27.8%
Masters degree	17 23.6%
PhD or above	31 43.1%
Senior Management	11 15.3%
Middle Management	19 26.4%

Staff		36 50.0%
Non UAE National		72 100.0%

Table 1: Demographical data of responders

2. Organizational Climate Factor Analysis:

Factor analysis is a technique that aims to reduce variables, through identifying the variables that appear to be clustering in a significant way. Therefore, the 20 items of Organizational Climate were first factor analyzed, with the minimal loading cutoff score considered to be ±0.5 (Suliman 2001).

Items	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
OC10	.71				
OC11	.72				
OC12	.70				
OC13	.69				
OC7		.81			
OC8		.88			
OC9		.79			
OC14			.82		
OC16			.73		
OC4				.80	
OC5				.75	
OC17					.73
OC18					.67



Table 2: Results of Factor Analysis Test

Table 2 shows that 5 out of 6 factors were successfully loaded, leading to the elimination of factor 6 that is Psychological Career Contract. The factors scored 0.69 and above on the varimax rotation. Whereas, items numbered 4 and 5 loaded under Factor 4 (Employee Empowerment), the 7th, 8th and 9th item loaded under Factor 2 (Team Orientation). Items numbered 10, 11, 12 and 13 loaded together on Factor 1 (Task Characteristics). Finally, two items (numbered 14 and 16) loaded under Factor 3 (Leadership Style) and another two items (numbered 17 and 18) loaded

under Factor 5 (Recognition and Rewards). Eventually, 7 items (numbered 1, 2, 3, 6, 15, 19 and 20) were dropped as a result of factor analysis.

Knowing that the determinant of the R-matrix “should be greater than 0.00001” (Field 2005, p. 2), the determinant in this study was found to be .004, that is larger than the necessary value. The value of KMO is .733 meaning that factor analysis results in reliable factors (2005), knowing that values between 0.7 and 0.8 are considered to be “good” results (Keiser 1974 in Field 2005). The Bartlett test appears to be highly significant with value .000 (< 0.05), and accordingly factor analysis yielded reliable findings.

3. Reliability Test

The following section will address reliability, as it is used to test the reliability of the Organizational Climate and Job Satisfaction scales as global variables, following the factor analysis test. It is to be noted however that the minimal alpha value that is to be accepted in this study is 0.6 (Suliman 2001).

	Cronbach's Alpha	Number of Items
Global Organizational Climate	.83	13
Global Factor Task Characteristics	.82	4
Global Factor Team Orientation	.80	3
Global Factor Leadership Style	.60	2
Global Factor Employee Empowerment	.70	3
Global Factor Recognition and Rewards	.80	2
Global Job Satisfaction	.80	17
Overall	.89	30

Table 3: Results of Reliability Test

Following factor analysis, 7 items were deleted and one global factor was dropped (Psychological Career Contract). Table 3 shows that the Cronbach's alpha values for the global organizational climate, job satisfaction and over all study were .83, .80 and .89 respectively.

Moreover, the lowest alpha value among the global factors of organizational climate is .60, which is considered to be reliable. Therefore, the above table indicates that the global scales and their factors are reliable.

4. Spearman Correlation Test

In order to identify the relationships between the independent and dependant variables, and to further explore the degree of significance, the Pearson Correlation Coefficient test was conducted.

Table 4 indicates that there is a positive correlation between the dependant variable Job Satisfaction and the independent variables Task Characteristics, Team Orientation, Leadership Style, Employee Empowerment and Recognition and Rewards. The corresponding correlations coefficients between the dependent variable and each of the above independent variables are .445, .501, .43, .509 and .544 respectively. Moreover, the relations are highly significant at the .01 level, where the corresponding significant value for each is .000. These findings confirm the hypotheses H1a, H1b, H1c, H1d and H1e.

Furthermore, there appear to be a strong positive correlation between the Organizational Climate and Job Satisfaction as global factors, where $r = .724$. This relationship is highly significant at the .01 level (significant value accounted for .000), confirming the main hypothesis H1.

The five factors comprising the Organizational climate, Task Characteristics, Team Orientation, Leadership Style, Employee Empowerment and Recognition and Rewards, are moderately to strongly positively correlated with organizational climate as a global factor. The corresponding correlation coefficients are .818, .604, .599, .462 and .783 respectively, and are also highly

significant at the .01 level. The moderate correlation occurred between Employee Empowerment and Organizational Climate factors. Therefore, H2 is confirmed.

	Global. JobSatisfaction	TaskCharacteristics	TeamOrientation	Leadership Style	Employee Empowerment	Recognition Rewards	Global. Organizational Climate
Global.JobSatisfaction	1						
TaskCharacteristics	.445**	1					
TeamOrientation	.501**	.323**	1				
LeadershipStyle	.430**	.367**	.070	1			
EmployeeEmpowermer	.509**	.241	.212	.125	1		
RecognitionRewards	.544**	.398**	.385**	.482**	.285*	1	
Global. OrganizationalClimate	.724**	.818**	.604**	.599**	.462**	.783**	1

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

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

Table 4: Correlation Test Results

Findings and Discussions

1) Regression Test

To further investigate and discuss the above derived links, the regression test has been conducted on each relationship.

H1: There is relation of statistical significance between the perceived *Organizational Climate and Job Satisfaction*

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.724 ^a	.524	.516	5.72717

a. Predictors: (Constant), Global.OrganizationalClimate

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2097.223	1	2097.223	63.939	.000 ^b
	Residual	1902.427	58	32.800		
	Total	3999.650	59			

a. Dependent Variable: Global.JobSatisfaction
b. Predictors: (Constant), Global.OrganizationalClimate

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	24.476	4.116		5.947	.000
	Global.OrganizationalClimate	.767	.096	.724	7.996	.000

a. Dependent Variable: Global.JobSatisfaction

Table 5a: The Linear Regression Test between Organizational Climate and Job Satisfaction

Coefficients ^a				
Model		Beta	t	Sig.
	TaskCharacteristics	.102	.972	.335
	TeamOrientation	.374	3.923	.000
	LeadershipStyle	.297	2.953	.005
	EmployeeEmpowerment	.362	4.083	.000
	RecognitionRewards	.099	.895	.375

a. Dependent Variable: Global.JobSatisfaction

Table 5b: Beta weights of the components of Organizational climate

Table 4 implies that $r = .724$ that is highly significant where $\rho = .000$. Therefore, if managers and directors strive to enhance the organizational climate, the employee's job satisfaction will certainly increase. Moreover, Table 5a shows that the value of R^2 is .524, implying that organizational climate can account for 52.4% of the variation in job satisfaction levels among employees. The F-ratio is 63.99 that is significant at the .01 level where $\rho = 0.00$, indicating that there is less than 0.1% chance that such a value of F-ratio would occur, if a null hypothesis (H_0 instead of H_1) was true. The above table also shows that the t value is 7.99 with a significance

value accounting for .000. Therefore, it could be concluded that, if the organizational level in an institution is considered to be the poorest (close to zero) “the probability of these t-values or larger occurring” (Field 2005, p. 208) “is less than .001” (p. 208). In summary, organizational climate makes a significant contribution to predicting job satisfaction. However the Beta weights in Table 5b indicates the contribution of each factor to the 52.5% variation that is explained by Organizational Climate as a global factor. Team Orientation and Employee Empowerment explain 37.4% and 36.2%, respectively, which is significant at .000 level. However, Leadership Style accounts for 29.7% of job satisfaction and significant at .05 level. Task Characteristics and Recognition and Rewards appear to be insignificant.

The data obtained from the survey analysis supports the relationship between the organizational work environment and job satisfaction, confirming H1. These results match the findings of other researchers who investigated in this field. For instance, Karasick (1973) examined the impact of organizational climate on job performance and satisfaction, and the influence of interactions between climate and individual needs on performance and satisfaction. Results indicated that climate was strongly related to subunit performance and to the individual job satisfaction. However, limited verification was found for climate and individual needs interacting to influence performance and satisfaction.

H1a: There is a relation of statistical significance between *Task Characteristics* and *Job Satisfaction*.

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.445 ^a	.198	.185	7.37523		
a. Predictors: (Constant), TaskCharacteristics						
ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	845.237	1	845.237	15.539	.000 ^b
	Residual	3426.825	63	54.394		
	Total	4272.062	64			
a. Dependent Variable: Global.JobSatisfaction						
b. Predictors: (Constant), TaskCharacteristics						
Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	43.488	3.487		12.470	.000
	TaskCharacteristics	1.038	.263	.445	3.942	.000
a. Dependent Variable: Global.JobSatisfaction						

Table 6: The Linear Regression Test between Task Characteristics and Job Satisfaction

The correlation test results in Table 4 informs on a highly significant relationship between the two variables, where $r = .445$ and $\rho = .000$, confirming H1a. The better job characteristics the employee is assigned with, the more job satisfaction will result. In addition, Table 6 shows that the coefficient of determination, R^2 is .198 implying that Task Characteristics explain almost 20% of the variation in Job Satisfaction, while 80% of variability is accounted by other factors. The F-ratio and t-statistic are 15.539 and 3.942, respectively, and are highly significant ($\rho = .000$). Therefore, Task Characteristics is considered to be a strong contributor towards predicting Job satisfaction.

Further support was found in the literature by a number of researchers, such as Hackman and Lawler (1971). They illustrated that job characteristics such as the amount of variety, responsibility, and interpersonal relations afforded by a job, appeared to be correlated to employee attitudes and behavior. In fact, “changes in job characteristics introduced by behavioral scientists are intended to affect the work content and the relationships of employees to their jobs and to each other” (Denise M 1977, p. 18).

H1b: There is a relation of statistical significance between *Team Orientation* and *Job Satisfaction*.

Model Summary					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	
1	.501 ^a	.251	.239	7.15510	

a. Predictors: (Constant), TeamOrientation

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1098.946	1	1098.946	21.466	.000 ^b
	Residual	3276.508	64	51.195		
	Total	4375.455	65			

a. Dependent Variable: Global.JobSatisfaction
b. Predictors: (Constant), TeamOrientation

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	37.237	4.336		8.587	.000
	TeamOrientation	1.680	.363	.501	4.633	.000

a. Dependent Variable: Global.JobSatisfaction

Table 7: The Linear Regression Test between Team Orientation and Job Satisfaction

The Pearson correlation coefficients, presented in Table 4, imply a moderate but highly significant relationship between Team Orientation and Job Satisfaction, where $r = .501$ and $\rho = .000$, validating H1b. Therefore, the higher the team spirit among employees, the higher the job satisfaction levels are. Moreover, the ANOVA results in Table 7 shows that R^2 is .251, the F-ratio and t-statistic are 21.46 and 4.63, respectively, and are both highly significant at the .01 level. Team Orientation is considered to be a significant contributor in predicting Job satisfaction, where it explains 25.1% of its variation.

Literature supports these results, where Sarwat et al. (2011) tested the influence of teamwork spirit on job satisfaction and got similar results. Levi and Slem (1995) emphasized the fact that professionals are pressured to perform their assigned tasks with “fewer employees, at faster

speeds and with more quality and customer responsiveness creates the need for teamwork” (p. 29).

H1c: There is a relation of statistical significance between *Leadership Style* and *Job Satisfaction*.

Model Summary					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	
1	.430 ^a	.185	.172	7.51964	

a. Predictors: (Constant), LeadershipStyle

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	809.415	1	809.415	14.315	.000 ^b
	Residual	3562.339	63	56.545		
	Total	4371.754	64			

a. Dependent Variable: Global.JobSatisfaction
b. Predictors: (Constant), LeadershipStyle

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	48.498	2.418		20.057	.000
	LeadershipStyle	1.892	.500	.430	3.783	.000

a. Dependent Variable: Global.JobSatisfaction

Table 8: The Linear Regression Test between Leadership Style and Job Satisfaction

Table 4 indicates that $r = .400$ and $\rho = .000$, implying a significant relationship between the two variables. If directors or managers enhance their leadership styles, the job satisfaction levels among their employees will eventually rise. Moreover, the ANOVA test results in Table 8 implies that this factor explains 18.5% of the variability in Job Satisfaction, where $R^2 = .185$. The F-ratio is 14.13 and the t-statistic is 3.78, are both significant at the .01 level. Therefore, Leadership Style makes a significant contribution to predicting job satisfaction levels.

The findings are supported by further research. In 2004, a study was conducted in Isfahan University Hospitals, Iran, to depict the influence of managerial leadership styles and employee's job satisfaction (Rad & Yarmohammadian 2006). It was indicated that employees showed less satisfaction with salaries, benefits, work conditions, promotion and communication as satisfier factors and more satisfaction with factors linked to the nature of work, co-workers and supervision type factors. There was significant correlation ($p < .001$) between the use of leadership behaviors and workers and job satisfaction. Therefore, the relationship between leadership style and job satisfaction was tested and resulted in significant positive correlations.

H1d: There is a relation of statistical significance between *Employee Empowerment* and *Job*

Model Summary					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	
1	.509 ^a	.259	.247	7.11958	

a. Predictors: (Constant), EmployeeEmpowerment

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1063.681	1	1063.681	20.985	.000 ^b
	Residual	3041.303	60	50.688		
	Total	4104.984	61			

a. Dependent Variable: Global.JobSatisfaction
b. Predictors: (Constant), EmployeeEmpowerment

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	36.498	4.562		8.000	.000
	EmployeeEmpowerment	2.767	.604	.509	4.581	.000

a. Dependent Variable: Global.JobSatisfaction

Table 9: The Linear Regression Test between Employee Empowerment and Job Satisfaction

There appeared to be a positive significant relationship between these two variables, manifested through Table 4, where $r = .509$ and $\rho = .000$, confirming H1d. Therefore, the more managers and chairpersons empower their staff, the higher the job satisfaction is. In addition, Table 9 indicates that $R^2 = .259$, the F-ratio is 20.98 and the t-statistic is 4.58, that are both significant at

the .01 level where $\rho = .000$. Hence, Employee Empowerment is proved to be significantly contributing in 25.9% of the variation in Job Satisfaction levels.

Researchers have long focused their studies on empowering management practices, including the delegation of decision making from the upper management to the lower levels and raising access to resources and information for employees at lower levels (Bowen and Lawler 1992).

Moreover, Spreitzer (1995) claimed that the “lack of a theoretically derived measures of psychological empowerment in a work context has deterred measure of psychological empowerment” (p. 1443). However, he indicated that some efforts were putforth to measure psychological empowerment within a work context.

H1e: There is relation of statistical significance between *Rewards and Recognition* and *Job Satisfaction*.

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.544 ^a	.295	.284	6.98718

a. Predictors: (Constant), RecognitionRewards

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1290.054	1	1290.054	26.424	.000 ^b
	Residual	3075.700	63	48.821		
	Total	4365.754	64			

a. Dependent Variable: Global.JobSatisfaction
b. Predictors: (Constant), RecognitionRewards

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	44.683	2.523		17.713	.000
	RecognitionRewards	1.984	.386	.544	5.140	.000

a. Dependent Variable: Global.JobSatisfaction

Table 10: The Linear Regression Test between Recognition & Rewards and Job Satisfaction

Table 4 indicates a strong positive correlation between Recognition & Rewards and Job Satisfaction, where $r = .544$ and significant at the .01 level, confirming H1e. Therefore, if organizations adopt an adequate recognition system that is supported with rewards, the job satisfaction levels among the employees will increase. Moreover, Table 10 show that's this factor explains 29.5% of the variation in Job Satisfaction where $R^2 = .295$. The F-ratio and t-statistic are both highly significant and equals to 26.42 and 5.140 respectively. Accordingly, 29.5% of the variance in Job Satisfaction is explained by Recognition and Rewards.

Several studies in literature linked rewards and compensations to job satisfaction, emphasizing their direct impact on employee satisfaction and behavior.

In 2005, Tekleab, Bartol et al. conducted two related studies that examined the impact of rewards, particularly the financial type, on job satisfaction and concluded that pay will result in an increase in satisfaction.

In fact, the main purpose behind an effective recognition and reward program is to identify “a system to pay and communicate it to the employees so that they can link their reward to their performance which ultimately leads to employee’s job satisfaction” (Danish & Usman 2010, p. 160).

H2: There is a relation of statistical significance between *Organizational Climate* and its components.

Table 4 indicates that there exist a strong significant correlation between Task Characteristics, Team Orientation, Leadership Style and Recognition & Rewards and Organizational Climate as a global factor, confirming H2. The corresponding correlation coefficients are .818, .604, .599 and .783 respectively. However, there are appear to be a moderate relationship with Employee

Empowerment where $r = .462$. All these relationship are highly significant at the .01 level.

Therefore, as the efficiency of the task characteristics and the recognition and rewards system increase, along with effective team orientation, leadership style and employee empowerment efforts, the job satisfaction levels of the employees will certainly increase. Moreover, the Beta weights in Table 11 show that Task Characteristics explain 43.9% the variance in Organizational Climate, where as Team Orientation, Leadership Style, Employee Empowerment and Recognition and Rewards account for 31.4%, 24.8%, 19.5% and 27.1%. All these values are significant at .000 level.

Model	Beta	t	Sig.
TaskCharacteristics	.439	137901047.8	.000
TeamOrientation	.314	106257622.1	.000
LeadershipStyle	.248	79307376.06	.000
EmployeeEmpowerment	.195	70502883.72	.000
RecognitionRewards	.271	77730562.87	.000

a. Dependent Variable: Global.OrganizationalClimate

Table 11: The Beta weights of the corresponding components of Organizational Climate

Recommendations for Practioners

There are two key outcomes of this research. First, is to identify and gain further insight into the impact of work environment on job satisfaction in the education sector. Second, is to develop a model based on the literature on the components that are most likely to impact the organizational work environment and in return the job satisfaction. The following implications for industry and practices occur from these outcomes as follows:

- Gaining a deep insight into the consequences of creating a positive work environment and job satisfaction on the education sector.
- The developed model would help directors, managers and chairpersons in the educational sector to be aware of the factors that contribute to employee satisfaction and positive organizational work environment.
- Such insight may assist other educational institutions that are planning to induce a shift in their working environment.
- The outcome of implementing this model will enhance not only the university performance and satisfy the employees, but will also increase students' satisfaction, as they will receive better service.
- Most importantly, if the model is successfully implemented, positive outcomes would result that will in return help in the development of the country's economy, knowing that the education sector plays a major role in UAE economy.

Limitations of the Study

There are some limitations in the design of this study that are hindering the generalizations of the results. The first important element is the sample size, where 72 responders are considered to be low in number. The second is the fact that the academic staff outnumbers, by 45%, the administrative staff. Moreover, the academic staff in the educational institution understudy is subject for relatively better working conditions, in terms of working hours, benefits, vacation days, etc. Therefore, if the results show adequate levels of job satisfaction among the employees, this should not imply that the administrative staff attain similar satisfaction levels. The third

element applies to the nature of the institution understudy, where it is considered to be private locale. Different results might emerge in foreign universities that apply more systematic educational, managerial and administrative mechanisms. Finally, and most importantly this survey was not administered to UAE nationals, since the university understudy staff are 100% non-nationals.

Recommendations for Future Research

This research has presented outcomes of high potential value for future research. The following areas have been recognized as important future extensions of this work:

- Extend the model to other universities in the education sector, specifically those that were not tested in the study.
- Test the final model in universities where majority of academic and administrative staff are from the UAE nationality.
- Compare the outcomes of the tested model in public, private local and foreign universities in UAE.
- Assess the usefulness of the final study model on the university performance, employee satisfaction, student satisfaction and the country's economy.

References

- Aydogdu, S. & Asikgil, B. (2011). An Empirical Study of the Relationship among Job Satisfaction, Organizational Commitment and Turnover Intention. *International Review of Management and Marketing*, vol. 1(3), p. 43 – 53.
- Bass, B. M. (1985). *Leadership and Performance Beyond Expectations*. New York: Free Press.
- Bender, K. A. & Heywood, J. S. (2006). Job Satisfaction of the Highly Educated: The Role of Gender, Academic Tenure, and Earnings. *Scottish Journal of Political Economy*, vol 53 (2), pp. 253 – 279.
- Bentley, P., Coates, H., Dobson, I., Goedegebuure, L. & Meek, V. L. (2013). *Job Satisfaction Around the Academic World*. Dordrecht: Springer.
- Blumberg, B., Cooper, D. R. & Schindler, P. S. (2008). *Business Research Methods*. McGraw-Hill Education.
- Bowen, D. & Lawler, E. (1992). The Empowerment of Service Workers: What, Why, How and When? *Sloan Management Review*, vol 33 (3), pp. 31-39.
- Burns, J. M. (1978). *Leadership*. New York: Harper & Row.
- Castro, M. L. & Martins, N. (2010). The relationship between organisational climate and employee satisfaction in a South African information and technology organization. *South Africa Journal of Industrial Psychology*, vol 36(1), pp. 1 – 18.
- Chen, C. C., Ford, C. M. & Farris, G. F. (1999). Do Rewards Benefit The Organization? The Effects of Reward Types and the Perceptions of Diverse R&D Professionals. *Engineering Management, IEEE Transactions*, vol 46 (2) , pp. 47-55.

Chen, T.Y., Chang, P.L. & Yeh, C. Y. (2004). An Investigation of Career Development Programs, Job Satisfaction, Professional Development and Productivity: The Case Of Taiwan. *Human Resource Development International*, vol 7 (4), pp. 442-443.

Cranny, C.J., Smith, P. C & Stone, E. (1992). *Job Satisfaction: How People Feel About Their Jobs and How It Affects Their Performance*. New York: Lexington Books.

Danish, R. Q. & Usman, A. (2010). Impact Of Reward and Recognition on Job Satisfaction and Motivation: An Empirical Study From Pakistan. *International Journal Of Business & Management*, vol 5 (2), pp. 159-167.

Davar, S. C. & Bala, R. (2012). Relationship Between Job Satisfaction and Job Performance: A Met-Analysis. *Indian Journal of Industrial Relations*, vol 48(2), pp 290 - 305.

Denise M, R. (1977). Technological Differences in Job Characteristics, Employee Satisfaction, and Motivation: A Synthesis of Job Design Research and Sociotechnical Systems Theory. *Organizational Behavior and Human Performance*, vol 19 (1), pp. 18-42.

Dizagh, M. R., Chegini, A. G. & Bisokhan, R. (2012). Relationship Between Job Satisfaction and Employee Job performance in Guilan Public Sector. *Journal of Research and Applied Scientific Research*, vol 2 (2), 1735 – 1741.

Drucker, P. F. (1988). The Coming of The New Organization. *Harvard Business Review*, vol 66 (1), pp. 45-53.

Feild, H. S. & Holley, W. H. (1982). The Relationship of Performance Appraisal System Characteristics to Verdicts in Selected Employment Discrimination Cases. *The Academy of Management Journal*, vol 25 (2), pp. 392-406.

- Field, A. (2005). *Discovering Statistics Using Spss*. Chennai: Sage.
- Gardner, W. L. & Avolio, B. J. (1998). The Charismatic Relationship: A Dramaturgical Perspective. *Academy of Management Review*, 23 (1), 32-58.
- Gilmore, D. C. & Turner, M. (2010). Improving Executive Recruitment and Retention. *The Psychologist-Manager Journal*, vol 13 (2), pp. 125-128.
- Greenberg, J. (1996). *Managing Behavior in Organizations*. New Jersey: Pearson.
- Hackman, J. R. & Lawler, E. E. (1971). Employee Reactions to Job Characteristics [Monograph]. *Journal of Applied Psychology*, vol 55 (3), pp. 259-286.
- Henry, P. S. & William, L. (1975). An Assessment of the Utwin and Stringer Organization Climate Questionnaire. *Personnel Psychology*, vol 28(1), pp. 19 - 38.
- Hermesen, J.M. & Rosser, V. J. (2008). Examining the Work Engagement and Job Satisfaction of Staff Members in Higher education. *CUPA-HR Journal*, 59(2), 12-18.
- Jung, D. I. & Avolio, B. J. (1999). Effects of Leadership Style and Followers' Cultural Orientation on Performance in Group and Individual Task Conditions. *The Academy of Management Journal*, vol 42 (2), pp. 208-218.
- Jyoti, J. (2013). Impact of Organizational Climate on Job Satisfaction, Job Commitment and Intention to Leave: An Empirical Model. *Journal of Business Theory and Practice*, vol 1 (1), pp. 66 – 82.
- Katz, D. (1964). The Motivational Basis of Organizational Behaviour. *Systems Research and Behavioral Sciences*, vol 9 (2), pp. 131–146.

KHDA (2012). The Higher Education Landscape in Dubai 2012. Dubai: KHDA.

Kundu, K. (2007). Development of the Conceptual Framework of Organizational Climate.

Vidyasagar University Journal of Commerce, vol 12 (3), pp. 99 – 108.

Kurniawan, B. (2002). The Important of Education for Economic Growth. [Accessed 28 February 2014]. Available at

http://www.academia.edu/1542692/The_Important_of_Education_for_Economic_Growth

Levi, D. & Slem, C. (1995). Team Work in Research and Development Organizations: The Characteristics of Successful Teams. *International Journal of Industrial Ergonomics*, vol 16 (1), pp. 29-42.

Litwin, G. H. & Stringer, R. A. (1968). *Motivation and Organizational Climate*. Massachusetts: Harvard University Press.

Mader-Clark, M. (2008). *The Job Description Handbook 2nd Edition*. Nolo: Delta Printing Solutions, Inc.

Moorman, M. A. & Kreitman, K. B. (1997). The 21st Century Organization: What it will look like, and How to make it happen. [Accessed 20 February 2014]. Available at

<http://www.well.com/~kpk/AQPPPR.html>.

National Qualifications Authority (2013). Statistics. [Accessed 10 March 2014]. Available at

<http://www.nqa.gov.ae/En/pages/default.aspx>.

Saade, R. (2011). When Does a Workplace Qualify as Being Hostile? Seattle Business Magazine.

Sarwat, N., Hayat, K., Qureshi, J. A. & Ali, M. (2011). Impact of Strategic Leadership on Organizational Performance, in The Context of Job Satisfaction and Organizational Commitment, Evidence form Educational Institutions of Pakistan. *Interdisciplinary Journal Of Contemporary Research In Business*, vol 3 (5), pp. 658-675.

Schleicher, D.J., Watt, J.D. & Greguras, G.J. (2004). Re-examining the Job Satisfaction-Performance Relationship: The Complexity of Attitudes. *Journal of Applied Psychology*, 89 (1), pp. 165 – 177.

Schulze, S. (2006). Factors Influencing the Job Satisfaction of Academics in Higher Education. *South African Journal of Higher Education*, vol 20 (2), pp. 318 – 335.

Spreitzer, G. M. (1995). Psychological Empowerment in the Workplace: Dimensions, Measurement, and Validation. *The Academy of Management Journal*, vol 38 (5), 1442-1465.

Stylbel, J. L. (2010). Managing The Inner Contradictios of Job Descriptions: A Technique for Use in Recruitment *The Psychologist-Manager Journal*, vol 13 (2), pp. 105-110.

Suliman, A. & Al-Harethi, B. (2013). Perceived work climate and employee performance in public security organizations in the UAE. *Transforming Government: People, Process and Policy*, vol 7 (3), pp. 410-424.

Suliman, A. (2001). Work performance: is it one thing or many things? The multidimensionality of performance in a Middle Eastern context. *International Journal of Human Resource Management*, vol. 12 (6), pp. 1049-1061.

Suliman, A. (2007). Links between Justice, Satisfaction and Performance in the Workplace: A Survey in the UAE and Arabic Context. *Journal of Management Development*, vol 26 (4), pp. 294 – 311.

Wam (2013). Abu Dhabi Restructures School Salary Scales. The Khaleej Times. 11 October 2014.

