

Organizational Climate and Job Satisfaction among Academic Staff: Experience from Selected Private Universities in Southeast Nigeria

Okoli, Ifeanyi Emmanuel Ph.D.¹

¹Department of Business Management, Godfrey Okoye University Enugu, Enugu State, Nigeria

***Corresponding Author:** Okoli, Ifeanyi Emmanuel, Department of Business Management, Godfrey Okoye University Enugu, Enugu State, Nigeria. Email: eokoli76@yahoo.com

ABSTRACT

This study investigates the relationship between organizational climate and job satisfaction among academic staff in selected private universities in Southeast, Nigeria. A survey design was employed using academic staff in the selected private universities. Data were collected using self administered questionnaire from the random sample of 182 academic staff of the selected private universities in Southeast Nigeria. The sample size was determined using convenience sampling technique. In this study, data were analyzed with Pearson correlation co-efficient. The results revealed there is a positive significant correlation between organizational climate and job satisfaction. The results showed that there is a significant relationship between the organizational climate dimensions (leadership style and academic freedom) and job satisfaction dimensions (satisfaction with administrative support and satisfaction with working conditions). This implies that dissatisfaction among academic staff will not only affect the quality of their work but also on the organizational climate. The study recommended that university management should ensure that all academics receive the necessary orientation and administrative support once they join the university. In the spirit of equality and fairness, university management should enhance the existing working conditions of academic staff to avoid having feelings of inequity, withdrawal and low morale.

INTRODUCTION

The world over, universities are identified as critical engines for socio-economic and political development. Universities have become a primary locus for innovation, and for the expansion of the pool of high calibre manpower needed to address the challenges of underdevelopment (Idumange & Major, 2006). According to National Policy on Education (2013), the teaching and research functions of higher educational institutions have an important role to play in national development particularly in development of high level manpower.

Ajada (2010) stressed that the Nigerian university educational system, for the past years, has been going through series of reforms to expand access, quality and encourage both internal and external efficiency of the system (Ajadi, 2010). Though, university is universal; meaning that lecturers are mobile managers who must move to create employment for younger ones, yet, efforts should be made to encourage senior ones to reproduce themselves for nation development (Monanu, Okoli, Ezeliora &

Okeke, 2014). As reports of National University Commission (NUC) (2008) revealed that while universities are increasing, the numbers of qualified academia are not increasingly proportionately (Adeniji, 2011). Thus, there has been incessant labour turnover of highly skilled and talented academia from private universities to Federal or State Universities. The critical fact is that some of these academia hardly stay for long in private universities before moving to a better Federal or State Universities, hence, causing brain drain (Monanu et al, 2014).

Thus, the university system in Nigeria cannot achieve its goals and objectives without an efficient and satisfied academic staff. The issue of academic staff satisfaction in our private universities has attracted the attention of the public, policy makers, educators, administrators and other stakeholders in educational sector (Okoli & Monanu, 2016). The efficiency of any university system depends, to a large extent, upon how her human resource is motivated, utilized and provided with adequate and conducive environment to perform their duties. Job satisfaction therefore, is crucial to attracting

and retaining staff especially lecturers on their job.

Job satisfaction, a bi-dimensional concept, consists of intrinsic and extrinsic dimensions. Intrinsic sources of satisfaction depend on individual characteristics such as ability to use initiative, relationship with supervisors or the work that the person actually performs. These are qualitative facets of the job. While extrinsic source of satisfaction is situational and depends on the environment covering such variables as pay, promotion, job security, welfare etc. (Rose, 2001). Telman & Unsal (2004) included personal factors such as demographic characteristics (gender, age, length of service, educational level etc.) as variables that can also affect employee job satisfaction in an organisation and impact on organizational climate and goal. Organizational climate refers to the shared perceptions, feelings and attitudes organizational members have about the fundamental elements of the organisation which reflect the established norms, values and attitudes of the organization's culture and influence individuals' behaviour either positively or negatively (Gerber, 2003; Moran and Volkwein, 1992). The nature of organizational climate differs from one university to the other. Organizational climate can directly cause workplace outcomes to either be positive or negative.

Harmonious organizational climate is crucial for a better university education. Consequently, the way management of private universities shape such climate and its resultant effect on the entire organization and its goals have become issues of concern. This leadership style is often envisaged when proprietors and Board of Trustees unduly interfere in the day to day running of the university. Omuta (2010) gave the example of Benson Idahosa University Benin, Edo State, where the President (the Proprietor) believes that he should be the Chief Executive Officer and the administrative head of the university, while the Vice Chancellor is the academic head. At some point, the President appointed the Chief Financial Officer (CFO) to replace the Bursar, who had been forced to proceed on a premature retirement leave. The CFO's letter of appointment was written by the President, since he was not appointed by Council. In the letter of appointment, the "Chief Financial Officer" is to report to the President, and not the Vice Chancellor. Even when Council and the National Universities Commission asked the

university to revert to the status quo, the order was ignored. This is an indication that leadership style of private universities invariably affects its administrative pattern, and could influence the way academic staff perceive the organization. This evidently indicates a possibility that most lecturers in private universities might not be satisfied with their jobs. Against this background, the researcher seeks to investigate the extent of relationship between organisational climate and job satisfaction among academic staff experience from selected private universities in Southeast Nigeria.

Statement of the Problem

Higher educational institutions are one of the most important ones in the development of any country. To ensure their effectiveness, in this case, university academic staff job satisfaction, and retention are among the crucial factors that must be considered. Therefore, if university education is to survive in Nigeria and continue to play vital role in the promotion of cognitive, affective and practical competences in individuals, lecturers who are responsible for helping the students acquire the knowledge, skills and practical orientations essential for self as well as national development need to be satisfied with their jobs (Idogho, 2006).

This study is of interest because of the problem of job satisfaction and the effect job satisfaction has on the perception of academic staff in private universities in Southeast Nigeria seems to be growing. One of the issues is academic freedom and leadership styles of management of private universities which seem worrisome and could make attracting and retaining quality academic staff difficult. This seems to have resulted in constant mobility of highly competent academics to State or Federal universities and could be worsened by the unfair reward system offered to academic staff. Therefore, this study seeks to establish the relationship (positive or negative) that exist between organizational climate and job satisfaction among academic staff in selected private universities in Southeast Nigeria.

Objectives of the Study

The broad objective of this study is to investigate the relationship between organizational climate and job satisfaction among academic staff of private universities in Southeast Nigeria. The specific objectives are:

Organizational Climate and Job Satisfaction among Academic Staff: Experience from Selected Private Universities in Southeast Nigeria

- To examine the nature of relationship between leadership style and administrative support among academics in private universities in Southeast Nigeria.
- To examine the extent of relationship between academic freedom and working conditions among academics in private universities in Southeast Nigeria.

Research Questions

The following research questions are designed in an attempt to achieve the objectives of the study. They are:

- What is the nature of relationship between leadership styles on administrative support among academics in private universities in Southeast Nigeria?
- What is the extent of relationship between academic freedom and working conditions among academics in private universities in Southeast Nigeria?

Hypotheses

In order to solve the problems and achieve the aims of this study, the following hypotheses are formulated:

Hypothesis One: There is no significant relationship between leadership style and administrative support among academics in private universities in Southeast Nigeria.

Hypothesis Two: There is no significant relationship between academic freedom and working conditions among academics in private universities in Southeast Nigeria.

REVIEW OF RELATED LITERATURE

Conceptual Review

Organizational climate is defined as the shared perceptions, feelings and attitudes organizational members have about the fundamental elements of the organisation which reflect the established norms, values and attitudes of the organization's culture and influence individuals' behaviour either positively or negatively (Gerber, 2003).

Moran & Volkwein (1992) defined Organizational climate is the relatively enduring characteristic of an organisation which distinguishes it from other organizations: and (1) embodies members collective perceptions about their organisations with respect to such dimensions as autonomy, trust, cohesiveness, support, recognition, innovation and fairness;

(b) is produced by member interaction; (c) serves as a basis for interpreting the situation; (d) reflects the prevalent norms, values and attitudes of the organisation's culture; and (e) acts as a source of influence for shaping behaviour.

Haritha & Subrahmanyam (2013) stated that certain characteristics describe the organizational climate construct and differentiate it from other concepts. These characteristics are as follows:

- Climate is generally considered to be a molar construct that can change over time.
- It is perceived by and shared among organisational members, which can result in consensus among individuals.
- It consists of global impressions of the organisation that members form through interacting with each other and organisational 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 organisation.
- Climate can potentially influence an individual's behaviour.

Dimensions of Organizational Climate

According to Litwin & Stringer (1968), the nine dimensions of organizational climate are as follows:

- **Structure:** This dimension refers to how employees feel about various organizational constraints and rules. For example, can the organisation be seen as having set processes and procedures that must be followed or can it be characterized by a more relaxed approach to getting things done?
- **Responsibility:** This dimension is concerned with how employees feel about being able to make their own decisions without having to constantly "check in" with a boss. This involves knowing what one's role entails and making sure the work gets done.
- **Reward:** This dimension focuses on how employees perceive being rewarded for the work they do. The emphasis is on positive reinforcement and the perception of fairness regarding payment and promotion policies.

- Risk: This dimension seeks to describe the risk or challenge associated with a particular job as well as the organization's general approach to taking risks or its inclination to adopt a more stable view.
- Warmth: The focus of this dimension is on the groups or organization's general feeling of friendliness.
- Support: The aim of this dimension is to gauge how employees perceive their manager's and colleagues' willingness to help and provide support.
- Standards: This dimension refers to the emphasis that is placed on achieving set goals and meeting the standard and doing outstanding work.
- Conflict: This represents the extent to which managers and employees wish to openly discuss issues or concerns rather than ignoring them as well as wanting to explore varying views.
- Identity: This dimension measures the extent to which employees feel valued in the group and feel part of the organisation.

Ryder & Southey (1990) applied an exploratory principle component analysis to the data they gathered from their Australian sample using their modified version of the Jones & James (1979) instrument. This procedure resulted in a 10 factor solution (using the criterion of the corresponding eigenvalue being greater than the unity). The authors reported that of those 10 factors, only 6 were interpretable. The dimensions they so identified were:

- Leaders Facilitation and support: With the leader providing support and facilitating the accomplishment of work goals, facilitating interpersonal relationship, being aware of employee needs and providing job feedback. It also encompasses openness of expression and allow for upward interaction.
- Job variety, Challenge and Esprit: Deals with not only job variety, challenge and autonomy but professional, work groups and organizational esprit de corp. It also encompasses opportunity for growth and advancement, role ambiguity and efficiency of job design.
- Conflict and Pressure: Deals with conflict in a role and between organizational, objectives and goals, job pressure, planning and co-

ordination and opportunities to deal with others.

- Organizational Planning and Openness: Describes planning and effectiveness and ambiguity of organizational structure. It also deals with job standard and importance, the consistent application of organizational policies and confidence and trust.
- Workgroup Reputation, Cooperation, Friendliness and Warmth: It encompasses precisely the concepts name in its title.
- Perceived Equity: Looks at interdepartmental cooperation, organizational communication and the fairness and objectiveness of the reward process.

However, the following organizational climate variables will be used in this study. They are:

Leadership Style

This refers to the ability of managers to manage and lead employees, how they behave and treat employees and their knowledge (Castro, 2008). The influence leadership has on organizational climate has been established as the main driver for organizational climate. Leadership can be divided into three types of behaviour; consideration, initiating structure and charismatic (transformational) leadership (Putter, 2010). Consideration is the degree to which a leader acts in a friendly and supportive manner, shows concern for subordinates, and looks out for their well-being. Initiating structure is the degree to which a leader defines and structures his or her own role and the roles of subordinates toward attainment of the group's formal goals. Transformational or charismatic leadership adds to these behaviours by introducing the visionary aspect of leadership as well as the emotional involvement of employees within the organization (Koene, Vogelaar & Soeters, 2002). Davidson (2003) notes that organisational climate measures provide managers and team leaders with valuable feedback regarding the impact that their leadership behaviour has on others. Koene et al. (2002), in a study at 50 supermarket stores of a large supermarket chain, found consideration to have a significant effect on organizational climate. Other studies identified the relationship between transformational leadership and specific organizational climate aspects: for example, climate for innovation (Jung, Cho & Wu, 2003), and involvement climate (Richardson & Vandenberg, 2005).

Moreover, the way management interacts with its subordinates has a significant effect on organizational climate perception. This indicates that the way managers implement human resource practices will be of great importance to organizational climate perception of organizational members. A supportive manager, that shows concern and looks out for subordinates, while stimulating and making clear what is expected, will be more successful in creating a favourable organizational climate than a manager who does not employ these behaviours. These behaviours, which include aspects of both consideration and initiating structure, could be referred to as management support (Koene et al. 2002).

Academic Freedom

The degree to which the job offers considerable liberty, proving free hand and choice to the individual in scheduling the work and also defining the means to achieve the tasks (Hackman & Oldham 1975). More specifically academic freedom can be viewed as the choice and freedom inborn in the job to perform numerous tasks without undue interference (Brey, 1999). Professionals can be successful if they are talented and they have ability to compete in their profession, they must use a body of knowledge which supports their work and they must possess freedom to make decisions in their work (Ozturk, 2011). Academic freedom involves responsibility for the outcomes of the work which results in outcomes like high work efficiency and higher levels of intrinsic motivation (Hackman & Oldham, 1976). Chung (1997) emphasized that academic freedom has an impact on work methods, work pace and goal setting. Academia with freedom can have the liberty to control the pace of work and to regulate work processes and evaluation procedures. Academic freedom can result in an improved job performance because individuals think and consider themselves skilful and creative in accomplishing their tasks. Individuals who experience high academic freedom are less constrained by the situational factors than the individuals who experience low academic freedom (Gellatly & Irving, 2001).

Job Satisfaction

According to Rad & Yarmohammadian (2006), job satisfaction is vital if organizations are to attract and retain qualified individuals. Organizations need employees to achieve their goals and to succeed. Robbins & Judge (2007)

believe that job satisfaction represents an attitude and not behaviour. They define job satisfaction as a positive feeling that an individual has about his/her job, based on the evaluation of the characteristics of the job.

Fajana (2002) refers to job satisfaction as the general job attitudes of employees. He divided job satisfaction into five major components as including; attitude toward work group, general working conditions, attitudes toward the organization, monetary benefits and attitude toward supervision which he said is intricately connected with the individual's state of mind about the work itself and life in general.

Alavi & Askaripur (2003) believe that managers should focus on employees' job satisfaction for the following three reasons:

- Unsatisfied individuals leave organisations.
- Employees who are satisfied tend to be healthier and have a longer life expectancy.
- Job satisfaction is also known to impact employees' private lives, which can influence work-related outcomes such as absenteeism.

Dimensions of Job Satisfaction

Administrative Support

These are policies or practices that support teacher work and create an environment that treats teachers as professionals (Certo & Fox, 2002). Policies can be guidelines that clearly spell out responsibilities and prescribe action to be taken under a given set of circumstances. It can also be written or in an oral form; whatever it is, managers are to make sure that policies are consistently applied because inconsistency leads to uncertainty, feelings of bias and preferential treatment and unfairness (Adeniji, 2011). However, the influence of administrative support relative to institutional climate has been researched. For example, Loeb et al. (2005) used survey data administered to California teachers that revealed that the lack of administrative support was one of the key reasons teachers left the profession. In agreement, Luekens (2004) found that nearly forty percent of teachers who left teaching cited a lack of administrative support as the main reason for their departure. In a qualitative study of teacher attrition, the perceptions of a first-year teacher were described by Worthy (2005) through the use of a case study. The novice teacher identified a lack of administrative

support as almost causing him to leave teaching forever, and described the actions of his principal as mean and disheartening. He indicated that the principal in his urban school used a “coarse, militant style of discipline (Worthy, 2005).

An earlier study by Ingersoll & Smith (2003) found that teachers who were dissatisfied with their jobs often identified a lack of administrative support as a primary cause. In their landmark study of teachers’ job satisfaction, using a nationally representative sample from the SASS, Perie et al. (1997) discovered that positive teacher perceptions of administrative support and leadership led to higher job satisfaction scores. Administrative support, as indicated by the item “staff members are recognized for a job well done,” was strongly associated with teachers’ job satisfaction. These, and similar findings, enabled Shann (1998) to conclude that it is imperative for school administrators to work toward increased job satisfaction for their teachers.

Working Conditions: Working conditions are another aspect that has a major influence on the job satisfaction level of the employees. According to Gerber, Nel & Van Dyk (1998), working conditions are created by the interaction of employees with their organizational climate. Locke (1975) sees working conditions to include those elements such as temperature, lighting, noise, and ventilation, working hours, lunch and tea breaks, the equipment used and the location and physical layout of the office. According to Robbins (1998), employees prefer work environments that facilitate opportunities to do a good job and where they can perform well, as well as environments that offer personal comfort. In addition, studies have shown that employees prefer physical conditions that are safe, clean and comfortable, with few distractions. Preference is also shown for modern facilities, adequate tools and equipment and working closer to home (Robbins, 1998). The working environment does not only refer to the physical facilities of the organisation, but also to the psychological conditions in an organisation (Robbins et al., 2003).

Schaubhut, Adams, & Jex (2004) include in working conditions issues of occupational safety and health, maternity protection, work-family issues, home work, working time, wages and

income, work organization, sexual harassment, violence at work, workload, worker’s welfare facilities, housing, nutrition and environment. Employees can be motivated by job enrichment (Schultz et al., 2010). In other words, employees should be given opportunities to participate in planning, performing, and evaluating their work (Hackman & Oldham 1976, Schultz et al., 2010). In practice, Schultz et al (2010) suggest the following: (1) Removing some of the control management has over employees and increasing the accountability and responsibility they have over their work. This strategy would in return increase employee autonomy; (2) Creating complete and natural work units where it is possible. An example would be allowing employees to create a whole unit or section instead of only allowing them to create part of it; (3) Providing regular and continuous feedback on productivity and job performance directly to employees instead of through supervisors; (4) Encouraging employees to take on new and challenging tasks and becoming experts at a task. Luthans (2005) offers an alternate viewpoint in stating that people are more likely to show dissatisfaction if their working conditions are exceptionally poor.

Theoretical Framework

The theoretical framework for this study is taken from the Social Exchange Theory according to Blau (1964). The relation between organizational climate and job satisfaction can be explained using the Social Exchange Theory. In the context of social exchange theory, the university management (employer) is devoted to building a relationship of long-term employment with the academic staff (employees) by fulfilling their needs through offering the employees favourable workplace climate, good working conditions, growth opportunities, administrative support etc; in return, employees will be committed in improving performance. Such a willingness to build a long term relationship between the university management and academic staff is one of the key characteristics of a social exchange theory. The willingness of the employer is demonstrated by the employers’ effort to satisfy the needs of his employees by providing them with a good workplace climate and better management practices. These satisfied employees envision a long tenure of employment, are willing to make discretionary effort to contribute and are eager to take extra care of their productive activities for their employing organisation.

Empirical Review

Gaunya (2016) investigates organizational climate and its influence on job satisfaction among Public Sector Employees in Kisii County, Kenya. The population of public sector departments is 309 out of which 271 were selected. Simple random sampling technique was used to select a representative sample. Study data was collected using questionnaire method. Inferential statistics including Pearson Product Moment Correlation co-efficient and regression were computed to investigate the interrelationship that exists among the dimensions of organizational climate (appropriate administrative style, support from superiors and feedback about performance, identity, reward and conflict management) and how each is related to employees' job satisfaction dimensions (work flexibility and security, lifelong learning and career development, work organization and work life balance). The results of the study revealed that certain dimensions of organizational climate such as identity, conflict management and rewards do had a statistically significant positive relationship with job satisfaction. This had the implication that public sector employees in Kisii County, Kenya, were more satisfied with their work where organizational mission and objectives are in congruence with employees' personal beliefs. Based on the study findings, managers are encouraged to focus on articulating the mission of the organization but also stimulate dynamic and high sense of employees' identification. Fairness in conflict handling procedures as well as equity and transparency in compensation systems is equally recommended as strategies to adopt to foster and increase job satisfaction. A sound work environment is important to create sound social relations at the workplace and also maintain the relationship between colleague, supervisor and the organisation.

Tsai (2014) explores organizational climate in the container terminal operation industry in the port of Kaohsiung, Southern Taiwan, Asia and the effect of organizational climate on the employee's job satisfaction. Data was collected from the employee perception referring to organizational climate in their workplace through questionnaire survey. Factor analysis was then employed to extract four main

dimensions of organizational climate, namely, management system, awards and motivation, transformation leadership, and laissez-faire leadership. Analysis of Variance and Multi-regression analysis, was conducted to discover the effects of control variables and the four organizational climate dimensions on the employee job satisfaction. Regarding to the job security which was one measure of job satisfaction, a control variable of salary and pay, had positive effect, while three dimensions of organizational climate, management system, awards & motivation, and transformation leadership, were found to have positive effect too. Results interpreted that employees' job satisfaction strongly related with the types of company and organizational climate.

Ahmed, El Molla, & Abed (2014) assesses the effect of organizational climate on job satisfaction of clinical instructors at the Faculty of Nursing Cairo University Egypt. A descriptive exploratory design was utilized to achieve the aim of the study. The data was collected from sample include (120) male and female of clinical instructors through a questionnaire consists of three parts, first part the socio-demographic data, the second and third part the organizational climate and job satisfaction respectively. The current study revealed that 63% of sample had moderate perception of organizational climate, and 55% of sample has moderate level of job satisfaction. There is statistically significance difference in perception of female than male with organizational climate ($t=2.856$, $p=.005$), also no statistically significance difference between gender and job satisfaction ($t=.293$, $p=.770$). Also there are highly positive correlation between overall job satisfaction and organizational climate ($r=.679$, $p=.000$). In addition to there are highly significant effect of organizational climate on job satisfaction $\beta= (.679)$, ($t=10.052$), ($p=.000$). The study concluded that the clinical instructors have moderate level of job satisfaction and organizational climate; there are positive correlations between organizational climate and job satisfaction dimensions. Also the study concluded that there are no statistically significant differences between socio demographic data and organizational climate and job satisfaction except females have positive perception of organizational climate

than male. In addition to there are strongly effect of organizational climate on job satisfaction.

Adeniji (2011) examined the relationships that exist between the different variables of organizational climate and job satisfaction among academic staff in some selected private Universities in South-West Nigeria. It also sets to ascertain if those related factors in organizational climate can cause satisfaction among academics thereby impacting on their academic excellence; and to determine if there are differences in the way senior academics and junior academics perceive the existing organizational climate. A total of 384 copies of questionnaires were administered to selected five (5) private Universities in the South-West Zone of Nigeria but a total of 293 questionnaires were returned fully and appropriately filled. The study made use of both descriptive and inferential 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 academics in Southwest Nigeria. That the climates of an organization and job satisfaction vary together. Not only that, in the overall analysis that was done on the perception in the way junior and senior academics experience their organizational climate, it was found that there is a significant difference in the way both the senior and junior academics experience their organizational climate.

Rai (2014) investigated the impact of organizational climate on employee satisfaction in the Indian Information Technology (IT) organizations. Organizational climate has been measured on the basis of nine parameters that is; role and responsibility, Objectives and goals, leadership and management work environment, performance management, career growth opportunities, work life balance rewards & recognition and pay & benefit. The study determines the relation between components of organizational climate with employee job satisfaction. The data was collected from five IT Companies in Delhi. The result obtained highlights the positive relation between

Organizational climate and Employee Job Satisfaction. A clear structure, chain of command, coordination mechanism, and communication systems enhance the performance of employees and increases job satisfaction among employees which results in positive organizational climate.

Omolayo&Ajila (2012) investigated leadership style and organizational climate as determinants of job involvement and job satisfaction of workers in tertiary institutions in Ekiti State, Nigeria. A total of 300 employees drawn from three educational institutions in Ekiti State participated in the study. They comprised of 150 male and 150 female. Four research instruments were used to collect data and responses from the research participants. The research instruments are Supervisory Behaviour Description Questionnaire (SBDQ), Job Involvement Scale (JI), Minnesota Satisfaction Questionnaire (MSQ) and Index of Organizational Reaction (IQR). Results showed that leadership styles and organizational climate have significant influence on job satisfaction. Also, significant influence of leadership styles and organizational climate was found on job involvement. In the same vein, significant relationship was found between job satisfaction and organizational climate; between job satisfaction and job involvement; and between organizational climate and job involvement. However, there was no significant relationship between job satisfaction and leadership styles; and between job involvement and leadership styles. No significant difference existed between job involvement and leadership styles, and none existed between job satisfaction and leadership styles.

Pangil, Yahya, Johari, Md Isa & Daud (2011) investigated the relationship between organizational climate and job satisfaction among government agency officers in Malaysia. A cross sectional survey was conducted on the employees of a government agency. A convenient sampling method was assumed because the researchers have no control on the number and how the questionnaires were distributed. Principal component factor analysis conducted on organizational climate items indicated that for this sample, this variable consists of four dimensions which are reward orientation, responsibility, structure, and participation. The result of regression analysis

Organizational Climate and Job Satisfaction among Academic Staff: Experience from Selected Private Universities in Southeast Nigeria

shows that these four dimensions of organizational climate are significant predictors of job satisfaction.

METHODOLOGY

Survey research design was adopted by this study given that data for the study was collected through questionnaire from sampled respondents. This makes survey design the best fit for the study. The study population from which the sample was drawn for the study consists of four private universities in the Southeast Nigeria. Questionnaire was administered to the academic staff ranging from Professors, Associate Professors, Senior lecturers, Lecturers I, Lecturers II, Assistant lecturers and Graduate Assistants. The private universities chosen for this study were: (1) Madonna University (2) Tansian University (3) Caritas University and (4) Renaissance University. These four universities were chosen because they were the oldest private universities in the Southeast. The sample size was determined using convenience sampling technique which involves choosing the closest members of the population based on their relative ease of access, thus sample size of one hundred and eighty two (182) respondents were choose. The questionnaire was the major tool for data collection. The questionnaire which is tagged 'Organizational Climate and Job Satisfaction Questionnaire (OCJSQ). A five point Likert structured questionnaire was used in collecting data from respondents. The arrangement of the codes are as follows:

Strongly Agree (5), Agree (4), Undecided (3), Disagree (2) and Strongly Disagree (1). Specifically, the organizational climate construct was measured on two dimensions (Leadership styles and Academic Freedom) and the job satisfaction construct consist of two dimensions (satisfaction with working conditions and administrative support). The instrument was subjected to face and content validity to ensure that it measured what was intended. For reliability, the instrument was tested using Cronbach Alpha reliability technique with .788 and .896 coefficients for leadership style and academic freedom respectively. In the same vein, job satisfaction dimension that measures administrative support and working conditions have coefficients of .889 and .929.

STATISTICAL TEST AND RESULTS

The hypotheses were tested with Pearson's Product Moment Correlation Coefficient (PPMCC) with a probability value at 5% (.05) level of significance. If the p-value obtained is greater than .05, the hypothesis should be rejected but if otherwise, the research hypotheses should be accepted. This was used to find out if there is any significant relationship between organisational climate and job satisfaction.

Hypothesis One: There is no significant relationship between leadership style and administrative support among academics in private universities in Southeast Nigeria.

Table 4.1. Test of Significance of Pearson's Correlation between Leadership Style and Administrative Support

N		Leadership Style	Satisfaction With Administrative Support	P-value	Decision
Leadership Style	182	1	.619**		
				.000	Significant
Satisfaction With Administrative Support	182	.619**	1		

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

Source: Researcher's Field Survey Result (2018)

As shown in table 4.1, there is a significant relationship between leadership style of private universities' management and administrative support among academics in private universities in Southeast Nigeria, $r(182) = .619$, $P < 0.05$. The hypothesis which

indicated no significant relationship was therefore rejected.

Hypothesis Two: There is no significant relationship between academic freedom and working conditions among academics in private universities in Southeast Nigeria.

Organizational Climate and Job Satisfaction among Academic Staff: Experience from Selected Private Universities in Southeast Nigeria

Table 4.2. Test of Significance of Pearson's Correlation between Academic Freedom and Working Conditions

N		Academic Freedom	Satisfaction with Working Condition	P-value	Decision
Academic Freedom	182	1	.793**		
				.000	Significant
Satisfaction with Working Conditions	182	.793**	1		

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

Source: Researcher's Field Survey Result (2018)

Analysis in table 4.2 shows there is a significant relationship between academic freedom and working conditions among academics in private universities in Southeast Nigeria, $r(182) = .793$, $P < 0.05$. The hypothesis which indicated no significant relationship was rejected.

DISCUSSION OF FINDINGS

Relationship between Leadership Style and Administrative Support

The result shows that leadership style has a significant positive relationship on administrative support ($r = .619$, $P < .05$). This is an indication that leadership style had substantial effect on administrative support among academics in selected private universities in Southeast Nigeria. The substantial level of leadership style reflected that academic staff of private universities perceived an average level of satisfaction with administrative support from their organisation. The findings of this study corroborated McGregor's (1960) theory X and Y which posits that a manager's style of leadership was the determinant of subordinate's behaviour and that subordinates would respond accordingly to supervision they are subjected to. Evidence to support the above assertions comes from John & Taylor (1999) whose study also reported that teachers were consistent in their perceptions of management leadership and regarded the managerial leadership as characterized by high consideration and high initiating structure. Significantly, a leader who is high in initiating structure emphasizes schedules and specific work assignments, establishes channels of communication and sees to it that the followers are working up to capacity, while the leader high in consideration listens to staff and is approachable, (Lunenburg & Orstein 1991). Also, the nexus between leadership styles and satisfaction with administrative support was addressed by Imper, Neidt & Reyes (1990), who provided evidence to suggest that the greater the involvement of

academic staff in decision making processes, the higher the level of administrative support.

Relationship between Academic Freedom and Working Condition

The result showed that management's provision of academic freedom to academic staff of the private universities made little contribution to their satisfaction with the working condition (i.e. , $r(182) = .793$, $P < 0.05$). This is an indication that academic freedom by the university management significantly relates to academic staff satisfaction with their working condition. Therefore, there is a significant positive relationship between academic freedom and working conditions among academics in private universities in Southeast Nigeria. The hypothesis which indicated no significant positive relationship was rejected. The finding is consistent with views of Schultz, *et al.*, (2010), Herzberg (1968), and Hackman & Oldham (1976) who reported that employees can be motivated by job enrichment and should be given opportunities to participate in planning, performing, and evaluating their work. In practice, Schultz & Schultz (2010) added that creating complete and natural work units where it is possible. An example would be allowing employees to create a whole unit or section instead of only allowing them to create part of it, hardly exists in some organizations. This result further confirmed that private Universities management style does not allow for academic input in the decision making process. Lack of involvement of academic staff in decision making processes is likely to increase staff turnover as it would appear as if their needs, concerns, and contributions are not valued or taken seriously. When they feel powerless in front of management, these professionals are likely to exit from the system.

CONCLUSION

This study focuses on organizational climate and job satisfaction among academic staff

experience from selected private universities in southeast Nigeria. The study was designed to answer questions regarding the dimension of organizational climate and its relationship with the dimensions of job satisfaction. The current study found a positive significant relationship between the dimensions of organizational climate and the components of job satisfaction.

Therefore, since the dimensions of organizational climate such as positive leadership style and academic freedom are significantly related to the dimensions of job satisfaction of academics in the selected private universities, it is important that these aspects of the organizational climate are promoted. Such promotion is expected to enhance academics job satisfaction. This, as suggested by empirical literature would lead to improved employee retention and employee performance in private universities.

Recommendations

Based on the findings of this study, the followings are recommended using the organizational climate and job satisfaction variables identified in the study.

- The university management should continually conduct and carry out survey to understand academic staff perception of their leadership and assess their level of achievement of their strategic objectives. This will enable it re-direct its leadership behaviour to meet the expectation of the staff and the university. University management should also from time to time go for leadership retreat to enable it update its leadership styles to be in line with the current realities and situations.
- The university management should often arrange for interactive forum with academic staff where the core values, working conditions and the comparative market information for the growth and development of each institution will be addressed. University management should also ensure that existing working conditions for academic staff are fairly, justly and equitable to all. This is to check mate incessant labour turnover of academic staff of each private university to either federal or state owned universities.

CONTRIBUTIONS TO KNOWLEDGE

The study has contributed immensely to the body of knowledge as some limitations were

identified during the study such as the concentration of the study on the private universities in Southeast Nigeria alone, which limit the reliability and validity of the results obtained. Thus, the study paves way into other research opportunities in the field to stretch the depth of knowledge into private universities in other geo-political regions of Nigeria and also public universities- i.e. the federal and state universities. It also serves as eye opener to conduct the research into other areas to see whether their organizational climate in relation to job satisfaction of the academics in those places will differ from what we have in the Southeast Nigeria.

Suggestions for Further Research

The total population of this study from which the sample was drawn include the private universities in the Southeast, Nigeria published by National Universities Commission (NUC) as at 2015. Because this study sample was limited to the Southeast, Nigeria, it implies that other private institutions in the South-south, South-west, North-east, North West, and North-Central which may have different characteristics from those in Southeast were excluded. Thus, the environment in which these ones are situated may give another perspective on the organizational climate of these universities. Hence, the researcher may not be able to generalize the results to all the private universities within the country. Consequently, there is need for other researchers to conduct a study that covers all the geopolitical zones in Nigeria from which the sample can then be drawn.

REFERENCES

- [1] Adeniji, A. A., (2011). Organizational Climate and Job Satisfaction among Academic Staff in Some Selected Private Universities in Southwest Nigeria. Published PhD. Thesis, Covenant University, Ota, Ogun State.
- [2] Ajadi, T. O. (2010). *Private Universities in Nigeria – The Challenges Ahead*. American Journal of Scientific Research, 7: 15-24.
- [3] Alavi, H.R., & Askaripur, M.R. (2003). The relationship between self-esteem and job satisfaction of personnel in government organizations. *Public Personnel Management*, 32(4), 591-600.
- [4] Castro, M. L., (2008). The Relationship between Organisational Climate and Employee Satisfaction in a South African Information and Technology Organisation. Unpublished Masters of Art Thesis, University of South Africa.

- [5] Chung, K. H. (1997). *Motivational Theories and Practices*. Columbia: Amacom Inc.
- [6] Davidson, M.C.G. (2003). Does organisational climate add to service quality in hotels? *International Journal of Contemporary Hospitality Management*, 15(4) 206-213.
- [7] Fajana, S. (2002). *Human Resource Management: An Introduction*. Lagos: Labofin and Company.
- [8] Gerber, F. (2003). The influence of organisational climate on work motivation. Mcom Dissertation, University of South Africa, Pretoria.
- [9] Gerber, P. D.; Nel, P. & Van Dyk, P. S. (1998). *Human Resource Management*. Johannesburg: International Thompson Publishing.
- [10] Hackman, J.R. & Oldham, G.R. (1975). Development of the Job Diagnostic Survey. *Journal of Applied Psychology*, 60(2), 159-170.
- [11] Idogho, P. O. (2006). *Academic Staff Perception of the Organizational Climate in Universities in Edo State, Nigeria*. *Journal of Social Science*, 13(1): 71-78.
- [12] Idumange, J. & Major, B.N. (2005). Privatization of University Education: "Implications for Quality Control" *Journal of Qualitative Education* 1 (2) 158
- [13] Jones, A.P., & James, L.R. (1979). Psychological climate: Dimensions and relationships of individual and aggregated work environment perceptions. *Organizational Behaviour and Human Performance*, 23, 201-250.
- [14] Jung, D.I., Chow, C. & Wu, A. (2003). The role of transformational leadership in enhancing organizational innovation: Hypothesis and some preliminary findings. *The Leadership Quarterly*. 14(45):525-544.
- [15] Koene, B. A. S., Vogelaar, A. L. W., & Soeters, J. L., (2002). Leadership effect on organisational climate and financial performance: Local leadership effect in chain organisations. *The Leadership Quarterly*, 13, 193-215.
- [16] Litwin, G. H. & R. A. Stringer. (1968). *Motivational and Organizational Climate: Graduate School of Business Administration. Harvard University, Boston, USA*. 1-3.
- [17] Locke, E.A. (1975). The nature and causes of job satisfaction. In M.D. Dunnette (Ed.), *Handbook of Industrial and Organizational Psychology*, (1297-1343). Chicago, IL: Rand McNally College.
- [18] Luthans, F. (2005). *Organizational Behaviour* (10th ed.). Boston, MA: McGraw-Hill Irwin.
- [19] McGregor, D. M. (1960). *The Human Side of Enterprise*. New York: McGraw-Hill.
- [20] Monanu Oge .G, Okoli, Ifeanyi .E, Ezeliora Martins & Okeke Patrick .A. (2014). Organisational Justice and Citizenship Behaviour among Academic Staff of Selected Private Universities in Southeast Nigeria. *Journal of Economics and Sustainable Development*, 5 (21): 12-23.
- [21] Moran, E., & Volkwein, J. (1992). The cultural approach to the formation of organizational climate. *Human Relations*, 45(1), 19-47.
- [22] Okoli, Ifeanyi E. & Monanu, Oge .G. (2016). An Exploratory Study of Job Insecurity as a Correlate of Employees' Affective Commitment. *International Journal of Research in IT, Management and Engineering*, 6 (10): 1-6.
- [23] Omolayo, B.O., & Ajila, C.K., (2012). Leadership Styles and Organizational Climate as Determinants of Job Involvement and Job Satisfaction of Workers in Tertiary Institutions. *Business and Management Research*; 1(3).
- [24] Omuta, Gideon E.D. (2010). *The Place of Private Participation in Higher Education: A Periscope on Private Universities in Nigeria*. Centre for Population and Environmental Development (CPED) Monograph series; Benin City: Ambik Press.
- [25] Pangil, F., Yahya, K.K., Johari, J, Md Isa, M.F., & Daud, Z. (2011). The Relationship between Organizational Climate and Job Satisfaction: The Case of a Government Agency in Malaysia. *International Journal of Humanities and Social Science*; (1)12.
- [26] Putter, L. (2010). *Organizational Climate and Performance: The relation between organizational climate and performance and an investigation of the antecedents of organizational climate*. Unpublished Masters of Science Thesis, Delft University of Technology, Delft.
- [27] Rad, A.M.M. & Yarmohammadian, M.H. (2006). A study of the relationship between manager's leadership style and employees' job satisfaction. *Leadership in Health Services*, 19(2), 11-28.
- [28] Richardson, H. A. Vandenberg, R. J. (2005). Integrating managerial perceptions and transformational leadership into a work-unit level model of employee involvement. *Journal of Organizational Behaviour*. 26(5): 561-589.
- [29] Robbins, S.P. (1998). *Organizational behaviour: Concepts, controversies and applications*(8th ed.). Engelwood Cliffs, NJ: Prentice-Hall.
- [30] Robbins, S.P., & Judge, T.A. (2007). *Organizational Behaviour* (12th ed.). Engelwood Cliffs, NJ: Pearson Prentice Hall.

Organizational Climate and Job Satisfaction among Academic Staff: Experience from Selected Private Universities in Southeast Nigeria

- [31] Rose, R.W. (1991). *Comparisons of employee turnover in food and beverages and other departments in hotel properties*. Ann Arbor UMI Dissertation Services.
- [32] Ryder P. A & Southey G. N. (1990). An exploratory study of the Jones and James organisational climate scale. *Asian Pacific Human Resources management*, August 45-52.
- [33] Schulte, M., Ostroff, C., & Kinicki, A.J., (2006). *Organisational climate systems and psychological climate perceptions: A cross-level study of climate-satisfaction relationship*. *Journal of Occupational and Organisational Psychology* 79: 645-671.

Citation: Okoli, Ifeanyi Emmanuel, "Organizational Climate and Job Satisfaction among Academic Staff: Experience from Selected Private Universities in Southeast Nigeria" *International Journal of Research in Business Studies and Management*, vol 5, no. 12, 2018, pp. 36-48.

Copyright: © 2018 Okoli, Ifeanyi Emmanuel. This is an open-access article distributed under the terms of the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original author and source are credited.