

Relationship between Organizational Climate and Nurse Educators Organizational Commitment and Job Satisfaction at Faculty of Nursing Zagazig University

Manal Saleh Moustafa⁽¹⁾, Fatma Gouda Metwally⁽²⁾
& Sohair El-Said Hassanien⁽³⁾

⁽¹⁾Assistant Lecturer of Nursing Administration, Faculty of Nursing, Zagazig University, ⁽²⁾ Lecturer of Nursing Administration, Faculty of Nursing, Zagazig University, ⁽³⁾ Professor of Nursing Administration, Faculty of Nursing, Ain Shams University

Abstract:

Background: Organizational climate of work environment has a major impact on the faculty behavior, and have positive or negative influence on nurse educator's organizational commitment and job satisfaction. **Aim:** The present study was conducted to determine the relationship between organizational climate and nurse educator's organizational commitment and job satisfaction at Faculty of Nursing Zagazig University and suggest strategic plan for improvement. **Research design:** A non-experimental descriptive co-relational design was used in the present study was utilized. **Setting:** The study was conducted at the Faculty of Nursing Zagazig University. **Sample:** Subjects of this study included all nurse educators (lecturers, assistant lecturers, and demonstrators) their total number was 75 nurse educators. **Tool:** Questionnaire sheet composed of four parts were used for data collection; personal characteristics sheet, and three standardized tools (organizational climate, organizational commitment and job satisfaction questionnaires. 44, 18, & 63 items respectively) developed by **Borrevik (1972); Meyer and Allen (1993) in: Gormley (2005); and Ahmed (2007)** respectively. **Results:** The study results revealed that among organizational climate, the majority (80.0%) of nurse's educators reported that total organizational climate was moderate. 60.0% of nurse educators reported high organizational climate consideration, followed by 52.0% of nurse educators reported high organizational climate intimacy. regarding organizational commitment, the highest percentage (72.0%) of nurse educators had high level of organizational commitment as 78.7%, 76.0% and 56.0% of nurse educators had high level of continuance commitment, affective and normative commitment respectively. Considering job satisfaction, the majority (78.7%) of nurse educators reported that total job satisfaction was moderate. Highly significant correlations were found between total organizational climate and nurse educators' organizational commitment and job satisfaction. **Conclusion:** most of nurse educators reported that total organizational climate was moderate and they had a high level of organizational commitment, and moderate level of job satisfaction. The results of the study also indicated that highly significant correlations were detected between total organizational climate and nurse educator's organizational commitment and job satisfaction. **Recommendations:** the study finding suggested a strategic plan that should be implemented to enhance strong points and improve weak points for increasing nurse educators' commitment and their job satisfaction.

Key Words: Organizational climate, organizational commitment, job satisfaction, nurse educator

Introduction:

Organizational climate is a general term that refers to nurse educators perceptions of the work environment; it is a set of internal characteristics that distinguishes one organization from another. Thus,

faculty climate is a relatively ending quality of the faculty environment that is experienced by participants, affects their behavior, and is based on their collective perceptions of behavior in the faculty (**Owens, 2004;** and

Atkinson & Frechette, 2009). On the same line, **Allyn and Bacon (2007)** defined climate as the characteristics of the total environments in a faculty building.

In addition, Climate corresponds to human feelings or moods: excitement, depression, anger, fear, optimism or anxiety (**McCrimmon, 2007**). Moreover, climate is one of the most powerful, yet overlooked factors when determining the performance of a particular organization or work team (**Snow & Janet, 2009**). Organizational climate was examined in prior research as independent, dependent and intervening variables. As independent variable, it is assumed that organizational climate itself directly influences various work outcomes both positive like productivity, satisfaction, and motivation, and negative like absenteeism, turnover and work accidents (**Karasek, 2009**).

Bolton Group (2003) and Hoy Group (2005) mentioned that the six dimensions of organizational climate are flexibility, responsibility, standards, rewards, clarity and team commitment. **Dowin (2003) and Little & Milliken (2007)** stated that, nurse educators need to have excellent communication skills, be creative, have a solid clinical background, be flexible and possess excellent critical thinking skills. They also need to have a substantive knowledge base in their area of instruction and have the skills to convey the knowledge in a variety of ways to those who are less expert. Nurse educators need to display a commitment to lifelong learning, exercise leadership and be concerned with the scholarly development of the discipline. They should have a strong knowledge base in theories of teaching, learning and evaluation is able to design curricula and programs that reflect sound educational

principles be able to assess learner needs be innovative; and enjoy teaching (**Martin, 2004**).

Garvin (2010) stated that, responsibilities of the academic dean included; Teaching; the dean is responsible for; fostering high quality teaching in the Faculty; handling a range of student matters that include academic standing, examiners, appeals and misconduct, credit transfer and awards; developing and implementing an academic plan and performance indicators for the faculty that implement the group's plans and the university's *academic plan* and *strategic plan*, and achieve relevant targets; appointing *program convenes* and program planning teams, and ensuring quality assurance of the faculty's programs; and leading the faculty's international strategy (**Burns, 2010**). Considering *Management*; the dean is responsible for: *General and strategic management*; as fostering within the Faculty excellence, equity and diversity, a healthy and safe environment, implementation of University policies, implementation of University employment agreements, student and staff development, fair and ethical business practices, compliance with the law, the delivery of undergraduate and postgraduate programs offered by their faculty; and a supportive environment. *Resource management* as managing resources allocated to the faculty in accordance with the group's operational plan; managing the resources allocated to their faculty; and ensuring that the faculty uses resources allocated to it efficiently and effectively. *Staff management*; as recruiting high quality staff in support of the group's plans and priorities; leading, managing and reviewing the performance of heads of department and directors of faculty research centers; mentoring and

developing staff in the faculty (Alkaissi, 2006).

Nurse educators job satisfaction is in regard to one's feelings or state of mind regarding the nature of their work. Job satisfaction can be influenced by a variety of factors, e.g. the quality of one's relationship with supervisor, the quality of the physical environment in which they work, degree of fulfillment in their work, etc (Li Gui et al., 2010). According to Lussier (2008) importance and nature of job satisfaction include; establishing a healthy organizational environment in an organization, very important for a person's motivation and contribution to production, reducing tiredness, absenteeism and turnover, increasing organizational citizenship behaviors, higher level of job satisfaction is associated with positive outcomes.

As mentioned by Cristin, Eriksson and Frijters (2010); and Newstrom and Davis (2010), six factors that influenced job satisfaction include: Opportunity, stress, leadership, work standards, fair rewards, and adequate authority. When these factors were high, job satisfaction was high

Organizational commitment has been one of the more popular topics in organizational behavior in the past 20 years. Commitment is linked to other concepts i.e, satisfaction, involvement, motivation, and identification and is studied across cultural lines (Klein, 2009). Nurse educator's commitment is an important issue for both practitioners and academicians (Lai, 2010). Organizational commitment is defined in terms of member's identification and level of engagement with a particular organization. It reflects peoples' attitudes towards the organizations goals and values, a desire to stay with the organization,

and a willingness to expend effort on its behalf (Robbins, 2005; and Lok et al., 2007).

Govindasamy (2009) mentioned that several researchers have identified many factors that influence organizational commitment: 1) Leadership (supervisory support, top management leadership. 2) Employee relation (team interdependence, team participation, Co-worker relationship). 3) Job scope (job description, job performance, task variety, task autonomy, task orientation. 4) Salary and compensation on performance. 5) Job satisfaction. 6) Performance management and promotion. 6) Training and development (Benson & Brown, 2007; Chew & Chan, 2007; and Lee and Ahmad, 2009).

Significance of the Study:

According to peer review report on the developmental engagement for Faculty of Nursing, Zagazig University, November, 2007, there is insufficient number of staff members. Additionally, faculty strategic plan 2010-2014, mentioned that proportion of staff members to students is 1:56 which is not consistent with the National Quality Assurance and Accreditation Committee, which indicate that the proportion of staff members to students should be 1:25, despite insufficient number of staff members they resort to taking leave child care and accompany the spouse in travel, which present overload on resident staff at the faculty which reflected on level of performance and influence on achieving National Academic Reference Standard (NARS). Therefore, the current study was conducted to identify the prevailing pattern of organizational climate, identify nurse educators level of organizational commitment, level of job satisfaction and determine whether a relationship existed between

organizational climate and nurse educators organizational commitment and job satisfaction at the Faculty of Nursing Zagazig University, based on the results suggesting strategic plan to improve any defect in organizational climate, commitment and job satisfaction. Consequently, this will lead to enhance nurse educators' job satisfaction and commitment towards the Faculty.

Aim of the study:

The present study was conducted in order to:

1. Determine the relationship between organizational climate and nurse educator's organizational commitment and job satisfaction at Faculty of Nursing, Zagazig University; through:
 - Identify the prevailing pattern of organizational climate.
 - Identify nurse educator's level of organizational commitment.
 - Identify nurse educator's level of job satisfaction.
 - Determine the relationship between organizational climate and nurse educator's organizational commitment and job satisfaction at the Faculty of Nursing, Zagazig University.
2. Suggest strategic plan for improvement of organizational climate, nurse educator's organizational commitment and job satisfaction.

Research Questions:

1. Is there relationship between organizational climate and nurse educator's organizational commitment at Faculty of Nursing, Zagazig University?
2. Is there relationship between organizational climate and nurse

educator's job satisfaction at Faculty of Nursing, Zagazig University?

3. Is there relationship between organizational climate and nurse educator's organizational commitment and job satisfaction at Faculty of Nursing, Zagazig University?
4. What is strategic plan needed for improvement organizational climate and nurse educator's organizational commitment and job satisfaction?

Subjects and methods:

Research Design:

A non-experimental descriptive co-relational design was used in the present study.

Setting:

The present study was conducted at the Faculty of Nursing, Zagazig University; it contains six departments including dean, two professors, three assistant professors, 29 lecturers, and 68 assistant staff members.

Subjects:

The study sample included all nurse educators (lecturers, assistant lecturers, and demonstrators) at the Faculty of Nursing, Zagazig University; their total number is 75 nurse educators. The study subjects included all nurse educators having the **following inclusion criteria:**

- Nurse educators who have more than one year of experience.
- Nurse educators who accept to participate in the study.
- Professor and assistant professor excluded from the study sample because their total numbers are not adequate and can make bias in the result.

Tool of Data Collection:

Questionnaire sheet included personal characteristics and three standardized tools; the organizational climate, organizational commitment and job satisfaction questionnaire (125 items).

Part (1): Personal characteristics:

This part included collected data related to personal characteristics of the nurse educators, these were: age, educational qualification, years of experience, occupational level, and marital status.

Part (2): Organizational Climate Description Questionnaire-Higher Education [OCDQHE] developed by Borrevik (1972), in: Gormley (2005) it was modified by the researcher to assess organizational climate. It includes 44 items and composed of four main categories as following:

- Organizational climate consideration. (12 items)
- Organizational climate intimacy. (8 items)
- Organizational climate disengagement. (11 items)
- Organizational climate production emphasis. (13 items)

Part (3): Multidimensional Organizational Commitment Questionnaire developed by Meyer and Allen (1993), in: Gormley (2005) it was modified by the researcher to assess nurse educators organizational commitment. It includes 18 items and composed of three main categories as following:

- Affective commitment (6 items)
- Continuance commitment (6 items)
- Normative commitment (6 items)

Part (4): Job Satisfaction Questionnaire developed by Ahmed

(2007) and modified by the researcher it was used to assess nurse educator's job satisfaction. It includes 63 items and composed of eight main categories as following;

A-Hygienic factors: items were grouped under the following dimensions:

- Policy of Faculty (5 items)
- Work system (6 items)
- Work relations (10 items)
- Work environment (11 items)
- Salary and incentives (5 items)
- Psychological status (4 items)
- Safety at work (4 items)

B- Motivators factors: items were grouped under the following dimensions:

- Achievement and work advancement (18 items)

The scoring system:

Responses of the participants were measured on three-point Likert scale ranged 1, 2, and 3 for the responses never, sometimes, and always respectively.

N.B.: Items four, five and six (Affective commitment) and four (Normative commitment) were reversed scored. Then the total score was calculated and converted into percent score by dividing nurse educator's total score by the maximum possible score as followed:

Low = < 50 %, Moderate = 50 - 75 % , High = > 75 %

Validity:

It was established for face and content validity by a panel of seven expertises from faculties of nursing at Cairo University, Ain Shams University and Zagazig University who revised the tools for clarity, relevancy, applicability,

comprehensiveness, understanding, and ease for implementation and according to their opinions minor modifications were applied

Reliability Testing:

The reliability estimate used for the current study was internal consistency reliability. It is the estimate used to assess the consistency of results across items within a test. In internal consistency reliability estimation; a single measurement instrument (Tool) administered to a group of people on one occasion is used to estimate reliability. Three estimations were used for the tool used in the study:

Cronbach's Alpha (a), 2- Average Inter-Item Correlation, and 3- Average Item-Total Correlation

The current study was carried out in three phases; preparation phase, implementation phase and phase of suggesting strategic plan for improvement.

Preparation phase:

This phase was concerned with managerial arrangements to carry out the implementation phase, as well as the translation, validation and preparation of tools for data collection.

Implementation phase:

During this stage, all the data were collected from the study nurse educators. Field work of this study was carried out in three months from beginning of October to the end of December, 2009. Filling the questionnaire sheet was took from 20–30 minutes; this time was depending on the work conditions

Phase of suggesting strategic plan:

Based on the results this equation was used (weighted mean) to computing ratio importance of

questions for items in the questionnaire of this research. Then concluded strength and weak points (**Kamal & Salem, 2011**; and **Lind et al., 2008**).

$$\text{Weighted mean} = \frac{\sum x_i f_i}{\sum f_i (n)}$$

Where: x_i = response, f_i = frequency,
Weak point = 1 – 2, Strong point = >2 – 3

SWOT Analysis was used to determine strong point, weaknesses point, opportunities and threats. The researcher while interviewing with nurse educators and distributed main category of study variable in questionnaire used Brain Storming Method to collect data.

Elements of the strategic plan:

- Philosophy and general direction in the form of a vision and mission of the faculty.
- Strengths point to invest and weaknesses as they occur.
- Opportunities for growth and modernization, expansion and threats impeding the work and preparedness in advance.
- The goals-in-depth strategy reflect long-term aspirations to reproduce reality
- Potential risks that can occur.
- Not to prejudice constants of the culture of the institution

General objectives:

Regarding dimension of organizational climate:

- Enhance organizational climate Consideration of the dean from 60-75% at the end of 2014
- Increase level of intimacy between faculty members from 52-86% at the end of 2013
- Build engagement of the organizational climate.
- Build a productive emphases climate between the dean and faculty members from 44-75% at the end of 2010

Dimension of organizational commitment:

- Enhance organizational commitment of faculty members from different dimensions (Affective- Continuance and Normative)

Dimension of job satisfaction:

- Increase level of satisfaction of faculty members about faculty policy from 45,3-75% at the end of 2013
- Enhance level of satisfaction of faculty members about work system from 78,7- 95% at the end of 2014
- Enhance Work relations between faculty members that serve individual and faculty goals
- Increase level of satisfaction of faculty members about Work environment from
- 78, 7 - 95% at the end of 2015
- Enhance level of satisfaction of faculty members about Salaries from 60 -90 % at the end of 2015
- Keeping faculty members safe at their work
- Encourage faculty members on achievement at work.

Pilot study:

A pilot study was carried out on 10% of nurse educators to test the clarity, feasibility of the questions and whether they were understandable, and to determine the time needed to fill-in questions. The time spent with each to complete the study tools ranged from 20 – 30 minutes. Nurse educators who shared in the pilot study were included in the main study sample.

Administrative and ethical considerations:

An official permission was obtained from the Dean of Faculty of Nursing, Zagazig University to conduct the study. Then, the researcher translated the tools and tests the

content validity and reliability of the tools.

Prior to the initial interview, the nature and the aim of the study were explained by the researcher to all nurse educators included in the study. In addition, a verbal consent was obtained from each participant prior to inclusion into the study. Clarification of the nature and purpose of the study was done while interviewing with each nurse educators and confidentiality of the subjects is absolutely assured throughout the whole study.

Statistical Design:

Data entry and statistical analysis were done using Statistical Package for Social Science (SPSS), version 14.0. Data were presented using descriptive statistics in the form of frequencies and percentages for qualitative variables, and means and standard deviations for quantitative variables. Chi- Square (χ^2) test was used to test association between variables. Correlation coefficient(r) test was used to test the closeness of association between two variables. Statistical significance was considered at p-value <0.05.

Results:

Table (1): shows prevailing pattern of organizational climate that 60.0% of nurse educators reported high organizational climate consideration, followed by 52.0% high organizational climate intimacy. In addition, 73.3% and 56.0% of them reported moderate organizational climate disengagement and production emphasis. The total organizational climate (80.0%) was moderate.

Table (2): Illustrate level of nurse educator's organizational commitment that 78.7% of nurse educators had high level of continuance commitment, followed by 76.0% of them had high level of affective commitment.

Additionally, 56.0% of nurse educators had high level of normative commitment. Moreover, the total organizational commitment (72.0%) was high.

Table (3): shows level of nurse educator's job satisfaction that highest level of job satisfaction (73.3%) was due to work relations, followed by work system (50.7%). In addition moderate levels of job satisfaction were related to work environment (78.7%), psychological status (72.0%) and achievement (70.7%), followed by moderate level of job satisfaction were related to Safety at work(68.0%), salaries (60.0%) and faculty policy (54.7%). Furthermore, total job satisfaction (78.7%) was moderate.

Table (4) shows that there were highly statistically significant correlations between total organizational climate and nurse educators' organizational commitment and job satisfaction.

Table (5): represents that there were a negative correlations between climate types and satisfaction with both age and years of experience, but these correlations were not statistically significant.

Table (6): displays that no significant relations were found between organizational climate, nurse educators' commitment, satisfaction, and their qualifications.

Table (7): reveals that there was no statistically significant correlation was found between faculty departments and nurse educators' organizational commitment.

Table (8): indicates that there was no statistically significant correlation was found between faculty departments and nurse educators' job satisfaction.

Discussion:

Climate is a set of measurable properties of the work environment, based on the collective perceptions of the people who work in the environment and demonstrated to influence their motivation and behavior (Norton, 2008 & Thomas, 2008). Positive organizational climate is not a goal into itself. It is a key link in a faculty ability to maintain and improve performance (Atkinson & Frechette, 2009).

The present study result showed that the majority of nurse educators reported that the total organizational climate was moderate. This may be related to the inability of the principle to make changes required in the college to improve methods of communication, decision-making and solve problems. This result agreed with Noqbill (2009) who clarified that organizational climate was moderately open. Conversely, the present study finding disagreed with Qassim (2005) at the University of Taiz, who mentioned that climate as a whole is low and below the level required.

Additionally, this study finding revealed that nurse educators had the highest level of continuance organizational commitment, followed by affective organizational commitment and the normative organizational commitment. So, the total organizational commitment was high. This may be related to nurse educators' willingness to give time and energy to the faculty to achieve its goals and objectives. Besides, feeling of each nurse educator responsibility for achieving the faculty goals and objectives which, contribute to the success of the organization and better future to the faculty.

This result was in harmony with

Abo-Elela (2009), who stated that the level of nurse educator's organizational commitment as general is high. A similar finding was reported by **Ehab (2008)**, who concluded that level of organizational commitment was high. Conversely, the present study finding disagreed with **Gad-Allah (2003)** and **Al-Ahmady (2004)**, who clarified that the level of organizational commitment was moderate. It disagreed also with **Ibrahim (2011)**, whose findings arranged the dimensions of organizational commitment as follows; affective organizational commitment the first rank in a high level followed by normative organizational commitment the second rank in a moderate level, and the least continuance organizational commitment the third rank in a low level.

Additionally, the total level of satisfaction for more than three quarters of nurse educators under study was moderate. This finding was supported by a recent study of **Al-Shafie et al. (2010)**, in strategic plan of faculty of nursing Zagazig University which concluded that, nurse educators faculty of nursing has moderate level of satisfaction regarding salaries and faculty policy environment of work, psychological status, achievement, safety at work and total level of satisfaction was moderate as well.

The present study indicates highly statistically significant correlations between total organizational climate and nurse educator's organizational commitment and job satisfaction. This result was supported with findings of several researches as that of **Clercq and Rius (2007)**, which stated that organizational climate, has a positive effect on job satisfaction in term of higher climate meaning higher job satisfaction. Additionally, the same

authors found that organizational climate has a positive affect to commitment relationships toward organization, in that the better organizational climate, the more organizational commitment. On the same line, **Yi-Jen (2007)** commented that positive relationship in job satisfaction has effects on positive organizational commitment. Nurse educators' job satisfaction and organizational climate variables still have effect toward organizational commitment as detected by **Bhaesajsanguan (2010)**.

The results of present study represents that there were negative correlations between climate and satisfaction with both age and years of experience, but these correlations were not statistically significant. Although older nurse educators have authority, and control on the development of the faculty, they are more knowledgeable, recognize their roles, rewards, and are respected by others, the researcher found no difference between them in relation to and both age and years of experience. This result is supported by **Qassim (2005)** at the University of Taiz, who found no significant relations between climate with both age and years of experience. A similar finding was reported by **Al-Samarrai (2003)**, who concluded that relationships between nurse educators' and age and years, with faculty organizational climate were not significant.

However, the result of the present study differs with **Fathalla (2005)**, who detected significant positive relations between nurse educators' age and their job satisfaction and organizational commitment. Additionally, these findings are not in agreement with **Ibrahiem (2010)**, who showed that the relationships between nurse educators' commitment and age

and years at the Faculty of Nursing Zagazig University were significant. Moreover, **Desokey (2011)** study on nurse educators in nursing schools affiliated to Ministry of Health and Population at Sharkia revealed that there was a statistically significant relation between nurse educators' age with regard to work environment. As well, **Ahmed (2007)** mentioned that the relationship between nurse educators and their years of experience was present at the points of safety.

Moreover, the findings of the present study indicated that there was no statistically significant correlation between nurse educators' personal characteristics (qualifications, department and marital status) regarding the study variables organizational climate, organizational commitment and job satisfaction. This is because nurse educators were similar in their social, cultural, and educational, regardless of their personal characteristics and the majority of respondents agreed with the description of the prevailing climate, regardless of the different number of years of experience.

Many researches supported this result as that of **Fathalla (2005)**, which showed that demographic characteristics don't contribute with statistically significant proportion as determinant predictors of nurse educators' job satisfaction, for example the non significant difference between educator's qualifications and intrinsic or extrinsic determinant factors of job satisfaction. Moreover, **Mohamed (2007)** University of Sana'a -Yemeni. found no significant relation between organizational climate and nurse educators' occupational level and experience.

Similarly, these findings matched with, **Gad-Alla (2003)**, who commented that no statistically

significant relation was found between nurse educators' personal characteristics and organizational commitment. Furthermore, the present study finding agreed with **Al-Ahmady (2004)** Ministry of Health hospitals in Riyadh, Saudi Arabia. , who mentioned that, a statistically significant relation was detected between nurse educators' marital status and commitment. Conversely, the present study finding disagreed with that of a very recent study carried out by **Desokey (2011)**, who clarified that there was a statistically significant relation between nurse educators' educational qualification and job satisfaction. In addition **Ibrahim (2010)** Faculty of Nursing, Zagazig University who denoted that there were statistically significant relations between nurse educators' age, experience, qualification, job and commitment, but, the same researcher concluded that no significant difference was found between department and commitment.

Conclusion:

Based on the findings of the current study, it can be concluded that most of nurse educators reported that total organizational climate was moderate (neither open nor close). Additionally, most of nurse educators had high level of organizational commitment, and most of them had moderate level of job satisfaction. Lastly, the results of the study also revealed highly statistically significant correlations between total organizational climate and nurse educators' organizational commitment and job satisfaction.

Recommendations:

Based on the results of the present study, the following recommendations are suggested:

- The suggested strategic plan should be implemented to enhance strength points and improve weak points related to organizational climate at the Faculty of Nursing for nurse educators' commitment and for job satisfaction.
- Review strategic plan every year or periodically as the need for any changes and developments.

Table (1): Prevailing pattern of organizational climate at the Faculty of Nursing, Zagazig University.

Organizational Climate Dimension	Prevailing Pattern of Organizational Climate					
	Low < 50 %		Moderate 50 -75 %		High > 75 %	
	No.	%	No.	%	No.	%
• Consideration	1	1.3	29	38.7	45	60.0
• Intimacy	2	2.7	34	45.3	39	52.0
• Disengagement	0	0.0	55	73.3	20	26.7
• Production emphasis	0	0.0	42	56.0	33	44.0
Total	0	0.0	60	80.0	15	20.0

Table (2): Level of nurse educator's organizational commitment at the Faculty of Nursing, Zagazig University.

Organizational Commitment Dimension	Level of Organizational Commitment					
	Low < 50 %		Moderate 50 -75 %		High > 75 %	
	No.	%	No.	%	No.	%
• Affective	2	2.7	16	21.3	57	76.0
• Continuance	0	0.0	16	21.3	59	78.7
• Normative	1	1.3	32	42.7	42	56.0
Total	0	0.0	21	28.0	54	72.0

Table (3): Level of nurse educator's job satisfaction at the Faculty of Nursing, Zagazig University.

Job satisfaction dimension	Level of Job satisfaction					
	Low < 50 %		Moderate 50 -75 %		High > 75 %	
	No.	%	No.	%	No.	%
1. Faculty policy	0	0.0	41	54.7	34	45.3
2. Work relations	0	0.0	20	26.7	55	73.3
3. Work environment	10	13.3	59	78.7	6	8.0
4. Work system	1	1.3	36	48.0	38	50.7
5. Salaries	22	29.3	45	60.0	8	10.7
6. Achievement	0	0.0	53	70.7	22	29.3
7. Psychological status	0	0.0	54	72.0	21	28.0
8. Safety at Work	12	16.0	51	68.0	12	16.0
Total	0	0.0	59	78.7	16	21.3

Table (4): Correlation matrix between total organizational climate and nurse educator's organizational commitment and job satisfaction in the Faculty of nursing, Zagazig University (n=75).

Variable	Organizational climate		Organizational commitment	
	r	p	R	P
• Organizational commitment	.305(**)	.008	-	-
• Job satisfaction	.474(**)	.000	.514(**)	.000

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

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

Table (5): Relation between nurses' educators' age, experience and Climate, Commitment and Satisfaction (N= 75).

Variable	Age		Years of experience	
	R	P	R	P
• Climate types	.124-	.290	.165-	.157
• Commitment	.086	.461	.051	.662
• Satisfaction	.009-	.936	.007-	.953

Table (6): Relation between nurse educators' qualification regarding the study organizational climate, organizational commitment and job satisfaction variables (n= 75).

Variables	Qualification						X ²	P-value
	Bachelor of nursing (n=38)		Master in nursing (n=17)		Doctorate in nursing (n=20)			
	No.	%	No.	%	No.	%		
Climate								
• Moderate	30	78.9	13	76.5	17	85.0	.471	.790
• High	8	21.1	4	23.5	3	15.0		
Commitment								
• Moderate	12	31.6	4	23.5	5	25.0	.499	.779
• High	26	68.4	13	76.5	15	75.0		
Satisfaction								
• Moderate	31	81.6	13	76.5	15	75.5	.401	.818
• High	7	18.4	4	23.5	5	25.0		

Table (7): Relation between faculty departments regarding nurse's educator's organizational commitment (n= 75).

Department	Organizational commitment				X ²	P-value
	Moderate		High			
	No.	%	No.	%		
• Administration (n=11)	4	36.4	7	63.6	9.73	.083
• Pediatric (n=13)	2	15.4	11	84.6		
• Community (n=13)	3	23.1	10	76.9		
• Medical and Surgical (n=19)	9	47.4	10	52.6		
• Maternity (n=8)	3	37.5	5	62.5		
• Psychiatry (n=11)	0	.00	11	100.0		

Table (8): Relation between faculty departments regarding nurse's educator's job satisfaction (n= 75).

Department	Job satisfaction				X ²	P-value
	Moderate		High			
	No.	%	No.	%		
• Administration (n=11)	11	100.0	0	.00	5.42	.366
• Pediatric(n =13)	9	69.2	4	30.8		
• Community (n =13)	11	84.6	2	15.4		
• Medical and Surgical (n =19)	15	78.9	4	21.1		
• Maternity (n =8)	5	62.5	3	37.5		
• Psychiatry (n =11)	8	72.7	3	27.3		

References:

- **Abo-Elela M.S. (2009):** Occupational stress and its impact on organizational commitment. Master Thesis in Business administration, Faculty of Commerce, Islamic University – Gaza. Located at: <http://library.iugaza.edu.ps/Thesis/86834.pdf>. Accessed on: 29/4/2011.
- **Ahmed S.S. (2007):** Leadership behavior and job satisfaction of nurse educators and their impact on students' achievement at Dakahlia Governorate. Unpublished Master Thesis in Nursing Administration, Faculty of Nursing, Zagazig University, pp. 75-80
- **Al-Ahmady A.H. (2004):** Relationship between organizational commitment, personal characteristics and the desire to leave the organization and the profession of nurses in Ministry of Health hospitals in Riyadh, Saudi Arabia. From the Institute of Public Administration, Riyadh, and Kingdom of Saudi Arabia. 23 (6): 645-650. Located at: http://ipac.kacst.edu.sa/eDoc/2005/148101_1.pdf. Accessed on: 4/5/2010.
- **Alkaissi A. A. (2006):** Characteristics of the Dean .Al-Najah National University Faculty of Nursing. Located at: <http://www.najah.edu/>. Accessed on: 17/5/2010.
- **Allyn & Bacon (2007):** Organizational Culture and Organizational Change Located at: http://wps.ablongman.com/wps/media/Ch6_OrgCulture_Climate.ppt. Assessed on: 20/6/2010.
- **Al-Samarrai, M.S. (2003):** Relationship between organizational climate and scientific productivity of faculty members. Requirements of the degree of Doctor of Philosophy at the University of Baghdad
- **Al-Shafie N.; Said, A., Sobhy A. & Atiea M. (2010):** Faculty strategic plan(2010-2014), Faculty of Nursing, Zagazig University, pp.169-183.
- **Atkinson T. & Frechette H. (2009):** Creating a Positive Organizational Climate in a Negative Economic One. Improving Organizational Climate to Transform Performance. Located at: http://www.forum.com/_assets/download/.pdf.
- **Benson J. & Brown M. (2007):** Knowledge workers: What keeps them committed; what turns them away”, Work, Employment & Society, 1(2): 121-141
- **Bhaesajsanguan S. (2010):** The Relationships among organizational climate, job satisfaction and organizational commitment in the thai telecommunication industry, candidate DBA, commercial College, Burapha University, Bangkok, Thailand. Located at: http://www.g-casa.com/conferences/singapore/papers_in_pdf. Accessed on: 17/12/2010.
- **Bolton Group (2003):** Creating executive value creating .Amore resonant organizational climate. Located at: <http://www.theboltongroup.com>. Accessed on: 4/5/2010.
- **Burns R. (2010):** The dean of faculty. Located at: <http://www.online-literature.com/donne/2379/>. Accessed on: 18/9/2010.
- **Chew J. & Chan C.C.A. (2007):**“Human resource practices, organizational commitment and intention to stay”, International Journal of Manpower, 29 (6): 503-522.
- **Clercq D. & Rius I. (2007):** Organizational Commitment in Mexican Small and Medium-Sized Firms: The Role of Work Status, Organizational Climate, and Entrepreneurial Orientation. Journal of Small Business Management, 45(4): 467.
- **Cristin D.A., Eriksson T. & Frijters P.L (2010):** An analysis of the determinants of job satisfaction when individuals' baseline satisfaction levels may differ. Applied Economics, 39(19): 2413-2423. Located at: <http://eprints.qut.edu.au/31757/>. Accessed on: 30/11/2010.
- **Desokey S. A. M. (2011):** Motivating and hindering work factors as perceived

- by nurse educators in nursing schools affiliated to Ministry of Health and Population at Sharkia Governorate, Master Degree in Nursing Science Administration.
- **Dowin B. (2003):** The technology of explosion. Vocational Education Journal; 69 (4): 28.
 - **Ehab A. (2008):** Impact of job satisfaction on organizational commitment among workers in the Palestinian NGOs. Master Thesis in business administration, the provinces of Gaza, Islamic University – Gaza.
 - **Fathalla N. A. (2005):** Job satisfaction and commitment among secondary technical nursing schools educators in Kafr El- Sheikh Governorate. Unpublished Master Thesis in Nursing Administration, Faculty of Nursing, Tanta University, pp. 75-77.
 - **Gad-Alla A.S. (2003):** Impact of leadership styles of heads of departments on organizational commitment of the faculty members alleged Jordanian universities. Jordan Journal of Applied Sciences; 406.
 - **Garvin L. (2010):** The Most appalling professional misconduct by an academic job seeker Ever. Located at: <http://leiterlawschool.typepad.com/leiter>. Accessed on: 1/9/2010.
 - **Gormley D.K. (2005):** Organizational climate, role ambiguity, role conflict and nurse faculty work role balance: Influence on organizational commitment and turnover intention. Unpublished doctoral dissertation, University of Cincinnati, pp.10, 50, 100-150.
 - **Govindasamy M. (2009):** A study on factors affecting affective organizational commitment among knowledge workers in Malaysia. Located at: <http://www.sciencedirect.com>. Accessed on: 1/11/2010.
 - **Hoy Group (2005):** Leadership improvement and organizational development: Organizational climate exercise (OCEII). Located at: [Hay resource direct.com](http://www.hayresource.com). Accessed on: 2/5/2009.
 - **Ibrahiem A.I. (2010):** Utilization of team building strategies among Faculty Members and Their Assistants at Faculty of Nursing, Zagazig University. Unpublished Master Thesis in Nursing Administration, Faculty of Nursing, Zagazig University, pp. 80-85.
 - **Ibrahim H.A. (2011):** Measuring organizational commitment to workers in primary health care organizations. Master Thesis in Business administration, Faculty of Administrative Sciences.
 - **Kamal S. & Salem, S. (2011):** Introduction to Statistics analytical, 5th ed., Institute of Statistics, Cairo University. pp.120-150.
 - **Karasek T. (2009):** Organizational Climate. Located at: <http://vb.ghalaa.com/showthread.php>. Accessed on: 1/12/2009.
 - **Klein H.J. (2009):** Commitment in organizations: Accumulated wisdom and new directions (Siop Organizational Frontiers Series) (Hardcover). Located at: www.amazon.com/Organizational-Commitment-Military-military-Psychology.html. on: 22/1/2009.
 - **Lai K.K. (2010):** The antecedents of employee commitment in hospitality industry: Evidence from China. Located at: <http://ieeexplore.ieee.org/Xplore/login.jsp?url=http%3A%2F%2Fieeexplore.org>. Accessed on: 12/11/2010.
 - **Lee H.Y. & Ahmad K. Z. (2009):** “The moderating effects of organizational culture on the relationships between leadership behaviour and organizational commitment, job satisfaction and performance”, Leadership & Organization Development Journal, 30 (1):53-86.
 - **Li Gui K., Louise B, Alison & E. While (2010):** Job satisfaction of nurse teachers: A literature review. Nurse Education Today, 29, (5):469-476. Located at: <http://www.nurseeducationtoday.com/article>. Accessed on: 29/11/2010.

-
- **Lind D.A., Marchal W.G. & Wathen S. A. (2008):** Basic Statistics for Business & Economics , Boston: McGraw-Hill Irwin, p: 201
 - **Little M. & Milliken P .J. (2007):** Practicing what we preach: Nurse-educator-competencies. Located at: www.pdfchaser.com. Accessed on: 1/2/2010.
 - **Lok P., Wang, P., Westwood B.& Crawford, J. (2007):** Antecedents of job Satisfaction and organizational commitment and the mediating role of Organizational subculture. Located at: <http://www.unisa.edu>. Accessed on: 17/11/2010.
 - **Lussier R.N. (2008):** Human relations in organizations. Application and skill building. (7 th ed.). Boston: McGraw-Hill Irwin, pp. 500-659.
 - **Martin A. (2004):** Self-assessments of students in an introduction of nursing course. Journal of Advanced Nursing, 7(4): 113
 - **McCrimmon M. (2007):** Organizational Culture and Climate. The Personality and Mood of Organizations. Located at: <http://www.suite101.com/content/organizational-culture-and-climate-a35298#ixzz18ulcJhzI>. Accessed on: 21/10/2009.
 - **Mohamed A.M. (2007):** Analysis of organizational climate in the administrative apparatus units Yemeni, Master Degree in Political Science at University of Sana'a. pp: 112-132.
 - **Newstrom J.W. & Davis, K. (2010):** Factors affecting the level of job satisfaction of employees, (11th ed). Organizational Behavior: Human Behavior at Work. Located at: <http://clsucbaa.i.ph/blogs/clsucbaa>. Accessed on: 6/6/2010.
 - **Noqbill B. (2009):** Relationship between organizational climate and conflict management in general secondary schools in Algerian. Master Thesis in Business Administration, Khader Haji University. Algerian People's Democratic Republic, pp. 109-112
 - **Norton M.S. (2008):** Organizational climate and the human resources function, (Ch 8). Located at: http://www.sagepub.com/upm-data/21424_Chapter_8.pdf . Accessed on: 26/5/2011.
 - **Owens R. G. (2004):** Organizational behavior in education: Adaptive leadership and school reform (8th Ed.). Boston: Allyn & Bacon. Online, cnx.org/content/m13465/latest/ - 85k - 17/1/2009.
 - **Qassim A. (2005):** Relationship between Organizational climate and scientific productivity of faculty members, Master Degree at the University of Taiz. pp: 123- 133.
 - **Robbins S.P. (2005):** Essentials of organizational behavior. (8th Ed). New Jersey: prentice Hall. P: 158.
 - **Snow JL. & Janet, L. (2009):** Enhancing Work Climate to Improve Performance and Retain Valued Employees. JONA: The Journal of Nursing Administration, 32(7): 393-397.
 - **Thomas J.C. (2008):** Administrators, faculty, and staff perceptions of organizational climate and commitment in Christian higher education. Doctor Thesis of Philosophy, Capella University.P.65
 - **Yi-Jen C. (2007):** Relationships among service orientation, job satisfaction, and organizational commitment in the international Tourist Hotel Industry. Journal of American Academy of Business, Cambridge, 11(2): 71.
-