# Effect of Organizational Climate on Organizational Commitment Of Nurse Educator At Faculty Of Nursing Mansoura University

[1]Hanan ELsaid Elsabahy  [2]Wafaa Fathi Sleem*  [3] Neamat Mohamed El-Sayed
[1,2] Faculty of Nursing, Mansoura University , Egypt.                    .
[3] Faculty of Nursing ,Damanhour Univeristy,Egypt.
*E-mail of the corresponding author:dr_wafaasleem@*yahoo*.com

## Abstract

**Background:-** Organizational Climate and Organizational commitment all related to each other and had an impact towards the service of organization to success. **Aim** : This study aimed to Identify  the prevailing pattern of organizational climate, identify  level of organizational commitment on nurse educator's and determine  the relationship between organizational climate and organizational commitment at the Faculty of Nursing, Mansoura University**.** Descriptive design was utilized. The study was conducted at the faculty of nursing Mansoura University. **Subjects** of this study includes all nurse educators presented at the time of the study. Two tools were used for data collection: the first tool: Organizational Climate Description Questionnaire-Higher Education and the second tool: Multidimensional organizational commitment Questionnaire. The study results indicated that, most of nurse educators reported that total organizational climate was low and most of nurse educators reported that organizational commitment was moderate.  There is highly statistically significant relationship between total organizational climate and total organizational commitment. The study recommended that a strategic plan should be implemented to enhance strong point and improve weakness point.
**Keywords:** China insurance industry, Foreign fund, Challenge

## 1. Introduction:

   The organization is a social phenomenon which is consciously coordinated and has a fairly defined boundary and operates based on invariant essentials in order to achieve its goals. Staff member are the assets and the assistants to the organization. So, the mission for faculty in university and college settings is generally three-part and encompasses teaching, research, and service. The current three-part mission for faculty in university and college settings requires faculty to define and manage a work role balance between teaching, research and service. Faculty is expected to be excellent nurse educators, engage in meaningful research, and participate in community service activities. **(Germly,2005&Lyle,2010)**. By learning more about faculty perceptions of organizational climate, academic environments can be designed that support positive faculty relationships, participative approaches, and foster enhanced role clarity in the faculty of higher education, the organization's climate can be an important antecedent to employee behavior, and accordingly their organizational commitment **(Blogger,2013).**

   The concept of organizational climate has different definitions. According to  **Cheng ,(2010)**   mentioned that the organizational climate is a consequence of the interaction between individuals in an organization and their external environment, while   **Mastaneh,(2011)** defined organizational climate as a set of attributes that can be perceived within a particular organization, department or unit. In addition, organizational climate results from the organization's routine practices and influences its members' attitudes and behaviors.

   **Germoly,(2005)** divides organizational climate into four domains. The first is consideration, in which organization leaders create a supportive working environment. The second is intimacy, in which social fulfillment is not required for task achievement. The third is disengagement, which is related to fractionalization within the faculty. The fourth is production emphasis, which is characterized by a micromanagement leadership style. The interaction of these factors may influence the organizational commitment of academic faculty. Ultimately, positive work climates can drastically reduce nurse educator's turnover rates by retaining more nurse educators.   High nurse educator's turnover rates can be damaging to a faculty because too much time and resources may be needed such as constantly hiring and training new staff   **(Baily,2012)**.

   **Virtanen, (2000)** noted that perceptions of a positive climate lead to commitment, while perceptions of a negative climate lead to disengagement from one's job. Improvements in the practice environment might be the key to improving organizational commitment **(Vanaki,2009& Haggins,2012).** The significance of organizational commitment is that it is actually one measure of organizational effectiveness and is viewed as an instrument of organizational climate **(Virtanen, 2000)** .

Relationship of organizational climate and commitment of nurse educators and administrative personnel, they hypothesized that the more the perception of organizational climate is seen as participative, the greater the organizational commitment. They identified several different variables such as communication, decision-making, leadership, motivation, and goal setting that could lead to increased organizational commitment such as job satisfaction, job characteristics, professional behavior, and organizational climate they found that all climate variables were significantly and positively related to organizational commitment with communication demonstrating the highest significance**(Smith ,2009)**.

The commitment of nurse educators is a state of being emotionally impelled, feeling passionate about and dedicated to their colleagues. Educator's commitment could characterize by three factors, strong belief in the goals and values of the colleagues, willingness to work hard for the colleagues and desire to maintain membership in the colleagues. The strength of nurse educators' identification and involvement in their colleagues reflect the degree to which she is committed to the colleagues' values and goals. If nurse educators were satisfied on their job, they would transfer their satisfaction into high commitment to the colleagues there for satisfaction and commitment are very important to any colleagues' success  **Newstrom,(2011) and Davies,(2011).**
Organizational commitment consists of distinguishable components: affective, continuance, and normative. Affective commitment refers to a nurse educator's emotional connection and involvement in the organization. Continuance commitment refers to a nurse educator's awareness of the costs associated with leaving the organization. Finally, an nurse educator's sense of responsibility to the organization reflects their normative commitment **(Motahari , 2010)**.

Understanding organization commitment, its antecedents and outcomes, has been the focus of many research studies in the last five decades **(Freund,2005)**. The construct has become popular over the years because of its documented relationship to positive organization outcomes including increase job performance, lower rates of absenteeism and voluntary turnover. In a time of limited resources and competition for high quality staff member, organizations are scrambling to understand how they can attract, support and retain dedicated staff for the purpose of increasing organizational effectiveness and achieving desired / mandated goals **(Meurs,2007).**

Given the importance of organizational climate as well as commitment, the organizations should take effective actions toward materializing the goals by creating suitable climate so that to boost nurses educators' attitude toward organization and their commitment to be increased. The universities are treated not only as education institutions but as small community which their aim is to promote a creative thinking in young people. Hence, having a sound and dynamic climate causes an organizational attachment of student nurse to it. For this reasons, owing to the serious role is being played by universities in societies, it is important to consider the organizational climate and its influential  commitment degree on the student nurse more than ever **(Meyer, 2001&Boroomandfar,2011).**

## 2. Study aim:
The study aimed to identify the prevailing pattern of  organizational   climate, identify level of  organizational commitment of  nurse  educator's  and  determining  the  relationship  between  organizational  climate  and organizational commitment at the Faculty of Nursing, Mansoura University.

## 3. Study Question :
**Is** there relationship between organizational climate and organizational commitment  of nurse educator at Faculty of Nursing, Mansoura University?

## 4.  Subjects and Methods:
4.1  Research design:
 Descriptive co-relation  design was used in the present study.

4.2  Setting:
The present study was conducted at the Faculty of Nursing Mansoura  University. It includes eight academic nursing departments including Nursing  administration department , Community health nursing department ,medical-surgical nursing department, Geriatric nursing department, Pediatric nursing department, Critical nursing department, Psychiatric nursing and mental health department, Nursing maternity and gynecology department.

4.3  Subjects:
 The study sample included all nurses' educators (assistant professors,   lecturers, assistant lecturers, and demonstrators) available at the time of the study. Their total numbers were 126 nurse educators with 95% confidence level and 5% confidence interval.

4.4  Tools of data collection:
 Data collection tools were including two tools; the organizational climate and organizational commitment. The first tool: included two parts:- Part 1: included Personal characteristics of the nurse educators as: department,

age, Job title, years of experience and marital status. Part 2: Organizational Climate Description Questionnaire-Higher Education [OCDQHE] developed by **Borrevik (1972)**, in:   **Gormley (2005)** to assess organizational climate. It includes 44 items and composed of four main categories as following: Organizational climate consideration contains (12 items), Organizational climate intimacy contains (8 items), Organizational climate disengagement contains (11items) and Organizational climate production emphasis contains (13 items) .

The Second tool: Multidimensional Organizational Commitment Questionnaire developed by **Meyer and Allen (1993), in Gormley (2005**) to assess organizational commitment. It includes 22 items and composed of three main categories as following; Affective commitment contain (6 items)  , Continuance commitment contain (8 items)   and Normative commitment contain (8 items)  .

The scoring system: According to **Kelly (2007); Ghoneim (2008); and Noqbill (2009).** (For all tools). Responses of the participants were measured on three-point Likert scale ranged 1, 2, and 3 for the responses never, sometimes, and always respectively. Low = < 50 %,  Moderate = 50 -75 %  and High = > 75 %

### 4.5  Methods of data collection:

- A permission to conduct the study was obtained from the dean of the Faculty of Nursing, Mansoura University.
- Two tools of data collection were tested for its content validity through five experts from three different universities and accordingly the necessary modification was done.
-  Internal consistency reliability of the two tools items was assessed using coefficient alpha. It was 0.96 for (organizational climate) items while it was 0.97 for (organizational commitment) items.
- A pilot study was conducted on 10% of study sample (n=13) to examine its clarity and feasibility before using it. Accordingly, minor changes were done. All nurse educators involved in the pilot study were excluded from the study sample later on.
- An informed consent for participation in the study was secured from the entire study sample. Participation in the research is voluntary. Each participant may decide to stop completing the study and withdraw at any time without consequence.

### 4.6 Ethical consideration:

 Before commencing the study, ethical approval was granted from the research ethics' committee in which the study took place. The researchers ensured that the correct procedures were undertaken concerning informed consent, autonomy, anonymity and maintenance of the subjects of confidentiality.

### 4.7 Statistical Design:

Data entry and statistical analysis were done using Statistical Package for Social Science (SPSS), version 16.0. 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 ($\chi^2$) 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 while, p-value of <0.001 indicates a highly significant result.

# 5. Results:

## 5.1 Table (1): personal characteristic of nurses educators (n=126)

| Personal data | | No | % |
|---|---|---|---|
| **Age (in years):** | | | |
| | < 25 | 28 | 22.2 |
| | 25  - | 28 | 22.2 |
| | 30  - | 56 | 44.4 |
| | > 40 | 14 | 11.1 |
| **Mean ( SD)** **Range** | | **31.4 ( 6.2 )** **23-49 Years** | |
| **Department** | | | |
| | Geriatric | 16 | 12.7 |
| | Administration | 15 | 11.9 |
| | Community | 14 | 11.1 |
| | Psychiatric | 12 | 9.5 |
| | Medical / Surgical | 27 | 21.4 |
| | Maternity | 14 | 11.1 |
| | Critical | 13 | 10.3 |
| | Pediatric | 15 | 11.9 |
| **Job title** | | | |
| Assistant Professor | Lecturer | 6 | 4.8 |
| | Assistant lecturer | 19 | 15.1 |
| | Demonstrators | 47 | 37.3 |
| | | 54 | 42.9 |
| **Year of experience:** | <5 years | | |
| | 5    - | 54 | 42.9 |
| | 10   - | 27 | 21.4 |
| | >15 years | 35 | 27.8 |
| | | 10 | 7.9 |
| **Mean ( SD )** **Range** | | **7.7 ( 5.1)** **1-20 Years** | |
| **Marital status** | | | |
| | Married | 111 | 88 |
| | Single | 15 | 12 |

Table (1): Describes the personal characteristics of nurse's educators at the faculty of nursing Mansoura University. From the table, the mean age of the studied sample was  31.4 ( 6.2) years,    most of them age group from 30 to 40 years constituted 44.4% and the lowest percent 11.1% of them in age was >40 years. Regarding department the highest percentage 21.4% of nurse's educator's in medical-surgical department and 9.5% in psychiatric department constitute the lowest percent. Concerning job title 42.9% of nurse's educators were for demonstrators, 37.3% for assistant lecturers, 15.1% of them were lecturers and 4.8% for assistant professors. Regarding years of experience 42.9% of the study nurses educators had <5 years, 27.8% of nurses educators ranged from 10 to < 15 years, 21.4% of them ranged from 5 to < 10 years and 7.9% of them had more than 15 years. The mean years of experience of studied sample were  7.7 (5.1).Concerning marital status of the study of nurse's educators, details can be find in Table (2).

### 5.2 Table (2)Total domains of organizational climate of nurses educators (n=126)

| Organizational climate | Always | | Sometime | | Never | | Total | | $\chi^2$ | P-Value |
|---|---|---|---|---|---|---|---|---|---|---|
| | No | % | No | % | No | % | No | % | | |
| Organizational climate consideration | 317 | 20.96 | 646 | 42.73 | 549 | 36.31 | 1512 | 100.0 | 57.23 | .000** |
| Organizational climate intimacy | 106 | 10.6 | 503 | 49.9 | 399 | 39.5 | 1008 | 100.0 | 44.00 | .000** |
| Organizational climate disengagement | 436 | 31.46 | 614 | 44.30 | 336 | 24.24 | 1386 | 100.0 | 72.81 | .000** |
| Organizational climate production emphasis | 408 | 24.91 | 741 | 45.24 | 489 | 29.85 | 1638 | 100.0 | 58.38 | .000** |
| Total | 1267 | 22.85 | 2504 | 45.17 | 1773 | 31.98 | 5544 | 100.0 | 59.77 | .046* |

**Statistical highly significant (p ≤ .001)**

Table (2): Represent  the total domains of organizational climate of nurse educators. From the table   49.9% of nurse educators reported that sometime in organizational climate intimacy, followed by 45.24% of them reported that sometime in organizational climate production emphasis. In addition 44.30% and 42.73% of nurse educators reported that sometime in organizational climate disengagement and organizational climate consideration.  There is highly statistically Significant (P≤0.001) in total domains of organizational climate.

### 5 .3 Table (3): Total domains of organizational commitment of nurses educators (n=126)

| Organizational commitment | Always | | Sometime | | Never | | Total | | $\chi^2$ | P-Value |
|---|---|---|---|---|---|---|---|---|---|---|
| | No | % | No | % | No | % | No | % | | |
| Affective Organizational Commitment | 314 | 41.53 | 320 | 42.33 | 122 | 16.14 | 756 | 100.0 | 30.00 | .000** |
| Continuance Organizational Commitment | 562 | 55.75 | 268 | 26.59 | 178 | 17.66 | 1008 | 100.0 | 56.82 | .000** |
| Normative Organizational Commitment | 575 | 57.04 | 232 | 23.02 | 201 | 19.94 | 1008 | 100.0 | 114.25 | .000** |
| Total | 1451 | 52.35 | 820 | 29.58 | 501 | 18.07 | 2772 | 100.0 | 41.09 | .053 |

**Statistical highly significant (p ≤ .001)**

Table (3): Demonstrat the total domains of organizational commitment. 57.04% of  nurse's educators reported high level in normative organizational commitment, followed by 55.75% of them in continuance organizational commitment, additionally, 41.53% of nurse's educators reported that agree in affective organizational commitment. There is highly statistically Significant (P≤0.001) in total domains of organizational commitment .

**5.4 Table (4): Correlation between dimension of organizational climate and dimension of organizational commitment (n =126)**

| Organizational Commitment | Organizational Climate | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Organizational climate consideration | | Organizational climate intimacy | | Organizational climate dis engagement | | Organizational climate production emphasis | |
| | r | p | r | p | r | p | r | p |
| Affective Commitment | .299** | .001 | .008 | .927 | .182 | .041 | .305** | .001 |
| Continuance Commitment | .128 | .154 | .146 | .104 | .202 | .023 | .400** | .000 |
| Normative Commitment | .005 | .956 | -.142- | .114 | .033 | .712 | .220 | .013 |

**\*\*Correlation is Significant at the 0.01 level (2-tailed).**
**\*\*Correlate is Significant at the 0.05 level (2- tailed).**
Table (4): Show the Correlation between dimension of organizational climate and dimensions of organizational commitment. According to the table there is highly statistically significant correlation between continuous commitment and organizational climate emphasis production (OCEP).

**5.5 Table (5): Correlation between total organizational climate and total organizational commitment (n =126).**

| Variable | | Organizational Climate Total |
|---|---|---|
| Organizational Commitment Total | Pearson Correlation | .267 |
| | Sig. (2-tailed( | .002** |
| | N | 126 |

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

**Table (5):** Shows that the Correlation between total organizational climate and total organizational commitment. According to the table there is a highly statistically significant correlation between total organizational climate and nurse's educator's organizational commitment.

**6. Discussion:**
The concepts of organizational climate and commitment in nursing faculties have been linked to organizational achievement and the attainment of faculty goals. The organizational climate or organizational culture is reflected in an organization's objectives which aim to develop its staff by providing them good working environment and condition, assisting and support them in having job satisfaction, and thus these all will enhance commitment among the staff towards the organization (**Dorgham , 2012**).
In the present study, there was high statistically significant among overall predictors of organizational climate for nurse educators. The total score of organizational climate was the highest in production emphasis, while, the lowest mean score was intimacy of organizational climate.   **(Joseph, 2012)** suggested that work environment that is either directly or indirectly perceived by the staff member who work within the organizational environment that influences and motivates their behavior.
On the same line **(Zakari & Hamadi, 2010)** revealed that the faculty nurse educators reported experiencing an emphasis on production and disengagement was high mean score, while intimacy received the lowest mean score. These findings have implications for the recruitment and retention of nursing faculty. This also agreed with **(Walls,2002)**, who found that the Production emphasis is signified by close supervision of the faculty by the chair, and the chair is known to place the mission and goals of the department above individual faculty concerns.   While, This findings disagree with the **(Thomas,2007)**, who reported that Organizational Climate Descriptive Questionnaire for Higher Education (OCDQ-HE) was used to measure the perceptions of

organizational climate and The results of the study revealed that mean value of Consideration is the highest value reported among the 15 Nursing Faculties and the mean value of Disengagement was the lowest.

The present study indicated that there was high statistical significant difference among all domains of organizational commitment. In this study clarify that the nurse educators reported that the highest mean score present was related to the continuous commitment, followed by normative commitment and the affective organizational commitment was the lowest mean score. This result may be related to the affective commitment is refer to a staff emotional connection and involvement in the organization all of this finding is sometime present in this study is reported by nurse educators. This was disagreed with **(Basri & Idris, 2012)** whom stated that the affective commitment and followed by normative and continuance commitment, respectively. Affective commitment had the highest mean score. This indicates that the nurse educators are happy to continue with colleges, consider institutions' problems as their own, have a strong sense of belonging to these institutions, emotionally attached to colleges, and the institutions have a great deal of personal meaning for them. In addition, the high mean score of nurse educator's organizational commitment can be related to new reforms which have taken place in faculty due to their significant role in providing human resources for different parts of the university. The present study revealed that there was high statistical significant difference between organizational climate and organizational commitment at the faculty of nursing Mansoura University. This result may be related to positive work environment factors which were necessary to encourage or strengthen the evidence of improved commitment in nurse educators or may be related to the commitment of individual nurse educator to organization depend on many reasons presented in the climate of organization as the climate with financial, material, supplies, equipment and other can effect with positive or negative on organizational commitment of nurse educators. This result was supported with **(Manjunath, 2004)** who reported that a positive and significant relationship was observed more congenial the atmosphere more cordial the relations are in organization which leads to greater organizational commitment. Greater the individual commitment greater is his perspective. A similar finding was reported by **(Smith , 2009)** who clarified that just recently completed a study examining the relationship between climate and commitment. The study concluded that professional staff behavior was the best predictor of staff commitment. Perceptions of a positive climate lead to commitment, while perceptions of a negative climate lead to disengagement from one's job. While, these findings are in contrast with findings of **(Singla, 2012)**, who found that correlation analysis reveals the positive correlation among leadership behavior dimensions and staff member commitment and relatively insignificant and negative correlation found between organizational climate on staff commitment, the results concludes that leadership behavior, along with organizational climate, plays a vital role in retaining staff by enhancing their commitment towards the origination, but in small scale enterprises, leader's behavior is more important than the climate.

**7 Conclusion**

There is a statistical significant positive correlation between nurses educators organizational climate and organizational commitment at Faculty of Nursing Mansoura University. Also, there are statistical significant correlation between domains of both organizational climate and organizational commitment.

**8. Recommendation:**

In the light of study findings, it is recommended that:-An initial suggestion for future research is a replication of this study across the comparison of those findings and the findings of this research would provide a better understanding of the phenomena studied. Above all, organization managements should provide necessary facilities, conducive organizational climate and take actions that cater for the welfare of the workers to improve organizational commitment. Nurse Educators should be involved in the decisions that affect their work. Suggested strategic plan should be implemented to enhance the strength point and improve the weakness point related to the organizational climate and organizational commitment at the Faculty of Nursing Mansoura University.

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