The Perceived Roles of Nursing Deans in Supporting Organizational Climates and Promoting Faculty Members' Job Satisfaction

*Majd T. Mrayyan, * Salwa Obeisat, Kawkab Shishani and Israa Khasawneh*

Abstract

Objectives: This study aimed at assessing the roles of nursing deans in supporting organizational climates and promoting faculty members' job satisfaction. The relationships between the two concepts were also explored. Moreover, this research examined the concepts of organizational climate and faculty members' job satisfaction in relation to sample's characteristics of: gender, marital status, time commitment, academic rank, level of education, years of appointment at the university, age, years of experience in teaching, years of experience in clinical nursing, number of faculty members at the nursing school, number of students enrolled/ year as perceived by faculty members, and total salary.

Methods and Sample: In 2004 and after getting the approvals of the nursing deans, data were collected using survey method over two months. A convenient sample of 82 faculty members was recruited from 5 public universities. The response rate was 59%.

Results: Nursing faculty members perceived that it "often occurs" that the nursing deans create supportive organizational climates. Also, faculty members were "neutral" in their opinions about the roles the nursing deans have in promoting their faculty members' job satisfaction.

Conclusions: Deans have effective roles in creating supportive organizational climates, and promoting their faculty members' job satisfaction; however, these roles should be expanded.

Keywords: Deans, Organizational Climate, Job Satisfaction, Faculty, Nursing.

Introduction

Deans are responsible for creating organizational climates that would help faculty members to achieve their multiple roles. Deans are responsible for developing work climates conducive to motivating faculty members, which would promote faculty members' job satisfaction,[1] and in turn their intent to stay at their jobs.[2-4]

In the literature, it is evident that job satisfaction promotes job retention. However, there were few studies about the influence of organizational climate on faculty members' job satisfaction.[2-9]

The Hashemite University, Faculty of Nursing, Zarqa, Jordan.
* Correspondence should be addressed to:
Majd T. Mrayyan, PhD, RN
P.O. Box 150459, Zarqa- 13115- Jordan.
E- mail: mmrayyan@hu.edu.jo.

In Jordan, there are 5 public and 5 private universities that provide a bachelor's degree in nursing. Also, there are more than 15 nursing schools that provide an associate degree in nursing (AD). The graduates with ADs are currently able to obtain their bachelor's degree through bridging programs at various public and private universities. [10]

Not limited to public universities, there are 207 nursing personnel in the educational system in Jordan including Non-Jordanians. Of this taskforce, there were 40 personnel with PhDs and 102 with MSc degrees. Of these personnel, there were 160 (77.3%) female and 47 (22.7%) male faculty members.[11]

Although, it has nothing to do with the deans' roles, it is mindful to mention that to meet the increasing demands for faculty in Jordan, some members have to drive for long distances or use the public transportation to reach their jobs, which may indicate poor organizational climates, and in turn low job satisfaction. Moreover, as compared to the salaries of faculty members in some countries, the salaries of Jordanian faculty members are relatively low, thus the turnover rates are high.

This study was undertaken to examine the perceived roles of the nursing deans in supporting the organizational climates at their Schools of Nursing and promoting their faculty members' job satisfaction.

Research Questions

In the current study, five research questions were posed:
1. What are the perceived roles of nursing deans in supporting the organizational climates at the Schools of Nursing?
2. What are the perceived roles of nursing deans in promoting their faculty members' job satisfaction?
3. What are the relationships between the organizational climates at the Schools of Nursing and sample's characteristics?
4. What are the relationships between nursing faculty members' job satisfaction and sample's characteristics?
5. What is the relationship between faculty members' perceptions of the organizational climates at the Schools of Nursing and their perceptions of faculty members' job satisfaction?

Significance of the Study

Worldwide, the teaching environment is rapidly changing. To adapt to changes of academia, supportive organizational climates that influence faculty members' job satisfaction of are needed.[2,12,13] Not being limited to nursing, deans are concerned about faculty members' excellence in teaching. Regardless of their specialty, deans and chairpersons are responsible for creating organizational climates that motivate their employees and enhance their job satisfaction.[14]

In non-nursing studies, dean's leadership behavior is a significant determinant of organizational climate. [1, 15] There were few studies about: 1) organizational climate in nursing education, and 2) the roles of nursing deans in promoting supportive climates that are conducive to faculty members' job satisfaction.[2-4,7,9]

Nursing faculty members have multiple roles. Their primary role is to educate nursing students. Also, faculty members are expected to conduct research, and be involved in community services.

These roles could be conflicting and may result in job dissatisfaction and turnover.[7,14] These negative impacts that would influence the quality of the higher nursing education.[13, 14, 16]

In Jordan, this is the first nursing study that explores the roles of nursing deans in creating supportive organizational climates, and promoting the job satisfaction of their faculty members.

Literature Review

Faculty members' satisfaction and the recruitment of qualified personnel in academic jobs increase the integrity of the higher education system. In results, the reputations of Schools of Nursing, the faculty members' commitment to the organization, and the learning environment for students are enhanced.[16]

Organizational Climates

For the first time, the concept of organizational climate was described in the late 1950s. Organizational climates characterize properties of an organization and influence members' attitudes and behaviors.[1]

Organizational climates in academic settings have four domains: 1- consideration: characterized by the dean's supportive roles toward faculty; 2- intimacy: refers to satisfying the social needs; 3- disengagement: related to fractionalization within the faculty; and 4- production: emphasis associated with close supervision of the faculty.[17]

There are multiple variables that are conducive for supportive organizational climates: 1- fairness: the extent to which employees perceive their workplace to be equitable and free of bias; 2- safety: the extent to which employees perceive their workplaces as safe and free of physical dangers; 3- support: the amount of perceived emotional support employees feel from

their organizations; 4- communication: the accuracy and openness of information exchange; 5- tolerance for risk: the degree to which organizations' managers encourage bold actions, risks, and independence of thought from employees; 6- flexibility: the degree of adaptability and tolerance for ambiguity in an organization; and 7- continuous learning: perceptions of training and development opportunities in one's organization.[2-9,18]Johnsrud and colleagues (2000)[19] found that organizational climate-related items are trust, communication, guidance, feedback and recognition of competence from supervisors. All these variables would influence other perspectives of the job such as satisfaction and quality.

Faculty Members' Job Satisfaction and the Influence of Organizational Climates

Job satisfaction is the degree to which employees enjoy their work.[19] Job satisfaction can make a difference in keeping qualified workers on the job, but little research has been conducted focusing specifically on nursing faculty.[7] Studies on higher education have shown that several work-related variables exert positive and significant influences on job satisfaction. These variables include a supportive organizational culture, teamwork, relationships with colleagues and superiors, worker autonomy, and self-fulfillment.[20] If these variables are important to various organizations, these variables should be considered as millstones in academic settings.

Organizational climate influences faculty members' job satisfaction.[2-4,8,18] Many variables were reported to influence both concepts together. These variables include leadership roles, role ambiguity and thus conflict, organizational characteristics, and professional autonomy.[5,13-15,18,21-23] Volkwein and colleagues (2000)[20] examined the administrative job satisfaction at both public and private universities.

The researchers reported that job insecurity, stress, and pressure had a significant negative impact on overall satisfaction. On the other hand, teamwork, recognition, advancement, feelings of independence, and social and professional relationships with colleagues and supervisors had a significant positive impact on overall satisfaction.

The relationship between organizational climate and job satisfaction provide strong evidence of the importance of these concepts in the workplace. Thus, nursing deans should focus on issues of recognition, respect, peer relationships, and supportive communication between faculty members in order to produce positive or balanced organizational climates that facilitate faculty members' loyalty, commitment, and trust. [7]

Deans' Roles

The majority of research examining organizational climates in higher education has focused on faculty members and students' perceptions but not on the deans' roles [19,20]. Moreover, the literature had few studies about the roles of nursing deans in creating supportive organizational climates and promoting the job satisfaction of their faculty members.[2-9,18,20] Autonomy, leadership styles, and organizational variables are positive aspects of organizational climate; these variables influence positively faculty members' job satisfaction. These particular areas require the immediate attentions of all nursing deans.

In all specialties, deans are the major blocks of institutions of higher education. Creating supportive organizational climates and promoting faculty members' job satisfaction are important roles that the nursing deans should assume. Supportive organizational climates and high faculty members' job satisfaction are important milestones in the quality of education, retention, work commitment, and faculty members' quality of life.[13,19,22,24-28]

Nursing deans should be effective in creating innovative learning environments for their students[9,25,16], as these environments is one of the positive aspects of organizational climates.

The results of this study will be used to design interventions that create supportive work environments at academic settings. These interventions would reflect positively on many aspects of academia such as faculty members' job satisfaction and the quality of higher education.

Methods

Research Design: A descriptive design was used to conduct this study in 5 public universities in Jordan. Because it is the official language of nursing education in Jordan, the questionnaires were administered using the English language. The total number of faculty members who were employed at the Schools of Nursing was obtained from the nursing deans themselves. Nursing deans reported high turnover rates reached 40% at some schools. Thus, the total number of the possible participants was 140. The recruited sample consisted of faculty members who held full time positions such as professors, associate professors, assistant professors, or instructors.

Research Instruments

In several studies, faculty members' job satisfaction was measured using the Job Description Index (JDI).[6,18] This instrument has subscales: the job, pay, promotion, co-workers, and direct supervision. The JDI was used in a study that examined the relationship between the job satisfaction of nursing faculty members and their perceived levels of role conflict and role ambiguity.[18] In another study using the JDI, Donohue (1986)[6] assessed the relationship between organizational climate and the job satisfaction of nursing faculty members. Organizational climate was measured by the Organizational Climate Description Questionnaire (OCDQ).

The OCDQ has 4 subscales: disengagement, hindrance, esprit, and intimacy. The behavior of the leader was measured on 5 subscales: aloofness, production emphasis, thrust, consideration, and job satisfaction. The subscales of disengagement, hindrance, aloofness, and production emphasis were negatively correlated with JDI scores. The esprit of faculty had the largest effect size on job satisfaction.

In the current study, the Organizational Climate Description Questionnaire (OCDQ) was used to measure the organizational climate at nursing schools of 5 governmental universities.[29] Organizational climate was defined as "a set of measurable properties of the work environment, perceived directly or indirectly by people who live and work in the [work environment], and assumed to influence their motivation and behavior."[30]

The OCDQ [29] consists of 50 items rated on a 4-point Likert scale as: 1= rarely occurs, 2= sometimes occurs, 3= often occurs, and 4= very frequently occurs. These items are grouped into 6 major concepts: 1- Supportive dean's behavior that is directed toward both the social needs and task achievement of faculty. 2- Directive dean's behavior is rigid dominating behavior. The dean maintains close and constant monitoring over virtually all aspects of faculty behavior in the school. 3- Restrictive dean hinders rather than facilitates faculty members' work. The dean burdens faculty members with paperwork, committee, and other demands that interfere with their teaching responsibilities. 4- Collegial faculty's behavior supports open and professional interactions among faculty members; faculty members like, respect, and help one another both professionally and personally. 5- Committed faculty's behavior is directed toward helping students to develop both socially and intellectually; faculty member's work extra hard to insure students' success in school. Finally, 6- Disengaged faculty's behavior signifies a lack of meaning and focus to professional activities.

Faculty members simply are putting in their time; in fact, they are critical and unacceptable of their colleagues.

A pilot study was conducted to assess the psychometric measures of instruments used in this research, as well as their applicability in the Jordanian academic settings. On the original scale, the reliability scores of the organizational climate subscales were relatively high: supportive (.96), directive (.88), restrictive (.89), collegial (.90), committed (.93), and disengaged (.87). The instrument had a construct validity that was established by using factor analysis technique. [29] In the current research, the pilot study indicated that the reliability of the whole scale was .91, and the scores of each subscale were: supportive (.75), directive (.89), restrictive (.81), collegial (.81), committed (.65), and disengaged (.70).

To measure nursing faculty members' job satisfaction, a 16-item Nursing Faculty Satisfaction Questionnaire (NFSQ) was used. Based on the literature review, the NFSQ was developed by the first author of the current research. [5,6,14,15,18,22,23] The scale is a 5-point Likert scale rated as: 1= very dissatisfied, 2= moderately dissatisfied, 3= neither satisfied nor dissatisfied, 4= moderately satisfied, and 5= very satisfied.

Conceptually, nursing faculty members' job satisfaction is the degree to which employees are happy with their jobs.[26] The content validity of the NFSQ was established based on the literature review and expert panel review. [31] Five nursing faculty members were the expert panel that judged the content validity, and found it to be satisfactory. In the pilot study, the reliability of the scale was addressed by correlating each of the 16 items with the total item score. Because there was a total of 16 items only, the concept of negative correlation versus positive correlation (internal consistency of the items) was used instead of setting a predetermined level of coefficient alpha of at least.70.[31]

In the current research, the Cronbach's Alpha for the NFSQ was .85, which demonstrates a high internal consistency. The concurrent validity of NFSQ was checked using Pearson Coefficient Correlation to examine the relationship between NFSQ score and organizational climate description score. A significant and positive relationship was found (r = .85, p = .001).

Developed by the first author of the current research, sample's characteristics of personal demographics of faculty members and organizational factors were measured by a 12-item questionnaire. This scale consists of: gender, marital status, time commitment, academic rank, level of education, years of appointment at the university, age, years of experience in teaching, years of experience in clinical nursing, number of faculty members at the nursing school, number of students enrolled/ year as perceived by faculty members, and total salary.

Data Collection Procedures and Ethical Considerations

An approval to conduct the study was obtained from the research committee at the university where the researchers are currently working. Also, permissions to collect the data were obtained from the nursing deans. It was important to guarantee the anonymity of the respondents; faculty members were not asked to write their names on the questionnaire. To isolate the instrument from the deans, a research assistant collected back the questionnaires.

The scale was piloted with 15 faculty members before the actual data collection took place, and no modifications were needed. In 2004 and over two months, a package including: an introductory letter guaranteeing confidentiality, a job satisfaction instrument, an organizational climate questionnaire, and a sample's characteristics questionnaire was sent to each faculty member through their deans.

Follow up phone calls were made to make sure that the questionnaires were received. Also, reminders were initiated by phone calls and personal communication. Of a potential 140 participants, a convenient sample of 82 subjects was recruited. The response rate was 59%, which was higher than the general mailed response rate of 30%. [31] Most of the faculty members did not object to answer to the questionnaire, which took less than 20 minutes to be completed.

Data Analyses

The questionnaires were analyzed using descriptive and inferential statistics. The SPSS version 11 was used to analyze the data.[32] Data were analyzed at a predetermined alpha level of .05. A number of data analyses procedures were used including means, standard deviations, Pearson product moment correlations, and stepwise regressions.[32] Stepwise regressions procedure was used to estimate the relationship between the dependent variable of faculty members' job satisfaction and the independent variable of organizational climate.

Results

Characteristics of the Sample

Almost, 78% of the sample were females, more than half of them were married (64.2%), and holding master's degree in nursing (59.8%). The majority of the participants were appointed at the different public universities for less than five years (70.8%) and were young (71.9%) (average age was 29.5 years). Many of the participants were clinical instructors (82.9%). Almost half of the participants had less than five years experience in clinical nursing (51.3%). In each School of Nursing, nearly, 50% of the sample perceived that the total number of faculty was 41 and above, and 52 % of the faculty members perceived that the number of enrolled students per year was 301 and above. About 50% of faculty members were paid monthly $714 (46.9%).

The first research question assessed the perceived roles of the nursing deans in supporting the organizational climates. On a 4-point Likert scale, the overall mean of organizational climate was 2.59, which indicates that nursing faculty members perceived that it "often occurs" that nursing deans support the organizational climates at their schools.

The highest three means of each organizational climate subscale are shown in table (1). The highest percentage of faculty members perceived the dean's supportive behavior was directed toward both the social needs and task achievement of faculty members ($\overline{X} = 2.87$), and the faculty's committed behavior was directed toward promoting students' social and intellectual development ($\overline{X} = 2.82$). The lowest reported means were related to faculty's disengaged behavior toward a lack of focus toward professional activities ($\overline{X} = 2.14$), and dean's directive behavior toward close supervision and dominating behaviors ($\overline{X} = 2.58$).

The second research question assessed the perceived roles of the nursing deans in promoting the job satisfaction of their faculty members. On a 5-point Likert scale, the total mean of faculty members' job satisfaction was 3.07, which indicates that faculty members were "neutral" in their opinions about the roles of their deans in promoting faculty members' job satisfaction.

The highest three means of faculty members' job satisfaction are shown in table (2), and were: satisfaction about dean's expectations ($\overline{X} = 3.46$), level of support for teaching at university ($\overline{X} = 3.30$), and level of support for teaching at Schools of Nursing ($\overline{X} = 3.28$). On the other hand, the lowest means were: satisfaction about changes that occur at the university to support research ($\overline{X} = 2.86$), satisfaction about salary ($\overline{X} = 2.80$), and satisfaction about the clarity of role ($\overline{X} = 2.80$) (Table 2).

The third research question focused on the relationships between the organizational climates at Schools of Nursing and sample's characteristics. Correlations were done based on the total score of organizational climates, only years of experience in clinical nursing (r=.22) (p = .04), and the number of faculty at nursing school (r=-.24) (p = .02) were significantly related to organizational climates. These correlations were significant at alpha of .05.

The fourth research question focused on the relationships between faculty members' job satisfaction and sample's characteristics. There were no significant correlation between the total score of faculty members' job satisfaction and any of sample's characteristics. Generally, the level of satisfaction of the faculty members was low (Table 2). That is, very few faculty members reported satisfaction with support for teaching (14.8%), the job itself (7.8%), leadership style of the dean (18.5%), salary (8.5%), and clarity of own roles (12.2%).

The fifth research question explored the relationship between organizational climate and faculty members' job satisfaction. Because of small sample size, with caution, stepwise regressions were performed to assess the relationships between the total score of faculty members' job satisfaction and the individual items of organizational climate scale. The following variables predicted faculty members' job satisfaction: 1- The deans' corrections of mistakes (R^2 change= .25, p = <.001); strong sense of social support among colleagues (R^2 change= .14, p = <.001); assigning excessive nonteaching duties for faculty (R^2 change= .14, p = <.001); deans' appreciation of faculty members (R^2 change= .03, p = <.001); and group's pressure of nonconforming faculty members (R^2 change= .04, p = <.001) (Table 3).

Table 1. Means, Standard Deviations, and Frequencies of the Perceived Roles of Nursing Deans in Supporting Organizational Climates (N=82).

Variables of Organizational Climates	$\overline{X}$	S.D.	N (%) 1	N (%) 2	N (%) 3	N (%) 4
Supportive Dean's Behavior						
The dean sets an example by working hard himself/herself	3.20	.81	3 (3.7)	11 (13.6)	33 (40.7)	34 (42.0)
The dean accepts and implements ideas suggested by faculty members	3.03	.82	3 (3.7)	17 (21.0)	35 (43.2)	26 (32.1)
The dean listens to and accepts faculty s' suggestions	3.00	.98	7 (8.5)	18 (22.0)	25 (30.5)	32 (39.0)
Committed Faculty's Behavior						
Faculty members are committed to helping their students	3.17	.71	2 (2.4)	9 (11.0)	44 (53.7)	27 (32.9)
Faculty members provide extra help to students who need help	3.09	.76	-	20 (24.4)	34 (41.5)	28 (34.1)
Faculty members "go the extra mile" with their students	3.09	.66	-	14 (17.3)	45 (55.6)	22 (27.2)
Directive Dean's Behavior						
The dean corrects faculty members' mistakes	2.63	.77	5 (6.1)	30 (36.6)	37 (45.1)	10 (12.2)
The dean monitors everything faculty do	2.63	.80	7 (8.5)	26 (31.7)	39 (47.6)	10 (12.2)
The dean supervises faculty closely	2.60	.74	5 (6.1)	30 (36.6)	39 (47.6)	8 (9.8)
Collegial Faculty's Behavior						
The faculty members help and support each other	2.90	.71	3 (3.7)	16 (19.8)	48 (59.3)	14 (17.3)
Faculty members respect the professional competence of their colleagues	2.86	.83	7 (8.6)	13 (16.0)	45 (55.6)	16 (19.8)
The interactions between team/unit members are cooperative	2.80	.73	5 (6.3)	16 (20.0)	49 (61.3)	10 (12.5)
Disengaged Faculty's Behavior						
The faculty members are polite to one another	3.02	.85	5 (6.3)	13 (16.3)	37 (46.3)	25 (31.3)
Faculty members like to hear gossip about other staff members	2.13	.82	20 (25.0)	31 (38.8)	27 (33.8)	2 (2.5)
Faculty members make "wise cracks" to each other during meetings	2.32	.84	13 (16.0)	36 (44.4)	25 (30.9)	7 (8.6)
Restrictive Dean's Behavior						
Faculty members are burdened with busy work	2.96	.97	7 (8.8)	18 (22.5)	26 (32.5)	29 (36.3)
Routine duties interfere with the job of teaching	2.79	.94	9 (11.1)	19 (23.5)	33 (40.7)	20 (24.7)
Assigned non-teaching duties are excessive	2.76	1.03	11 (13.8)	21 (26.3)	24 (30.0)	24 (30.0)

Table 2. Means, Standard Deviations, and Frequencies of the Perceived Roles of Nursing Deans in Promoting Faculty Member' Job Satisfaction (N=82).

Variables of Job Satisfaction	$\overline{X}$	S.D.	N (%) 1	N (%) 2	N (%) 3	N (%) 4	N (%) 5
Satisfaction about dean's expectations	3.46	1.10	4 (4.9)	12 (14.6)	23 (28.0)	28 (34.1)	15 (18.3)
Level of support for teaching at university	3.30	1.07	3 (3.7)	18 (22.2)	22 (27.2)	27 (33.3)	11 (13.6)
Level of support for teaching at faculty	3.28	1.15	5 (6.2)	18 (22.2)	19 (23.5)	27 (33.3)	12 (14.8)
Level of satisfaction about current job	3.26	1.01	1 (1.2)	23 (28.0)	19 (23.2)	31 (37.8)	8 (9.8)
Satisfaction about the job itself	3.26	1.03	2 (2.4)	21 (25.6)	20 (24.4)	31 (37.8)	8 (9.8)
Satisfaction about interaction with co-workers	3.24	.88	-	19 (23.5)	28 (34.6)	29 (35.8)	5 (6.2)
Satisfaction about dean's leadership style	3.16	1.30	12 (14.8)	12 (14.8)	23 (28.4)	19 (23.5)	15 (18.5)
Satisfaction about the place where the university located	3.13	1.41	15 (18.3)	13 (15.9)	18 (22.0)	18 (22.0)	18 (22.0)
Level of support for research at the faculty	3.04	2.44	14 (17.1)	18 (22.0)	27 (32.9)	13 (15.9)	9 (11.0)
Satisfaction about autonomy	3.01	1.07	4 (4.9)	28 (34.1)	19 (23.2)	25 (30.5)	6 (7.3)
Satisfaction about direct supervision	3.03	1.03	5 (6.1)	22 (26.8)	25 (30.5)	25 (30.5)	5 (6.1)
Level of support for research at the university	3.00	1.14	8 (9.8)	20 (24.4)	27 (32.9)	18 (22.0)	9 (11.0)
Satisfaction about changes that occur at the university to support teaching	2.96	.99	4 (5.2)	23 (29.9)	26 (33.6)	20 (26.0)	4 (5.2)
Satisfaction about the rules of promotion	2.91	.94	3 (3.7)	28 (34.1)	27 (32.9)	21 (25.6)	3 (3.7)
Satisfaction about changes that occur at the university to support research	2.86	1.14	9 (11.1)	25 (30.9)	22 (27.2)	18 (22.2)	7 (8.6)
Satisfaction about salary	2.80	1.26	16 (19.5)	19 (23.2)	19 (23.2)	21 (25.6)	7 (8.5)
Satisfaction about the clarity of role	2.80	1.24	11 (13.4)	29 (35.4)	17 (20.7)	15 (18.3)	10 (12.2)

Table 3. Stepwise Multiple Regression of Total Score of Faculty Members' job Satisfaction and the Individual Items of Organizational Climate Scale (N=82).

Variables of Organizational Climate	Multiple R	Squared R	Squared R Change	F-Value To Enter	DF	Sig.
The dean corrects faculty members' mistakes	.503	.253	.253	19.97	1/59	< .001
Faculty members provide strong social support for colleagues	.633	.400	.147	19.34	1/58	< .001
Faculty members are assigned excessive nonteaching duties	.735	.540	.140	22.33	1/57	< .001
The dean shows appreciation to faculty	.757	.574	.033	18.84	1/56	< .001
Faculty members exert group pressure on nonconforming faculty members	.785	.616	.042	17.66	1/55	< .001

Discussion and Implications

In the nursing literature, there were few published studies about the roles that nursing deans assume in supporting the organizational climates, and promoting their faculty members' job satisfaction.[2-4,7,19]

Consistent with the findings of Mosser and Walls (2002)[1] and Volkwein and colleagues (2000),[20] the perceptions of faculty members about the roles of nursing deans in promoting their faculty members' job satisfaction are influenced by faculty members' perceptions about the organizational climates at their schools.

The results of this research indicated the need to increase dean's supportive behaviors of, and faculty's committed and collegial behaviors in order to promote positive perceptions of organizational climates. On the other hand, there are urgent needs to decrease dean's directive and restrictive behaviors, and faculty's disengaged behaviors because these behaviors may influence negatively faculty members' perceptions of organizational climates.

Several factors appear to influence faculty members' perceptions of organizational climates. Years of experience and the size of the institution influence organizational climates.[1] The longer the years of worker's experience are, the higher their autonomy levels could be. In turn, faculty members may have higher perceptions about the organizational climates at their schools, and in turn faculty members' job satisfaction could be high.

Worldwide, the majority of faculty members work as nurses before they assume academic positions; therefore, years of experience in clinical nursing appear to influence the perceptions of faculty members about the roles of their nursing deans in supporting organizational climates.

At large schools, more staff are available, which may decrease workload per individual[33], and in turn would increase staff's satisfaction and retention. The results of this study have implications for practice and research.

Implications for Practice

The nursing deans might explore how they generally initiate supportive organizational climates to influence faculty members' job satisfaction. In the current study, faculty members' job satisfaction was influenced by their perceptions of the organizational climates.[2-4] Autonomy enhances job satisfaction. It is well known that nurses are dissatisfied in their work and ask for more autonomy.[21,34] Dean's directive behavior and the faculty's disengaged behavior should be modified. The close supervision imposed by the deans will limit the autonomy of their faculty members. Faculty's disengaged behavior can be controlled by using clear communication. Minimizing dean's directive behaviors and eliminating faculty's disengaged behaviors are needed to promote positive perceptions of organizational climates.

In this research, faculty members were not sissified with their salaries. Financial inadequacy was reported as a predictor of job dissatisfaction.[35,36] Adaptable salary scales and equitable promotion opportunities are needed. In many institutions, salary scale is linked to promotion rules.[33] Salary and promotion opportunities are linked to academic ranks. These two variables are important variables to promote faculty members' job satisfaction.[35]

Mosser and Walls[1] reported a significant relationship between organizational climate and the leadership style of nursing deans. In turn, deans' leadership style will influence faculty members' job satisfaction. As shown in this research, role conflict and role ambiguity have significant effects on job satisfaction.

Nurse educators have multiple roles, [14] thus sources of conflict should be minimized.

As indicated in the stepwise regression, almost 62% in the variance of faculty members' job satisfaction was attributed to some variables of organizational climate. The deans should fix their faculty members' mistakes rather than using the culture of "who did the mistake and what punishment measures to be used?" Beyond this, initiating social climate and appreciation culture, limiting excessive nonteaching activities, and controlling for nonconforming faculty members are very crucial measures to promote nurses' job satisfaction. Because of these interventions, faculty members' job satisfaction may increase, which is important to the quality level of higher education.

The results of this study may suggest the use of "recruitment committees" when selecting new deans which is consistent with the suggestion of Mosser and Walls (2002).[1] Members of this committee may wish to structure their interview questions in ways that address the concepts of organizational climate and job satisfaction.

Implications for Research

Organizational and personal characteristics appear to determine variables of organizational climate and nursing faculty members' job satisfaction. Thus, further research is needed to explore indepth the effect of these variables on the studied concepts. Also, additional research about nursing faculty members' job satisfaction is needed to address the effect of various variables such as role conflict and ambiguity, professional autonomy, leadership traits, and other psychological, sociological and personality variables on the perceptions of organizational climate. Knowledge is power and a source of motivation.[37] Thus, various organizational strategies that increase nursing research should be explored.

These strategies include but are not limited to affording free access to Internet and various national and international journals, and encouraging multi-disciplinary research projects in the current areas of interest.

Limitations of the Study

Using a convenient sample of 82 nursing faculty members was a major limitation of this study. Thus, a larger and random sample is warranted in future longitudinal studies. Also, private universities should be included to compare different settings and academic ranks. A second limitation was asking the nursing deans to identify the number of subjects. The official roster should be used to obtain the possible population. Deans themselves have to be assessed rather than studying the concepts of interest from the point views of nursing faculty.

Based on the Jordanian culture, the assessment of organizational climate and faculty members' job satisfaction were difficult; such assessment could be understood as challenging the nursing deans. Some deans were autocratic and extremely directive, thus the isolation of the returned questionnaire from the deans could not be totally guaranteed.

The response rate of the current study was relatively low, which could be related to the fact that data collection took place during a period of high turnover at 2 public universities.

Summary and Conclusions

Although additional research is warranted, the present findings suggest that nursing deans should make greater efforts to develop their effective roles in creating supportive organizational climate, and promoting their faculty members' job satisfaction.

There were significant relationships between the organizational climate and their faculty members' job satisfaction. As perceived by the nursing faculty members, the highest reported means of organizational climates were dean's supportive behavior of and faculty's committed behavior. Also, faculty members reported that the lowest means of organizational climates were dean's directive behavior and faculty's disengaged behavior.

Years of experience in clinical nursing and number of faculty members at Schools of Nursing tended to influence the perceptions of faculty members about the roles of nursing deans in supporting the organizational climates. The perceptions of faculty members about the roles of the deans in promoting the job satisfaction of faculty members appeared to be influenced by some aspects of organizational climates such as using supportive approaches by the deans to fix faculty members' mistakes rather than using punitive actions.

The roles of deans in creating positive organizational climates and promoting their faculty members' job satisfaction have not been well studied. Thus, future studies are warranted to explore thoroughly the phenomena of interest.

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