

The Impact Of Organizational Climate On Job Performance Of The Teaching Staff In The University Of 8 Mai 1945, Guelma - Faculty Of Economic, Commercial And Management Sciences As A Model-

تأثير المناخ التنظيمي على الأداء الوظيفي لهيئة التدريس بجامعة 8 ماي 1945، قلمة - كلية العلوم الاقتصادية والتجارية وعلوم التسيير أنموذجاً -

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Abstract:

This study aimed at identifying the impact of the prevailing organizational climate in the Faculty of Economic, Commercial and Management Sciences of the University of 8 Mai 1945 Guelma with its various dimensions, on the job performance of the teaching staff during the academic year 2020/2021. In order to answer the problem of the study, the descriptive approach was used to analyze a questionnaire that was distributed to a random sample of 36 permanent teachers, using the statistical package SPSS 25.00. The research concluded that the prevailing organizational climate in the Faculty of Economic, Commercial, and Management Sciences affects the job performance of the teaching staff positively, especially the dimensions of the organizational structure and participation in decision-making, which had a significant impact. Accordingly, the study recommends the need to strengthen the organizational climate and elevate it to positive and healthy levels, in order to raise the effectiveness of performance and achievement of the teachers.

Keywords: organizational climate; job performance; university; teaching staff.

JEL Classification Codes: M14, O15, I23.

ملخص:

هدفت هذه الدراسة إلى تحديد تأثير المناخ التنظيمي السائد في كلية العلوم الاقتصادية والتجارية وعلوم التسيير بجامعة 8 ماي 1945 قلمة، بأبعاده المختلفة، على الأداء الوظيفي لهيئة التدريس خلال السنة الجامعية 2021/2020. ومن أجل الإجابة على إشكالية الدراسة، تم استخدام المنهج الوصفي لتحليل استبيان تم توزيعه على عينة عشوائية من 36 أستاذ دائم، باستخدام برنامج الحزم الإحصائية SPSS 25.00. بناءً على ذلك، توصلت الدراسة إلى أن المناخ التنظيمي السائد بالكلية محل الدراسة يؤثر إيجاباً على أداء هيئة التدريس، خاصة بعدا الهيكل التنظيمي والمشاركة في اتخاذ القرار، التي كان لها تأثيراً معنوياً. وبناءً على ذلك، أوصت الدراسة بضرورة تعزيز المناخ التنظيمي ورفعته إلى مستويات إيجابية وصحية، من أجل رفع فعالية الأداء وتحقيق الانجاز لدى الأساتذة.

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INTRODUCTION:

Organizational climate is one of the novel topics that have spread in administrative studies since the second half of the 21st century, and the aim behind studying it is to understand the behavior of the organization members and the environment in which they work. Studies have shown that the existence of a proper environment inside the corporation contributes to the growth and development of the performance of individuals due to its vital role in influencing some related variables such as job satisfaction and regulatory compliance.

As such, the organizational climate is considered one of the administrative variables that have received a high degree of attention and effort from the researchers, considering the close relationship it has with other organizational elements. Chief among these is job performance of human resources, which is considered one of the critical factors that control the success or failure of organizations. Therefore, working on it should be a top priority in order to achieve excellence for the corporation's performance in the contemporary business environment.

Numerous university institutions, like any other institutions, have paid special attention to providing appropriate working conditions, aiming at raising the morale of their employees and pushing them to achieve the planned goals efficiently and effectively. Accordingly, it was a necessity to provide an appropriate organizational climate, and achieve a quality of working life in universities to motivate human resources to work, including the teaching staff.

Multiple studies have attempted to determine the impact of organizational climate on enhancing the job performance of professors in universities. Some of these studies were relied upon in building the current study, including:

The study of **Anwar et al (2020)**, aimed to Find out impact of organizational climate on Job performance of public university teachers in Khyber Pakhtunkhwa, through the use of a questionnaire as a research tool distributed to a sample of 404 university professors, finally, the study concluded that organizational climate and job performance of teachers are moderate positive correlated at higher education level in Khyber Pakhtunkhwa Pakistan.

The study of **Selamat et al (2013)**, which aimed to examine the influence of organizational climate on teachers' job performance of secondary school teachers in the district of Klang, Where a quantitative method was used, and the data were collected from 37 academics, therefore, the study found that the organizational climate was found to be a significant factor that could affect teachers' job performance. In terms of organizational climate dimensions

The study of **Rangarajan and Saravanan (2021)**, which examined the factors of organizational climate that impact of job performance among the government school teachers in Chennai city, A questionnaire was utilized as a data collection tool, and a total of 170 lecturers were selected. The study found that the levels of all organizational climate

dimensions were low level, additionally, the dimensions of organizational climate hindrance and thrust found as vital factors in improving the government teachers' job performance.

The current research aligns with the previous studies in the main objective, which is to investigate the impact of the organizational climate on job performance, as well as the similarity in the methodology and tools of research. With regard to the differences, the current study differs from the previous studies in some dimensions of the independent variable, as we relied on 8 dimensions of the organizational climate, which are: Organizational climate represented in: organizational structure, communication systems, leadership style, participation in decision-making, training, incentive systems, technology, work systems and procedures. It also differs in the temporal and spatial conditions as the current study takes place in Algeria in the Faculty of Economic, Commercial, and Management Sciences of the University of 8 Mai 1945 Guelma.

Research Problem

The Faculty of Economic, Commercial, and Management Sciences of the University of 8 Mai 1945 Guelma is no exception, and does not deviate from the framework of these proven scientific facts. However, it is a must to carry out a systematic scientific investigation to find out the nature of influence of the prevailing organizational climate in the faculty on the performance of its teaching staff. Correspondingly, we could specify the research problem in the form of the following question:

- ❖ **How does the prevailing organizational climate affect the job performance of the teaching staff at the Faculty of Economic, Commercial, and Management Sciences of the University of 8 Mai 1945 Guelma?**

From this main question, a number of sub-questions can be derived as follows:

- Does the organizational structure affect the job performance of the teaching staff at the faculty of study?
- Does the leadership style affect the job performance of the teaching staff at the faculty of study?
- Does communication systems affect the job performance of the teaching staff at the faculty of study?
- Does participation in decision-making affect the job performance of the teaching staff at the faculty of study?
- Does incentive affect the job performance of the teaching staff at the faculty of study?
- Does training affect the job performance of the teaching staff at the faculty of study?
- Does technology affect the job performance of the teaching staff at the faculty of study?
- Do work systems and procedures affect the job performance of the teaching staff at the faculty of study?

Hypotheses

As an initial answer to the problem of study and raised questions, we suggest the following main hypothesis:

- ❖ **There is a statistically significant effect of the organizational climate on the job performance of the teaching staff at the Faculty of Economic, Commercial, and Management Sciences of the University of 8 Mai 1945 Guelma, at a level of significance $\alpha = 0.05$.**

This, in itself, is divided into 8 sub-hypotheses:

- There is a statistically significant effect of the organizational structure on the job performance of the teaching staff at the faculty of study at a level of significance $\alpha = 0.05$.
- There is a statistically significant effect of the leadership style on the job performance of the teaching staff at the faculty of study at a level of significance $\alpha = 0.05$.
- There is a statistically significant effect of communication systems on the job performance of the teaching staff at the faculty of study at a level of significance $\alpha = 0.05$.
- There is a statistically significant effect of the participation in decision-making on the job performance of the teaching staff at the faculty of study at a level of significance $\alpha = 0.05$.
- There is a statistically significant effect of incentive on the job performance of the teaching staff at the faculty of study at a level of significance $\alpha = 0.05$.
- There is a statistically significant effect of training on the job performance of the teaching staff at the faculty of study at a level of significance $\alpha = 0.05$.
- There is a statistically significant effect of technology on the job performance of the teaching staff at the faculty of study at a level of significance $\alpha = 0.05$.
- There is a statistically significant effect of the work systems and procedures on the job performance of the teaching staff at the faculty of study at a level of significance $\alpha = 0.05$.

Aims of the Study

- Shedding light on the dimensions of the prevailing organizational climate at the Faculty of Economic, Commercial, and Management Sciences of the University of 8 Mai 1945 Guelma.
- Identifying the performance level of the teaching staff at the Faculty of Economic, Commercial, and Management Sciences of the University of 8 Mai 1945 Guelma.
- Identifying the influence of the prevailing organizational climate dimensions on the job performance of teachers at the Faculty of Economic, Commercial, and Management Sciences of the University of 8 Mai 1945 Guelma.

1- Theoretical Background:

1-1 Definition of Organizational Climate:

The term "climate" was first used in the literature of industrial psychology and organizational behavior in the late 1930s (1939). At the time, Leppit, Lewin, and White specifically mentioned the term as "social climate" without providing an official definition or a measurement tool for it. After that, and in the mid-sixties, the concept of "organizational climate" was put forward for the first time by Letwin and Strinnger (Geneviève, 2008, p. 14).

Definitions of the organizational climate vary according to researchers and their points of view. As such, we can distinguish three main approaches to its definition. The first one is the structural approach which considers the climate to be the personality of the organization, consisting of a set of variables, namely: "Organizational structure, policies, practices, processes, and other organizational activities" (Bamel et al., 2018, pp. 88-89). The second one is the interactive approach where it was defined as a relatively stable set of physical, social, psychological, administrative, and economic factors that characterize working conditions and

affect the occupational activities of employees within the sphere of the organization (Dubina, 2020, p. 159). Following the same approach, it was also defined as “understanding the link between the organizational context and the behavior of its members as well as the way in which its employees perceive their organization” (Onaga, 2020, p. 275). The third is the cognitive approach where organizational climate is considered as the “meaning that the members of an organization assign to their experiences at their workplace” (Onaga, 2020, p. 270), the general impression, or the mental image the employees construct about their organization and its organizational environment’s characteristics which shape their behavior throughout their experience there (Abd Ghani et al., 2018, p. 235). Therefore, the organizational climate’s goal is to “coordinate employees’ thought and action. Consequently, the climate of an organization can be a powerful predictor of employee attitudes and behaviors, as well as firm-level outcomes” (Nik Abdullah et al., 2020, p. 455). Apart from that, the organizational climate consists of a range of variables whose classifications differ according to each organization as well as researchers’ points of view. However, it can be limited to: communication systems, organizational culture, working systems, organizational structure, group dynamics, and leadership style (Rozman & Strukelj, 2021, pp. 775-806).

1-2 Dimensions of Organizational Climate:

Due to the differences amongst writers and researchers in defining the dimensions, we decided to focus on the dimensions agreed upon by most researchers, which are as follows:

1-2-1 Organizational Structure: It is an organizational chart that includes the division of labor within the organization, and specifies communication patterns, the scope of supervision, responsibilities and authorities, leading to the identification of positions and administrative levels (Barnhill et al., 2021, p. 18). From here, we can say that the organizational structure of the corporation directly and indirectly affects the behavior of employees and their attitudes. This, in return, has an impact on the climate in which they work, which can be positive – by building a healthy and effective organizational climate – or negative.

1-2-2 Communication Systems: Communication is seen as a complex process in which information is transmitted in the form of messages, between at least two people through different communication channels, which can take place formally or informally. This latter is less organized compared to the former one, representing more than 70% of communication in any workplace (Costache et al., 2022, p. 239). Organizational communication is also referred to as a social process that enables the continuous exchange of information and ideas between: departments and individuals within the organization, the organization and its environment, or departments in order to ensure the progress of work and achieve the goals of the organization (Zorlu & Korkmaz, 2021, p. 307). It can also be said that communication plays a role in creating a positive and healthy organizational climate. This is especially the case when it is done in all directions: horizontal, between the various departments and administrations, and vertical (up and down), between the different administrative levels.

1-2-3 Leadership style: Leadership refers to the process in which an individual influences a group of individuals who aim to achieve a common goal (Belias et al., 2021, p. 3). Leadership and supervision styles are effective factors in determining the nature of the prevailing climate due to its influence on the collective movement, and the role of the organization in creating the necessary interaction to achieve the individual and organization’s

objectives.

1-2-4 Participation in Decision-Making: Decision-making is the cornerstone of all administrative functions of the organization. It is defined as the process of selecting from different alternatives. Companies work on gaining a strategic advantage over their competitors by involving employees in that process. Participative decision-making is considered a collaborative process in which employees participate and contribute with their ideas and opinions, which enhances their sense of satisfaction, loyalty, and belonging (Alzaanin & Sulaiman, 2020, p. 168).

1-2-5 Training: It is the process of acquiring knowledge, capabilities, and skills for the employee. This includes teaching, directing, and educating employees to enable them to perfectly deal with the jobs and tasks entrusted to them, and to adapt to the various changes that occur in the workplace (Pillai et al., 2022, p. 134). Therefore, the administration must realize that training has a significant role in influencing the behavior and psyche of the trainee, like raising his morale, which contributes to setting the organizational climate of the organization.

1-2-6 Incentive: It is a concept that describes a force that drives an individual to start working or achieve a specific goal, which ensures the achievement of a specific psychological or social need (Hossain & Urme, 2022, p. 19). It can also be defined as: the efforts undertaken by senior management through providing rewards to encourage individuals or teams to achieve private or broad goals, which leads to optimizing their performance and reaching peak productivity (Rachman, 2022, p. 379). Consequently, the credible incentive system and its link to performance rates increases the confidence of individuals in the organization, thus, generates a perceived positive climate by the staff.

1-2-7 Technology: It is the process of applying scientific knowledge to industrial processes (Collin, 2004, p. 238), It can be said that the technologies adopted within the organization are among the effective factors in providing an organizational climate that is compatible with employees and with the goals of the organization, as it affects individuals by changing their capabilities and increasing their ability to perform their jobs.

1-2-8 Work Systems and Procedures: Work systems and procedures set out how to receive and deliver operations, as well as how to review, research, and end them. They also show the hierarchical sequence and how operations are transferred between the organization's departments and its various administrations. Moreover, they indicate the start and end of working hours, weekly vacations, and personnel and workers' affairs (Mejias & Soares, 2014, p. 330). It is important to note that the flexibility of such systems and procedures creates an atmosphere of freedom for the employees and encourages creativity, which in itself creates a climate of mutual trust between them and the administration.

1-3 Definition of Job Performance:

Job performance was defined in terms of achievement or effectiveness as the extent to which employees execute their job obligations, responsibilities, and expectations effectively and efficiently. As Bernardin and Beatty confirmed, job performance is the result of a specific job, activity, or job behavior during a certain period of time, measured in terms of the achievement

degree of the task assigned to the worker (Wang et al., 2022, p. 2). In the same vein, it was stated that the employee's performance is his ability to achieve a specific task that is measured by predetermined criteria of accuracy, cost, and speed (Nachonga et al., 2022, p. 2). It is also referred to as a series of measures taken by employees to achieve the objectives of the organization based on their self-confidence and the results of their behavior (Ma et al., 2022, p. 2). Furthermore, it reflects the worker's skill in his task under which it is determined whether his performance is good or bad (Gazi et al., 2022, p. 1). In addition, job performance is perceived as the individual's ability to perform the activities inherent to his jobs, using the available resources to accomplish them. The term is used to evaluate the performance of workers in relation to their activities. Such evaluation followed one of the following methodologies. First, performance evaluation based on the output, for example: the number of sales achieved. Second, an evaluation of the individual's performance by the supervisors and their managers. Thirdly, constructive self-evaluations that help employees define their goals and increase their own motivation, as it is different from being evaluated by others. This is mainly due to the fact that the individual, by his psychological nature, does not feel comfortable being observed by others (Moreira et al., 2022, p. 3). Moreover, Borman and Motowidlo identified two different types of employee performance: task performance that includes activities related to the requirements of the employee's formal role, and contextual performance of activities that are not part of the requirements of their formal role. Performing such activities leads to enhanced organizational effectiveness (Nachonga et al., 2022, p. 2).

2- Methodology:

2-1 Temporal and spatial scope of the study: the study was conducted during the academic year 2020/2021, at the Faculty of Economic, Commercial, and Management Sciences of the University of 8 Mai 1945 Guelma.

2-2 Population of the study: Consists of 112 permanent teachers at the Faculty of Economic, Commercial, and Management Sciences of the University of 8 Mai 1945 Guelma.

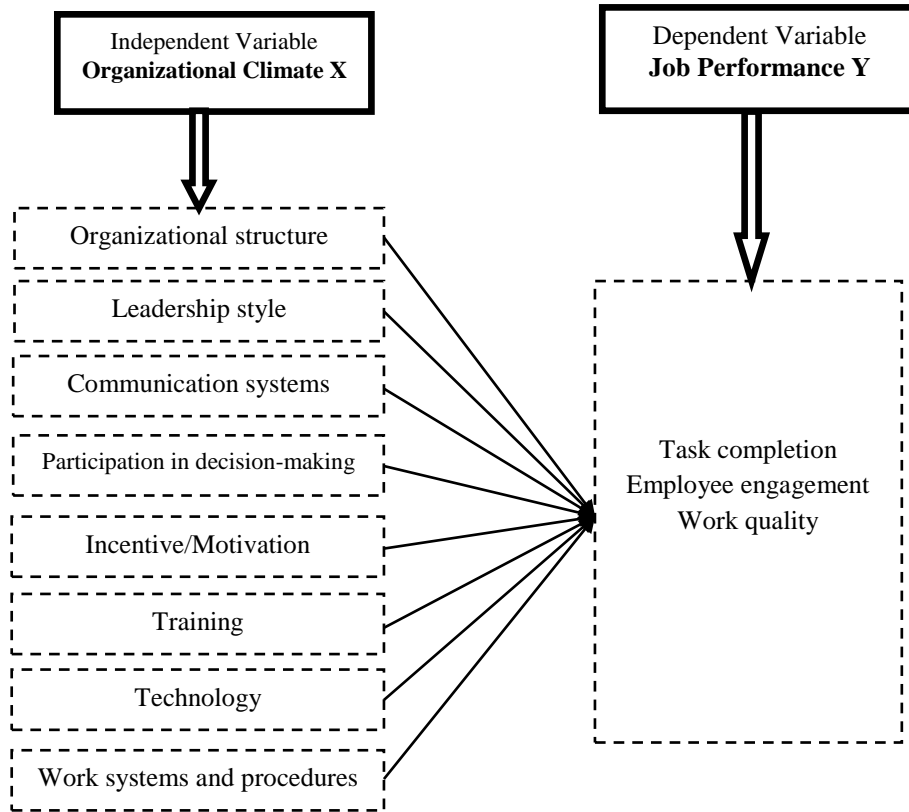
2-3 Sample: The sample size was 36 individuals, which represents 32.14% of the population's size.

2-4 Methods and Tools: We relied on the descriptive approach aiming at revealing the impact of the organizational climate with its various dimensions on the job performance of the teaching staff at the University of Guelma. A questionnaire was used to gather the needed information for analysis, which consists of two sections. The first section includes statements about the organizational climate, while the second section includes statements about job performance. The answers to these parts were designed on the basis of the five-point Likert scale.

2-5 Statistical Analysis: To obtain various statistical results, the SPSS software (version 25) was used. To analyze the results, we used the following statistical methods: arithmetic mean, standard deviation, Pearson correlation coefficient, Cronbach's reliability coefficient alpha, Kolmogorov-Smirnov test, Shapiro-Wilk test, variance inflation factor (VIF), and multiple linear regression.

2-6 Study model:

Fig (1): Study Model



Source: made by the researchers

2-7 Validity and Reliability of the Research Tool:

2-7-1 Validity of the Internal Consistency: Through calculating the Pearson correlation coefficient for each statement with its dimension, it was found that the values between each statement and the overall degree of the dimension are positive and strong, all of which show statistical correlations at a significance level of less than 0.05, which confirms that all the statements are coherent and valid in measuring the dimension they were designed to measure; except for six statements as shown in the following table. Due to that, these statements are deleted from the questionnaire:

Table (1): Pearson correlation coefficients

Number	Statement	Dimension	Correlation Coefficient	Significance Level
19	The predominant communication style in the faculty is horizontal communication.	Communication systems	0.234	0.146
55	The pedagogical calendar (teaching, supervising...) allows you to participate permanently in	Task completion	0.08	0.624

	them.			
57	Teachers do not face obstacles while performing their work (teaching, supervising...).	Task completion	0.266	0.098
60	Through your scientific research, you were able to present practical suggestions that solve local development problems.	Task completion	0.171	0.290
68	You consider that the time period (1 hour) is sufficient to present any pedagogical activity with high quality.	Work quality	0.189	0.243
74	In light of the prevailing work atmosphere in the faculty, it is difficult to deal with various crises and problems.	Work quality	0.201	0.213

Source: made by the researchers, and based on the outcomes of SPSS 25.00

2-7-2 Reliability of the Research Tool: The following table shows the results of Cronbach's reliability coefficient alpha for the study tool:

Table (2): Values of Cronbach's reliability coefficient alpha

Research Variables	Cronbach's Alpha	Statements' Number
Organizational climate	0.906	52
Job performance	0.911	16
Form	0.933	68

Source: made by the researchers, and based on the outcomes of SPSS 25.00

Through 'Table 2', it is clear that all dimensions achieve reliability that is evaluated greater than 0.9, which is greater than the 'level of reliability' estimated at: 0.6, or 60%. Moreover, the reliability coefficient for the total statements of the questionnaire was 0.933; therefore, it can be relied upon in the study and analysis of the research topic, and providing more consistent results.

3- Results and Discussion:

3-1 Study Variables' Results Analysis of the Descriptive Statistics

Table (3): Arithmetic Means and Standard Deviations of the Variables

Dimensions	Arithmetic Mean	Standard Deviation	Rank	Decision (Degree of Approval)
Organizational structure	3,51	0,464	1	Agree
Leadership style	2,57	0,879	6	Disagree
Communication systems	3,22	0,447	2	Neutral
Participation in decision-making	2,88	0,559	4	Neutral

The impact of organizational climate on job performance of the teaching staff in the university of 8 mai 1945, Guelma - faculty of economic, commercial and management sciences as a model-

Incentives	2,80	0,716	5	Neutral
Training	3,21	0,655	3	Neutral
Technology	2,29	0,564	8	Disagree
Work systems and procedures	2,41	0,549	7	Disagree
Organizational climate section	2,88	0,457	/	Neutral
Task completion	2,73	0,674	3	Neutral
Job commitment	3,85	0,584	1	Agree
Work quality	3,43	0,645	2	Agree
Job performance section	3,35	0,507	/	Neutral

Source: made by the researchers, and based on the outcomes of SPSS 25.00

According to 'Table 3', the answers of the study sample on the organizational climate axis were in the neutral direction with an arithmetic mean of 2.88, as the organizational structure dimension came first with an arithmetic mean of 3.51, i.e. in the agreeing direction, which indicates that the organizational structure of the Faculty of Economic and Commercial Sciences and Management Sciences in general is appropriate, and this is a positive indicator that confirms that the organizational climate of the Faculty of Economic, Commercial, and Management Sciences is appropriate in terms of structure. As for the last place, technology scored an arithmetic average of 2.29, which indicates that the technologies provided by the faculty are mostly not appropriate. In other words, this is a negative indicator confirming that the organizational climate is not appropriate in terms of technologies.

As for the job performance variable, the general arithmetic mean value was 3.35, meaning, it falls in the neutral direction close to the agreeing one. More closely, job commitment came in first, with an arithmetic mean of 3.85, i.e., in the agreeing direction. This indicates that the degree of job commitment of teachers in the Faculty of Economic, Commercial, and Management Sciences is, in general, appropriate; which is a positive indicator, confirming that the job performance of the study sample is effective in terms of job commitment. Concerning task completion, it ranked last with an arithmetic mean of 2.73 in the neutral direction. This displays either the sample's unawareness towards whether or not task completion within the faculty has been achieved or not, or their inability to be certain in this specific domain. As for the standard deviation of the study's focus, the values reached 0.45 and 0.50, for the organizational climate and job performance, respectively. This indicates that there is an average dispersion of the sample's responses to the research variables.

3-2 Test the Research Hypotheses

3-2-1 Distribution Normality Test: The following table shows the test results:

Table (4): Distribution Normality Test

	Kolmogorov–Smirnov Test		Shapiro–Wilk Test	
	Test Value	Significance Level	Test Value	Significance Level
Organizational climate	0,080	0,200	0,974	0,541
Job performance	0,116	0,200	0,949	0,098

Source: made by the researchers, and based on the outcomes of SPSS 25.00

According to ‘Table 4’, we can notice that the level of significance for the study’ sections is more than 0.05; therefore, we conclude that the data in these sections are distributed normally.

3-2-2 Variance Inflation Factor Test (VIF): The results are shown in the next table as follows:

Table (5): Variance Inflation Factor (VIF) Test of the Independent Sub-variables

Independent Sub-variables	VIF	Tolerance
Organizational structure	1,709	0,585
Leadership style	4,287	0,233
Communication systems	2,821	0,354
Participation in decision-making	4,218	0,237
Incentives	2,857	0,350
Training	3,429	0,292
Technology	1,375	0,727
Work systems and procedures	2,703	0,370

Source: made by the researchers, and based on the outcomes of SPSS 25.00

Through the results of the variance inflation factor test shown in the table, it is clear that the VIF coefficients are less than 10, which signifies that there is no multicollinearity, and therefore, the regression test can be applied.

3-2-3 Analysis of the Sub-Hypotheses’ Test Results:

Table (6): Test Results of the Multiple Linear Regression between the Organizational Climate’s Dimensions and Job Performance

Independent Sub-Variables	Regression Coefficient B	Coefficient β	Model Test	
			t Value	sig Value
Constant	1,195	-	1,703	0,100
Organizational structure	0,489	0,448	2,633	0,014
Leadership style	0,037	0,064	0,236	0,815
Communication systems	-0,325	-0,287	-1,313	0,200
Participation in decision-making	0,300	0,331	1,261	0,038

Incentives	0,212	0,300	1,362	0,184
Training	-0,206	-0,267	-1,105	0,279
Technology	0,127	0,142	0,928	0,362
Work systems and procedures	0,124	0,134	0,625	0,537

Source: made by the researchers, and based on the outcomes of SPSS 25.00

In 'Table 6', the t values of the regression coefficients B1 and B4 are significant at 0.041 and 0.038, respectively, therefore, they are considered significant at 0.05 significance level. As for the t values of the regression coefficients B2, B3, B5, B6, B7, B8, they are greater than the significance level of 0.05, that is, they are not as significant as assumed in the study. Accordingly, we conclude that the organizational structure x1 and participation in decision-making x4 are the only two dimensions in the study model that have statistical significance with a value less than 0.05 in the effect on job performance Y according to the opinion of the study sample, while the rest of the dimensions have no significant effect. From these findings, From these findings, the first and fourth hypotheses of the study are accepted, while the remaining hypotheses are rejected.

3-2-4 Analysis of the Main Hypothesis' Test Results:

The following table shows the values of the correlation coefficient R and the coefficient of determination R² for the study model:

Table (7): Results of the Multiple Linear Regression of the Model

Model	Correlation Coefficient	Coefficient of Determination	Adjusted Coefficient of Determination	Margin of Error
	0,736	0,542	0,406	0,390

Source: made by the researchers, and based on the outcomes of SPSS 25.00

From 'Table 07', we notice that the value of the correlation coefficient that combines the dependent variable and the sub-independent variables altogether is estimated at: 73.6%. This indicates that there is a strong direct correlation between the independent variables and the dependent variable. We also note that the coefficient of determination equals 54.2%, meaning that the organizational climate explains 54.2% of the changes that occurs in the job performance of the teaching staff, while the remaining percentage is attributed to other variables outside the study model, hence, the **acceptance of the main hypothesis of the study**, that is, there is a statistically significant effect of the organizational climate on the job performance of the teaching staff at the Faculty of Economic, Commercial and Management Sciences at a significant level ($\alpha = 0.05$).

According to the previous results, the final mathematical form of the study model is as follows:

$$Y = 1.195 + 0.489 x_1 + 0.300 x_4$$

Accordingly, it can be argued that the job performance of the teaching staff is equal to 1.195 in the absence of any dimension of the organizational climate. It increases by 0.489 for each

degree increase in the organizational structure, and increases by 0.3 for each degree increase in the participation in decision-making.

Conclusion:

The organizational climate is one of the critical variables in the organization, which has a direct impact on the performance of its employees. Each organization is characterized by an organizational climate that differs from other organizations with its set of characteristics and features. This climate is determined by people's perception within the organization.

Through our study, we reached a number of results that are summarized as follows:

- By observing, and taking the opinions of some teachers at the Faculty of Economic, Commercial and Management Sciences, University of 8 Mai 1945 Guelma, it became clear to us that the prevailing organizational climate is relatively unsuitable concerning some organizational aspects.
- The organizational structure of the faculty is characterized by relative flexibility due to the clarity of tasks, the fact that it provides a clear description of jobs, as well as the cooperation between levels, which affects the job performance of the teaching staff positively.
- The leadership style used in the faculty is relatively confined, since the study concluded that there is a lack of adoption for participatory leadership and interest in new ideas that would improve the overall performance of the faculty according to the opinion of the study sample.
- The predominant communication in the faculty is downward communication, which results in the difficulty of raising concerns to higher levels.
- There is a lack of giving the necessary importance to the intangible incentives that would raise the performance levels of the faculty teachers.
- There is a relative lack of interest in developing technology that could be adopted in teaching at the faculty, which negatively affects performance according to the opinion of the study sample.
- There is a deficiency in providing training courses for the teachers in their fields of specialty, which negatively affects their performance as a result of the obsolescence of current knowledge.
- There is a significant positive effect of two dimensions of the organizational climate on the job performance in the faculty, which are: the organizational structure and participation in decision-making, while the rest of the dimensions have a slight effect.
- The performance levels of teachers in the faculty are relatively acceptable.

Recommendations

- The need to strengthen the organizational climate with all its aspects so that the teaching staff's faculty evaluation of this climate is positive.
- Enhancing the determinants of the organizational structure, as it has a fundamental impact on the job performance of the teaching staff.
- The need to make the leadership style more democratic because of its positive effects on the performance of employees and especially increasing their desire for development.

- The need for the faculty's administration to make improvements in the incentives systems and pay more attention to the moral aspect of the teachers, as it has a strong impact on their job performance.
- Activating upward communications, to increase the possibility of raising various concerns to higher levels in order to achieve satisfaction and improve the morale of the teaching staff.
- The need to provide modern means at work in order to increase the levels of educational attainment
- The need to give room for teachers to express their opinions, unleash their creative abilities, and accept the ideas that would develop the Algerian university, as well as contribute to solving local development problems.
- Working on improving decision-making methods, so that teachers are involved in this process in order to raise the level of decisions taken, increase their effectiveness, and expand the scope of their acceptance by all parties.
- The need to strengthen the idea of one team, which helps to instill a spirit of cooperation and gain confidence among the various employees.
- The need to deal with all teachers fairly, even in the simplest matters, to avoid their feeling of alienation.
- The need to provide clear regulations for work procedures and applicable methods, to facilitate work, especially for new teachers in order to avoid mistakes.

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