

Modeling Commitment and Performance: Consequent Outcome Measures of Organizational Climate Four Frame Leadership Styles and Job Satisfaction

Enrico B. Abo

enrico_abo@yahoo.com

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Abstract

Many organizations struggle to cultivate the climate they need to succeed and retain their most highly effective employees. Brokenshire College has gone a long way from the progression of planning, implementation and institutionalizing Total Quality Management System. Hence, it is imperative to gather information on outcomes pertaining to the perception of organizational climate, job satisfaction, commitment and the performance of employees. This study was conducted to explore model of commitment and performance. Four-frame leadership styles job and satisfaction dimensions were used as explanatory variables for commitment while commitment was added to these explanatory variables in modeling performance. Multiple Linear Regression was used to model commitment and performance using interval data from sample size of 174 comprising middle administrators, nursing and non-nursing faculty, academic and support staff. Results show that commitment variance is a function of job satisfaction dimensions and symbolic leadership frames. Critical to the sense commitment are symbolic frame leadership, attitude and values and rewards and recognition. However, symbolic frame leadership contributed to the decline of commitment. Variance of employee performance could not be accounted to the explanatory variables used in the model.

Keywords: *modeling commitment, organizational climate, leadership styles, job satisfaction*

Organizational climate clearly influences the success of an organization. Many organizations, however, struggle to cultivate the climate they need to succeed and retain their most highly effective employees. Hellriegel and Slocum (1974) explain that

organizations can take steps to build a more positive and employee-centered climate through communication , values, expectations, norms, policies and programs , rules and

leadership. Berman (1989) explain that organizational climate is an important concept because it influences behavior of organization personnel. He further argued its link to outcome measures such as job satisfaction and performance.

Among academic organizations, school's culture can interact with the school improvement processes which progress from planning phase, implementation phase and eventually to the institutionalization phase (Lindahl, 2004). Motivation assumes a crucial role at the implementation phase in initiating productivity. When the climate is healthy and positive in relation to change, job satisfaction and productivity are likely but otherwise is expected if the organizational climate is dysfunctional.

The climate within the organization has a significant effect on the commitment of the employees in the organization. It opens discretionary effort of the members for deeper understanding of the issues faced by the organization as well as driving members to perform its role in achieving goals. Commitment is manifested when the activity of the workforce rises above self-interest, as evidenced by the development of and implementation of new ideas. A committed workforce proactively takes activities between tasks that enhances the overall productivity (www.docstoc.com).

Organizational Climate, Job Satisfaction and Performance

Organizational climate, defined as the way in which organizational members perceive and characterize their environment in an attitudinal and value-based manner (Denison, 1996; Moran and Volkwein, 1992; Verbeke, Volgering, and Hessels, 1998), has been asserted as an important and influential aspect of satisfaction and retention, as well as institutional effectiveness and success in higher education. As a result of its subjective nature and vulnerability to control and manipulate by individuals within an organization's decision-making mechanism, the organizational climate is greatly influenced by

organizational leadership (Allen, 2003; Cameron and Smart, 1998; Johnsrud, 2002; Smart, 1990; Volkwein and Parmley, 2000).

Organizational climate can be viewed as that which is represented by the employees' perceptions of the objective characteristics of an organization (Landy, 1989). For example, the number of managers employed by an organization is objective, but employees' feelings about those managers is subjective. Climate differs from the structure of an organization. Structure is the anatomy of the organization, the bare bones or the skeleton. Climate, on the other hand, is the way the employees view the personality of the organization. Muchinsky (1987) debates whether the components of climate are actual attributes of organization or merely the perceptions of the employees working in the organization. That most researchers concur that organizations differ by climate, implies that it could be seen as an organizational attribute. Yet such a view contradicts the idea expressed by Landy (1989) above, that climate is a representation of employees' perceptions.

In sum, organizational climate can be defined as employees' subjective perceptions of the work environment which are descriptive and these perceptions can lead to affective responses which govern employees' behavior (Poon and Annudin, 2010). Because climate is best described as employee perceptions of the organization, it follows that the measurement of climate will be a function of employee attitudes and values (Smith, 1994). Since organizational climate involves perceptions of an organization's environment, different organizations with differing practices and procedures may have different climates (Muchinsky, 1976). Campbell, Dunnette, Lawler, and Weick (1970) in a review of four studies identified four dimensions that seemed to be common to these studies: individual autonomy, structure, reward, and consideration, warmth, and support.

The findings from the study of Poon and Ainuddin (2010) indicate that an organizational climate characterized by an open, supportive, and friendly work atmosphere, high performance standards, performance-based reward systems, and well-defined jobs and policies, couples with a participative and venturesome leadership style will likely have a positive impact upon employees' satisfaction. Therefore, measures to

initiate such a climate may be justified. Poon and Ainuddin (2010) concluded that positive climate changes can be brought about by such measures as redesigning jobs, encouraging more informal contact among employees, training managers to adopt a more participative management style, and implementing a merit-based reward system.

Schneider and Snyder (1975), for example, have conceptualized job satisfaction as an affective response of individuals which is reflected in the evaluations that employees make of all the individually salient aspects of their job and the organization for which they work. Job satisfaction has also been defined as the sum of job facet satisfaction across all facets of a job (Wanous & Lawler, 1972), while Porter and Lawler (1968) have operationalized satisfaction as a discrepancy and defined it as the extent to which rewards actually received meet or exceed the perceived equitable level of rewards. The greater the failure of actual rewards to meet or exceed perceived equitable rewards, the more dissatisfied a person is.

Organizational climate, manifested in a variety of human resource practices, is an important predictor of organizational success. Numerous studies have found positive relationships between positive organizational climates and various measures of organizational success, most notably for metrics such as sales, staff retention, productivity, customer satisfaction, and profitability (greatworkplace.wordpress.com). Denison (1990) found that an organizational climate that encourages employee involvement and empowerment in decision-making predicts the financial success of the organization. Schneider (1996) found that service and performance climates predict customer satisfaction. Patterson, Warr, & West (2004) found that manufacturing organizations that emphasized a positive organizational climate, specifically concern for employee well-being, flexibility, learning, and performance, showed more productivity than those that emphasized these to a lesser degree. Potosky and Ramakrishna (2001) found that an emphasis on learning and skill development was significantly related to organizational performance. Ekvall (1996) found a positive relationship between climates emphasizing creativity and innovation and their profits. Hansen and Wernerfelt (1989) found that organizational climate factors explain about twice as much variance in profit rates as

economic factors. Thompson (1996) found that companies utilizing progressive human resource practices impacting climate such as customer commitment, communication, empowerment, innovation, rewards and recognition, community involvement/environmental responsibility, and teamwork outperformed organizations with less progressive practices.

Organizational Commitment

Commitment is an attitude reflecting employee's loyalty to the organization and an ongoing process through which organization members express their concern for the organization and its continued success and well being (Nortcraft and Neale, 1996). Organizational commitment is determined by several factors (Nortcraft and Neale, 1996), this includes personal factors (age, tenure in the organization, disposition, internal and external control attributions); organizational factors (job design and the leadership style of supervisor); non-organizational factors (availability of alternatives).

Becker, Randal and Riegel (1995) define measures of organizational commitment in three dimensions: a strong desire to remain a member of the organization; willingness to exert high levels of efforts on behalf of the organization; and a definite belief in and acceptability of the values and goals of the organization. Commitment is attached to loyalty as observe by Mooday, Porter and Steer (1982). They further describe three components of commitment: the identification with the goals and values of the organization; the desire to belong to the organization; and willingness to display effort on behalf of the organization. Salancik (1977) consider commitment as a state of being in which individual becomes bounded by his or her actions that sustain activities and involvement. With this it can be surmise that three features are important in binding individuals to act: visibility of acts, the extent to which the outcomes are irrevocable; and the degree to which the person undertakes the action voluntarily. Hence, Salancik (1997) concluded that commitment can be incremental and be harnessed to solicit support for organizational goals and interest.

In reference to the multidimensional nature of organizational commitment, Meyer and Allen (1991) proposed three-component model for commitment. These are: affective

commitment (psychological attachment to the organization); continuance commitment (costs associated with leaving the organization); and normative commitment (perceived obligation to remain with the organization). They believe that these components have implications in the continuing participation of individual in the organization. Studies (Hackett, Bycio, and Handsdoff, 1994; Shore and Wagner, 1993) showed strong evidence that affective and normative commitment are positively related and continuance commitment is negatively connected with organizational outcomes such as performance and citizenship behavior. In an exploratory and confirmatory analysis of factors that can significantly predict job satisfaction and organizational commitment among blue collar workers, Meyer and Allen (1991) reported that promotion, satisfaction, job characteristics, extrinsic and intrinsic exchange, as well as extrinsic and intrinsic rewards were related to commitment.

Guest (1991) emphasizes that high organizational commitment is associated with lower turnover and absence, but no clear association to performance. He further explain that it is not probably wise not to expect too much from commitment as a means of making direct and immediate impact on performance. This is so because Guest (1991) argues that commitment is a broader concept and tends to withstand transitory aspects of an employee's job. Hence, it is possible to be dissatisfied with a particular feature of the job while maintaining a reasonably high level of commitment to the organization as a whole. In this context, Amstrong (1999) asserts that since management have its own defined strategic goals and values, it is expected for the management to encourage employees to behave in ways supportive to those strategies and values. Hence, to keep both management and employees focus on the common strategies and values creating commitment which includes communication, education, training programs, and initiatives to increase involvement and ownership and the development of performance and management reward system is necessary.

In the study of Glission and Derrick in Adeyemo and Aremu (1999) involving 319 human service organization workers, it was found out that job, organization, and worker characteristics affects satisfaction and commitment. Also they found that skill variety and

role ambiguity are best predictors of satisfaction, while leadership and the organization's age are best predictors of commitment. Tella, Ayeni and Popoola (2007) In their study of work motivation, job satisfaction and organizational commitment on library personnel in academic and research libraries, found correlation between perceived motivation, job satisfaction and commitment but they noted a negative relationship between motivation and commitment. The findings of their study agree with Brown and Shepherd (1997) where motivation improves worker's performance and job satisfaction. Similarly, Tang and LiPing (1999) and Woer (1998) reported an existing relationship between job satisfaction and organizational commitment.

Certain employee background variables are attributed to commitment as shown by some studies. Meyer and Allen (1997) found that age has a positive relationship with affective and normative commitment, but not to continuance commitment. Eight variables are also found to have relevance in organizational commitment (Dornstein and Matalon, (1998). These are interesting work, co-worker's attitude towards the organization, organizational dependency, age education, employment alternatives, attitude of family and friends. On the contrary, Irving, Coleman, and Cooper (1997) found that age was not related to commitment. It is earlier argued by Meyer and Allen (1991) that age might be correlated with commitment by postulating that it serves as a proxy for seniority that is associated with the opportunity for a better work position. Ellemer, Gilder and Heuvel (1998) found that background variables as gender, level of education, or team size were not clearly related to three forms of commitment. However, education was found to have a positive correlation to commitment (Adeyemo, 2000). On gender issues, Mathieu and Zajac (1990) found association of gender to commitment which later supported by Irving et. al. (1997) that men had a higher level of commitment than women.

Brokenshire College shaped its organizational climate thru the mandate of it's Quality Policy by stating the commitment to provide value-oriented quality Christian Education through continuous improvement and total involvement for customer satisfaction. The inception Quality Policy has been in the framework of the College's direction for total quality management until it was granted the ISO 9001:2000 certification

in April 2006 for Quality Management System and ISO 9001:2008 in April 2009 by TUV, an accrediting body of German origin. Apparently within this framework, the school emphasizes primary concern for the delivery of satisfactory services to its internal and external customers by way of improving productivity among the organization personnel. Supplement to its Quality Policy is the articulation of seven institutional Core Values (Excellence, Transformational Leadership, Justice, Service, Faith, Integrity and Compassion) expected as vital in promoting among its personnel right work attitude and values, healthy communication, effective work environment, accountability and recognition of deserving work outputs.

Brokenshire College has gone a long way from the progression of planning, implementation and institutionalizing Total Quality Management System. At this point, it is imperative to gather information about outcomes pertaining to the perceived organizational climate, the job satisfaction of employees, the commitment, and the performance of employees. Also with mandate of the College's Quality Policy, motivation of well-informed decision initiatives in the constructive modification of organizational climate is deemed important. This study sought to measure employees' general perception on the indicators of organizational climate four-frame leadership style, job satisfaction and commitment. In specific terms, the study would seek to test the significance of the difference of average measures of perceptions of four-frame leadership styles, job satisfaction, and commitment based on the respondent's demographic information such as designation, employment status, civil status, years of employment, age and gender. Test the degree of relationship between organizational climate four-frame leadership styles and job satisfaction dimensions. More importantly, the study attempted to develop hypothetical models that predict commitment and performance.

Theory

The study is anchored on Bolman and Deal's (1991b, 1997, 2003) four-frame organizational theory comprising of four essential components: structural, human resource, political, and symbolic. The structural and human resource frames are related to management, while the political and symbolic frames are related to leadership. The theory

assumes that these four organizational frames represent the diverse accentuation and nature of organizations, and in turn, shape how organizational leadership within the respective frames perceive organizational situations. In consequence, the accentuation and nature of organizations greatly influence how situations are defined and the manner in which they are managed most effectively. Bolman and Deal's (1991b, 1997, 2003) theory postulates that successful organizations, including leaders and managers, are those that understand and utilize a multi-frame orientation of thinking in assessing situational and environmental characteristics and anomalies. Bolman and Deal's Theory of Four-Frame Leadership Style is further elaborated here:

The structural frame emphasizes efficiency and effectiveness. Structural leaders make the rational decision over the personal, and strive to achieve organizational goals and objectives through coordination and control. They value accountability and critical analyses. Specialization and division of labor are used to increase performance levels. Problems in performance may result in restructuring. Thompson (1996) asserts that formal and informal framework of policies and rules, within which an organization arranges its lines of authority and communications, and allocates rights and duties. He further explains that organizational structure determines the manner and extent to which roles, power, and responsibilities are delegated, controlled, and coordinated, and how information flows between levels of management. This structure depends entirely on the organization's objectives and the strategy chosen to achieve them.

The human resource frame emphasizes the individual. Human resource leaders value camaraderie and harmony within the work environment, and strive to achieve organizational goals through meaningful and satisfying work. They recognize human needs and the importance of congruence between the individual and the organization. In the study of personnel management practices of Smith (1994) in New Zealand it is considered that organizational climate as being important to the practices adopted by human resource managers. He further explained that since climate deals with the perceptions that employees have about their employing organizations, it follows that the way personnel management is practiced can impact on climate.

The political frame emphasizes competition. Political leaders value practicality and authenticity, and strive to achieve organizational goals through negotiation and compromise (Thompson, 1996). They recognize the diversity of individuals and interests, and compete for scarce resources regardless of conflict. Power is an important resource.

The symbolic frame emphasizes meaning. Thompson (1996) described that symbolic leader value the subjective, and strives to achieve organizational goals through interpretative rituals and ceremonies. They recognize that symbols give individuals meaning, and provide direction towards achieving organizational purpose. They recognize unity and a strong culture and mission.

The use of Bolman and Deals four frame organizational theory in the study is also based on some studies conducted. Two studies conducted by Johnsrud (1999) examined the morale of mid-level administrators. Defining morale as "a state of mind regarding one's job, including satisfaction, commitment, loyalty, and sense of common purpose with respect to one's work" (1999; p. 124), they found that organizational climate-related items such as trust, communication, guidance, feedback and recognition of competence from supervisors as significant contributors to overall morale.

In the two studies that examined the organizational climate within the context of Bolman and Deal's (1991b, 1997, 2003) four-frame organizational theory, particularly in a study investigating the use of four-frame leadership behaviors of department chairpersons in nursing programs and their relationships to the organizational climate as perceived by faculty, Mosser and Walls (2002) found that all four frame-related behaviors correlated positively with organizational climate-related items such as faculty support, social-needs satisfaction, and supervision. On the other hand, all four frames negatively correlated with disengagement or fractionalization within the faculty. Furthermore, chairpersons using a combination of the four frames (four, three, or two) in the organizational climate (department) were perceived by faculty as emphasizing faculty support, social-needs satisfaction, and supervision at significantly higher levels than chairpersons using a single

or no frame. Faculty who perceived chairpersons as using no frame reported higher levels of disengagement within the climate (department).

Thompson (1996) observed patterns of similarity regarding the relationship between organizational climate-related variables and administrative staff satisfaction provides strong evidence of the importance and influence of such factors in the workplace. For example, issues regarding self-fulfillment, recognition, morale, respect, and the quality of peer relationships and interactions between organizational members (and leaders) are conducive and vital in producing a positive or balanced organizational climate that facilitates loyalty, commitment, and trust (Thompson, 1996). Thus, the significance of a balanced organizational climate cannot be overstated in terms of the benefits yielded as a result of the harmony between an organization and its members. In consequence, inquiries to that end remain important and essential.

From these observations, the study conceptualize to formulate models of commitment and performance of Brokenshire College personnel using the Bolman and Deals four-frame leadership style and job satisfaction variables as predictors. The figure shown illustrates hypothetical models proposed in the study.

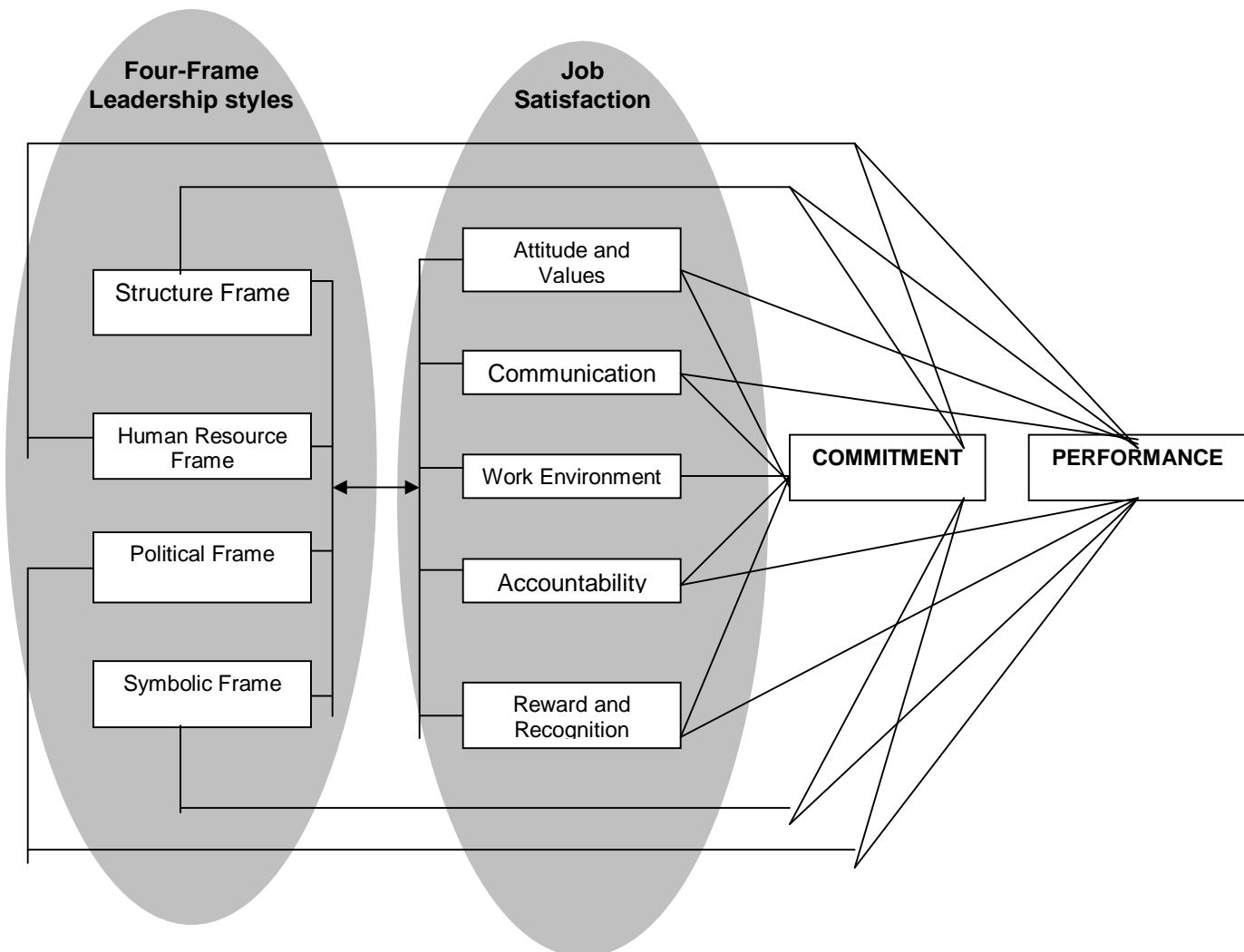


Figure 1. The hypothetical commitment and performance models

Figure 1 illustrates the hypothetical commitment and performance model proposed by the study. Leadership styles and job satisfaction dimensions are considered independent variables assumed to be linearly associated with the variations of employee commitment and performance.

Climate surveys measure the perceptions and reactions to, the culture of the organization, as well as reactions to other organizational attributes, and the culture is reflected through its management style (Smith, 1994). Practically climate surveys measure employees' perceptions about the way they are being managed. Hence, the significance of the results of this study pinpoints to the initiation of plans and policies to keep up the

mandate of Quality Policy on the bases of continuously improving the College's structural, human resource, political and symbolic frames. Further enhancement of policies through a

well-informed decision base could set incentives for positive job satisfaction which eventually sets off employee commitment and performance.

Further, the significance of this study adheres to Thompson's (1996) argument that if organizational climate-related variables such as a supportive culture, worker autonomy, advancement, and social and professional relationships with colleagues and supervisors exert significant influences on the satisfaction of organizational members, it would stimulate organizational leadership to periodically assess and make efforts to improve the organizational climate. Furthermore, if employee satisfaction is related to commitment, it makes sense to address such factors on an organizational level, as it could save resources expended in the recruitment and retention of quality personnel.

This study further argues with Thompson (1996) that other implications regarding organizational climate assessment and employee satisfaction, specifically support staff, goes beyond the personnel themselves. Perhaps not as appreciated as they should be, the majority of higher education institutions would not be able to function properly without quality support staff personnel. Both students and faculty rely on various personnel to provide important and vital services. An unhappy and disengaged support staff would not foster a pleasant living and learning environment, and may prove to be distracting and disruptive to campus harmony.

The information about the College's organizational climate, employees job satisfaction, commitment and performance would be taken from the personnel of the academic and non-academic units. However, this excludes members of the Management Committee and the Board of Trustees because of their decision making status in the macro-level perspective. On the same vein, Brokenshire College management as a centralized structure, the decision making power is concentrated in the top layer of the management

and tight control is exercised over departments and divisions. Job satisfaction variables will include attitude and values, communication, work environment, accountability and reward and recognition. Commitment will be based on the discretionary effort of an employee

while performance will be measured through the faculty and staff performance evaluation results. A survey for primary data for the organization climate, job satisfaction and commitment will be conducted on the first semester of the School Year 2010-2011. The secondary data which described employee performance will be taken from the office of the College's Human Resource Management and Development on the same semester and school year.

Limitations of this study can be attributed to subjectivity of four-frame leadership styles perceptual responses because it is dependent on the employee's attitude and values. Moreover, the study will exclude measures of motivation, a variable that is likely attributed to job performance. Faculty performance as an aggregate measure of student, supervisor, peer and self-evaluation, pose a fraction of subjectivity due to reasons of interpersonal relationship dynamics and self-preservation issues.

Method

It is generally agreed that assessment of an organization's climate is a relatively straight-forward process, especially when compared to the methodologies needed to assess the organization's climate (Lindahl, 2004). As an extension to the relationships of organizational climates variables presented in the preceding studies, this study used Multiple Linear Regression (MLR) in developing for commitment and performance models using the predictive non-experimental design (Johnson, 2006). Complementary to this, the study measured comparative perceptions of leadership style, job satisfaction and commitment parameters based on the employee background information.

Personnel from the teaching and non-teaching units of the College who are still employed in the first semester of the School Year 2010-2011 consist of the study sample. The list of the entire sample was taken from the Human Resource and Development Office for an updated status of the individual respondent. With a sample size of 174 representing the 78% of the 223 bonafide employees, details of the proportion compositions of the

sample provided that 36% were males and 64% are females; 40% were middle adults (36 – 65 years old) and 60% were young adults; 33% were singles and 67% were married; 75% were employed for 3 – 10 years in Brokenshire College, 3% served for 11-15 years, 5% served for more than 15 years and 17% served for less than 3 years; 90% were regular employee while 10 % were probationary employee; 39% were support staff were, 26% were non-nursing faculty, 14% were nursing faculty and 13% were nursing faculty.

Since quantitative survey instruments have become the most widely accepted means of gathering and analyzing organizational climate data (Lindahl, 2004), survey instruments for measuring commitment, four-frame leadership styles and job satisfaction was used. The first part of the survey instrument gathered demographic information such as age, sex, civil status, employment status, designation and years of service of the respondents. The second part, obtained the perception about the four-frame leadership style within the organizational climate as adopted from Bolman and Deal (1991b, 1997, 2003). The Cochran's Alpha for each leadership style was .93 for structural frame, .95 for the human resource frame, .93 for the political frame and .94 for the symbolic frame. The third part, gathered information about job satisfaction variables. Additional indicators of job satisfaction are derived from the results of exit interviews conducted with the outgoing employees. Lastly, the fourth part consist the commitment indicators. Performance as measured by faculty and staff performance evaluation results for the first semester of SY 2010-2011 were taken from the Human Resource and Development Office. The third and fourth part of the survey instrument was subjected to face and content validity.

Prior to data collection, a letter asking permission from the different heads of the teaching and non-teaching divisions, departments or units was distributed to solicit

approval for the administration of survey instrument. Upon approval, the administration of survey tool and data collection was conducted. The data for employee performance evaluation were taken from the Human Resource Management Development office. Analysis of data commenced after encoding; drawing out of findings and conclusion followed. Recommendations were made based on the comparative differences of perceived leadership styles, job satisfaction and commitment ratings and how each model fit as a function of performance and commitment as well directional attributes of variables in the model.

Mean and standard deviation was used in measuring perceived four-frame leadership styles, job satisfaction and commitment of employees. T-test of independent samples and one-way analysis of variance was used in testing the mean difference of the parameters based on the employee's demographics set at 0,05 level of confidence. Multiple Linear Regression (MLR) enter method was used to test the model fit for employee commitment and performance.

Results and Discussion

More often, Brokenshire College sets emphasis on efficiency and effectiveness particularly on employee accountability. But manifest an few occasional display of skill in approaching problems with fact and reason through careful thinking, planning and logical analysis. Sometimes it also lacks the skill of dealing institutional conflict and practice of successful dealing of conflict and opposition among employees through the use of smart negotiations. With this, the manner leaders behaved under the structural and political frame address problems, compromises the success of the organization. Bolman and Deal(1991b, 1997, 2003) postulated that successful organizations, including leaders and managers, must understand and utilize a multi-frame orientation of thinking in assessing situational and environmental characteristics and anomalies.

In most times leaders provide opportunities for professional growth. However, in few occasions show sensitivity and concern for employee's feelings; and needs, and the personal recognition of the work well done. These findings are similar with what Mosser and Walls (2002) found that those chairpersons who used combinations of the four frames in the organizational climate were perceived by faculty as setting an emphasis to faculty support, social-needs satisfaction, and supervision at significantly higher levels than chairpersons using a single or no frame.

Most of the times leaders communicated a strong and challenging vision and sense of mission as well as showed an exceptional ability in the management of employee and physical resources for the attainment of organizational goals. Despite of this, it sometimes stirs enthusiasm, generate loyalty and foster an stimulating and inspiring environment. This would mean that in few occasions, activities practiced by the organization failed to set a meaningful message of encouragement to the employees' common eagerness in the attainment of organizational goals.

Employees are highly satisfied on how they show concern for the quality of work among co-workers and the value of work output. They manifest sense of work accomplishment since they enjoyed with the job. They are at least satisfied with the impression of respect and importance as part of the college, hence recommending the college to be the future employer of some friends is likely. These clearly that satisfaction on work attitudes and values are influenced by high performance standards and adoption of a more participative management style (Poon and Ainuddin, 2010). Moreover, encouragement of an open and informal contact (Poon and Ainuddin, 2010) with employees promoted high satisfaction in matters of clarifying work related matters with supervisors. This also, at the least, brought satisfaction to employee on the clear explanation of job assignment and feedbacks of performance as well as tips for doing the job well.

Moreover, employees were at satisfied working in a friendly environment and the provision of opportunities that commensurate different abilities as well as the delegation work activities to qualified personnel. They also show satisfaction with the inter-office support and teamwork at the least. Further, the employees show high satisfaction about their understanding of job expectations. However, lowest satisfaction rating on how the college manifested the concern of poor job performance is observed. This imply that

leaders succeed in communicating expected work outputs but showed few inconsistencies in addressing undesirable job performance. The study of Poon and Ainuddin (2010) is consistent in the context of organizational climate experienced by the employee since supportive friendly working atmosphere, and well-defined job policies foster impact to job satisfaction.

The college promoted satisfaction among employees through job performance evaluation for improvement and the criteria for retention and promotion. This is also true with competitiveness of the school's provision of salary and benefits compared to schools in the locality. However, they found that few issues need to be resolved about the provision of dental and health benefits in terms the inclusion of employee dependents. This is also the same with the recognition of doing tasks beyond the job description. These observations conform with the study of Schneider (1996) that organization services and performance climate attributes predict customer satisfaction considering the fact that employees are internal customers of the college. Since the provision of benefits and salary proved to generate satisfaction, the significance of a balanced organizational climate cannot be overstated in terms of the benefits yielded as a result of the harmony between an organization and its members (Thompson, 1996).

Employees consistently manifest commitment by the desire to perform job beyond the normal expectations and ensure that outputs must meet school goals. They also participate in team efforts to achieve common goals even to the extent of making choices to compromise with opportunities for the sake of work. Apparently employees display attitude of loyalty to the organization. This is an ongoing process through which

organization members express their concern for the organization and its continued success and well being (Nortcraft and Neale, 1996) as shown by their willingness to exert high levels of efforts on behalf of the organization; and a definite belief in the value and goals of the organization (Becker, Randal and Riegel, 1995).

The perception of organizational climate as manifested by the observance of four-frame organizational styles is statistically the same across gender, years of employment and work designation. In contrast, differences of perception are noted between single and married and between probationary and regular employees of which these leadership frames were observed more often by married and regular employees.

Job satisfaction and commitment of employees do not statistically vary based on gender, age, civil status, employment status, years of employment and work designation. Similar degree of commitment among age group adheres to the findings of Irving, Coleman, and Cooper (1997) that age was not related to commitment. On the contrary, Dornstein and Matalon, (1998) found that organizational dependency, age, and employment alternatives provide relevance to commitment.

Four-frame leadership styles are significantly related to job satisfaction dimensions. Moderate degree of positive significant relationship of structural frame to the satisfaction of communication and work environment. The same degree of relationship is observed for symbolic frame with all of the job satisfaction dimensions. Notably, both human and political frames of leadership share a moderate degree of positive relationship with communication, work environment, and reward and recognition. These imply that an improved practice of leadership frames tend to boost employee satisfaction. The results share similar observations with Thompson (1996) as he observed patterns of similarity regarding the relationship between organizational climate-related variables and administrative staff satisfaction provides strong evidence of the importance and influence of such factors in the workplace.

Observed variances on employee commitment are accounted to frames of leadership styles, job satisfaction dimensions. Symbolic leadership frame, satisfaction on work attitude and values and reward and recognition are critical to employee's commitment. Unstandardized coefficients show that more satisfying working attitudes and values and rewards and recognition boost employee commitment . This finding agrees with Tella, Ayeni and Popoola (2007) who finds correlation between job satisfaction and commitment in their study among library personnel in academic and research libraries. This is also similar with Tang and LiPing (1999) and Woer (1998) when they reported an existing relationship between job satisfaction and organizational commitment. On the contrary, the model provides that as organizational leaders strives further to achieve organizational goals through activities that foster an inspiring and stimulating work environment, generate employee loyalty and stir enthusiam, employee commitment tend to decline. This conforms to the study of Glission and Derrick in Adeyemo and Aremu (1999) involving 319 human service organization workers, that leadership is the best predictors of commitment.

While the variables for modeling employee performance could not be accounted to performance. Neither, commitment and job satisfaction dimensions predict job performance as shown by unstandardized coefficients.

Conclusions

Accountability at most time rest among the employees of the organization yet the organization's skills in resolving problems and conflict among employees and the institution in general require further improvement (need to be visible whenever needed). The provision of opportunities for professional growth, the promotion of trust and collaborative relationship tend to be compromised due to occasional sensitivity to employee feelings, needs and recognition of commendable work performance. Emphasis on pragmatic and authentic approach in efforts to achieve goals thru aggressive

communication of vision and sensible mission is likely a disappointment, when on some occasions, leaders cultivate a stimulating and inspiring environment that will leave negative impact to enthusiasm and loyalty.

Four-frame leadership styles in the context of Brokenshire College is more perceivable among middle adult employees, while human resource and symbolic leadership frames are more perceivable among married and regular employees. This likely pose an impression to employees about the selective beneficial consequences of leadership frames among the members of the organization.

Employees value high standards of quality output since they have clear understanding on the expectations from respective job, yet the need of consistent impression of respect and sense of being part of the organization is still evident. Hence, employees see constant feedback of job performance necessary for a better work output. Though harmony between delegated jobs and qualification and individual abilities exists, continuous feedback for poor job performance is needed by the employees. Employees are contented with the salaries and benefits and the criteria of performance evaluation as part of retention and promotion scheme. On the contrary, there is a need to address issues on the delivery of health services and rewards and recognition.

Notwithstanding the apparent mismatch (unsustainable practices of leadership frames) of commonly observed organizational frame leadership practices, employees still manifest the same degree of commitment through self-motivation efforts for the provision of quality work output for the attainment of common school goals. This is likely supported by the moderate positive relationship of job satisfaction to organizational frame leadership styles experiences. The commitment model clarifies this since job satisfaction dimensions and leadership frames is a function of commitment variances. Note that critical to the sense commitment are symbolic frame leadership style, attitude and values in the workplace and rewards and recognition. However, it is worthy to note also that contextual symbolic frame leadership contributed to the decline of commitment.

On the other hand, four-frame leadership styles, job satisfaction dimensions and commitment in the equation for provide a negligble predictive effect to job performance variance. It can be surmised that variables such as personnel qualification, incentives for professional development, and other human resource development initiatives largely characterize performance.

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