The extent of People-Oriented Organizational Climate and Employees Job Satisfaction affecting Job performance in Private schools in Sharjah

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A R T I C L E   I N F O

A B S T R A C T

The purpose of this study is to determine whether the school organizational climate effects the satisfaction of the employees in private schools in Sharjah. It also tries to examine if they both contribute significantly to increase the teachers' work performance. The used data were collected from previous academic published researches, in which the researchers used different methods to analyze their studies such as surveys and questioners which were made in different schools for employees with different ages and genders. It was collected through a questionnaire given to 180 teachers in 4 private schools in Sharjah. The observation of the results showed that there is a direct impact to organizational climate on job performance through the job satisfaction.

1. INTRODUCTION

The organizational climate refers to the prevailing atmosphere, values, and practices within an organization, which significantly influence the behavior and attitudes of its employees. A people-oriented organizational climate prioritizes the well-being and development of its employees, fostering a supportive and collaborative work environment. It emphasizes open communication, teamwork, trust, recognition, and a strong sense of belonging, where individuals' needs and contributions are valued (Shahzad et al., 2012).

Employee job satisfaction, on the other hand, encompasses the overall contentment and fulfillment individuals derive from their work. It reflects the extent to which employees perceive their job as meaningful, engaging, and aligned with their values and aspirations. Job satisfaction is influenced by various factors, including the work environment, relationships with colleagues and supervisors, compensation and benefits, opportunities for growth and advancement, and the degree of autonomy and decision-making authority (Dong and Phuong, 2018).

Private schools in Sharjah face unique challenges in attracting, retaining, and motivating talented educators and staff members. Therefore, understanding the relationship between the people-oriented organizational climate and employee job satisfaction becomes crucial to enhancing job performance within these educational institutions (Hon, 2013). Positive organizational climate and high levels of job satisfaction have been associated with increased motivation, commitment, productivity, and overall job performance among employees (AlShehhi et al., 2021).

By examining the extent of a people-oriented organizational climate and employees' job satisfaction, this study aims to provide valuable insights and recommendations for private schools in Sharjah. The findings will help school administrators and decision-makers understand the factors that contribute to a positive work environment and high job satisfaction levels among employees. Ultimately, this research aims to contribute to the overall improvement of job performance, employee retention, and the quality of education provided by private schools in Sharjah.

2. *Theoretical Framework & Operational Definitions*
2.1. *Organizatinal Climate*

Organizational climate were studied through many dimensions by researchers, (Muhammad Turki Alshurideh et al., 2022a; Shahzad et al., 2012). Included leadership style in the organizational climate, however, others took other dimensions which are more related to the motivation of the employee, such as (I. Akour et al., 2022) an employee related organizational climate to responsibilities, rewards, job risks, warmth of the relationships and feelings, and the support which is given to the employee. Moreover, (Bawaneh et al., 2023). related climate to " establishing interpersonal connections with one another in order to foster a pleasant workplace and make each person or member of the organisation feel at ease and happy while working to increase organisational performance" (Aljumah et al., 2023). From these previous researches we can conclude that organizational climate can be separated two dimensions (Almasaeid et al., 2022; Gaytan et al., 2023).

The first dimension is related to manager's attitude such as leadership style. Leadership in general were defined as " In a social process, a member (or members) of an organisation can strongly influence all of its operations (Akour et al., 2023; AlDhaheri et al., 2023). Moreover, it can be defined as " seeking the participation of the employees with all of their commitment and sense of ownership through the organization's capacity for mobilisation, inspiration, and communication" (Kurdi et al., 2022b). However, (H. M. Alzoubi et al., 2022c) were more precise in their definition of the leadership style itself, stating that it "refers to managers' capacity to lead and manage employees,

as well as to their knowledge and behaviour towards them" (Ahmad Ibrahim Aljumah et al., 2022a).

This study will concentrate on two main styles of leadership, the first is the transactional leadership which is based on the "assumption that people are motivated by rewards and punishment, moreover, it only allow the subordinate to do what manager tells them to do" (Al-Maroof et al., 2022b; Louzi et al., 2022b). The transactional leader " tries to maintain the status quo, gives rewards or punishments and makes the relationship between them and workers an economical transaction, a transactional leader has three characteristics which represents this behavior, contingent by rewards, the active management by expectations, which means that he supervise everything to make sure that there will be no mistakes (M T Alshurideh et al., 2022; Gulseven and Ahmed, 2022), and he passive management by expectation in where he only intervene when things go wrong (Mohammed T. Nuseir et al., 2022)." on same side, (Kurdi et al., 2022a) defined the transactional leader as "he strictly follows the bee line, stipulated framework to maximize his employees performance, moreover, they listed the four attributes of the transactional leader as Contingent rewards, contingent punishments, management-by-exception (active) and management-by-exception (passive)" (A I Aljumah et al., 2022a; Louzi et al., 2022a).

As a conclusion we can understand that transactional leadership is related to strict leaders who set accurate and clear organization's policies and rules, give less trust and responsibilities to the employees (Alshawabkeh et al., 2021), but prefer instead to supervise every action in their organization to intervene whenever a mistake happens, and motivate their employees by punishments and rewards for failures and successe (Al-Awamleh et al., 2022; M. Alshurideh et al., 2022; El Khatib et al., 2020b) said, "transactional leadership best fit for social systems which work best with a clear chain of command" (Nuseir et al., 2021).

Unlike the transactional style, transformational leaders are more collaborator with their employees to achieve the organization's goals (Abudaqa et al., 2022). As (Al-Maroof et al., 2022a) said " Transformational leaders are charismatic, instill moral ideals, and work to increase the skills

of their workforce " this means that they have more emotions toward the employees and tries to help them by developing their capabilities and giving them more responsibilities and trust in doing their tasks (Amiri et al., 2020; M. El Khatib et al., 2021; Nuseir and Aljumah, 2020). Moreover, these both researchers defined the main task of the transformational manager is rebuilding the framework structure of the organization according to the employees wishes and wins (Khatib, 2022; M T Nuseir et al., 2022a). Supporting to this, (I. A. Akour et al., 2022; H. M. Alzoubi et al., 2022f) indicated that transformational leaders tries to increase the performance of the employees by the creation of a collective interest and motivating them to perform behind expectations. Moreover, these leaders should have four distinguished characteristics which are: idealized influence, inspirational motivation, intellectual simulations and individualized consideration to explain this briefly we can say that the transformational leader prefer to put the employees needs first and role model them (Aziz et al., 2023; Sakkthivel et al., 2022), he motivates and inspires them by encouraging them to innovate approach old situations in new creative ways, and he pays attention to the need of every member in his organization (R. S. Al-Maroof et al., 2021b; H. M. Alzoubi et al., 2022b). Moreover, "these leaders involve employees in decision making and motivate them to change for the better by taking their ideas to prevent them from feeling alienated and making them feel important (Nuseira and Aljumahb, 2020)."

On the same side, (Ahmed et al., 2022; Taher M. Ghazal et al., 2023) agreed with other researchers by (Al-Dmour et al., 2023) that the main concerns of these leaders are focusing on Inspiration, education, knowledge-sharing, team-building, inspiration, justice, innovation, and cooperation to bring about positive change (Blooshi et al., 2023)." Which means briefly, that they are "energetic, passionate and mainly focus on helping their employees to success" (A. Al-Maroof et al., 2021).

The other climate's dimension is related to influencing the psychological feelings for the employee which can be related to financial factors, motivation, promotions, or even the internal infrastructure of the organization (Abudaqa et al., 2021; Arshad et al., 2023). In general, Organizational climate can be referred to the collective viewpoints, emotions, and attitudes held by members of the organisation concerning its core components, which reflect its established norms, values, and attitudes and can either positively or negatively affect people's behaviour (Ahmed and Nabeel Al Amiri, 2022; Alzoubi, H MAlhamad et al., 2021). He also listed the dimensions of organizational climate as "responsibilities, rewards, risk, support and the warmth of the feelings of people inside the organization". In addition to that, (R. S. Al-Maroof et al., 2021a; El Khatib et al., 2020a) stated it as "a subtle blend of interpretations or perceptions by people in the organization of work or roles in relationships with others and interpretations of the roles of others in the organization" (Aljumah et al., 2020; H. M. Alzoubi et al., 2022a). In general, we can define it is as "the study of the perceptions of individuals who become members in an organization to various aspects of activities and environmental circumstances that are around the organization" (Akour et al., 2021; Varma et al., 2023).

2.2. Job Satisfaction

As many researchers connected employees' job satisfaction to their content and attitude with the work place and the work itself, as (H. M. Alzoubi et al., 2022d; E Tariq et al., 2022) said "Job satisfaction refers to how content the employee is with the place they work in and the work they do. (T M Ghazal et al., 2023c) defined it as "Job satisfaction describes how content an individual is with his/her job" moreover, (A I Aljumah et al., 2022b) defined it as the positive feeling that an individual has about his/her job", and "the attitude of an employee toward a job by (Alzoubi et al., 2020; E. Khatib et al., 2021). Finally as "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences" (T M Ghazal et al., 2023b; Emad Tariq et al., 2022)

So we can state that job satisfaction as a psychological and emotional feeling towards the place of work or the kind of work itself. This means that it is one of the main influencers which motivate employees to be loyal to their jobs (Aljumah et al., 2021a; Alzoubi and Ahmed, 2019; El Khatib and Ahmed, 2018). However, measuring the satisfaction level depends on knowing it's dimensions. For example, (H. M. Alzoubi et al., 2022e) stated that job satisfaction should have three different components which are "affective,

cognitive, and behavioral". These components are influenced by some factors such as the nature of job, administration, relationships, salary and the advancement opportunities (Alshurideh et al., 2020). Other components were mentioned by (Aljumah et al., 2021b), although, this time he included five components to job satisfaction which are attitude towards work group, attitude towards the organization, attitude towards supervision, monetary benefits and the general working conditions and as well, he specified the dimensions of satisfaction as the support given by the administrative, and the working conditions. Another example is (H. Alzoubi et al., 2022) As they said, it is an emotional condition brought on by the performance assessment of one's work or professional experience, in which the employee values a certain area of their employment. And they said that elements influencing satisfaction include the nature of the work, the way in which it is supervised, relationships among coworkers, the terms of employment, the working environment, the workload, promotions, training, and job security (M T Nuseir et al., 2022b). In addition to that, concluded the satisfaction's factors as "level of pay and benefits, the perceived fairness of the promotion system within the organization, the quality of the working conditions, leadership and social relationships and the job itself". On the other hand, were more specific and missioned that teacher's satisfaction factors are "Policies, supervision, pay, opportunities for promotion/Professional growth, working conditions, work itself and recognition." From all the previous researchers, we can conclude that the dimensions of satisfaction can be separated into two main parts which can include all the above factors(Alzoubi et al., 2019)l. The first dimension is motivation, which can include the factors which influence the employee directly such as "salaries, relationships with co-workers, promotions, job security and recognitions" (Nuseir and Aljumah, 2022). However, motivation can be divided into two parts, internal motivation which is "a set of internal powers that effectively define work-related personalities in the form of behavior, direction, intensity and perseverance" (M. Alzoubi et al., 2021). and which depends on the individual characteristics such as the ability to use initiative, the ability to build relationships which supervisors and colleagues, and the feelings towards the work

that the person is performing actually" (Al-Kassem et al., 2022; Nuseir et al., 2020). or it can be a motivation influenced by external environment such as "promotion, pay, and the support and encouragement from leaders"
The other dimension is the work conditions which is related to the organization itself such as "terms and policies, leadership attitude and style, job security, and the work load".

2.3. Job Performance

Employee's job performance is "the key factor of organizational success" (Kassem and Martinez, 2022). Therefore, managers should measure the performance of their employees wisely, this can happen by "evaluating Organisational results include productivity, quality, and efficiency as well as human resource outcomes. Financial outcomes include earnings, sales, and market share. Additionally, these two researchers defined job performance as "how effectively the employee performs his or her work-related duties.". On the other hand, It can be defined "as the ultimate ability of an individual (employee) to use its knowledge and skills efficiently and effectively" (El Khatib et al., 2022). Moreover, (Ahmad Ibrahim Aljumah et al., 2022b) defined it as "the result of work or job implementation". As a result, job performance can be defined in general as the efficiency of the employee to manage time and to use the available resources in the working place in order to fulfill his work in the best results. This can be influenced by different attributes, such as "efficiency, effectiveness, and innovativeness.
some other attributes related with the employees' performance like the work ethics, responsiveness communication, creativity, development, professionalism and the commitment attributes related with the employees' performance like the work ethics, communication, creativity, development, professionalism and the commitment" (Nuseir, 2020). While (Khatib et al., 2022) summarized the aspects of the performance criteria in "Quantity of work, Quality of work, Job knowledge, Creativeness, Cooperation, and Dependability". He also listed the performance dimension as "payments, colleagues, promotions, supervisor and the work itself". So, we can conclude that the dimensions for the job performance are either the employee's commitment or competency, which

interpret his efficiency, time management, the obedience of the work ethics and organization's policies and the relationship between him and his manager and colleagues (El Khatib et al., 2021). The other dimension is the creativity and innovation of the employee by finding new ways to accomplish his job, using the available technology in the organization to increase his efficiency, gaining strong communication skills and developing his current job knowledge.

3. LITERATURE REVIEW

3.1   The Impact of Organizational Climate on Job Satisfaction.

By using different measurement methods to study the two dimensions of organizational climate, researchers differentiated about their results of the impact of organizational climate and employees' job satisfaction. As an example, (El Khatib and Ahmed, 2019) have studied the impact of the two leadership styles (Transactional and transformational), and it relationship with employees' job satisfaction.

(Farrukh et al., 2023) based their results on a questionnaire made on a sample size of 240 teachers working in primary schools in Magnesia, this questionnaire measured both leadership styles on different dimensions such as idealized influence, inspirational motivation, intellectual simulation contingent rewards and the management by expectation to reach to a result that transformational leadership style has more positive impact on teacher's job satisfaction. While (Hani Al-Kassem, 2021) were more specific in their research which was made on wider segment. First of all they studied the effect of leadership style on 230 bank employees participants through a questionnaire, this research investigated that there is a significant relationship between the transactional leadership and the employees' job satisfaction. Almost the same result were shown in their second experiment which they made on school teachers by 28 head teachers were chosen using a simple random sampling method, 169 instructors were chosen using a satisfied random sample methodology, and the survey was descriptive in nature. According to this study, head teachers should practise democratic leadership, which is a part of the transactional style, because it makes the teachers feel free and part of the

organization, so it will positively affect their satisfaction. Moreover, a quantitative method was based on a questionnaire given to a sample of 367 hotel employees, however, the results this time revealed that both transactional and transformational leadership styles has a significant positive relationship with job satisfaction. However, (Nuseir and Elrefae, 2022) studied other leadership styles which are (autocratic which is a part of transformational leadership and democratic which is a part of the transactional one) through a questionnaire which was given to a sample size of 300 randomly selected workers with their age ranges between 20 and 50 years in their study, and they concluded that the leadership style itself has no influence on job satisfaction except if it was measured through the other aspects.

H1a: As a result of these studies, we can conclude that leadership style has a direct impact on the satisfaction of teachers of private schools.

On the other hands, (Al-Kassem, 2017; Khatib et al., 2016) included the factors which are related to the psychological influence on employees in their same questionnaire, they used the Index of Organizational Reactions to measure different aspects of work like kind of work, amount of work, financial rewards and the career future. This questionnaire showed that there is a positive influence of these aspects on the job satisfaction. Others such as (Nuseir, 2021; Yasir et al., 2022) used a survey research design to measure the satisfaction of a sample of 182 employees chosen through the convenience technique. The survey was aiming to measure two main aspects which are (administration support, and the working conditions). He at the end came up with a result that organizational climate has a positive impact on job satisfaction among these two aspects. Finally, (Al-Kassem, 2017) ended up with a conclusion of that organizational climate positively affect job's satisfaction, this conclusion was based on a quantitative method with a descriptive analysis approach studying the organizational climate in general, and concentrating mainly on job commitment.

H1b: from the previous conclusion's, we can determine that organizational climate has a positive direct impact on job satisfactions depending on the aspects related to the

psychological influencer factors such as (the support for the employee, working conditions which includes kind of work ,it's amount and it's future, and the financial rewards)

Base on the results of H1a and H1b, we come to conclude the following hypothesis:

H1: organizational climate has a direct impact on job satisfaction

3.2 The Impact of organizational climate on teachers' job performance

As researchers studied the effect of organization's climate on job performance, they again studied the climate through both dimensions. For the leadership style, (Al-Kassem, 2014) got their conclusion from studying different articles which leaded them to the result that both leadership styles have a positive impact on job performance, however, they assumed that styles are mixed and almost each leader these days are using different styles at the same time. This means that being a transformational leader doesn't mean that the leader doesn't reward his employees for better performance, while leaders who adapted the transactional leadership style they also motivate and encourage their employees like the other style. However, (Mat Som and Kassem, 2013) were more accurate in their research, they tested their primary data obtained from a questionnaire which was given to a sample size of 50 high school teachers, through multiple linier regression model such as: classical assumption test, multiple linear regression analysis, t-test and test of validity and reliability. These models showed that both styles has a significant influence on teachers' work performance.

As a result, we can assume that:

H2a: leadership style has a direct positive impact on employees' job performance

On the other hand, psychological influencers which is the second dimension of the organizational climate was studied by (T M Ghazal et al., 2023a) who both concentrated on different sectors which can be all related to influencing the employee psychologically. Firstly, we will take a look at the research made by (Muhammad Turki Alshurideh et al., 2022b; El Khatib et al., 2019) who made his assumption according to the studies which he made on other articles, these studies were relating school's climate with the warmth of relationship

between school members which will lead to a pleasant working atmosphere, and the behavior of these members (M. Alshurideh et al., 2023). (M. T. Alshurideh et al., 2023b) studied the commitment of employees as a dimension of their performance, and at the end he reached to the conclusion which is that the schools' climate has a positive relationship on teachers' performance. While, (Al-Kassem et al., 2012) who used regression analysis as a tool to analyze the contribution of the constant variables which are (organizational climate (X1) in general, and the psychological influencers expressed in work stress (X2), and motivation (X3)) on the dependent variable (Y) which is the job performance.

See Figure 1

Coefficients[a]					
	Unstandardized Coefficients		Standardized Coefficients		
Model	B	Std. Error	Beta	t	Sig.
1 (Constant)	71.378	21.366		3.341	.001
X1	.504	.120	.471	4.191	.000
X2	-.256	.092	-.284	-2.778	.007
X3	.058	.137	.043	1.420	.035

a. Dependent Variable: Y

Figure (1)

This leaded him to assume that organizational climate with the consideration of work stress and motivation, has a significant contribution on improving job performance

So, we can say that:

H2b: organizational climate has a positive direct impact on job performance depending on the aspects related to the psychological influencer factors such as (warm relationships between employees, the behavior of the organizations' members, motivation and work stress)

Base on the results of **H2a** and **H2b**, we come to conclude the following hypothesis:

H2: Organizational climate has a direct impact on employees' job performance

3.3 The Impact of job satisfaction on job performance

In studying the relationship between the employee performance and his job satisfaction, researchers agreed that these both variables are positively

influencing each other. As an example (Al-Kassem et al., 2013). Made a quantitative study on a sample size of 45 schools through a questionnaire, this questionnaire concentrated on the two dimensions of the job satisfaction trough different variables, motivation as a separated dimension, and stress, trust, justice, ethics, learning and decision making under the working condition dimension. He came up with the result that these dimensions have a direct impact on teacher's job performance. While used a survey questionnaire on a sample size of 200 teachers who worked for more than two years in different elementary schools. The researcher also used descriptive statistics such as distribution, group frequency, percentile, mean, standard deviation, and moment correlation coefficient to determine the correlation between job satisfaction and job performance for the sample size. This questionnaire was also made on the two dimensions of job satisfaction and their effect on the performance. It included policies, supervision, relationships with co-workers, work place and the

work itself under the dimension of the working conditions. It also studied the domains of motivation by measuring the recognition, achievement, level of the employee's responsibility, the opportunity for promotion, the opportunity of personal growth and the salary. Based on the finding of this study, the researcher concluded that there is a high performance for the teachers depending on their level of satisfaction towards these dimensions. Moreover, (El Khatib, 2015) studied the influence between satisfaction by measuring the impact of the (payment, promotion, contingent rewards, and fringe benefits) segments related to the satisfaction's motivation dimensions, and (supervision, operation conditions, co-workers, natural of work and communication) as the working conditions dimensions, on the job performance in general. The study also included the effects of sub-variables which may have an indirect effect on the main relationship such as (age, academic degree, gender and the marital status). See figure 2
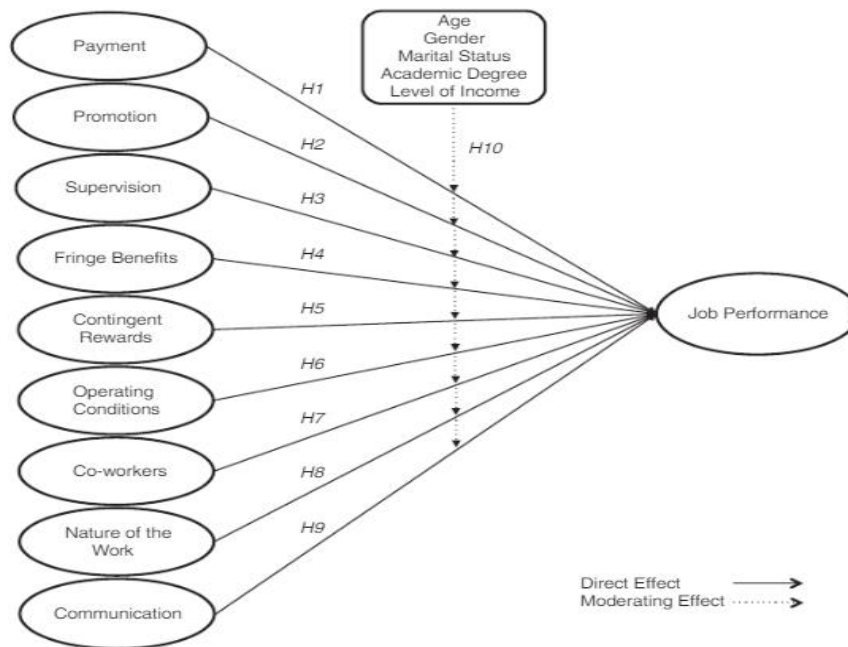
This study was made on 220 employees in the media industry through a questionnaire, and showed that not all segments directly influence promotion, in which that all segments are positively related to performance except fringe

benefits, contingent rewards and communication. In addition to that, the sub-variables also differed in results of effecting both satisfaction and performance, for example, age and academic degree showed less effect than gender and marital

status. As a conclusion, the study came to a result that job satisfaction in general effect positively job performance. Finally, (El Khatib and Ahmed, 2020) studied the influence of satisfaction on the performance dimensions with an explanatory research. They again gathered the domains of motivation and working conditions for the job satisfaction's variable, and studied their impact on job competency and creativity as dimensions of the performance. Their motivation domains were (the professional development, allowance, and salaries), while the working conditions included (job safety, challenges, stability and pleasant in work environment, behavior driven by work, work stress and the recognition). On the other hand, the performance dimensions included (work quality, work quantity and time management) for the job competency dimension, and (innovative behavior, self-ability to fulfill goals and the ability to resolve problems) for the creativity dimension. This study as the ones before ended up with the assumption that job satisfaction domains has a high positively impact on the domains of the job performance.

Base on the above, we come to conclude the following hypothesis:

H3: Job satisfaction has a direct impact on Job performance.

3.4 The Impact of Organizational Climate on Job Performance through Job Satisfaction

At the end, we can determine if organizational climate has a direct effect on job performance through job satisfaction in two ways. The first one is studying the above conclusions and make our assumptions based on them. As long as we had proved that researchers included our two dimensions of organizational climate in their researches, and that these dimensions both have a direct influence on job satisfaction. We as well that job satisfaction's dimensions impact and motivate employees for better performance through both motivation and weather conditions. Then we can say that organizational behavior have a positive impact on job performance through the dimensions that increase employees' satisfaction.

The other way is building our assumption on some studies which were made by other researchers. (Ramzan et al., 2022) for example, built their research on a sample of 189 teachers, administrator and lecturers who work in four major private educational institute, they used frequency analysis, correlation analysis, paired sample t-test and the regression analysis to conclude that leadership style alone as a single variable has no directly impact on teachers' job satisfaction, however, they also reached to the result that even though transformational leadership has a great impact on building strong work ethic, accountability and efficiency which all are related to job performance, thus, leadership style alone is not enough to influence performance alone without being supported by other factors such as (pay, job security, working hours and work environment) which are mainly related to our two job satisfaction dimensions. Which can mean in other words, leadership style as a dimension of organizational climate can influence job performance only with the support of the job satisfaction's dimensions. Secondly (M. T. Alshurideh et al., 2023a) Assigned a questionnaires which was given to 124 employees of private educator school. According to **figure (3)** they studied the association between both transformational and transactional leadership styles on job performance alone, to job satisfaction alone, and to job performance through job satisfaction.
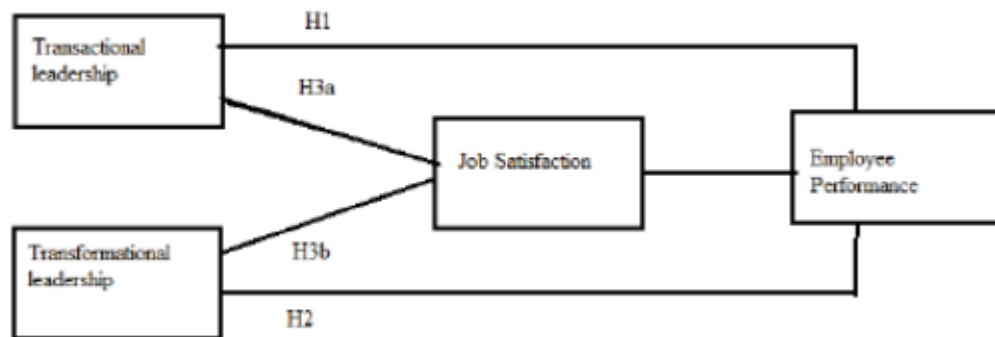
Figure 3

They came to a result that even though both leadership styles are positively associated with job performance, but transactional style has more influence on the employees' performance in the organization. However, they realized that job satisfaction is not mediating between job performance and transactional leadership, but the result will be positive with the transformational leadership. So, they observed that leadership style can positively affect job performance through job satisfaction especially for the transformational style.

Finally, (Mubeen et al., 2022) who studied the impact of organizational climate on job performance through job satisfaction, his studies showed that there is a direct impact of climate on employees' satisfaction, and as long as the employee job performance is directly related to his satisfaction towards the job, as a result he concluded that organizational climate has an indirect impact on the job performance for it's employees. He came up with this result after using a quantitative method with a descriptive analysis approach studying the impact of Organizational climate (X1), its commitment (X2), on employee performance (Z) through job satisfaction (Y). See Figure (4)
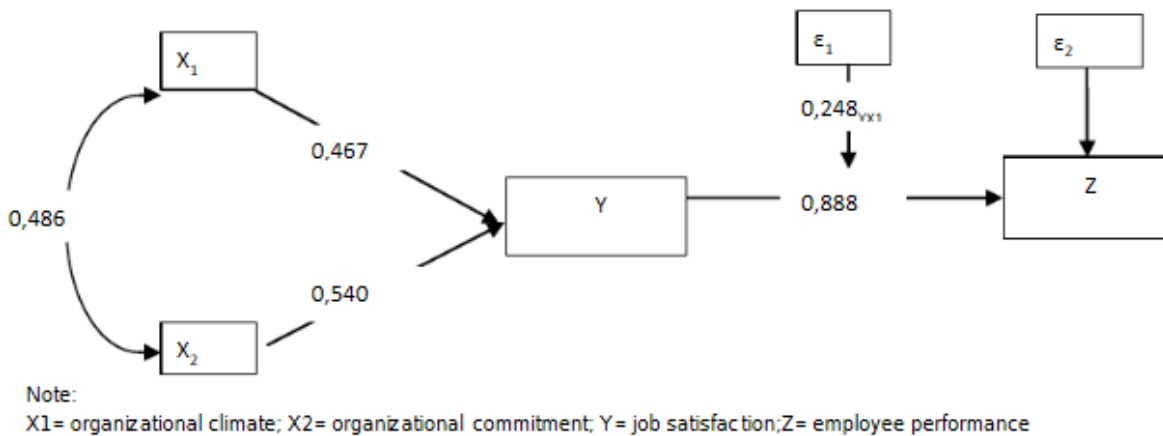

Note:
X1= organizational climate; X2= organizational commitment; Y= job satisfaction;Z= employee performance

Figure (4)

Base on the above, we come to conclude the following hypothesis:

H4: organizational Climate has a positive influence on Job Performance through Job Satisfaction.

3.5. Research problem
As we lately noticed a decrement in the progress of private schools in UAE than before, we could refer this to many factors, and as long as teachers are one of the important factors in the educational process, we have to study his performance level and what can positively increase it. But although some researchers studied the influence of the organization's Climate on the employee's satisfaction and performance. These Influencers may contains motivators such as promotions, wages and working stress, or they can be related to the organization's infrastructure and working environment. Moreover, very few researchers studied the influencers of job performance in private schools in UAE. As a result, this paper will try to study organizational climate consisting of both the transformational leadership and the transactional leadership styles, and the psychological influencers, and their impact on the job satisfaction dimensions which can be concluded in motivation and working conditions, and how all of these can influence job performance of the teachers.

3.6. Research Hypothesis
Organizational climate is the core element that impact the employees' improvement and success. Although job satisfaction is the main incentive for the employee to work efficiently, however, even though people could keep working in the same working place for years, this doesn't mean they are satisfied with their jobs. Satisfaction needs many external elements which may or may not be included in the general organizational climate. Thus, both organizational climate and employee's job satisfaction will improve work performance for

the employee

This study will be built following these hypotheses:

H1: School's organizational climate has a direct impact on teacher's job Satisfaction in private schools in UAE

H2: School's organizational climate has a direct impact on teacher's job Performance in private schools in UAE

H3: Teacher's job Satisfaction has a direct impact on their job Performance in private schools in UAE

H4: School's organizational climate has a direct impact on teacher's work performance through the effect of their job satisfaction in private schools in UAE
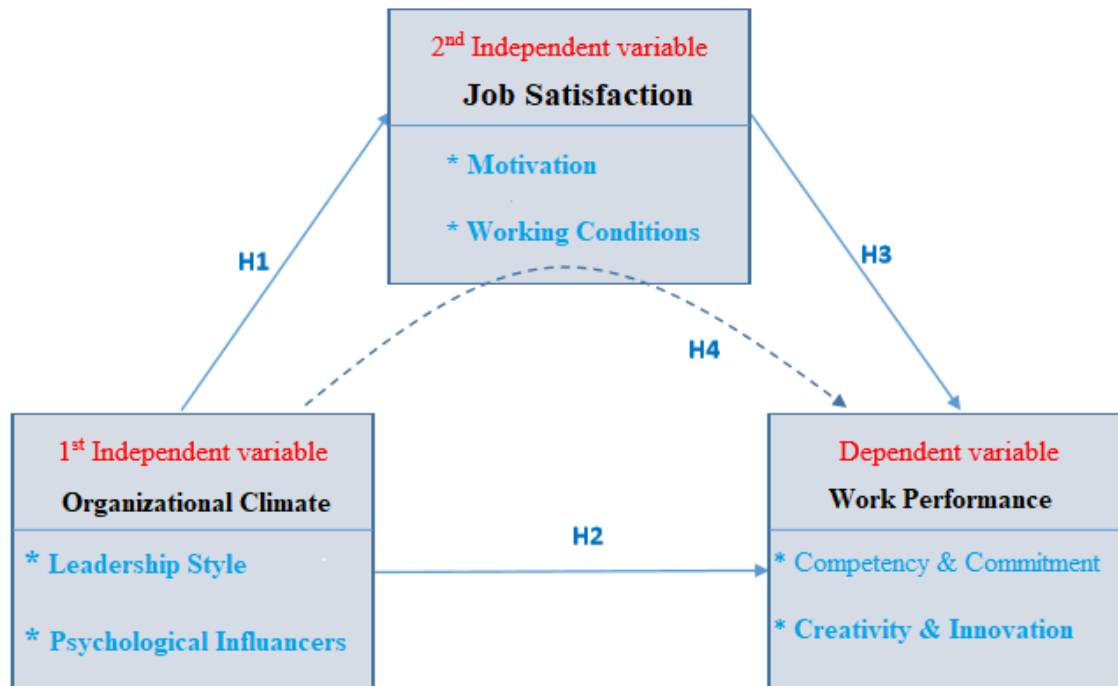
3.7. Research Model

Figure 1 : Research Framework

4. METHODOLOGY

This is a quantitative research, it's an exploratory and descriptive method as long as it's a field study which depended on collecting information from population by survey respondents' opinions though a designed questionnaire.

4.1. Population and Sample

The population of this study is private schools in UAE. The size of population: 581 private schools in UAE. Since we are unable to reach all the schools, then we will take a sample (the sample type is clustered: means that only private schools in Sharjah) and this sample is taken randomly. The sample will be private schools in Sharjah which are 112 regarding to the ministry of education website The primary data collection instrument are referenced articles, and a field survey questionnaire. The unit of analysis for this research was a questionnaire distributed to 220 teachers from different ages in 4 private schools in Sharjah, the respondents of this questionnaires were 180

teachers which is 82% from the total number, which makes the sample size 180.

Moreover, data was collected through some questions were as well given to 14 Supervisors, who are supervising the teachers who are representing the sample size, to measure their performance and compare it with the teachers' questionnaire answers.

4.2. The Distributed Questionnaire for the Sample Size

General Information

1- School Name …………………………

2- Gender (M) (F)   Age ……….

3- Highest   Qualification

………………………………………..

4- The   Grades   Which   You   Teach ……………………..

5- Your Total Work Experience in This School
   a. Less than 2 years   c.   5-10 years
b. 2-5 years   d. More than 10 years

Note: There is no right or wrong answers for this questionnaire, you kindly have to choose your answer based on your personal opinion.

T**his is a 5 points scale questionnaire in which:**
5 = Strongly Agree   4= Agree   3= Neutral   2= Disagree   1= Strongly Disagree

Part -1- Organizational Climate

	Leadership Style	5	4	3	2	1
1	Principle and Supervisor encourage you for good performance					
2	Principle and Supervisor treats teachers with respect					
3	Principle involve teachers in general in making decisions					
4	Supervisor supports you in doing your job					

	Psychological Influencers	5	4	3	2	1
5	You feel like being a part of a family in school					
6	The infrastructure of the school is pleasant and helps to work properly					
7	Administration motivates teachers in different ways to encourage them to do their best					

Part -2- Job Satisfaction

	Motivation	5	4	3	2	1
8	Satisfied with the salary					
9	Satisfied with the promotional system in school.					
10	Satisfied with the financial motivation system (overtime, rewards, rises, benefits, etc…)					
11	You get a feedback for your work periodically					

	Working Condition	5	4	3	2	1
12	School makes a good training for the teachers from time to time to help them improve					
13	School gives you freedom to choose the methods you					

	need to give your lecture					
14	I have a work load (too many tasks to be done every day)					
15	My job is inspiring and exciting					

Part -3- Job Performance

	Competency and Commitment	5	4	3	2	1
16	I rarely arrive late to school					
17	I always finish the job needed from me on time					
18	I always give my lectures with the highest energy which I have					
19	I like to participate in the school's events					

	Creativity and Innovation	5	4	3	2	1
20	I usually use different ways and methods to give my classes					
21	I can easily find a unique idea for each subject before teaching it					
22	I can manage hard situations during my class					

4.3. The Distributed Questions given the Supervisors
- Kindly list the <u>top and worst</u> 5 teachers committed to their job in your section
- Kindly list the <u>top and worst</u> 5 teachers who usually finish their tasks in terms of efficiently and effectiveness.
- Kindly list <u>the top</u> 5 teachers who usually give new useful suggestions and show big interest to work
- Kindly list <u>the top</u> 5 teachers in using different methods and technologies in teaching students.

5. DISCUSSION
As giving each answer it's weight in the questionnaire which the total mark of it was **110**, the highest mark we got were **92** which represents **84%** of the total mark, the lowest was **52** which is **47%** of the total mark, and the average was **67** which represented **61%**. Moreover, we noticed that age and gender had different effects on the results. As younger teachers had higher results from older ones, and female teachers had higher results than males especially in the satisfaction, commitment and creativity parts.
After collecting the results of both the teachers' questionnaire and the supervisors' questions, we could easily find that they both gave the same results which were concluded before. Teachers who answered positively to the parts about organization's climate were noticed to have much higher satisfaction than the others. Which strengthens the hypothesis that organizational climate impact satisfaction. Moreover, those teachers were positively performing in their job. Which supports the conclusion we had on the positive influence of both organizational climate and job satisfaction on performance. On the other hand, teachers who had negative feeling towards the organizational climate were unsatisfied in their jobs and showed less commitment and competency in their perform.
The same thing happened when we compared their answers with their supervisors' opinions. The top 5 teachers chosen as answers for each question given to the supervisors showed that they are from the teachers who got the highest 15 marks in the questionnaire.

6. CONCLUSION AND RECOMMENDATIONS
This research showed that working process is a related circle in which each part of it will affect the full process. To reach to the best performance of the teachers, the administration should start from itself. Choosing the right leadership style which can

motivate teachers, and participate with them in both upstream and downstream. Upstream by working with them on their tasks, and downstream by involving them in some decision making of the organization. Moreover, a good pleasant work climate will make teachers psychologically comfortable which will lead to better performance in their jobs. Moreover, motivating them in both financially such as rises and rewards, and psychologically by promotions and recognitions, will make them more satisfied in their jobs. These points, if took care of them, will lead to better performance, and therefore, will increase the consciousness and knowledge of students who will in future, carry this community on shoulders.

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