

Organizational Climate of Academic Staff in Ethiopian Higher Education Institution in Some Selected Universities

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Abstract

The current article deals with study of organizational climate in Ethiopian higher education institution in some selected public universities. In today's competitive world, organizational climate is considered as a key factor for success, survival, and sustainability of organizations. So far, literature has recognized various factors that organizational climate in service in organizations. This research has been conducted to analyze the organizational climate of academic staff in Ethiopian higher learning institutions. Methodologically, this research follows quantitative research method and explanatory research in nature written deductively. The primary data collection (questionnaire (n=301)) was mainly used in this study to come with conclusion. Both SPSS and AMOS were used for data analyses. Organizational climate includes autonomy, organizational trust, team work, reward and recognition, and organizational support. Conclusions and recommendations were scientifically given and future implications for the coming researchers were forwarded.

Key words: Organizational climate, teamwork, Autonomy, Ethiopia, Trust.

Introduction

Organizational climate is one of the most imperative concepts in management studies. The concept has proved useful predicting and explaining variety of job-related behavior, attitude,

perceptions, and performance of employees. Organizational climate is fashioned by shared psychological climates and shared employee's perception of work environment. Organizational climate is comparatively continuing quality of internal environment that is practiced by its adherents, influences their behavior, and can be described in terms of values of set of characteristics within an organization.

The organizational climate theory was first introduced by Kurt Lewin in 1930 in psychological climate study. Ekvall (1996) who had intensively conducted research for creativity and innovation climate describes climate as an organization ascription, a conglomerate of attitudes, moods and feelings, and performance and behaviors which characterizes life in the organization and exist self-reliantly of the perception and understandings of the organization's members. Sometimes company climate is referred to the observations of the work atmosphere at the individual, group or organizational level of analysis (Iskasen and Akkermas, 2011).

Organizational climate refers to meaningful interpretation of work environment by individuals within it. The organizational climate concerns the relationships warm and caring, fair treatment of people in terms of rewards and benefits, motivation, trust and excellence of people in an organization. Organizational climate is properties of organizational environment in a work place perceived directly or indirectly by staff that strongly influence employees' action, performance and behavior. It is the process of quantifying the culture of an organization.

The major variables of this research were dimensions of organizational climate were employee teamwork, perceived autonomy, recognition and reward, organizational support, and organizational trust. The output of the study helps the institutions to take corrective actions about employees' perception of organizational climate multidimensionally.

1.1. Rationale of the study

Ethiopia is one of the fastest developing country in the Africa. The Federal Democratic Republic of Ethiopia launched various national development policies in addition to the five years Growth and Transformation Plan (GTP 2), having the long-term vision of becoming a country where democratic rule, good governance and social justice reigns up on the involvement and free will of its peoples; and once extricating itself from poverty and becomes a middle-income economy. The role and involvement of each sector is obligatory and essential which should be integrated accordingly as to attain the planned goal.

Among service organizations, public higher learning institutions are foremost one. Higher education institutions play a central role in achieving social equity and encouraging higher levels of economic and social development. The Federal Democratic Republic of Ethiopia has boarded higher education expansion project allocating its substantial budget (Tesfaye,2004). As higher learning institutions play wonderful role in social, economic, technological, political, research, and cultural development dimensions they should accomplish their duty accordingly. Currently there are 31 public Universities in Ethiopia. Each university in the country has common vision on producing knowledge equipped graduates, conducting problem solving research and development, integrated community service in the local and nationally including the industry university linkage for development.

The organizational climate is one of central organizational development indicators. The more conducive organizational climate in an organization employee feel freedom and strives for further personal and organizational development and when poor organizational climate practiced employees develop counterproductive behavior. Lack of research conducted on the influence of the psychological capital and organizational climate on innovative work motivated the researcher to work on it in scientific manner. Thus, the psychological capital and organizational climate of Ethiopian higher learning institution should be examined in parallel with the innovative work behavior of academic staff, which remains not researched well.

1.2. General Research Objective

The foremost objective of the study was to study organizational climate of academic staff of some selected public Universities in Ethiopia.

2. Review of related Literature on organizational climate

Organizational climate can be categorized by three magnitudes; 1) Firm's motivation as a basic orientation of the organization towards innovation., 2) Management practice refers to allowance of freedom in the conduct of work by drawing skills and perspectives of individuals, 3) resources to all that organization has obtainable to aid work in a area targeted for innovation (Amabile T., et al,1996) Some authors might suggest that well planned reward system also is a part of organizational climate characteristic which can be effective tool to reinforce such desire behavior. Based on the suggestion, we can conclude that people behavior can be influenced by triggering their intrinsic motivation.

2.1.1. Organizational Climate and its definitions

Organizational climate researches started to be considered as area of research that can be traced back to the 1930s, when the concept of organizational climate considered as area of research in organizational behavior. Since then, studies conducted to date has been dealt with matters such as the definition of the organizational climate, and dimensions organizational climate at different period (Zhang and Liu, 2010).

In literature, there is no commonly approved definition of organizational climate and it is a multi-layered phenomenon derived from employees' perceptions of their experiences within an organization having different personalities. Litwin and Stringer (1968) defined organizational climate as the set of measurable properties of the work environment perceived by the employees who work within the organizational environment that effects and inspires their behaviors at large. Organizational climate with significant implications for research began with analysis at the individual level, concentrating on what is termed psychological work climate. Organizational climate is also measured by averaging the individual scores of psychological works climate within an organization considering an environment (Gillespie et al,2008).

Organizational climate designates the members' perception of their work environmental conditions. Observing at existing studies (Harish,2013), two basic modes are apparent: the macro mode, specifically investigation aimed at the organizational climate individuals perceive in the whole work environment depending on their perception; the other is the micro mode, namely investigation aimed at a certain dimension or a certain environment of the organization considering specific area of their interest they need to meet.

The creative organizational climate is the organizational characteristics as perceived by its employees (Ekvall, 1996) and characteristics that include learning climate or culture that encourage creativity and innovativeness. The creative organizational climate inspires people to generate new ideas and helps the organization to grow and increase its efficiency and at the same time it enables members to generate and implement creative ideas more effectively in the development and progress of their organization (Ekvall et al., 1983). Hence, researchers and practitioners need to understand the relationship between creative organizational climate, organizational values and norms with effective learning organization. Therefore, the major constructs of organizational climate in this study are organizational trust, Teamwork, Reward and recognition, Autonomy, and organizational support.

According to Agho, et al (1993) defined organizational climate as a conglomerate of attitudes, feelings and behaviors that characterize life of workers in an organization. He assumed that the organizational climate is important due to its potential to influence on different organizational and psychological processes that can benefit or harm even the performance of an organization. Communication flow, problem solving culture, decision-making capabilities, learning and motivation can all be affected by the practice of organizational climate in an organization. This in turn might have influence on the effectiveness and productivity of the organization as well as the work environment and employee wellbeing in the workplace (Agho, 1993).

In literature, researchers have found links between organizational climate and employee attitudes and behaviors. Researchers suggest that organizational climate related with positive behaviors like innovative behavior, organizational citizenship behavior and negative organizational behaviors like counterproductive behaviors (Scheuer, 2010; Wolf et al., 2012). Conversely, employees who perceive their work environments as being non-supportive or unwelcoming they are more likely to exhibit negative or counterproductive behaviors (Wolf et al., 2012).

2.1.2. Creative organizational climate

The creative organizational climate is the organizational characteristics as perceived by its employees (Ekvall, 1996) and characteristics that include learning climate or culture that encourage creativity and innovativeness. The creative organizational climate inspires people to generate new ideas and helps the organization to grow and increase its efficiency and at the same time it enables members to generate and implement creative ideas more effectively in the development and progress of their organization (Ekvall et al., 1983). Hence, researchers and practitioners need to understand the relationship between creative organizational climate, organizational values and norms with effective learning organization.

Creative organizational climate is one of the important elements that play a vital role in learning organization (Samad, 2004). The creative climate is the organization characteristics as perceived by its members (Ekvall, 1996). These characteristics include learning climate or culture that encourage creativity and creative organizational climate encourages people to generate new ideas and helps the organization to grow and increase its efficiency and at the same time it enables members to generate and implement creative ideas more effectively (Ekvall et al., 1983). Literatures have been put forward to explore the relation and role of climate in organization (Ekvall, 1996), stated that organizational climate affects the

relationship between individual and organizational performance due to its modifying effect on organizational and psychological processes. The organizational climate is influenced by many factors within organization and as a result affects organizational and psychological processes. Organizational processes include group problem solving, decision-making, communication and coordination.

Dimensions of Organizational Climate

Since organizational climate is broad concept in the field of organizational behavior and human resource management, there are many indicating variables and sub variables of organizational climate. Thus, the major indicators of organizational climate in this study are: trust, Teamwork, Reward and recognition, Autonomy, and organizational support.

Perceived Autonomy

Job autonomy has been related to various positive work-related outcomes and work engagement, organizational commitment and organizational performance (Hammond et al., 2011). Job autonomy gives employees a sense of control over how they do the work which empowers them to find and develop fitting ways to accomplish the tasks. Moreover, for employees to be able to be creative and innovative, they need the conducive environment to do so. Autonomy over work processes is therefore crucial for employees to be able to demonstrate innovative behaviors.

Malik (2009) stated that the work itself and development were highly associated with faculty job satisfaction unambiguously. Intrinsic factors such as accountability and the fulfilment with work itself arise from the human capability to personally advance and grow (Malik, 2011). Robbins et al. (2003) in their research emphasized that when a job provides an opportunity for individuals with works that stimulate, development opportunities for personal growth and education, and the opportunity to be responsible for results, such provides a basis for enhanced job satisfaction in work unit. Moreover, Robbins (2005) research indicates that jobs that overlay opportunities for using skills and abilities, variety of tasks, freedom and reaction of their performance slant to be favored by the employees. Houston et al. (2006) initiate that university staff members were temperately satisfied with the autonomy to choose their own method and technique of work, their level of responsibility, and the amount of variety in their job as well.

Perceived Organizational Support (POS)

According to organizational support theory, employees develop POS to meet socioemotional needs and to determine the organization's readiness to reward increased efforts made on its behalf (Rhoades & Eisenberger, 2002). POS would obligate employees to increase their positive outputs, attendance, and punctuality. Accordingly, POS was found to be related to employees' felt obligation to aid the organization, and this relationship was greater among employees who strongly endorsed the norm of reciprocity as applied to the employee–employer relationship.

Teamwork

A team is a group of professionals who work together to yield products or deliver services for which they are mutually responsible. Team members share goals and are mutually held accountable for meeting them, they are independent in their accomplishment, and they affect the results through their interactions with one another (Mohammed, 2010). Moreover, in a team, each member is interdependent and requires skills that complement between each other to achieve the organization's objectives.

Teachers cooperate in a team to enhance the process of learning as well as can advance their performance in the institution. It also involves effective communications, participation in decision making and problem solving, faith and support and acceptance among each member. Only through the sharing of skills, experience and knowledge, the complex problem can be solved easily and effectively. When all employees are aware of their responsibility to the team, not only the organizations get benefits, but it gives satisfaction of work to employees.

Team knowledge changes, as team members encounter new situations and develop new knowledge through continuous learning processes. Continuous team learning can challenge team knowledge that guides the present way of working, stimulate the team to renegotiate habitual routines, form a team climate, and a "team mission" to be proactive and initiate change. Innovation generally refers to changing or creating more effective processes or products. The team's engagement in workplace innovation is the effort to change or create more effective work processes and it is related to proactivity.

According to Salas et al (2005) the coordinating mechanisms of the big five of teamwork are concerned with different aspects of coordination of a team and are needed to meld together of big five teamwork components.

1. Shared mental models

Conferring to Salas et al. (2005) shared mental model refers to common or overlapping cognitive symbols of the team's characteristics, purpose and goal's (Duel, 2010). This includes the various characters and tasks of team members, the behavioral patterns required of team members to complete team tasks, and how the team should organize in order to achieve its goals. Without well-developed shared mental models team members could have dissimilar views on team goals and how to achieve them, which, for instance, could lead to unproductive communication, lack of capability to antedate other team members requirements and activities (Salas et al., 2005). However, it is important to note that team members should not have too similar mental models, as this to a full extent is unachievable and time consuming, and can hinder creative problem solving (Salas et al., 2005).

2. Closed loop communication.

Communication is precious in teamwork and is well-thought-out especially important in team situations with a high degree of complication (Duel, 2010; Salas et al., 2005). Under such circumstances, background noise, team members having their consideration absorbed elsewhere or information in the environment surpassing individuals' mental capacity, can hinder effective communication (Salas et al., 2005). Salas et al. (2005) proposed that closed-loop communication would be an actual way of meeting information discussion difficulties in teamwork. Closed-loop communication involves (a) the sender initiating a message, (b) the receiver receiving the message, interpreting it, and acknowledging its receipt, and (c) the sender following up to insure the intended message was received and understood as intended (Salas et al., 2005, p. 568).

Mutual trust.

Trust in team-settings can be defined as: "the collective perception ... that individual's in the team will achieve particular actions important to its followers and... will distinguish and guard the rights and interests of all the team members engaged in joint effort" (Salas et al., 2005, p. 568; Webber 2002, p. 569). Without trust, team members will most likely spend time and energy to check and examine if other members have done their work and coddle their own work from other's decisions, instead of collaborating to accomplish the task at hand (Salas et al., 2005). Furthermore, team members with low levels of trust, may not share information or interconnect as willingly as if they had high levels of trust in fear that they will not be taken extremely, which can harm further trust development and task

accomplishment (Salas et al., 2005). Lack of trust may also cause team members to avoid the members that they do not trust, and thus, assured the teams effective functioning even further.

3. Team leadership.

Leadership can be defined as a process of social communication where leaders try to influence the behavior and performance of their subordinates to realize organizational goals. According to Salas et al. (2005) a team leader can qualify and smooth team effectiveness through three all-encompassing functions (Duel, 2010):

- 1) To uphold and produce the teams shared mental models, which enables team members to know their roles, and how to coordinate team tasks to attain goals (Salas et al., 2000; Salas et al., 2005).
- 2) To oversee and display the internal and external environment of the team and examine that the team is developing towards their recognized goal (Duel, 2010). This intensive care safeguards that the team can adaptably put up for changes in the environment when they occur (Salas et al., 2005).
- 3) To create behavioral and performance expectations of team members that syndicate their skills optimally and strengthen these when suitable. This includes providing clear track and launch norms for what team members are expected to do, and what acceptable team interaction is, and why this is important to the team's overall goal (Duel, 2010; Salas et al., 2000; Salas et al., 2005). Team leadership can in turn inspire behaviors such as mutual performance monitoring, team orientation, backup behavior and adaptability.

4. Mutual performance monitoring.

Mutual performance monitoring can be defined as “the ability to keep track of fellow team members work while carrying out own work to ensure that everything is running as expected and to ensure that others are following procedures correctly” (Salas et al., 2005, p. 575). Team members engaging in mutual performance monitoring will be aware of how their team is functioning and enable them to initiate backup behavior if needed. Thus, a prerequisite for mutual performance monitoring is well developed shared mental models, so that team members have a common understanding of other team member tasks, and how the team should reach their goals. Mutual trust is a further prerequisite for effective mutual performance monitoring (Duel, 2010).

Reward and Recognition

Rewards refer to all the benefits, financial and non-financial; that an employee obtains through his/her employment relationship with an organization (Newman, 2010). Reward identifies the feeling of being rewarded fairly and equitably as well as the perceived organization's promotion policies. If an employee feels that he or she is unlikely to obtain a good evaluation or promotion even after having great endeavors in such a working environment, he or she will probably search for another job elsewhere

According to Saks (2006) greater incentives and recognitions of the employee's performance, contribute that employees might be satisfied in their mind and this workplace was fit to them. When the employees received recognitions or rewards from their organization, they would be willingness to react through their best level of commitment towards their organization.

Reward and benefit play central role in attracting, retaining, and motivating employees. However, whether rewards management practices could positively improve people's innovation and creativity in workplace has been debating issue theoretically, without common point of agreement. The main debate in the field is termed as the fight between "utilitarianism" and "romanticism".

Also, extrinsic and intrinsic rewards have interference interaction effect on innovative behavior. Especially when the intrinsic approaches reach certain higher level, the effectiveness of extrinsic rewards is becoming weaker, this implicates that intrinsic rewards practices could recover or prevent the "effect of over erosion" brought by extrinsic rewards. In conclusion, the perspectives of "utilitarianism" and "romanticism" are not oppositely exclusive, but complementarily inclusive.

2.1.2.1. Organizational Trust

The concept of trust is the basis of strength of the social bonds and relations ensuring the continuity of the relations of individuals and structures with each other. Within this scope, trust is defined as: "Trust is the degree to which the trust or holds a positive attitude toward the trustee's goodwill and reliability in a risky exchange situation" (Das & Tang, 1998). Within this scope, it is assumed that the concept of trust is effective in terms of the perception of risk and uncertainty (Aydem, 2015).

According to Möllering et al., (2004), the word “trust” dates to the 13th century and has its roots in expressions symbolizing faithfulness and loyalty, but the concept of trust is probably as old as the earliest forms of human association. According to Rousseau (1998) in Aydem (2015), trust is a psychological state comprising the intention to accept vulnerability based upon positive expectations of the intentions or behavior of another. Organizational trust is well-defined as a sense of self-confidence and support. Organizational trust refers to employee conviction in organizational goal attainment and administrative leaders, and to the belief that eventually, organizational action will prove beneficial for employees (Aydem ,2015).

Gills (2003) interpreted organizational trust as the organization’s disposition, based upon its culture and communication performances in relationships, to be suitably vulnerable, based on the acceptance that another person, team or organization is capable, open and truthful, concerned, reliable and identified with common organizational vision.

Research Methodology

Sampling and Population: This research is descriptive in nature. Out of the four public universities considered in this study as population, four universities were selected by stratified sampling, the strata were made depending up on the university generation (the year that university opened), four generation were identified; first, second, third and fourth generation universities. 340 respondents were selected from the total population of the academic staff, and only the response of 301 respondents analyzed and reported.

Data Collection: Data were collected from the selected universities by self-administered questionnaire.

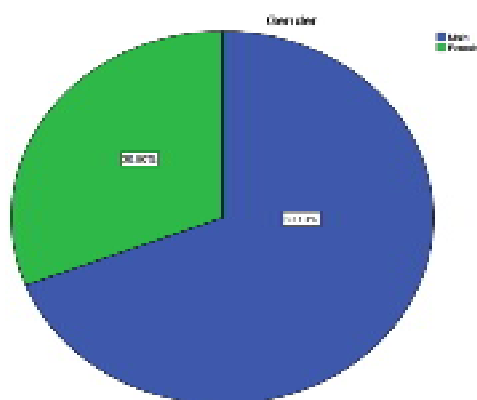
Design: The descriptive research design was used to describe the innovative work behavior of academic staff in some selected public Universities.

Questionnaire: In answering the questionnaire, the respondents asked to indicate their responses to the questions on a five-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree).

Analysis: The SPSS version 20 statistical software package were employed for data analysis. The descriptive statistical outputs were used to investigate innovative work behavior academic staff in Ethiopian higher education institutions.

Analyses and discussion

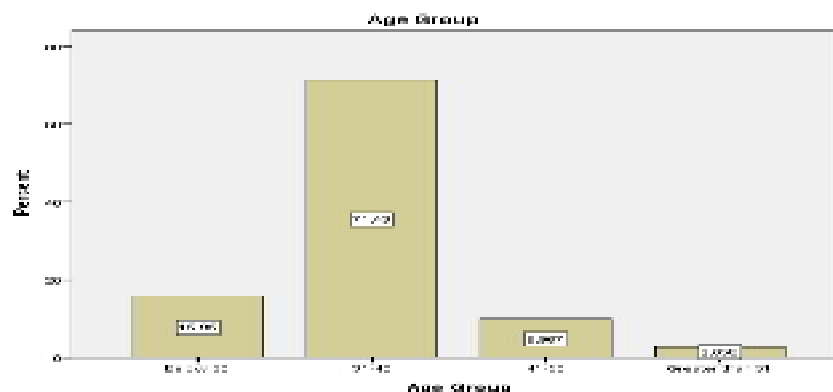
Gender Distribution: the gender distribution of respondents questioned in this study 69.1% were Males and 30.9% were Females. The higher education working environment were highly influenced by Males in Ethiopia. Currently due to high emphasis of government on gender equality and good social awareness on gender equality the number of females in higher learning institutions are increasing at increasing rate. On the other hand, Ethiopia is a country dominated by people at productive age group.



Source: SPSS output

Figure 1: The Gender distribution of respondents

Age Distribution: According to data collected from the four public universities 15.95% were below age of 30 years old, 71.43% were from 31-40 years old, 9.967% were from 41-50 years old, and 2.658% of the academicians covers greater than 51 age group. This indicates at higher learning institutions more than half of the instructors were people at productive age.



Source: SPSS output, 2019

Marital status: In this research marital status was considered as one element of demographic variables. The result indicates most of respondents were married (54.5%), 33.6% were single, and the other percent were divorced and widowed. Due to high cultural value for marriage most of respondents were married and as indicated in table 4.2, 14% were fresh graduates and junior instructors, who didn't join marriage.

Table 1: Marital Status of Respondents in Percentage

Scale		Frequency	Percent
Valid	Single	101	33.6
	Married	164	54.5
	Divorced	21	7.0
	Widowed	15	5.0
	Total	301	100.0

Source: SPSS output, 2018

Discussion and Analysis

Perceived Autonomy

In Autonomy there were 5 items. Regarding the response of respondents about whether the Management let instructors make their own decisions much of the time; 14.6% strongly disagree, 15.9% disagree and 31.9% of respondents neither agree nor disagree; in addition from the total respondents of this study majority of them agree (33.69%) and even 3.7% strongly agree regarding management let instructors make their own decisions much of the time item (mean=2.96, standard deviation=1.1140). This investigation implies that Majority of respondents agree that the regarding management let instructors to make their own decisions much of the time in their daily activities in teaching and learning activity and, community service, and conducting problem solving research.

The (n=301) respondents were also asked to give their answer regarding the question, management trust instructors to take a work-related decision without getting permission first, and 3.7% strongly agree that the management trust instructors to take a work-related decision without getting permission first, 32.2% agree, 33.6% neutral, 15.3% disagree, and 15.3% strongly disagree (mean=2.94, standard deviation=1.110). The overall response of respondents regarding this item inclines to management trust instructors to take a work-related decision without getting permission first autonomously to some extent

To see whether people at the top tightly control the work of those below them or not, the response indicates that 15.3% strongly disagree, 22.6% disagree, 41.2% were unbiased, and 20.6 % and 0.3% agree and strongly agree respectively (mean=2.68, standard deviation=.979). This collective reply indicates there is no as much close-fitting control on academic staff of public universities in Ethiopia.

The fourth item used to measure perceived autonomy of academic staff was how management keep too tight a reign on the way things are done in the campus and 20.9% agree, 49.8% neutral, whereas 10.6% and 18.6% disagree and strongly disagree respectively (mean=2.73, standard deviation= .995). The response of respondents indicates that there is high neutral response on how the universities perform activities.

Respondents were also asked whether it is important to check things first with the boss before taking a decision or not and the result shows 23.96%, 46.8%, 16.6%, and 12.6% agree, neutral, disagree and strongly disagree respectively (mean=2.82, standard deviation=.939). The result indicates minor cases are there when it is important to check things first with the boss before taking a decision for the sake of organizational integrity and honesty.

Response of Respondents regarding perceived Autonomy (n=301)

Items	Scale	N	%	Mean	SD
Management let instructors make their own decisions much of the time	Strongly disagree	44	14.6	2.96	1.110
	Disagree	48	15.9		
	Neutral	96	31.9		
	Agree	102	33.9		
	Strongly agree	11	3.7		
	Total	301	100.0		
Management trust instructors to take a work-related decision without getting permission first	Strongly disagree	46	15.3	2.94	1.110
	Disagree	46	15.3		
	Neutral	101	33.6		
	Agree	97	32.2		
	Strongly agree	11	3.7		
	Total	301	100.0		
People at the top tightly control the work of those below them	Strongly disagree	46	15.3	2.68	.979
	Disagree	68	22.6		
	Neutral	124	41.2		
	Agree	62	20.6		
	Strongly agree	1	.3		
	Total	301	100.0		
Management keep too	Strongly Disagree	56	18.6		

tight a reign on the way things are done around here	Disagree	32	10.6	2.73	.995
	Neutral	150	49.8		
	Agree	63	20.9		
	Strongly Agree	301	100.0		
	Total	56	18.6		
It's important to check things first with the boss before taking a decision	Strongly Disagree	38	12.6	2.82	.939
	Disagree	50	16.6		
	Neutral	141	46.8		
	Agree	72	23.9		
	Total	301	100.0		

Source: SPSS output, 2019

Note: *N*= number of respondents, % = percentage, *SD*= Standard Deviation, *t*= *t*-value of the item, *p*-value-which measure statistical significance

Organizational Trust

In this study, organizational trust was considered as one variable measuring organizational climate by 7 items; I believe my employer has high integrity, I can expect my employer to treat me in a consistent and predictable fashion, my employer is always honest and truthful, I believe my employer's motives and intentions are good, I do think my employer treats me fairly, my employer is open and upfront with me, and I am not sure I fully trust my employer.

The response of instructors indicates 8.6% disagree, 38.5% neutral, majority 40.5% agree and 12.3% strongly agree regarding instructors believe the university has high integrity (mean=3.56, standard deviation= .816) which inclines that majority of respondents agree that their university has high integrity for them.

The second item of organizational trust on instructors can expect their employer to treat them in a consistent and predictable fashion indicates 16.6% strongly agree, 27.9% agree, 46.5% neutral, and 9.0% disagree (mean=3.52, standard deviation=0.874). Instructors perceived that universities treat them in a consistent and predictable fashion.

The answer of honest and truthfulness of the universities signpost that 17.9 % disagree, 29.2% neutral, 36.2% agree, and 16.6% strongly agree (mean=3.51, standard deviation=.972). This indicates that the employer is more of honest and truthful workers.

Regarding the fourth item 46.8% agree and 10.0% strongly agree that they believe their employer's motives and intentions are good, while 11.3% disagree, and 31.9% are unbiased about employer's motives and intentions (mean=3.55, standard deviation= .821), indicating more than half of the employees believe in goodness of motives and intentions of their universities.

32.6% of respondents agree on the idea of their university treats them fairly, 17.3% strongly agree, 11.0% agree, 0.3% strongly disagree, while 38.9% neither agree nor disagree on fair treatment of their university (mean=3.55, standard deviation= .914). These results indicate there is no as such clarity in the universities about the fair treatment of staff.

The researcher asked the respondents about whether their employer is open and upfront with them and 11.3% strongly agree, 32.9% agree, 42.2% were neutral, and 13.6 % disagree (, mean=3.42, standard deviation= .863), which means there is no strong openness and upfront of universities with the instructors as perceived by them.

The last question was about how much employees trust their respective universities/employers and out of all respondents 43.2%, 21.9%, 25.9%, and 9.0% agree, strongly agree, neutral, and disagree respectively (mean=3.78, standard deviation= .890). This occasion depicts that the employees trust their employers/ universities, because all activities undertaken in the university are with rules and regulations of the government.

Response of Respondents regarding Organizational Trust (n=301)

Items	Scale	N	%	Mean	SD
I believe my employer has high integrity.	Strongly disagree	-	-	3.56	.816
	Disagree	26	8.6		
	Neutral	116	38.5		
	Agree	122	40.5		
	Strongly agree	37	12.3		
	Total	301	100.0		
I can expect my employer to treat me in a consistent and predictable fashion.	Strongly disagree	-	-	3.52	.874
	Disagree	27	9.0		
	Neutral	140	46.5		
	Agree	84	27.9		
	Strongly agree	50	16.6		
	Total	301	100.0		
My employer is always	Strongly disagree	-	-		

honest and truthful	Disagree	54	17.9	3.51	.972
	Neutral	88	29.2		
	Agree	109	36.2		
	Strongly agree	50	16.6		
	Total	301	100.0		
In general, I believe my employer's motives and intentions are good.	Strongly Disagree	-	-	3.55	.821
	Disagree	34	11.3		
	Neutral	96	31.9		
	Agree	141	46.8		
	Strongly Agree	30	10.0		
	Total	301	100		
I do think my employer treats me fairly	Strongly Disagree	1	.3	3.55	.914
	Disagree	33	11.0		
	Neutral	117	38.9		
	Agree	98	32.6		
	Strongly Agree	52	17.3		
	Total	301	100.0		
My employer is open and upfront with me.	Strongly Disagree	-	-	3.42	.863
	Disagree	41	13.6		
	Neutral	127	42.2		
	Agree	99	32.9		
	Strongly Agree	34	11.3		
	Total	301	100.0		
I'm sure I fully trust my employer.	Strongly Disagree	-	-	3.78	.890
	Disagree	27	9.0		
	Neutral	78	25.9		
	Agree	130	43.2		
	Strongly Agree	66	21.9		
	Total	301	100.0		

Source: SPSS output, 2019

Note: N= number of respondents, %= percentage, SD= Standard Deviation

Team Work

Team Work is measured by items; I feel confident in my ability to work in a team, I know how to give my team members feedback that will not hurt their feelings, I ask others for feedback, I make an effort to include other members of my group, I value the contributions of my team members, I treat my team members as equal members of the team, I am good at communicating with my team members, I feel confident in my ability to be a leader. Concerning confidence and ability of respondents to work in team majority of respondents

61.1% agree and 20.3% strongly agree, while 6.0% disagree, 12.6% were unbiased about the question forwarded (mean=3.96, standard deviation= 0.754). This outcome shows the employees can work in team regardless of constraining factors.

The second item was targeted at knowing how to give feedback in team members that will not hurt feelings of others more than half of respondents 61.1% agree, 19.6% strongly agree, while 12.6% were neutral and 6.6% disagree (df=300, mean=3.94, standard deviation= 0.766). This indicates the instructors know how to give feedback in team without hurting feelings of others in the team.

In team work the openness of members in receiving feedback in the team plays significant role in productivity of the team. Then, out of all respondents 48.8% agree that they ask others for feedback, 27.6% strongly agree that they are open to take feedback, 14.3% were neutral in openness to feedback, while 4.7% disagree and strongly disagree in taking feedback may be due to unmentioned factors (df=300, mean=3.97, standard deviation= 0.856). Most of employees/instructors are open to take feedback from their colleagues to which can build their career development.

The fourth question deals with how much individuals are interested to include other members of their group and 43.5% agree that they are interested, 37.5% strongly agree, 8.6% were unbiased, 10.3% disagree (df=300, mean=4.08, standard deviation= 0.993). The result implies that employees/ instructors are with high view of inclusiveness.

From 301 respondents of this study 43.9% and 39.5% agree and strongly agree concerning valuation of the contributions of their team members. But, 8.3% disagree about valuation of the contributions of their team members, while 6.6% were unbiased about valuation of the contributions of their team members (df=300, mean=4.15, standard deviation= 0.890). Thus, this implies most of instructors in different team members value the contributions of their team members.

Regarding the equal treatment team members 52.5% agreed that they believe in the equal treatment team members, 29.2% strongly agree, while others 9.3% were unbiased about equal treatment of team members. Few people 9.0% disagree in equal treatment team members due to different factors (df=300, mean= 4.02, standard deviation= 0.864). More

than 75% of respondents agree in the equal treatment team members in bringing team effectiveness.

The next item in team work asks about how much instructors are good at communicating with their team members. From all respondents of this study 49.2% agreed that they believe as good at communicating with their team members, even 24.3% strongly agreed with this item, while 9.0% disagree and 17.6% were indifferent about their good communication with their team members (df=300, mean=3.89, standard deviation= 0.876). The overall result confirms that employees/instructors were good at communicating with their team members with high group understanding.

The last item in team work was about how much employees feel confident in their ability to be a leader. And the statistical result shows 30.6% agree and 20.9% feel confident in their ability to be a leader in their team and further, still 32.9% were nonaligned in their ability to be a leader. Also, small percent of respondents 15.3% disagree in their ability to be a leader in their team (df=300, mean=3.56, standard deviation= 0.997). Thus, it can be summarized that most of instructors have confidence to be a leader in their work.

Response of Respondents regarding Team Work (n=301)

Items	Test value -2.5				
	Scale	N	%	Mean	SD
I feel confident in my ability to work in a team.	Strongly disagree	-	-	3.96	0.754
	Disagree	18	6.0		
	Neutral	38	12.6		
	Agree	184	61.1		
	Strongly agree	61	20.3		
	Total	301	100		
I know how to give my team members feedback that will not hurt their feelings.	Strongly disagree	-	-	3.94	0.766
	Disagree	20	6.6		
	Neutral	38	12.6		
	Agree	184	61.1		
	Strongly agree	59	19.6		
	Total	301	100		
I ask others for feedback	Strongly disagree	14	4.7	3.97	0.856
	Disagree	14	4.7		
	Neutral	43	14.3		
	Agree	147	48.8		
	Strongly agree	83	27.6		
	Total	301	100		
I make an effort to include other members	Strongly Disagree	-	-		
	Disagree	31	10.3		

of my group.	Neutral	26	8.6	4.08	0.933
	Agree	131	43.5		
	Strongly Agree	113	37.5		
	Total	301	100		
I value the contributions of my team members.	Strongly Disagree	-	-	4.15	0.890
	Disagree	25	8.3		
	Neutral	25	8.3		
	Agree	132	43.9		
	Strongly Agree	119	39.5		
	Total	301	100		
I treat my team members as equal members of the team.	Strongly Disagree	-	-	4.02	0.864
	Disagree	27	9.0		
	Neutral	28	9.3		
	Agree	158	52.5		
	Strongly Agree	88	29.2		
	Total	301	100		
I am good at communicating with my team members.	Strongly Disagree	-	-	3.89	0.876
	Disagree	27	9.0		
	Neutral	53	17.6		
	Agree	148	49.2		
	Strongly Agree	73	24.3		
	Total	301	100		
I feel confident in my ability to be a leader.	Strongly Disagree	1	0.3	3.56	0.997
	Disagree	46	15.3		
	Neutral	99	32.9		
	Agree	92	30.6		
	Strongly Agree	63	20.9		
	Total	301	100		

Source: SPSS output, 2019

Note: N= number of respondents, %= percentage, SD= Standard Deviation

Reward and Recognition

The Reward and Recognition is the other sub factor of organizational climate. Four items have been used to measure Reward and Recognition in Ethiopian public universities. Those are; In this organization, there is a fair reward and recognition procedures, employees are rewarded in proportion to the excellence of their job performance, there is a promotion system here that helps the best man to rise to the top, and there is not enough reward and recognition system for doing good work.

Regarding with the first item, 26.6% agreed and 12.6% strongly agreed that in this organization, there is a fair reward and recognition procedures, and 36.9% were not interested to give their ideas about fairness of reward and recognition procedures. But, 21.9% disagree and 2.0 % strongly disagree that there is a fair reward and recognition procedures in their

respective universities ($df=300$, $mean=3.26$, $standard\ deviation= 1.003$). The aggregate result depicts more than 50% falls in neutral and distress category about fair reward and recognition procedures

Out of all respondents of this study, 33.2% agree, 10.0% strongly agree about employees are rewarded in proportion to the excellence of their job performance, while 32.9% were indifferent in this item. But, 21.6% disagree and 2.3% strongly disagree about the reward in proportion to the excellence of their job performance ($df=300$, $mean=3.27$, $standard\ deviation= 0.985$). Hence, these descriptions indicate that employees are rewarded in proportion to the excellence of their job performance.

From 301 respondents of this study, 28.9% disagree and 4.0% strongly disagree that there is a promotion system here that helps the best man to rise to the top, 38.9% were neutral about this item. On the other side 15.0% agree and 13.3% strongly agree about there is a promotion system here that helps the best man to rise to the top ($df=300$, $mean= 3.05$, $standard\ deviation= 1.064$). Thus, some employees perceive that there is no a promotion system here that helps the best man to rise to the top.

Lastly, respondents were asked whether there is enough reward and recognition system for doing good work and 4.0% strongly disagree, 29.2% disagree, 31.2% were neutral, 20.3% agree and 15.3% strongly agree ($df=300$, $mean= 3.14$, $standard\ deviation= 1.119$). Hence, there were no clear-cut point to locate the idea of respondents regarding reward and recognition system for doing good work

Response of Respondents regarding Reward and Recognition ($n=301$)

Items	Test value -2.5				
	Scale	N	%	Mean	SD
In this organization, there is a fair reward and recognition procedures.	Strongly disagree	6	2.0	3.26	1.003
	Disagree	66	21.9		
	Neutral	111	36.9		
	Agree	80	26.6		
	Strongly agree	38	12.6		
	Total	301	100		
Employees are rewarded in proportion to the excellence of their job performance.	Strongly disagree	7	2.3	3.27	0.985
	Disagree	65	21.6		
	Neutral	99	32.9		
	Agree	100	33.2		
	Strongly agree	30	10.0		
	Total	301	100		
There is a promotion system	Strongly disagree	12	4.0		

here that helps the best man to rise to the top.	Disagree	87	28.9	3.05	1.064
	Neutral	117	38.9		
	Agree	45	15.0		
	Strongly agree	40	13.3		
	Total	301	100		
There is enough reward and recognition system for doing good work.	Strongly Disagree	12	4.0	3.14	1.119
	Disagree	88	29.2		
	Neutral	94	31.2		
	Agree	61	20.3		
	Strongly Agree	46	15.3		
	Total	301	100		

Source: SPSS output, 2019

Note: N= number of respondents, %= percentage, SD= Standard Deviation

Organizational Support

Organizational Support as sub variable of organizational climate contains 8 items: My organization strongly considers my goals and values, my organization really cares about my well-being, my organization shows very little concern for me, my organization would forgive an honest mistake on my part, my organization cares about my opinions, if given the opportunity, my organization would like take advantage of me, help is available from my organization when I have a problem, my organization is willing to help me when I need a special favor.

Out of 301 respondents in this research, 31.9% agree and 1.0% strongly agree employees / instructors believe that their organization strongly considers their goals and values. On the other hand, 34.6% disagree and 0.7% strongly disagree on the issue, while 31.9% were neither accepting or rejecting the strong consideration of their organizations in terms of workers goals and values achievement (df=300, mean= 2.98, standard deviation= 0.856). Hence, for some employees that their organization/university strongly considers their goals and values, but for others it's not.

Regarding real care of organizations about employee's well-being 0.7% strongly disagree, 29.9% disagree, 38.5% neutral, 30.2% agree, and 0.7% strongly agree (df=300, mean= 3.00, standard deviation= 0.810) Therefore, there is no similar inclination of workers perception about real care of organizations about employee's well-being in long run and short term, which indicates lack of organizational trust from workers side.

Respondents were asked about their perception of organizational concern for them, only 0.7% strongly agree, 33.2% agree, 35.2% neutral, and 30.9% disagree (df=300, mean= 3.00,

standard deviation= 0.810). This result indicates some of respondents perceived as their organization shows very little concern for employees/ instructors, while some instructors believe that their organization shows very good concern.

The fourth item asks about whether your organization would forgive an honest mistake on your part, and 29.9% agree, 1.0% strongly agree, 38.2% neutral, and 30.9% disagree (df=300, mean= 3.01, standard deviation= 0.806). The result shows some instructors believe that their organization forgive an honest mistake on their part.

30.6% of respondents agree and 1.3% strongly agree that their organization cares about their opinions, and 29.2% disagree in their response about the item. Around 38.9% were neutral on how their organization cares about their opinions (df=300, mean= 3.04, standard deviation= 0.807). In wide range view, only limited number of respondents believe that their organization cares about their opinions.

If given the opportunity, 34.6% agree their organization would like take advantage of them, 2.3% strongly agree, and 28.9% neutral. Whereas, 33.9% disagree and 0.3% strongly disagree that their organization would like take advantage of them (df=300, mean= 3.05, standard deviation= 0.889). So, there is different views regarding organization would like take advantage of employees/instructors.

The other question is whether help is available from their organization when they have a problem and 31.6% disagree, 0.3% strongly disagree, 37.2% neutral, 27.6% agree, and 3.3% strongly agree (df=300, mean= 3.02, standard deviation= 0.860). Therefore, the result shows there is no as such significant help is available from their organization when they have a problem.

From 301 respondents of this study 44.2% agree and 2.3% strongly agree regarding their organization is willing to help them when they need a special favor. And 25.2% disagree about willingness of their organization to help them when they need a special favor while, 28.2% were neutral and not interested to incline to one of the two sides (df=300, mean= 3.24, standard deviation= 0.857). Hence, most of respondents believe in willingness of their organization to help them when they need a special favor.

Response of Respondents regarding Organizational Support (n=301)

	Test value -2.5				
Items	Scale	N	%	Mean	SD
My organization strongly considers my goals and values.	Strongly disagree	2	0.7	2.98	.856
	Disagree	104	34.6		
	Neutral	96	31.9		
	Agree	96	31.9		
	Strongly agree	3	1.0		
	Total	301	100		
My organization really cares about my well-being.	Strongly disagree	2	0.7	3.00	.810
	Disagree	90	29.9		
	Neutral	116	38.5		
	Agree	91	30.2		
	Strongly agree	2	0.7		
	Total	301	100		
My organization shows very little concern for me	Strongly disagree	-	-	3.00	.810
	Disagree	93	30.9		
	Neutral	106	35.2		
	Agree	100	33.2		
	Strongly agree	2	.7		
	Total	301	100.0		
My organization would forgive an honest mistake on my part.	Strongly Disagree	-	-	3.01	.806
	Disagree	93	30.9		
	Neutral	115	38.2		
	Agree	90	29.9		
	Strongly Agree	3	1.0		
	Total	301	100.0		
My organization cares about my opinions.	Strongly disagree	-	-	3.04	.807
	Disagree	88	29.2		

	Neutral	117	38.9		
	Agree	92	30.6		
	Strongly Agree	4	1.3		
	Total	301	100.0		
If given the opportunity, my organization would like take advantage of me.	Strongly Disagree	1	.3	3.05	.889
	Disagree	102	33.9		
	Neutral	87	28.9		
	Agree	104	34.6		
	Strongly Agree	7	2.3		
	Total	301	100.0		
Help is available from my organization when I have a problem.	Strongly Disagree	1	.3	3.02	.860
	Disagree	95	31.6		
	Neutral	112	37.2		
	Agree	83	27.6		
	Strongly Agree	10	3.3		
	Total	301	100.0		
My organization is willing to help me when I need a special favor.	Strongly Disagree	-	-	3.24	.857
	Disagree	76	25.2		
	Neutral	85	28.2		
	Agree	133	44.2		
	Strongly Agree	7	2.3		
	Total	301	100.0		

Source: SPSS output, 2019

Note: N= number of respondents, %= percentage, SD= Standard Deviation

Recommendation

Based on the above employed descriptive statistical tools the following the commendations were drawn;

-  As Ministry of science and higher education is coordination the public universities in Ethiopia, the organizational climate problems mentioned in this study and other related problems should be answered properly. As teamwork is the main instrument in order to bring innovative work behavior, team work building has to be started across universities and conducive working environment in which employees feel autonomous should be created. For lack organizational support and organizational trust has negative impact on innovative work behavior of employees again trying not to hurt employees is required not to diminish organizational productivity.
-  Government has to employ proper wage and salary administration system as an institution which can cope up with the status of the knowledge workers. As the result of this factor reveals that there is moderately low agreement of employees in the current reward and recognition. Thus, the researcher strongly recommends the organization to consider the given recommendations and take action as to bring the revolutionary innovative work behavior across universities in Ethiopia in order to ensure the growth and transformational plan that government of Ethiopia is working on.
-  Some reward and recognitions have to be administered in transparent manner and employees can develop good innovative work behavior. In terms of monetary reward that the time value of money should be implemented and then the innovative work behavior can be maintained gradually.
-  The universities have to properly apply the rules, regulations and principles of Ministry of Science and Higher Education, as to have effective strategy implementation in order to bring the expected innovative work behavior.
-  The weak association between the work experience and innovative work behavior of employees doesn't mean there is no relationship between the two factors. Thus, the universities inspire and motivate both experienced and fresh graduates in order to enhance the innovative works at national level. There should be equal treatment of academic staff in order to enhance their interest to participate on innovative activities continuously.

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