

The Organizational Climate and its Relationship to Decision-Making Among the Deans of the Colleges of AL Ain University from the Viewpoint of its Professors

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Abstract

The university organizational climate and what prevails in terms of democracy or authoritarianism affects the college from the youngest worker in it to all the professors in addition to the dean. Between him and the college professors, the same method will be followed by the professors with their students, so they tend to dominate and impose their opinion in the method of their teaching followed, just as decision-making is considered the core of the work of the administrative leadership and that the success or failure of any college depends on the decisions of its deans and on the foundations that they adopted when making their decisions, and the importance of The research lies in clarifying the importance of each of the organizational climate and decision-making among the deans of the colleges of Al Ain University from the point of view of its professors, and trying to study the type of relationship between them from the point of view of the professors of Al Ain University in the Emirates. Decision-making for the deans of the colleges of Al Ain University, and to identify the relationship of the organizational climate with the decision-making of the deans of the colleges of Al Ain University in the United Arab Emirates from the point of view of its professors, and a set of conclusions and recommendations were reached.

Keywords: Organizational Climate, Decision - Making.

I. Definition of Research

Introduction and Importance of Research:

Universities have paid special attention to providing an appropriate organizational climate that aims to create a general friendly atmosphere and appropriate working conditions within all of their faculties in order to raise the morale of the teaching staff working in them, as well as motivating the staff and all employees to increase their effectiveness in order to raise their level of performance.

The university organizational climate and the prevailing democracy or authoritarianism affects the college from the youngest worker in it to all the professors in addition to the dean. If the dean of the college is democratic, the prevailing organizational climate in the college will also be characterized by democracy. Between him and the college professors, the same method will be followed by the professors with their students, so they tend to dominate and impose their opinion in the method of their teaching followed, and the organizational climate "is a set of characteristics that distinguish one institution from another institution, and these characteristics arise through interaction between its members as well as interaction with the external environment and lead to To achieve the goals set in a positive way" (Abboud, 2022, p. 48).

Also, decision-making is considered the core of the work of the administrative leadership, and that the success or failure of any college depends on the decisions of its deans and on the foundations they adopted when making their decisions, since the decision-making process is one of the continuous matters that interact in the administrative work, and the dean of the college is the one who exercises the decision-making process during his work. Because administrative matters and their problems require taking appropriate and continuous decisions, and they must master them because they are not a personal art, but rather a set of rules and procedures that they must master in order to improve decision-making, and the decision-making process "is the core and essence of management, as indicated (Herbert Simon 2003 AD) To the fact that decision-making is the heart of management, and that the concepts of management theory must be derived from logic and the psychology of human choice, and decisions are only a chain connected to each other and that every major decision is followed by a continuous chain of decisions, so every decision is preceded by a decision until the objectives are implemented and accordingly, The result of the decision depends on the success of the impact that results from it, and since the logical effect is represented in the goals, the value of the individual is related to the degree of his influence in achieving those goals" (Shabani, 2017, pp. 73-74). The importance of the research lies in clarifying the importance of each of the organizational climate and decision-making among the deans of the faculties of Al Ain University from the point of view of its professors, and trying to study the type of relationship between them from the point of view of the professors of Al Ain University in the UAE.

Research problem: The successful management that is part of the educational administration is the one that defines the milestones and enlightens all ways for the professors of the American University in the Emirates in order to improve the educational and educational process, raise the level of their performance, and guide them in the right direction to confront and solve many problems that may occur in university life, which require bold administrative decisions. And decisive by its deans, and because the educational process includes many elements involved in it as deans, professors and students, so it requires creating an organizational and consensual climate among them, because the organizational climate has a fundamental role in achieving the goals and in the success of the educational process to a large extent, just as the prevailing organizational climate At the university, it will have a direct impact on achieving the final goals that any dean in any of the colleges of Al Ain University aspires to, while decision-making and its importance in administrative practice and in all university administration functions are all due to the nature of its dealings with the human element, so the decision is characterized by privacy and seriousness. Also, all parties in the university are affected by the decision, including professors, students, and employees, and that the decision-making process is one of the very important matters in the administrative work, since the dean of the college is the head of the administrative hierarchy, and he exercises it as long as he practices his work. He is the one who takes decisions daily, because the administrative problems in College, if any, requires him to make the right decision and accurately.

Through the researcher's review of the sources, research, and previous studies, she found them talking about the concepts of the organizational climate and decision-making, but she did not find a study that dealt with the relationship of the organizational climate with decision-making among the deans of colleges in the United Arab Emirates from the point of view of the professors of her colleges being the most important pillars of the educational process. This prompted the researcher to address this problem and study it and try to find out the type of relationship between the organizational climate and the decision-making of the deans of Al Ain University in the United Arab Emirates from the point of view of its professors.

Research Objectives:

1. Identify the prevailing organizational climate in the colleges of Al Ain University.
2. Learn about the decision-making of the deans of the colleges of Al Ain University.
3. Identifying the relationship of the organizational climate with decision-making among the deans of the faculties of Al Ain University in the United Arab Emirates from the point of view of its professors.

Areas of Research:

- **The Human Field:** Professors of Al Ain University in the United Arab Emirates for the academic year 2022-2023.
- **Time Range:** For the period from 2/2/2023 to 4/27/2023.
- **Spatial Domain:** Halls and offices of faculty professors at Al Ain University.

II. Research methodology and field procedures

Research Methodology: The researcher used the descriptive survey method to suit the research objectives and problem.

Research Sample: The research sample was represented by the professors of the colleges of Al Ain University in the UAE for the academic year 2022-2023, with (40) professors at a rate of (15%) of the total research community and those who expressed their willingness and desire to answer the two research criteria, and (4) professors were adopted as a sample for the exploratory experiment Those outside the research sample were excluded from the main research sample.

Data Collection Methods: The researcher used the following tools: (Arabic and foreign references, the international information network (the Internet), tests and measurement, the organizational climate scale, the decision-making scale, the ready-made statistical program (IBM SPSS Statistics Ver26).

Steps To Carry Out The Research: The researcher used two scales, the first (to measure the organizational climate) (Abdel-Sattar, 2014, p. 98) and the second (to measure decision-making) (Shabani, 2017, pp. 132-134), knowing that the two scales are valid and reliable because they have been applied in previous studies and research in the UAE. the United Arab Emirates, the following is an explanation of the two scales:

First: Measuring The Organizational Climate: The researcher used the (organizational climate) scale that was designed and prepared by (Abdel-Sattar, 2014) in her doctoral studies, which consists of (64) items distributed over (7) main areas, and each area includes paragraphs with a five-point Likert correction key (strongly agree, agree), neutral, disagree, strongly disagree), including (53) positive items and their evaluation is (1-5) and (11) negative items and their evaluation is (1-5), and the fields are as follows:

1. The organizational structure consists of (9) paragraphs.
2. Leadership / consists of (12) paragraphs.
3. The extent of employee participation / consists of (6) paragraphs.
4. Communication / consists of (11) paragraphs.
5. Nature of work/ consists of (11) paragraphs.
6. Technology / consists of (6) paragraphs.
7. Human resources and work independence / consists of (9) paragraphs.

Second / Decision-Making Scale:

The researcher used and applied the decision-making scale that she designed and prepared (Shabani, 2017) in her master's study, which consists of (34) items, with a five-point Likert correction key (always, often, sometimes, rarely, never).

Exploratory Experience:

The exploratory experiment was conducted on 2/6/2023 on (4) professors from Al Ain University in the United Arab Emirates for the academic year 2022-2023, in order to extract the scientific bases for the two scales as follows:

First, The Validity Of The Two Scales: The two scales were presented to the experts and specialists in the field of management, organization, evaluation and measurement to estimate the suitability and clarity of the paragraphs of the two scales for the research sample, and it became clear that all the experts had indicated the validity of the two scales, and thus the researcher obtained the apparent validity of the two scales according to the opinion of the experts.

Second, The Stability Of The Two Scales: The stability of the (Organizational Climate Scale) was calculated in three ways: (test and retest), (half-half) and (Cronbach's alpha coefficient) (Salman, 2020, p. 235). The calculated value was (0.813) and the value of its significance level (Sig) amounting to (0.000), which is smaller than the value of the approved significance level (0.05), so the scale is considered to be of high stability, either (in the split-half method) and using Pearson's simple correlation coefficient between the degrees of the group of paragraphs The individual and group of even items after dividing the items of the scale into two groups has reached the correlation coefficient (0.867) and because here the correlation coefficient measures half of the test so it was corrected by the (Spearman-Brown) equation and the scale stability coefficient became (0.963), while in the method (Alpha Cronbach coefficient) it was Its value was (0.894). As for the (decision-making scale), it was calculated in three ways as well, namely (test and retest), (half-half) and (Cronbach's alpha coefficient). In the (test and retest method), Pearson's simple correlation coefficient was used between the scores of the two applications, and the calculated value was 0.833) and the value of its significance level (Sig) amounting to (0.000), which is smaller than the value of the approved significance level (0.05), so the scale is considered to be of high stability, either (by the split-half method) and using Pearson's simple correlation coefficient between the scores of the two groups, which reached the value of the correlation coefficient (0.852) and since here the correlation coefficient measures half of the test, it was corrected by the (Spearman-Brown) equation, and the stability coefficient of the scale became (0.953), while in the method (Cronbach's alpha coefficient) its value was (0.911). Third, The Objectivity Of The Two Scales: The value of Pearson's simple correlation coefficient was calculated between the scores of the first and second judgments and for the total score of the two scales. From the value of the approved significance level (0.05) (Salman, 2020, p. 28). The Main Experience: The researcher conducted the main experiment on 10/2/2023 on (40) professors from the colleges of Al Ain University in the United Arab Emirates for the academic year 2022-2023. The two scales were distributed on them, and then the data was collected and processed statistically in order to reach the final results.

Statistical Laws: The ready-made statistical program (IBM SPSS Statistics Ver25) was used to calculate each of (the arithmetic mean, standard deviation, median, skewness coefficient, Pearson's simple correlation coefficient, Spearman-Brown correlation coefficient, Cronbach's alpha coefficient).

III. Presentation, analysis and discussion of the results

Presentation and analysis of the results of the organizational climate and decision-making:

The values of the arithmetic mean, standard deviations, the median, and the torsion coefficient value were extracted for each of the measures of organizational climate and decision-making, as shown in Tables (1, 2).

Table 1: The arithmetic means, standard deviations, median, and skewness coefficient for the organizational climate scale

T	First: The Organizational Structure	Arithmetic Mean	Standard Deviation	Median	Skewness
1	Lack of clarity in the organizational structure of all school members	3.267	1.761	4.000	0.248-
2	The (school) structure is well designed	3.401	1.643	4.000	0.340-
3	The organizational structure of the school is rigid	3.448	1.612	4.000	0.461-
4	There is an overlap and duplication of business and functions	3.582	1.580	4.000	0.571-
5	Division of work helps the school achieve its goals	2.921	1.655	4.000	0.245-
6	The organizational structure of the school is not compatible with the nature and needs of the school	3.000	1.628	2.000	0.034
7	The qualifications and specializations of school teachers are commensurate with the nature of their jobs	3.519	1.587	4.000	0.478-
8	There is a high level of cooperation between the departments of the organizational structure	3.086	1.662	2.000	0.113
9	The school's organizational structure leads to speed and high quality in completing work	3.881	1.509	3.000	0.077-

Secondly: Leadership					
10	The leadership style used in the school helps to improve its performance and development	3.881	1.509	3.000	0.077-
11	The principal of the school is characterized by a clear vision and high skill in decision-making	3.157	1.376	3.000	0.492-
12	The school administration works to motivate teachers and encourage them to change, create and innovate	3.976	1.382	3.000	0.433-
13	The administration provides me with the necessary support to carry out my work and the duties required of me	3.094	1.529	3.000	0.297-
14	The relationship between the school administration and teachers is based on trust and cooperation	3.496	1.296	4.000	0.857-
15	The principal of the school encourages his assistants to express their point of view and suggestions	3.488	1.396	4.000	0.801-
16	The school administration encourages me to solve work problems by myself	3.307	1.318	4.000	0.755-
17	The principal of the school does not show much interest in the wishes of the teachers	3.511	1.259	4.000	0.948-
18	The school administration deals with teachers fairly and equally	3.417	1.399	4.000	0.709-
19	The school administration does not take decisions in a timely manner	3.055	1.121	3.000	0.198
20	The principal of the school withdraws from decisions that do not achieve its objectives	3.086	1.188	3.000	0.090
21	The school administration studies the decisions and evaluates the available alternatives	3.023	1.330	3.000	0.100
Third: The Extent Of Employee Participation					
22	Teachers participate in setting goals and making decisions related to work units	4.070	1.085	4.000	1.007
23	The school administration consults with the teachers and listens to their comments and opinions	3.970	1.234	4.000	0.984
24	Teachers have the ability to make important decisions and take responsibility for them	4.116	0.993	4.000	0.820
25	Collectively solve problems facing business units	3.922	1.342	4.000	1.135-
26	The level of cooperation between teachers is not appropriate	4.063	1.101	4.000	1.075
27	Teachers participate in the development of performance appraisal standards related to their jobs	3.956	1.235	4.000	0.901-
Fourth: Contact					
28	The school's communication system contributes to achieving its goals	2.968	1.030	3.000	0.196-
29	The communication system within the school contributes to the transfer of information in a timely manner	3.204	0.800	3.000	0.179
30	The school uses all channels of communication and in all directions	3.252	0.825	3.000	0.444
31	The administration makes no effort to overcome the obstacles that hinder communication	3.204	0.748	3.000	0.797
32	The communication between the principal and the teachers is based on a modern and sophisticated mechanism	3.126	0.786	3.000	0.369
33	The principal chooses clear and precise language when communicating with teachers	3.307	0.904	3.000	0.659
34	Communication between the principal and the higher authorities takes place without hindrance	3.511	0.743	3.000	1.075
35	Communications between the principal and principals of other schools are difficult	3.779	0.872	3.000	0.447
36	The school's communication system contributes to providing the necessary information for decision-making	3.330	0.604	3.000	1.663
37	Communication between teachers contributes to improving human relations between them	3.559	0.803	3.000	0.971
38	The school administration uses the oral method to contact teachers in emergency cases	3.653	0.780	3.000	0.696
Fifth: The Nature Of The Work					
39	Teachers' commitment to official working hours from the beginning of the working day until the end of the working day	2.598	0.809	2.000	0.862
40	The arenas and playgrounds provide psychological and physical comfort for students (ventilation, lighting, movement).	2.653	0.770	2.000	0.688
41	The administration provides security and safety for school students	2.590	0.800	2.000	0.879
42	Routines overwhelm my job duties and duties	2.559	0.860	2.000	0.991
43	The work provides me with many opportunities for renewal and innovation	3.220	1.344	3.000	0.173
44	The workload is commensurate with my personal abilities and academic qualifications	2.811	1.505	3.000	0.214-
45	There are severe restrictions placed on the performance of my duties	2.779	1.651	2.000	0.198
46	Teachers feel uncomfortable about the duties and tasks they have at work	3.527	1.468	4.000	0.529-
47	My job gives me the appreciation and respect of others in the community	3.511	1.367	4.000	0.498-
48	The teachers in the school enjoy the holidays they are entitled to according to the work system	3.102	1.717	4.000	0.123-
49	My job provides me with stability and job security	3.299	1.497	4.000	0.198-
Sixth: Technology					
50	The technology used in the school contributes to raising the level of teachers' performance	3.283	1.463	3.000	0.320
51	The school is keen to keep pace with technological developments	2.779	1.265	3.000	0.162-
52	The technology used in the school leads to speedy completion of work and saving effort	2.960	1.335	3.000	0.276-
53	The technology used in the school is easy to use and compatible with business requirements	3.401	1.387	4.000	0.300-
54	The school does most of its work using technology	3.141	1.429	3.000	0.055
55	The technology used contributes to the provision of information and data and its ease of handling	2.866	1.399	3.000	0.101-
Seventh: Human Resources And Independence at Work					
56	The school principal cares a lot about good teachers at work	3.157	1.246	3.000	0.128
57	The principal of the school is keen to attract more good teachers to raise the scientific level	2.708	1.279	3.000	0.217-
58	The school principal seeks to improve the level of teachers' performance by participating in training and development courses	3.031	1.308	3.000	0.188
59	The specialized courses in which teachers participate outside the school aim to develop their cognitive abilities	3.464	1.220	4.000	0.502-
60	Not giving teachers the opportunity to continue their education during service	3.456	1.289	3.000	0.478
61	The school administration gives the teachers freedom to follow up on the students	3.055	1.358	3.000	0.034
62	The school administration gives teachers the freedom to participate in curriculum evaluation	2.606	1.459	2.000	0.246
63	The school administration gives the opportunity to participate in sports activities with other schools	3.692	1.231	4.000	0.585-
64	The administration works to follow up and inspect the teachers in order to stand up to the strengths and weaknesses	3.488	1.239	4.000	0.417-
Total Marks		285.237	12.201	275.00	0.368

Table (2): The arithmetic means, standard deviations, median, and skewness coefficient measure of decision making

T	First: The Organizational Structure	Arithmetic Mean	Standard Deviation	Median	Skewness
1	There is cooperation between the principal and his assistant in making school decisions.	3.880	0.910	3.00	0.395-
2	Decisions are made by the right people for any relationship.	3.983	1.009	3.00	0.537-
3	Problems and decisions are discussed collectively.	2.166	1.014	3.00	0.523
4	The administration delegates to the assistants decision-making powers according to their nature.	4.153	0.819	3.00	0.267
5	The manager backs down from decisions that do not achieve their goal.	2.296	1.125	3.00	0.436
6	The administration cares about the success of its work and the work of the teachers.	4.133	0.944	4.00	0.422
7	The decision is taken based on appropriate information provided by the management	2.323	1.099	2.00	0.208
8	Management follows standards that help it make rational decisions.	4.246	0.833	3.00	0.891
9	Draft decisions are studied in the administration before they are issued to determine the extent to which they achieve the public interest of the school.	2.056	1.060	2.00	0.677
10	The manager chooses the appropriate time to issue the decision.	4.193	0.835	4.00	0.693
11	The principal is aware of the impact of the decision made on school work	4.230	0.706	4.00	0.473-
12	The manager puts more than one alternative for every decision that will be taken.	4.143	0.781	4.00	0.335-
13	The school administration involves the teachers in making decisions related to their career path	4.263	0.797	4.00	0.476-
14	The manager has the ability to accurately define the subject on which he wants to make a decision.	4.380	0.630	4.00	0.184-
15	The manager has the ability to use appropriate procedures for collective decision making	4.140	0.758	4.00	0.031-
16	The manager has the ability to distinguish between major and minor decisions.	2.030	0.847	2.00	0.968
17	The manager has the ability to determine the effectiveness of the decision taken.	3.980	0.849	3.00	0.070-
18	The manager has the ability to communicate the decision to those concerned with its implementation in a timely manner.	4.246	0.717	4.00	0.943
19	The manager has the ability to win the support of those implementing the decision.	4.080	0.854	4.00	0.281
20	The manager chooses the appropriate method for making the decision.	2.216	1.042	3.00	0.925
21	The school administration uses the knowledge and expertise of the teachers before making any administrative decision	4.050	0.869	4.00	0.342
22	The school has a clear decision-making mechanism.	4.200	0.684	4.00	0.082-
23	Decisions are taken based on the powers granted to the manager.	3.910	0.951	3.00	0.283-
24	Teachers have the ability to participate in and take responsibility for important decisions.	4.220	0.687	4.00	0.437
25	The various alternatives available are evaluated before decisions are made.	3.580	1.217	3.00	1.044-
26	Poor relations between principals and teachers contribute to reducing the efficiency of decision-making.	4.336	0.705	4.00	1.704
27	The lack of communication skills among managers contributes to reducing the efficiency of decision-making.	4.240	0.746	4.00	0.455
28	Lack of communication between managers contributes to reducing the efficiency of decision-making	4.353	0.640	4.00	0.674-
29	The available information, in quantity and quality, contributes to raising the efficiency of the decision-making service	4.290	0.775	4.00	1.949
30	The information system provides the school administration with the necessary statistics in the various areas needed for decision-making.	4.296	0.781	4.00	1.450
31	The decision is made quickly and without hesitation.	3.166	0.783	3.00	1.452
32	The variables that led to the decision are explained.	4.390	0.599	4.00	0.668-
33	The director hesitates to make decisions.	4.363	0.682	4.00	1.224
34	The manager encourages the freedom to express opinions about the decisions to be taken	4.323	0.663	4.00	0.743-
	Total Marks	161.435	9.187	155.00	0.747-

It is clear from tables (1, 2) that all the values of the skewness coefficients for the organizational climate scale and its total score, and for the decision-making scale and its total score were less than (+3), which indicates the homogeneity of the sample.

View, analyze and discuss the relationship of the organizational climate with decision-making:

The researcher used Pearson's simple correlation coefficient to find the relationship between the organizational climate scale and the decision-making scale of the deans of the colleges of Al Ain University in the United Arab Emirates from the point of view of its professors. The calculated correlation had a significance level (Sig) smaller than the approved significance level of 0.05, which indicates the existence of a significant correlation at the degree of freedom of (38) professors, as shown in Table (3).

Table 3: Shows the correlation coefficient between the organizational climate scale with the scale

Make decision

Statistical processors The Scale	Make decision (R)	Sig	Indication
Organizational Climate	0.881	0.000	Moral

Discuss the results:

The result reached by the researcher with the emergence of a significant relationship between the organizational climate scale with the decision-making scale of the deans of the colleges of Al Ain University in the United Arab Emirates from the point of view of its professors corresponds to the educational reality, because the colleges occupy the forefront among the educational and educational institutions, so the decision-making process in the college It is considered one of the most important leadership skills that the dean of the college must practice efficiently and competently because the decision is not a personal art, but rather depends on the laws, controls and regulations when making a good decision, and the organizational climate expresses the general atmosphere of the college because it indicates the values and administrative behavior of the deans in the colleges, that the result The findings of the researcher are consistent with the study (Ashraf Ahmed 2009)“The existence of a correlation between leadership behavior and the organizational climate among principals of secondary public schools in the northern West Bank governorates” (Salim, 2009, p. 143) .

It also agrees with what I mentioned (Farida Muhammad 2019) quoting (Khaled Qarwani 2012) that “the organizational climate represents the internal work environment with its various variables, characteristics and interactions, and it is what distinguishes it from other institutions by different specific dimensions of the organizational climate, the most famous of which is the organizational structure, system Communication, work systems and procedures, leadership style, decision-making style, nature and conditions of work, the external work environment and the work group, as all these dimensions constitute the general framework through which all institutions operate and are subject to their social, cultural, economic, political, technological and legal influences” (Al-Andalusi, 2019, p. 1) .

While it agrees with what I reached (Abeer Jubeir 2009) “there is a positive relationship between the organizational climate and administrative tasks” (Al-Jabri, 2009, p. 227). It also agrees with the findings of (Areej Sobhi 2017) that there is a statistically significant correlation between the organizational climate and the decision-making of secondary school principals in the city of Damascus from the teachers’ point of view, as the positive organizational climate in the school encourages teachers to participate in Making decisions, whether related to the school administration in general or related to each teacher separately, as well as motivating them to make decisions related to their educational tasks without referring each time to the school administration, which reduces the burden on the school principal and gives him extra time to take care of the general issues of the school and other educational matters without being preoccupied with problems Secondary situations that impede his work and tasks continuously, and the positive organizational climate in the school encourages teachers to express their opinions related to the educational decisions issued by the central administration, which helps the school principal to communicate the ideas and opinions of teachers about these decisions, and thus the teacher becomes an actual and effective participant in educational decisions. It also makes the school principal an effective means of communication between the central educational administration and the teachers” (Shabani, 2017, pp. 139-140). This result also agrees with the findings of the study of Thaer Dawood (2020), citing the study (Youssef Nabrawi and Ali Yahya 1989), which indicated a high level of responsibility (Salman, 2020, p. 9208) .

III. Conclusions And Recommendations

Conclusions:

1. The emergence of a positive correlation of the total score of the organizational climate scale with the prevailing decision-making scale in the colleges of Al Ain University in the United Arab Emirates from the point of view of its professors.
2. The emergence of a positive correlation for all domains of the organizational climate scale with the prevailing decision-making scale in the colleges of Al Ain University in the United Arab Emirates from the point of view of its professors.

Recommendations:

1. The necessity of selecting the deans of the faculties in accordance with the regulations, instructions, and qualifications for their significant role in creating an atmosphere for an appropriate organizational climate.
2. The necessity of following the clear regulations and instructions when dealing with the college professors and all its affiliates by the dean of the college in order for everyone to feel fair in dealing with them.
3. Conducting more studies on other variables that were not addressed in the current research, and trying to find out the type of relationship between them and decision-making.

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