

# The Role Organizational Climate and Service Quality Effect on Job Satisfaction: Evidence from Specialist Medicine Academic Program, Universitas Diponegoro, Indonesia

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## Abstract

Organizational climate is an important aspect in culture and work environment when all organizational climates have a good environment, then this can support job satisfaction. When an organization has a good quality of service, this aspect can affect job satisfaction. This study aims to examine the effects of climate. Organization and service quality on job satisfaction. This research uses a quantitative approach and is carried out and at the PPDS (Specialist Medicine Academic Program), Universitas Diponegoro. The results show that organizational climate and service quality have a positive and significant effect on job satisfaction. Job satisfaction can be composed of the existence of good service quality in an organization and climate which supports the creation of a conducive working atmosphere. The results of this study can be used as a reference in determining strategies and policies in the field of education.

**Keywords:** Organizational Climate; Service Quality; Job Satisfaction; Education

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## I. Introduction

The dimension of the work environment regarding the attachment of lecturers to the organization has significantly attracted the attention of researchers. The work commitment of lecturers to the organization is an important point of concern based on the premise that individuals form a relationship with the organization. Several reasons why work commitment attracts attention to be examined include are, first, committed lecturers will produce better performance than those who are less committed, second, work commitment to the organization is a better predictor that can be seen from the individual characteristics in lecturers or their work in increasing the quality in maximizing teaching to students, third, career of the lecturer is very influential on work commitment in institutions, in this case, PPDS (Specialist Medicine Academic Program), Universitas Diponegoro, Semarang, Indonesia.

Changes in the work environment have influenced the behavior of professionals in the workplace, this change includes changes in the profession which relate to the relationship between environmental changes and organizational commitment in the workplace and job satisfaction. These changes can lead to low or high work commitment and job satisfaction (Hofer & Busch, 2011).

Research on organizational commitment has involved many professions such as education, health, hospitality, social workers, and medicine (Gunnarsdóttir et al., 2009; Gupta et al., 2018; Ma et al., 2017; Raziq & Maulabakhsh, 2015; Sattar & Ahmed, 2014). Previous research examined organizational commitment which focused on the concept of work commitment, but in its development organizational commitment was studied based on several approaches to understanding commitment, namely the attitudinal approach, the behavioral approach, and the multidimensional approach. The attitudinal approach, namely commitment points to problems and loyalty, the behavioral approach focuses on the view that investing in human resources will cause the individual to be tied to the organization/institution, and the multidimensional approach (the multidimensional approach), namely commitment is seen in various dimensions.

According to Klein & Park (2015) organizational commitment has three dimensions, that are continuance commitment, namely commitment to the organization which is based on considerations of profit and loss and the availability of other jobs; Affective commitment, a namely organizational commitment based on the conformity of personal values with organizational values so that there is emotional closeness; Normative commitment, namely commitment to the organization that arises because of the influence from outside the employee, including the socialization of values and goals and the institution in which he works.

The work climate in an organization can affect the satisfaction and performance of its members, factors that affect the performance of members in an organization, one of which is the creation of a good atmosphere and climate. Platis et al., (2015) define an organization as a process composed of people who interact to achieve

goals. Organizational climate is the quality of the processes in an organization to achieve predetermined goals. Organizational climate is the quality of the organization's internal environment which is relatively ongoing and experienced by members of the organization, influencing their behavior and can be described in terms of a set of organizational characteristics or characteristics (Schneider et al., 2013). Organizational climate influences Human Resources practices and policies accepted by members of the organization. Organizational climate is important because it is a person's perception of what the organization provides and is used as the basis for determining the behavior of subsequent members of the organization (Ashkanasy et al., 2011).

. Organizational climate is not only correlated with organizational / work commitment but also with job satisfaction. Job satisfaction can be felt if the employee (lecturer) feels a match between his expectations and the reality of his work. Job satisfaction is closely related to the attitudes of individuals towards their work, work situations, cooperation between leaders and fellow employees (Hofer & Busch, 2011). Job satisfaction is a general attitude that is the result of several specific attitudes towards job factors, adjustment, and individual social relations outside of work. Job satisfaction at work is the satisfaction enjoyed at work, namely by obtaining praise for work results, placement, treatment, and a good environmental atmosphere (Li et al., 2017). Employees who prefer to enjoy job satisfaction at work will prioritize their work rather than remuneration even though remuneration is important.

Higher job satisfaction results in higher attachment to the organization. Job satisfaction is mainly felt in terms of satisfaction with leadership, satisfaction with colleagues, satisfaction with communications that occur within the organization, and satisfaction with the working conditions available in the organization (Mencl et al., 2016). Job satisfaction has a very high effect on the organizational commitment which is marked by a willingness to apply organizational values and loyalty to the organization (Havens et al., 2018). This study aims to examine the influence of organizational climate and service quality on job satisfaction of Specialist Medicine Academic Program, Universitas Diponegoro, Semarang, Indonesia

## **II. Literature Review**

Service is any action or activity that a party can offer to another party, which is intangible and does not result in any ownership (Norouzinia et al., 2015). The production can be linked or not linked to one physical product. Service is the behavior of producers to meet the needs and desires of consumers to achieve satisfaction with the consumers themselves.

Quality is a dynamic condition that affects products, services, people, processes, and the environment that meet or exceed expectations. So that the definition of service quality can be interpreted as an effort to fulfill the needs and desires of consumers and the accuracy of its delivery in balancing consumer expectations (Croker et al., 2013). Quality can be in the form of abilities, goods, and services, the quality of education can refer to the quality of the process and the quality of the results (Liang et al., 2017). Education can be quality in terms of process if the teaching and learning process takes place effectively and the participant's students experience a meaningful learning process and also acquire knowledge that is useful both for themselves and for others (functional knowledge) which is properly supported by resources (humans, funds, facilities, and infrastructure). Based on the definition of service quality above, it can be stated that service quality is all forms of activities carried out by institutions to meet consumer expectations. Service, in this case, is defined as a service or service delivered by the service owner in the form of ease, speed, relationship, ability, and hospitality which is addressed through attitudes and characteristics in providing services for customer satisfaction (Van Bogaert et al., 2013).

The education process in general and the learning process in particular are a form of service. Customers of education services who receive educational services, especially educational services in schools, are of course satisfied with all these educational services. The satisfaction of education services is only obtained by customers if quality education services. In connection with the quality of educational services, Naidu (2009) argues that the provision of services is very personal (personalized), meaning that the quality and customer satisfaction is largely determined by the personal quality of the person providing the service and the person receiving the service, in other words, it is sufficient. It is difficult to provide public services that satisfy all parties.

On the other hand, customers (students) also do not easily assess the quality of services provided by educational service providers in Higher Education, because educational services are different from goods services. Service providers have difficulty evaluating the quality of customer-oriented service, requiring commitment and concrete action in providing excellent service to customers. Pena et al., (2013) reveal 5 dominant factors or determinants of service quality, namely:

1. Reliability is the ability to provide services as promised reliable and accurate, consistent, and suitability of service.
2. Responsiveness is the willingness of individuals and entrepreneurs to help customers and provide services quickly as well as hearing and resolving complaints from consumers.

3. Assurance is a person's ability to generate confidence and trust in promises that have been made to consumers.
  4. Empathy is the willingness of individuals and entrepreneurs to be more concerned about giving personal attention to customers: for example, someone or an entrepreneur should try to position himself as a customer. If customers complain. Then a solution must be sought to reach a harmonious agreement by showing a genuine sense of care.
  5. Tangible, namely the appearance of physical facilities, equipment, and various communication materials.
- H1: Service quality has an effect on lecturer job satisfaction

One important aspect of human resource management in an organization is the creation of job satisfaction for employees and employees. The feeling of dissatisfaction that is caused due to work environment problems or payment, will cause lecturers to react in various ways that can reduce lecturer performance. Job satisfaction is a pleasant psychological condition or employee feelings that are very subjective and highly dependent on the individual concerned and their work environment, and job satisfaction is a multifaceted concept (Sattar & Ahmed, 2014). While job satisfaction according to Collie et al., (2012) is a pleasant or unpleasant emotional state towards work, job satisfaction reflects a person's feelings towards his job. Hofer & Busch (2011) suggests that job satisfaction is a pleasant or unpleasant emotional state for employees to view their work. Job satisfaction reflects a person's feelings about an employee's job. Job satisfaction is a psychological aspect that reflects a person's feelings about his job, someone will feel satisfied with the match between his abilities, skills, and expectations with the job he is facing (Sattar & Ahmed, 2014). Real satisfaction is a subjective condition that is the result of a conclusion based on a comparison of what an employee receives from his job compared to what is expected to be appropriate or entitled to it. Meanwhile, each employee subjectively determines how satisfying the job.

H2: Organizational climate has an effect on lecturer job satisfaction

### III. Method

The population and sample of this study were lecturers of the specialist medical education program at Specialist Medicine Academic Program, Universitas Diponegoro, Semarang, Indonesia education year 2019 totaling 327 lecturers. The sample is part of the number and characteristics of the population (Hair et al., 2014). The sample is the part of the population that represents it. The sample used in the SEM (Structural Equation Modeling) research is a minimum of 100 samples (Hair et al., 2014). SEM method, the sample size is between 100-200 (Sekaran & Bougie, 2016). In this study, the sample was 125. The sample in this study was selected using a simple random sampling technique, where each population has the same opportunity to be a sample.

### IV. Result

The results of the calculation of the significance of the parameters on the exogenous variables that affect the job satisfaction of lecturers are presented in the following table

**Table 1.** Results Job Satisfaction Indicators

Variable Observed	Indicator Variable	Loading Factor	T Value	t.s 0.05	Error Variance	r	R <sup>2</sup>
X <sub>1.1</sub>	Responsibility	0.61	7.06	1,96	2.54	0,6082	0.37
X <sub>1.2</sub>	Identity	0.65	7.61	1,96	2.14	0,6480	0.42
X <sub>1.3</sub>	Warm	0.84	10.85	1,96	1.45	0,8366	0.70
X <sub>1.4</sub>	Support	0.80	11.87	1,96	1.94	0,8000	0.64
X <sub>1.5</sub>	Conflict	0.59	6.84	1,96	2.44	0,5916	0.35
X <sub>2.1</sub>	Tangible	0.54	6.22	1,96	2.93	0,5385	0.29
X <sub>2.2</sub>	Reliability	0.85	10.84	1,96	1.31	0,8485	0.72
X <sub>2.3</sub>	Responsiveness	0.79	11.45	1,96	1.31	0,7874	0.62
X <sub>2.4</sub>	Assurance	0.87	9.02	1,96	1.30	0,8785	0.76
X <sub>2.5</sub>	Empathy	0.88	8.13	1,96	1.32	0,9775	0.77

The output summary table above shows that the measurement results are significant, each indicator has a t score greater than 1.96 for the 5% significance level. The table can be explained as follows:

1. The strongest indicator on the organizational climate variable is the warmth of the relationship between organizational members (X1.3) with a loading value of 0.84 and the weakest is conflict (X1.5) with a loading value of 0.59.
2. The strongest indicator on the variable of service quality is empathy (X2.5) with a loading value of 0.88 and the weakest is campus tangible (X1.1) with a loading value of 0.54.

$\text{JobSatisfaction} = 0.24 * \text{Organization Climate} + 0.56 * \text{Service Quality},$		
$\text{Errorvar.} = 0.49, R^2 = 0.41$		
(0.10)	(0.11)	(0.11)

Based on the equation above, the results of the analysis of the influence of organizational climate variables and service quality on lecturer job satisfaction can be explained as follows:

- a. The coefficient of the organizational climate variable on lecturer job satisfaction is 0.24 in a positive direction, it can be said that the better the organizational climate will increase the job satisfaction of lecturers, or in other words, the changes that occur in lecturers' job satisfaction are due to changes in organizational climate.
- b. The coefficient of the service quality variable on lecturer job satisfaction is 0.56 in a positive direction, it can be said that the better the service quality will increase the job satisfaction of the lecturers, or in other words, the changes that occur in lecturer job satisfaction are due to changes in service quality.

Based on the results of the above equation, the significance of the variable parameters that affect lecturers' job decisions is as shown in Table 2 below

**Table 2.** Variable Results that affect Lecturer Job Satisfaction

Independent Variable	T Value	α- 5%	
Organizational Climate	4.54	1,96	Significant
Service Quality	5.56	1,96	Significant

**R<sup>2</sup> = 0.41**

Based on the results of calculations using a significance level of 5% (1.96) as in the table above, the organizational climate variable obtained t score of 4.54 > 1.96, and the service quality variable obtained t score of 5.56 > 1.96. The t value of each exogenous variable was greater than the t score at the 5% significance level, it can be concluded that all variables affect lecturer job satisfaction. The magnitude of the value of influence in the structural equation is indicated by the value of R<sup>2</sup> = 0.41, this means that 41% of the job satisfaction of Specialist Medicine Academic Program, Universitas Diponegoro, Semarang lecturers is explained by the organizational climate and service quality variables while the remaining 59% is explained by other variables outside of this study.

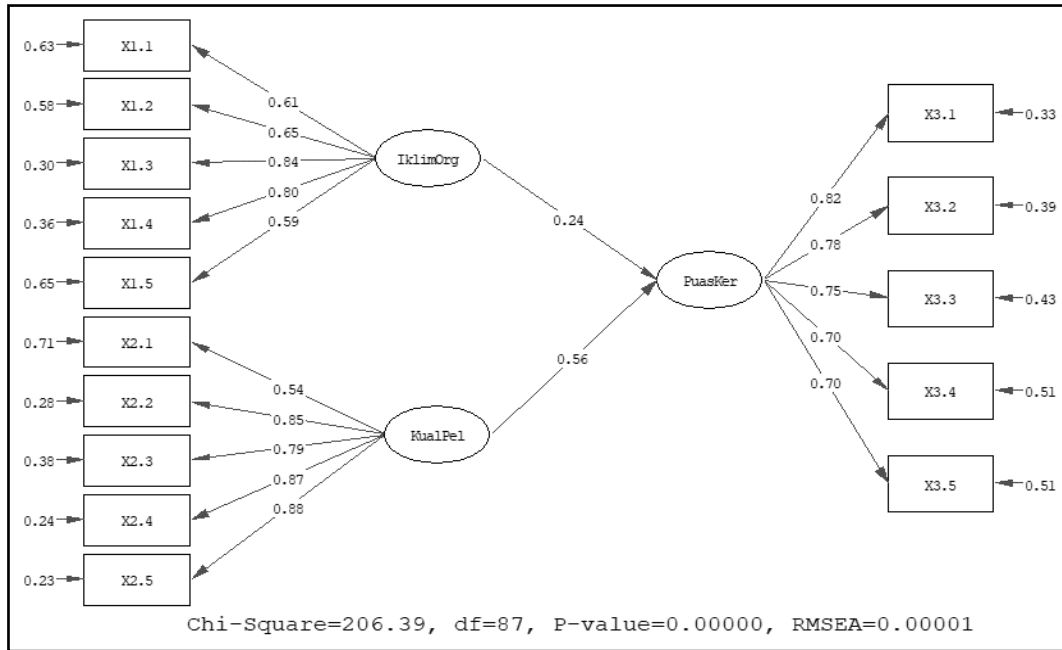


Figure 1. Measurement of the Effect of Organizational Climate and Service Quality on Lecturer Job Satisfaction

Note: IklmOrg: Organizational Climate; KualPel: Service Quality; PuasKer: Job Satisfaction

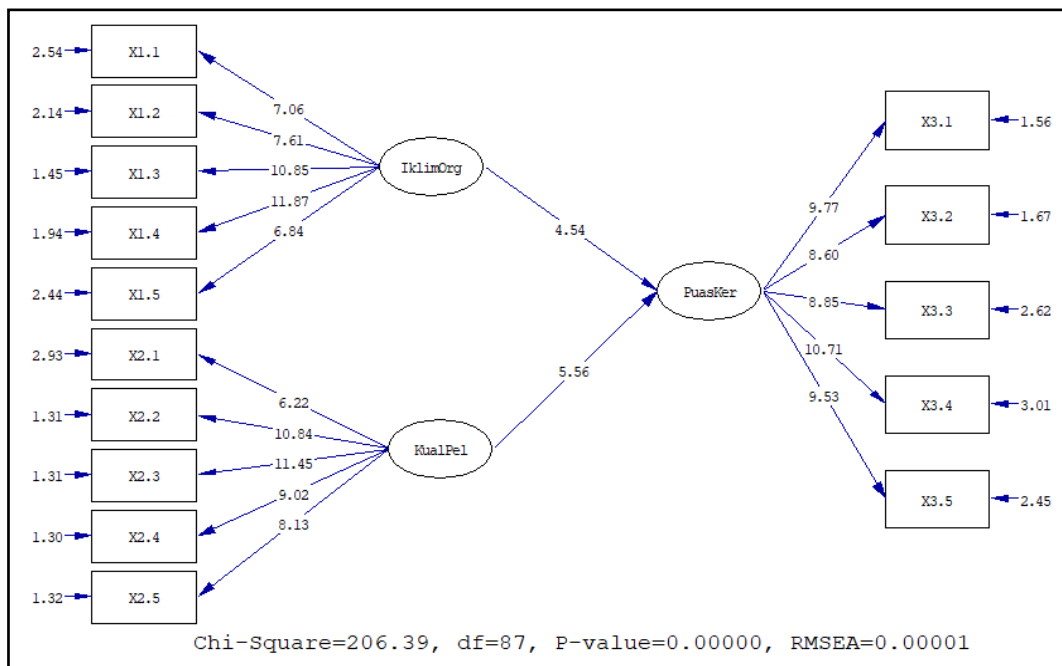


Figure 2. T-value Measurement of the Effect of Organizational Climate and Service Quality on Lecturer Job Satisfaction

Note: IklmOrg: Organizational Climate; KualPel: Service Quality; PuasKer: Job Satisfaction

Employee job satisfaction is often related to human resource problems, where in general it can be said that job satisfaction is an emotionally pleasant employee (lecturer) attitude, loves his job wholeheartedly (Hofer & Busch, 2011). The problem of job satisfaction is not a simple matter, both in its conceptual sense and in practice, because satisfaction has various connotations, although it is still relevant to say that job satisfaction is a person's perspective, both positive and negative about their work (Platis et al., 2015).

Based on the results of the research data testing, it shows that the respondents perceive the organizational climate of the Specialist Medicine Academic Program, Universitas Diponegoro in the quite good

category, the strongest indicator of organizational climate is warmth among organizational members and the lowest is conflict. Following the fact that the indicators of the Specialist Medicine Academic Program, Universitas Diponegoro organizational climate. Service quality is perceived to be of low quality. The strongest indicator of service quality is empathy, and the weakest is the campus tangibility indicator. While job satisfaction is considered less satisfied, the strongest indicator of job satisfaction is the nature of the job and the weakest indicator of working conditions.

Based on the results of hypothesis testing about the influence of organizational climate and service quality on lecturer job satisfaction (page 103), it shows that based on the results of calculations using a significance level of 5% (1.96) as in the table above, the organizational climate variable obtained a score of  $t = 4.54 > 1.96$  and the service quality variable obtained  $t$  score of  $5.56 > 1.96$ . The  $t$  value of each exogenous variable was greater than the  $t$  score at the 5% significance level, so it can be concluded that all variables affect lecturer job satisfaction. The magnitude of the value of influence in the structural equation is indicated by the value of  $R^2 = 0.41$ , this means that 41% of the job satisfaction of Specialist Medicine Academic Program, Universitas Diponegoro lecturers are explained by the organizational climate and service quality variables while the remaining 59% is explained by other variables outside of this study. The proof of this hypothesis in this study is that the organizational climate and service quality have a significant effect on lecturer job satisfaction

The first characteristic of service quality according to the ServQual concept is physical evidence because a service cannot be smelled and cannot be touched, therefore tangible becomes important as a measure of service. Someone will use the sense of sight to judge the quality of service. Second, the dimension of reliability, which is a dimension that measures the reliability of higher education in providing services to its lecturers. There are two aspects of this dimension, namely (1) the ability of universities to provide services as promised, and (2) to what extent the universities provide accurate or error-free services. Third, responsiveness is a dynamic service quality dimension. It is almost certain that the lecturers' expectations of the speed of service will change with an upward trend from time to time. The fourth dimension of the 5 dimensions of service quality that determines customer satisfaction is assurance, which is the dimension of quality assurance related to the ability of Specialist Medicine Academic Program, Universitas Diponegoro to instill confidence in the lecturers it serves.

Organizational climate is created as a result of a combination of several things, including past experiences, the influence of the barriers created in the organizational system, expectations, superior leadership, and the existence of communication and informal relationships between superiors and organizational members. Also, it is said that the organizational climate also reflects various efforts both internally and externally from the types of people active in the organization, work processes, communication, and authority within the organization, therefore the work climate is developed by the organization itself (O'Leary et al., 2012). Higher education is an educational institution so that accountability and quality are required to provide quality academic services. Higher education as a service industry must start thinking about the importance of customer service in a more mature manner because now it is increasingly being realized that customer service and satisfaction are vital aspects to stay in business and win severance pay.

Service quality is the extent to which the services provided by the organization/institution match the needs and expectations of customers (lecturers). The quality of academic services is the value provided by the customer to what extent the administrative and academic services provided are following customer expectations. The customer, in this case, the lecturer, will say that the academic service is of high quality if it matches their specifications. The quality of administrative and academic services in this study is the value given regarding how good the academic services provided by Specialist Medicine Academic Program, Universitas Diponegoro can match the expectations of the lecturers.

Tight competition is currently occurring not only in business institutions but has also penetrated the education sector. The level of competition in the implementation of education, especially for medical education, is currently also quite tight. This requires swift from all institutions that provide education, including Specialist Medicine Academic Program, Universitas Diponegoro so that they can continue to exist and be able to compete. Efforts to produce job satisfaction optimally need to identify the factors that influence it. One of the factors that have the potential to influence job satisfaction is organizational climate. A conducive organizational climate in an organization will encourage lecturers to work in pleasant situations so that they will be able to do their best. A conducive organizational climate will also encourage employees (lecturers) to carry out their duties and responsibilities as much as possible.

One of the good and bad aspects of education management depends on the quality of lecturers in learning. To be able to compete with other universities, one factor that needs to be considered is the quality of service to the lecturers. The end of lecturer job satisfaction is the organizational climate and service quality to the lecturers.

The results of testing this hypothesis are in line with the results of previous research (Albrecht et al., 2015) which found that the organizational climate is conducive and the human environment situation is kinship will make educators motivated because they are satisfied with their organization, but on the contrary, if the

organizational climate is not conducive, it will result in reduced passion in teaching. . Job satisfaction can be equated if a person get a sense of fairness in doing job

## V. Conclusion

Based on the results of the research data testing, it shows that the respondents perceive the organizational climate of the Specialist Medicine Academic Program, Universitas Diponegoro in the quite good category, the perceived service quality is less quality, job satisfaction is perceived as less satisfied and the work commitment of lecturers is perceived as quite good. The magnitude of the influence of organizational climate and service quality on job satisfaction is indicated by a large enough value. Working in an educational organization or other organizations, the work environment has a direct effect on work attitudes and determines the work performance of lecturers and staff. A pleasant work environment makes employees' attitudes positive and encourages them to work harder and better. Conversely, if the environmental situation is not pleasant they tend to avoid the environment. That the work organization environment/climate affects the quantity and quality of employee work. The influence of the environment can be seen from two sides, namely the outer environment and the inner environment. The external environment generally describes the forces that are outside the organization, while the inner environment refers to the factors within the organization that create the cultural and social milieu in which activities take place. This inner environment is usually referred to as organizational climate. Realizing how the organizational climate has a significant contribution to every individual in the organization, which in the end will also affect the commitment and quality of work, it is necessary to have a good understanding of organizational climate.

## VI. Suggestion

Based on the findings of the organizational climate above, the suggestions that can be given include (a) every action taken by the leadership of Specialist Medicine Academic Program, Universitas Diponegoro including the interaction of leaders and staff with lecturers will affect the organizational climate in several ways, such as regulations, policies - policies and organizational procedures, especially issues related to personnel problems, techniques and disciplinary action, interactions between management and groups, interactions between lecturers, and the need for lecturer satisfaction must be numbered (b) Several external factors organizations influence the climate in the organization, so Specialist Medicine Academic Program, Universitas Diponegoro must be able to anticipate and prepare strategies to respond to these external factors. The rapidly developing socio-economic and cultural conditions as well as technology are the main factors affecting the organizational climate.

Based on the findings of service quality, service is very important for everyone, in this case, especially the leaders and staff of Specialist Medicine Academic Program, Universitas Diponegoro, because later they will interact and socialize with other academic communities in the process of carrying out their duties as lecturers. (a) Complaints and suggestions system, customer-centered organizations (customer-centered) provide ample opportunities for customers/lecturers to submit suggestions and complaints, for example providing suggestion boxes and customer hotlines.

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