

UNIVERSITY OF LJUBLJANA  
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MASTER'S THESIS

**ORGANIZATIONAL CLIMATE AND JOB SATISFACTION IN THE  
WORKPLACE: DO ATTITUDES OF EMPLOYEES WITH  
DISSABILITIES DIFFER FROM OTHERS?**

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MOJCA KOZOLE

## **AUTHORSHIP STATEMENT**

The undersigned Mojca Kozole, a student at the University of Ljubljana, Faculty of Economics, (hereafter: FELU), author of this written final work of studies with the title Organizational climate and job satisfaction in the workplace: do attitudes of employees with disability differ from others?, prepared under supervision of prof. dr. Robert Kaše,

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## INTRODUCTION

»In order that people may be happy in their work, these three things are needed: they must be fit for it, they must not do too much of it, and they must have a sense of success in it« (Gibbs & Cooper, in Ashkanasy, Wilderom, & Peterson, 2011, p. 132).

Since no organization can exist without human resources, having **positive organizational climate** can help the company achieve better performance. Researchers found out that when climate scores are high, an enterprise is expected to develop superior organizational processes. Furthermore, supportive climate is a consequence that comes from a greater communication between staff and management, collaboration, cooperation, mutual understanding and greater engagement of employees (Koene, Vogelaar, & Soeters, 2002). Improving the organizational climate takes time and effort and is a process where employees play the major part. Therefore, it is important to nurture employees which consequently leads to a higher level of job satisfaction and in turn higher level of job satisfaction leads to better organizational performance.

Although according to James et al. (2008) **job satisfaction** is one of the most researched employee-level outcomes addressed in climate research, while empirical research on the topic of disability is limited. Similarly, according to Dwertmann (2013, pp. 29–30) there is a gap in the amount of empirical research on **disability** in particular top journals. This is also confirmed by Colella and Bruyère (2011) who stated in their work that the research on the **effects of disabilities in the workplace is still underrepresented**. Colella and Varma; Stone-Romero et al. (in Dwertmann, 2013, p. 32) state that there is little research about disability per se. Therefore, there is a need to research and better understand this topic not just from the selected company's perspective but also in general.

The aim of this master's thesis is to broaden the knowledge on the relationship between organizational climate and job satisfaction for companies that include employees with and without disabilities in order to ensure equitable and balanced consideration as well as management of all employees (i.e., for employees with and those without disabilities). Colella and Bruyère (2011) stated in their research that the research on the effects of disabilities in the workplace is still underrepresented, therefore putting employees with disabilities in the spotlight is important for understanding and including them in action plans of organizations. Employees with disability should not be neglected and organizations need to know if there are different groups in their organizations and why job satisfaction or organizational climate may differ between them. Specifically, our study aims at getting a detailed insight into variables and dimensions where the scores of the employees with disabilities are low and based on this provide recommendations for improving job satisfaction and climate in a selected company. Moreover, one of the goals of this research is to be able to contribute to the hypothesis development regarding the organizational climate and job satisfaction for employees with disabilities.

In this thesis, we will perform the research on the organizational climate in the Company and examine how satisfied the employees are with their work and whether possible differences between employees with and without disabilities occur. In the selected company, there are more than 50% of people with physical disabilities, therefore understanding differences in terms of job satisfaction and organizational climate between both groups is very important. In the first – theoretical part, critical literature review of domestic and foreign authors will be presented. Secondary data in terms of books and articles related to the topic of interest from domestic and foreign authors was collected, which in this case entails organizational climate, job satisfaction and employees with or without disabilities. In this part, descriptive and comparative analysis will be conducted in order to compare results from different authors and researchers. In the second part, empirical analysis will be conducted using primary data. Analysis was done on the selected company where the sample are the employees of the selected company. The method used was a structured questionnaire conducted among the employees of the selected company. Apart from qualitative analysis we also used quantitative analysis in order to find possible significant differences between employees with and without disabilities.

## **1 ORGANIZATIONAL CLIMATE AND JOB SATISFACTION**

### **1.1 Definition and characteristics of organizational climate**

According to Ehrhart, Schneider and Macey (2011, pp. 29–30), research on organizational climate began in the late 1960's and much progress has been done since then. In psychological research, the first who used the term climate in psychological research were Kurt Lewin, Ronald Lippit and Ralph White in 1939. Research from Lewin et al. (in Ehrhart et al., 2014, pp. 283–284) laid important milestone for future climate research. They researched how 10 year-olds react to the effects of leadership while performing activities such as model airplane construction. One of the key finding was that different leadership styles produced different atmospheres or social climates in the groups. In their research, they referred to a specific kind of climate – social climate, which stood for the nature of the relationship created between leaders and followers as a function of a leader's behaviour.

Another early research was conducted by Argyris (1957) and McGregor (1960). For Argyris, climate applied to only hiring 'right types' and McGregor presented the thought that the fairness with which managers treated subordinates yielded a 'managerial climate' (in Ashkanasy et al., 2011, p. 30).

McGregor et al. (in Ashkanasy et al., 2011, p. 33) were thinking of the climate as a unit level, while Argyris analysed climate at the organizational level. Therefore, the challenge in the beginning of the research on the organizational climate was the question whether



organizational climate should be conceptualized as an individual or an organizational attribute (Guion, in Ashkanasy et al., 2011, p. 33). Roberts, Hulin and Rousseau (in Ashkanasy et al., 2011, p. 33) effectively showed with several examples that organizational climate can be studied not just on the individual level of analysis but also on the more aggregated level and outcomes could be widely used, such as for example that the evaluations of training programs in organizations could not study only those trained versus those not trained, but also the impact of training on the unit or for example organizational effectiveness.

One of the most renowned and respected researcher on organizational climate is Schneider (1990, p. 384) and according to him organizational climate is a perception of events, procedures, and relationships in an organization. According to Možina et al. (1994, p. 191), organizational climate is a set of characteristics that show the satisfaction of employees with social view of the work. Those characteristics distinguish one organization from another, are relatively stable and influence on the behaviours of employees in an organization.

Lipičnik (1998, p. 73) stated that some people are satisfied with their work, while some are not and that climate covers all characteristics that influence the behaviour of employees. Lipičnik (1998, p. 74) also stated that organizational climate or the atmosphere in a company depends on the attitude of the employees about their own work, organization of the work, rewards, leadership style, internal relations, the interests and the way employees feel regarding their career education possibilities and work. Rus (1994, p. 8) argued that there is a different atmosphere in each company. According to him, atmosphere is on the one side a consequence of all factors in a company and on the other side, it influences all activities in the company. Moreover, atmosphere can have a positive or negative influence on the achievement of goals and productivity. The attitude that prevails in a certain group is inseparably connected with structure and processes and even more with people and their personal characteristics, such as character, temperament, motivation, capabilities, values and views (Rus, 2004, p. 204).

In a company, where there is a positive organizational climate, each employee is trying his or her best and consequently this can also be seen in business results. In the study of Dawson, González-Romá, Davis and West (2008), the authors argued that the development of organizational climate depends also on the size of an organization. They support this statement with the fact that interaction with other colleagues in large organizations is different than in smaller ones, where a unit is a team and employees interact mostly with everyone in a team frequently. Therefore, according to them, development of organizational climate in bigger organizations is a slower process than in smaller ones. Moreover, strong climate in big organizations is a result of a top-down approach, while a weak climate is a sign of weak direction regarding organizations objectives.

Lipičnik (1998, p. 73) stated that there are many terms that define climate in the literature: organizational climate, psychological climate, organizational culture, personality of the organization, working environment and atmosphere. This shows us that there are many definitions of organizational climate and until now there has been no single definition available, which is due to the multidimensional nature of the construct.

According to Ehrhart et al. (2014, pp. 285–286) current thinking on organizational climate is the following:

- Organizational climate emerges through numerous mechanisms including leadership, communication, training, etc.;
- It is not the mechanisms that are climate but rather the experiences those produce and the meaning attached to them;
- Organizational climate is a property not of individuals but of units/organizations; it is based on shared experiences and shared meaning;
- Shared experiences and the meaning attached to them emerge from natural attraction in units/organizations; climate is shared in the natural course of work and the interactions happening at and surrounding work;
- Organizational climate is not an effective evaluation of the work environment – it is not satisfaction but rather a descriptive abstraction of people's experiences at work and the meaning attached to them.

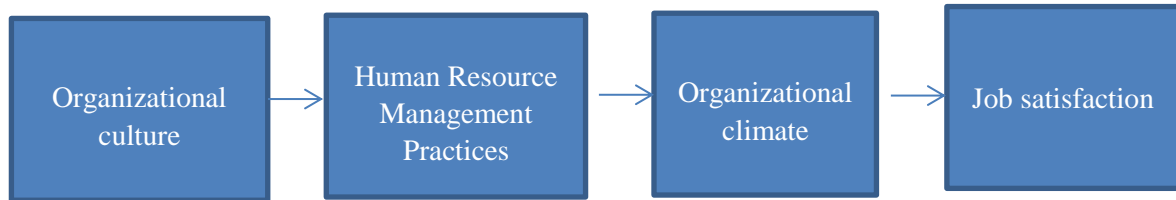
Climate is both conceptually and practically a unit and/or organizational attribute and therefore a useful tool to view human interventions at the workplace (Ashkanasy et al., 2011, p. 34). Burke (in Ashkanasy et al., 2011, p. 34) wrote that in early research, organizational climate was focused on the individual while nowadays, the focus is on the unit and organizational performance. In this thesis, the unit for the research on organizational climate is the selected organization.

At this point, we can summarize that through time the definitions have evolved but most do have a common ground and that organizational climate represents all characteristics that influence the behaviour of employees in an organization, which can consequently influence the productivity of employees and the success of the company. Nonetheless, they argue that climate itself does not influence the business results, as those are a consequence of many complex factors. Therefore, we can conclude that studying organizational climate is important for organizations to see if they are »healthy«.

Since we spend a big part of our lives at work, working in an environment with a positive atmosphere will make us happier and more productive and the latter is important from an organization's perspective, as every organization tries to have good business results or to improve them if present issues can be eliminated by researching the organizational climate

and job satisfaction and implementing action plans to establish a more positive organizational climate in an organization.

*Figure 1. Model of climate, culture and productivity*



Source: Modified from B. Schneider, *Organizational Climate and Culture*, 1990, p. 289.

In many studies, we can find that organizational culture, organizational climate and job satisfaction are connected. According to Schneider (1990, pp. 282–318) organizational culture influences human resource management, which then further influences organizational climate. Organizational climate also reflects the job satisfaction of employees. According to Ehrhart et al. (2014, p. 224) climate and culture are related to each other but culture is a deeper-level construct and forms a foundation for the climate of the organization. In this thesis, the focus is on organizational climate and job satisfaction, therefore organizational culture is only shortly presented as in the research organizational climate and culture are both often researched together.

## **1.2 Types of organizational climate**

In the literature and past researches, we saw that in the past one of the biggest issue was if the organizational climate should be researched at the unit level or whether it can be aggregated. Nowadays, organizational climate has evolved and the predominant types in the literature are psychological climate or organizational climate and also whether we are talking about molar climate or focused climate.

According to Lipičnik (1998, p. 74), when looking into the research on the organizational climate, the focus is often not on the general climate but on the specific area, such as motivational, innovation, entrepreneurial, creative, research climate etc. For example, in an organization where the weak point is motivation, more attention is given to motivational climate. This is also the case for other climates and those narrower areas are the result of the behaviour of people. Mihalič (2007, p. 22) also provided a similar explanation and according to him there are the following classifications of the climates:

- Organizational climate of cooperation: here informal relations are prevailing and also teamwork, trust, commitment and democratic communication;
- Organizational climate of creativity: this climate puts the focus on the dynamics, competency of the employees, planned innovation, constant development and progress and quick growth;

- Organizational climate of maintaining security – this climate is based on maintaining the security of employment of employees and the characteristics of organization are then formalization, structure, and control;
- Organizational climate of achievements – this climate the focus is on the reaching goals and is also characterized by high expectations from the management, competitiveness between employees.

Neal, West and Patterson (2000, pp. 4–5) distinguish two types of climates: climate for the well-being of employees and effectiveness climate. For the first one, the emphasis is on the satisfaction of employees. Main characteristics of this climate are good internal relations, inclusion of employees during the decision-making process, leadership support, concern for the welfare of employees, etc. Schneider et al. (in Ashkanasy et al., 2011, p. 30) also emphasized the climate for well-being and according to them, the focus is on the practices and procedures employees experience at work that tend to be associated with feeling good at the workplace. Second type of climate that is distinguished by Neal et al. (2000, pp. 4–5) is the effectiveness climate. This climate is similar to rational climate and has an emphasis on the goals and results of the organization, such as productivity, client satisfaction, position on the market, quality of products, etc. In this thesis, the emphasis is on studying general or molar climate of the selected organization and then finding out which dimensions of the climate are low, or, in other words, where the organization should focus more to establish actions plans in order to improve it.

In relation to employees with disabilities researchers coined the term of justice climate that reflects collective attitude about interpersonal, procedural and distributive justice in an organization (Liao, Rupp, Bashshur, & Liao in Schur, Kruse, Blasi, & Blanck, 2009). Schur et al. (2009) continue with the explanation of all three views where interpersonal justice is related to the way employees with disabilities are treated, in other words if they are treated with respect, while procedural justice relates to the policies and procedures in an organization, which can affect employees with disabilities, for example policy regarding work accommodations. The last, distributive justice is related to salary or pay, therefore if there is equality between employees with and without disabilities.

In the literature there are not many studies where results would show what the attitudes of employees with disabilities in organizations are, or how they experience justice climate or climate in general. However, some evidence can be found for which factors commonly influence or impact the attitudes of employees with disabilities in an organization and those are: internal relations, therefore relations with other colleagues at work and supervisor (Boyle; Colella; Collela, DeNissi & Varma; Harlan & Robert; Marti & Blanck, in Schur et al., 2009).

### 1.3 Dimensions of the organizational climate based on the SiOK project

As dimensions of the organizational climate define organizational climate, I have included in this chapter a presentation of dimensions from the modified SiOK (Slovenian Organizational Climate) questionnaire that was also used for the empirical part of this thesis.

Project SiOK started in 2001 and it originated from the Gospodarska zbornica Slovenije (Slovenian Chamber of Commerce) and consulting companies. Until now, this questionnaire has become a standard that is used by many Slovenian companies and human resource departments and is a useful tool that enables us to focus on the problematic or weak aspects of organizational climate and to draw up action plans, which can lead to a more positive organizational climate in organizations. Basic principles of the SiOK questionnaire are comparability, periodicity and quantity (Kaj je SiOK, 2016; Kako merimo organizacijsko klimo, 2016).

Even though the SiOK questionnaire is widely accepted by organizations in Slovenia, it has also been criticized by some researchers, such as Lipičnik and Mayer who stated that mistakes can be found in this questionnaire in relation to the methodology and the content. Furthermore, a comparison between organizations and the Slovenian average does not make sense as each organization is unique and therefore incomparable (Turk, 2003, p. 32).

**Attitude towards quality.** Quality of a product or service needs to be a result of everyone that is directly or indirectly involved and are trying to improve the performance of an organization (Deutsch & Knez Kos, 2008). According to Zupan (2001, p. 35), TQM or Total Quality Management is more and more important as it puts employees at the centre of the focus because they can most contribute to minimizing errors and ensuring the right quality. Based on Deming, Juran, Kaynak, Martinez-Lorente et al. and Molina-Azorin et al. (in Menezes, 2012) improvements in quality and a focus on continuous improvements can lead to improved or even exceed customer expectations. Moreover, Anderson et al., Kaynak, Merino-Diaz De Cerio, Piercy and Rich, Schroeder et al., Parker, (in Menezes, 2012) stated that the general presumption of the improved quality management can lead to cost reduction, increased revenues and consequently also to market advantage.

**Motivation and commitment to work.** According to Mihalič (2008, pp. 25–26), the importance of motivation is how to motivate employees in order for them to be able to motivate themselves. He believes that management needs to show trust in their abilities and their performance achievement and to encourage ambitions. Kaše, Lipičnik, Mihalič and Zupan (2007, p. 71) stated that motivation as a natural process has two characteristics: the first is that a person that wants or is motivated for something, focuses his or her activities in that direction. The second characteristic depends on how much this person

wants to achieve something.

Lipičnik (1998, pp. 162–163) stated that when leaders or managers are trying to motivate employees the following factors need to be taken into account as the following influence the motivation of employees:

- Differences between individuals: every individual is different as each has its own individual characteristics, such as values, interests, attitudes, needs and those can be expressed at work. This is also the reason why people are motivated by different things, such as money, security or challenge;
- Work characteristics: can also be described as work dimensions that define needed capabilities to perform the tasks, feedback, autonomy at work;
- Organizational practice: this practice consists of rules, general politics, managerial practice and the reward system in an organization.

In order to reach higher levels of motivation in an organization, clear goals need to be established as those are a guidance for employees and can help them better understand what is expected of them - way they also know what to focus on (Emmanuel et al., Latham & Baldes, Locke & Latham in Stringer, Didham, & Theivananthampillai, 2011).

According to Meyer and Herscovitch (in Rogiest, Segers, & Witteloostuijn, 2015) commitment is: »A force that binds an individual to a course of action or relevance to one or more targets« and according to Choi (in Rogiest et al., 2015) commitment is seen as one of the most important factors or indicators that influence work related outcomes in organizations and behaviour of employees on general.

**Commitment to organization.** Dimovski and Penger (2008, p. 109) stated that commitment to organization includes loyalty and strong inclusion in an organization. Employee that feels committed to an organization will try to contribute to a success of an organization and wishes to continue his or her work there. According to Armstrong (1991, p. 181) employees can show their commitment in three ways:

- Accepts organization as it is and identifies own goals and values with those of the organization;
- Is willing to contribute more than it is needed according to job requirements;
- Even in a critical situations, such as crisis, is still willing to stay in an organization.

According to Deutsch and Knez Kos (2008), an employee is committed to an organization when he or she feels not only as an employee in an organization, but also feel acceptance as part of the team and consequently start to realize all the responsibilities. In order to make employees more committed to an organization, management has the biggest influence. What they state is also important is a transparent wage policy.

**Internal relations.** This dimension is present in any organization and comes from the employees themselves. Here, we revise whether the environment between the employees is more cooperative than competitive and if they trust each other. Good internal relations with colleagues and peers are important for every employee and this is also the case for employees with disabilities. Schur et al. (2009) stated in their work that employees with disabilities often feel not fully accepted by other colleagues. This can be seen from the lower training, more exactly lower informal training, as a large part of the learning on the job comes from other colleagues. Moreover, in their study they argue that employees with disabilities are even less likely to work as a part of a team.

**Professional qualification and learning.** According to Možina et al. (2002, p. 17) every organization needs to know what the role or importance of learning is. Learning is tightly connected to education and training. The first is related to acquiring new knowledge for a certain occupation or job while training is based on acquiring capabilities or habits that an individual needs in order to successfully do a certain task or job. Regarding the whole organization, the goal needs to be a learning organization since it means that there is a constant learning, more readiness for changes and focus on constant improvements and also innovations.

**Giving initiative, innovation.** According to Ahmed (1998), innovation is the engine of change and is seen as a key driver of organization's ability to change. Moreover, he argues that to be innovative by itself is not efficient. In an organization, employees need to accept the concept of innovation and be comfortable with the innovation-focused environment. If the right environment is created then innovation can be created.

Ahmed (1998) argued that to have an innovative climate in an organization requires employees to have certain traits. He stated that the following personality traits are necessary to foster innovation: high valuation of aesthetic qualities in experience, broad interests, attraction to complexity, high energy, independence of judgment, intuition, self-confidence, ability to accommodate opposites, firm sense of self as creative (Baron & Harrington in Ahmed, 1998), persistence, curiosity, energy, intellectual honesty (Amabile in Ahmed, 1998), internal locus of control (reflective/introspective) (Woodman & Schoenfeldt in Ahmed, 1998).

Employees in an organization may be reluctant to take risks since if something fails, this may then be negatively evaluated. But in order to foster innovation employees need to have freedom to play with ideas and consequently expand the existing range of thinking. Leadership has the responsibility to nurture innovation and this has to be done at every level of an organization. It is further argued that innovation champions need to be in any organization and that those need to be identified, recruited, developed, trained, encouraged and acknowledged. Moreover, what is very important for an innovative organization is having supportive leadership, low bureaucracy or red tape, agile structure and processes,

commitment and empowerment of its employees in order for them to find a way that allows them to innovate and take responsibility in order to successfully finish their work (Ahmed, 1998).

Based on the study from Judge et al. (in Ahmed, 1998) one of the most important characteristics that distinguishes an innovative organization from less innovative one is leadership and its capability of creating a community in the workplace. This was reinforced by an argument that less innovative organizations have more traditional bureaucratic departments while on the other hand, organizations that focus on innovation, behave more like a focused community.

**Leadership.** This dimension is one of the most important since, according to the past research, if organizational climate needs to be changed the key responsibility is on the leaders or management of an organization. Here, according to Cvetko (2002, p. 19) the most efficient way to design and change organizational climate is a personal example of the leader or manager and his/her own behaviour. Cvetko then further argues that in order for this to work, there needs to be trust between employees and leaders.

Managers and leaders communicate their procedures and reward systems which points to the fact that climate suggests what the values of an organizations are. Furthermore, Ehrhart et al. (2014, p. 229) argue that climate is created also based on current challenges and issues, and that how the organizations handles those challenges serves as a signal as to what is valued by the management.

In the literature, we can find different models of leadership. Two terms were created on the basis of observation of behaviour of leaders: leadership directed to tasks and leadership directed to people. The first one is connected to setting standards, control, division of work, assessment of the work performance and setting deadlines while the latter is connected to the care for employees' well-being and respect towards employees (Kaše et al., 2007, p. 96).

Some of the most known types of leadership are autocratic leadership, democratic leadership, transformation leadership and authentic leadership. Kaše et al. (2007, p. 97) state in their work that autocrative leader in an organization has the biggest power and influence in achieving working discipline, while threats and punishments are the norm. The consequences are low productivity and motivation. Furthermore, it can lead to more conflicts between employees and resulting in low job satisfaction. Democratic leadership, which is more common than autocratic leadership, is a type of leadership where leaders make decisions and goals together with employees and the leader – employee relationship is based on mutual trust and respect. Third type of leadership is transformational leadership. According to Dimovski, Penger and Žnidaršič (2003, pp. 265–266) a transformational leader is capable of establishing a culture of change and in order to do



that, the leader or manager needs to constantly direct the organization towards innovative ways of working.

Another important style of leadership is authentic leadership where leaders put an emphasis on individual differences and know how to motivate their employees, help develop their talent and knowledge, which combined can lead to a competitive advantage. Moreover, since positive competencies of employees are enhanced alongside with developed entrepreneurial environment this also leads to improved business results (Luthans & Avolio, 2003). Furthermore, in order to accept and implement change, emotions play a crucial part. According to Bartunek and Moch (in Ashkanasy et al., 2011, p. 102), transformative cooperation does not focus on resolving specific problems, but focuses on the change that goes to the core of what people think and defines their work.

For any organization, it is not just important which style of leadership is implemented or followed but a lot depends on the leaders themselves and their personal characteristics. What is put in focus here is emotional intelligence. According to Možina et al. (2002, p. 510) emotional intelligence is the way of dealing with emotions and also the capability of recognizing, managing and expressing emotions. Having high level of emotional intelligence leads to a higher success in managing people. Moreover, being successful in managing ourselves and in relations to others is seen as a social skill. Furthermore, for leaders, emotional intelligence is twice as important as intellectual capabilities or working experiences. Možina et al. (2002, p. 511) argued that in the past there was a belief that emotions and business do not go together but then studies revealed that emotional intelligence is very important and is also an important factor that can help improve the organizational climate in an organization.

**Structure.** This dimension refers to the design and layout of the organization. According to Ahmed (1998), design and layout are used to create such a physical environment that enhances interaction. For employees with disabilities physical environment can be seen as an obstacle, therefore, organizations needs to have in mind creating such a structure that is friendly to all employees.

Stone and Colella (in Schur et al., 2005) stated that organizational structure affects the treatment of employees with disabilities. Organizations that are highly bureaucratic are not compliant with employees with disabilities, as those may not adhere to the rigid procedures or rules. In accordance with this statement, researchers further argue that the best-working environment for employees with disabilities are those organizations that value diversity.

**Knowledge of mission, vision and goals.** According to Hočevar, Jaklič and Zagoršek (2003, p. 70) within this dimension it is very important for employees to know what the mission, vision and goals of the organization are, particularly when perhaps they do not or maybe do not even agree with them - this can lead to difficulties when employees are

performing their work. According to Stone and Colella (in Schur et al., 1996), right values need to be in place by the top management in order to best integrate employees with disabilities in an organization.

**Internal communication and information.** Communication according to Lipičnik (1996, p. 138) comes from the Latin word *communicare*, which means to consult, to discuss, to ask for advice. Based on Vuuren et al. (in Valaei & Rezaei, 2016) the most important attribute of communication between employees and managers is the reaction from manager. Lipičnik (1997, p. 179) has a similar standing point when it comes to communication. He stated that feedback is very important as with feedback it is shown how the message was accepted and understood. Moreover, he continued that those organizations that have developed such a way of communication are able to develop faster as they can learn from their mistakes.

**Reward system.** This dimension is very important for every employee. Rewards can be given in a monetary or non-monetary way. According to Armstrong and Stephens (2005, pp. 3–4) the reward system needs to be fair and employees need to be rewarded in accordance to the values and interests of the organization and for the effort or value that they generate. Moreover, they argue that rewards stimulate motivation for work and also a positive relation of employees toward organization.

Deutsch and Knez Kos (2008) state that an organization needs to fulfil what is expected by its employees. When it comes to salaries, they should be equivalent to those on the market and good business results should be rewarded. Even though salary is important to every employee, they prefer to receive an encouragement or acknowledgement.

Based on Cohen. Fink, Gadon and Willits (1992, pp. 194–195) rewards can be categorized as intrinsic or extrinsic. Intrinsic or internal reward is an internal individual satisfaction that employee feels at his work or when the job is successfully done, when employee feels being part of a team or when he or she gets a chance to express creativity. Extrinsic or external rewards are those that involve monetary rewards, promotion and those rewards come from leaders or management of an organization.

**Career development.** Lipičnik (1998, pp. 179–181) argued that organizations should adhere to the following goals when designing careers of employees: give employees the right reward for current work and also think about the future of rewards, bring closer the goals of the company to those of employees, encourage those employees who are not progressing in their career for a longer time, give employees a chance to develop their career and themselves and have mutual benefits for an organization and employees.

## **1.4 Measuring organizational climate**

The purpose of measuring organizational climate is to find out if the climate in an organization is positive or not (Lipičnik, 1998, p. 95). If the climate in the organization is negative, we need to first examine it. This means we need to find out the factors or dimensions, causes and consequences that this has on the behaviour of employees (Lipičnik, 1997, p. 64). According to Lipičnik (1998, p. 74) organizational climate is dependent on the attitudes of employees about their own work, organization of the work, rewards for the work, leadership style, interrelations, on how employees feel in the company and it also depends on the interests of employees related to their work, career and education.

As organizational climate refers to attributes of an organization and is a situational description, it is measured via perceptual means. In this case, the unit of analysis is the organization. When talking about psychological climate, this climate is referring to an individual and evaluation is done by the interaction between actual events and the perception of those events (James & Jones, 1974).

In the literature, we can find that in order to analyse organizational climate, researchers usually use questionnaires as this method has proven to be the best way to examine what the attitudes of employees toward certain dimension or variable are. As already seen above, organizational climate is a multi-dimensional construct, therefore using many dimensions is advisable in order to best represent organizational climate.

In the thesis, the modified SiOK questionnaire with 12 dimensions with the addition of job satisfaction as a separate part are presented for the research and organizational climate and job satisfaction were measured. There are different questionnaires available in the literature. The decision to use the SiOK questionnaire is due to the fact that it has been available for a decade and is well established in many Slovenian organizations.

## **1.5 Change and organizational climate**

Change is something that all organizations are facing every day and this can be seen even more in the recent years. According to Beer and Nohria, Burnes (in Rogiest et al., 2015) organizational change has a high failure rate, more exactly two thirds of all organizational change initiatives fail. If we ask ourselves if changing organizational climate is a fast process, then the answer is no, as according to Denison (in Haakonsson, Burton, Obel, & Lauridsen, 2008) organizational climate is a characteristic that is stable and cannot be changed easily or quickly.

Individual attitudes towards organizational change are an important variable that can determine organizational success or failure and if individual attitudes towards change are

positive, then organization can expect supportive behaviour, lower turnover and improved dealing with change (Rogiest et al., 2015). Therefore, seen from an organizational performance point of view, information about the state of the climate is one of the most valuable information regarding the status of an organization.

If the climate is positive or pleasant, there is no need to change the organizational climate but when the climate is negative, then the climate needs to be changed. In his work, Lipičnik stated that changing climate means changing the experience of certain situations in a way that the desired response is triggered (Lipičnik, 1998, p. 95). Moreover, when thinking of changing a climate in an organization two important questions need to be answered: by whom and how the climate can be changed (Lipičnik, 1998, p. 79). To answer the first question, so who can change the climate, then the answer would be leadership. This is also supported by Haakonsson et al. (2008), who stated that leadership style is the first consideration when the organization wants to change organizational climate but even here, the leader's style may be difficult to change. Overall, if there is a misfit between organizational climate and leadership, this can lead to a significant performance loss of an organization.

According to Lipičnik (1998, p. 79) to answer the question how the atmosphere can be changed, he argued that there are many different ways and according to him, there are three most common ways:

- Non – controlled: here we cannot control the climate as it changes by itself. Usually the change does not go into the direction the management wants as it often changes to a negative direction. The cause for this way of climate change can be found in different influences from the environment;
- With instructions and directions: this way of changing climate refers to changing individual employees to a positive direction but according to the experiences up until now, those measures do not always bring the desired effect;
- Direct action: there are many dimensions that cannot be changed by using instructions or directions and especially not those where relations in the organization are the main focus.

According to Fredrickson, Folkman, and Ryff and Singer (in Ashkanasy et al., 2011, p. 105) positive emotions can stimulate competence, achievement, involvement, significance and social connection. Moreover, positive emotions are related to high quality team – member exchanges (Tse & Dasborough in Ashkanasy et al. 2011, p. 105) and can also stimulate cooperation that can encourage change (Sekerka, Brumbaugh, Rosa, & Cooperrider, in Ashkanasy et al., 2011, p. 117).

Dehler and Welsch, Elfenbein, Hochschild (in Ashkanasy et al., 2011, p. 101) argue that employee decisions and actions are inextricably linked to emotions at the personal,

interpersonal and organizational levels. Ashkanasy et al. (2011, p. 102) stated that positive emotional climates support deep change within individuals, organizations and communities. Transformative cooperation is a fundamental change in an organization where people pool knowledge, skills and passion and then collectively apply them toward the construction of a dynamic vision for the future. It is further argued that with positive emotions, transformative cooperation can be achieved and this can then lead to a dynamic change in an organization.

The importance of organizational climate or more specifically the importance of promoting and fostering a positive organizational climate is to show that organizations care about employees and also are committed to them. In recent years, researchers have found out that a growing number of organizations are implementing some forms of organizational wellness programs in order to promote more positive organizational climate or work environment as it can influence motivations, attitudes and behaviours of employees both at organizational and individual level (Gibbs & Cooper in Ashkanasy et al., 2011, p. 119). According to Ehrhart et al. (2014, p. 100) organizations achieve strong climate when there is more communication, interaction among units, when there is more communication and a clear vision from managers or leaders.

Organizational change is something that every organization eventually faces and the trigger may be technological advancement, industry or economic changes or negative organizational climate. Armenakis and Badeian, Beer and Nohria, Choi and Herscovitch and Meyer (in Rogiest et al., 2015) argue that one of the best strategies of improving the involvement and consequently the impact of commitment to change is offering employees opportunities for participation.

According to Jones et al. and Lofquist (in Rogiest et al., 2015), the understanding of the impact of climate on organizational change is limited and this shows us that more research on this topic is needed. Even though it is widely known that resisting change in today's competitive business environment is dangerous for the performance of an organization (Ahmed, 1998).

## **1.6 Job satisfaction**

The concept of job satisfaction is one of the most widely studied constructs in disciplines such as industrial psychology, social psychology, organizational behaviour, human resource management and organizational management. Moreover, it plays a central role when it comes to behaviour study at work (Stone, 1992, p. 1). This is probably the case as organizations are realizing that employees are their most valuable asset. Moreover, this concept is connected to organizational climate as when we talk about job satisfaction, we try to find out what their attitude toward something is, while with organizational climate we try to find out the situation in organization (Glen; Sigler; Govaerts et al.; Berrell et al.,

in Valaei & Rezaei, 2016). The relationship between organizational climate and job satisfaction is according to James and Jones (1974) dynamic and both provide different sources of information: climate provides descriptive information while on the other hand job satisfaction provides evaluative assessments.

Zupan (2001, p. 104) argued that job satisfaction is a pleasant or positive emotional reaction on individual work experience. Moreover, she stated that it regards the internal perception and this internal perception is influenced by many personal factors, such as how current conditions are perceived and how they compare to the values of an employee or individual. Another example of definition of job satisfaction comes from Lofquist and Davis (1969) who stated that according to them job satisfaction is a function between the work environment and the individual's needs while Locke (1976) stated that job satisfaction can be seen as a positive emotional state resulting from the appraisal of one's job or job experiences (in Cranny, Smith, & Stone, 1992, p. 2).

According to Freeman (1978), job satisfaction is a major determinant of labour market mobility and variable such as job satisfaction contains useful information for predicting behaviour of employees. Spector (1997) stated that job satisfaction influences people's attitude towards their jobs and various aspects of their job. He further stated that for researchers to understand these attitudes, they need to understand the complex and interrelated facets of job satisfaction. Therefore, job satisfaction can also be described as any part of a job that produces feelings of satisfaction or dissatisfaction. Therefore, one of the most important factors of how to achieve increasing productivity is having satisfied employees in a company. Definitions of the construct of job satisfaction vary somewhat from one researcher to another, but there exists a general agreement that job satisfaction is an emotional or affective reaction to a job and results from what is an outcome to what is expected or desired (in Cranny et al., 1992, p. 1).

The importance of satisfaction for employee or any individual is the most that can be hoped for in the workplace. Moreover, every manager is striving to have satisfied employees as this is the only way they can achieve goals of the organization together. Having satisfied employees means that they will be more productive and consequently also the organization will be more successful (Mihalič, 2008, p. 4). Mihalič (2008, p. 90) further stated that with measuring job satisfaction organizations are trying to define which most influence satisfaction or dissatisfaction of employees and measure their influence. According to Smith (1992, p. 6) the importance of measuring job satisfaction is primarily because of its relationship to the goals of the organization, such as reduction of turnover, errors and increased individual productivity. Therefore, each organization should know what the economic value of job satisfaction is and understand its components.

According to Valaei and Rezaei (2016), the concept of job satisfaction needs to be studied in different cultures and contexts, as according to Randall (in Valaei & Rezaei, 2016) the

concept of job satisfaction is complex since it depends on characteristics between employer and employee and also organizational culture. Valaei and Rezaei (2016) furthermore stated that measuring the degree of job satisfaction is difficult and this is mainly because the concept is behavioural and because internal and external environmental factors can easily influence job satisfaction.

The most common method of measuring job satisfaction is a questionnaire. This needs to be done anonymously and by trying to include all employees, therefore the whole population because in this case the research is of greater value to the organization as it best represents the internal situation and attitudes of employees. In the thesis, job satisfaction is measured with the help of the SiOK questionnaire and the attitudes of employees are measured with different aspects of their work: co-workers, tenure security, work, working time, immediate superior, education opportunities, status in the organization, management of the organization, working conditions (equipment, facilities, protection measures), promotion possibilities and salary.

One of the most used measures of job satisfaction is the Job Descriptive Index or JDI, which covers 5 principle facets: work, pay, promotions, supervision and co-workers (Smith, Kendall, & Hulin, in Cranny, Smith & Stone, 1992, p. 2). Spector (1997) introduced 9 factors related to job satisfaction: supervision, promotion, payment, operating procedures, nature of the work, fringe benefits, co-worker, contingent rewards and communication.

Cranny et al. (1992, pp. 45–52) stated that the first step towards the improvement of job satisfaction in an organization is to determine its causes. Theorists want to know how feelings of satisfaction change and arise, while practitioners are more focused on what can be changed in order to improve job satisfaction. According to Groot and Brink (1999), who conducted their study in the Netherlands, the most important factor which best explains job satisfaction is the content of the job, while other factors such as workload, having possibility of an early retirement arrangement or satisfaction with supervisors or co-workers was of lesser importance.

Menezes (2012) conducted a study based on the data from the 2004 Workplace Employment Relations Survey in the UK. The objective of her research was to improve the understanding of relation between job satisfaction and quality management. Moreover, she addressed the roles of HRM practices with the concept of high involvement management and job enrichment. In relation to quality management practices the variables used in her research were the following: training in quality, training in problem solving, self-inspection of quality, keeping of records of complaints or faults, having records of quality, conducting customer surveys, customer service targets, quality targets, team meetings, and just in time approach. The results showed that there is a positive relationship between job satisfaction and the desired outcomes, such as in this case commitment in a workplace,

productivity, quality of products. Moreover, there is a positive relationship between job enrichment and job satisfaction. Negative relationship was found between job satisfaction and absenteeism. Furthermore, there was no relationship between job satisfaction and high involvement management and job satisfaction and quality management.

Satisfied workers are more willing to follow the goals of the organization than non-satisfied workers and therefore it is presumed that this leads to a better performance of an organization. What is important to note is that having satisfied workers does not mean they will be successful at their work per se.

Table 1. Past research on the relationship between job satisfaction and demographic variables

Variable	Nature of relationship	Selected studies
Gender	Women – positive & Men - negative	Clark (1993), Renaud (2002), Uppal (2005)
	Insignificant	Groot and Brink (1999)
Age	U - shaped	Clark and Oswald (1996); Clark (1997)
Tenure in an organization	Insignificant	Groot and Brink (1999)
Level of education	Insignificant	Borjas (1979); Bartel (1981)
	Negative	Renaud (2002), Tsang and Levin (1985)
	Negative but the negative effect is diminished by positive indirect effects through wages or salaries	Groot and Brink (1999)
Working schedule - Full –time	Positive for older workers and young employees	Origo and Pagani (2008)
	Negative for older workers	Groot and Brink (1999)
	Insignificant	Uppal (2005)
Health status	Positive	Borjas (1979); Clark (1997), Renaud (2002); Schur et al. (2009) Groot & Brink (1999) Uppal (2005)
	Insignificant when certain workplace characteristics are in place	Uppal (2005)

Source: Adapted from W. Groot & M. H. Brink, *Job satisfaction of older workers*, 1999; S. Uppal, *Disability, workplace characteristics and job satisfaction*, 2005, pp. 336–360.



In the literature three topics most often appear when it comes to studies related to job satisfaction: job satisfaction and differences based on gender, job satisfaction and the effect of salary or different level of earnings, as well as the relationship between job satisfaction and level of education (Groot & Brink, 1999). According to Hertog and Mekkelholt; Mekkelholt (in Groot and Brink, 1999) employees that receive higher salaries are also more satisfied with their job.

**Gender.** Based on the research conducted by Groot and Brink (1999) no significant differences in job satisfaction between women and men were found. However, if work time is introduced in a model, then male employees are seen as more satisfied and this may be due to the fact that women who have children find it difficult to find balance between time spent with their children or time spent at work. According to Clark (in Uppal, 2005) women are more satisfied at work and the reason is because women and men have different expectations at the workplace. He provided an example explaining that if men and women have the same job, then the woman is more satisfied with her job as the expectations are lower in her case.

**Age.** According to Clark & Oswald (1996); Clark (1997), in Uppal (2005), job satisfaction and age have a U-shaped relationship. Moreover, job satisfaction first decreases with age but then finally increases. This finding was also confirmed by Uppal (2005) and with the lowest level of job satisfaction at 29 years of age.

**Tenure.** Groot and Brink (1999) found out that tenure or years in an organization do not have an effect on the job satisfaction of employees. The research was focused on older workers.

**Education.** Tsang and Levin (in Groot and Brink, 1999) stated that employee who is overeducated for the position is experiencing lower level of job satisfaction, which can also lead to adverse workplace behaviour. This was also confirmed in the study conducted by Groot and Brink (1999) who found out that there is a significantly negative effect of the level of education on job satisfaction. However, when the indirect effect through wages is introduced to a model, then the negative effect of education level on job satisfaction disappears. Uppal (2005) concludes that education has no effect on job satisfaction.

**Working schedule.** Based on Groot and Brink (1999) job satisfaction is negatively related to the hours worked for older workers, however this was not supported by Uppal (2005) whose results showed no statistically significant difference regarding job satisfaction. According to Origo and Pagani (2008), young employees who start their career and older workers prefer part – time work, when on the other hand all others prefer full-time working hours and was seen that part-time arrangements were associated with lower levels of job satisfaction as those arrangements were usually non-voluntary.

Origo and Pagani (2008) researched the impact of various flexible work arrangements on job satisfaction. The data was taken from 2001 Special Eurobarometer 56.1 survey and included EU – 15 countries. Flexibility is usually seen as a competitive advantage and can lead to improved working conditions, profitability and overall market performance and productivity. According to Freeman (in Origo & Pagani, 2008), productivity and job satisfaction are connected, more precisely flexibility impacts job satisfaction and this in turn reflects on the productivity of an organization. Origo and Pagani (2008) conducted a research on different types of flexibility such as qualitative flexibility (e.g. working independently, teamwork, job rotation, employee involvement) and quantitative flexibility (e.g. part –time or flexible hours). According to them, organizations should not include flexibility as a general policy, they should rather focus on the specific type of flexibility, for example on the type of flexibility which would have the most positive influence on employees.

**Health status.** According to Groot and Brink (1999), this variable has an important effect on job satisfaction as they found out that employees who are in good health are more satisfied with their work as those who are not in good health. Uppal (2005) stated that in general employees with disabilities do experience lower level of job satisfaction and that the lowest levels of job dissatisfaction are expressed by employees who are visually impaired. However, he further argued that health status becomes insignificant when workplace characteristics are put in place.

## **2 DISABILITY IN THE WORKPLACE**

### **2.1 Definition of disability**

The research, which concerns employees with disabilities, is a rather new research area (Schur et al., 2005). There are many definitions of disability and one of the most frequently used comes from the Americans with Disabilities Act of 1990 (Americans with Disability Act of 1990 in Dwertmann, 2013, p. 38) and states that a disability is an impairment that restricts the ability to perform normal daily activities. Another definition comes from Sloane and Jones (2012) and they stated that the condition is long term and that it restricts functionality and activity. If we take disability as a general term then we can gather from different studies that disability is heterogeneous because it can refer to mental or physical disability.

Disability by itself is heterogeneous, dynamic and may take several forms. Individuals may be born with a disability or may suffer from it at some later stage in life. Two models of disability exist: medical and social. The first one explains disability as a consequence of a medical disorder while the latter relates disability to a mismatch between the external environment and the need of an disabled individual (Jones, Mavromaras, Sloane, & Wei, 2014).

According to Smith (2002), there are only limited results given on the topic of disability in the workplace or on people as a minority group in the workplace. Furthermore, she argued that also the topic of the needs of disabled people compared to other employees and groups is underrepresented in the literature. When looking for the cause, according to her, it can partly be answered by the small percentage of disabled people compared to the entire working population. According to Zwerling, Whitten, Sprince, Davis and Wallace (in Ball, Monaco, Schmeling, Scharz, & Blanck, 2005) as the population ages, the rate of employees with disabilities in the workplace is expected to increase in the future.

## **2.2 Disability and job satisfaction**

Organizational climate has a big influence on employees with disabilities (Schur et al., 2009). In the literature, we can find that studies, which relate to the relationship between disability and job satisfaction, are scarce (Jones et al., 2014) even though it is expected that employees with disabilities experience lower level of job satisfaction compared to employees without disabilities. Jones et al. (2014) conducted a research using a panel data from the Household, Income and Labour Dynamics (hereinafter: HILDA) survey in Australia. In the HILDA survey, respondents were asked questions related to five factors of job satisfaction: total pay, job security, the nature of work itself, hours of work and flexibility. Results showed that there is a negative correlation between job satisfaction in general and disability.

Renaud (2002) studied the impact of unions on job satisfaction. The data was used from the 1989 General Social Study in Canada. Among other, the results showed that workers with disabilities were in general less satisfied with their job and that unions do not have an effect on job satisfaction. Another research conducted by Renaud (2002) also pointed that having a disability is negatively associated with job satisfaction. Past researchers have found out that individuals with all types of disabilities except speech had lower level of job satisfaction compared to employees without disabilities.

Uppal (2005), who conducted a research in Canada, used General Social Survey and conducted a telephone survey. Two models were introduced in the research: a model without workplace characteristics and a model with work characteristics. Results from the first model showed that employees who had a visual impairment were the least satisfied at their workplace. Followed are those that have mobility or hearing disability. For employees with speech disability the differences were insignificant. In the second model where workplace characteristics were introduced, employees who experience discrimination, face threat of layoff or have poor interpersonal relations, etc. are less likely to be satisfied at their workplace as compared to employees who do not experience such issues. Moreover, out of all those issues the biggest negative influence on employees with disabilities stem from poor interpersonal relations. Uppal (2005) stated that there is a big possibility that

employees with different levels of disabilities face different challenges in the workplace and therefore can rank job satisfaction differently. According to Uppal (2005), individuals with disability should not be less satisfied with their jobs and this was shown when workplace conditions were introduced in the researched model. Workplace characteristics play an important part in determining job satisfaction among able-bodied employees and those with disabilities. Individuals with different disabilities are likely to face different challenges at work and may perceive job satisfaction differently (Uppal, 2005).

Another result according to Jones et al. (2014) is based on the connection between job satisfaction and overskilled employees. They defined overskilling as a situation where an employee is not fully using their skills at work. Results showed that overskilling is negatively associated with job satisfaction and therefore being an overskilled employee with or without disability is negatively associated with happiness at work. Moreover, being an employee with disability is connected to a relative shift to jobs where lower formal education is required.

Schur et al. (2009) were interested to see if there is a disparity between employees with and without disabilities when it comes to salary, training possibilities, promotions, job security, and participation in meetings where decisions are taken. Moreover, they were interested if organizations treat employees with disabilities the same as other workforce, for example with respect and equitably. Furthermore, they wanted to find out if employees with disabilities benefit from the supportive practices of organizations. The results showed that if there is a disparity between employees with and without disabilities, then employees with disabilities have a lower job satisfaction and also show less loyalty to the employer, are less willing to work hard and the likelihood of the turnover is greater. Moreover, they found no significant differences in job satisfaction between employees if an organization focuses and values highly fairness and responsiveness.

According to Hale, Hayghe and McNeil (in Schur et al. 2009) employees with disabilities are more likely to be employed in production, service jobs and not that often in managerial, professional or technical occupations. This was also confirmed in the research conducted by Schur et al. (2009) who used the data based on the National Bureau of Economic Research Shared Capitalism Research Project survey from 14 US companies of which 8 were manufacturing organizations, 3 in services industry, 1 in financial services and 2 were internet-based organizations. This research does not represent US businesses, surveys were conducted during 2001–2006 and were originally not planned to study challenges related to disability. Furthermore, results regarding pay and benefits showed that in general employees with disabilities earn lower salary, experience lower job security, lower participation in decision making, experience lower job satisfaction during decision making process, are more supervised, therefore do not do their work as independently as employees without disabilities.

Moreover, there is a higher chance that an employee with disability will not have a standard work arrangement. There is also a higher possibility that a work arrangement for an employee with disability is part - time, temporary with less benefits and lower salary (Di Natale, Schur, Yelin, & Trupin, in Schur et al., 2009).

Another characteristic related to employees with disability at the workplace is that in general they are employed in jobs that are not psychologically rewarding (Yelin & Trupin, 2003, p. 28). Stone and Colella (1996) in their work argue that employees with disabilities are more satisfied with their job in organizations that have individual approach to employee needs and also where values such as diversity and cooperation are the norm.

McAfee and McNaughton (1997a; 1997b) used data on 236 individuals from the US and found out that workers with disabilities expressed strong dissatisfaction with pay and mild dissatisfaction with promotions and that on average those workers expressed moderately positive job satisfaction. High satisfaction was seen when it came to the relation with co-workers and supervision. However, employees with disabilities did express strong dissatisfaction with salary and moderate dissatisfaction with promotion possibilities. One of the main findings of Jones et al. (2014) is that the level of job satisfaction is an important signal of the success of the labour market inclusion of people with disabilities.

### **2.3 Measured work characteristics based on SiOK questionnaire and based on age and gender**

Generally, employees with disabilities are experiencing lower level of job satisfaction compared to employees without disabilities but when workplace characteristics were introduced in the researched model, then employees with disabilities did not have lower level of job satisfaction than workers without disabilities. According to Schur et al. (2009), in organizations a relationship between disability and demographic variables exists, for example based on gender or race, which can also contribute to an even more complex picture of disability.

In this thesis, we measure the following characteristics, which are based on the SiOK questionnaire in relation to job satisfaction and disability at the workplace and also two demographic variables: age and gender.

**Co-workers.** According to Babin and Boles (in Valaei & Rezaei, 2016) the presence of co-workers increases job satisfaction. Many studies also show that they help to reduce stress at work.

**Job security.** Economic insecurity increases stress (Schur et al., 2005) and this can also be seen when it comes to job security. According to Jones et al. (2014) who conducted a research in Australia, employees without disabilities are more satisfied with their job

security compared to employees with non-work limiting disability or employees with work-limiting disability. When comparing employees who had a non-work limiting disability and those who had a work-limiting disability than the latter ones experienced lower level of job security.

**Work.** Hackman and Oldham (in Valaei & Rezaei, 2016) were one of the first researchers that studied the relationship between job satisfaction and design of work and according to Porter et al. (in Valaei & Rezaei, 2016) job satisfaction is highly related to tangible and specific factors of work environment. Pool (in Stringer, Didham, & Theivananthampillai, 2011) found out that when motivation for work increases, so does job satisfaction.

**Working schedule.** According to Groot and Brink (1999), employees that work part-time are more satisfied with their job than those employees that work full time. Here he showed that working schedule is also important where then comes to job satisfaction.

**Immediate superior.** Supervisors have a great impact on the working experience or job satisfaction of employees with disabilities as they influence the socialization of new employees with disabilities and if those employees are not fully accepted they can be limited when it comes to career development (Colella, Stone, & Colella in Schur et al., 2005). According to Babin and Boles (in Valaei & Rezaei, 2016) if supervisor has the right approach towards employees with disabilities, then this can positively influence job satisfaction.

**Possibilities for education, training possibilities.** Job quality matters and can affect the level of job satisfaction of both employees with and without disabilities. Here, having opportunities, such as possibility for education, training, etc. can significantly increase job satisfaction of employees with or without disabilities.

**Status in an organization.** Most adults between 18 and 65 years of age are expecting to have paid employment (Newton, Ormerod, & Thomas, 2007). According to Barnes; Barnes and Mercer; DRC; Roulstone and Warren, in Newton et al. (2007), people with disabilities often experience exclusion from the economic world.

**Leadership in the organization.** According to Yukl and Fu (in Schyns, Veldhoven, & Wood, 2009), leaders influence job satisfaction of employees as a whole as they are responsible for many forms of employees activities, such as for example task delegation. Schyns et al. (2009) conducted a research on psychological climate, therefore organizational climate on an individual level. Data used were from the national British survey, more exactly from the Workplace Relations Survey where 19,993 employees from 1,593 workplaces participated. Results of the study showed that supportive leadership climate quality is positively associated with job satisfaction.

**Working conditions, such as equipment, facilities, protection measures.** Some employees with disabilities may find barriers in terms of physically accessing the organization, therefore employers need to also be compliant with legal obligations and promote inclusion and disability equality. Physical environment should not be a barrier for employees with disabilities (Newton et al., 2007).

There is a great importance of workplace accommodations as this factor is connected with the experience of job satisfaction at the workplace for employees with disabilities. Namely, it was proven that work adjustments do matter to employees with disabilities (Jones et al., 2014). What matters as well is workspace and design of the workspace, as an employee in a wheelchair may not have access everywhere (Newton et al., 2007).

**Promotion possibilities.** Having opportunities for promotion in the job is an important variable when assessing job satisfaction. According to Groot and Brink (1999), there are differences in job satisfaction between industries and more exactly that employees in education sector experience lower level of job satisfaction and that this is mainly the case because of not having many possibilities for career advancement or promotion. However, they are more satisfied with working hours than other employees who are not working in education or public sector.

**Salary.** It is generally known that employees with disabilities get a lower salary for their work compared to employees without disabilities (Baldwin & Johnson; Hale, Hayghe, & McNeil, in Schur et al., 2009). According to Schur et al. (2009), the reason behind this can be physical barriers, employer discrimination, no possibilities for training or no work accommodations. General characteristics are that employees with a disability are paid less, have more possibilities to be in a temporary or part time position and all those facts also affect job satisfaction of employees with disabilities.

**Demographic variables of age and gender.** In the empirical part of the thesis, we are investigating possible differences between different groups of employees based on two demographic variables: age and gender. Looking into age as a demographic variable, we expect that with age there will be more employees with disabilities. If we ask ourselves how that is connected to job satisfaction then we should apply the following - according to Groot and Brink (1999), for older workers in the Netherlands, job satisfaction depends on the job characteristics. Another important demographic variable, which will be presented in the empirical part, is the relation between gender, job satisfaction and disability. Burke (1999) studied the relationship between women's work experiences and disability in Canada. In the study, the comparison between individuals with and without disabilities was done and the results showed that women with disabilities reported significantly lower level of job satisfaction.

## **2.4 People with disabilities: an untapped labour source**

According to Kunze and Brunch (in Dwertmann, 2013, p. 3) there will be a shortage of employees on the market because the population is getting older, fertility rates are getting down and because of these trends organizations need to find a solution for a potential labour shortage in the future. According to the World Health Organization (2016), there are more than one billion people in the world who have some kind of disability. In the European Union people with disabilities are two to three times more likely to be unemployed than others (United Nations, 2007). Numbers are important and have implications not just for individuals but also for companies and the society (Dwertmann, 2013, pp. 29–55). Moreover, those facts show us the increasing importance of the research on the topic of disability at the workplace and also disability in general.

When considering employing employees with disabilities, the employers often consider costs, which would be necessary to make workplace adjustments and in this case, based on Nelson and Kleiner (2001), fail to tap the potential of people with disabilities. According to Cleveland, Barnes-Farrell and Ratz (in Smith, 2002) a study based on organizations in the United States shows that the accommodations, which were designed for disabled employees, have also benefited employees without disabilities, such as for example the introduction of more frequent breaks or flexible working hours. Moreover, they showed that those accommodations do not cost organizations anything or only a little. On the other hand, Waldrop (in Smith, 2002) argued that there are costs when employing people with disabilities, but that there are also benefits such as lower turnover rate compared to employees without disabilities. Furthermore, when it comes to performance, employees with disabilities score equal or even better than employees without disabilities. This is reaffirmed by Nelson and Kleiner (2001), who found out that those employers who provided accommodated workplace to employees with disabilities actually benefited financially and the benefits are exceeding the costs of work accommodations.

According to Smith (2002), positive attitude of employers and their willingness to cooperate is very important in order to facilitate integration of employees with disabilities. Williams (2006) argued that employers' perception directly relates to the question whether an employee with disability will get promoted, get trained or remain in an organization. Based on Nelson and Kleiner (2001) in order to improve the environment of employees with disabilities in the workplace, employers attitudes or organizational climate and culture need to be fostered in a way to embrace the idea of accommodating employees with disabilities.



Williams (2006) whose study was carried out in Canada reveals that an employee with a disability may not be limited at the workplace and limitation is seen from the place or choice of the work. In her research, she compared the income of employees with and without disabilities and the result was that employees with disabilities were paid in general less than their counterparts. This was also confirmed by a study conducted by Jones et al. (2014) based on the survey done in Australia. Moreover, Jones and Sloane (in Jones et al., 2014) carried out a study in the UK and the results showed that employees with disabilities are more likely to have a skill mismatch and consequently earn less compared to employees without disabilities.

When it comes to education levels, it is often the case that employees with disabilities have higher education level compared to employees without disabilities. Results based on the disability by age showed that in general disability rates increased with age and also the severity of disability. Moreover, it was found that the costs for work accommodation did not increase for older workers. In general, the majority of people with disabilities who are unemployed would prefer to be working (Harris Interactive, Inc., in Schur et al., 2009).

Employees with disabilities are an untapped labour source and the cause may be negative attitudes or behaviours towards employees with disabilities in the workplace. Some of the perceptions of employees with disabilities are being dependent, incompetent or unproductive (Collela, De Nisi, & Varma; Louvet; Ozawa & Yaeda; Rohmer & Louvet; Stone & Colella, in Louvet, Rohmer, & Dubois, 2009).

For example there are different characteristics associated with different people: older people or employees with disabilities are seen as warm but not competent while on the other hand younger people and employees without disabilities are perceived as competent but not warm (Fiske et al.; Fiske Cuddy & Glick, in Louvet et al., 2009).

Louvet et al. (2009) conducted a research on how to make good impressions on employers, more specifically how employees with disabilities are perceived in the workplace. They conducted two studies in France where all participants were French citizens and the participation was voluntary. In the first study all participants were without disability and were asked to rate how employees with and without disability identify themselves at work. Two factors that were most important in the study were warmth and competence. The results showed that employees without disability find employees with disabilities warm but less competent as employees without disabilities. According to them, this can explain the unequal separation of labour between employees with and without disabilities. Furthermore, researchers further stated that in general organizations put higher emphasis on competence of employees than warmth. The second study included 67 adults, from which 38 adults without disability and 29 adults with disability on an anonymous and voluntary basis. The results showed that there were no significant differences between

employees with and without disabilities when taking into consideration age, gender or socioeconomic status.

In this chapter, we could see that employees with disability are an important labour source and they are not the only ones that benefit from work accommodations as the organization can reach competitive advantage compared to other organizations by implementing disability management policies. However, discrimination towards employees with disabilities is still present (Chan, McMahon, Cheing, Rosenthal, & Bezyak; Colella et al.; Ravaud; Triomphe, in Louvet et al., 2009).

## **2.5 Examples of best practices**

According to Sinclair (in Smith, 2002), in the past organizations focused more on equal opportunities strategies regarding gender or more exactly on women, whereas nowadays, they are also focusing more on the wider area, where the established programs have insofar yielded results in organizations, such as better employee relations, reduced turnover or stereotyping. According to the research provided by Newton et al. (2007), it is the built organizational environment that can have a negative effect on employees with disabilities. Moreover, employees with disability in the workplaces still experience inaccessible workplaces, therefore employers are requested to respond to requirements of employees with disabilities. Since those requirements may be costly, according to Collignon; Schochau and Blanck (in Sandler & Blanck, 2005), there is a way of assessing whether disability employment policies are economically beneficial through the assessment of those policies and their impact on persons with disabilities and their employers, therefore revealing the impact on both shareholders involved.

According to Schur et al. (2005) and Stone and Colella (1996) they provide many suggestions to organizations in order for them to benefit from employees with disabilities: strong commitment from top management, selecting managers who are responsible for helping employees with disabilities to easier integrate in the working environment, implementation of training programs in relation to disability in order to improve co-workers attitudes towards employees with disabilities, collaborating with disability organizations, recognizing achievement of employees throughout the organization, encouraging employees with disabilities to establish networks which can then help new employees with disabilities to easier integrate in the working organizational environment, increasing autonomy of employees with disabilities in order for them to fully use their abilities and skills, enabling personalized approach to the needs of all employees, etc. Blanck (in Schur et al., 2005) also supported the idea that there are potential benefits to all employees if an organization increases individual attention to employees' needs, increases flexibility and independence of employees, who can in turn be more autonomous when conducting their work.

Organizations can improve hiring, accommodation of employees with disabilities and consequently job satisfaction of their workforce and lessons can be learnt from areas of good practice.

Nowadays, an increasing number of organizations are starting to see the value of people with disabilities. In the following chapters, we include three examples of organizations that have developed their attention to employees with disabilities and can be seen as role models for other organizations. Schur et al. (2005) argued that there are many ways in which organizations can benefit if they put an effort to fully integrate employees with disabilities in a workplace and below are examples from three organizations, which have developed extensively towards the accommodation of employees with disabilities in their organizational life.

### **2.5.1 Microsoft**

Microsoft Corporation or shortly Microsoft is a widely known software and technology organization and is presented in this thesis as one of the role models from which other organizations can learn and improve the environment for employees with disabilities, The way Microsoft improves this environment is through technical innovations, which improve the accessibility and usability. One of the values of Microsoft is diversity and which also includes employees with disabilities.

According to Sandler and Blanck (2005), employees work side by side and this enables a better understanding of other backgrounds and cultures. Moreover, in this case employees with disabilities have a chance to demonstrate to their employer, other colleagues and customers that people with disabilities are qualified employees and an important part of organizations' success.

Managers at Microsoft are free to provide accommodating equipment to employees with disabilities such as sign interpreters, Braille embossers, wheelchairs or any other assistive device and there is a centralized budget for expenses related to work accommodations (Sandler & Blanck, 2005). Technology today is seen as a great tool which helps employees with disabilities have access to information and also alleviate barriers that were historically present (Cardinali & Gordon, 2002).

According to Lengnick-Hall (2007, p. 73), Microsoft has a long history of paying attention to the issue of accessibility in their product development and testing. Their motivation to hire and retain people with disabilities is intertwined with the idea of making products that also disabled people can use. Moreover, they believe that having employees with disabilities is helping to ensure that their products are used by a great number of customers, among them also people with different kinds of disabilities. The effort to hire and retain people with disability came from the top management and Bill Gates himself.

Strategic goal at Microsoft is to enable employees to reach their potential through inclusion, representation and access to accommodations. Moreover, Microsoft is trying to be a global employer of choice for people with disabilities (Microsoft, n.d.). One of the employees at Microsoft said: »I think Microsoft has taken a very individualistic approach to solving employee challenges, whether they are disabilities or anything else that should be addressed for people to be the most productive they can be. It's a company that recognizes its greatest asset in its employees' minds. That is an attitude that really helps keep me happy, productive and satisfied.« (Microsoft, 2000).

### **2.5.2 Dow Chemical Company**

Dow Chemical Company is a multinational chemical corporation headquartered in the US and also one of the Fortune 500 companies. The organization's market driven portfolio has a wide range of products such as packaging, infrastructure, transportation, consumer care, electronics and agriculture. Their vision and mission is to create innovations, which can help global community. Diversity and diverse culture are highly valued (Dow Chemical Company, n.d.). According to Lengnick-Hall (2007, p. 47), Dow is a Gold Level member of the National Disability and Business Council.

When organizations decide to hire employees with disabilities they are concerned with the costs this would bring, for example, their concern is how much the workplace accommodation would cost the organization. Organizations are also in general concerned regarding the return of investments and net present values of their strategies related to improving health of employees. Goetzel, Ozminovski, Baase and Billotti, (2005, pp. 759–768) made a cost-benefit analysis on different health management strategies for the Dow Chemical Company by calculating return on investment (ROI). They tried to find a financial argument for the organizations' need to continuously invest in health improvement and risk reduction programs for its employees. Financial model of the 10-year period cost projection model was developed with three different scenarios. For the research, a case study design was conducted with the objective to estimate the financial impact of different risk reduction scenarios over the period of 10 years. 5 steps were conducted and estimated: 1) demographic profile of employees, 2) risk profile of employees, 3) health care expenditure, 4) impact of alternative population risk profiles, 5) ROI estimation. Results showed that even small risk reductions do bring savings to the organization. Action conducted later by the Dow Chemical company were health and productivity management intervention programs. This research showed that not only focus on employees with disabilities is important but also focus on health in terms of prevention efforts.

If we now focus on employees with disabilities, then major lessons learned from the Dow Chemical Company are (Lengnick-Hall, 2007, p. 53):

- Global perspective needs to be taken into consideration when hiring people with disabilities.
- Affinity groups with a budget need to be offered and senior executives assigned in order to support this group
- Affinity groups or networks can be used as a research laboratory where human resource department can improve its practices and policies regarding employees with disabilities by observing and learning.
- HRs practices and policies can then be evaluated using quantitative and qualitative data.

### **2.5.3 A&F Wood Products**

This company was chosen to be part of the thesis because it is a manufacturing company, just like the selected organization, which was used in the empirical part of the thesis. Moreover, both companies are classified as an SME (Small or Medium Enterprise). Major lessons learned from A&F Wood Products are the following (Lengnick-Hall, 2007, p. 66):

- Small businesses do not need formal human resource programs to hire people with disabilities. Their need is only to think creatively;
- Use early successes in hiring people with disabilities in order to lower obstacles and encourage receptivity;
- Embrace the philosophy of «ability and not disability»;
- Jobs available should not be limited to people with disabilities on the basis of preconceived stereotypes;
- Environment for people with disabilities needs to be supportive which means that the relationship needs to go beyond the standard employee-employer relationship;
- Work schedules for people with disabilities need to be adapted to public transportation schedules;
- There is also an advantage in the form of tax incentives when hiring people with disabilities.

## **3 EMPIRICAL STUDY ON ORGANIZATIONAL CLIMATE, JOB SATISFACTION AND PHYSICAL DISABILITY IN A SELECTED COMPANY**

### **3.1 Presentation of a selected company and disability at the workplace**

The company presented prefers to be anonymous therefore from now on it will be named Company. It is registered as a company which employs employees with disabilities in Slovenia. It was founded in 1991 and is part of a bigger group. Studied Company independently markets its services with its own trademark since 1998. One of the key

changes in the recent years was its growth of more than 100%. There are 115 people employed and of these, 68 (59,1%) are men and 47 (40,9%) women. In this organization there are 54 (46,9%) employees without disability and 61 (53,0%) with a disability status of which 28 (45,9%) are men and 33 (54,1%) women. Of all employees, 63 (54,8%) have finished primary school, 47 (40,9%) high school, 1 (0,9%) college, 12 (10,4%) professional college and 2 (1,7%) employees have a Master's degree.

Studied company is a social company for services and manufacturing. There are also activities performed regarding the employment and vocational rehabilitation training for disabled and disadvantaged people. There is also a wide diversity of work and this diversity makes it possible to find work for people with mild and severe physical limitations. Professional work with the disabled employees comprises of education and training for people with disabilities for a concrete post, mentoring with professional counselling and psychosocial support (internal information).

The Company is the result of a wider initiative within the community to raise and improve the quality of life of people with disabilities, increase social inclusion and provide opportunities for equal participation of disabled people in work and wider environment (internal information).

## **3.2 Research methodology**

Data were collected using a questionnaire and first qualitative analysis was performed. Then quantitative analysis with the help of SPSS was conducted. After the collection of data from questionnaires, data analysis was conducted with Microsoft Excel and SPSS. Analysis was performed based on examining two groups: employees with disabilities and employees without disabilities.

Descriptive statistical method with frequency distribution was used for analysis of separate statements, which refer to separate dimensions of an organizational climate and for analysis of job satisfaction. For every dimension and statement an average value, median mode, standard deviation and variance was calculated. If the result was higher than 3,20, then it showed a positive organizational climate, if below 2,80, then it was seen as a dimension that was contributing towards a negative organizational climate where action is needed in order to improve it.

### **3.2.1 SiOK questionnaire design and measures**

In the second part, empirical analysis was conducted using primary data, more specifically statistical method of primary data analysis – questionnaire. A structured questionnaire was distributed among the employees of a selected company. This questionnaire was a

modified version of a SiOK questionnaire. The purpose of the SiOK questionnaire is to measure organizational climate and job satisfaction in organizations.

The questionnaire is measuring 12 dimensions of the climate with each dimension consisting of 5 statements. All statements are measured based on the Likert scale from 1 to 5 with 1 = “strongly disagree” and 5 = “strongly agree”.

The following dimensions are measured:

- Job satisfaction;
- Attitude towards quality;
- Giving initiative, innovativity;
- Motivation and commitment (to work);
- Commitment to organization;
- Internal relations;
- Professional qualification and learning;
- Leadership;
- Knowledge of mission, vision and goals of the organization;
- Structure;
- Internal communication and information;
- Reward system;
- Career development.

Apart from measuring the 12 dimensions, the questionnaire consisted of 11 questions regarding job satisfaction with a Likert scale answers from 1 to 5 where 1 = »not satisfied at all« and 5 = »very satisfied«.

At the end of the questionnaire questions regarding demographic data such as gender, age, tenure in a Company, education level, position in a company, employment type (indefinite/temporary contract) and healthy/disability status in a Company are included. The objective of gathering demographic data is to get better sample characteristics.

### **3.2.2 Reliability test with Cronbach's Alpha**

Reliability test was done using Cronbach's Alpha. This test showed us that we get an acceptable result (Cronbach's alpha bigger than 0,7) for all our dimensions for all items. The exception was the dimension rewarding system as Cronbach's Alpha for the statement **Consequence for a poorly performed job is punishment of criticism** was significantly higher than the Cronbach's Alpha of the all 5 statements. Therefore, this statement was removed and further operationalisation was done on 4 statements for the reward system dimension. The reason for this may be incorrect setting of the question or the respondents

not completely understanding the question. In further research, it would be advisable to reformulate this question and make it more understandable to the participants of the questionnaire.

Table 2. Reliability test with Cronbach's Alpha

Dimensions	Cronbach's Alpha	Number of items
Job satisfaction	0,892	11
Attitude towards quality	0,832	5
Giving initiative, innovation	0,778	5
Motivation and commitment	0,760	5
Commitment to organization	0,806	5
Internal relations	0,795	5
Professional qualification and learning	0,752	5
Leadership	0,724	5
Knowledge of mission, vision and goals of the organization	0,834	5
Structure	0,872	5
Internal communication and information	0,762	5
Reward system	0,722	4
Career development	0,738	5

### 3.2.3 Data collection and sample characteristics

The questionnaire was sent to the human resource department and distributed to employees. The goal was that all employees get this questionnaire. The decision to provide a questionnaire in a paper form is due to the fact that most employees are working in production and do not use computers in their daily work. Prior to the distribution of questionnaires, a pilot test was done where 4 respondents suggested that formatting should be changed in order for respondents to read the statements easier. Collection of the questionnaire took place in October 2016. One of the key aspects was ensuring that confidentiality and anonymity of respondents was preserved throughout the study.

The sample consisted of 76 questionnaires of which 6 (7,9%) were not correctly and fully completed, therefore 70 (92,1%) questionnaires were used for the analysis, which is 60,9% of the total population of the selected organization. Data was then carefully inserted in Excel and then imported in SPSS 22 for statistical analysis.

In the table below, we can see that of the 70 questionnaire respondents, 31 or 44,3% are men and 39 or 55,7% are women. Of all respondents, there are 13 or 18,6% employees that are 30 years old or younger, 15 or 21,4% are between 31 and 40 years old, 21 or 30% are between 41 and 50 years old and 21 or 30% are older than 50. In terms of tenure, the sample consisted of 13 or 18,6% respondents who have been in the Company for up to 5 years, 16 or 22,9% respondents have been in the Company between 6 and 10 years, 15 or 21,4% have been in the Company between 11 and 20 years and 26 or 37,1% of respondents



have been in the Company for more than 20 years. Out of all respondents, 26 or 37,1% have finished primary school, 42 or 60% have finished secondary school, 1 or 1,4% has a professional degree and 1 or 1,4% has a Master's degree. Based on the position in the company, 54 or 77,1% are production workers, 5 or 7,1% are professional experts and 11 or 15,7% are working in management, administration and others. All employees in the Company have indefinite contracts and out of 70 respondents, 38 have a disability status and 32 respondents do not have a disability status.

Table 3. Contingency table: demographic data based on the sample

Company (N=70)			
		N	%
<b>Gender</b>	Male	31,0	44,3
	Female	39,0	55,7
<b>Age</b>	Up to 30 years	13,0	18,6
	From 31 to 40 years	15,0	21,4
	From 41 to 50 years	21,0	30,0
	Above 50 years	21,0	30,0
<b>Tenure in the organization</b>	0 - 5 years	13,0	18,6
	6 - 10 years	16,0	22,9
	11 - 20 years	15,0	21,4
	More than 21 years	26,0	37,1
<b>Education level</b>	Primary school	26,0	37,1
	High school	42,0	60,0
	College	1,0	1,4
	Bachelor's degree	0,0	0,0
	Master's degree	1,0	1,0
<b>Position in the company</b>	Production worker	54,0	77,1
	Expert	5,0	7,1
	Management, administration and others	11,0	15,7
<b>Employment contract</b>	Indefinite	70,0	100,0
	Definite	0,0	0,0
<b>Disability status</b>	Yes	38,0	54,3
	No	32,0	45,7

If we analyse the sample we can conclude that the sample is almost equally represented in terms of gender. In terms of demographic variable of age, the highest number of respondents is 41 years old or older. Based on tenure in the organization, 37,1% of employees have been in the company for more than 21 years. The majority of the respondents have a high school degree (60%) and the majority of respondents (77,1%) are production workers. All respondents have an indefinite employment contract and in the sample, there is an almost equal representation of employees with disabilities (54,3%) and without disabilities (45,7%). Comparing the sample in terms of population and the disability status of employees of the selected organization reveals those employees with and without disability are equally represented.

### 3.2.4 Methods of analysis

For the description of the sample, I used bivariate analysis with contingency tables and frequency tables. After that, a descriptive analysis of variables and dimensions of the SiOK questionnaire was performed by calculating averages for every statement or variable and for every dimension. There are 5 variables for every dimension and the average of each dimension was calculated based on the averages of variables (average of the average). Moreover, beside averages, standard deviations were also calculated for every variable and dimension. Furthermore, we continued with independent samples t-test. Here we tested for 2 groups: employees with and without disability. First, we tested the data for normality with a K-S test. Then the dimensions that showed normality were tested with a t-test, while those that showed that normality could not be assured were tested by means of the significance of medians with Wilcoxon test (for data that were not normally distributed, we tested with a non-parametric test).

For normally distributed data, we used parametric tests, in this case an independent sample t-test. Here Levene's test of homogeneity of variances showed if variances are the same or different, whereas a t-test significance (2-tailed) showed if the variance is significant or not ( $p > 0.05$ ). For data that did not show normality, we used a non-parametric test – Wilcoxon test, which showed if there is a significant difference between medians.

In the last part of the empirical part, we tested a possible difference in job satisfaction between employees with and without disability and compared with gender and age with a box plots. Moreover, conducting ANOVA helped us see if there are differences between different groups.

## 4 RESULTS

### 4.1 Descriptives

The table below includes descriptive statistics of dimensions of the organizational climate based on the SiOK climate. For each dimension, a mean, standard deviation and population are measured.

Table 4. Descriptive Statistics based on dimensions of the organizational climate

	Measured dimension	Mean	Std. Deviation
1	Job satisfaction	3,17	0,81
2	Attitude towards quality	3,61	0,68
3	Innovation, innovativity	3,26	0,58
4	Motivation for work	3,08	0,75
5	Commitment to organization	2,95	0,78

table continues

Table 4. Descriptive Statistics based on dimensions of the organizational climate (cont.)

	<b>Measured dimension</b>	<b>Mean</b>	<b>Std. Deviation</b>
6	Mission, vision and goals	3,11	0,76
7	Internal relations	3,60	0,69
8	Internal communication	3,22	0,56
9	Career development	2,63	0,66
10	Reward system	2,14	0,65
11	Organization of work	3,22	0,83
12	Management or leadership	2,96	0,69
13	Readiness for learning	3,10	0,57

*Note:* n=70

In the table above we can see that employees of a selected company have in general ranked the following dimensions the highest: attitude towards quality (M=3,61), internal relations (M=3,60), giving initiative, innovation (M=3,26), internal communication (M=3,22), structure (M=3,22), job satisfaction (M=3,17), knowledge, mission, vision and goals (M=3,11), professional qualification and learning (M=3,9), motivation and commitment to work (M=3,08), leadership (M=2,96), commitment to organization (M=2,95). Those results showed also which dimensions point to a positive organizational climate. The lowest or the most negative organizational climate can be seen in the dimension of career development (M=2,63), reward system (M=2,14).

Pearson's correlation was calculated in order to determine the relationship between the 13 dimensions of organizational climate. Detailed results can be seen in Appendix 13. The highest correlation appeared between dimension of reward system and the dimension of internal relations where the correlation is moderately positive ( $r = 0,437$ ,  $N=70$ ,  $p < 0,01$ ).

Further, the dimension of career development is correlated with dimension of motivation and commitment to work the highest where the correlation is positive and strong ( $r = 0,780$ ,  $N=70$ ,  $p < 0,01$ ). The dimension of internal communication is most highly correlated with the dimension of professional qualification and learning where the correlation is positive and strong ( $r = 0,769$ ,  $N=70$ ,  $p < 0,01$ ). The dimension of structure is most highly correlated with the dimension of motivation and commitment to work where the correlation is strong and positive ( $r = 0,794$ ,  $N=70$ ,  $p < 0,01$ ). The dimension of knowledge, vision, mission and goals is most highly correlated to the structure dimension where the correlation is positive and very strong ( $r = 0,817$ ,  $N=70$ ,  $p < 0,01$ ). The dimension of leadership is most highly correlated with the dimension of knowledge, vision, mission and goals where the correlation is positive and strong ( $r = 0,751$ ,  $N=70$ ,  $p < 0,01$ ). The dimension of professional qualification and learning is most highly correlated with the dimension of motivation and commitment to work where the correlation is positive and strong ( $r = 0,773$ ,  $N=70$ ,  $p < 0,01$ ). The dimension of internal relations is the most highly correlated with the dimension of motivation and commitment to work where the relation is

positive and strong ( $r = 0,771$ ,  $N=70$ ,  $p < 0,01$ ). The dimension of commitment to organization is most highly correlated with the dimension of professional qualification and learning where the correlation is positive and strong ( $r = 0,764$ ,  $N=70$ ,  $p < 0,01$ ). The dimension of commitment and motivation to work is most highly correlated with the dimension of structure where the correlation is positive and strong ( $r = 0,794$ ,  $N=70$ ,  $p < 0,01$ ). The dimension of giving initiative, focus on innovation is most highly correlated with the dimension of attitude towards quality where the correlation is positive and very strong ( $r = 0,811$ ,  $N=70$ ,  $p < 0,01$ ). The dimension of job satisfaction is most highly correlated with the dimension of motivation and commitment to work where the correlation is positive and strong ( $r = 0,737$ ,  $N=70$ ,  $p < 0,01$ ). To sum up, all dimensions were correlated, many of which moderately or highly.

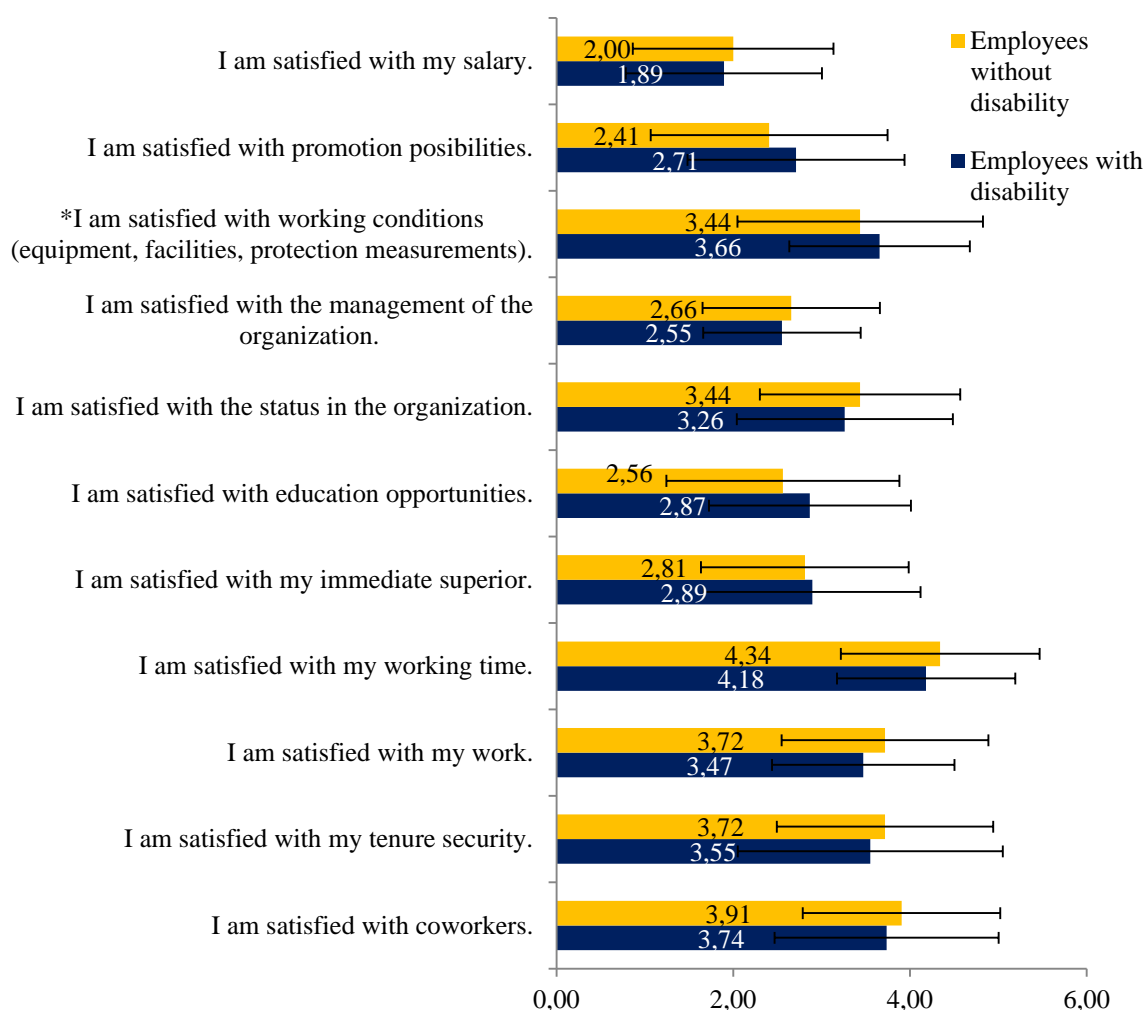
## **4.2 Organizational climate based on dimensions of SiOK questionnaire for employees with disabilities and employees without disabilities**

Descriptive analysis of variables in the thesis will be marked at a point of positive organizational climate and negative organizational climate. If the score is higher than 3,20, then it shows a positive organizational climate, if below 2,80, then the organizational climate is negative and action needs to be taken to correct it. Below are shown the results for each of the dimensions where numbers signify arithmetic mean and standard deviation.

### **4.2.1 Job satisfaction**

Job satisfaction consisted of 11 statements (see Figure 2), the average mean was 3,17 and was the sixth highest assessed dimension. Employees with disability ranked this dimension with a mean of 3,16 and employees without disability with a mean of 3,18.

Figure 2. Evaluation of job satisfaction items



Note: \* Represents statistically significant statement ( $\alpha=0,05$ )

If we look at all 5 statements of this dimension in terms of employees with disability, then the highest assessed statement was **I am satisfied with my working time** with a mean of 4,18 (SD=1,01). The lowest assessed statement was **I am satisfied with my salary** with a mean of 1,89 (SD=1,11).

Employees without disability assessed the highest the statement **I am satisfied with my working time** with a mean of 4,34 (SD=1,12). The lowest assessed statement was **I am satisfied with my salary** with a mean of 2,00 (SD=1,14).

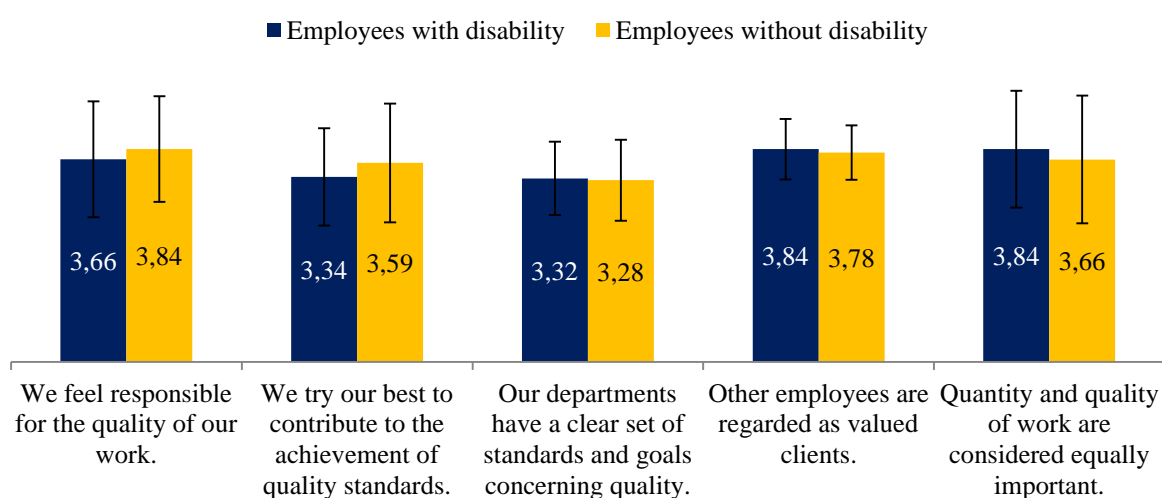
Independent sample t-test showed that the variable **I am satisfied with working conditions (equipment, facilities, protection measures)** is showing a statistically significant difference between the means of employees with and without disabilities. Here, employees with disability assessed this statement with a mean of 3,66 and employees without disability with a mean of 3,44. This shows that employees with disability are more

satisfied with working conditions than employees without disabilities. This result is surprising, as we would expect that employees with disabilities are less satisfied with working conditions.

#### 4.2.2 Attitude towards quality

Dimension of attitude towards quality (see Figure 3) was ranked highest by employees of the selected company with an average score of 3,62. Employees with disability ranked this dimension with a score of 3,60 and employees without disability with 3,63.

Figure 3. Evaluation of attitudes towards quality and its items



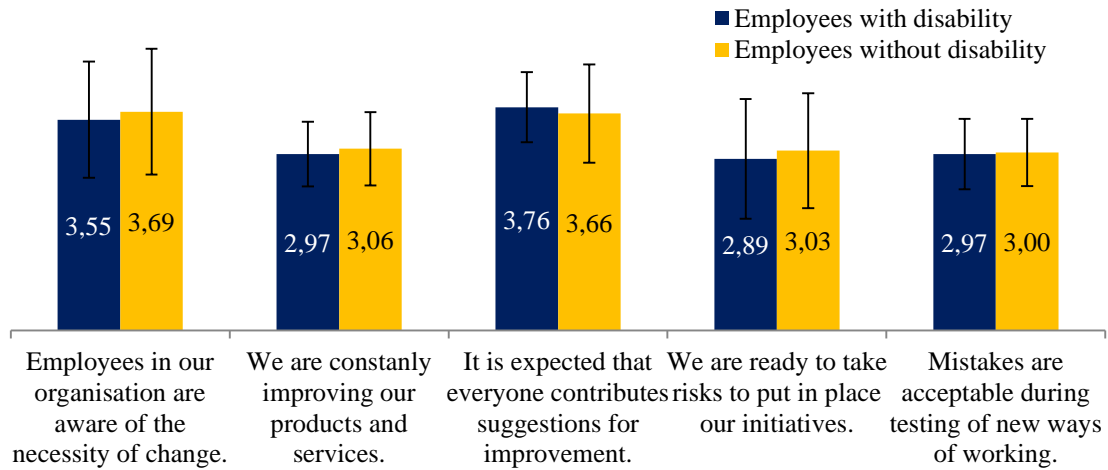
If we look at all 5 statements in this dimension, then employees with disability ranked highest the statement **Other employees are regarded as valued clients** with a mean of 3,84 (SD=0,55) and that quantity and quality of work are considered equally important with a mean of 3,84 (SD=1,05). Among statements in this dimension, employees with disability valued lowest the statement that their departments have a clear set of standards and goals concerning quality with a mean of 3,32 (SD=1,66).

Employees without disability valued highest the statement that they feel responsible for the quality of their work with a mean of 3,84 (SD=0,95) and the lowest ranked with a mean of 3,28 (SD=0,73) was statement that their department has a clear set of standards and goals concerning quality.

#### 4.2.3 Innovativity, innovation

Dimension of innovativity and giving initiative (see Figure 4) was ranked third highest with a total mean of 3,26. Employees with disability ranked this dimension with a mean of 3,23 and employees without disability with a mean of 3,29.

Figure 4. Evaluation of giving initiative, innovativity and its items



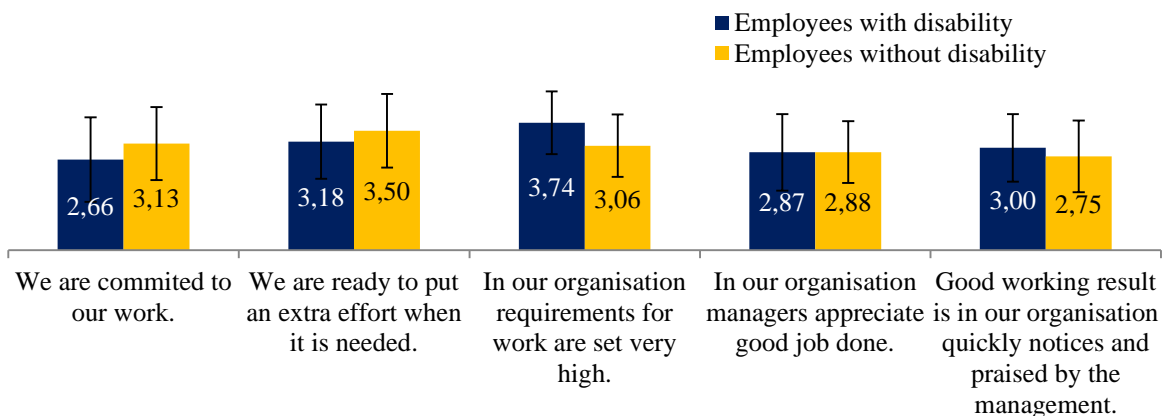
If we look at all 5 statements of this dimension, then employees with disability ranked the highest the statement **It is expected that everyone contributes suggestions for improvement** with a mean of 3,76 (SD=0,59). The lowest assessed statement was **We are ready to take risks to put in place our initiatives** with a mean of 2,89 (SD=1,01).

Employees without disability assessed the highest the statement **Employees in our organization are aware of the necessity of change** with a mean of 3,69 (SD=1,06). The lowest assessed statement was **Mistakes are acceptable during testing of new ways of working** with a mean of 3,00 (SD=0,57).

#### 4.2.4 Motivation for work

The eighth highest assessed dimension was dimension motivation and commitment at work (see Figure 5) with a total mean of 3,08. Employees with disability ranked this dimension with a mean of 3,09 and employees without disability with a mean of 3,06.

Figure 5. Evaluation of motivation and commitment and its items



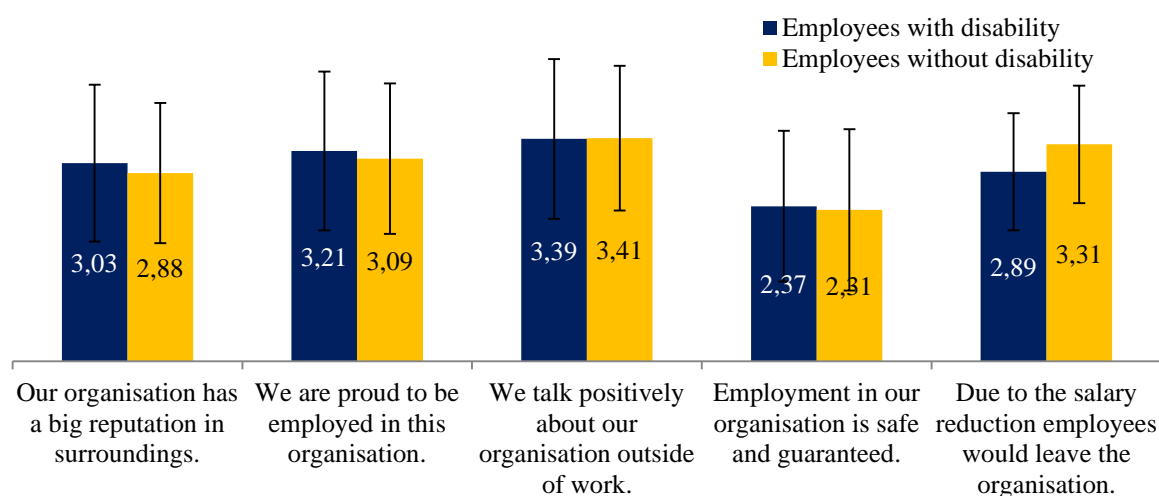
If we look at all 5 statements of this dimension and employees with disability, then the highest assessed statement or the statement that shows the most positive organizational climate was **In our organization requirements for work are set very high** with a mean of 3,74 (SD=0,92). The lowest assessed statement was **We are committed to our work** with a mean of 2,66 (SD=1,24).

Employees without disability assessed the highest the statement **We are ready to put an extra effort when it is needed** with a mean of 3,50 (SD=1,08). The lowest assessed statement was **Good working result is in our organization quickly noticed and praised by the management** with a mean of 2,75 (SD=1,05).

#### 4.2.5 Commitment to organization

The ninth highest assessed dimension was the dimension commitment to organization (see Figure 6) with a total mean of 2,99. Employees with disability ranked this dimension with a mean of 2,98 and employees without disability with a mean of 3,00.

Figure 6. Evaluation of affiliation/commitment to an organization and its items



If we look at all 5 statements of this dimension and employees with disability, then the highest assessed statement or the statement that shows the most positive organizational climate was **We talk positively about organization outside of work** with a mean of 3,39 (SD=1,22). The lowest assessed statement was **Employment in our organization is safe and guaranteed** with a mean of 2,37 (SD=1,15).

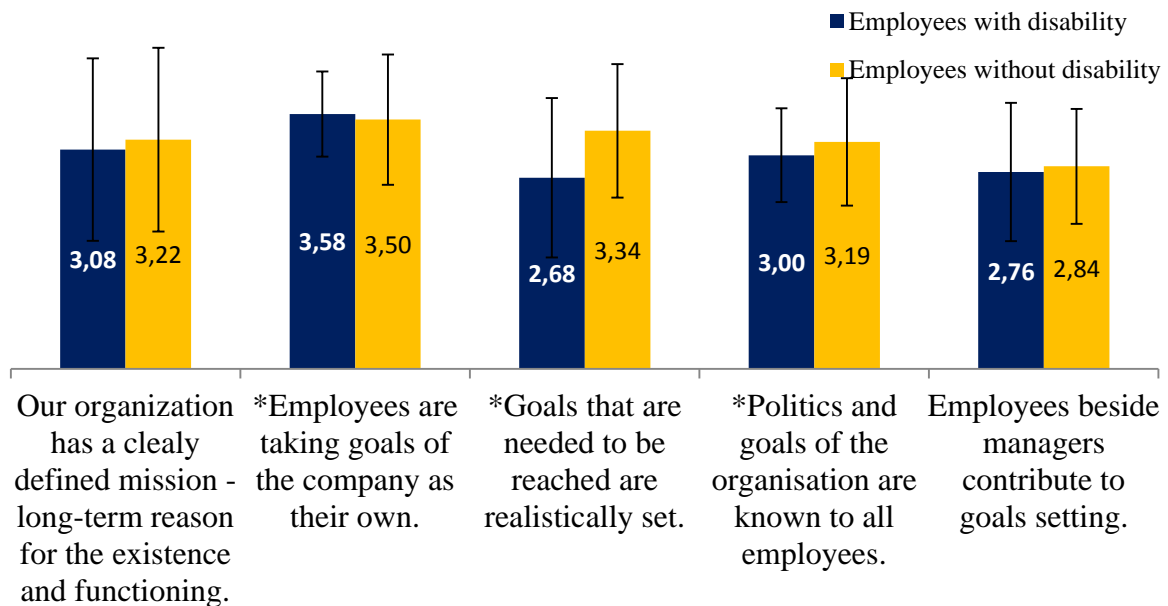
Employees without disability assessed the highest the statement **We talk positively about our organization outside of work** with a mean of 3,41 (SD=1,10). The lowest assessed statement was **Employment in our organization is safe and guaranteed** with a mean of 2,31 (SD=1,23).



#### 4.2.6 Mission, vision and goals

The sixth highest assessed dimension was knowledge of mission, vision and goals (see Figure 7) of the organization with a total mean of 3,12. Employees with disability ranked this dimension with a mean of 3,02 and employees without disability with a mean of 3,22.

Figure 7. Evaluation of mission, vision and goals and its items



Note: \* Represents statistically significant statement ( $\alpha=0,05$ )

If we look at all 5 statements of this dimension and employees with disability, then the highest assessed statement was **Employees are taking goals of the company as their own** with a mean of 3,58 (SD=0,60). The lowest assessed statement was **Goals that are needed to be reached are realistically set** with a mean of 2,68 (SD=1,12).

Employees without disability assessed the highest the statement **Goals that are needed to be reached are realistically set** with a mean of 3,34 (SD=0,94). The lowest assessed statement was **Employees beside managers contribute to goals setting** with a mean of 2,84 (SD=0,81).

Independent sample t-test showed that the statement **Employees are taking goals of the company as their own** is showing a statistically significant difference between means of employees with and without disabilities. Employees with disability assessed this statement with a mean of 3,58 and employees without disability with a mean of 3,50. This result shows us that employees with disability show more positive attitude and are taking goals of the company as their own more so than compared to employees without disabilities.

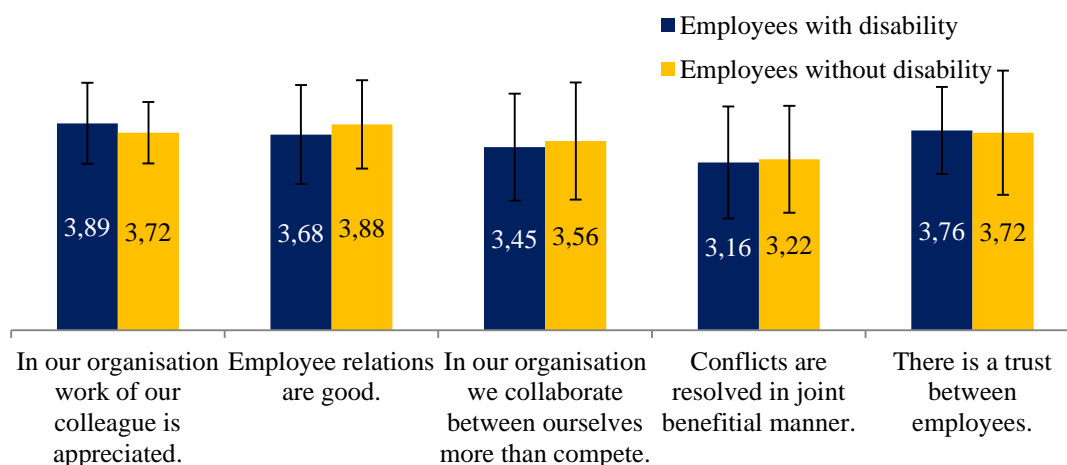
Independent sample t-test showed that the statement **Goals that are needed to be reached are realistically set** is showing statistically significant difference between means of employees with and without disabilities. Employees with disability assessed this statement with a mean of 2,68, employees without disability with a mean of 3,34. Here we can see that employees with disability maybe find goals to be set too high.

Independent sample t-test showed that the statement **Politics and goals of the organization are known to all employees** is showing a statistically significant difference between means of employees with and without disabilities. Employees with disability assessed this statement with a mean of 3,00, employees without disability with a mean of 3,19. This result shows us that on average employees with disability are less aware of the politics and goals of the selected company.

#### 4.2.7 Internal relations

Dimension of internal relations (see Figure 8) was ranked second highest by employees of a selected company with a total mean of 3,60. Employees with disability ranked this dimension with a total mean of 3,59 and employees without disability with a total mean of 3,62.

Figure 8. Evaluation of internal relations and its items



If we look at all 5 statements in this dimension then employees with disability ranked the highest the statement that in their organization work of their colleagues is appreciated with a mean of 3,89 (SD=0,76) and the lowest assessed statement was **Conflicts are resolved in joint beneficial manner** with a mean of 3,16 (SD=1,05).

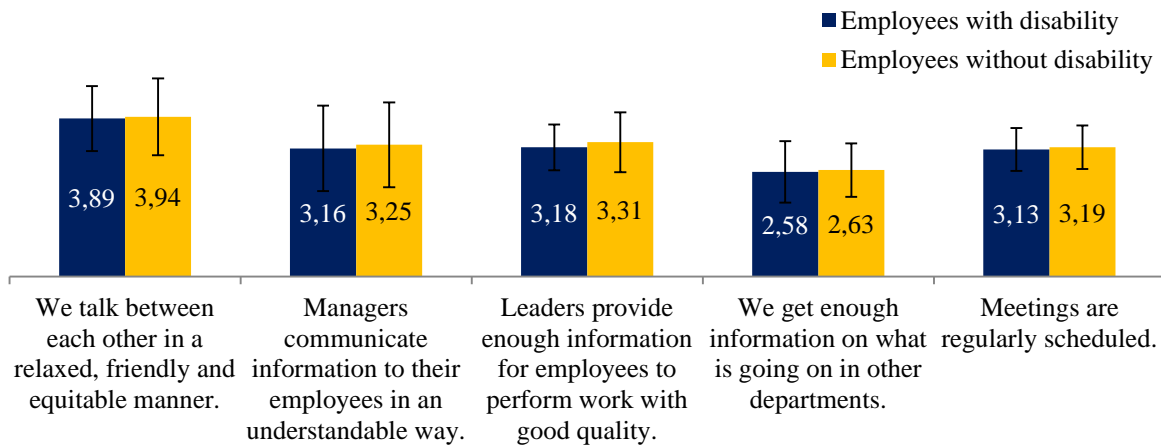
Employees without disability assessed the highest the statement **Employees relations are good** with a mean of 3,88 (SD=0,83). The lowest assessed score was the statement that

conflicts are resolved in joint beneficial manner with a mean of 3,22 (SD=1,01).

#### 4.2.8 Internal communication

Dimension of internal communication and information (see Figure 9) was ranked fourth highest with a total mean of 3,23. Employees with disability ranked this dimension with a mean of 3,19 and employees without disability with a mean of 3,26.

*Figure 9.* Evaluation of internal communication and information and its items



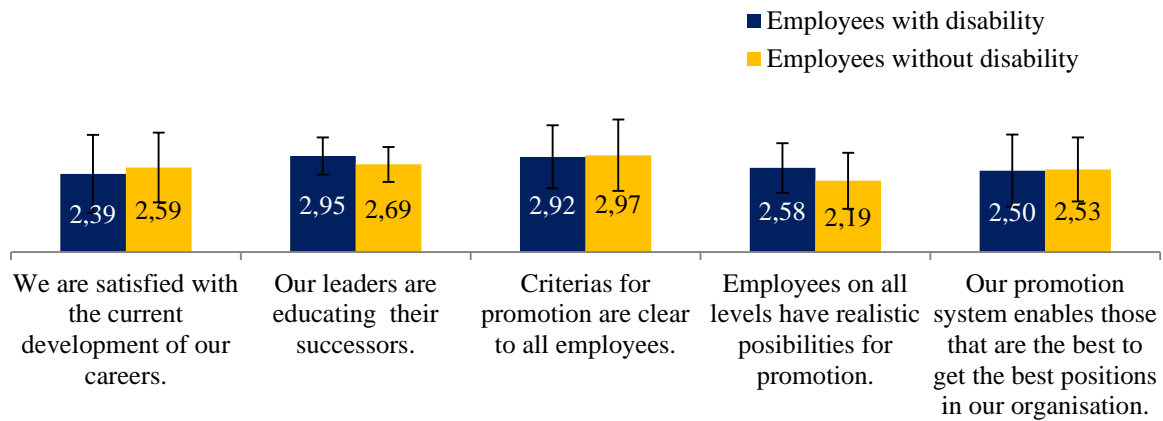
If we look at all 5 statements of this dimension and employees with disability, then the highest assessed statement was **We talk to each other in a relaxed, friendly and equitable manner** with a mean of 3,89 (SD=0,80). The lowest assessed statement was **We get enough information on what is going on in other departments** with a mean of 2,58 (SD=0,76).

Employees without disability assessed the highest the statement **We talk to each other in a relaxed, friendly and equitable manner** with a mean of 3,94 (SD=0,95). The lowest assessed statement was **We get enough information on what is going on in other departments** with a mean of 2,63 (SD=0,66).

#### 4.2.9 Career development

The eleventh highest assessed dimension (see Figure 10) was career development with a total mean of 2,63. Employees with disability ranked this dimension with a mean of 2,67 and employees without disability with a mean of 2,59.

Figure 10. Evaluation of career development and its items



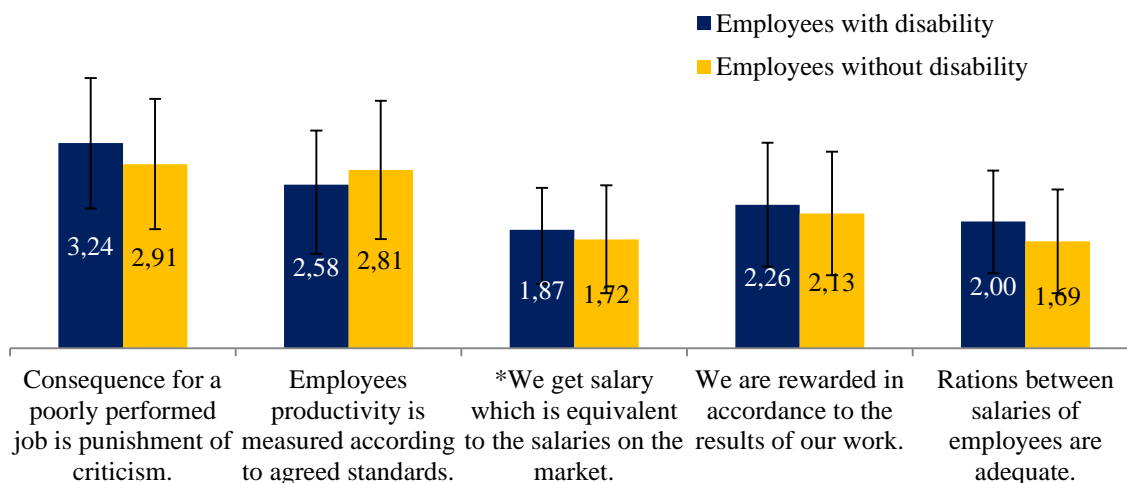
If we look at all 5 statements of this dimension and employees with disability, then the highest assessed statement was **Our leaders are educating their successors** with a mean of 2,95 (SD=0,57). The lowest assessed statement was **Our promotion system enables those that are the best to get the best positions in our organization** with a mean of 2,50 (SD=1,11).

Employees without disability assessed the highest the statement **Criteria for promotion are clear to all employees** with a mean of 2,97 (SD=1,09). The lowest assessed statement was **Employees on all levels have realistic possibilities for promotion** with a mean of 2,19 (SD=0,86).

#### 4.2.10 Reward system

The lowest and twelfth assessed dimension was reward system (see Figure 11) with a total mean of 2,32. Employees with disability ranked this dimension with a mean of 2,39 and employees without disability with a mean of 2,25.

Figure 11. Evaluation of reward system and its items



Note: \* Represents statistically significant statement ( $\alpha=0,05$ ).

If we look at all 5 statements of this dimension and employees with disability, then the highest assessed statement was Consequence for a poorly performed job is punishment or criticism with a mean of 3,24 (SD=1,02). The lowest assessed statement was We get salary which is equivalent to the salaries on the market with a mean of 1,87 (SD=0,66).

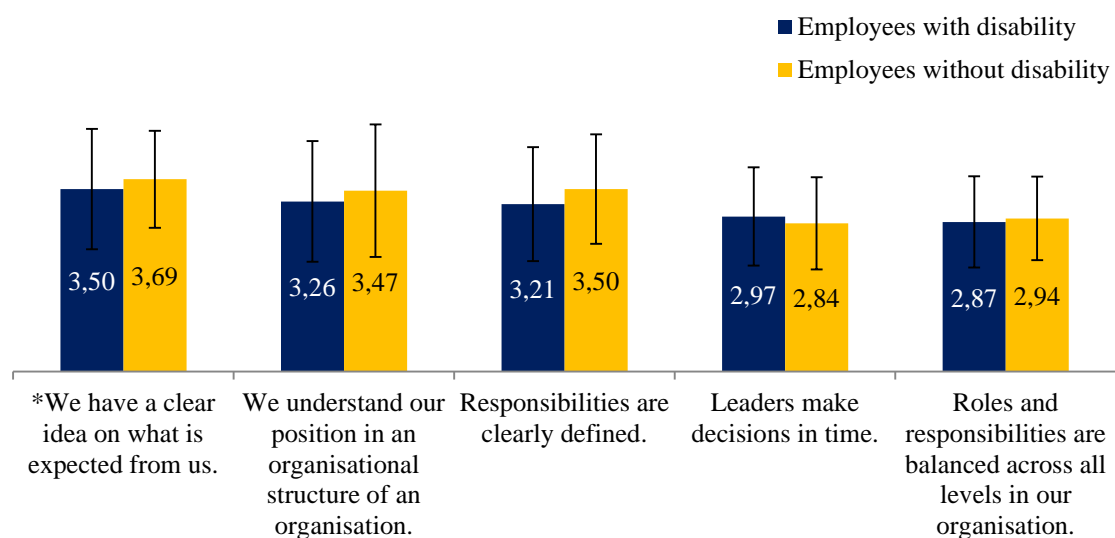
Employees without disability assessed the highest the statement Consequences for a poorly performed job is punishment or criticism with a mean of 2,91 (SD=1,03). The lowest assessed statement was We get salary which is equivalent to the salaries on the market with a mean of 1,72 (SD=0,85).

Independent sample t-test showed that the variable We get a salary which is equivalent to the salaries on the market is showing a statistically significant difference between means of employees with and without disabilities. Employees with disability assessed this statement with a mean of 1,87, employees without disability with a mean of 1,72. Here both groups assessed this statement very low and they all think that the salary they get is lower than salaries are on the market.

#### 4.2.11 Organization of work

Dimension of organization/structure of work (see Figure 12) was ranked fifth highest with a total mean of 3,23. Employees with disability ranked this dimension with a mean of 3,16 and employees without disability with a mean of 3,29.

Figure 12. Evaluation of organization of structure



Note: \* Represents statistically significant statement ( $\alpha=0,05$ ).

If we look at all 5 statements of this dimension and employees with disability, then the

highest assessed statement was **We have a clear idea of what is expected from us** with a mean of 3,50 (SD=1,16). The lowest assessed statement was **Roles and responsibilities are balanced across all levels in our organization** with a mean of 2,87 (SD=0,88).

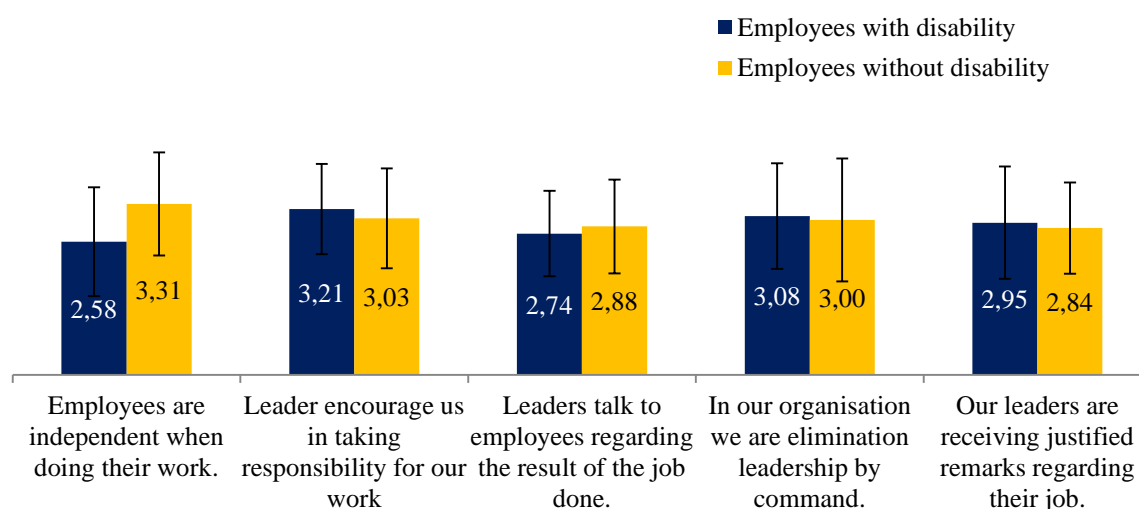
Employees without disability assessed the highest the statement **We have a clear idea of what is expected from us** with a mean of 3,69 (SD=0,93). The lowest assessed statement was **Leaders make decisions in time** with a mean of 2,84 (SD=0,88).

Independent sample t-test showed that the variable **We have a clear idea of what is expected from us** is showing a statistically significant difference between means of employees with and without disabilities. Employees with disability assessed this statement with a mean of 3,50, employees without disability with a mean of 3,69. This result shows us that on average employees without disability have a better understanding of what is expected from them.

#### 4.2.12 Management or leadership

The tenth highest assessed dimension was leadership (see Figure 13) with a total mean of 2,96. Employees with disability ranked this dimension with a mean of 2,91 and employees without disability with a mean of 3,01.

*Figure 13. Evaluation of management/leadership and its items*



If we look at all 5 statements of this dimension and employees with disability, then the highest assessed statement was **Leaders encourage us in taking responsibility for our work** with a mean of 3,21 (SD=0,87). The lowest assessed statement was **Employees are independent when doing their work** with a mean of 2,58 (SD=1,06).

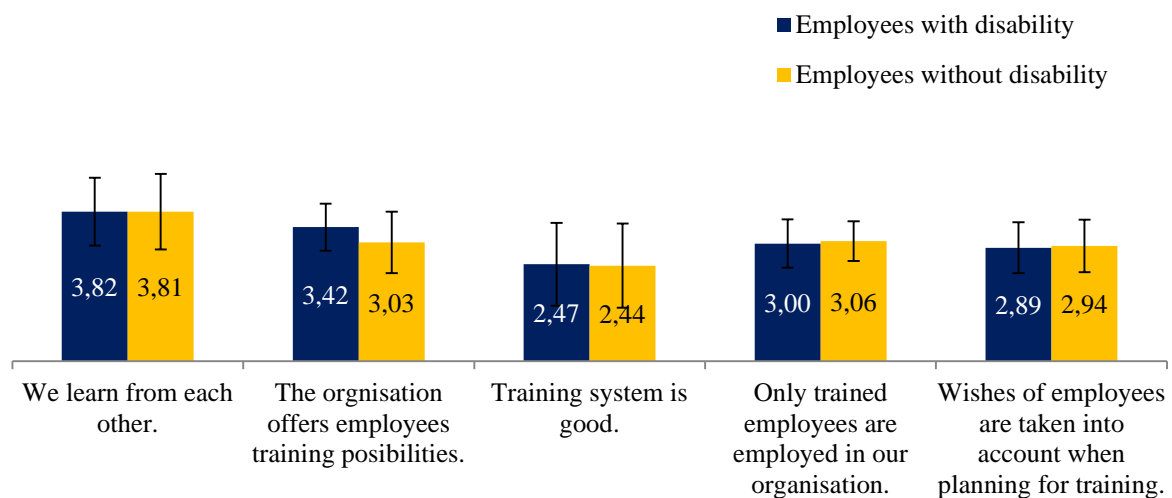
Employees without disability assessed the highest the statement **Employees are**

**independent when doing their work** with a mean of 3,31 (SD=1,00). The lowest assessed statement was **Our leaders are receiving justified remarks regarding their job** with a mean of 2,84 (SD=0,88).

#### 4.2.13 Readiness for learning

The seventh highest assessed dimension was dimension of professional qualification and learning (see Figure 14) with a total mean of 3,09. Employees with disability ranked this dimension with a mean of 3,12 and employees without disability with a mean of 3,06.

Figure 14. Evaluation of readiness for learning and professional qualification and its items



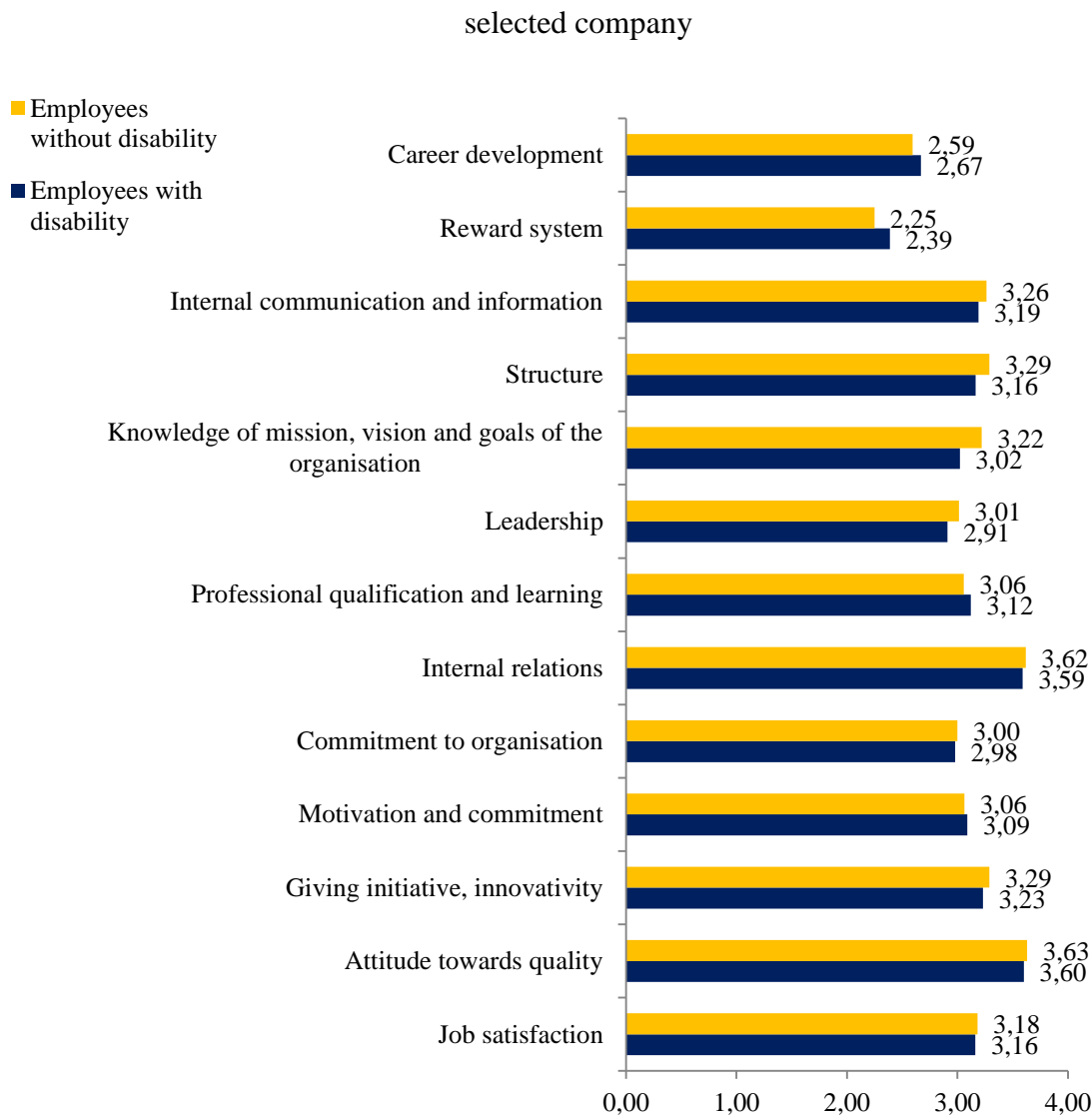
If we look at all 5 statements of this dimension and employees with disability, then the highest assessed statement or the statement that shows the most positive organizational climate was *We learn from each other* with a mean of 3,82 (SD=0,87). The lowest assessed statement was **Training system is good** with a mean of 2,47 (SD=1,06).

Employees without disability assessed the highest the statement *We learn from each other* with a mean of 3,81 (SD=0,97). The lowest assessed statement was **Training system is good** with a mean of 2,44 (SD=1,08).

### 4.3 Summary of the SiOK dimensions evaluation

In the figure below we can see that in the Company employees with disability rated the most positively the following dimensions: attitude towards quality (3,60), internal relations (3,59). Employees with disability rated lowest the following dimensions: reward system (2,39), career development (2,67) and leadership (2,91).

Figure 15. SiOK dimensions and their mean for employees with and without disability in a



Employees without disability rated the most positively the following dimensions: attitude towards quality (3,63) and internal relations (3,62). The most negatively rated were the following dimensions: reward system (2,25) and career development (2,59). Here, we can see that there are no noticeable differences between ratings of the organizational climate dimensions between employees with and without disability. According to our data, the dimensions with the worst climate were found the same for both group: reward system and possibilities for career development.

#### 4.4 Job satisfaction, disability status and age

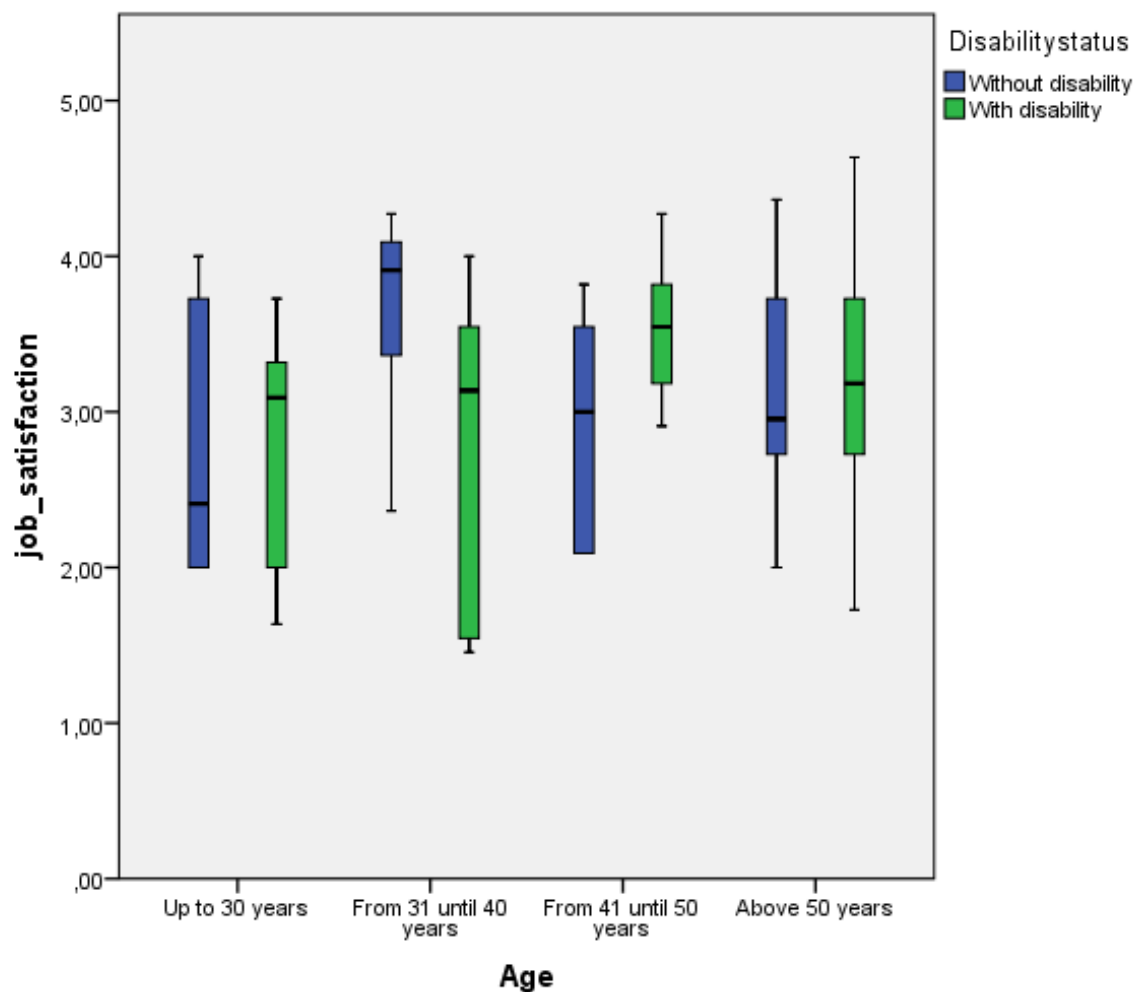
In this section, the results are presented using box plots. In the literature, we can observe that there is a U-shaped relationship between job satisfaction and age (Clark & Oswald, 1996; Clark, 1997; Uppal, 2005). The objective of box plot analysis was to observe if there are differences in job satisfaction between employees with and without disabilities



stratified by age groups. Therefore, here we hoped to get more in-depth results or differences between employees with and without disabilities.

In the figure below box plots of job satisfaction is comparing employees with and without disability in different age groups. When conducting SPSS analysis we had one outlier (respondent 13) and this one was removed from further analysis.

*Figure 16.* Box plots comparing job satisfaction between employees with and without disabilities and age groups



In the first group are employees at the age of up to 30. Here, we can notice that there is a difference in job satisfaction when comparing employees with and without disabilities. Employees without disabilities, who are up to 30 years old, are more satisfied compared to employees without disability. In the second age group the participants are ranging from 31 to 40 years old. Here, the box for employees without disability is higher and shorter compared to employees with disability, indicating those employees without disability have similar views concerning job satisfaction while the view of employees with disability is more variable. The third age group consists of participants ranging from 41 to 50 years old. Here, the box and the median for employees with disability is higher, indicating they are

more satisfied with their job compared to employees without disability. In the fourth group are employees who are 50 years old or older. Here, the box plot is similar in length, but the median for employees with disability is slightly higher compared to employees without disability.

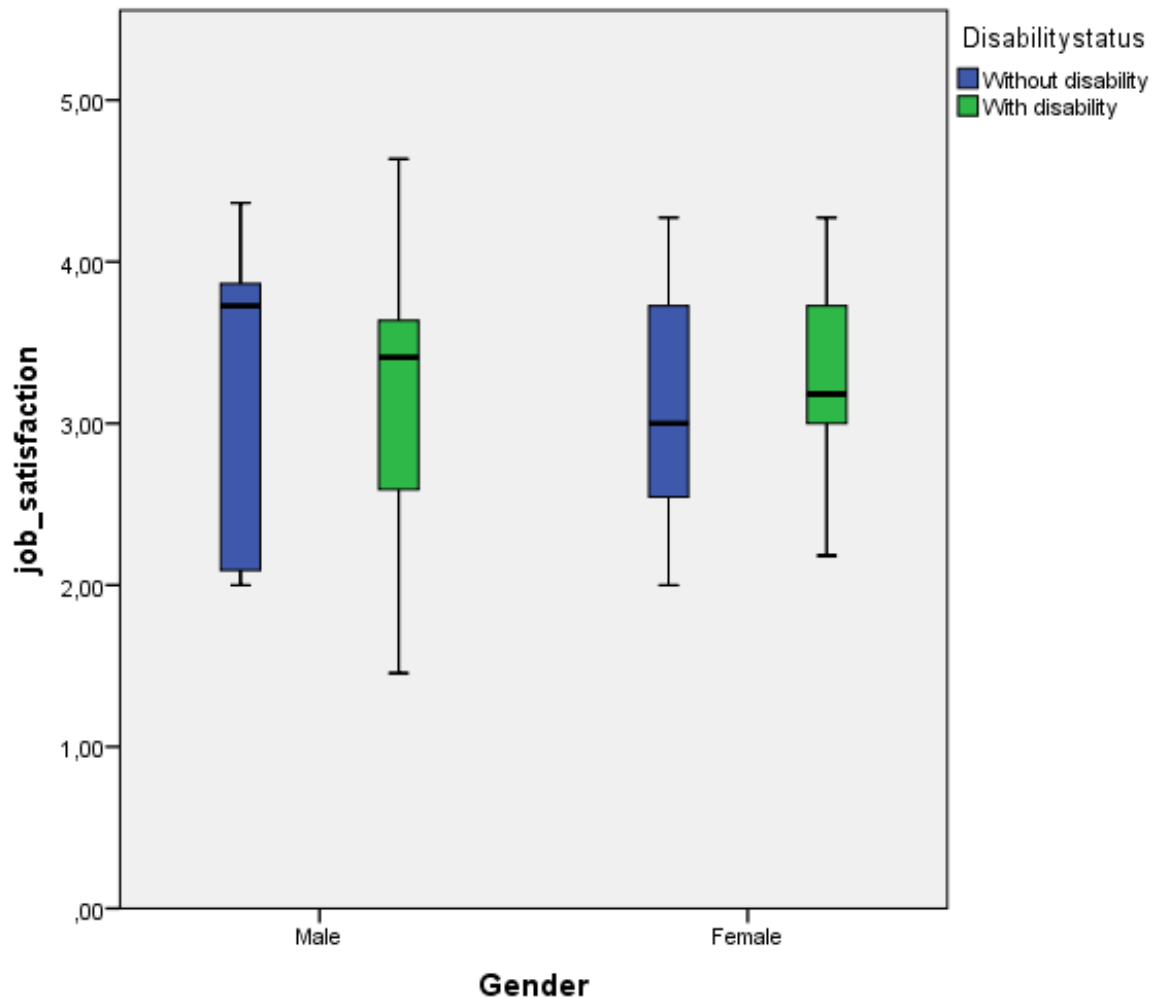
In order to check for the possible statistically significant differences between the 8 groups, a one-way ANOVA was conducted. Analysis was conducted between groups to explore the impact of age on job satisfaction for employees with and without disabilities. Respondents were divided into 8 groups according to their age and disability status (less than 30 years old and having no disability, less than 30 and with a disability, between 31 and 40 and with no disability, between 31 and 40 and with disability, 41 to 50 and no disability, 41 to 50 and with disability, a group of respondents that are over 50 years old and do not have a disability and the last group were respondents who are over 50 years old and have a disability. Based on the comparison of means we can see that the biggest difference is between employees who are less than 30 years old with a disability (2,73) and employees who are 31 to 40 years old and have no disability (3,66). There is no significant overall difference between age groups  $F(7,62) = 1.658$  ( $p > 0,136$ ).

#### **4.5 Job satisfaction, disability status and gender**

In the figure below we can see the distribution of job satisfaction for employees with and without disability and further compared by gender. When conducting SPSS analysis we had one outlier (respondent 16) and this one was removed from the box plot analysis.

Groot and Brink (1999), who studied older workers, found out that there are no differences in job satisfaction when there comes to gender. Performing this analysis allowed us to not only see if there are differences between women and men, but also go a step further and look at the possible differences between gender and employees with and without disabilities.

Figure 17. Box plots comparing job satisfaction between employees with and without disabilities and gender



If we first look at males, we can see that male employees without disabilities appear to be more satisfied with their job as male employees with disability, as the median is higher. When comparing box plots for females, it appears that female employees with disability are slightly more satisfied with the job compared to female employees without disability.

In order to check for the possible statistically significant differences between the 4 groups ANOVA was conducted. A one-way between groups analysis was conducted to explore the impact of gender on job satisfaction for employees with and without disabilities. Respondents were divided into 4 groups according to their age and disability status (male and no disability status, male and disability status, female and no disability status, female and disability status). Based on the comparison of means we can see that the largest difference is between male and having a disability ( $M=3,15$ ,  $SD=0,95$ ) and male without disability ( $M=3,21$ ,  $SD=0,93$ ).

Based on the appendix 18, we can see that there is no significant difference between groups  $F(3,66) = 0,013$  ( $p > 0,998$ ). This is also confirmed with the the post hoc analysis (Bonferroni), which showed us no statistically significant differences between any of the studied groups.

## 5 DISCUSSION

In this section, the main findings and interpretation of main findings are presented. Following are the recommendations for the selected Company. The chapter concludes by noting limitations and recommendations for future research.

### 5.1 Main findings

Among all researched dimensions, the highest measured dimensions for both employees with and without disabilities were attitude towards quality and internal relations. Those two also the most positively contribute to a positive organizational climate in the Company. The dimensions with the lowest score for both groups were reward system, career development and commitment to organization. Those three dimensions are also discussed below.

**Reward system.** This dimension was measured the lowest with a mean of 2,13. In order to make employees more satisfied with their job, monetary rewards are important, as well as non-monetary rewards. For example, leaders or supervisors could praise the good work of employees more often and those praises should be public. Moreover, this can have a bigger influence on employees than a monetary award. Since most of the employees are not satisfied with their salary, it would be advisable to implement a variable part of the salary and in this case every employee would have an individual plan with goals to be met and this would then be connected to the variable part of the salary. The emphasis should be on re-thinking the existing system of rewards. What is important is that rewards should be linked to the results of the work of employees. With improved rewarding strategies, Company can achieve greater motivation of employees and also consequently improve productivity.

**Career development.** This dimension was scored second lowest with a mean of 2,63. Here we can see that this dimension is contributing to a negative organizational climate. One of the reasons may be the portfolio of products. At the moment, there are no new products. Moreover, there are no possibilities for career development and this fact remains the same for employees with and employees without disabilities.

In the company, there are yearly interviews where goals and performance of each individual employee is discussed. However, at the end there is no stimulation in sense of having a possibility to change a position in the company or develop professionally. There

is a standard daily norm and this is the same for employees with and without disabilities. When the work is done on machines, the standard norm is a group norm and therefore is the same for both groups of studied employees. Because of the characteristics and the structure of work, almost nobody is promoted yearly and this stays the same for employees with and without disabilities.

**Commitment to organization.** This dimension was ranked third lowest with a mean of 2.95. Turnover is not seen as an issue in the selected company and this can be seen especially with employees with disabilities, as they are aware that getting an employment is a tougher process for them compared to people without disabilities. In other words, employees with disabilities have less possibilities of finding another employment and are therefore more satisfied with the current position and would not change current position even if the company would lower their salary.

In the empirical part, we were also interested in seeing whether there are differences not just between employees with disabilities and their job satisfaction but also if significant differences occur when age and gender are included in the model. This allowed for an in-depth analysis.

Results showed that men are slightly more satisfied with their job than women are and men without disability are more satisfied than men with disability. In the study, we could see that women with disability are slightly more satisfied than women without disability. Here, the difference is minimal, even though, according to Clark (1993), Renaud (2002) and Uppal (2005) women are usually more satisfied with their work than men are. When comparing disability and gender, we could conclude that there are no statistically significant disability and gender induced differences in job satisfaction.

When we examined moderating effects of the level of education, the results showed that the biggest difference was between employees who are less than 30 years old with a disability and employees who are 31 - 40 years old and have no disability. We can conclude that there were no significant differences over individual age groups.

One of the most important results of this thesis is that in the selected researched Company there are no big differences between employees with and without disabilities. We can say that employees with disabilities are treated the same as employees without disabilities. As work characteristics play an important role in determining job satisfaction, we can argue that job satisfaction differs according to different work characteristics. Moreover, individuals with different types of disabilities are likely to rate job satisfaction differently (Uppal, 2005).

## **5.2 Recommendations for the selected Company**

The purpose of the following measures is to improve those dimensions of the organizational climate, which are seen as lowest and therefore are seen as negative and contribute to the negative organizational climate. The measures or actions presented could be taken as a challenge and a possibility to not just improve the organizational climate but also improve the future development of the Company.

Results of the measurement of the organizational climate and job satisfaction should be presented to all employees of the Company. They should also be presented with an action plan for those dimensions that were seen as critical. Moreover, there could be a chance for every employee to contribute and express their opinion on how to improve the lowest scored dimensions. What is very important is that the action plan to change the organizational climate in the Company is communicated to all employees. After the implementation of the action plan, it would be recommended to repeat the study in a time sequence of a year or two years in order to see if the action plan was successful and if the organizational climate and job satisfaction have improved.

When deciding on which dimensions the Company should be focusing on, our suggestion would be reward system, career development and commitment to organization, since those dimensions were measured the lowest and therefore mostly contribute to the negative organizational climate in the organization.

Companies that have a status of being a company that employs employees with disabilities have a tax advantage such as not having to pay taxes to the government. Therefore, I recommend that the money that would otherwise go to the government is given to employees hence increasing their minimal salary. This would improve the dimension of reward system and consequently organizational climate in the selected company.

In the Company, there is a lot of work related to projects. It is important that when more effort is put in a project, the work is accordingly rewarded. Furthermore, employees should be informed about the performance criteria. For this role, leaders and supervisors are responsible in assuring every employee is acquainted with the reward system. Moreover, since most of the employees receive a minimal salary allowed in Slovenia, they are not motivated to work more.

Apart from cross – sectional studies in relation to disability studies, it would be useful to focus further research on longitudinal studies which could show what the effects of organizations policies are or if and how attitudes of employees change over time. Another research method that could help further investigate the topic related to employees with disability is networking analysis, which helps to discover communication patterns in different communication networks in organizations (Schur et al., 2009). Furthermore, in

order to improve the experience of employees with disabilities in the workplace, organizations need to be open to diverse workforce. On the market, there are organizations that already see the value of diversity and therefore other organizations can learn from them. Moreover, Schur et al., (2005) argue that employees with disabilities should be involved in all stages of the research, as this would consequently also assure the validity of hypotheses or conclusions. What is more, this can have implications in practice as this knowledge can improve the environment or experience of employees in organizations.

### **5.3 Limitations and recommendations for future research**

The first major limitation when designing the research was the limited amount of literature available on the topic of disability in the workplace. The reason for underrepresentation of this topic in the literature may be in the sensitivity of the topic. The second limitation was seen when conducting the empirical research and is the size of the sample. It would also be recommendable to conduct more studies in organizations with different sizes and in different industries. Moreover, another recommendation would be to conduct studies in different countries and regions. In order to get a more holistic picture on disability and organizations, gathering information from various sources is important as in this case different perspectives are highlighted which can help offer better results (Hahn; Schwochau & Blanck in Sandler & Blanck, 2005). In this case, conducting interviews would be another way of getting more in depth information. According to Schur et al. (2009), qualitative research is especially suitable when deciding to study issues related to disability. Even though researchers maintain that qualitative and quantitative methods are complementary and can be used as a cross data check or, in a methodological term, triangulation. Rousseau (in Schur et al., 2005) continued that with quantitative research we get assumed relations, while qualitative research enables researchers to explore the meaning behind the patterns.

In order to improve job satisfaction at work there should be more research devoted not just to different groups in an organization but also to the term of flexibility in the workplace. According to Origo and Pagani (2008) different forms of flexibility produce different results and among others also in terms of job satisfaction. Moreover, different types of flexibility should be targeted toward different types of employees, more exactly those that are more likely to be influenced if certain type of flexibility is introduced. Disability, which is often researched under the diversity management, should get more focus from the academics and from practitioners. This is an important group in the society and will become even more important in the future due to the predicted demographic changes and the ageing of the society.

According to Uppal (2005), the cause for the job, satisfaction differences between employees with and without disabilities may be the absence of the possibilities of job accommodations or having a possibility for an employee with a disability to use assistive

technology, which can ease his/hers, job. There is a strong need to further research this topic.

## **CONCLUSION**

In this thesis, the focus is on the concept of organizational climate and job satisfaction in relation to employees with and without disabilities. Organizational climate is according to Ashkanasy et al. (2011, p. 34) an organizational attribute and also a useful tool to view human interventions in the workplace. The concept of job satisfaction is connected to organizational climate and is according to Cranny, Smith and Stone (1992, p. 1) one of the most widely studied constructs and this may be the cause for more and more organizations starting to realize that employees are their most valuable asset (Glen; Sigler; Govaerts et al.; Berrell et al., in Valei & Rezaei, 2016).

Disability, which is according to Sloane and Jones (2012) a condition which is long term and restricts functionality and activity of a person or employee, is still a delicate topic but since the population is ageing, this should not be neglected in the research or by organizations as employees with disabilities are an untapped labour source and an important group in an organization. As already stated, there are not many studies that touch the topic of employees with disability and their attitudes in the workplace. In the literature, the studies that are available mostly do not explain reasons for possible differences between employees with and employees without disabilities. What is more, we did not find a study that could be a base for generalization as studies may only be nationally representative, limited to certain occupations, limited to certain demographic variables such as gender and age, or disabilities are not distinguished according to different classification of disability such as being severe or moderately disabled employee, or having a physical or mental disability.

In the thesis, three examples of good practice of employing, training and retaining employees with disabilities were also presented. According to Blanck and Schartz (in Schur et al., 2005), the success of the organization in terms of retaining and fulfilling goals is focusing and investing in job skills assessment, personalized training possibilities and possibilities for career development.

Our research showed that there are no significant differences when it comes to organizational climate or job satisfaction between employees with and without disabilities. This is seen as positive as employees from both groups work together and those results were also expected. At the end of the empirical part, recommendations were presented for the selected company and in the thesis, the lessons learnt were presented from different organizations, which can help find the right action plans, which can lead to a positive organizational change and improved job satisfaction in the workplace for employees with and without disabilities.



In research and literature there should be more focus on employees with disabilities as this is the group in organizations that is often neglected. According to Schur et al. (2005), this would not only help improve the validity of research conclusions but would also have practical implications such as increase in hiring, retention and promotion of employees with disabilities. Furthermore, this would also increase their job satisfaction and improve overall organizational climate in an organization.

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## **APPENDIXES**





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## APPENDIX A: Anonymous questionnaire

Spoštovani,

Moje ime je Mojca Kozole in na Ekonomski fakulteti v Ljubljani pripravljam magistrsko nalogo o organizacijski klimi in zadovoljstvu zaposlenih na primeru izbranega podjetja.

Pred Vami je anketni vprašalnik o organizacijski klimi in zadovoljstvu zaposlenih v Vašem podjetju. S tem vprašalnikom želim ugotoviti, kakšna je klima v podjetju in kako se zaposleni počutijo na delovnem mestu.

V vprašalniku so trditve, ki se nanašajo na različne vidike organizacijske klime. Prosim vas, da za vsako trditev ocenite koliko trditev drži za vašo organizacijo. Ocenjujte tako, da označite ustrezno številko. Ocenjevalna lestvica je petstopenjska z ocenami od 1 do 5.

Anketa je anonimna in rezultati bodo uporabljeni za prikaz celotne slike ter za namen empirične analize pri mojem magistrskem delu. Poleg tega imate s tem vprašalnikom tudi priložnost, da prispevate k izboljšanju kakovosti dela.

Za sodelovanje se Vam lepo zahvaljujem.

- 1. Prosim označite, kako ste zadovoljni s spodaj navedenimi vidiki dela v Vaši organizaciji, tako da označite, kako močno se strinjate s ponujeno trditvijo, kjer posamezna ocena pomeni naslednje:**

1	2	3	4	5
Zelo nezadovoljen	Nezadovoljen	Niti nezadovoljen, niti zadovoljen	Zadovoljen	Zelo zadovoljen
1.	Zadovoljen sem s sodelavci.			1 2 3 4 5
2.	Zadovoljen sem s stalnostjo zaposlitve.			1 2 3 4 5
3.	Zadovoljen sem z delom.			1 2 3 4 5
4.	Zadovoljen sem z delovnim časom.			1 2 3 4 5
5.	Zadovoljen sem z neposredno nadrejenim.			1 2 3 4 5
6.	Zadovoljen sem z možnostmi za izobraževanje.			1 2 3 4 5
7.	Zadovoljen sem s statusom v organizaciji.			1 2 3 4 5
8.	Zadovoljen sem z vodstvom organizacije.			1 2 3 4 5
9.	Zadovoljen sem z delovnimi pogoji (oprema, prostori, zaščitna sr.).			1 2 3 4 5
10.	Zadovoljen sem z možnostjo napredovanja.			1 2 3 4 5
11.	Zadovoljen sem s plačo.			1 2 3 4 5

2. Prosim označite, kako vidite organizacijsko klimo v Vašem podjetju, tako da označite, kako močno se strinjate s ponujeno trditvijo, kjer posamezna ocena pomeni naslednje:

1	2	3	4	5
Sploh se ne strinjam	Delno se strinjam	Se niti ne strinjam niti se strinjam	Večinoma se strinjam	Popolnoma se strinjam
1.	Zaposleni se čutimo odgovorne za kakovostno delo.		1	2 3 4 5
2.	Kakovostno delo in količina sta v družbi enako pomembni.		1	2 3 4 5
3.	O rezultatih dela se vodje pogovarjajo s podrejenimi.		1	2 3 4 5
4.	Nadrejeni sprejemajo utemeljene pripombe na svoje delo.		1	2 3 4 5
5.	Zaposleni se zavedamo nujnosti sprememb.		1	2 3 4 5
6.	Zaposleni zunaj družbe pozitivno govorijo o njej.		1	2 3 4 5
7.	V družbi cenimo delo svojih sodelavcev.		1	2 3 4 5
8.	Med seboj mnogo bolj sodelujemo kot tekmujemo.		1	2 3 4 5
9.	Konflikte rešujemo učinkovito.		1	2 3 4 5
10.	Ponosni smo, da smo zaposleni v naši družbi.		1	2 3 4 5
11.	Zaposlitev je varna in zagotovljena.		1	2 3 4 5
12.	Vodstvo motivira zaposlene za kvalitetno in uspešno delo.		1	2 3 4 5
13.	Kriteriji za napredovanje so jasni vsem zaposlenim.		1	2 3 4 5
14.	Zaposleni po svojih zmožnostih in moči prispevamo k doseganju standardov kakovosti v družbi.		1	2 3 4 5
15.	Morali bi imeti več zunanjega usposabljanja in izobraževanja.		1	2 3 4 5
16.	Vsi zaposleni smo pripravljeni na dodaten napor, kadar se to zahteva.		1	2 3 4 5
17.	Zahteve delovne uspešnosti so postavljene zelo visoko.		1	2 3 4 5
18.	Vodje cenijo dobro opravljeno delo.		1	2 3 4 5
19.	Dober delovni rezultat se v družbi hitro opazi in je pohvaljen s strani vodstva.		1	2 3 4 5
20.	Sem v dobrih odnosih s sodelavci.		1	2 3 4 5
21.	Naše družba-podjetje ima velik ugled na območju Ljubljane.		1	2 3 4 5
22.	Pričakuje se, da predloge za izboljšave dajemo vsi zaposleni.		1	2 3 4 5
23.	Inovativnost je primerno nagrajena.		1	2 3 4 5
24.	Zaposleni smo motivirani in zavzeti za svoje delo.		1	2 3 4 5
25.	Morali bi imeti več notranjega usposabljanja in izobraževanja zaposlenih.		1	2 3 4 5
26.	Cilji, ki jih moramo zaposleni doseči so realno postavljeni.		1	2 3 4 5
27.	Pri postavljanju ciljev poleg vodij sodelujemo tudi ostali zaposleni.		1	2 3 4 5
28.	Imamo jasno oblikovano poslanstvo.		1	2 3 4 5
29.	Odnosi med zaposlenimi so dobri.		1	2 3 4 5
30.	Zaposleni imajo jasno predstavo o tem, kaj se pričakuje pri		1	2 3 4 5

1	2	3	4	5
Sploh se ne strinjam	Delno se strinjam	Se niti ne strinjam niti se strinjam	Večinoma se strinjam	Popolnoma se strinjam
	delu.			
31.	Odločitve naših vodij se sprejemajo pravočasno.			1 2 3 4 5
32.	Zaposleni razumejo svoj položaj v organizacijski shemi družbe.			1 2 3 4 5
33.	Pristojnosti in odgovornosti so medsebojno uravnotežene na vseh ravneh.			1 2 3 4 5
34.	Cilji družbe so jasni vsem zaposlenim.			1 2 3 4 5
35.	Zaposleni cilje družbe sprejemamo za svoje.			1 2 3 4 5
36.	Pri opravljanju dela smo zaposleni samostojni.			1 2 3 4 5
37.	Vodje nas vzpodbujajo k sprejemanju večje odgovornosti za delo.			1 2 3 4 5
38.	Vodstvo mora opravljati nadzor med delom zaposlenih.			1 2 3 4 5
39.	Zaposleni na vseh ravneh imamo realne možnosti za napredovanje.			1 2 3 4 5
40.	Zadovoljen/zadovoljna sem z razvojem svoje kariere v družbi.			1 2 3 4 5
41.	Zaposleni smo nagrajeni v skladu z rezultati svojega dela.			1 2 3 4 5
42.	Zaposleni prejemamo plačo, enakovredno ravni plač na trgu.			1 2 3 4 5
43.	Imamo sistem, ki omogoča, da najboljši zasedejo najboljše položaje.			1 2 3 4 5
44.	V družbi odpravljamo ukazovalno vodenje.			1 2 3 4 5
45.	Zaradi znižanja plače bi zapustil družbo.			1 2 3 4 5
46.	Imamo dovolj informacij za kakovostno opravljanje dela.			1 2 3 4 5
47.	Komunikacija v organizaciji je dobra.			1 2 3 4 5
48.	Zaposleni se med sabo pogovarjamo prijateljsko in enakopravno.			1 2 3 4 5
49.	Vodstvo posreduje informacije zaposlenim na razumljiv način.			1 2 3 4 5
50.	Imamo jasno zastavljene cilje in standarde kakovosti dela.			1 2 3 4 5
51.	Za slabo opravljeno delo sledi graja oziroma kazen.			1 2 3 4 5
52.	Omogočeno mi je usposabljanje in izobraževanje, ki je potrebno pri delu.			1 2 3 4 5
53.	Učinkovitost zaposlenih se vrednoti po dogovorjenih standardih.			1 2 3 4 5
54.	Sistem usposabljanja je dober.			1 2 3 4 5
55.	Zaposleni se učimo drug od drugega.			1 2 3 4 5
56.	Zaposleni smo pripravljeni prevzeti tveganje za uveljavitev svojih pobud.			1 2 3 4 5
57.	Zadolžitve so jasno opredeljene.			1 2 3 4 5

1	2	3	4	5
Sploh se ne strinjam	Delno se strinjam	Se niti ne strinjam niti se strinjam	Večinoma se strinjam	Popolnoma se strinjam
58.	Zaposleni si medsebojno zaupamo.			1 2 3 4 5
59.	Kriteriji za ugotavljanje delovne uspešnosti so jasni.			1 2 3 4 5
60.	Razmerja med plačami zaposlenih v podjetju so ustrezna.			1 2 3 4 5

Prosim, obkrožite pri spodnjih podatkih:

**Spol:** 1. Moški 2. Ženski

Starost:	Delovna doba v organizaciji:	Stopnja izobrazbe:	Delovno mesto:
1. Do 30 let	1. Do 5 let	1. Osnovna šola	1. Proizvodni delavec
2. Od 31 do 40 let	2. 6 do 10	2. Srednja šola	2. Strokovni delavec
3. Od 41 do 50 let	3. 11 do 20 let	3. Višja šola	3. Vodstvo, administracija in drugi
4. Nad 51 let	4. nad 20 let	4. Visoka šola	
		5. Magisterij	

**Zaposlitev za:** 1. Nedoločen čas 2. Določen čas

**Ali imate status delovnega invalida?** Da Ne

**Hvala za sodelovanje!**

**Mojca Kozole**

## APPENDIX B: Normality test with One - Sample Kolmogorov - Smirnov test

Table 1. Normality test with One - Sample Kolmogorov - Smirnov test

<b>Hypothesis Test Summary</b>				
	Null Hypothesis	Test	Sig.	Decision
1	The distribution of job_satisfaction is normal with mean 3,171 and standard deviation 0,81.	One-Sample Kolmogorov-Smirnov Test	,544	Retain the null hypothesis.
2	The distribution of Attitude_quality is normal with mean 3,614 and standard deviation 0,68.	One-Sample Kolmogorov-Smirnov Test	,117	Retain the null hypothesis.
3	The distribution of Giving_initiative_innovativity is normal with mean 3,257 and standard deviation 0,58.	One-Sample Kolmogorov-Smirnov Test	,324	Retain the null hypothesis.
4	The distribution of Motivation_commitment is normal with mean 3,077 and standard deviation 0,75.	One-Sample Kolmogorov-Smirnov Test	,598	Retain the null hypothesis.
5	The distribution of Commitment_organisation is normal with mean 2,954 and standard deviation 0,78.	One-Sample Kolmogorov-Smirnov Test	,177	Retain the null hypothesis.
6	The distribution of Internal_relations is normal with mean 3,603 and standard deviation 0,69.	One-Sample Kolmogorov-Smirnov Test	,518	Retain the null hypothesis.
7	The distribution of Professional_qualification is normal with mean 3,091 and standard deviation 0,57.	One-Sample Kolmogorov-Smirnov Test	,232	Retain the null hypothesis.
8	The distribution of Leadership is normal with mean 2,957 and standard deviation 0,69.	One-Sample Kolmogorov-Smirnov Test	,026	Reject the null hypothesis.
9	The distribution of Knowledge_mission is normal with mean 3,111 and standard deviation 0,76.	One-Sample Kolmogorov-Smirnov Test	,346	Retain the null hypothesis.
10	The distribution of Structure is normal with mean 3,220 and standard deviation 0,83.	One-Sample Kolmogorov-Smirnov Test	,321	Retain the null hypothesis.
11	The distribution of Internal_communication is normal with mean 3,223 and standard deviation 0,56.	One-Sample Kolmogorov-Smirnov Test	,300	Retain the null hypothesis.

Asymptotic significances are displayed. The significance level is ,05.

	Null Hypothesis	Test	Sig.	Decision
12	The distribution of Career_development is normal with mean 2,634 and standard deviation 0,66.	One-Sample Kolmogorov-Smirnov Test	,179	Retain the null hypothesis.
13	The distribution of Reward_system is normal with mean 2,136 and standard deviation 0,65.	One-Sample Kolmogorov-Smirnov Test	,038	Reject the null hypothesis.

Asymptotic significances are displayed. The significance level is ,05.

## APPENDIX C: Independent sample t - test for normally distributed dimensions

Table 2. Independent sample t- test of normally distributed dimensions

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Job satisfaction	Equal variances assumed	,379	,540	,097	68	,923	,01914	,19660	-,37316	,41144
	Equal variances not assumed			,098	66,973	,922	,01914	,19573	-,37154	,40982
Attitude towards quality	Equal variances assumed	,136	,713	,189	68	,850	,03125	,16502	-,29805	,36055
	Equal variances not assumed			,188	63,627	,852	,03125	,16630	-,30101	,36351
Innovativity, innovation	Equal variances assumed	,228	,634	,401	68	,690	,05592	,13953	-,22250	,33435
	Equal variances not assumed			,398	64,009	,692	,05592	,14045	-,22466	,33651
Motivation for work	Equal variances assumed	,018	,893	-,148	68	,883	-,02697	,18238	-,39090	,33696
	Equal variances not assumed			-,148	66,120	,883	-,02697	,18228	-,39090	,33695
Commitment to organization	Equal variances assumed	,309	,580	-,775	68	,441	-,14605	,18848	-,52216	,23005
	Equal variances not assumed			-,779	67,110	,439	-,14605	,18751	-,52031	,22820

table continues



Table 2. Independent sample t- test of normally distributed dimensions (con.)

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Internal relations	Equal variances assumed	,000	,995	,175	68	,862	,02928	,16771	-,30538	,36394
	Equal variances not assumed			,175	66,298	,862	,02928	,16750	-,30512	,36367
Readiness for learning	Equal variances assumed	,880	,352	-,474	68	,637	-,06480	,13666	-,33751	,20790
	Equal variances not assumed			-,478	67,457	,634	-,06480	,13566	-,33555	,20594
Knowledge of mission, vision, goals	Equal variances assumed	,408	,525	1,088	68	,280	,19770	,18164	-,16475	,56015
	Equal variances not assumed			1,095	67,201	,278	,19770	,18061	-,16277	,55817
Organization of work	Equal variances assumed	,083	,775	,618	68	,538	,12434	,20104	-,27683	,52551
	Equal variances not assumed			,619	66,072	,538	,12434	,20097	-,27691	,52559
Internal communication	Equal variances assumed	,021	,885	,543	68	,589	,07303	,13457	-,19550	,34155
	Equal variances not assumed			,540	64,563	,591	,07303	,13523	-,19708	,34314

table continues

Table 2. Independent sample t- test of normally distributed dimensions (con.)

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Career development	Equal variances assumed	,846	,361	-,471	68	,639	-,07467	,15867	-,39130	,24196
	Equal variances not assumed			-,475	67,667	,636	-,07467	,15725	-,38848	,23914

## APPENDIX D: Ranks for Mann - Whitney test for non - normally distributed dimensions

Table 3. Ranks for Mann – Whitney test for non – normally distributed dimensions

	Disabilitystatus	N	Mean Rank	Sum of Ranks
Leadership	Without disability	32	36,81	1178,00
	With disability	38	34,39	1307,00
	Total	70		
Reward system	Without disability	32	33,63	1076,00
	With disability	38	37,08	1409,00
	Total	70		

## APPENDIX E: Test statistics - Mann - Whitney test

Table 4. Test statistics - Mann - Whitney test

	Leadership	Reward system
Mann-Whitney U	566,000	548,000
Wilcoxon W	1307,000	1076,000
Z	-,498	-,715
Asymp. Sig. (2-tailed)	,618	,474
a. Grouping Variable: Disability status		

## APPENDIX F: Independent Sample t - test for every studied job satisfaction item

Table 5. Independent Samples t – test for every studied job satisfaction item

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
I am satisfied with coworkers	Equal variances assumed	,611	,437	-,588	68	,559	-,169	,288	-,744	,406
	Equal variances not assumed			-,594	67,836	,554	-,169	,285	-,738	,399
I am satisfied with my tenure security	Equal variances assumed	2,161	,146	-,501	68	,618	-,166	,332	-,828	,496
	Equal variances not assumed			-,510	67,941	,612	-,166	,326	-,816	,484
I am satisfied with my work	Equal variances assumed	,902	,346	-,930	68	,355	-,245	,263	-,771	,281
	Equal variances not assumed			-,920	62,479	,361	-,245	,266	-,777	,287
I am satisfied with my working time	Equal variances assumed	,000	,986	-,625	68	,534	-,160	,255	-,669	,350
	Equal variances not assumed			-,619	63,026	,538	-,160	,258	-,674	,355
I am satisfied with my immediate superior	Equal variances assumed	,010	,922	,285	68	,777	,082	,289	-,494	,658
	Equal variances not assumed			,286	66,812	,776	,082	,288	-,492	,656
I am satisfied with education opportunities	Equal variances assumed	3,953	,051	####	68	,302	,306	,294	-,281	,893
	Equal variances not assumed			####	61,892	,308	,306	,298	-,289	,901
I am satisfied with the status in the organization	Equal variances assumed	,077	,782	-,614	68	,541	-,174	,284	-,741	,392
	Equal variances not assumed			-,618	67,342	,539	-,174	,282	-,737	,389
I am satisfied with the management of the organization	Equal variances assumed	,578	,450	-,457	68	,649	-,104	,227	-,556	,348
	Equal variances not assumed			-,453	62,689	,652	-,104	,229	-,561	,354

table continues

Table 5. Independent Samples t – test for every studied job satisfaction item (con.)

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Diffe- rence	Std. Error Diffe- rence	95% Confidence Interval of the Difference	
									Lower	Upper
I am satisfied with working conditions, equipment, facilities.	Equal variances assumed	6,441	,013	,764	68	,448	,220	,289	-,356	,796
	Equal variances not assumed			,744	55,898	,460	,220	,296	-,373	,814
I am satisfied with promotion possibilities	Equal variances assumed	,165	,686	,990	68	,326	,304	,307	-,309	,917
	Equal variances not assumed			,983	63,662	,329	,304	,310	-,314	,923
I am satisfied with my salary	Equal variances assumed	,316	,576	-,391	68	,697	-,105	,269	-,642	,432
	Equal variances not assumed			-,390	65,443	,698	-,105	,270	-,644	,433

## APPENDIX G: Independent sample t - test for studied items

Table 6. Independent sample t - test for studied items

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
We feel responsible for the quality of our work	Equal variances assumed	,218	,642	-,770	68	,444	-,186	,241	-,667	,296
	Equal variances not assumed			-,776	67,550	,440	-,186	,239	-,664	,292
We try our best to contribute to the achievement of quality standards	Equal variances assumed	1,719	,194	-1,079	68	,284	-,252	,233	-,717	,214
	Equal variances not assumed			-1,060	59,872	,293	-,252	,237	-,726	,223
Our departments have a clear set of standards and goals	Equal variances assumed	,088	,768	,208	68	,836	,035	,166	-,297	,366
	Equal variances not assumed			,206	63,393	,838	,035	,168	-,301	,370
Other employees are regarded as valued clients	Equal variances assumed	,011	,918	,486	68	,629	,061	,125	-,189	,311
	Equal variances not assumed			,491	67,697	,625	,061	,124	-,187	,308
Quantity and quality of work are considered equally important	Equal variances assumed	,265	,608	,704	68	,484	,186	,264	-,341	,712
	Equal variances not assumed			,699	63,574	,487	,186	,266	-,346	,717
Employees in our organization are aware of the necessity of change	Equal variances assumed	,338	,563	-,553	68	,582	-,135	,244	-,622	,352
	Equal variances not assumed			-,549	63,858	,585	-,135	,246	-,626	,356

table continues

Table 6. Independent sample t - test for studied items (con.)

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Diffe- rence	Std. Error Diffe- rence	95% Confidence Interval of the Difference	
									Lower	Upper
We are constantly improving our products and services	Equal variances assumed	,898	,347	-,639	68	,525	-,089	,139	-,366	,189
	Equal variances not assumed			-,632	62,383	,530	-,089	,141	-,370	,192
It is expected that everyone contributes suggestions for improvement s	Equal variances assumed	7,586	,008	,629	68	,531	,107	,170	-,232	,446
	Equal variances not assumed			,612	54,799	,543	,107	,175	-,243	,457
We are ready to take risks to put in place our initiatives	Equal variances assumed	,353	,554	-,575	68	,567	-,137	,237	-,610	,337
	Equal variances not assumed			-,577	66,818	,566	-,137	,236	-,609	,336
Mistakes are acceptable during testing of new ways of working	Equal variances assumed	,169	,683	-,189	68	,851	-,026	,139	-,305	,252
	Equal variances not assumed			-,189	66,819	,850	-,026	,139	-,304	,251
We are committed to our work	Equal variances assumed	1,131	,291	-1,673	68	,099	-,467	,279	-1,024	,090
	Equal variances not assumed			-1,694	67,939	,095	-,467	,276	-1,017	,083
We are ready to put an extra effort when it is needed	Equal variances assumed	,306	,582	-1,216	68	,228	-,316	,260	-,834	,203
	Equal variances not assumed			-1,217	66,175	,228	-,316	,260	-,834	,202
In our organization requirements for work are set very high	Equal variances assumed	,587	,446	3,063	68	,003	,674	,220	,235	1,114
	Equal variances not assumed			3,065	66,158	,003	,674	,220	,235	1,114

table continues

Table 6. Independent sample t - test for studied items (con.)

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
In our organization managers appreciate good job done	Equal variances assumed	,660	,420	-,027	68	,979	-,007	,247	-,499	,486
	Equal variances not assumed			-,027	67,914	,978	-,007	,242	-,490	,477
Good working results in our organization quickly noticed	Equal variances assumed	,359	,551	1,027	68	,308	,250	,243	-,236	,736
	Equal variances not assumed			1,022	64,472	,311	,250	,245	-,239	,739
Our organization has a big reputation in surroundings	Equal variances assumed	,741	,392	,553	68	,582	,151	,274	-,395	,697
	Equal variances not assumed			,558	67,733	,578	,151	,271	-,390	,692
We are proud to be employed in this organization	Equal variances assumed	,024	,876	,412	68	,682	,117	,284	-,449	,683
	Equal variances not assumed			,414	67,050	,680	,117	,282	-,447	,680
We talk positively about our organization outside of work	Equal variances assumed	,231	,633	-,041	68	,967	-,012	,280	-,571	,548
	Equal variances not assumed			-,041	67,634	,967	-,012	,278	-,566	,543
Employment in our organization is safe and guaranteed	Equal variances assumed	,083	,774	,196	68	,845	,056	,285	-,512	,624
	Equal variances not assumed			,195	64,243	,846	,056	,286	-,516	,628

table continues



Table 6. Independent sample t - test for studied items (con.)

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Diffe- rence	Std. Error Diffe- rence	95% Confidence Interval of the Difference	
									Lower	Upper
Due to the salary reduction employees would leave the organization	Equal variances assumed	,156	,694	-1,946	68	,056	-,418	,215	-,846	,011
	Equal variances not assumed			-1,945	65,946	,056	-,418	,215	-,847	,011
In our organization work of our colleagues is appreciated	Equal variances assumed	,583	,448	1,068	68	,289	,176	,165	-,153	,505
	Equal variances not assumed			1,094	67,363	,278	,176	,161	-,145	,497
Employee relations are good	Equal variances assumed	2,505	,118	-,895	68	,374	-,191	,213	-,616	,235
	Equal variances not assumed			-,904	67,750	,369	-,191	,211	-,612	,231
In our organization we collaborate between ourselves	Equal variances assumed	,513	,477	-,456	68	,650	-,115	,252	-,619	,389
	Equal variances not assumed			-,452	63,440	,653	-,115	,255	-,624	,393
Conflicts are resolved in joint, beneficial manner	Equal variances assumed	,131	,718	-,246	68	,807	-,061	,248	-,555	,434
	Equal variances not assumed			-,247	66,867	,806	-,061	,247	-,554	,432
There is a trust between employees	Equal variances assumed	3,640	,061	,186	68	,853	,044	,239	-,432	,521
	Equal variances not assumed			,181	54,161	,857	,044	,246	-,449	,538
We learn from each other	Equal variances assumed	,058	,810	,015	68	,988	,003	,219	-,433	,440
	Equal variances not assumed			,015	62,995	,988	,003	,221	-,438	,445

table continues

Table 6. Independent sample t - test for studied items (con.)

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
The organization offers employees training possibilities	Equal variances assumed	,345	,559	2,360	68	,021	,390	,165	,060	,719
	Equal variances not assumed			2,307	57,422	,025	,390	,169	,051	,728
Training system is good	Equal variances assumed	,016	,900	,141	68	,888	,036	,256	-,474	,547
	Equal variances not assumed			,141	65,618	,888	,036	,256	-,475	,548
Only trained employees are employed in our organization	Equal variances assumed	,481	,490	-,459	68	,647	-,063	,136	-,334	,209
	Equal variances not assumed			-,467	67,959	,642	-,063	,134	-,329	,204
Wishes of employees are taken into account when planning for tra	Equal variances assumed	,000	,984	-,271	68	,787	-,043	,158	-,358	,272
	Equal variances not assumed			-,270	65,258	,788	-,043	,158	-,359	,273
Employees are independent when doing their work	Equal variances assumed	,237	,628	-2,968	68	,004	-,734	,247	-1,227	-,240
	Equal variances not assumed			-2,983	67,065	,004	-,734	,246	-1,224	-,243
Leaders encourage us in taking responsibility for our work	Equal variances assumed	,241	,625	,814	68	,418	,179	,220	-,260	,619
	Equal variances not assumed			,807	63,284	,423	,179	,222	-,265	,623
Leaders talk to employees regarding the result of the job done	Equal variances assumed	,000	,988	-,666	68	,508	-,138	,208	-,552	,276
	Equal variances not assumed			-,661	63,556	,511	-,138	,209	-,556	,280

table continues

Table 6. Independent sample t - test for studied items (con.)

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
In our organization we are eliminating leadership by command	Equal variances assumed	,493	,485	,298	68	,766	,079	,265	-,449	,607
	Equal variances not assumed			,294	61,581	,769	,079	,268	-,457	,615
Our leaders are receiving justified remarks regarding their job	Equal variances assumed	,209	,649	,432	68	,667	,104	,240	-,376	,583
	Equal variances not assumed			,439	67,920	,662	,104	,236	-,367	,574
Our organization has a clearly defined mission , vision and goals	Equal variances assumed	,163	,688	-,454	68	,652	-,140	,308	-,755	,475
	Equal variances not assumed			-,453	65,864	,652	-,140	,308	-,756	,476
Employees are taking goals of the company as their own	Equal variances assumed	4,879	,031	,433	68	,666	,079	,182	-,285	,443
	Equal variances not assumed			,418	51,717	,678	,079	,189	-,300	,458
Goals that are needed to be reached are realistically set	Equal variances assumed	1,788	,186	-2,645	68	,010	-,660	,249	-1,157	-,162
	Equal variances not assumed			-2,686	68,000	,009	-,660	,246	-1,150	-,170
Politics and goals of the organization are known to all employees	Equal variances assumed	5,651	,020	-1,008	68	,317	-,188	,186	-,559	,184
	Equal variances not assumed			-,982	55,879	,330	-,188	,191	-,570	,195

table continues

Table 6. Independent sample t - test for studied items (con.)

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Employees beside managers contribute to goals setting	Equal variances assumed	1,563	,216	-,373	68	,710	-,081	,216	-,512	,350
	Equal variances not assumed			-,379	67,994	,706	-,081	,213	-,505	,344
We have a clear idea on what is expected from us	Equal variances assumed	4,564	,036	-,737	68	,463	-,188	,254	-,695	,320
	Equal variances not assumed			-,751	67,879	,455	-,188	,250	-,686	,311
We understand our position in an organizational structure	Equal variances assumed	,543	,464	-,709	68	,481	-,206	,290	-,784	,373
	Equal variances not assumed			-,703	63,450	,485	-,206	,292	-,790	,379
Responsibilities are clearly defined	Equal variances assumed	,006	,936	-1,124	68	,265	-,289	,257	-,803	,224
	Equal variances not assumed			-1,129	66,859	,263	-,289	,257	-,801	,223
Leaders make decisions in time	Equal variances assumed	,047	,830	,591	68	,557	,130	,220	-,309	,569
	Equal variances not assumed			,594	67,205	,555	,130	,219	-,307	,567
Roles and responsibilities are balanced across all levels	Equal variances assumed	,563	,455	-,342	68	,733	-,069	,202	-,472	,334
	Equal variances not assumed			-,345	67,506	,731	-,069	,200	-,469	,331
We talk between each other in a relaxed, friendly and equitable way	Equal variances assumed	,652	,422	-,205	68	,838	-,043	,209	-,459	,374
	Equal variances not assumed			-,202	60,877	,841	-,043	,212	-,466	,381

table continues

Table 6. Independent sample t - test for studied items (con.)

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Managers communicate information to their employees in an understandable way	Equal variances assumed	,001	,976	-,365	68	,716	-,092	,252	-,595	,411
	Equal variances not assumed			-,366	66,115	,716	-,092	,252	-,595	,411
Leaders provide enough information for employees to perform their work	Equal variances assumed	3,296	,074	-,825	68	,412	-,128	,156	-,439	,182
	Equal variances not assumed			-,806	57,283	,424	-,128	,159	-,447	,190
We get enough information on what is going on in other departments	Equal variances assumed	1,013	,318	-,268	68	,789	-,046	,172	-,388	,296
	Equal variances not assumed			-,272	67,914	,787	-,046	,170	-,384	,292
Meetings are regularly scheduled	Equal variances assumed	,220	,641	-,438	68	,662	-,056	,128	-,310	,199
	Equal variances not assumed			-,438	65,713	,663	-,056	,128	-,311	,199
Consequence for a poorly performed job is punishment or criticism	Equal variances assumed	,006	,940	1,343	68	,184	,331	,246	-,161	,822
	Equal variances not assumed			1,343	65,935	,184	,331	,246	-,161	,822

table continues

Table 6. Independent sample t - test for studied items (con.)

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Employees productivity is measured according to an agreed standards	Equal variances assumed	3,737	,057	-1,002	68	,320	-,234	,233	-,699	,231
	Equal variances not assumed			-,982	58,451	,330	-,234	,238	-,710	,242
We get salary which is equivalent to the salaries on the market	Equal variances assumed	4,348	,041	,826	68	,412	,150	,181	-,212	,511
	Equal variances not assumed			,808	58,150	,422	,150	,185	-,221	,520
We are rewarded in accordance to the results of our work	Equal variances assumed	,107	,744	,590	68	,557	,138	,234	-,329	,606
	Equal variances not assumed			,590	66,038	,557	,138	,234	-,330	,606
Ratios between salaries of employees are adequate	Equal variances assumed	1,596	,211	1,603	68	,113	,313	,195	-,076	,701
	Equal variances not assumed			1,601	65,552	,114	,313	,195	-,077	,702
We are satisfied with the current development of our careers	Equal variances assumed	,190	,664	-,726	68	,470	-,199	,274	-,746	,348
	Equal variances not assumed			-,733	67,715	,466	-,199	,272	-,741	,343
Our leaders are educating their successors	Equal variances assumed	2,008	,161	1,960	68	,054	,260	,133	-,005	,524
	Equal variances not assumed			1,970	67,087	,053	,260	,132	-,003	,523
Criteria for promotion are clear to all employees	Equal variances assumed	,555	,459	-,194	68	,847	-,048	,246	-,539	,444
	Equal variances not assumed			-,192	62,668	,849	-,048	,249	-,545	,450

table continues

Table 6. Independent sample t - test for studied items (con.)

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Employees on all levels have realistic possibilities for promotion	Equal variances assumed	,129	,721	2,025	68	,047	,391	,193	,006	,777
	Equal variances not assumed			2,003	62,480	,049	,391	,195	,001	,782
Our promotion system enables those that are the best to get the best positions in our organizations	Equal variances assumed	,683	,412	-,124	68	,902	-,031	,253	-,536	,473
	Equal variances not assumed			-,125	67,802	,901	-,031	,250	-,530	,468

## Appendix G: Post hoc analysis (Bonferroni) based on gender groups

Table 7. Post hoc analysis (Bonferroni) based on gender groups

(I) gender,disability group		Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
male and no disability	male and disability	,06033	,31214	1,000	-,7887	,9094
	female and no disability	,05037	,30949	1,000	-,7915	,8922
	female and disability	,04316	,31823	1,000	-,8225	,9088
male and disability	male and no disability	-,06033	,31214	1,000	-,9094	,7887
	female and no disability	-,00996	,25980	1,000	-,7166	,6967
	female and disability	-,01717	,27016	1,000	-,7520	,7177
female and no disability	male and no disability	-,05037	,30949	1,000	-,8922	,7915
	male and disability	,00996	,25980	1,000	-,6967	,7166
	female and disability	-,00722	,26709	1,000	-,7337	,7193
female and disability	male and no disability	-,04316	,31823	1,000	-,9088	,8225
	male and disability	,01717	,27016	1,000	-,7177	,7520
	female and no disability	,00722	,26709	1,000	-,7193	,7337



## APPENDIX H: Post hoc analysis (Bonferroni) – age groups

Table 8. Post hoc analysis (Bonferroni) – age groups

(I) age, disability group		Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
-30 and no disability	-30 and disability	,03030	0,4382	1	-1,4003	1,4609
	31-40 and no disability	-0,89899	0,41512	0,958	-2,2543	0,4563
	31-40 and disability	-0,04545	0,45475	1	-1,5301	1,4392
	41-50 and no disability	-0,12554	0,4382	1	-1,5562	1,3051
	41-50 and disability	-0,70346	0,38433	1	-1,9582	0,5513
	50+ and no disability	-0,46061	0,40674	1	-1,7885	0,8673
	50+ and disability	-0,49862	0,39974	1	-1,8037	0,8065
-30 and disability	-30 and no disability	-0,03030	0,4382	1	-1,4609	1,4003
	31-40 and no disability	-0,92929	0,39694	0,629	-2,2252	0,3666
	31-40 and disability	-0,07576	0,4382	1	-1,5064	1,3549
	41-50 and no disability	-0,15584	0,42101	1	-1,5304	1,2187
	41-50 and disability	-0,73377	0,36461	1	-1,9241	0,4566
	50+ and no disability	-0,49091	0,38816	1	-1,7581	0,7763
	50+ and disability	-0,52893	0,38082	1	-1,7722	0,7144
31-40 and no disability	-30 and no disability	,89899	0,41512	0,958	-0,4563	2,2543
	-30 and disability	,92929	0,39694	0,629	-0,3666	2,2252
	31-40 and disability	0,85354	0,41512	1	-0,5018	2,2088
	41-50 and no disability	0,77345	0,39694	1	-0,5225	2,0694
	41-50 and disability	0,19553	0,33652	1	-0,9031	1,2942
	50+ and no disability	0,43838	0,3619	1	-0,7431	1,6199
	50+ and disability	0,40037	0,35402	1	-0,7554	1,5562
31-40 and disability	-30 and no disability	,04545	0,45475	1	-1,4392	1,5301
	-30 and disability	,07576	0,4382	1	-1,3549	1,5064
	31-40 and no disability	-0,85354	0,41512	1	-2,2088	0,5018
	41-50 and no disability	-0,08009	0,4382	1	-1,5107	1,3506
	41-50 and disability	-0,65801	0,38433	1	-1,9128	0,5967
	50+ and no disability	-0,41515	0,40674	1	-1,7431	0,9128
	50+ and disability	-0,45317	0,39974	1	-1,7582	0,8519

Table 8. Post hoc analysis (Bonferroni) – age groups (con.)

(I) age, disability group		Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
41-50 and no disability	-30 and no disability	,12554	0,4382	1	-1,3051	1,5562
	-30 and disability	,15584	0,42101	1	-1,2187	1,5304
	31-40 and no disability	-0,77345	0,39694	1	-2,0694	0,5225
	31-40 and disability	0,08009	0,4382	1	-1,3506	1,5107
	41-50 and disability	-0,57792	0,36461	1	-1,7683	0,6124
	50+ and no disability	-0,33506	0,38816	1	-1,6023	0,9322
	50+ and disability	-0,37308	0,38082	1	-1,6164	0,8702
41-50 and disability	-30 and no disability	,70346	0,38433	1	-0,5513	1,9582
	-30 and disability	,73377	0,36461	1	-0,4566	1,9241
	31-40 and no disability	-0,19553	0,33652	1	-1,2942	0,9031
	31-40 and disability	0,65801	0,38433	1	-0,5967	1,9128
	41-50 and no disability	0,57792	0,36461	1	-0,6124	1,7683
	50+ and no disability	0,24286	0,32612	1	-0,8218	1,3076
	50+ and disability	0,20484	0,31735	1	-0,8312	1,2409
50+ and no disability	-30 and no disability	,46061	0,40674	1	-0,8673	1,7885
	-30 and disability	,49091	0,38816	1	-0,7763	1,7581
	31-40 and no disability	-0,43838	0,3619	1	-1,6199	0,7431
	31-40 and disability	0,41515	0,40674	1	-0,9128	1,7431
	41-50 and no disability	0,33506	0,38816	1	-0,9322	1,6023
	41-50 and disability	-0,24286	0,32612	1	-1,3076	0,8218
	50+ and disability	-0,03802	0,34415	1	-1,1616	1,0855
50+ and disability	-30 and no disability	,49862	0,39974	1	-0,8065	1,8037
	-30 and disability	,52893	0,38082	1	-0,7144	1,7722
	31-40 and no disability	-0,40037	0,35402	1	-1,5562	0,7554
	31-40 and disability	0,45317	0,39974	1	-0,8519	1,7582
	41-50 and no disability	0,37308	0,38082	1	-0,8702	1,6164
	41-50 and disability	-0,20484	0,31735	1	-1,2409	0,8312
	50+ and no disability	0,03802	0,34415	1	-1,0855	1,1616