



THE RELATIONSHIP BETWEEN TEACHER'S PERCEPTION OF SCHOOL  
CLIMATE AND THEIR JOB SATISFACTION AT EXPERIMENTAL MIDDLE  
SCHOOL, ZHONGSHAN CITY, GUANGDONG, CHINA

YUHANG ZHENG

I.D. No. 6219581

A Thesis Final Submitted in Partial Fulfillment of the  
Requirements for the Degree of  
MASTER OF EDUCATION

in

EDUCATIONAL ADMINISTRATION AND LEADERSHIP

Graduate School of Human Sciences

ASSUMPTION UNIVERSITY OF THAILAND

2020

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**Thesis Title:** THE RELATIONSHIP BETWEEN TEACHER’S PERCEPTION OF SCHOOL CLIMATE AND THEIR JOB SATISFACTION AT EXPERIMENTAL MIDDLE SCHOOL, ZHONGSHAN CITY, GUANGDONG, CHINA.

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**Field of Study:** EDUCATIONAL ADMINISTRATION

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**ABSTRACT****I.D. No.:** 6219581**Key Words:** School Climate, Teacher, Job Satisfaction, Teacher attrition.**Name:** YUHANG ZHENG**Thesis Title:** THE RELATIONSHIP BETWEEN TEACHER'S PERCEPTION OF SCHOOL CLIMATE AND THEIR JOB SATISFACTION AT EXPERIMENTAL MIDDLE SCHOOL, ZHONGSHAN CITY, CHINA.**Thesis Advisor:** ASST. PRO. DR. YAN YE

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In this research, the research instruments used were the Organizational Climate Index (OCI) designed by Hoy, Smith and Sweetland (2002) based on the Open and Closed School Climate and the Healthy School Climate Theory and the Organizational Climate Index (OCT) to determine teachers' perception of the school climate, which originally designed by Hoy et al. (2002). The collected data was analyzed by Descriptive statistics, Frequency and Percentage, Mean and Standard Deviation, and Pearson Product Moment Correction Coefficient.

Researchers collected basic information form 56 teachers at the selected school, including teaching experience year, age and educational level. The research findings showed the level of the teachers' perceptions of the school climate was high(3.60), while the level of the teachers' job satisfaction at this Middle School was high(3.62). The correlation analysis result showed that there was a strong positive relationship between teachers' perceptions towards the principal's transformational leadership style and their job satisfaction at Experimental Middle school at

ZhongShan City, China.



Field of Study: Educational Administration Student's Signature.....

Graduate School of Human Sciences Advisor's Signature.....

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# CHAPTER I

## INTRODUCTION

This chapter outlines the background of the study, the statement of the problem, research questions, research objectives, research hypothesis, theoretical framework, conceptual framework, scopes and limitations of the study, definition of terms and significance of the study.

### Background of the Study

In China, a recent report mentioned that the amount of people who take the examination of teacher qualification are increasing, but more and more public-school teachers leave office (China Educational Department, 2019). Growing teacher shortages have been a severe problem in elementary and secondary schools. From 2010 to 2013, the statistics showed the number of rural teachers nationwide dropped from 3.3045 to 4.729,500 million, with the loss rate reaching 30 percent in the past three years. (Beijing Youth Daily, 2017). However, literature suggests that the excess demand of new teachers depends substantially on how teachers satisfied with their profession (Haggstrom, Darling-Hammond, & Grissmer, 1988; Ingersoll, 2002; Sutchter et al., 2016). In other words, the key is to retain the teachers and improve their job satisfaction. The teacher shortage problem will not be resolved if the government policy experts ignore the high teacher attrition rate in elementary and secondary schools. Teacher job satisfaction is one of the primary factors that influence teachers' decisions on whether to depart their professions (Ingersoll, 2002).

Empirical research has shown that teacher job satisfaction has a significant association with teacher attrition (Ingersoll 2002; Shen, 1997). During the 1980s, teacher job satisfaction and burnout have become important concerns (Blumberg & Greenfield, 1986; Cole, 1977; Pook, 1980). Many qualified teachers left the classroom for jobs in the private sector (Owens, 1995). Some teachers have admitted that they might not choose to become

teachers, if given the opportunity to start their careers over (Blumberg & Greenfield, 1986). Therefore, improving teachers' job satisfaction is the critical point to keep teachers. More general research on worker job satisfaction and commitment has shown that conditions at work, such as role conflict, autonomy, support from peers, and adequacy of resources, are related to job satisfaction (Meyer & Allen, 1997; Spector, 1997).

Teachers decide whether to remain at a school for a multitude of reasons. These reasons can be divided into the following four main categories: (1) characteristics of the job, including salary and working conditions; (2) alternative job opportunities; (3) teachers' own job and family preferences; and (4) school districts' personnel policies (Hanushek et al., 2003; Ingersoll, 2003; Loeb et al., 2004).

Moreover, teachers are expected to have good quality performance to improve the quality of education. A comfortable place to work, income suitability, colleagues and leadership regulations that are able to create a comfortable atmosphere can support the quality of work of someone. Nowadays, more and more teachers emphasize on school atmosphere. School climate is a large and complex concept. School culture is said to represent the values, norms, professional structures and orientations that give a school a distinctive identity and ideology (Anderson, 1982; Creemers & Reezigt, 1999; Hoy, 1990; Hoy & Feldman, 1999).

School culture is called the "normative glue that holds a particular school together" and argues that a strong school culture leads to a sense of individual and community commitment, which, in turn, can foster personal and communal achievement (Sergiovanni 2000). School climate not only influence students but also teachers. A positive school culture can improve teacher collaboration performance and their attitudes toward jobs. However, changing school climate is a difficult and long process, which is under the effort from school administrators, teachers, students and parents. Before changing climate, we have to define the

perception of school climate and measure it. To find what aspects in school climate is insufficient and what factors are the most dissatisfied factor for teachers so far. And school administrator can take corresponding measure to enhance teacher job satisfaction and avoid teacher attrition.

Nowadays these youth teachers, especially the millennium teachers, regard working climate as the one of the most important factors to choose a job (Moore, 2011). Therefore, a good school climate even can attract more excellent youth teachers who are have more energetic power and more familiar new generational students than older teachers. They are flesh blood for a school and they can bring some unexpected and surprised improvement to a school. It's undoubted that building a suitable school climate for teachers will bring a great benefit for a school development.

Therefore, focusing on improving school climate may become an effective way to improve teachers' satisfaction of job and reduce teacher attrition rate. This study attempts to examine the levels of teachers' perception teacher job satisfaction towards school climate and their job satisfaction, as well as the relationship between these two factors.

### **Statement of the Problem**

The experimental middle school is an ordinary demonstrative public school in Zhongshan, Guangdong, China, in this school it happens that more teachers resign in recent years. The school principal and school leaders have tried a lot and made great effort to find out the reasons why these teachers cannot stay in here and work with them, according to school leaders.

According to what the principal mentioned with this researcher, there might be two main reasons for teachers resign: 1) some of them don't want to be teacher anymore and want to find to more suitable work for themselves. 2) more teachers change to work in a training school. Therefore, the school leaders want to know why these staff don't want to be a teacher

anymore, and if there is a relationship between teacher's job satisfaction and school climate. So far, not only this school, lots of school in China have to face a problem of teacher attrition. This problem would affect school normally running. If this problem not be solved, it would be affect China new generations. However, very limited researchers have examined the relationships between teachers' perceptions of school climate and their job satisfaction in China, especially in a Chinese junior school. Thus, the purpose of my research on this topic is to explore the correlation between the school climate and teachers' job satisfaction. In this study, the researcher intended to determine the level of job satisfaction among the teachers at the selected junior School. It was the researcher's intention to see if there is a relationship between the teachers' perception of school climate and job satisfaction among the teachers.

### **Research Questions**

There are three research questions:

1. What is the level of teachers' perception towards school climate?
2. What is the level of teachers' perception toward their job satisfaction?
3. Is there any relationship between teacher perception toward school climate and their job satisfaction?

### **Research Objectives**

Accordingly, three objectives are developed for these questions:

1. To determine the level of teacher's perception toward school climate
2. To determine the level of teachers' perception toward their job satisfaction
3. To determine the relationship between job satisfaction and school climate.

### **Research Hypothesis**

There is a significant relationship between teachers' perception towards school climate and their job satisfaction.

### **Theoretical Framework**

This study focused on the relationship between teacher's perception toward school climate and their job satisfaction. Moreover, this study conducted based upon the following supporting theories for both variables, including: Open and Closed School Climate Theory (Halpin & Croft, 1963) and the Healthy School Climate Theory (Miles, 1965), which will be used to support the study of school climate; and Herzberg's Two-Factor (motivator-hygiene) Theory (1959) will be used to support the study of teacher's job satisfaction.

### **The Organizational Climate Index (OCI)**

My mainly variables on school climate are from this theory. The Organizational Climate Index (OCI) was established by Hoy, Smith, and Sweetland (2002) based on the Organizational Climate Description Questionnaire (OCDQ) created by Halpin and Croft (1963) and the Organizational Health Inventory (OHI) created by Hoy (1991) to investigate teachers' perception on school climate, which had four dimensions including:

- **Institutional Vulnerability** - refers to whether the school is vulnerable to the external environment, such as a small number of prestigious parents and groups. If the principal and teachers are in an unprotected and defensive state, it indicates that the school has a high degree of institutional vulnerability.
- **Collegial Leadership** - the principal will set a code of conduct and expectations for teachers, but in this process she/he meets the teachers' social needs and achieves the school goals with equal, open, and friendly attitude as a colleague of them.
- **Professional Teacher Behavior** - refers to the teacher has the ability to judge independently, respect the competence of colleagues and cooperate as well as support each other, and implement the commitment to students.
- **Achievement Press** - the school sets high but achievable academic requirements, students who are persistent and striving for the academic achievement of the standard are respected by the teachers and classmates.

## Job Satisfaction

The job satisfaction theory that this study will use as the major theory is based on Herzberg's Two-Factor (motivator-hygiene) Theory (1959). Herzberg's motivation-hygiene theory has linked to teachers' high order needs. The motivator factors have been aligned to satisfying a teacher's higher order need, these factors could be intrinsic areas of their work such as praise and opportunities for progression. In contrast hygiene factors such as working conditions could align to dissatisfaction (Dinham & Scott, 1998).

The job satisfaction theory is a classic theory and as previously mentioned there are many factors within in the theory that teachers would see as motivators for levels of job satisfaction. There are 9 dimensions that can affect one's motivation at work, which are called as motivators or intrinsic factors, and hygiene factors or extrinsic factors, including the following:

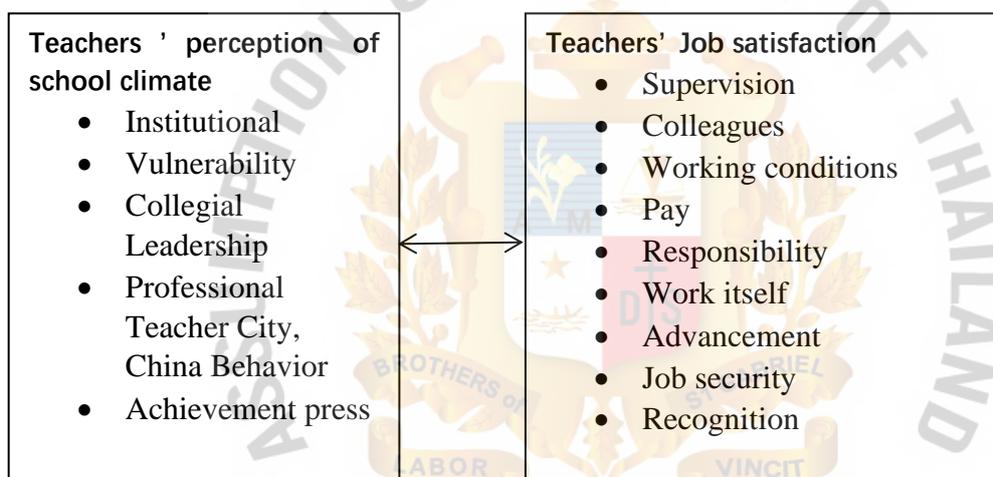
- **Supervision** – refers to the quality of the leader or leadership team.
- **Colleagues** – refers to the relationships with others within the workplace.
- **Working conditions** – refers specifically to the environment where the teachers work. This would include the facilities and working hours.
- **Pay** – refers to the salary teachers receive.
- **Responsibilities** – refers to the level an individual or individuals are liable of groups of people in the organization.
- **Work itself** – refers to the teaching and working with co-workers.
- **Advancement** – refers to advancement, positive changes to status or promotion of an individual within the organization.
- **Job security** – refers to the level of job security and guarantees of employment.
- **Recognition** – refers to the acknowledgement of achievement given to an individual.

This can be in public or private.

## Conceptual Framework

The conceptual framework of this study is shown in the following Figure 1. It shows the hypothesized relationship between variables. The primary variable is teachers' perception of school climate which consists of four dimensions: *Institutional Vulnerability, Collegial Leadership, Professional Teacher Behavior, Achievement Press*. And the other variable is Job satisfaction. Teachers' job satisfaction is including 9 dimensions, namely, *Supervision, Colleagues, Working Conditions, Pay, Responsibility, Work Itself, Advancement, Job Security and Recognition*.

Figure 1. Conceptual Framework



## Scope of the Study

The study will be conducted with 62 full-time teachers who teach in the junior high school campus at the selected public demonstrative school in Zhongshan, Guangdong, China during the academic year of 2020. Though the school has two campus, the participants for this study will be only limited to junior high school teachers, which is a limitation.

## Definitions of Terms

**Teachers:** refers to the full-time teachers who teach students at the selected Junior high school campus in Zhongshan, Guangdong, China.

**Teacher's Perceptions:** refers to a way of regarding, understanding, perceiving toward school climate in this study.

**School Climate:** refers to the result of social interaction among leaders, staffs and community which can gradually form the characteristics of the selected primary school, Zhongshan, Guangdong, China, it had four variables been adopted in this study, which are collegial leadership, professional teacher behavior, achievement press and institutional vulnerability.

1. **Institutional Vulnerability** - refers to whether the school is vulnerable to the external environment, such as a small number of prestigious parents and groups. If the principal and teachers are in an unprotected and defensive state, it indicates that the school has a high degree of institutional vulnerability. This dimension was evaluated by the items 1-6 in questionnaire part 2.
2. **Collegial Leadership** - the principal will set a code of conduct and expectations for teachers, but in this process she/he meets the teachers' social needs and achieves the school goals with equal, open, and friendly attitude as a colleague of them. This dimension was evaluated by the items 7-12 in questionnaire part 2.
3. **Professional Teacher Behavior** - refers to the teacher has the ability to judge independently, respect the competence of colleagues and cooperate as well as support each other, and implement the commitment to students. This dimension was evaluated by the items 19-24 in questionnaire part 2.
4. **Achievement Press** - the school sets high but achievable academic requirements, students who are persistent and striving for the academic achievement of the standard are respected by the teachers and classmates. This dimension was evaluated by the items 13-18 in questionnaire part 2.

**Job satisfaction:** a measure of how content an individual is with his or her job. This can be broken down into 9 factors that can affect his or her motivation at work. These are then broken down into two further categories, motivators or intrinsic factors and hygiene factors or extrinsic factors

1. **Supervision** – refers to the quality of the leader or leadership team. This was evaluated by question 5 and 6 on the questionnaire part 3.
2. **Colleagues** – refers to the relationships with others within the workplace. This was evaluated by question 9 and 18 on the questionnaire part 3.
3. **Working conditions** – refers specifically to the environment where the teachers work. This would include the facilities and working hours. This was evaluated by question 11, 19 and 20 on the questionnaire part 3.
4. **Pay** – refers to the salary teachers receive. This was evaluated by question 12, 17 on the questionnaire part 3.
5. **Responsibilities** – refers to the level an individual or individuals are liable of groups of people in the organization. This was evaluated by question 13 on the questionnaire part 3.
6. **Work itself** – refers to the teaching and working with co-workers. This was evaluated by question 2, 10, 15 and 16 on the questionnaire part 3.
7. **Advancement** – refers to advancement, positive changes to status or promotion of an individual within the organization. This was evaluated by question 1, 3 and 7 on the questionnaire part 3.
8. **Job security** – refers to the level of job security and guarantees of employment. This was evaluated by question 4 and 14 on the questionnaire part 3.

9. **Recognition** – refers to the acknowledgement of achievement given to an individual.

This can be in public or private. This was evaluated by question 8 on the questionnaire part 3.

### **Significance of the Study**

Since no previous researchers have examined the relationships between teachers' perceptions of school climate and their job satisfaction, especially in this Experimental middle school in Zhongshan, Guangdong, China, the study will benefit the following target group of people in the following ways:

Firstly, this study may help junior school administrators to realize the relationships between school climate and teachers' job satisfaction and may improve teachers' perception towards the school climate, and hopefully can help reduce the number of teacher's resign.

Secondly, the researcher hopes that this study can attract the attention of teachers, make teachers realize the importance of school atmosphere, and help teachers to understand the importance of school climate, so as to help improve teachers' motivation and job satisfaction.

Lastly, the study may benefit the future researcher in the way of providing some references for in similar topic and inspiring other researchers to focus the relevant problem.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter presents a focused review of the related literature, which is based on the theoretical foundation of this study but also includes the other related theories and previous studies on the theme, the detailed information of the literature review as follow:

1. Job Satisfaction
2. Concept of School Climate
3. Open and Closed School Climate
4. Healthy School Climate
5. Theory of Job Satisfaction
6. Teachers' Job Satisfaction
7. Teachers' Attrition and Job Satisfaction
8. Previous Studies on School Climate and Teacher Job Satisfaction
9. Background of the School
10. Summary

#### **Job Satisfaction**

Job satisfaction is a complex and multifaceted concept which can mean different things to different people. Job satisfaction is usually linked with motivation, but the nature of this relationship is not clear. Satisfaction is not the same as motivation. Job satisfaction is more of an attitude, an internal state. It could, for example, be associated with a personal feeling of achievement, either quantitative or kualitative (Mullins, 2005). We consider that job satisfaction represents a feeling that appears as a result of the perception that the job

enables the material and psychological needs (Aziri, 2008). Job satisfaction can be considered as one of the main factors when it comes to efficiency and effectiveness of business organizations. In fact, the new managerial paradigm which insists that employees should be treated and considered primarily as human beings that have their own wants, needs, personal desires is a very good indicator for the importance of job satisfaction in contemporary companies. When analyzing job satisfaction, the logic that a satisfied employee is a happy employee and a happy employee is a successful employee.

### **Concept of School Climate**

School climate reflects students', school personnel's, and parents' experiences of school life socially, emotionally, civically, and ethically as well as academically. Over the past two decades, research studies from a range of historically disparate fields such as school reform, risk prevention, health promotion, moral education, character education, mental health, and social-emotional learning have identified research-based school improvement guidelines that converge predictably to promote safe, caring, responsive, and participatory schools (Benninga et al., 2003; Berkowitz & Bier, 2006; P. M. Brown, Corrigan, & Higgins-D'Alessandro, 2012; Centers for Disease Control and Prevention, 2009; Cohen, 2012; Greenberg et al., 2003).

The research on school climate can be traced back to a century ago. As more and more educators find that the school climate is closely related to the achievements of students, scholars and schools have begun to pay attention to the study of this issue. Until now, study on school climate has always been a hot topic, many countries regard probing this issue as one of the strategies to promote school progress (Amrit, 2013).

Freiberg (1999) argued that the school climate is likened to a strong foundation in a house. As the main body of a "house", the climate of a school is the structure that supports the teaching and learning activities of teachers and students. In this case, it can not only promote

the academic achievement of students, but also may become an obstacle to the progress of them (Ray, Lambie & Curry, 2007). Similarly, according to Cavrini (2014), school climate is an environment for students to learn and grow. When the students, teachers, parents and the community participate in with the supplement of data analysis, students can achieve higher academic outcomes.

The National School Climate Center (2010) defined school climate as the quality and character of school life, which embodies the views of the groups including teachers, students, and parents on school environment. School climate reflects the values, goals, and interpersonal relationships of each individual of the school, but it is not only a manifestation of personal experience, but a gradually formed group phenomenon. In this process, all groups are affected by the organizational climate, willing to work for the common vision of the school (Cohen, McCabe, Michelli & Pickeral, 2009).

As the direct educator of school's systematic education for students and one of the main constituents of this education system, teachers' views on school climate are also worth considering. Therefore, many scholars focus their research on teachers. Fisher and Fraser (1990) interpreted that school climate refers to the psycho-social context in which teachers work and teach. Further, according to the description of Yao et al. (2015), school climate is a workplace where teachers work with a psychological background. It not only affects the teachers' emotions, but also further influences their work behaviors. It was related to their own decision-making styles, relationships, student academic achievement and other factors (Malinen & Savolainen, 2016).

In Tajasom and Ahmad's (2011) study, the (school) climate included two aspects, one is the interpersonal interaction between individuals in the organization, and the other is the groups (or the structures) on the school. As stated by Halpin and Croft (1963), as an organization, the climate of it was the result of social interaction among the various units in

the organization, among them, leaders, groups and individuals constitute the main unit, and this interaction can gradually form the characteristics of the organization.

Although there are numerous studies on school or organizational climate, there is no uniform standard for how to accurately define the school climate (Liu et al., 2014), the explanation is differentiated by diverse researchers. Just as Anderson (1982) and Freiberg (1999) pointed out, the definition and measurement of school climate is a complex project. How researchers measure school climate depends on the theory they use and their understanding towards the definition of climate. The different method based on the dissimilar type of school will lead to conclusions based on disparate measurement dimensions.

### **Open and Closed School Climate**

The complexity of school climate is, the feelings about the climate generally differ from other individuals or groups based on the actual conditions of different schools. Therefore, it is a kind of perceptions that how teachers view the environment of their workplaces and the atmosphere they feel, not the organization environment itself (Johnson, 2007). The Organizational Climate Description Questionnaire (OCDQ) designed by Halpin and Croft (1963) is one of the most famous measuring tools for school climate.

Halpin and Croft (1963) commented, as the key dominating factor of the effectiveness of a school, the ability of the principal is crucial to form the initial climate of the workplace in which he or she is located, and in this climate, the principal constantly improves his or her leadership ability and thus influences the organizational climate. Therefore, they proposed a hypothesis that a desirable organizational climate is one in which it is possible for leadership behavior to emerge easily, that is, leadership behavior is a necessary condition for an organization to successfully achieve a common goal. An effective organization must give members a social satisfaction and a sense of task-accomplishment as a member of the organization.

In the initial phase of the study, a total of approximately 1,000 items were used for pre-testing involved 1,151 respondents in 71 elementary schools of United States. After a series of analysis, the final OCDQ version contains 64 items which are divided into eight descriptions of behavioral characteristics, four of them are leadership behavioral characteristics, inclusive of aloofness, production emphasis, thrust and consideration. The other four are behavioral characteristics of team members, which include the disengagement, hindrance, esprit and intimacy.

Through the text of the questionnaire data and the analysis of these 71 schools, Halpin and Croft found that although each school's profile had different characteristic, it could be differentiated by six types of school climate, which were: the open climate, the autonomous climate, the controlled climate, the familiar climate, the paternal climate and the closed climate. Through technical analysis, Halpin and Croft (1963) drew a conclusion that the two most prominent features among these six types of school climate were open and closed school climate, which provided a conceptual framework for subsequent researchers.

The main feature of open climate is the openness of all members, which means all of them are working toward the goal of the school friendly and professionally. In this process, the principal supports subordinates rather than forcing them to work in accordance with his or her would. Therefore, teachers' job satisfaction and social needs are easily obtained.

In contrast, the closed climate is characterized by the stagnation of the organization. The unprofessional, uncooperative relationship between teachers, and the principal's unsupported and compulsive leadership style lead to a high level of apathy. Thence, in the process of achieving the common goal of the school, neither the teachers' job satisfaction nor their social needs are difficult to obtain.

### **Healthy School Climate**

## Healthy School Climate Concept

Another notable concept of school climate is the healthy school climate initially mentioned in Miles' (1965) article. He pointed out that a healthy organization does not only exist in the social environment, but needs to constantly enrich its adaptability to survive in such environment, only a healthy organization can continue to develop and exert its effectiveness. In his subsequent article (Miles, 1969), Miles further explained that group norm could make teachers easier to reform and innovate, therefore they are more willing to accept risky tasks and ultimately strive for common goals.

After being redefined by Miles himself and other researchers (Hoy, Tarter & Korkamp, 1991), the healthy school climate refers to the characteristics of the school's institutional integrity, the principal could obtain resources through a certain influence. Therefore, teachers do not have to be subject to external pressures, so that they could focus on their own academic achievements and gain access to the principal's support and guidance, and the corresponding social welfare are acquired. In this process, the morale of teachers, parents and students were high.

On the contrary, the unhealthy school climate means that the principal lacks the influence of external resources so that teachers are subject to outside pressure, and, the principal neither cares about teachers' welfare nor supports their academic issues. Therefore, morale of teachers, parents, and students are poor.

Miles' (1969) initial conceptual framework about healthy school climate included ten dimensions, which were goal focus, communication adequacy, optimal power equalization, resource utilization, cohesiveness, morale, innovativeness, autonomy, adaptation and problem-solving adequacy. Although this concept of Miles might not be directly used to measure the organizational health of a school, it provided ideas and theoretical support to later researchers. Hoy (1991) established the Organizational Health Inventory (OHI) to

measure school climate, it was a long and arduous process.

The first step in developing an instrument to measure school health was to qualitatively describe the ten dimensions of Miles. Via item analysis, a tentative one including 113 items were identified through being eliminated and refined by two professors and two doctoral students. A total of 153 teachers volunteered to participate in the validity testing of the instrument, however, the final result did not sort the 113 items into Miles' ten dimensions as expected (Hoy & Feldman, 1987). Obviously, Hoy's attempt to put Miles' concept of school health into practice ended in failure, but gave them a strong interest in finding stronger and suitable theories to guide them in applying the factors of school health to the measurement of school climate. When they read a large number of relevant articles, they further discovered that the school can be considered as a social system. To survive and thrive, this social system must meet certain conditions and solve some problems, just as Parsons, Bales and Shils (1953) straightened out: Firstly, to adapt to the environment; Secondly, to set goals and implement them; Thirdly, to maintain unity within the organization; Fourthly, to establish and maintain an inimitable value system.

In the subsequent study by Parsons (1967), he further explained that these needs can be addressed from three different levels as explained below, which gave Hoy strong theoretical support to improve his research on healthy school. The three levels as Parsons (1967) mentioned are: (1) The technical level - The main responsibility of the school is to educate the students. Therefore, for managers and teachers, their basic task is to solve the problem of how to make the teaching and learning process more effective. (2) The managerial level - Refers to the principal's management level. As the main administrator who is responsible for the school, the principal must allocate resources and work effectively, and at the same time cultivate teachers' loyalty, commitment, and trust to motivate them to work for the goals of the school. (3) The institutional level - This level integrates the school with

the surrounding environment, that is, the normal functioning of school functions requires community support rather than oppression. In other words, the prerequisite for legal and orderly work of administrators and teachers come from community support.

Based on this conceptual framework of Parsons, Hoy created the Organizational Health Inventory (OHI). The instrument originally contained 95 items, a total of 72 secondary school teachers participated in the instrument test. After data analysis and evaluation and adjustment of the items, the final version consists of 44 items, including seven dimensions based on the above three levels, which are institutional integrity, initiating structure, consideration, resource support, influence with superiors, morale and cohesiveness, and academic emphasis. It should be particularly pointed out that in the original version, morale and cohesiveness were analyzed as two separate dimensions, but after empirical analysis, they were eventually classified into the same dimension (Hoy, 1991).

#### **The Organizational Climate Index (OCI)**

Organizational Climate Description Questionnaire (OCDQ) and Organizational Health Inventory (OHI) are professional survey instruments from the perspective of teachers. Although they are designed based on open school climate theory and healthy school climate theory. through deeper discovery by other researchers, these two instruments can be merged since there are overlapping parts of both open and healthy school climate, that is, an open school is often healthy and vice versa. Therefore, Hoy, Smith, and Sweetland (2002) combined and redefined OCDQ and OCT to design the Organizational Climate Index (OCI).

This survey instrument contains four dimensions to determine both the openness and health of the school. After testing at 97 high schools, the questionnaire was eventually reduced from 95 items to 30 items. The final version of OCI could be used to quickly obtain the perception on open and healthy school climate based on the teachers' perspective. There are four dimensions to describe, which are collegial leadership, professional teacher behavior,

achievement press and institutional vulnerability.

Institutional vulnerability refers to whether the school is vulnerable to the external environment, such as a small number of prestigious parents and groups. If the principal and teachers are in an unprotected and defensive state, it indicates that the school has a high degree of institutional vulnerability.

Collegial leadership refers to the principal's leadership behavior. The principal will set a code of conduct and expectations for the teachers, but in this process he or she meets the teachers' social needs and achieves the school goals with equal, open, and friendly attitude as a colleague of them.

Professional teacher behavior refers to that the teachers have the ability to judge independently, respect the competence of colleagues and cooperate as well as support each other, and implement the commitment to students.

Achievement press means that, the school set high but achievable academic requirements, and principals, teachers, and parents are all willing to make a great effort to achieve this high standard and to struggle for the improvement of school. Therefore, students who are persistent and striving for the academic achievement of the standard are respected by the teachers and classmates.

### **Theories of Job Satisfaction**

The success of every organization depends on the ability of managers to provide a motivating environment for its employees. Motivated employees are more productive, happier and stay with the organization longer. Good managers need to find out what motivates their staff. Several theories have been proposed to explain why people are satisfied with their job. Frequently mentioned on job satisfaction include Maslow's Hierarchy of Needs theory, Two-Factor theory, and Equity theory. None of them have garnered a great deal of empirical confirmation, which suggests that job satisfaction is a complex phenomenon with

many causal bases and that no one theory has been successful in incorporating all of them. As is usually true with multiple theories about a single phenomenon, each theory seems to explain a piece the puzzle, but a complete understanding is beyond its scope (Muchinsky, 1993).

### **1. Maslow's Needs Hierarchy Theory:**

Maslow published his first conceptualization of his theory over 50 years ago and it has since become one of the most popular and often cited theories of human motivation. (Huitt, 2000) Needs Theory state that we have certain physiological and psychological requirements or needs that may be fulfilled through our work. When our needs are unfulfilled, an unpleasant state of tension results and we are not likely to experience job satisfaction. Fulfillment of our needs removes the tension, thereby allowing us to feel satisfied (Frank and Patrick, 1995).

Maslow theorized that people have five types of needs and that are active in a hierarchic manner (Greenberg & Baron, 1997).

- 1). Physiological needs are the lowest-order. Biological drives, such as food, air, water, and shelter. To satisfy such needs, organization must provide employees with a salary that allows them to afford adequate living conditions.
- 2). Safety needs refer to the need for a secure environment, free from threats of physical or psychological harm.
- 3). Social needs refer to the need to be affiliative-to have friends, to be loved and accepted by other people.
- 4). Esteem needs refer to a person's need to develop self-respect and to gain the approval of others. The desires to achieve success, have prestige, and be recognized by other all fall into this category.
- 5). Self-actualization needs refer to the need for self- fulfillment the desire to become all that one is capable of being, developing to one's fullest potential.

Maslow's theory suggests that an administrator's job is to provide avenues for the satisfaction of employee's needs (Lunenberg & Ornstein, 1996). Based on the Maslow's needs theory, The Need Satisfaction Questionnaire (NSQ) was developed by Lyman. One researcher exam the need deficiencies of teachers and administrators. The findings revealed that school administrators had fewer need deficiencies than did teachers on all five sub-scales of porter's NSQ security, social, esteem, autonomy, and self-actualization. Other study by Trusty and Sergiovanni (1966) reports that administrators compared with teachers, have fewer esteem need deficiencies and more self-actualization need deficiencies cited in (Lunenberg & Ornstein, 1996). Another research study of the need hierarchy theory in educational organization. Study of 233 educators from a suburban Rochester, New York and of 1,593 secondary school teachers in thirty-six Illinois high schools reported large need deficiencies for the higher-level needs (esteem, autonomy, and self-actualization) with esteem showing the greatest need deficiency. The greatest area of deficiency for both administrators and teachers is satisfaction of autonomy needs (Hoy & Ornstein, 1996).

An interesting phenomenon related to Maslow's work is that in spite of a lack of evidence to support his hierarchy, it enjoys wide acceptance. Maslow recognized that not all personalities followed his proposed hierarchy. A focus of that criticism has been on Maslow's clearly jaundiced views of what self-actualization means for men and what it means for woman (Robert, 1991).

## **2. Frederick Herzberg's Two-Factors Theory**

Frederick Herzberg and his associates proposed important conceptualizations of job satisfaction in 1959 (Muchinsky, 1993). Over 30 years ago Frederick Herzberg posed this question to more than 200 accountants and engineers and carefully analyzed their responses. What he found was somewhat surprising: Different factors accounted for job satisfaction and dissatisfaction.

Greenberg and Baron (1997) believed that job satisfaction consisted of two distinct dimensions. One of these dimensions, called "hygiene" factors, involved the environmental surroundings of a job and included such extrinsic aspects as supervision, salary, interpersonal relations, working conditions, and status. Herzberg called the second dimension of job satisfaction "motivator" factors, which were related to job tasks, job content, and the intrinsic aspects of a job, and included such aspects as recognition for achievement, work itself, responsibility, and growth.

Herzberg reasoned that satisfying hygiene factors cannot lead to job satisfaction, but may result in an avoidance of job dissatisfaction. However, satisfying motivator needs can lead to job satisfaction, but the absence of such factors cannot lead to job dissatisfaction (Marks, 1996).

An important concept in the Two Factor Theory (Herzberg et al., 1959) is that people tend to see job satisfaction as being related to such intrinsic factors as success, the challenge of the work, achievement, and recognition. Whereas they tend to see dissatisfaction as being related to such extrinsic factors as salary, supervision and working conditions. In this context, Herzberg has suggested three main ideas for those who would practice his theory: 1). Enrich the job. 2). Increase autonomy on the job. 3). Expand personnel administration beyond its traditional emphasis on maintenance factors.

Based on the Herzberg's theory and research in Chiang Mai, Taneeya (1999) stated motivator factors and hygiene factors, such as nature of work, responsibility, career advancement, career achievement and the supporting factors as salary, promotion, office, policy, welfare, opportunity of self-development, have moderately strong relationship with job satisfaction of teachers in Chiang Mai. Lunenberg & Ornstein, (1996) has commented that Herzberg's theory is useful because it distinguishes between extrinsic job factors and intrinsic job factors, such as opportunities for achievement. These two factors approach

concept altered school administrators' thinking about job motivation.

Herzberg's Two-Factor Theory has widely used on variety of motivational research across different industries and generations. The extra point of Herzberg's Two-Factor theory because it provides an integration of individuals' intrinsic and extrinsic motivation factors that is able to ideally cover other motivation theories. Motivation and hygiene factors introduced by Herzberg have found similarities among other motivation theories under content theories as each theory carries various employees' need for motivation in similar terms (Borkowski, 2011). In detail, Responsibilities, Achievements, Growth, Promotion, Recognition and Work Itself categorized under Herzberg's motivation factors have found similar with Maslow's Self Actualization and Self Esteem, and Alderfer's Growth need, as well as McClelland's Need of Achievements. Relationship with Peers. Personal Life, Supervision categorized under Herzberg's hygiene factors consistent with Maslow's Belongingness, Alderfer's Relatedness need, and McClelland's need of Affiliation. Factor of Status under hygiene factors is similar with Need for Power under McClelland's Theory of Need. Lastly. Pay and Benefit, Work Condition, Job Security and Company Policy and Administration are also found consistent with Maslow's Safety and Physiological Need and Alderfer's Existence need. As results, compare to the other Motivational Theories, Two-Factor Theory provides more comprehensive sets of factors that cover basic individual internal and external needs to exert their additional efforts into jobs.

### **Teacher Job Satisfaction**

During the early part of the 20th century, organization theory was dominated by the scientific management movement. Under this approach, the worker in the organization was assumed to be a passive instrument of management. Motivation was not conceptualized as a serious problem since members of the organization were thought to be motivated by the goal of economic gain. The second half of the century was characterized by a great concern with

human motivation. The human relations movement challenged the assumption that workers were only motivated by the desire for economic gain. Evidence from the Hawthorne Studies in the 1960s led to the conclusion that the way workers felt about themselves, their colleagues, and the organization was important to the production effectiveness and efficiency which established the importance of the human dimension. Miles (1965) challenged the human relations approach and advocated the human resources approach which called for the involvement of members in order to achieve decisions that will be carried out in an efficient and effective way. He said that the model that was created based on the assumption of organization members are important sources of ideas; they are problem solvers, decision makers, and controllers.

Two-Factor Theory is closely related to Maslow's hierarchy of needs but it introduced more factors to measure how individuals are motivated in the workplace. This theory argued that meeting the lower-level needs (extrinsic or hygiene factors) of individuals would not motivate them to exert effort. But would only prevent them from being dissatisfied. In order to motivate employees, higher-level needs (intrinsic or motivation factors) must be supplied. The implication for organizations to use this theory is that meeting employees' extrinsic or hygiene factors will only prevent employees from becoming actively dissatisfied but will not motivate them to contribute additional effort toward better performance. To motivate employees, organizations should focus on supplying intrinsic or motivation factors (Robbins, 2009).

McGregor (1957) developed a thesis that the nature of personnel management practices is largely the result of the assumptions that management makes about the human beings in an organization. He developed the X and Y theory which assumed that management had the responsibility to structure the elements of the organization to facilitate the achievement of organizational goals. The studies of leadership and its effect on teacher

motivation have shown the behavior of the leader to be an important factor in group effectiveness. Teacher participation in decision making has been broadly advocated as a process for improving teacher satisfaction.

Teachers' participation in school-level decision making has gained the interest of researchers and policymakers alike because of the central position it holds in discussions of school restructuring. Similarly, research interests in school effectiveness during the 1970s and early 1980s brought school climate to the forefront as an important characteristic of successful schools (Eubanks & Levine, 1983). Presently, the restructuring literature proposes that a school climate supportive of instructional innovation, combined with participatory decision making, will lead to a greater sense of professional efficacy among teachers and an improvement in teachers' feelings of satisfaction (Taylor & Tashakkori, 1994).

According to the setting of theory, Extrinsic Factors are less to contribute to employees' motivation need. The presences of these factors were just to prevent any dissatisfaction to arise in their workplaces. Extrinsic Factors are also well known as job context factors; are extrinsic satisfactions granted by other people for employees (Robbins, 2009). These factors serve as guidance for employer in creating a favorable working environment where employees feel comfortable working inside. When all these external factors were achieved, employees will be free from unpleasant external working conditions that will banish their feelings of dissatisfaction. But remains themselves neutral in neither satisfied nor motivated; however, when employers fail to supply employees' Extrinsic Factors needs, employees' job dissatisfaction will arise.

Researchers have demonstrated that workplace conditions such as school size, administrative control, organizational culture, group racial composition, and so forth affect teacher satisfaction (Gaziel & Maxlowvaty, 1998). Teachers work more effectively together when morale is high and when students sense that their teachers care about them and have

high expectations for them (Tyler, 2000). The responsibility for this atmosphere is believed to lie with the principal. Clark (1995) contended that team building cannot be done overnight, but requires careful planning, "training, practice, and thought" (p. 9). This training, practice, and reflection include both development in instructional methods and curriculum and in working together productively (Clark, 1995). One source defined morale as the feeling a worker has about his or her job based on how the worker perceives him- or herself in the organization and the extent to which the organization is viewed as meeting the workers' own needs and expectations (Washington & Watson, 1976). Another concept defines morale as "the professional interest and enthusiasm that a person displays toward the achievement of individual and group goals in a given job situation" (Bentley & Remper, 1980, p. 548). A principal's ability to create a positive school climate and culture can affect teacher morale.

Adams (1992) stated, "Principals, who control many of the contingencies in the work environment and are the source of much reinforcement for teaching behavior, are the keys to improving the morale and self-esteem of teachers" (p. 346). Miller (1981) noted that teacher morale can have a positive effect on pupil attitudes and learning. Raising the teacher morale level is not only making teaching more pleasant for teachers, but also makes learning more pleasant for students. This creates an environment that is more conducive to learning. Morale and achievement are also related. Ellenberg (1972) found that "where morale was high, schools showed an increase in student achievement" (p. 249).

On the other hand, low levels of satisfaction and morale can lead to decreased teacher productivity and burnout, which is associated with a loss of concern for and detachment from the people with whom one works, decreased quality of teaching, depression, greater use of sick leave, efforts to leave the profession, and a cynical and dehumanized perception of students. Thus, morale of teachers can have far-reaching implications for student learning, the well-being of the organization, and the health of the teacher. Among educators, the belief is

widely held that the more teachers share in decision making the greater their job satisfaction (e.g., Blase & Blase, 1994).

Participation in decision making is often suggested as a humanistic approach to management and as a vehicle for increasing employee job satisfaction and productivity. While the research has not always pointed to consistent findings regarding participation, numerous studies indicate that decisional participation is positively linked to job satisfaction in school settings (Belasco & Alutto, 1972). Restructuring literature suggests that decisional participation leads not only to increased job satisfaction, but also greater feelings of efficacy for teachers. While many studies support the effectiveness of decisional participation, some studies fail to show an effect. Among several possible explanations offered in Literature, three are pertinent to a discussion on satisfaction. Because the extent to which employees are involved in decision making may fall at any point on the continuum, studies of decisional participation uncover varying results. Some research, however, reported that shared decision making can have serious negative outcomes on the lives of both principals and teachers (Murphy & Louis, 1994). As teachers are more involved in critical decisions concerning the direction of the school and as they have more autonomy and input, their communication becomes more complex and may be a source of de-motivation and job stress.

Maeroff (1988) described teacher empowerment from this perspective. He viewed teacher empowerment as a way "to make teachers more professional and to improve their performance" (p. 57). Thomas and Velthouse (1990) have shown that empowerment can be correlated positively with job satisfaction and negatively with job stress. In this sense, a high level of intrinsic empowerment is associated in a positive way with the lives of employees in the workplace. Several theories have been developed to show that leadership plays an important role in creating an empowering environment, one that is positive and motivating, one that promotes self-determination and self-efficacy (Bass, 1990; Bennis & Nanus, 1985;

Gist & Mitchell, 1992; Thomas & Velthouse, 1990).

Empirical research that links principal leadership behaviors with teachers' lives is limited. The Thomas' and Velthouse's study examined how principals' empowering behaviors that focus on intrinsic empowerment relate to teacher motivation. Job stress and job satisfaction were examined because they are attributes of job performance (Cranny, Smith, & Stone, 1992) and quality of life in the workplace in that they can be viewed in the context of the broader emotional lives of employees (Farber, 1991). Furthermore, although past research has shown motivation to be related to job satisfaction and job stress (Friedman & Farber, 1992), research linking these variables to a leader's intrinsic empowering behaviors does not exist. It is the interaction patterns existing among teachers and administrators that largely determine the effectiveness of a school (Barth, 1990; Johnson & Johnson, 1989). The important piece of this investigation is Barth's (1990) claim that the extent to which teacher-principal interactions are generally supportive and trusting, or adversarial and suspicious, is reflected in most other relationships in the school. Educational leaders are facing many barriers to educational effectiveness. These barriers transcend the traditional challenges presented by changing student demographics, resource reductions, increased operating costs, and the urgency to produce immediate achievement gains while providing quality learning experiences for students. Fear and distrust are organizational phenomena that negatively affect the commitment, motivation, confidence, and perceptions of teachers at work. A common manifestation of fear or distrust is a hesitation of members of the organization to speak out about problems, necessary changes, or improvements, or other work-related issues (Ryan & Oestreich, 1991).

Conversely, trust in relationships, particularly in the teacher-principal dyad, positively affects teachers' willingness to speak out about important work-related issues. The goal of one study began to describe the relationship between school climate and

communication. More specifically, it described teachers' willingness to upwardly communicate about school-related issues and concerns in relation to school climate. The basic inquiry of this assumption is that school improvement, reform, and excellence are directly related to what teachers do and think. Their importance to the organization and the effectiveness of schools cannot be overstated.

### **Teachers' Attrition and Teacher Job Satisfaction**

Macdonald (1999) attributed teacher attrition to either a problem for labor force planning and resources or an indicator of the relatively poor quality of school conditions and teacher morale. According to results from the 2012–13 Teacher Follow-up Survey (TFS), leavers accounted for approximately 8 percent of public-school teachers during 2012–13 school year, which equals 259,400 teachers. Some 7 percent of teachers with one to three years' experience in public schools left the teaching profession in the 2012–13 school year (Goldring, Taie, & Riddles, 2014). When teachers depart their profession, it not only aggravates the shortages but also imposes a burden on the school districts. It would take at least \$4,400 for a small rural district and \$18,000 for a large urban district to replace a teaching position a decade ago (Sutcher et al., 2016). A more recent estimate for replacement cost is \$50,000 from the National Education Association (Vail, 2005).

Teacher job satisfaction has been demonstrated to be a significant factor that influences teachers' decisions on whether to leave their profession. For instance, Gonzalez (1995) found that teacher dissatisfaction with the working environment such as large class size and unsupportive administration was the critical factor that influences teacher attrition. Shen (1997) indicated that there are significant differences in teachers' perceptions of school or profession related issues including school administration knowing teachers' problems, teachers' influence over policies, and the match between expertise and assignment. Ingersoll (2001) reported that teacher job dissatisfaction with workplace conditions (e.g., inadequate

administrative support, student discipline problems and lack of faculty influence) has a significant relationship with teacher attrition using data from the 1990-1991 School and Staffing Survey (SASS) and its supplement the 1991-1992 Teacher Follow-up Survey (TFS). Ingersoll (2002) then confirmed this result through a more recent sample from 1999-2000 SASS and TFS that teachers' dissatisfaction with school conditions such as lack of principal support and classroom discipline problems, was the principal factor associated with movers and leavers. Using the most recent TFS data of 2013, Goldring, Taie, and Riddles (2014) found that teacher dissatisfaction with the working environment has played the dominant role in accounting for teacher attrition.

Therefore, teacher job satisfaction is an essential predictor for teacher attrition. Understanding teacher job satisfaction is important for administrations and policy-makers to retain teachers in their profession. In the next section, I review the literature on teacher job satisfaction.

### **Previous Studies on School Climate and Teachers' Job Satisfaction**

#### ***On School Climate***

The importance of school organizational climate to teachers' effectiveness is of relevant to a high degree, since it is indicative of how well a teacher manages him or herself to realize his or her full potential (Babu & Kumari, 2013). According to Halpin & Croft (1963), organizational climate is the measurement of an individual's relationship with other employees in the work environment. In the similar way, Hoy & Forsyth (1986, as cited in Raza, 2010) view organizational climate as follows: Organizational climate is a concept that deals with staff members' perception of the working environment. This climate is directly influenced by administrators which in turn affects the motivation and behaviors of the entire staff. More specifically, climate is a relatively enduring quality that is experienced by teachers, influence their behaviors, and is based on their collective perceptions.

In school settings, organizational climate is of interest to principals, supervisors, teachers, parents, and students as it has long been found to effect students' academic achievements, including cognitive and affective behavior, values, personal growth, and satisfaction (Arani & Abbasi, 2004). To measure school organizational climate, Halpin & Croft (1963) develop the Organizational Climate Descriptive Questionnaire (OCDQ) that measures the organizational climate of elementary schools. The latest rendering of measuring climate is the Organizational Climate Index (OCI) which is recognized as a combination of a revised Organizational Climate Descriptive Questionnaire (OCDQ) and the Organizational Health Inventory (OHI) [Hoy & Sabo, 1998]. The OCI captures open and healthy dimension of school organizational climate at the student, teacher, principal, and community levels (Hoy et al., 2002).

Hoy, (1991 as cited in Werang & Lena., 2014, p. 637) point out two dimensions of interpersonal interactions which are closely related to organizational climate, that are principal's leadership behavior and teachers' behavior. Principal's leadership behavior comprised of the four following aspects. Firstly, Aloofness which refers to principal's behavior which is characterized by a formal and impersonal relationship. He is at a distance and he operates on norms, rules, and regulation. He is rigid and officious. Secondly, production emphasis which refers to principal's behavior that characterized by a closed supervision that uses directions and stereotyped communication channels. Thirdly, thrust which refers to principal's behavior that characterized by an evident effort to move the organization forward. It is closed supervision coupled with the principal's personal involvement and a conscious motivation of his or her teachers. Fourthly, consideration which refers to principal's behavior which is characterized by a human relationship with his or her teachers. Meanwhile teachers' behavior comprised of the four following aspects. Firstly, disengagement which refers to teacher's tendency to be nonchalant and merely routinized in

task-oriented situation. Secondly, Hindrance which refers to teachers' feeling that the principal bothers them routine duties and other commitments that do not relate to the actual job of teaching and which they consider as unnecessarily encroaching on their time. Thirdly, esprit which refers to morale felt as a result of social-need satisfaction while teachers still enjoy a sense of task accomplishment. Fourthly, Intimacy which refers to teachers' enjoyment of friendly social relations with other teachers.

In recent decades, school climate has been the target of educational policies and the subject of considerable empirical research. Cohen et al. (2009) defines school climate as School climate is based on patterns of people's experiences of school life and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures. (p.182). Abundant studies have shown that school climate was positively related to teacher job satisfaction (Aldridge & Fraser, 2016; Ghavifekr & Pillai, 2016; Taylor & Tashakkori, 1995). Building a favorable school climate would potentially increase teacher job satisfaction and hence reducing the teacher attrition rate. In general, teachers are more satisfied when they feel supported by the principals and colleagues, obtain more opportunities for participating in the school decision-making process and have a positive teacher-student relationship (Brown & Medway, 2007; Henke et al., 1996; Leithwood & McAdie, 2007; Petty, 2007; Taylor & Tashakkori, 1995).

Taylor and Tashakkori (1995) found that six dimensions of school climate: decision participation, principal leadership, student discipline, faculty collegiality, lack of obstacles to teaching and faculty communication were significantly positively related to teacher job satisfaction using the 1990 follow-up of the National Educational Longitudinal Study (NELS). Among these aspects of school climate, decision-making participation of teachers and principal leadership were the strongest predictors of teacher job satisfaction.

Perie and Baker (1997) indicated that working conditions were associated with

teacher satisfaction after other important factors, such as gender, years of experience, and school composition were taken into account. More administrative support and leadership, good student behavior, a positive school atmosphere, and teacher autonomy were associated with higher teacher satisfaction. Shen et al. (2012) used a sample from SASS 2003-2004 to examine whether principal background and school processes were related to teacher job satisfaction. Their multilevel analysis results suggested that 17 % of the total variance in teacher job satisfaction is between schools, a statistically significant amount that indicates schools can make a difference in teacher job satisfaction. The authors found that school processes--particularly career and working conditions, staff collegiality, administrative support, and to a lesser extent, positive student behavior and teacher-empowerment are positively associated with teacher job satisfaction.

#### ***On Teachers' Job satisfaction***

Taylor and Tashakkori (1995) found that teachers commonly indicate job satisfaction includes looking forward to coming to work (school) every day and feeling good when their students succeed in school work. Similarly, Evans (1997) conceptualized teacher job satisfaction as job fulfillment (i.e., how well the job is performed) and job comfort (i.e., under what conditions the job is performed). A substantial body of empirical research has explored factors associated on teacher job satisfaction. A meta-analysis from Kim and Loadman (1994) suggested that 1,715 articles discussed teacher job satisfaction in the Education Resources Information Center (ERIC) 1982 through 1994 databases. They selected 350 articles of these to identify variables related to teacher job satisfaction. These variables included salary, interaction with the principal, interaction with students, professional autonomy, class size, school climate, professional achievement, age, self-motivation, interaction with colleagues, self-evaluation, and working condition.

Contrary to common sense, teacher characteristics were not strongly associated on

teacher job satisfaction. For instance, Heller, Clay, and Perkins (1992) conducted a study on predictors of teacher job satisfaction using a sample of K-12 teachers in North Carolina. Their regression results indicated that teacher job satisfaction did not differ by teachers' gender and years of experience. Klecker and Loadman (1997) had the similar conclusion based on a sample of classroom teachers working in Ohio. It was found that teachers' satisfaction with salary, school conditions or interaction with students is not significantly related to years of working experience. Using a sample of teachers in New York State public secondary schools, Baughman (1996) found that teachers' gender, years of experience, age and level of education were not significantly related to teacher job satisfaction. However, the representativeness of those results is limited as they employed samples from public schools at the state level. A nationally representative data analysis yielded different results. In public schools, younger teachers and those with less working experience have more job satisfaction than older teachers and those with more working experience. In private schools, the very youngest and very oldest teachers had the highest levels of satisfaction (Perie & Baker, 1997). Although many studies have investigated the relationship between different elements of teacher characteristics and teacher job satisfaction, most of the literature is based on the state level sample. The representativeness of the results is limited. Furthermore, data used in the majority of this research is outdated. They may not accurately reflect the present picture of the relationship between teacher characteristics and teacher job satisfaction. Therefore, this study analyzed nationally representative data from the most recent cycle of the Teaching and Learning International Survey (TALIS) 2013 database to reexamine the current trend.

There is little in the literature on the relationship between school characteristics and teacher job satisfaction. Perie and Baker (1997) found that teacher job satisfaction differed by school location and school size. Teachers at suburban schools have the highest level of job satisfaction, whereas teachers at urban schools have the lowest level of job satisfaction, with

teachers at rural schools positioned in between. They also found that teachers at small schools have a higher level of job satisfaction than those at large schools. In contrast, Henke et al. (1996) reported no relationship between school size and teacher job satisfaction.

Although a substantial body of literature has examined the relationship between various dimensions of school climate and teacher job satisfaction, most of these studies relied on data from the 1990s. The findings may not be reflective of the current trend. Moreover, little has touched on the multilevel modeling approach regarding analytic strategy. Teachers are nested within schools. Their perceptions of school climate are correlated within a school as they share some common characteristics in the same context (Liu & Meyer, 2005; Shen et al., 2012). This makes multilevel analysis more appropriate than multiple regression to examine the relationship between school climate and teacher job satisfaction.

### **Background of the School**

The selected experimental middle school is a public high school, which combined with junior high school and senior high school, supervised by The Education and Sports Bureau of Zhongshan City. The school is divided into two campus, which is junior high school campus and senior high school campus. In the junior high school campus, there are approximately 600 students and totally 56 teachers and staffs. This study will be conducted with the junior high school teachers.

In 1994, it was rated as a first-class school in Guangdong Province and in 2007 as one of the first demonstrative ordinary high schools in Guangdong Province (According to its office website). In the official website showed, the school not only focus on students' academic achievement, but also emphasize on their interesting development. As of June 2018, the school has built an art center, a new gymnasium, a small gymnasium, an outdoor square, a stage and a concert hall. In terms of art facilities, there are 108 piano rooms, more than 120 pianos, more than 40 electronic pianos, 2 special dance rooms, and exhibition halls

for teachers and students to display various works for a long time. Sports facilities are more than 50 acres of football stadium, 2 swimming pools (including a man-made beach pool), 6 badminton courts, 15 basketball courts, 3 squash courts, 30 table tennis tables.

According to the principal, the school's geographical location is convenient, the campus environment is elegant, and its facilities and equipment are advanced. The school vision is to provide the best quality education and service to each student, care for student with all their hearts, respect and treat each student equally, and never give up on any student. The school also provides chances for students to attend various nationwide matches.

### Summary

This chapter is a review of previous studies about school climate, teachers' job satisfaction and the relationship between them. According to these studies, we can learn that these exist an interrelation between school climate and teachers' job satisfaction. And these studies show me that school climate is a significant part of a school will inevitably have an impact upon a teacher's level of job satisfaction. If teachers feel unsatisfied with their jobs, it would cause the rate of teacher attrition increase rapidly. If principal wants to hold teachers, it was necessary to offer a suitable school climate for teachers. These previous studies mainly explain school climate is how important toward teachers' job satisfaction.

But school climate is not unique factor what affect teacher's job satisfaction. Other factors including supervision, colleagues, pay, responsibilities, work itself, advancement, job security, recognition and work condition, these factors should also be taken into account by the principal.

The traditional two-factor theory of job satisfaction the researcher believes that these theories will work well in determining the research objectives at the selected junior school. The factors in this traditional theory are a good match for what teachers at the junior school value.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter presents the relationship between the school climate and teacher s' job satisfaction in Experimental middle school at Zhongshan, Guangdong, China. Therefore, this chapter has discussed research design of this study, population and sample, research instrumentation, validity and reliability, collection of data, data analysis and summary of research process.

#### **Research Design**

This study was a quantitative relationship study to determine the relationship between teachers' perception toward school climate and teachers' job satisfaction at a public school in Guangdong, China. Based on the research objectives, descriptive statistics including means and standard deviations were used to determine the level of teachers' perception towards the school climate and their job satisfaction at the selected school. Pearson Product Moment Correlation were used to determine the relationship between teachers' perception of the school climate and job satisfaction.

#### **Population**

The population of this study were the total of 56 full-time teachers, who teach in the junior high school campus at the selected public demonstrative school in Zhongshan, Guangdong, China, based on the HR department's record. The study was conducted with all these teachers during the academic year of 2020.

#### **Research Instrument**

To conduct this study, quantitative methods were used based on each objective. The researcher used a questionnaire to gather the data for the study. The questionnaire was divided into three parts.

The first part of the questionnaire was trying to gather some basic demographic

information from the teachers, such as their gender, age and education level.

The second part was to measure teacher's perception toward school climate, which uses the Organizational Climate Index (OCI) designed by Hoy, Smith and Sweetland (2002) based on the Open and Closed School Climate and the Healthy School Climate Theory. Responses were scored on a 5-point scale, ranging from 1 (strongly disagree) to 4 (strongly agree). This questionnaire had 24 items in four key components: 1. Institutional vulnerability, 2. Collegial leadership, 3. Achievement press and 4. Professional teacher behavior. Table 1 shows the breakdown of survey question of teachers' perception of school climate in details.

Table 1

*Breakdown of Survey Question of Teachers' Perception of School Climate*

School climate	Survey questions	Items
Institutional vulnerability	1, 2,3,4,5,6	6
Collegial leadership	7,8,9,10,11,12	6
Achievement press	13,14,15,16,17,18	6
Professional teacher behavior	19,20,21,22,23,24	6
Total	24	24

Source: Hoy, Smith and Sweetland (2002), *Organizational Climate Index (OCI)*

Table 2

*Interpretation of Questions for Teachers' Perception of School Climate*

<b>Interpretation</b>	<b>Scale</b>	<b>Range</b>
Strongly agree	5	4.51-5.00
Agree	4	3.51 - 4.00
Neutral	3	2.51 - 3.50
Disagree	2	1.51 - 2.50
Strongly disagree	1	1.00 - 1.50

Source: Norman G. (2010). *Likert Scales, Levels of Measurement and the "Laws" of Statistics. Advances in Health Sciences Education* Vol.15 (5): 625-632.

The level of teacher's perception toward school climate was separated 5 scale. From 1.00 to 1.50 is strongly disagree. From 1.51 to 2.50 was disagree. From 2.51 to 3.50 is neutral. From 3.51 to 4.00 was agree. From 4.51 to 5.00 was strongly agree.

The third part of the questionnaire uses questions from the Minnesota Satisfaction Questionnaire (MSQ) (Weiss et al., 1967). This instrument was used to measure the level of job satisfaction among the teachers at the selected School. The MSQ was consisted of 20 items and the questions use a Likert scale from 1 to 5, from very dissatisfied (1) to very satisfied (5). The 20 items in the MSQ short-form are designed to measure intrinsic and extrinsic factors related to job satisfaction. In total there were nine factors: supervision questions, colleagues, working conditions questions, pay question, responsibilities questions, work itself questions, advancement questions, job security question, and recognition questions. Table 3 below shows the breakdown of survey question for teachers' job satisfaction part.

Table 3

*Breakdown of Survey Question of Teachers' Job Satisfaction*

<b>Job Satisfaction</b>	<b>Survey questions</b>
Supervision	3,12
Colleagues	6,18
Pay	16,20
Responsibilities	13
Work itself	2,5,10,15,
Advancement	1,7,9
Job security	4,14
Recognition	8
Working conditions	11,17,19

Source: Weiss et al., (1967). *Minnesota Satisfaction Questionnaire (MSQ)*

Table 4

*Interpretation of Survey Questions of Teachers' Job Satisfaction*

<b>Level of Teacher's job satisfaction</b>	<b>Score</b>	<b>Range</b>	<b>Interpretation</b>
Very Satisfied	5	4.51 – 5.00	Very High
Satisfied	4	3.51 – 4.50	High
Neutral	3	2.51 – 3.50	Moderate
Dissatisfied	2	1.51 – 2.50	Low
Very Dissatisfied	1	1.00 – 1.50	Very Low

Source: Norman G. (2010). *Likert Scales, Levels of Measurement and the "Laws" of Statistics*.

*Advances in Health Sciences Education* Vol.15 (5): 625-632.

The level of teacher's perception toward their job satisfaction was split into 5 range. From 1.00 to 1.50 is very dissatisfaction. From 1.51 to 2.50 was dissatisfaction. From 2.51 to 3.50 is neutral. From 3.51 to 4.00 was satisfaction. From 4.51 to 5.00 was very satisfaction.

Table 4 shows the score and interpretation of survey questions of teachers' job satisfaction. This is the short-form version of the MSQ and the researcher decided to use this instrument because it covers all the variables in the job satisfaction theory and due to the nature of teaching the researcher does not want to overburden the teachers at the selected school with a long questionnaire.

### **Validity and Reliability of the Instrument**

The questionnaire used in this study was divided into two parts. Part I was the Organizational Climate Index (OCI), which originally designed by Hoy et al. (2002) to determine teachers' perception of the school climate. This part contained 24 questions and its validity was fully verified by them.

The MSQ Weis et al., (1967) have shown that the reliability coefficients of the scales ranged from 0.59 to 0.97. In generally they found that the MSQ scales have consistent reliability. Weis et al., (1967) state the validity of the MSQ short form was inferred from validity of the long-form MSQ. Other than that they suggest, that the support for the validity from the Theory of Work Adjustment (Weiss et al., 1967).

The results are shown in the table below.

Table 5

*Reliability for School Climate Survey*

Variables	Instrument	Alpha Coefficients from Hoy et al (2002)	Current Alpha Coefficients
School Climate	Institutional vulnerabilit	.61	.60
	Collegial leadership	.73	.71
	Achievement press	.66	.66
	Professional teacher behavior	.79	.73
	Overall	.69	.67

Table 6

*Reliability for Job Satisfaction Survey*

Variables	Instrument	Alpha Coefficients from Weis et al., (1967)	Current Alpha Coefficients
School Climate	MSQ	.61	.60
	Overall	.69	.67

## Translation of the Instrument

The original questionnaire of this study was English version, since this study was conducted in China, and in order to make Chinese teachers understand better, the researcher asked the professional translation agent to translate the questionnaire from English into Chinese to ensure the accuracy. The translation certificate was shown in Appendix C.

## Collection of Data

In order to collect the data smoothly, the researcher had obtained the permission from the school principal in early of September, 2020. When the researcher passed the proposal defense, the questionnaires were distributed and collected during October-November 2020. The researcher did the data tabulation and computation before the end of December 2020.

Table 6 below shows the data collection steps as mentioned in the paragraph above.

Table 7.

### *Process of Data Collection Process*

<b>Month</b>	<b>Collection Process</b>
September, 2020	Obtained the permission
November 2020	Distribution of Survey Questionnaires
November 2020	Collection of Survey Questionnaires
February 2021	Tabulation and computation of Data
March 2021	Call the final defense

## Data Analysis

The data analysis for each objective was explained in this part, as follows:

To determine the level of teacher's perception toward school climate. For this objective, Means and Standard Deviation was used for data analysis to compute the scale

score for each question.

To determine the level of job satisfaction. For this objective, Means and Standard Deviation was used for data analysis to compute the scale score for each question.

To determine the relationship between job satisfaction and school climate. Pearson product Moment correlation analysis was used for the statistical analysis.



### Summary of the Research Process

Table 8.

#### *Summary of the Research Process*

<b>Research Objective</b>	<b>Source of Data or Sample</b>	<b>Data Collection Method or Research Instrument</b>	<b>Data Analysis</b>
1. To determine the level of teacher's perception toward school climate	56 teachers at the Experimental junior school	Questionnaire	Means and standard deviations
2. To determine the level of job satisfaction	56 teachers at the Experimental junior school	Questionnaire	Means and standard deviations
3. To determine the relationship between job satisfaction and school climate	56 teachers at the Experimental junior school	Questionnaire	Pearson product correlation

## CHAPTER IV

### RESEARCH FINDINGS

This chapter presents the results and data analysis from 56 teachers who took part in the survey at the selected public School in Zhongshan city, Guangdong province, China. The data was collected from the participants through a questionnaire in relation to the following research questions. The findings are explained in three parts:

1. What is the level of teachers' perception towards school climate?
2. What is the level of teachers' perception toward their job satisfaction?
3. Is there any relationship between school climate and job satisfaction?

#### Demographic Results of the Participants

In this section the general demographic profile of the participants will be discussed. In total all 56 teachers who work at selected school took part in the research. The four factors included in the demographic section of the questionnaire are gender, age, years of teaching experience and level of degree. The demographic results are shown through the uses of frequency distribution and percentage.

Table 8 shows the information on gender. Out of the 56 participants 25 were male making up 45% of the total compared to only 31 females at 55%.

Table 9.

#### *Gender of Participant*

Gender	Number	Percentage
Male	31	55
Female	25	45
Total	56	100

Table 10

*Age of Participant*

<b>Age</b>	<b>Number</b>	<b>Percentage</b>
26-35	15	26.6
36-35	17	30.3
46-60	15	26.6
Above 60	9	16.0
Total	56	100

Table 10 shows the demographic information regarding the age of the participants. The largest age demographic is 36-45 with 17 participants that makes up 30.3% of the total population. The lowest number was that of the 60+ demographic, only 9 of the participants were in this demographic making up only 16% of the total population.

Table 11

*Years of Teaching Experience*

<b>Teaching Experiences</b>	<b>Number</b>	<b>Percentage</b>
0-5	22	39.2
6-10	20	35.7
11-15	10	17.8
Above 15	4	7.8
Total	56	100

Table 11 shows the years of teaching experience each of the participants has. 0-5 years had the joint the largest number with 22, this equates to 39% each of the total population. The lowest number was the above 15 years range with 4 participants equating to 7% of the total

population.

Table 12

*Education Level of Participants*

<b>Level</b>	<b>Number</b>	<b>Percentage</b>
Bachelor Degree	44	78.5
Master Degree	10	17.8
Doctor Degree	2	3
Total	56	100

Table 12 shows the educational level of participant. Bachelor degree is the most, (78.5%). And the least is Doctor degree (3%).

**Research Objective One**

Research objective 1: To identify the teachers' perception towards school climate at the selected primary school in Zhongshan city, Guangdong, China.

Descriptive Statistics were utilized to analyze the data through the following two steps, first, to determine Mean and Standard Deviation of each item of school climate with dividing the total of 24 items into four dimensions which were institutional vulnerability, collegial leadership, professional teacher behavior and achievement press. Second, to determine Mean and Standard Deviation of each dimension of school climate.

Table 13

*Construct 1 Means and Standard Deviations of Each Item About Institutional Vulnerability of School Climate Perceived by Teachers*

<b>Construct One</b>	<b>Mean</b>	<b>SD</b>	<b>Interpretation</b>
1.Parents press for school improvement.	3.64	1.38	High
2.The school is vulnerable to outside pressures.	3.78	1.23	High
3.Select citizens groups are influential with the board.	3.69	1.36	High
4.Parents exert pressure to maintain high standards.	3.55	1.23	High
5.A few vocal parents can change school policy	3.78	1.31	High
6.Teachers feel pressure from the community	3.58	1.39	High
Total	3.63	1.34	High

As Table 13 shows, for institutional vulnerability, it was comprised by six questions, through the reversing of the interpretations, all items were perceived relatively high level. Among them, the statement that "The school is vulnerable to outside pressures and A few vocal parents can change school policy" had the highest score (3.78), and score of the statement that "teachers feel pressure from the community" was the lowest (3.58). Totally, teachers' perceptions of this dimension were at a high level (Mean was 3.63).

Table 14

*Means and Standard Deviations of Each Item About Collegial Leadership Of School Climate Perceived by Teachers*

<b>Construct Two</b>	<b>Mean</b>	<b>SD</b>	<b>Interpretation</b>
1.The principal is friendly and approachable.	3.60	1.38	High
2.The principal treats all members as his or her equal.	3.64	1.40	High
3.The principal maintains definite standards of performance.	3.33	1.28	Moderate
4.The principal lets faculty know what is expected of them.	3.64	1.43	High
5.The principal responds to pressure from parents.	3.73	1.41	High
6.The principal is willing to make changes.	3.46	1.29	Moderate
Total	3.56	1.37	High

The aspect of colleague leadership has six questions. As Table 14 shows, the lowest question was “the principal maintains definite standards of performance” with mean of 3.33. Meanwhile, it was the lowest one in this questionnaire. The highest item on this part was “the principal responds to pressure from parents” with mean of 3.73. Totally, teachers' perceptions of this dimension were at a high level (Mean was 3.56).

Table 15

*Means and Standard Deviations of Each Item about Achievement Press of School Climate Perceived by Teachers*

<b>Construct Three</b>	<b>Mean</b>	<b>SD</b>	<b>Interpretation</b>
1.The principal puts suggestions made by the faculty into operation.	3.48	1.32	Moderate
2.Teachers are committed to their students.	3.60	1.38	High
3. Teachers respect the professional competence of their colleagues.	3.64	1.35	High
4.Teachers accomplish their jobs with enthusiasm.	3.67	1.30	High
5.Teachers help and support each other.	3.78	1.35	High
6.Teachers in the school believe that their students have the ability to achieve academically.	3.57	1.23	High
Total	3.62	1.32	High

The questions in table 15 are about achievement press and the overall mean 3.62. The highest score is “teachers help and support each other” with mean of 3.78. The lowest score is “the principal puts suggestions made by the faculty into operation” with mean of 3.48.

Totally, teachers' perceptions of this dimension were at a high level (Mean was 3.62).

Table 16

*Means and Standard Deviations of Each Item about Professional Teacher Behavior of School Climate Perceived by Teachers*

<b>Construct Four</b>	<b>Mean</b>	<b>SD</b>	<b>Interpretation</b>
1. Teachers in this school exercise professional judgement.	3.64	1.28	High
2. Academic achievement is recognized and acknowledge by the school.	3.50	1.38	High
3. The learning environment is orderly and serious.	3.60	1.35	High
4. Students respect others who get good grades.	3.67	1.26	High
5. The school sets high standards for academic performance.	3.76	1.22	High
6. Students try hard to improve on previous work	3.58	1.49	High
Total	3.62	1.30	High

As shown in Table 16, the overall mean of teacher's perception toward profession behavior is 3.62. In this aspect, most of items got high level according to interpretation.

The highest score is "the school sets high standards for academic performance" with mean of 3.76. The lowest score in this part is "academic achievement is recognized and acknowledge by the school" with mean of 3.50.

Table 17

*Means and Standard Deviations of School Climate Perceived by Teachers*

<b>School Climate (all dimensions)</b>	<b>Mean</b>	<b>SD</b>	<b>Interpretation</b>
1.institutional vulnerability	3.63	1.34	High
2.Collegial Leadership	3.56	1.37	High
3.Achievement press	3.62	1.32	High
4.Professional teacher behavior	3.62	1.30	High
Total	3.60	1.33	High

Table 17 described the Mean and Standard Deviation of each dimension of school climate perceived by the teachers. Overall means on teacher's perception toward was 3.60, and the overall deviation is 1.33. According to interpretation sheet, all of four aspects on teachers' perception toward school climate is on high level. The highest score of this part was institutional vulnerability with mean of 3.63. The lowest score was collegial leadership with mean of 3.56.

### **Research Objective Two**

Research objective 2: To identify the teachers' job satisfaction at the selected primary school in Zhongshan city, Guangdong, China.

The Descriptive Statistic analyzing process was divided into nine sections, which were the proportion of nine aspects of job satisfaction, the analysis of each item about job satisfaction with dividing the total of 20 items into nine different dimensions which were supervision, colleagues, pay, responsibilities, work itself, advancement, job security, recognition and working condition. Then analyzed Mean and Standard Deviation of each dimensions of job satisfaction perceived by teachers in the target school.

Table 18

*Means and SD Report for Participants' Perception to Supervision*

<b>Construct 1: Supervision</b>	<b>Mean</b>	<b>SD</b>	<b>Interpretation</b>
1. The chance to do things different from time to time.	3.69	1.34	High
2. The way my Head Teacher handles his/her teachers.	3.62	1.28	High
<b>Total</b>	<b>3.65</b>	<b>1.32</b>	<b>High</b>

Table 18 shows that teacher's job satisfaction toward supervision at Experimental middle school in Zhongshan city. The total mean scores of this teacher's perceptions towards supervision were high with 3.65.

Table 19

*Means and SD Report for Participants' Perception to Colleagues*

<b>Construct 2: Colleagues</b>	<b>Mean</b>	<b>SD</b>	<b>Interpretation</b>
1. The chance to do things for other people	3.51	1.27	High
2. The way my co-workers get along with each other	3.55	1.32	High
<b>Total</b>	<b>3.53</b>	<b>1.29</b>	<b>High</b>

Table 19 shows that teacher's job satisfaction toward colleagues at Experimental middle school in Zhongshan city. The total mean scores of this teacher's perceptions towards supervision were high with 3.53.

Table 20

*Means and SD Report for Participants' Perception to Pay*

<b>Construct 3: Pay</b>	<b>Mean</b>	<b>SD</b>	<b>Interpretation</b>
1. My pay and the amount of work I do	3.41	1.27	Moderate
2. The feeling of accomplishment I get from the job	3.53	1.37	High
<b>Total</b>	<b>3.47</b>	<b>1.32</b>	<b>Moderate</b>

Table 20 shows that teacher's job satisfaction toward 3.47 at Experimental middle school in Zhongshan city. The total mean scores of this teacher's perceptions towards pay were moderate with 3.47.

Table 21

*Means and SD Report for Participants' Perception to Responsibility*

<b>Construct 4: Responsibility</b>	<b>Mean</b>	<b>SD</b>	<b>Interpretation</b>
1. My pay and the amount of work I do	3.66	1.22	High
<b>Total</b>	<b>3.66</b>	<b>1.22</b>	<b>High</b>

Table 21 shows that teacher's job satisfaction toward responsibilities at Experimental middle school in Zhongshan city. The total mean scores of this teacher's perceptions towards responsibility were high with 3.66.

Table 22

*Means and SD Report for Participants' Perception to Work Itself*

<b>Construct 5: Work Itself</b>	<b>Mean</b>	<b>SD</b>	<b>Interpretation</b>
1. The chance to try my own methods of doing the job	3.73	1.40	High
2. The chance to work alone on the job	3.52	1.28	High
3. The freedom to use my own judgement	3.67	1.32	High
4. The way company polices are put into practice	3.69	1.30	High
Total	3.67	1.35	High

Table 22 shows that teacher's job satisfaction toward work itself at Experimental middle school in Zhongshan city. The total mean scores of this teacher's perceptions towards work itself were high with 3.67.

Table 23

*Means and SD Report for Participants' Perception to Advancement*

<b>Construct 6: Advancement</b>	<b>Mean</b>	<b>SD</b>	<b>Interpretation</b>
1. Being able to keep busy all the time	3.75	1.35	High
2. The chances for advancement on this job	3.83	1.28	High
3. The chance to tell people what to do	3.55	1.23	High
Total	3.71	1.26	High

Table 23 shows that teacher's job satisfaction toward advancement at Experimental middle school in Zhongshan city. The total mean scores of this teacher's perceptions towards advancement were high with 3.71.

Table 24

*Means and SD Report for Participants' Perception to Job Security*

<b>Construct 7: Job Security</b>	<b>Mean</b>	<b>SD</b>	<b>Interpretation</b>
1.The chance to be 'somebody' in the school.	3.55	1.33	High
2.The way my job provides for steady employment	3.67	1.34	High
Total	3.61	1.34	High

Table 24 shows that teacher's job satisfaction toward job security at Experimental middle school in Zhongshan city. The total mean scores of this teacher's perceptions were high with 3.61.

Table 25

*Means and SD Report for Participants' Perception to Job Recognition*

<b>Construct 4: Job Recognition</b>	<b>Mean</b>	<b>SD</b>	<b>Interpretation</b>
1. The chance to do something that makes use of my abilities	3.73	1.30	High
Total	3.73	1.30	High

Table 25 shows that teacher's job satisfaction toward responsibilities at Experimental middle school in Zhongshan city. The total mean scores of this teacher's perceptions toward job recognition were high with 3.73.

Table 26

*Means and SD Report for Participants' Perception to Working condition*

<b>Construct 6: Working Condition</b>	<b>Mean</b>	<b>SD</b>	<b>Interpretation</b>
1. The praise I get for doing a good job	3.46	1.41	High
2. The working conditions	3.60	1.35	High
3. The feeling of accomplishment I get from the job	3.67	1.19	High
Total	3.51	1.31	High

Table 26 shows that teacher's job satisfaction toward responsibilities at Experimental middle school in Zhongshan city. The total mean scores of this teacher's perceptions working condition were high with 3.57.

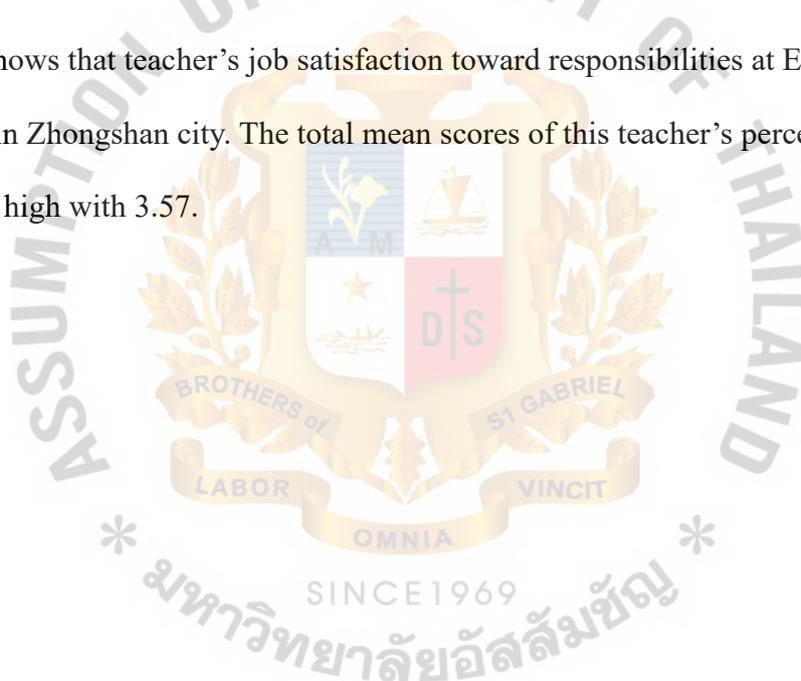


Table 27

*Overall Means and SD Report of Teacher's Job Satisfaction*

<b>Job Satisfaction</b>	<b>Mean</b>	<b>SD</b>	<b>Interpretation</b>
1. Supervision	3.65	1.31	High
2. Colleagues	3.53	1.29	High
3. Working Condition	3.66	1.32	High
4. Pay	3.47	1.22	Moderate
5. Responsibility	3.67	1.35	High
6. Work Itself	3.71	1.26	High
7. Advancement	3.61	1.34	High
8. Job Security	3.73	1.30	High
9. Job Recognition	3.57	1.31	High
Total	3.62	1.30	High

Table 27 shown that overall Means and SD result of teacher's job satisfaction level. The total mean score of this table resulted as 3.60 with 1.33 standard deviation. Therefore, the overall result teacher's job satisfaction level is high, among these constructs: teachers are satisfied the most with the job security (3.73), but least satisfied with pay (3.47).

### **Research Objective 3**

Research Objective 3: To determine the relationship between teacher's perception toward

school climate the teachers' job satisfaction at Experimental school Zhongshan City, China.

The data was analyzed by using the Pearson correlation Moment Correlation Coefficient(r).

Table 28

*Pearson Correlation Between Teacher's Perception Toward School Climate and Their Job Satisfaction at Experimental School at Zhongshan City, China.*

		<b>Job Satisfaction</b>	<b>Interpretation</b>
<b>Teachers' Perception of School Climate</b>	Pearson Correlation	.985**	There is a strong positive relationship
	Sig.(2-tailed)	.000	

\*\* Correlation is significant at the 0.01 level (2-tailed).

Table 28 shows that Pearson correlation was .985 and Sig was .001. Therefore, the researchers accepted research hypothesis that there was a significant relationship between teacher's perception toward school climate and their job satisfaction at Experimental school at Zhongshan City, China. The researcher accepted the research hypothesis and rejected the null hypothesis in this study. There was a strong positive relationship between two selected variables because the correlation(r) value was .985,  $p=.000$  which was  $< .01$ .

## CHAPTER V

### DISCUSSION, AND RECOMMENDATIONS

This chapter Present a brief review of how the study was conducts, which instrument was being used to collect data, the study finding, conclusion, discussion and recommendation for school leaders and further study of the research study.

#### Conclusions

Based on the validated and returned responses, the researcher concluded the following significant findings:

#### **1. Teacher's perception toward school climate at Middle Experimental School ZhongShan City, China.**

The survey part 2 measured school climate, namely institutional vulnerability, colleague leadership, achievement press and professional teacher behavior. The part of colleague leadership which got the lowest score on school climate is 3.56. According to interpretation critira, it was regarded as high. The part of institutional vulnerability which get the highest part was 3.63. It was regarded as high, same as aspect of colleague.

#### **2. Teacher's perception toward their job satisfaction at Middle Experimental School ZhongShan City, China.**

The survey part 3 was to measure teacher's job satisfaction, namely supervision, colleagues, working condition, pay responsibility, work itself, advancement, security and recognition. Compared with other parts, the part of pay (3.47) got the lowest score, which was regard as moderate level. In addition , The factor of colleagues get a lower score, compared with other factors. The part of job security which get the highest part was 3.73.

### **3.The relationship between teachers' perceptions of school climate and their job satisfaction at Middle Experimental school at Zhongshan city, China.**

To determine the relationship between teachers' perceptions of school climate and teacher's job satisfaction, Pearson Product Moment Correlation Coefficient was applied for the analysis of two variables, and the result was mentioned 0.00 which is smaller than 0.05 and significant. Therefore, it was concluded that There was a strong positive relationship between two selected variables because the correlation(r)value was .985,  $p=.000$  which was  $< .01$ .

#### **Discussion**

The total mean of lecturers' perceptions of school climate at Experimental Middle school, ZhongShan city, China was high which was considered relatively good according to the findings of this study.

Teacher always mainly receive pressures from two aspects: a few vocal parents and outside. High vulnerability suggests that both principals and teachers are unprotected and put on the defensive level (Hoy et al., 2002). The previous study showed that Institutional vulnerability is negatively related to the organizational commitment of teachers. A school that can be influenced by a little group of influential parents or community members can expect a low level of teacher commitment. This is because teachers have little reason to believe they will be supported or protected from these parties.

Regarding collegial leadership, the principal treats teacher as colleagues, egalitarian, is open and friendly but at the same time sets clear teacher's expectancies and standards of performance. But principal need to give definite standards of performance for teachers and give them a specific direction about teacher's work. Current research has additionally suggested that the principal's influence has an indirect effect on learning and is

mediated by their interactions with others, situational events and the organizational and cultural factors of the school (Hallinger and Heck, 1998; Hoy et al., 2006; Leithwood et al., 2004).

Regarding achievement press, teachers can get help from each other when they face difficult, and they feel enthusiasm their work. The four dimensions studied were institutional vulnerability, collegial leadership, professional teacher behavior and achievement press. The research findings indicated that achievement press as one of climate characteristics promotes trust in parents and students, which leads to higher commitment to achieving excellence.

Lastly, lecturers' perceptions towards professional behavior also had resulted in high. Teachers in this school exercise professional judgement and the school sets high standards for academic performance. Meanwhile, students respect others who get good grades. It showed that professional teacher behavior is positively related to the organizational commitment of teachers. Teachers are more likely to be committed to a school. At the same time, they work collaboratively and support one another. Hoy et al(2002)marked Professional Teacher Behavior is with respect for colleague competence, commitment to students, autonomous judgement and mutual co-operation and support of colleagues.

This showed teachers' perceptions of their job satisfaction were relatively good. Finding relative to Objective Two indicate that overall job satisfaction level is influenced by satisfaction with both intrinsic and extrinsic factors. It should be noted that four of the nine factors identified as explaining of the variance in job satisfaction were extrinsic factors (security, supervision, working conditions). Moreover, teachers feel advancement to themselves is as well as an important factor which affect to teacher's job satisfaction.

To discuss in-depth, teachers felt low opinions in their payment. According to Herzberg's M-H theory, job satisfaction is positively correlated with job satisfiers (intrinsic) factors and not correlated with job dissatisfiers (extrinsic). Therefore, it will greatly affect teachers' job satisfaction when teachers feel their salary does not match with the effect.

Regarding extrinsic factors (security, supervision, and working conditions), teachers seem to be concerned about comfortable working conditions, supervision and job security. Intrinsically, they prefer to have control over their job and have the freedom to use their own judgment on the job.

Regarding intrinsic factors (authority, responsibility, co-workers, and work itself), it was needed to emphasize teacher's relationship with colleagues and their sense of duty and attitude toward their job. In this study, it was critical to have a good and strong attitude on teaching that helps teachers change their feeling toward job satisfaction and adapt to changing situational conditions and improve teachers' performance to implement successful teaching.

At the .0001 level of significance, the analysis between teachers' perception towards school climate and their job satisfaction revealed that there was a significant relationship at Experimental high school at ZhongShan City, China. Therefore, the relationship between teacher's perception towards school climate and their job satisfaction are moderate positive.

Teachers' perceptions of school climate on participation and reflections were still needed to improve properly while their perceptions towards school climate were good. The researcher considered there might be a misunderstanding of the respondents on some question items. If the researcher took time more for both explanations of questionnaires to participants

in detail for their well understanding and response time, the results might be stronger than this.

The previous researches have shown teachers who work in schools with a positive school climate report higher job satisfaction compared to those working in schools with perceived negative climate. Anabelie V. Valdez (2019) studied School Organizational Climate and Job Satisfaction of MSU Junior High School Teachers. The result showed that organizational climate is tangible in the job satisfaction of employees. Therefore, when organizational climate and working environment is conducive and favorable to the workers, then they tend to be satisfied with their job.

On the other hand, Solomon Lodesso (2015) surveyed on the relationship between school climate and teachers' job satisfaction in Government Secondary Schools of Hawassa City Administration. It mentioned that job dissatisfaction was associated with students' misbehavior (acting up) and lack of interest, a decline in teachers' respect and status. The study also reveal that Supportive behavior have positive relation with job satisfaction.

Saowanee Treputharan(2014) surveyed on school climate affecting job satisfaction of teachers in primary education in Khon Kaen, Thailand. It discussed school Climate was important to cause one's Job Satisfaction as well as affect working efficiency. Therefore, the Teachers' Work Satisfaction was an integral indicator leading to effectiveness in school. If the teachers were satisfied in work practice in school, that work practice would be easily successful.

To conclude, all the above studies have a similar conclusion with mine, which shows school climate and teachers' job satisfaction are interrelated, and the role of school climate is essential to improve teacher's working efficiency and their job satisfaction. Therefore, according to the current study, if the school climate has been improved, the relationship between teacher's job satisfaction and working effectiveness would be strong. A good

climate can promote development for a school. Thus, school climate and teachers' s job satisfaction are believed inseparable to school development.

## **Recommendations**

### **Recommendations for school administrators at Experimental Middle School**

The role of the principal is supporting roles to teachers and establishing a strong organizational culture. Administrators should practice sharing idea and make strategic support to lecturers in which good listening, formal and informal communication to enhance teacher's conception toward school climate. Based on the discussion, the researcher suggested some areas follow:

Teachers mainly feel unsatisfied to their payment. School leaders should improve teacher's salary properly or they can give bonus to some teachers who have great performance or improve their welfare on other aspects. For the pressure form parents and outside , school leaders should resist it teachers and make sure their policies in school keep stable and planned. They should not cater some vocal parents and change their school strategies.

### **Recommendations for teachers at Experimental Middle School**

Based on the statistical results of the study, the total mean score of the eight constructs for leadership capacity was high except the pay and overall teachers' perceptions of their job satisfaction were high. Even though the overall mean score was high but teachers needed to improve their behaviors in some areas, so the researcher suggested some areas follow:

The teacher need to improve the relationship with colleagues and pay more enthusiasm on their job. Teachers should take time planning for learning with colleagues were using new skills such as data analysis assessment, then sharing and communicating their knowledge with other staffs to make proper decisions and agreements. Moreover, they need to enhance

their praise their sense of duty and attitude toward their job. If they feel low on their pay, they should advise school leaders to change this situation instead reduce the enthusiasm to their job. In this study, it was critical to have a good and strong attitude on extrinsic factors (security, supervision, working conditions) that helps teachers change their feeling toward job satisfaction and adapt to changing situational conditions and improve teachers' performance to implement successful teaching.

### **Recommendation for Future Researchers**

The study of this research is the relationship between teacher's perception toward school climate and their job satisfaction at Experimental school, Zhongshan city, Guangdong, China, the total teachers of primary part are 56 full- time teachers in the academic year of 2020-2021. The data presented in this study cannot be used to make a generalization for another school. For future researchers, it is highly recommended to continue their studies in other school to understand more about teacher's perception toward school climate and their job satisfaction as many factors could be vital.

Future researchers also recommended to do and combine qualitative and quantitative research design for the relationship between teacher's perception toward school climate and their job satisfaction. Future researchers can use this study as a reference, which can help them finish their study and provide a different way to measure school and teacher's job satisfaction. Moreover, future researchers will be able to find out more of a greater depth of the study as teachers' job satisfaction and their perception toward school climate would be substantial for both individual and organization.

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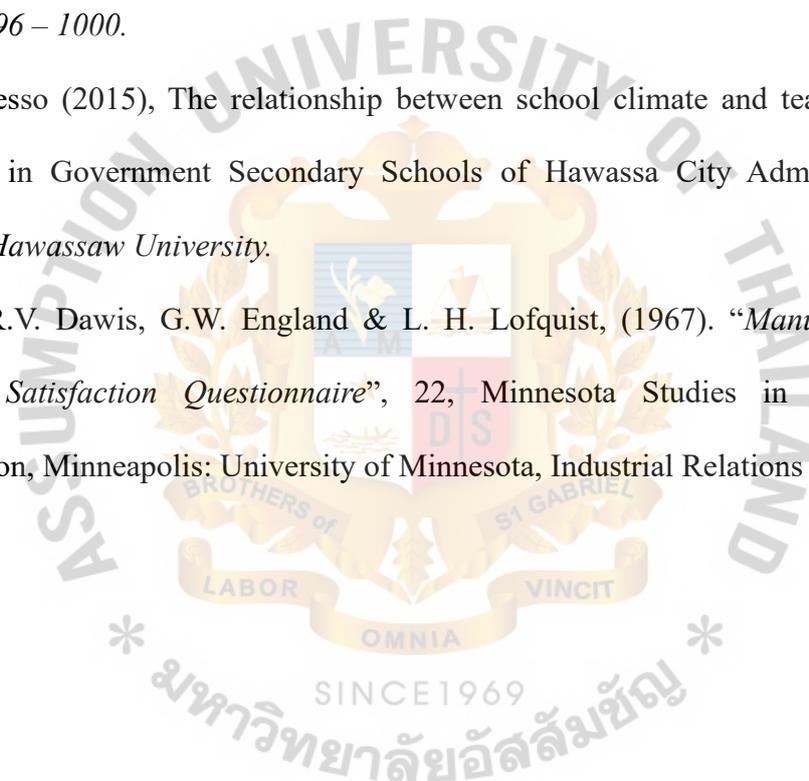
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**APPENDICES**



## APPENDIX A

### Research Questionnaires (English Version)

#### Part 1: Basic information

The following survey contains four questions, please choose the one answer that fits your personal information on the following four questions:

1. What is your gender?

(1) male (2) female

2. What is your age

(1) 20-35 (2) 36-45 (3) 45- 65

3. What is your educational level

(1) Bachelor Degree (2) Master Degree (3) Doctorate

4. How long teaching experience do you have (years)?

(1) 1-10 (2) 10 - 20 (3) 20 - 30 (4) 30- 40

## Part 2 : Survey About School Climate

Tick what you think is the most appropriate answer. Please note that the Number represent the following meanings

1= Strongly Disagree 2 = Disagree 3 = Neutral 4=Agree 5 = Strongly Agree

Perception of School Climate	1	2	3	4	5
1. Parents press for school improvement.					
2. The school is vulnerable to outside pressures.					
3. Select citizens groups are influential with the board.					
4. Parents exert pressure to maintain high standards.					
5. A few vocal parents can change school policy.					
6. Teachers feel pressure from the community.					
7. The principal is friendly and approachable.					
8. The principal treats all members as his or her equal.					
9. The principal maintains definite standards of performance					
10. The principal lets faculty know what is expected of them					
11. The principal responds to pressure from parents					
12. The principal is willing to make changes.					
13. The principal puts suggestions made by the faculty into operation.					
14. Teachers are committed to their students.					

15. Teachers respect the professional competence of their colleagues.					
16. Teachers accomplish their jobs with enthusiasm.					
17. Teachers help and support each other.					
18. Teachers in the school believe that their students have the ability to achieve academically					
19. Teachers in this school exercise professional judgement.					
20. Academic achievement is recognized and acknowledge by the school.					
21. The learning environment is orderly and serious					
22. Students respect others who get good grades					
23. The school sets high standards for academic performance.					
24. Students try hard to improve on previous work.					

### Part 3 : Survey About Teachers' Job Satisfaction

Tick what you think is the most appropriate answer. Please note that the Numbers 1-5

represent the following meanings

1= Very Dissatisfied 2 = Dissatisfied 3 = Neutral 4 = Satisfied 5 = Very Satisfied

Teachers' Job Satisfaction	1	2	3	4	5
1. Being able to keep busy all the time					

2.The chance to work alone on the job					
3.The chance to do things different from time to time					
4.The chance to be 'somebody' in the school					
5.Being able to do things that go against my conscience					
6.The chance to do things for other people					
7.The chance to tell people what to do					
8.The chance to do something that makes use of my abilities					
9.The chances for advancement on this job					
10.The freedom to use my own judgement					
11.The chance to try my own methods of doing the job					
12.The way my Head Teacher handles his/her teachers					
13.The competence in my line manager in making decisions					
14.The way my job provides for steady employment					
15.The way company polices are put into practice					
16.My pay and the amount of work I do					
17.The working conditions					
18.The way my co-workers get along with each other					
19.The praise I get for doing a good job					
20.The feeling of accomplishment I get from the job					



## APPENDIX B

### Research Questionnaires (Chinese Version)

#### 第一部分 基本信息

以下调查包含四个问题，请选择适合您个人信息的问题：

1. 你的性别是什么？

(1)男性 (2) 女性

2. 你的年龄是多少？

(1) 20-35 (2) 36-45 (3) 45- 65

3. 你的教育水平是多少

(1)学士学位 (2)硕士学位 (3) 博士学位

4. 你有多长的教学经验 (年) ?

----- (年)

## 第二部分 对教师所感知的学校风气调查

说明： 此部分总共包括 20 项， 主要调差问卷填写人对目前工作情况的满意度。

根据您在学校的实际情况, 请在最能代表您满意度的一个中打“ ”, 1-5 分别代表：

1=非常不满意， 2=不满意。 3= 中立， 4 =满意， 5 = 非常满意

	问卷项	非常不满 意	不满意	无意见	满意	非常满意
1	家长催促学校改 善。	1	2	3	4	5

2	学校容易受到外界的压力。	1	2	3	4	5
3	所选公众团体能对校事会产生影响	1	2	3	4	5
4	家长施加对老师压力，保持高标准。	1	2	3	4	5
5	少数发声的家长可以改变学校政策。	1	2	3	4	5
6	教师感受到来自团队的压力。	1	2	3	4	5
7	校长待人友好，平易近人。	1	2	3	4	5
8	校长平等对待所有老师。	1	2	3	4	5
9	校长保持明确的绩效标准。	1	2	3	4	5
10	校长让教师知道他们的期望是什么。	1	2	3	4	5
11	校长回应来自家长的压力。	1	2	3	4	5
12	校长愿意做出改变。	1	2	3	4	5

1 3	校长把教师提出的建议付诸实施。	1	2	3	4	5
1 4	教师们致力于培养学生。	1	2	3	4	5
1 5	教师尊重同事的专业能力。	1	2	3	4	5
1 6	教师热情地完成他们的工作。	1	2	3	4	5
1 7	教师相互帮助，相互支持。	1	2	3	4	5
1 8	学校的老师认为他们的学生有能力在学业上取得成就。	1	2	3	4	5
1 9	学校的教师有专业判断力。	1	2	3	4	5
2 0	学术成绩得到学校的认可和认可。	1	2	3	4	5
2 1	学习环境有序，严肃	1	2	3	4	5
2 2	学生尊重取得好成绩的其他人	1	2	3	4	5
2	学校对学生成绩设	1	2	3	4	5

3	定高标准。					
2 4	学生努力改进以前 的工作。	1	2	3	4	5

### 第三部分 教职工满意度问卷

说明：此部分总共包括 20 项，主要调查问卷填写人对目前工作情况的满意度。

根据您在学校的实际情况，请在最能代表您满意度的一个中打“ ”，1-5 分别代表：

1=非常不赞成，2=不赞成。3= 无意见，4=赞成。5= 非常赞成

	问卷项	非常不赞成	不赞成	无意见	赞成	非常赞成
1	我的工作一直保持忙碌状态。	1	2	3	4	5
2	我有单独工作的机会。	1	2	3	4	5
3	我不时会有做不同工作的机会。	1	2	3	4	5
4	我在单位里有成为重要人物。	1	2	3	4	5
5	我的主管有管	1	2	3	4	5

	控其团队的方法。					
6	我有机会学习 主管决策能力	1	2	3	4	5
7	我能够做一些 被违背良心的 事。	1	2	3	4	5
8	我的工作稳定。	1	2	3	4	5
9	我有为他人做 事的机会。	1	2	3	4	5
10	我有可以告知 人们做什么的 机会。	1	2	3	4	5
11	我有使用我能 力做一些事情 的机会。	1	2	3	4	5
12	我对学校政策 付诸实践方式 满意。	1	2	3	4	5
13	我对薪资和工 作量满意。	1	2	3	4	5
14	我在工作上有	1	2	3	4	5

	进一步提升的机会。					
15	我有自我判断的权利。	1	2	3	4	5
16	我有使用我自己的方式来工作的机会。	1	2	3	4	5
17	我对工作劳动条件满意。	1	2	3	4	5
18	我与同事相处融洽。	1	2	3	4	5
19	我对工作做好得到赏识满意。	1	2	3	4	5
20	我对工作中取得的成就满意	1	2	3	4	5



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### Letter of Certification

This is to certify that Mr. Yu Hang Zheng's Questionnaire for his Master Thesis in Assumption University of Thailand was translated and edited into standardized Chinese simplified version by our professional translator from *Real Learning Center & Translation Institute*. The translated version was developed exactly based on the original English one, and a *back-translation* procedure was used for checking the translation validity. Thus, the quality of the translated Chinese version was confirmed herein this letter.

SINCE 1969

Real Learning Center &  
 Translation Institute  
 Bangkok, Thailand

Ms. Yi Xian  
 (The Translator)

Nov 27, 2019



