THE RELATIONSHIP BETWEEN TEACHERS' PERCEPTIONTOWARDS SCHOOL CLIMATE AND THEIR JOB SATISFACTION

Ailan Yuan[1], Anchalee Chayanuvat[2]

Suryadhep Teachers College, Rangsit University,
Pathumthani, THAILAND.

[1]ailanyuan666@gmail.com, [2]anchalee.c@rsu.ac.th

ABSTRACT

The study investigated the relationship between teachers' perception towards school climate and their job satisfaction at a secondary school in Bangkok. The study first assessed the teachers' perception towards school climate, examined the teachers' job scarification and lastly tested the relationship between these two main variables. A total of 143 full-time teachers volunteered to participate in this study The main research instrument was a 43-item questionnaire adopted based on the Open and Closed School Climate and the Healthy School Climate Theory and job satisfaction factors of the respondents: teaching job, income, working conditions, self-esteem, intrinsic rewards, interpersonal relationships, policies and management. Means and standard deviations were used to report the teachers' perception towards school climate and their job scarification; Pearson Product Moment Correlation Coefficient analysis was applied to test the relationship between these two variables. The results showed that the teachers in the target school had a positive attitude towards school climate ($\bar{X}$= 4.13/ S.D = 0.77). The Pearson Correlation test indicated that there was a significant relationship between teachers' perception towards the school climate and their job satisfaction with a correlation significance 0.01 level. The study findings confirmed that major crucial issues in education that need the school's closest attention are the school as a learning organization to provide the conditions necessary for a healthy working climate and teacher professional development and the retention of qualified teachers based on their job satisfaction to produce quality education.

Keywords: Teachers, School Climate, Job Satisfaction

INTRODUCTION

Currently, European and American countries and the Asia-Pacific region continue to promote different school development plans based on their local school development experience, hoping to improve the quality of school education and improve students' learning achievements (Shin & Harman, 2009; Salajan, 2019; Winterton, 2019). Similarly, Thailand implemented educational reforms, and focused on cultivating students' innovative spirit and practical ability (Haruthaithanasan, 2018; Pherali, 2021). In trying to cope with the rapidly changing world, each school consider the actual situation of the school itself and formulate school goals according to the national strategic requirements (Schiepe-Tiska, 2019). This is because of a common belief that schools are expected to have good teachers that help to groom students who will grow up to be desirable citizens of a country with values (Balakrishnan, 2015; Agarwal, 2017).

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School is the main place where students study and teachers work. The school climate is undoubtedly endowed with great significance. A supportive and healthy school climate is positively correlated with teachers' work enthusiasm and satisfaction, which has an impact on teaching activities and the strategies used by students (Alinsunurin, 2020). Teachers are the most important part of achieving school goals because achieving them depends on teachers' willingness to do their best to achieve school goals (Yi et al., 2020). Thus, teachers play an important role in shaping and improving children's intelligence during the growing period of students at schools. The values and knowledge instilled in students by teachers determine the future of their children and the country because they are tomorrow's citizens (Zhukova, 2018). Teachers and students practice the course together, and it goes without saying that the quality of teaching has a direct impact on students' performance (Law et al., 2019).

Munir and Iqbal (2018) pointed out that a good school climate is helpful to improve teacher satisfaction, and teachers' job satisfaction has a considerable impact on teachers' teaching input. On the contrary, a negative school climate tends to make teachers tired, unmotivated, and afraid to make mistakes, afraid to try new teaching methods (Saeki et al., 2018). Therefore, it can be inferred that building a good school climate could help to improve teachers' job satisfaction, thus improving students' academic performance and keeping the school's reputation moving in a positive direction (Crisci et al., 2019).

With the increasing demand for accountability in the education sector, school leaders and teachers as having the key roles in education cannot be excluded. Teachers need to spend a lot of time and energy to complete the work outside the inspection teaching, leading to a greater impact on the teacher's job satisfaction, and the administrators' consideration for the teachers, and the establishment of a transparent and systematic management system (Chirkina & Khavenson, 2018). The soundness of the school system is a key factor in creating a good school atmosphere. At the same time, the school system should be conducive to mutual cooperation and mutual respect between teachers, which is an effective measure to improve teacher satisfaction. Schiepe-Tiska (2019) indicated that school climate and teacher performance are important prerequisites for student performance.

Grazier and Molinari (2021) pointed that school climate is a good predictor of teachers' job performance. The familiar climate leads to the greatest contribution to the teacher's work performance, followed by the open and controllable climate and autonomy, while the contribution of the closed climate is not significant. Therefore, a good school climate could help improve teachers' job satisfaction, and students' academic performance. It keeps the school's reputation moving in a positive direction (Crisci et al., 2019). The school climate is seen as contributing to the role of the school as learning organization and the key players are the teachers and the principals who are expected to transform their schools into better learning organizations (Hamsah et al., 2011).

Job satisfaction is not only a significant factor in making employees happily doing their work but also a drive for effective carrying out of the work in the employees' responsibilities. In a school, teachers should love their jobs although they have to undergo problems and obstacles at work. Teaching is not easy but it is fruitful. Thus, school management will try as best as they can to design the environment that induce job satisfaction. According to Herzberg (1965), job satisfaction is brought about by Hygiene factors, Hygiene factors are not part of work, but it always revolves around work, which is considered an external factor in work. For example, working conditions, wages, and relationships between colleagues. Motivational factors are those related to personal relationships, for example, a sense of accomplishment, and others' recognition of the work being done well. And Roszi et al. (2021) pointed out that the basic needs and motivations put forward by Herzberg can inspire human beings to work wholeheartedly and strive to achieve the best performance.

This study was an attempt to first investigate the teachers' perception towards the school climate and their job satisfaction, and second, examine the relationship between them. There have been cases of teachers who are not fully devoted to their teaching because they are not satisfied with the school climate and also cases of more than one type of school climate existing in one school, making the jobs difficult to carry out. Shouppe and Pate (2010) conducted a study in select Georgia schools and found that schools with open climates in which principals and teachers exhibit open type behaves of collegiality, collaboration and commitment may be better equipped with successful implementation of the New Georgia Performance Standards requiring that the schools provide clear expectations for instruction, assessment and student work (Darling-Hammond, 2004; Snider, 2021). The findings from this study was expected to provide a clear picture about what the teachers in a school in Bangkok, Thailand thought about the school climate they were working in and whether they were satisfied with their job and the relationship between the two aspects. In addition, the findings would help all the stakeholders of the school to carefully think about how their school could achieve continuous improvement and excellence in terms of teacher and student learning.

RESEARCH OBJECTIVES

There were three objectives in this research:

1. To identify the teachers' perception towards school climate and the teachers' perception towards their job satisfaction.
2. To identify the significant relationship between teachers' perception towards school climate and their satisfaction.

LITERATURE REVIEW AND THEORETICAL FRAMEWORKS

This study was mainly based on three theories, the Open and Closed School Climate Theory (Halpin & Croft, 1963) and the Healthy School Climate Theory (Miles, 1965) were used to support the researcher's idea of school climate, besides, Motivation-Hygiene Theory of Herzberg(1959). These theories were adopted to support the opinion of teachers' level of job satisfaction part in this study.

1. Halpin and Croft's open and closed school climate

School is one of the complex organizations. School climate refers to a lasting temperament formed by the interaction between school administrators and teachers' behavior in the school's internal environment. This trait is perceived by school members and affects the behavior of the entire school's teachers and students. It not only affects teachers' emotions, values, and work attitudes, but also further affects their behavior. Organizational theorists have long reported paying attention to the climate. The climate is the total environmental quality within an organization (Lunenburg & Ornstein, 2008, p. 73). The organizational climate is based on the work of Halpin and Croft's (1963) concept of open and closed climates. The school climate research of Halpin and Croft (1963) found that the intimacy quality was characteristic of both "open" and "closed" school climates. Open climate provides satisfaction for group members' social needs (Bentil, 2021). According to Halpin and Croft, "authenticity" is the main characteristic of an open climate. The group members work energetical1y towards organization goals with an open climate (Chirkina & Khavenson, 2018).

In contrast, the organization will not improve if the climate of the relationship is affected. A high level of apathy on the part of all members of the organization is one characteristic of a closed climate. 'Members' behavior can be construed as inauthentic; indeed, the organization will become stagnant (Halpin, 1966, p. 131).

This theory was adopted in the study to collect the information about what the school climate was like in the target school.

2. Concepts of Healthy School Climate

The concept of a healthy school climate was proposed by Miles (1965). A healthy school climate means that the school system is sound. The principal can obtain resources through a certain degree of influence, so that employees can work in a relaxed and happy environment, team members trust each other, have common goals, and leaders are good at using motivational methods to obtain the support of the principal. A guidance to obtain corresponding social benefits. Therefore, teachers do not need to be pressured by the outside world and can focus on their own teaching work. In the process, the morale of teachers, parents, and students increased (Grazia & Molinari, 2021).

On the contrary, the unhealthy school atmosphere means that the principal lacks the influence of external resources, so that teachers are subject to external pressure and have to deal with many things that are not related to teaching. As a result, teachers do not have enough time to teach, which reduces the quality of teaching and affects student performance (Okeke-James et al., 2020).

A healthy school climate not only refers to a good working environment, but more importantly, the psychological fit between teachers, that is, team members fully trust and cooperate with each other. This is the key to creating a good working atmosphere. Shared values are the basis for forming a healthy school atmosphere. If there is no good working atmosphere, there will be insufficient trust and communication between team members, and they will not be able to open their hearts to exchange and learn from experience. There will be scruples and reservations, which is not conducive to the formation of shared values (Carlson, 2021). Ozgenel (2009) conducted a study to determine whether the school climate affects school effectiveness. The findings of the study revealed that school climate predicts school effectiveness.

In this study, the characteristics of work atmosphere at the target school were identified to conclude whether or not the work atmosphere at the target school was healthy and whether the teachers at this school were satisfied with their job.

3. Organizational Climate Index (OCI)

The Organizational Climate Index (OCI) The Organizational Climate Description Questionnaire (OCDQ) created by Hoy, Smith, and Sweetland (2002) based on Halpin and Croft (1963) and the Organizational Health Checklist (OHI) created by Hoy (1991) were adopted to survey the teachers' perceptions of school climate with the following four parts.

Institutional vulnerability refers to whether the school is vulnerable to external pressure, such as teachers feel pressure from the community and parents exert pressure to maintain high standards. If principals and teachers are often unable to focus on their work due to external influences, it indicates that the school has a high degree of institutional vulnerability.

Collegian leadership refers to the principals who are discussing all aspects of the school and acknowledging the existence of other opinions to formulate clear performance standards and expectations for teachers. The principal can communicate with teachers in an equal, open and friendly way.

Achievement press refers to the orderly learning environment, the high requirements and achievable requirements of the school, the students recognize the academic performance standards set by the school and are willing to work hard, and the academic results obtained are recognized by the teacher and respected by the classmates.

Professional teacher behavior refers to the ability of teachers to make independent judgments, respect the abilities of colleagues, cooperate with each other, support each other, learn from each other, achieve the school's goals, and implement the commitments to students.

4. Motivation-Hygiene Theory of Herzberg (1959)

The two factor theory, also known as Herzberg's motivation-hygiene theory, was proposed in 1959 by the American psychologist Herzberg. There are two types of relevant factors in enterprises, namely, satisfactory factors and unsatisfactory factors. Satisfaction factors refer to factors that can make people satisfied and motivated (Herzberg et al., 1959).

Dissatisfaction factors refer to factors that are prone to produce opinions and negative behaviors, namely hygiene factors. These two factors are the main factors affecting employee performance. The content of hygiene factors includes company policy and management, supervision, wages, colleague relations and working conditions. These factors are termed extrinsic satisfaction. Satisfying these factors can eliminate dissatisfaction and maintain the original work efficiency, but it cannot motivate people to be more active (Herzberg, 1966).

Motivation factors are related to the job itself or the content of the job, including achievement, appreciation, the meaning and challenge of the job itself, sense of responsibility, promotion, development, etc. These factors are called intrinsic satisfaction, which can cause people to generate great incentives, not to be satisfied, and they will not produce dissatisfaction like the hygiene factor (Herzberg et al., 1957; Herzberg, 1966; 2003).

According to Herzberg's motivation-hygiene theory (1959), the questionnaire uses seven components, including the work itself, pay, working conditions, self-esteem, intrinsic rewards, interpersonal relations, policy and management were used in the questionnaire to survey the level of teachers' job satisfaction in this study. The purpose of this study is to identify the relationship between teachers' perception of school climate and their job satisfaction.

Hygiene factors are not part of the job content, but it always revolves around the work. It is considered as an external factor in the work, which includes supervision, interpersonal relationships, working conditions, salary, organizational policies, administrative practices, benefits and employment security, Hertz Berg stated these factors motivating factors.

Motivation factors: Achievement, recognition, responsibility, progress, growth, interest in work, and work itself are considered to be sources of motivation, as well as internal factors of the work itself. Herzberg observed these factors motivational factors.

The organizational climate of a school refers to a series of internal characteristics related to management that are perceived by teachers and affect their behavior. Teacher job satisfaction is a kind of overall emotional feelings and opinions of teachers about work itself, working environment and interpersonal relationship. Teacher job satisfaction is exerted through teachers' work enthusiasm and then affects the quality of school education. Therefore, this research hypothesis: there is a significant relationship between teachers' perception towards school climate and their job satisfaction.

RESEARCH METHODOLOGY

1. Research design

This research was mainly a quantitative design. The researcher used questionnaires to collect data and study the cognition of the target group. Through descriptive and correlation analysis of the data, namely, a method based on research and analytical data was obtained. Specifically, the data used by statistical methods in data analysis includes descriptive statistics and Pearson Product Moment correlation coefficient statistics.

2. Population and participants

The target population of this study includes full-time teachers who teaching in a secondary school in Bangkok in the 2020-2021 academic year. Since the school currently has 177 teachers, all 177 teachers are used as the target group for the study. 177 questionnaires were sent out and 143 were received. However, based on Yamane's formula (1967) this number was acceptable. All of these teachers gave their consent to be the questionnaire respondents.

3. Research instruments

This study used the questionnaire to collect data. The questionnaire is consisted of three parts. The details are shown below.

The first part of the Questionnaire contained the general information of the teachers' demographic variables such as gender, age, nationality, and education.

The second part used 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 to investigate teachers' perception of school climate. The questionnaire had a total of 30 items to survey teachers' perception on the four dimensions of school climate.

Table 1. Breakdown survey questions on school climate

Aspects of School Climate	Items
Institutional vulnerability	1-6
Collegial Leadership	7-14
Achievement Press	15- 22
Professional Teacher Behavior	23-30

The third part of the questionnaire includes the job satisfaction factors of the respondents as show in the Table 2. The questionnaire was adopted from the related research conducted by Drukpa (2010) to identify the teachers' perception towards their job satisfaction.

Table 2. Breakdown survey questions on job satisfaction

Aspects of Job Satisfaction	Items
1.Work	1-3
2 .Income	4-10
3 .Working conditions	11-23
4 .Self -esteem	24-30
5 .Intrinsic rewards	31-34
6 .Interpersonal relationships	35-39
7 .Policy and management	40-43

The 5-point Like1t scale (1932) where 1 to 5 indicate the degree of occurrence from rare to very frequent was used in this study, the lowest point is I point, which indicates a low index perception of school climate or job satisfaction, and the highest point is 5 points, which indicates high index perception of school climate and job satisfaction.

Table 3. Scores and interpretation of the survey question response

Agreement Level	Score	Range	Interpretation
Strongly Agree	5	4.51 -5.00	Very High
Agree	4	3.50 -4.50	High
Moderately Agree	3	2.50 -3.49	Moderate
Disagree	2	1.50 -2.49	Low
Strongly Disagree	1	1.00 -1.49	Very Low

Source :Likert, 1932

4. Data Analysis

After collecting data from the teachers at a secondary school in Bangkok, Thailand, the researcher used a statistical tool to analyze and interpret the data according to each research goal.

1) Means, Standard Deviation used to identify the teachers' perception towards school climate at the selected international school, and also will be use to determine the level of the teachers' job satisfaction of teachers teaching in a secondary school in Bangkok.

2) Pearson Product Moment Correlation Coefficient used to identify the relationship between teachers' perception towards school climate and their level of job satisfaction at a secondary school.

RESULTS

The 177 questionnaires were sent out through an online platform and 143 questionnaires were recovered, representing that 143 teacher participated in the study. The ratio of male and female teachers is 43.6 percent and 46.4 percent respectively.

1. Results of Research Objective One

As Table 4 show that Institutional vulnerability is measured by questions 1-6. According to the analysis results, items 2, 4 , 5 and 6 are considered to be high, while the perception of items 1 and 3 is relatively low. Among them, the score of "1. A few vocal parents can change school policy" is the highest (4.2). Teachers have the lowest score for "3. Teachers feel pressure from the community" is the lowest (3.17). Overall, teachers' perception of this dimension is at a very high level (average 3.54).

Collegial Leadership is measured by items 7-14. According to the analysis results, items 7, 8, 9, 12, and 14 are considered to be relatively high, while the perception of items 10, 11, and 13 is relatively low. Among them, "8. The principal treats all faculty members as his or her equals" is the highest (4.68), "10. The principal responds to pressure from parents" is the lowest (4.15), overall, teachers' perceptions of this dimension are at a high level (average 4.37).

Achievement Press is elaborated by questions 15-22. According to the analysis results, items 15, 16, 17, 20, and 22 are considered to be relatively high, while the perception of items 18, 19, and 21 is relatively low. Among them, "16. The school sets high standards for academic performance" is the highest (4.21), "18. Students seek extra work so they can get a good grade" is the lowest (2.57), overall, the dimension of teachers' perception of this is at a high level (average 3.78).

Professional Teacher Behavior is illustrated by questions 15-22. According to the analysis results, items 23, 24, 25, 27, 28, and 30 are considered to be relatively high, while items 26 and 29 have relatively low perceptions. Among them, "25. Teachers accomplish their jobs with enthusiasm" is highest (4.63), ".29. Teachers provide strong social support for colleagues" is lowest (3.54), overall, teachers' perception of this dimension is at a high level (mean value is 4.31).

Table4. Means and standard deviations of various items of school climate perceived by teachers

Dimensions	The Organizational Climate Index	Mean	S.D.	Interpretation	Rank
Institutional Vulnerability	1.A few vocal parents can change school policy.	4.2	.419	High	1
	2.Select citizens groups are influential with the board.	4.01	.577	High	2
	3.Teachers feel pressure from the community.	3.17	.479	Moderate	6
	4.Parents exert pressure to maintain high standards.	3.23	.58	Moderate	3
	5.Parents press for school improvement.	3.44	.544	Moderate	3
	6.The school is vulnerable to outside pressures.	3.19	.538	Moderate	5
	Overall	**3.54**	**.79**	**High**	
Collegial Leadership	7.The principal explores all sides of topics and admits that other opinions exist.	4.43	.67	High	3
	8.The principal treats all faculty members as his or her equal.	4.68	.468	Very High	1
	9.The principal is friendly and approachable.	4.42	.642	High	4
	10.The principal responds to pressure from parents.	4.16	.544	High	7
	11.The principal lets faculty know what is expected of them.	4.19	.677	High	6
	12.The principal maintains definite standards of performance.	4.54	.449	Very High	2
	13.The principal puts suggestions made by the faculty into operation.	4.15	.538	High	8
	14.The principal is willing to make changes.	4.38	.582	High	5
	Overall	**4.37**	**.83**	**High**	
Achievement Press	15.The learning environment is orderly and serious.	4.03	.707	High	5
	16.The school sets high standards for academic performance.	4.21	.424	High	2
	17.Students respect others who get good grades.	4.08	.605	High	3
	18.Students seek extra work so they can get good grade.	2.57	.647	Moderate	8
	19.Students try hard to improve on previous work.	3.66	.537	High	6
	20.Academic achievement is recognized and acknowledged by the school.	3.35	.447	Moderate	7

	21.Students in this school can achieve the goals that have been set for them.	4.07	.607	High	4
	22.Teachers "go the extra mile" with their students.	4.27	.419	High	1
	Overall	**3.78**	**.87**	**High**	
Professional Teacher Behavior	23.Teachers help and support each other.	4.59	.319	Very High	2
	24.Teachers in this school believe that their students have the ability to achieve academically.	4.47	.577	High	5
	25.Teachers accomplish their jobs with enthusiasm.	4.63	.479	Very High	1
	26.Teachers respect the professional competence of their colleagues.	4.52	.758	Very High	3
	27.The interactions between faculty members are cooperative.	4.11	.524	High	7
	28.Teachers in this school exercise professional judgment.	4.14	.429	High	6
	29.Teachers provide strong social support for colleagues.	3.54	.673	High	8
	30.Teachers are committed to their students.	4.48	.479	High	4
	Overall	**4.31**	**.81**	**High**	

Table 5 shows the means and standard deviations of the four aspects of school climate. The overall finding is shown in the mean score of 4.125 with a standard deviation of .77. The highest mean was in the aspect of 'Collegial Leadership", which means for the teachers, this aspect was the most important. They attach the school climate to the friendly and supportive leaders/ principals who could make the working atmosphere healthy and supportive. On the other hand, although "Institutional Vulnerability" got the mean score of 3.54 (S.D.=.79) in the 'high' level, of the four aspects, it affected the teachers the least.

Table 5. Means and Standard Deviations of School Climate Perceived by Teachers (N = 143)

School Climate	Mean	S.D.	Interpretation	Rank
Institutional Vulnerability	3.54	.79	High	4
Collegial Leadership	4.37	.83	High	1
Achievement Press	3.78	.87	High	3
Professional Teacher Behavior	4.31	.81	High	2
Overall	4.125	.77	High	

The overall mean score of the construct, "Work" was 4.26, regarded as high. "2. I am happy with my assigned responsibilities as it gives me the opportunity to utilize my knowledge and skills" had the highest mean, 4.61; "I have enough freedom to make my own decisions within my assigned responsibilities" was the second-highest mean result.

The overall mean score of Income was 4.13 regarded as high. The highest mean question within this construct was 4.57 for "5. My income is appropriate to my qualifications".

The overall mean score of working conditions was 4.35, regarded as high. The highest mean was 4,61 for "23. There is a positive work atmosphere in this school"; the lowest mean was 3.34 for "16. I am not overloaded with work".

The total mean score of Self-esteem was 4.41, with the lowest mean "30. Teachers are highly respected in this society" which was 3.18, regarded as Moderate. The highest mean question in this construct was 4.67 for "25. My principal gives me credit when I do a good job.

The total mean score of intrinsic rewards was 3.67, with the lowest mean “32. I have opportunities to be promoted in accordance with my competence”, which was 3.25, regarded as moderate. The highest mean question in this construct was 4.62 for “33. I have opportunities to attend workshops or seminars to enhance my skills and broaden my experience.”

The total mean score of Interpersonal Relation was 4.37. “38. My colleagues and my superiors are enthusiastic to collaborate with me. It was the highest mean score, which was 4.63, regarded as very high. The lowest mean question in this construct was 3.87 for “37. I am supported in my educational quality development by my superiors.”

The total mean score of policy and management was 3.81. “43. I am satisfied with this schools educational policy.” was the highest mean score, which was 4.28, regarded as high. The lowest mean question in this construct was 3.37 for “41.I am satisfied with the staffs’ annual appointments and deployments.”

Table 6. Means and Standard Deviations of Satisfaction Job Perceived by Teachers (N = 143)

Dimensions	**Job Satisfaction**	**Mean**	**S.D.**	**Interpretation**	**Rank**
Satisfaction level of teaching job	1. I am usually assigned important work.	3.81	.675	High	3
	2. I am happy with my assigned responsibilities as it gives me the opportunity to utilize my knowledge and skills.	4.61	.519	Very High	1
	3. I have enough freedom to make my own decisions within my assigned responsibilities.	4.36	.479	High	2
	Overall	**4.26**	**.81**	**High**	
Satisfaction level of pay	4. My monthly income is sufficient to lead a decent life in this society.	4.31	.713	High	2
	5. My income is appropriate to my qualifications.	4.57	.468	Very High	1
	6. I am underpaid in relation to the amount of work I do.	3.46	.734	Moderate	7
	7. I am paid an appropriate wage level for the amount of work I do.	4.11	.58	High	5
	8. Supervisors have a fair promotion and salary advancement process for staff.	4.32	.875	High	4
	9. I am concerned about doing my job successfully and my performance evaluations.	3.94	.911	High	6
	10. Current salary levels are suitable for staffs’ responsibilities in the school.	4.20	.714	High	3
	Overall	**4.13**	**.87**	**High**	
Satisfaction level of working conditions	11. I feel comfortable working in this school.	4.59	.647	Very High	3
	12. The school has enough resources.	4.54	.814	Very High	6
	13. The school has an environment conducive to teaching and learning.	4.56	.841	Very High	5
	14. I am happy with the number of teaching periods allocated to me.	4.6	.143	Very High	2
	15. I have more co-curricular responsibilities than teaching.	4.4	.514	High	9
	16. I am not overloaded with work.	3.34	.911	Moderate	13
	17. The school provides standard items, materials, tools, and utensils in the workplace.	3.91	.871	High	12
	18. The school provides a handbook, regulation, discipline, and a mandate to facilitate my Performance.	4.16	.247	High	11

	19. School is developed in accordance with Thai educational system.	4.44	.914	High	8
	20. There is a proper ratio of staff to students.	4.29	.715	High	10
	21. I am capable of performing well.	4.48	.755	High	7
	22. School environment facilitates performance.	4.57	.716	Very High	4
	23. There is a positive work atmosphere in this school.	4.61	.876	Very High	1
	Overall	**4.35**	**.83**	**High**	
Satisfaction level of self-esteem	24. My work is duly acknowledged by my supervisor.	4.64	.525	Very High	3
	25. My principal gives me credit when I do a good job.	4.67	.836	Very High	1
	26. My work is normally successful but I seldom receive praise or recognition for my efforts.	4.58	.905	Very High	5
	27. I am proud to be a teacher.	4.63	.475	Very High	4
	28. People respect me as a teacher.	4.61	.711	Very High	2
	29. I want my children to join the teaching profession.	4.53	.805	Very High	6
	30. Teachers are highly respected in this society.	3.18	.475	Moderate	7
	Overall	**4.41**	**.79**	**High**	
Satisfaction level of Intrinsic Reward	31. I play a role in the educational staff's performance evaluations.	3.45	.701	Moderate	3
	32. I have opportunities to be promoted in accordance with my competence.	3.25	.478	Moderate	4
	33. I have opportunities to attend workshops or seminars to enhance my skills and broaden my experience.	4.42	.543	High	1
	34. Job designs of my position have been regularly improved.	3.57	.503	High	2
	Overall	**3.67**	**.77**	**High**	
Satisfaction level of Interpersonal Relation	35. My colleagues and superiors collaborate with each other.	4.45	.901	High	3
	36. There is a pleasant and friendly work atmosphere between my superiors and I.	4.43	.408	High	4
	37. I am supported in my educational quality development by my superiors.	3.87	.443	High	5
	38. My colleagues and my superiors are enthusiastic to collaborate with me.	4.63	.573	Very High	1
	39. Superiors give practical advice on my performance.	4.47	.701	High	2
	Overall	**4.37**	**.81**	**High**	
Satisfaction level of Policy and Management	40. Action plans are prepared before actual implementation.	3.43	.971	Moderate	3
	41.I am satisfied with the staffs' annual appointments and deployments.	3.37	.478	Moderate	4
	42. Educational reform encourages teachers to take part in decision making with school administrators.	4.16	.445	High	2
	43. I am satisfied with this schools educational policy.	4.28	.573	High	1
	Overall	**3.81**	**.87**	**High**	

Table 7 below shows the means and standard deviation of the seven aspects of the school climate. The overall finding is shown in the mean score of 4.14 with a standard deviation

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of .69. The highest mean was in the aspect of 'Self Esteem", which means for the teachers, this aspect was the most important. They attach their job satisfaction to their self-esteem. On the other hand, although "Intrinsic Rewards" got the mean score of 3.67 (S.D.=.77) in the 'high' level, of the seven aspects, it affected the teachers the least. It is noticeable that "Policy and Management" was the second aspect least affecting the teachers with the mean score of 3.81 (S.D. =.87) although the item was ranked at the 'high' level. It was a factor from outside, not from within.

Table 7. The Summary of Means and Standard Deviations of teachers' perception towards their Job Satisfaction (N = 143)

Job Satisfaction	Mean	S.D.	Interpretation
Work	4.26	.81	High
Income	4.13	.87	High
Working conditions	4.35	.83	High
Self-esteem	4.41	.79	High
Intrinsic rewards	3.67	.77	High
Interpersonal relationships	4.37	.81	High
Policy and management	3.81	.87	High
Overall	4.14	.69	High

Results of Research Objective Two

Table 8 shows that there was a significant relationship between the school climate and the teachers' job satisfaction.

Table 8. Pearson Correlation between Teachers' Perceptions toward school climate and their job signification in a secondary school

Variables		Job signification
School climate	Pearson Correlation	.757**
	Sig.(2-tailed)	.000
	N	143

**. Correlation is significant at the 0. level 01(2-tailed).

According to the Pearson product-moment correlation coefficient analysis, it can be concluded that the teacher's job satisfaction has the strongest correlation with the relationship between colleagues, the results that the sig. (2-tailed) between collegial leadership and job satisfaction was .002 (r = .734); the outcomes showed that the sig. (2-tailed) between professional teacher behavior and job satisfaction was .000 (r = 726); the results that the sig. (2-tailed) between institutional vulnerability and job satisfaction was .000 (r = .718); the outcomes showed that the sig. (2-tailed) between achievement press and job satisfaction was .001 (r = 651). All dimensions of school climate are significantly positively correlated with teachers' job satisfaction. See Table 9 below.

Table 9. Pearson Product Moment Correlation between Each Dimension school Climate and Job Satisfaction Perceived by Teachers

		Job signification
Institutional Vulnerability	Pearson Correlation **Sig. (2-(tailed**	.718** .000
Collegial Leadership	Pearson Correlation **Sig. (2-(tailed**	.734** .002
Achievement Press	Pearson Correlation **Sig. (2-(tailed**	.651** .001
Professional Teacher Behavior	Pearson Correlation **Sig. (2-(tailed**	.726** .000
**. Correlation is significant at the 0.01 level (2-tailed).		

DISCUSSION

The findings from the data analysis of the study revealed clear responses to the two objectives of the study which were 1) to identify the teachers' perception towards the school climate and the teachers' job satisfaction and 2) to identify the relationship between the school climate and the teachers' job satisfaction. The teachers in the study showed positive attitude towards aspects of the school climate: collegial leadership ($\bar{x}$ = 4.87) professional teacher behavior ($\bar{x}$ = 4.31), achievement press ($\bar{x}$ = 3.78), and institutional vulnerability ($\bar{x}$ = 3.54) with collegial leadership with the highest mean score, while self-esteem ($\bar{x}$=4.41), interpersonal relationships ($\bar{x}$ = 4.37) and working conditions ($\bar{x}$ = 4.35) were factors that highly influenced their job satisfaction.

This confirms the findings of Zhukova (2018) that the role of school climate in the education process cannot be ignored as how the teachers feel about the school climate and atmosphere of their working environment is closely related to their educational behavior. Similarly, Nagoba and Mantri (2015) emphasized that teachers are a key factor to move the school forward. A teacher plays a crucial and demanding role in the process of student learning enhancement by creating a context that maximizes students' desire and ability to learn.

Gray, Wilcox and Nordstokke (2017) found that positive school climate is related to the development and retention of teachers, which in turn affects students' healthy development and academic performance. Along the same line, Fatou and Kubiszewski (2018) pointed out that the school climate perceived by teachers is significantly correlated with student performance. It can thus be concluded that the teachers will increase their teaching effectiveness if they are satisfied with their jobs as a result of preferable school climate all of which will lead to quality education for students of the school. This idea is also voiced by Dernowska (2017) that improving the quality of teachers is a breakthrough in improving the quality of education in various countries. Aldridge and Fraser (2015) related a positive school environment to teachers' more positive feelings towards their job commitment. They were convinced that if more satisfied teachers are more enthusiastic about spending time and energy in teaching their students (Snider, 2021). In this study, the teachers attached highest importance to "Self-Esteem" that topped the list of aspects of their job satisfaction. Huitt (2009) explains that self-esteem is the affective or emotional aspect of self and generally refers to how we feel about or how we value ourselves (one's self-worth). Therefore, if the teachers in this school highly value themselves and realize what they can do best, they will certainly contribute a lot to the school's goals and plans for student learning achievement.

In this study, collegial leadership is the most influential school climate aspect. This point is reflected by Ozgenel and Mert (2019) that under the leadership of the principal, the social needs of the teachers will be taken care of and his fair and friendly attitude will fully encourage the teachers to achieve their goals. Lundie and O'Siochru (2021) stated that school governance methods and participation dimensions have been found to be important predictors of school climate. Leaders' beliefs and values are one of the indispensable factors of school achievement, which directly determine the school climate and indirectly determine the teacher's job satisfaction and as a result shaping "good organizational health" (Rezaee et al., 2018).

To take the issue further, school climate and teacher job satisfaction are not 'stand-alone' factors in a school. They are features of schools as learning organizations. Yuner and Burgaz (2019) explained that the school's management is at an intermediate level, while the school's goals are at the high level and for the school to be a happy place for teacher and student learning, the school itself must continue to learn. In brief, the strategies, processes and practices that make up the school as a learning organization must get closest attention of the management. They are thought to enhance staff job satisfaction (Kools et al., 2019).

CONCLUSION

Out of these four constructs, the overall mean score of the teachers' perceptions towards their school climate was 4.125, which was regarded as 'very high'. These results are very positive toward the teachers' perception of their school climate. The means scores from the highest to the lowest are: 1) Collegial Leadership ($\bar{x}$ = 4.37), 2) Professional Teacher Behavior ($\bar{x}$ = 4.31). 3) Achievement Press ($\bar{x}$ = 3) and 4) Institutional Vulnerability ($\bar{x}$ = 3.54).

According to the analysis results, the total mean score of the teachers' perceptions towards their job satisfaction was 4.14, which was regarded as very high. These results are very positive toward the teachers' perception of their job satisfaction. The means scores from the highest to the lowest are 1) Self-esteem ($\bar{x}$ = 4.41), 2) Interpersonal relationships ($\bar{x}$ = 4.37), 3) Working conditions ($\bar{x}$ = 4.35) 4) Work ($\bar{x}$ = 4.26), 5) Income ($\bar{x}$ = 4.1). 6) Policy and management ($\bar{x}$ = 3.81) and 7) Intrinsic rewards ($\bar{x}$ = 3.67).

The conclusion of this study is that the school climate is positively correlated with teachers' job satisfaction. Teachers have a positive attitude towards the school's climate, and teachers' job satisfaction is higher. Identifying the influencing factors of teacher job satisfaction will not only have a positive effect on teacher quality and teacher professional identity but also have a positive effect on students' academic achievement and student's educational satisfaction. At the same time, improving the school climate is an effective measure to improve teacher job satisfaction. Improving teacher satisfaction is a key step to improving the quality of education.

The school climate affects the development of teachers and students in many ways. The value orientation, whether the learning climate is strong, and the focus on cooperation or competition has formed a completely different school climate.

The school's attention to different learning goals will produce a school's psychological environment, which will affect students' learning concepts, emotions, and behaviors. For example, posting honor rolls to students who have achieved achievements, and offering different courses for students of different ability levels, etc., all emphasize the ability comparison and competition in schools, creating an ability-oriented atmosphere. On the other hand, by emphasizing hard work and improving learning ability, emphasizing learning itself, and task mastery, a task-oriented climate is formed (Dernowska, 2017).

The results of the research are expected to attract the attention of administrators, make them aware of the importance of school climate, better understand teachers' needs, and provide teachers with support, thereby increasing teachers' satisfaction and at the same time improving their management styles.

For teachers, this research can help teachers discover the connection between their work satisfaction and administrative support to develop their relationship with the school and reflect the needs of managers in their work, which can promote their involvement in the teaching profession to stay longer.

In addition, this research will benefit researchers who focus on the relationship between school climate and teacher job satisfaction and can provide them with first-hand information for future researchers.

In brief, the strategies, processes and practices that make up the school as a learning organization must get closest attention of the management. They are thought to enhance staff job satisfaction (Kools et al., 2019). Tapun and Chayanuvat (2020) propose a learning organization model as consisting of seven components: 1) leadership in learning, 2) learning promotion policy, 3) learning support environment, 4) learning culture development, 5) shared vision learning, 6) lifelong learning and 7) digital technology application learning. Their model is in support of the healthy climate of working both at the individual level, the group level and the organizational level. Therefore, when teachers' job satisfaction is studied, there is an interplay of supportive factors (external) and the power of self-esteem and intrinsic awards of individual teachers.

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