School Climate affecting Job Satisfaction of Teachers in Primary Education, Khon Kaen, Thailand

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Abstract

The school Climate was a feeling of work practice towards visible characteristics of organization. It would have influence on determining the work practitioners’ behavior and attitude. The 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. The purposes of this research were to study the school climate affecting job satisfaction of teachers in Primary Education and to study the school climate factors affecting job satisfaction of teachers. Sampling group for this study was remained only 329 teachers based on Krejcie and Morgan’s (1970) table. Research findings were as follows; 1) Overall of the school climate affecting job satisfaction of teachers was at a “high” level. The success and unity were found with the highest mean while the lowest one was the responsibility. 2) Overall of teachers’ job satisfaction was at a “high” level. The career characteristic was found with the highest mean while the lowest one was the salary and other related stipends. 3) There were 6 aspects of the organizational climate affecting the job satisfaction of teachers including; 1) performance standard, 2) responsibility, 3) unity, 4) reward, 5) success and 6) leadership. The value of multiple correlation coefficient was 0.84 and the coefficient of prediction or prediction capability was found at 71.60% with statistical significance at the .05 level.

Keywords: School climate, satisfaction, teachers

1. Introduction

In the period of information technology and changing world, everything could be changed throughout the time. The information and news could be spread quickly. As a result, human’s living, cultural lifestyle, custom and tradition had to be develop and changed for survival, support for every sector and level to be developed with full potentiality, create environmental condition facilitating success. In this kind of practices, there would be local community power...
with strength as a secure foundation for stable and sustainable national development throughout the time. (National Educational Plan, 2002, 2016) Quality of life became the important part of direction with changing and developing by dimension of Quality of life only to support the development to be balance and long lasting through success from quality development of “Human Beings.” Therefore, National Educational Plan focused on human development as well as environmental and social climate to support with each other. Human beings developed the social and environmental climate, the social and environmental climate which helped human beings to develop. So, the climate or environment was important for human resource development. The school Climate was an integral variable in studying organization of human beings. It was the association between visible characteristics of organization, for instance, the regulation structure, types of leaders, and work practitioners’ morale and behavior etc.

2. Statement of the Problem

The school Climate was important to cause one’s Job Satisfaction as well as affect working efficiency. Therefore, the Teachers’ job Satisfaction was important to be developed for Teachers under the Office of Khon Kaen Primary Educational Service Area 5. According to the research studies of Teachers’ Job Satisfaction, found that the Teachers’ Job 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. Consequently, the students’ quality as well as learning achievement would accomplish the curriculum objective. Furthermore, considering the effectiveness based on Hoy & Miskel’ (2001) Approach regarding to the product, it was found that the work quality was an important indicator of effectiveness of school. If the teachers practiced inefficient work in school, or were not interested in instruction, it would be correlate with students’ learning achievement. If the teachers had low quality of teaching or work practice, the students would have low level of learning achievement. As Brown studied “the relationship of teaching quality factors including: suggestions, reinforcement, and participation.” It was found that there was relationship with learning achievement at the end of students’ learning. (Bloom, 1976; cited in Saowanee Treputtharat, 2005)

According to the above reasons, the researcher was interested in studying “the school Climate affecting Job Satisfaction of Teachers,” in order to know the teachers’ need as well as the climate situation affecting the teachers’ work satisfaction, and obtain information leading to the administration and management in developing the school Climate Situation facilitating the teachers’ job satisfaction which would lead to efficient working which would cause the students’ good quality based on the objective of National Education Management in future.

3. Research Objectives

a) To study the school Climate on Teachers’ Job Satisfaction in Schools under the Office of Khon Kaen Primary Educational Service Area 5.

b) To study the Teachers’ Job Satisfaction in Schools, under the Office of Khon Kaen Primary Educational Service Area 5.

c) To study the relationship between the school Climate on Teachers’ Job Satisfaction in Schools under the Office of Khon Kaen Primary Educational Service Area 5.

d) To study the school Climate Factors affecting the Job Satisfaction of Teachers, under the Office of Khon Kaen Primary Educational Service Area 5.

4. Methodology of the Study

The population and Samples. The population using in this study were 2,316 school teachers, under the office of Khon Kaen Primary Educational Service Area 5. The sample size was determined by using Krejcie and Morgan’ Table. (1970) The samples were 329 teachers. Using Simple Random Sampling to obtain the samples in data collection. The research instrument using in this study was the Questionnaire as 5 Level Rating Scale based on Likert Scale. Data were analyzed by using descriptive statistic as Frequency, Percenatge, Mean (X), Standard Deviation (S.D.). For Inferential Statistic, consisted of Pearson Product Moment Coefficient Correlation, construction of Regression Equation for predicting the Dependent Variable by Stepwise Multiple Regression Analysis.
The variables consisted of: The Independent Variable was the school Climate. The Dependent Variable was the job Satisfaction by synthesis of Organizational Climate Theories including following details:

The Independent Variables consisted of: 1) the Organizational Structure, 2) the Responsibility, 3) the Provided Support, 4) the Rewarding, 5) the Warmness, 6) the Leadership, 7) the Work Practice Standard, 8) the Unity, 9) the Success, and 10) the Communication and Cooperation.

The Dependent Variables: Job Satisfaction according to Herzberg & Snyderman’s Theory (1959) consisted of Motivational Factor, and Hygiene Factor including: 1) Work Success, 2) Recognition, 3) Work Characteristic, 4) Responsibility, 5) Work Progress, 6) Government and Control, 7) Relationship in Work Office, 8) Policy and Management, 9) Work Practice Situation, 10) Personal Living, 11) Occupational Status, 12) Salary, and 13) Security of Work Practice.

5. Findings

According to this study, the researcher concluded the findings as follows:

1) The school Climate, under the of The Office of Khon Kaen Primary Educational Service Area 5, found that The school Climate, in overall, was in “High,” level. Considering each aspect, found that the aspect with highest level of average value included: the success, and the unity. The aspect with lowest level of average value included the responsibility.

2) The Teachers’ Job Satisfaction in Schools, under the Office of Khon Kaen Primary Educational Service Area 5, in overall, was in “High,” level. Considering each factor, found that the highest level of average value included: the occupational characteristic. The aspect with lowest level of average value included the salary and fringe benefit.

3) The relationship between The Organizational Climate affecting Teachers’ Job Satisfaction in Schools, under The Office of Khon Kaen Primary Educational Service Area 5, found that the Correlation Coefficient between The school Climate, and Job Satisfaction of Teachers, under The Office of Khon Kaen Primary Educational Service Area 5, in all of 10 factors, there was significant positive relationship at .05 level.

4) The school Climate affecting Teachers’ Job Satisfaction in Schools, under The Office of Khon Kaen Primary Educational Service Area 5, found that there were 6 factors could predict the Job Satisfaction of Teachers, including: 1) the Work Practice Standard, 2) the Responsibility, 3) the Unity, 4) the Rewarding, 5) the Success, and 6) the Leadership. The Multiple Correlation Coefficient was 0.84, predictive power for the Teachers’ Job Satisfaction was 72.1% (R^2 = 0.71) indicating that all of 6 aspects of Organizational Climate, jointly predicted the Teachers’ Job Satisfaction.

6. Discussion

According to the study of school Climate affecting Job Satisfaction of Teachers under The Office of Khon Kaen Primary Educational Service Area 5, the researcher found the interesting issues should be discussed by presenting following issues:

The situation of school Climate in Schools The Office of Khon Kaen Primary Educational Service Area 5, found that: the Unity aspect, and the Success aspect consisted of the highest level of average value, indicating that the most important school Climate, was the Unity in collaborated work practice of the Teachers, Administrators, and related persons. Every one perceived of: the Unity of organization, being Good Member, being Trusted with each other, including Good Relationship, Team Working, Love, and Supporting each other. These were major factors enhancing the Good Climate in schools. It was supported by Litwin & Stringer,’ (1968) statement regarding to the Organizational Identity and Group Loyalty. The Unity often be called the person’s perception regarding to the Organizational Feeling, the Sense of Belonging in Organization. The members’ formal value organization, wasn’t only their work office, but also was to work together with the others. Each person’s characteristic as well as group’s goal, were important. It was supported by Litwin & Stringer,’ (1968) study from many academics regarding to the effect of differences in each person’s feedback in work practice, interpersonal interaction, work satisfaction, and group focus, emphasis on group loyalty, group goal, the increased group identity, would lead to better work practice. Halpin’s (1966) stated that the dimension of the Open Climate or Intimacy was
the climate in which the members had good morale as well as unity, supported each others, appropriate work with one’s ability, satisfied with problem solving, and were proud of work practice. Besides, the findings were: teachers gave the most important to “Success.” The lowest level of school Climate, was the “Responsibility.” According to research study also found that the systematic and continuous supervision, following up, and evaluation were in the lowest level, indicating the weak point of supervision, following up, and evaluation system in teachers’ work practice.

7.2 The situation of Teachers’ Job Satisfaction in Schools, under The Office of Khon Kaen Primary Educational Service Area 5, according to the study of Teachers’ Job Satisfaction, found that the teachers were satisfied in the Occupational Characteristic most indicating that they had satisfaction in their professional status as high prestige profession being recognized by general people. They had faith in their profession since the society accepted it. They had knowledge as well as comprehension, and aptitude in their work responsibility. The lowest level of teachers’ satisfaction, was the Salary and fringe benefit, in these factors the teachers had satisfaction in lowest level as: the school offered service and welfare for supporting the teachers truly. It was supported by Dessler’ s (1993) statement that the Job Satisfaction was one’s feeling level towards work for important need such as: good health, security, fertility, success, and recognition. It was supported by Surichai Chinyo’s (1997) statement that the Job Satisfaction was positive feeling towards Work Characteristic, Responsibility, Recognition. It was supported by Wootinan Wimonsin’s (1990) study in “the school Climate and Secondary School Teachers’ Job Satisfaction for Rural Development,” found that the satisfaction in Job Characteristic was in “The Highest,” level, the Salary was in “The Lowest,” level. Buncha Chalapirom (1990) conducted research in “Job Satisfaction of Demonstration Secondary School Teachers, under the Ministry of University Affairs, found that the teachers had satisfaction in Job Characteristic most, the aspect with lowest level was the Salary. It was supported by Sutep Sooksawang’s (1995) study in “Job Satisfaction of Teachers in Extended Schools,” found that the highest level of satisfaction in work practice, was the Occupational Status, the lowest level was the Salary.

7.3 The school Climate affecting Teachers’ Job Satisfaction in Schools, under The Office of Khon Kaen Primary Educational Service Area 5, according to the school Climate affecting Teachers’ Job Satisfaction, found that there were 6 aspects of the school Climate affecting as: 1) the Work Practice Standard, 2) the Responsibility, 3) the Unity, 4) the Rewarding, 5) the Success, and 6) the Leadership. There was relationship with Teachers’ Job Satisfaction in Schools, under The Office of Khon Kaen Primary Educational Service Area 5. The relationship was Linear Correlation. There was the highest level of correlation between the Work Practice Standard, and the Teachers’ Job Satisfaction. Since the Work Practice Standard was clear and common understanding, expectation on work practice and other factors which had relationship with the stimulation for the need of success. (Litwin & Stringer,1968)

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