SCHOOL ORGANIZATIONAL CLIMATE AND JOB SATISFACTION OF MSU JUNIOR HIGH SCHOOL TEACHERS

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Abstract - This study examines the relationship of the teachers' profile, to the school organizational climate and job satisfaction of the teachers. It also uncovers the relationship between the school organizational climate and job satisfaction of teachers. Using descriptive correlational design, the investigation was participated by 30 junior high schools that were purposively selected through convenient sampling. The results of the statistical analysis revealed that teacher profile such as age, marital status, educational attainment and teaching experience are having positive and significant relation to organizational climate and job satisfaction. Likewise, organizational climate and job satisfaction are also significantly correlated and have directly proportional relationships. As such, organizational leaders, employees/teachers profile has significant bearing in promoting favorable organizational climate while organizational climate has significant contributions in promoting the job satisfaction of the workers.

Keywords - Teachers, School Organizational Climate, Job Satisfaction

I. INTRODUCTION

Each organization has organizational climate which mostly influence by the personality of a person. According to McLaughlin (2017), organizational climate has many different types and can be group in varied ways. He said that the climate of an organization could be people oriented, rule-oriented, innovation-oriented or goal-oriented. Organizational climate contributes the success of an organization and job satisfaction of its employees. Organizational climate includes the structures and behavior of leaders and employees.

Organizational climate has direct link to job satisfaction. Employees who have conducive working environment, more competitive compensation are productive and satisfied with their job. According to Gupta (2008) a more conducive organizational climate develops potential and competent employees. To do this, the organizational leaders should be responsible in building positive and motivate their employees. Leaders believed that when the employees are satisfied with their working environment their performance is at higher level and more committed to do their work. Furthermore, the existence of open communication, management recognition of employees, giving rewards and benefits are most important factors to consider in an organization. Employees will be fully engaged to their work and satisfied with their job if they are also satisfied with their working environment (People Insight, 2016).

Issues about organizational climate continue to cause employees job dissatisfaction. Research conducted by Kumar and Giri (2007) andLok et.al. (2017) stressed out that organizational climate and job satisfaction plays vital role towards organization success.

In connection to the aforementioned issues and studies about organizational climate and job satisfaction, this study aimed to investigate the extent relation of organizational climate and job satisfaction among junior high school teachers in Mindanao State University Community High Schools specifically investigating on:

1. Personal profile of the respondents
2. Respondents perceptions of their organizational school climate
3. Respondents Satisfaction with their working environment
4. Respondents self-evaluation on their job satisfaction and;
5. Relationship between personal profile, organizational school climate and job satisfaction as perceived by the respondents

II. METHODS

A. Research Design

This study utilized the descriptive-correlational research design as it tries to find out the type of relationship between respondents profile, organizational climate and job satisfaction, using survey questionnaires.

B. Research Local and Respondents

Research locale of the study was confined only in the MSU External High Schools who participated voluntarily the survey at their own convenient. The 30 junior high school serves as the respondents of the study. Convenient sampling was employed in getting the number of respondents.

C. Research Instruments

The research instruments used in the study were categorized into three sub-topics. Sub-topic 1 is the personal profile of the respondents, sub-topic 2 is the organizational climate survey and the sub-topic 3 is the job satisfaction survey. The organizational climate and job satisfaction survey was patterned from research instruments used by other researchers

who conducted similar study which was modified and validated by the researchers in this study.

D. Data Analysis

The data obtained from the respondents was quantitatively analyze using frequency, percentage weighted mean, and Pearson product of correlation.

III. RESULTS AND DISCUSSIONS

A. Respondents Profile

Table 1 Respondents Profile

Personal Profile		
Age	F	%
25 below	2	6.67
26 - 35	14	46.7
36 - 45	4	13.3
46 above	10	33.3
Gender		
Male	5	16.7
Female	25	83.3
Marital Status		
Single	9	30
Married	21	70
Qualifications		
undergrad	11	36.7
diploma	2	6.67
graduate	17	56.7
Experience		
0 - 10 yrs	17	56.7
11-20yrs	2	6.67
21-30yrs	3	10
31 above	8	26.7

Table 1 show the respondents' teachers' profile. As shown, many (47%) teachers are young ones, female (83%), married (70%), graduate (57%), and have 0-10 years (57%) of teaching experience.

B. School Organizational Climate

Table 2 Teachers Personal View of their School Organizational Climate

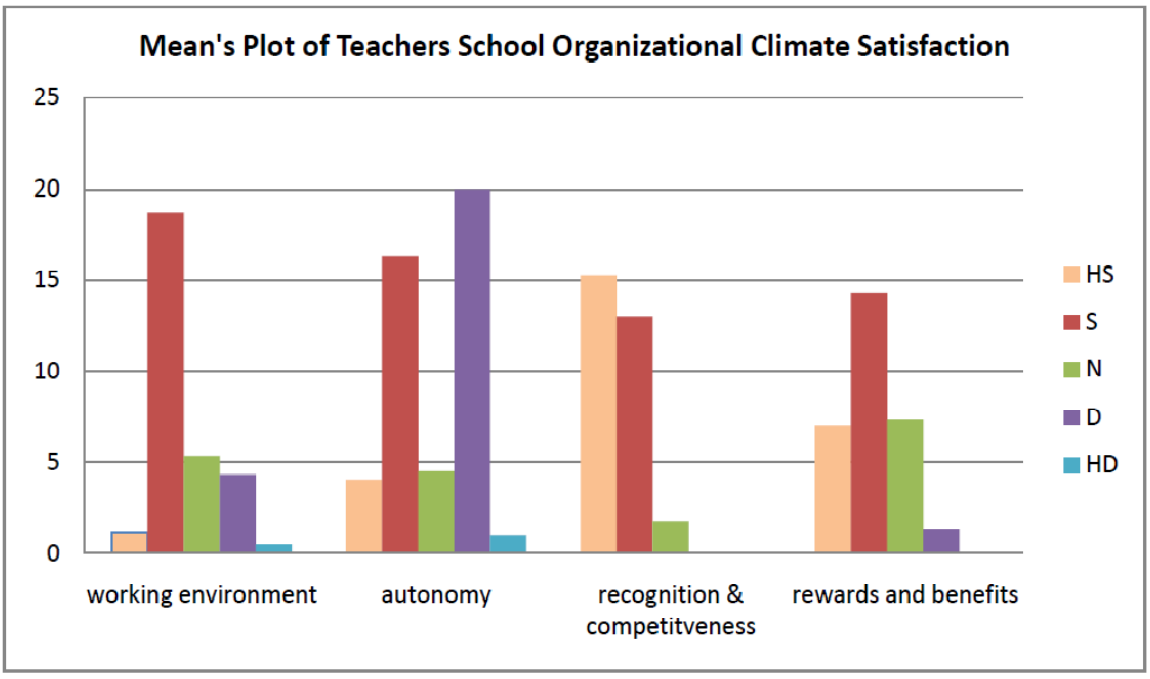
	Statement	Yes	No
1	Do you always receive the information that is needed to do your job?	20	10
2	Do you believe that you will have career growth opportunities in this company?	23	7
3	Are you encouraged to contribute to the improvement of work processes?	25	5
4	Are you always learning new things in your job?	26	4
5	Does clarification and guidance from your superiors regarding your tasks help to carry out your work?	22	8
6	Do your superiors help you to figure out how to learn and train?	21	9
7	Does the company provide training opportunities for everyone?	17	13
8	Do you have a career outlook that motivates you to work for this company?	26	4
9	Does the organization's environment facilitate the relationship between employees?	16	14
10	Are your colleagues always willing to help each another?	25	5
11	Do you trust your co-workers?	21	9
12	Do the employees of this company have a good relationship with each other?	14	16
13	Do other employees come promptly when you need their help?	20	10
14	In general, do your colleagues share knowledge?	24	6
15	Are all employees involved in decision making?	11	19
16	Do you believe that the time you use in your work day is sufficient to fulfil your duties and obligations?	29	1
17	Do you wish you had more senior responsibilities?	17	13

18	Are you happy in your work?	27	3
19	Do you consider that your work is important for the company to reach its goals?	29	1
20	Do you feel that working in this company contributes to improving your life?	28	2
21	Do you believe that your work in the company provides you and your family with security?	29	1
22	Are you proud of this company? Do you have friends and relatives working here?	23	7
23	When you have finished your day and go home, do you feel fulfilled professionally?	24	6
24	Do you know the objectives of this company?	27	3
25	Do you believe that the products and services offered to the market by this company are important to society?	28	2
	mean	22.88	7.12

Table 2 presents teachers personal views about their school organizational climate. As shown in the table majority of them shown favorable opinion to their school organizational climate. The "yes" response garnered a mean of 22.88 versus the "no" response that is only 7.12. This finding implies that the teachers' respondents love their working environment and has good relationships to their school principal, peers and students as well.

C. Satisfaction with the School Organizational Climate

Figure 1 below shows the response of the teachers with regards to their satisfaction to their school organizational climate.



Legend: HS = highly satisfied S = satisfied N = neutral
D = dissatisfied HD = highly dissatisfied

As revealed in the figure, the teachers are satisfied to their working environment and in the rewards and benefits. Moreover, they are highly satisfied to the recognition and competitiveness given to them. However, they feel dissatisfied in terms of their autonomy in school. Maybe, they are closely supervised and monitored by their school principal and immediate supervisor. According to the teachers they usually have benevolent relationship with their immediate supervisor, but sometimes strictness also exists. In the school they are free to communicate with each other, free to express views and

suggestions particularly in decision making process but their views and opinions are sometimes considered only. It is very important to involve employees/teachers in finding solutions by giving them opportunity to talk and make suggestions (People Insight, 2016).

According to the study of Gonz´alez-Rom´aet al. (2002) the denser the communication is the better the organizational climate. Others also believed that a more cohesive and interdependent organization promote a stronger organizational climate (Zohar &Tenne-Gazit 2008; Luria 2008). This means that to promote good organizational climate in any organization there should be more interdependent, open communication, more interaction, and clear strategic vision for the job or work.

D. Job Satisfaction

Table 3 Teachers Perceptions about their Job

	Statements	Yes	No
1	Do you enjoy our company's culture?	22	8
2	Do you find your work meaningful?	30	0
3	Does our company offer adequate opportunities for promotions and career development?	22	8
4	Do you feel valued for your contributions?	20	10
5	Does our company give you the tools and technologies you need to do your job well?	11	19
6	Do your superiors communicate company news effectively and in a timely manner?	16	14
7	Do you feel as though your job responsibilities are clearly defined?	25	5
8	Do you think that work is distributed evenly across your team?	13	17
9	Do you feel connected to your co-workers?	26	4
10	Do you feel like your job utilizes your skills and abilities as much as it could?	27	3
11	Does management seem invested in the success of the team?	18	12
12	Do your managers value your feedback?	12	18
	mean	20.17	9.83

Teachers' perception about their job is shown in Table 3. As revealed in the table most of them are happy and contented to their job considering that the 'yes" response has a mean of 20.17 compared to the 'no response which has a mean of 9.83 only.

However, in Table 4 when they were asked on degree of agreement and disagreement of the twelve (12) statement given they tend to disagree on statement number 6 stating that "There is good communication from principal to teachers" and nine (9) of them are undecided on the statement of being underutilized to their job. Nevertheless, majority of the teachers views are in favor of being satisfied to their job and have a positive outlook in working in the school. Many (23) of them believed that they have a clear path for career and advancement through study leave, trainings and other professional growth for the teachers. The also affirmed that the workload given to them is reasonable and that their job requirements are clear to them.

Table 4 Teachers Views on their Job with Respect to their School Environment

Statement		Response				
		SD	D	N	A	SA
		f	f	f	f	f
1	The school clearly communicates its goals and strategies to me.	3	5	3	14	5
2	I receive adequate opportunity to interact with other employees on a formal level.	3	4	7	14	2
3	I have a clear path for career advancement.	1	1	2	23	3
4	My job requirements are clear.	2	1	1	19	7
5	The company clearly conveys its mission to its employees.	1	3	6	17	3
6	There is good communication from principal to teachers.	2	10	8	9	1
7	I have the tools and resources I need to do my job.	2	5	3	18	2

8	I have the training I need to do my job	2	4	3	18	3
9	I feel underutilized in my job.	2	8	9	8	3
10	The amount of work expected of me is reasonable.	0	3	3	20	4
11	It is easy to get along with my colleagues.	0	4	5	17	4
12	The morale in my department is high	0	5	4	15	4
	mean	1.5	4.47	4.5	16	3.47

E. Relationship between respondents profile, organizational climate and job satisfaction Profile and Organizational Climate

Table 5 Respondents Profile and Organizational Climate

		Respondents Profile				
Organizational Climate		age	sex	Marital status	Educational attainment	Teaching experience
Teachers Personal Views	Pearson Correlation	.700**	.247	.361*	.467**	.811**
	Sig. (2-tailed)	.000	.189	.050	.009	.000
Teachers Satisfaction	Pearson Correlation	.837**	.588**	.634**	.673**	.854**
	Sig. (2-tailed)	.000	.001	.000	.000	.000
	N	30	30	30	30	30

Findings presented in Table 5 revealed that organizational climate is positively associated with the respondents profile such us the age, sex, marital status, educational attainment and teaching experience of the teachers. Base on this finding, it affirms that organizational climate will matter with respect to the personal profile of the employees or teachers.

Study conducted by Liao & Chuang (2007) and Walumbwa et al. (2010) pointed out that leadership is very important in organizational climate. Same as true that leader's personal profile and characteristics are very important in any organization (Salvaggio et. al, 2007). The quality of the organizational head and employees has significant contribution in promoting good organizational climate that lead to their efficient working performance (Chuang & Liao, 2010)

Research findings of Jyotil (2013) revealed that educational level and experiences has significant effects on organizational climate. Leaders and employees/teachers who had high educational attainment and experience have more positive perceptions in developing good and conducive organizational climate. However, in terms of teachers' job satisfaction and their personal profile Table 6 revealed that sex does not matter when talking about job satisfaction. This means that employees or a teacher has the same feeling in terms of job satisfaction regardless of their sex. Yet, job satisfaction will matter in terms of age, marital status, educational attainment and teaching experience.

Table 6 Respondents Profile and Job Satisfaction

		Respondents Profile				
Job Satisfaction		age	sex	Marital status	Educational attainment	Teaching experience
Teachers Perception	Pearson Correlation	.831**	.293	.429*	.554**	.907**
	Sig. (2-tailed)	.000	.116	.018	.001	.000
Teachers job satisfaction as to school environment	Pearson Correlation	.751**	.790**	.840**	.841**	.626**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	30	30	30	30	30

In Table 7, data revealed that organizational climate has positive and significant effect or influence job satisfaction of the employees or teachers. This finding implies that job satisfaction of the employees or teachers for this matter are influence by the nature of their working environment or organizational climate.

Table 7Organizational Climate and Job Satisfaction

Job Satisfaction		Organizational Climate	
		Teachers Personal Views	Teachers Satisfaction
Teachers Perception	Pearson Correlation	.875**	.843**
	Sig. (2-tailed)	.000	.000
	N	30	30
Teachers job satisfaction as to school environment	Pearson Correlation	.795**	.502**
	Sig. (2-tailed)	.000	.005
	N	30	30

Jyotil (2013) concluded in his research that organizational climate and job satisfaction are important factors to consider in retaining the employees/teachers and the same time enhances their commitment to their work.

In any broader sense, environment where employees are satisfied with their job can fully engage their work and favourable organizational climate promote the organization ability to attract, retain and develop the employees/teachers skills and talents (People Insight, 2016).

Working environment as regards to organizational climate and employees/teachers working experiences is difficult to assess but it directs their daily lives. Thus, organizational climate is also affected by other factors which include the organizational culture (Schneider, B.; Ehrhart, M.G.; and Macey, W.H. (2013).

CONCLUSION AND RECOMMENDATION

Base on the purpose of the study that to evaluate the extent relationship of organizational climate job satisfaction and teachers profile, the study concluded that personal profile of the teachers/employees such as age, educational attainment, marital status and teaching/working experience plays significant contribution in developing good organizational climate. Moreover, the said profile has positive and significant relationship also to the job satisfaction. Similarly, 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. Thus, it is very important to note that organizational leaders must be sensitive and vigilant with the existing organizational climate in their organization. They must be a game player that motivate and enhance the employees to be more productive and happy to their work and environment.

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