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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Abstract: 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 initially 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 from 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 a strong positive relationship between teachers' perceptions of the principal's transformational leadership style and their job satisfaction at Experimental Middle school in Zhongshan City, China.

Keywords: School Climate; Teachers' job satisfaction; Teacher attrition; Teacher Perception

Introduction
Empirical research has shown that teacher job satisfaction is significantly associated 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

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teachers have admitted that they might not choose to become teachers if allowed to start their careers over (Blumberg & Greenfield, 1986). Therefore, improving teachers' job satisfaction is critical to keeping teachers. More general research on worker job satisfaction and commitment has shown that conditions at work, such as role conflict, autonomy, peer support, 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' 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 performance to improve education quality. A comfortable place to work, income suitability, colleagues, and leadership regulations that create a comfortable atmosphere can support the quality of work someone. Nowadays, more and more teachers emphasize on school atmosphere. School climate is a large and complex concept. School culture represents 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 influence not only students but also teachers. Positive school culture can improve teacher collaboration performance and their attitudes toward jobs. However, changing the school climate is a difficult and long process, under the effort of school administrators, teachers, students, and parents. Before changing the climate, we must define and measure the school climate's perception. To find what aspects of school climate are insufficient and what factors are the most dissatisfied for teachers. And school administrators can take the corresponding measure to enhance teacher job satisfaction and avoid teacher attrition.

Nowadays, these youth teachers, especially the millennium teachers, regard the working climate as one of the most important factors in choosing a job (Moore, 2011). Therefore, a good school climate can attract more excellent youth teachers with more energetic power and familiar new generational students than older teachers. They are flesh and blood of a school, and they

can bring some unexpected and surprising improvements to a school. Building a suitable school climate for teachers will significantly benefit a school's development.

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

Literature Review:
Job Satisfaction
Job satisfaction is a complex and multifaceted concept that can mean different things to different people. Job satisfaction is usually linked with motivation, but this relationship's nature is unclear. 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 qualitative (Mullins, 2005). We consider that job satisfaction represents a feeling that appears due to the perception that the job enables the material and psychological needs (Aziri, 2008). Job satisfaction can be considered one of the main factors when it comes to the efficiency and effectiveness of business organizations.

Concept of School Climate
The research on school climate can be traced back a century ago. As more and more educators find that the school climate is closely related to students' achievements, scholars and schools have begun to pay attention to the study of this issue. Until now, the study of 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 students' academic achievement but also may become an obstacle to their progress (Ray, Lambie & Curry, 2007).

School Climate
The complexity of school climate is that 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 perception of 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.

Another unique 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 enrich its adaptability to constantly survive in such an environment; only a healthy organization can continue to develop and exert its effectiveness. In his subsequent article (Miles, 1969), Miles further explained that group norms could make teachers easier to reform and innovate. Therefore, they are more willing to accept risky tasks and ultimately strive for common goals.

The Organizational Climate Index (OCI)
Organizational Climate Description Questionnaire (OCDQ) and Organizational Health Inventory (OHI) are professional survey instruments from the perspective of teachers. However, they are designed based on open and healthy school climate theories. Through deeper discovery by other researchers, these two instruments can be merged since there are overlapping parts of an open and healthy school climate; 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).

Theories of Job Satisfaction
1. Maslow's Needs Hierarchy Theory: Maslow published the 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. Fulfilling our needs removes the tension, allowing us to feel satisfied (Frank and Patrick, 1995).
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 surprising: Different factors accounted for job satisfaction and dissatisfaction.

Teacher Job Satisfaction
McGregor (1957) developed a thesis that the nature of personnel management practices is essentially the result of the assumptions that management makes about the human beings in an organization. Miles (1965) challenged the human relations approach. He advocated the human resources approach, which called for the involvement of members in order to achieve decisions that will be carried out efficiently and effectively. Maeroff (1988) described teacher empowerment from this perspective. He viewed teacher empowerment as a "to make teachers more professional and improve their performance."

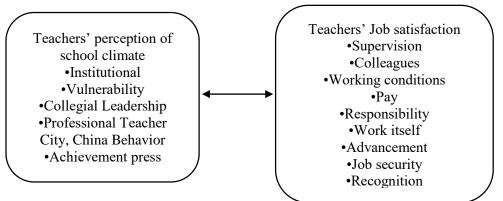*Teachers' Attrition and Teacher Job Satisfaction*
Macdonald (1999) attributed teacher attrition to either a problem for labor force planning and resources or an indicator of the relatively poor quality of school conditions and teacher morale. Gonzalez (1995) found that teacher dissatisfaction with the working environment, such as large class size and unsupportive administration, was the critical factor influencing teacher attrition.

Background of the School
The selected experimental middle school is a public high school, 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 campuses: junior high school campus and senior high school campus. On the junior high school campus, there are approximately 600 students and 56 teachers and staff. This study will be conducted with junior high school teachers.

Conceptual Framework
Figure 1 below shows the framework of this study, which is designed based on the theoretical framework.

Teachers' perception of
school climate
•Institutional
•Vulnerability
•Collegial Leadership
•Professional Teacher
City, China Behavior
•Achievement press

Teachers' Job satisfaction
•Supervision
•Colleagues
•Working conditions
•Pay
•Responsibility
•Work itself
•Advancement
•Job security
•Recognition

Figure 1. Conceptual Framework

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

The second part was to measure teachers' perception of school climate, using 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 detailed breakdown of the survey question of teachers' perception of school climate.

Population
The population of this study was a 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.

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

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

Findings
Research Objective One
Research objective one was to identify the teachers' perception towards the 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: institutional vulnerability, collegial leadership, professional teacher behavior, and achievement press. Second, to determine the Mean and Standard Deviation of each dimension of school climate.

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

Construct One	Mean	SD	Interpretation
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 citizen 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

Table 1 shows that the institutional vulnerability comprised six questions; through reversing the interpretations, all items were perceived to be relatively high level.

Table 2. *Means and Standard Deviations of Each Item About Collegial Leadership of School Climate Perceived by Teachers*

Construct Two	Mean	SD	Interpretation
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 2 shows, the lowest question was "the principal maintains definite standards of performance," with a mean of 3.33.

Table 3. *Means and Standard Deviations of Each Item about Achievement Press of School Climate Perceived by Teachers*

Construct Three	Mean	SD	Interpretation
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 can achieve academically.	3.57	1.23	High
Total	3.62	1.32	High

The questions in table 3 are about achievement press and the overall mean of 3.62. The highest score is "teachers help and supports each other," with a mean of 3.78. The lowest score is "the principal puts suggestions made by the faculty into operation," with a mean of 3.48.

Table 4. *Means and Standard Deviations of Each Item about Professional Teacher Behavior of School Climate Perceived by Teachers*

Construct Four	Mean	SD	Interpretation
1. Teachers in this school exercise professional judgment.	3.64	1.28	High
2. Academic achievement is recognized and acknowledged 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 4, the overall mean of teachers' perception toward professional behavior is 3.62. In this aspect, most of the items got high level according to interpretation.

Research Objective Two
The research objective two was to identify teachers' perceptions toward their job satisfaction at the selected School.

Table 5. *Overall Means and SD Report of Teacher's Job Satisfaction*

Job Satisfaction	Mean	SD	Interpretation
Supervision	3.65	1.31	High
Colleagues	3.53	1.29	High
Working Condition	3.66	1.32	High
Pay	3.47	1.22	Moderate
Responsibility	3.67	1.35	High
Work Itself	3.71	1.26	High
Advancement	3.61	1.34	High
Job Security	3.73	1.30	High
Job Recognition	3.57	1.31	High
Total	3.62	1.30	High

Table 5 shows the overall Means and SD results of teacher job satisfaction. The total mean score of this table resulted as 3.60 with a 1.33 standard deviation. Therefore, the overall result of teachers' job satisfaction level is high among these constructs: teachers are satisfied the most with job security (3.73) but least satisfied with pay (3.47).

Research Objective Three
To determine the teacher's perception of school climate and the teachers' job satisfaction at an Experimental school in Zhongshan City, China. The data were analyzed by using the Pearson correlation Moment Correlation Coefficient(r).

Table 6. *Pearson Correlation Between Teacher's Perception Toward School Climate and Their Job Satisfaction at Experimental School at Zhongshan City, China.*

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

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

Table 6 shows that the Pearson correlation was .985 and Sig was .001. Therefore, the researchers accepted the hypothesis that there was a significant

relationship between teachers' perception of school climate and their job satisfaction at the Experimental school in Zhongshan City, China. The researcher accepted the research hypothesis and rejected the null hypothesis in this study. There was a strong positive relationship between the 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.

Regarding achievement press, teachers can get help from each other when they face difficulty, and they feel enthusiastic about 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 the climate characteristics promotes trust in parents and students, leading to a higher commitment to excellence.

Lastly, lecturers' perceptions towards professional behavior also resulted in high. Teachers in this school exercise professional judgment, 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 teachers' organizational commitment. 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 with respect for colleague competence, commitment to students, autonomous judgment, and cooperation 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 the variance in job satisfaction were extrinsic factors (security, supervision, working conditions). Moreover, teachers feel advancement in themselves is an essential factor affecting teacher 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 satisfier (intrinsic) factors and not correlated with job dissatisfiers (extrinsic). Therefore, it will greatly affect teachers' job satisfaction when they feel their salary does not match 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 the freedom to use their judgment on the job.

Regarding intrinsic factors (authority, responsibility, co-workers, and work itself), it was necessary to emphasize teachers' relationships 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 toward teaching that helps teachers change their feeling toward job satisfaction, adapt to changing situational conditions, and improve teachers' performance to implement successful teaching.

At the .0001 level of significance, the analysis of teachers' perception of school climate and job satisfaction revealed a significant relationship at Experimental high school in Zhongshan City, China. Therefore, the relationship between teachers' perception of school climate and their job satisfaction is 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 among the respondents on some question items. If the researcher took more time for both explanations of questionnaires to participants in detail for their understanding and response time, the results might be stronger than this.

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