

THE RELATIONSHIP BETWEEN ORGANIZATIONAL CLIMATE AND JOB SATISFACTION OF TEACHERS IN PYINMANA TOWNSHIP

Kyaw Min Naing¹, Khin Khin Thant²

Abstract

The main purpose of this study was to study organizational climate and job satisfaction of teachers in Pyinmana Township. A total of 300 teachers (Male 24 and Female 276) from selected Basic Education High Schools in Pyinmana Township were selected as participants by using simple random sampling technique. As research instruments, Organizational Climate Description Questionnaire - Revised Secondary (OCDQ-RS) developed by Hoy, Tarter and Kottkamp (1991) and Minnesota Satisfaction Questionnaire (MSQ) developed by Weiss, Dawis, England and Lofquist (1964) were used to measure organizational climate and job satisfaction of teachers. Results from descriptive statistics indicated that level of teachers' perception on organizational climate was satisfactory among teachers in Pyinmana Township. According to the results of independent samples *t* test, it was found that there were no significant differences in teachers' perception on organizational climate by gender. However, the ANOVA result revealed that there were significant differences in teachers' perception on organizational climate by teaching experience, indicating that the more the teaching experiences teachers have the more powerful opinion on organizational climate. Concerning job satisfaction of teachers, it was found that teachers in Pyinmana Township had satisfactory level of job satisfaction. The results of independent samples *t* test showed no significant differences in job satisfaction of teachers by gender. But the result of ANOVA showed significant differences in job satisfaction of teachers by teaching experience. More specially, Well-experienced teachers have more understanding perception of the cases in their work. Moreover, Pearson's Product Moment Correlation revealed that organizational climate perceived by teachers was positively correlated with their job satisfaction ($r = 0.547$, $p < 0.01$). Therefore, it can be concluded that the better perception on organizational climate the teachers possessed, the higher level of teachers' job satisfaction they had.

Keywords: Climate, Organizational Climate, Teacher's Job Satisfaction

Introduction

Importance of the Study

It is an established fact that the development of any nation depend on the quality of her education system. Job satisfaction was subjected to the whole personal attitudes; the one whose job satisfaction is high, he or she will have positive attitude towards his or her job; thus, due to the importance of the job satisfaction variables and organizational effectiveness, the study of their relationships can be helpful for the managers of organizational affairs; this also can be useful for organizing the organizational targets as well. The organizational climate and job satisfaction are the most efficient factors for any organizations. Unfortunately it should be stated that the organizational climate has been little paid attention in most organizations of country by managers and officials in this regard. While, it is apparent that the organizational climate can be more effective in terms of the organizations' purposes; its definition also points to the fact that it is most prominent in the whole organizational affairs. In some schools and colleges, the organization is such that the teacher and the headmasters are enthusiastic and have confidence in

¹ Deputy Township, Pyinmana Township Education Office

² Department of Educational Psychology, Sagaing University of Education

their work they do. They find pleasure in working with others and this creates a healthy environment. In some institutions, the teachers show apathy, indifference and non-involvement and in some cases lack of responsibility.

In this study, the relationship between organizational climate and job satisfaction of teachers in Pyinmana Township was examined. Concerning this relationship, schools with high levels of satisfaction among teachers are clearly schools with a good climate (Howard, Howell and Brainard, 1987). Therefore, organizational climate plays such an important role in the job satisfaction level of teachers. Based on the results of this study, it is hoped to highlight the ways and means of promoting teachers' job satisfaction in Pyinmana Township by improving their perceptions on organizational climate.

Aim of the Study

The main aim of this study was to investigate the relationship between organizational climate and job satisfaction of teachers from selected high schools in Pyinmana Township. The specific objectives of this study were described as follows.

- (1) To investigate level of teachers' perception on organizational climate in Pyinmana Towhship;
- (2) To find out differences in teachers' perception regarding the organizational climate by gender and teaching experience;
- (3) To investigate level of teachers' job satisfaction in Pyinmana Towhship;
- (4) To explore differences in job satisfaction of teachers by gender and teaching experience;
- (5) To study the relationship between organizational climate and job satisfaction of teachers.

Definitions of Key Terms

Climate	:	Climate is a term used to describe the personality of an organization and can be defined as a set of school perceptions that influence the behavior of members of organization (Tagiuri, 1968)
Organizational climate	:	Organizational climate refers to those aspects of the environment that are consciously perceived by organizational members Armstrong (2003).
Job Satisfaction	:	An employee's attitude and feelings about his/her job and aspects or features of the job Spector (2011).

Review of Related Literature

Organizational Climate

Nnabuo, Okorie, Nwedeeduh and Uche (2007) viewed organizational climate as the perception by members of the organization or school and sometimes the perception of the visitors to the school. It was a set of unique and fairly enduring characteristics of a school which distinguishes it from another school. From the foregoing definitions, organizational climate had to do with how the members of the organization 'feel' about the organization in this case,

teachers. Teachers were indeed the key factors in the educational system as their services are indispensable and critical to the nation's future and economic development.

Organizational climate was the internal quality that is unique and peculiar to an organization. Organizational climate has been defined as the way in which organizational members perceive and characterize their environment in an attitudinal and value-based manner. Hoy, Tarter, and Kottkamp (1991) stated that "school climate was the relatively enduring quality of the school environment that is experienced by participants, affects their behavior and is based on their collective perception of behavior in schools."

According to Brooks (1999), cited in Rapti (2012), students were more likely to flourish in a school environment in which they felt comfortable, when they felt they were treated fairly by the teachers and when they felt they had a sense of belonging to the school environment. With regard to the sense of belonging it was vitally important to establish a degree of hospitality for each and every student, in order to avoid any feeling of isolation and detachment. Factors that had a role to play in the school climate can be summarized: quality of interaction, personality of school, environmental factors, academic performance, safety and school size, trust and respect

As often as not, the school should become a safe and positive place which assumes the role of a facilitator in the learning process, promotes positive relationships and helps students be better prepared to face up to the challenges ahead. The school climate could have a positive impact on the student or it could easily turn itself into an obstacle to learning. It could otherwise hinder or facilitate the academic potential in each and every student (Rapti, 2012).

A positive school climate can enhance staff performance, promote higher morale, and improve student achievement (Freiberg, 1998, cited in Rapti (2012). In fact, the climate of the school was the subject of staff and students perceptions and was measurable. From the above definitions, it can be concluded that the climate of the school has to do with the atmosphere or feeling that prevails in a particular school. It appeared from the relationship between leaders and teachers, teachers and students and between leaders and students. The school as a social interaction system forced the leaders, teachers and students to interact in the planning, decision-making and problem solving fields in an administrative level. They also interact on personal issues that were part of the normal school routine (Rapti, 2012).

In this study, organizational climate was measured by using Organizational Climate Description Questionnaire - Revised Secondary (OCDQ-RS) developed by Hoy, Tarter and Kottkamp (1991). This scale includes five subscales: Supportive principal behavior; Directive principal behavior; Engaged teacher behavior; Frustrated teacher behavior; and Intimate teacher behaviour. The meanings of five dimensions were as follows:

Supportive principal behaviour- was characterized by efforts to motivate teachers by using constructive criticism and setting example through hard work. Supportive behaviour was directed toward both the social needs and task achievement of faculty (Hoy, Tarter & Kottkamp, 1991).

Directive principal behaviour- was rigid, close supervision. The principal maintained constant monitoring and controlled over all teacher and school activities, down to the smallest details (Hoy, Tarter & Kottkamp, 1991).

Engaged teacher behaviour- was reflected by high faculty morale. Teachers were proud of their schools, enjoy working with each other, and were supportive of their colleagues.

Frustrated teacher behaviour- refers to a general pattern of interference from both administration and colleagues that distracted from the basic task of teaching. Routine duties, administrative paper work, and assigned non-teaching duties were excessive; moreover, teachers irritate, annoy and interrupt each other (Hoy, Tarter & Kottkamp, 1991).

Intimate teacher behaviour- reflects a strong and cohesive network of social relationships among the faculty. Teachers known each other well, were close personal friends, and regularly socialize together (Hoy, Tarter & Kottkamp, 1991).

Job Satisfaction

Job satisfaction meaning to a positive emotion experienced by an individual in reaction to the individual's job and task. Human needs orientation was described by Herzberg (1966) as fitting into two categories; the need to avoid pain and the need for psychological growth. Satisfying or motivational factors are intrinsic job conditions, which influence good job performance (Jones & James, 1979). Work satisfaction and dissatisfaction are not really opposites. They are instead separate dimensions of work orientation. Hygiene factors cause dissatisfaction, while motivators cause satisfaction (Herzberg, 1966).

Maslow (1943, 1954) formulated a theory of behavior drawn from assumptions about basic human needs. Needs produce drives in a person, which upset internal balance and produces tension. Tension in turn yields motivation to behave in such a way as to reduce tensions and thereby restore balance (Maslow, 1943, 1954). Basic biological and psychological needs comprise a hierarchical order which leads individuals who successfully meet those needs toward self-actualization.



Figur 1 Maslow's Hierarchical Order of Needs Theory

Satisfying or motivational factors are intrinsic job conditions, which influence good job performance (Jones & James, 1979). Included in the list of factors related to work motivation is (a) achievement (b) recognition (c) responsibility and (d) work itself. Extrinsic job conditions are known as hygiene factors or dissatisfies, including (a) interpersonal relations (b) quality of supervision (c) company policies (d) working conditions and (e) salary.

Sergiovanni (1987) reported that testing of the factor theory in educational settings “consistently confirms this general pattern and establishes the same general motivation and hygiene factor sets”. The concept of a “fair day's work for a fair day's pay” affects a teacher's

decision to participate in and perform on the job (Sergiovanni, 1987). Hygiene factors (work conditions) must be satisfied at a base level in order for motivational factors (concerned with the work itself) to result in greater job satisfaction (Hoy & Miskel, 1996).

The greatest support for the two factor theory has resulted when the critical incidents approach was utilized (Sergiovanni, 1987). Holdaway (1978) reported that the major source of teacher job satisfaction was working with students. Other satisfiers were consistent with Herzberg's official findings: job security, achievement, responsibility, and potential for advancement. Other replications of Herzberg's study indicated teachers who wish to obtain administrative positions experienced a greater need for motivator rewards than those who planned to remain in teaching did. In other words, people who wish for promotion to higher levels adopt the attitudes of people at that level, prior to actual promotion. Motivation therefore may extend beyond one's present employment station (Holdaway, 1978).

Sergiovanni (1987) summarized the importance of the content theories of job satisfaction when he issued a challenge to school administrators. The use of needs orientation and two factor theory can provide administrators with an important dimension of reflective practice: "Taken together, teacher motivation, climate, and change are the processes of administration representing the roads to school improvement" (Sergiovanni, 1987). In spite of some weaknesses, the content theories provide researchers with a systematic and understandable approach to understanding job satisfaction (Miskel & Ogawa, 1988).

Teacher job satisfaction was measured in this study by the Minnesota Satisfaction Questionnaire (MSP) (Weiss, Dawis, England & Lofquist, 1964). These involve job satisfaction in three subscales: intrinsic satisfaction, extrinsic satisfaction, and general satisfaction.

Intrinsic Satisfaction was the values associated with the content of work tasks, such as competence, achievement, and self-actualization.

Extrinsic Satisfaction was the values an individual receives from the environment surrounding the context of work, such as: pay, supervisory, relationship, tenure, and praise.

General Satisfaction was when an employee is satisfied through both the values an individual receives that are from the environment surrounding the context of work and the values associated with work tasks.

Method

Participants of the Study

The participants of the present study were chosen from 6 Basic Education High Schools in Pyinmana Township. The total number of the participants were 300 (males=24 and females=276) teachers.

Research Design and Method

In this study, quantitative approach, descriptive research and questionnaire survey method were used.

Instrumentation

The first instrument was the Organizational Climate Description Questionnaire – Revised Secondary (OCDQ-RS) which was developed by Hoy, Tarter & Kottkamp (1991). It measures

the teachers' perception on organizational climate by five subscales: two aspects of principal leadership (supportive and directive behavior), and three aspects of teacher interactions (engaged, frustrated, and intimate behavior). The total items used in the present study were 34 items which were examined by five-point Likert type (1= never occur, 2 = rarely occur, 3 = sometime occur, 4 = often occur and 5 = very frequently occur).

The second instrument, Minnesota Satisfaction Questionnaire (MSQ), was used to measure job satisfaction of teachers. It was developed by Weiss, Dawis, England & Lofquist (1964). It has three subscales: Intrinsic Satisfaction, Extrinsic Satisfaction and General Satisfaction. The total number of items used in this study were 20 items and all are five point Likert type (1 = very dissatisfied, 2 = dissatisfied, 3 = can't decide, 4 = satisfied and 5 = very satisfied).

Data Analysis and Findings

In this section, findings of the present study will be discussed in accordance with the respective specific objectives.

Table 1 Descriptive Statistics for Level of Teachers' Perception on Organizational Climate in Pyinmana Township

Variable	<i>N</i>	Minimum	Maximum	Mean	<i>SD</i>
Organizational Climate	300	80	155	115.15	22.699

Table 1 showed the minimum score, maximum score, mean and standard deviation for teachers' perception on organizational climate in Pyinmana Township. It was found that the minimum score and maximum score for teachers' perception on organizational climate were 80 and 155; with mean and standard deviation were 115.15 and 22.699.

According to the results, observed mean score for teachers' perception on organizational climate in Pyinmana Township was 115.15 while the highest possible score from Organizational Climate Description Questionnaire – Revised Secondary (OCDQ-RS) was 170. And then, the lowest possible mean score was 34 and the average possible mean score was 102. Since the observed mean score (115.15) was greater than the average possible mean score (102) in teachers' perception on organizational climate, it can be concluded that teachers' perception on organizational climate in Pyinmana Township was satisfactory level.

Table 2 Descriptive Statistics for Teachers' Perception on Organizational Climate by Gender

Variable	Gender	<i>N</i>	Mean	<i>SD</i>
Organizational Climate	Male	24	121.71	19.407
	Female	276	114.58	22.904

In Table 2, for organizational climate, the mean and standard deviation of male teachers were 121.71 and 19.407; those of females were 114.58 and 22.904. It was found that the mean score of male teachers (121.71) on organizational climate was greater than that of females (114.58) with the mean difference (7.13).

Table 3 Results of Independent Samples *t* test for Teachers' Perception on Organizational Climate by Gender

Variable	Gender	<i>N</i>	<i>t</i>	<i>df</i>	<i>P</i>	<i>MD</i>
Organizational Climate	Male	24	1.478	298	0.592	7.125
	Female	276				

According to the result of *t* test, there was no significant difference in teachers' perception on organizational climate by gender. Therefore, it can be concluded that gender was not the factor which can make different in teachers' perception on organizational climate.

Table 4 Descriptive Statistics for Teachers' Perception on Organizational Climate by Teaching Experience

Variable	Teaching Experience	<i>N</i>	Mean	<i>SD</i>
Organizational Climate	Below 10 years	23	111.30	20.010
	10-19 years	73	109.37	20.544
	20-29 years	75	116.55	22.093
	30 years and above	129	118.30	24.130

According to Table 4, for teachers' perception on organizational climate, the mean scores of teachers who have teaching experience 30 years and above were the highest (118.30), followed by those who have between teaching experience 20-29 years (116.55), and teachers who have the teaching experience below 10 years (111.30). The teachers who have teaching experience between 10-19 years were the least in mean score (109.37) for teachers' perception on organizational climate among different groups of teaching experience.

Table 5 ANOVA Result for Teachers' Perception on Organizational Climate by Teaching Experience

Variable	Region of Group	Sum of Squares	<i>df</i>	Mean Square	<i>F</i>	<i>p</i>
Organizational Climate	Between Groups	4207.267	3	1402.422	2.770*	0.042
	Within Groups	149845.679	296	506.235		
	Total	154052.947	299			

* $p < 0.05$

According to ANOVA result, it was revealed that there was significant difference in teachers' perception on organizational climate by teaching experience, $F(3, 296) = 2.770$, $p = 0.042$. Therefore, teaching experience may be considered as one of the factors that make different in organizational climate.

Table 6 Result of Tukey HSD Multiple Comparisons for Teachers' Perception on Organizational Climate by Teaching Experience

(I) Teaching Experience	(J) Teaching Experience	Mean Difference (I-J)	<i>p</i>
below 10 years	10-19 years	1.934	.984
	20-29 years	-5.242	.762
	30 years and above	-6.998	.517
10-19 years	20-29 years	-7.177	.214
	30 years and above	-8.932*	.036
20-29 years	30 years and above	-1.756	.950

* $p < 0.05$

According to Table 4.8, it can be seen that the teachers who have the teaching experience between 10 and 19 years had significant lower mean scores on organizational climate than the teachers who have the teaching experience 30 years and above. But, significant differences were not found among teachers' perception on organizational climate of other teaching experience groups. Therefore, it can be concluded that teachers who have the teaching experience between 10 and 19 years had lower level perception on organizational climate than those who have the teaching experience 30 years and above.

Table 7 Descriptive Statistics for Level of Job Satisfaction in Pyinmana Township

Variable	<i>N</i>	Minimum	Maximum	Mean	<i>SD</i>
Job Satisfaction	300	31	89	64.04	15.115

Table 7 showed the minimum score, maximum score, mean and standard deviation for job satisfaction of teachers in Pyinmana Township. It was found that the minimum score and maximum score for job satisfaction were 31 and 89; with mean and standard deviation were 64.04 and 15.115.

According to the results, observed mean score for job satisfaction of teachers in Pyinmana Township was 64.04 while the highest possible score from Minnesota Satisfaction Questionnaire (MSQ) was 100. And then, the lowest possible mean score was 20 and the average possible mean score was 60. Since the observed mean score (64.04) was greater than the average possible mean score (60) in job satisfaction of teachers, it can be concluded that job satisfaction of teachers in Pyinmana Township was satisfactory level.

Table 8 Descriptive Statistics for Job Satisfaction of Teachers by Gender

Variable	Gender	<i>N</i>	Mean	<i>SD</i>
Job Satisfaction	Male	24	72.63	12.510
	Female	276	63.29	15.110

In Table 8, for job satisfaction of teachers, the mean and standard deviation of male teachers were 72.63 and 12.510; those of females were 63.29 and 15.110. It was found that the mean score of male teachers (72.63) on job satisfaction of teachers was greater than that of females (63.29) with the mean difference (9.34).

Table 9 Results of Independent Samples *t* test for Job Satisfaction of Teachers by Gender

Variable	Gender	<i>N</i>	<i>t</i>	<i>df</i>	<i>p</i>	<i>MD</i>
Job Satisfaction	Male	24	2.939	298	0.148	9.335
	Female	276				

According to the result of *t* test, there was no significant difference in job satisfaction of teachers by gender. Therefore, it can be concluded that gender was not the factor which can make different in job satisfaction of teachers.

Table 10 Descriptive Statistics for Job Satisfaction of Teachers by Teaching Experience

Variable	Teaching Experience	<i>N</i>	Mean	<i>SD</i>
Job Satisfaction	Below 10 years	23	61.91	14.969
	10-19 years	73	59.55	15.736
	20-29 years	75	65.45	14.951
	30 years and above	129	66.13	14.447

According to Table 10, for job satisfaction of teachers, the mean scores of teachers who have the teaching experience 30 years and above were the highest (66.13), followed by those who have between the teaching experiences 20 and 29 years (65.45), and teachers who have the teaching experience below 10 years (61.91). The teachers who have the teaching experience between 10 and 19 years were the least in mean score (59.55) for job satisfaction of teachers among different teaching experience groups.

Table 11 ANOVA Result for Job Satisfaction of Teachers by Teaching Experience

Variable	Region of Group	Sum of Squares	<i>df</i>	Mean Square	<i>F</i>	<i>p</i>
Job Satisfaction	Between Groups	2291.342	3	763.781	3.425*	0.018
	Within Groups	66015.255	296	223.025		
	Total	68306.597	299			

* $p < 0.05$

According to ANOVA result, it was revealed that there was significant difference in job satisfaction of teachers by teaching experience, $F(3, 296) = 3.425$, $p = 0.018$. Therefore, teaching

experience may be considered as one of the factors that make different in job satisfaction of teachers.

Table 12 Result of Tukey HSD Multiple Comparisons for Job Satisfaction of Teachers by Teaching Experience

(I) Teaching Experience	(J) Teaching Experience	Mean Difference (I-J)	<i>p</i>
below 10 years	10-19 years	2.365	.911
	20-29 years	-3.540	.753
	30 years and above	-4.219	.597
10-19 years	20-29 years	-5.905	.078
	30 years and above	-6.584*	.015
20-29 years	30 years and above	-.678	.989

* $p < 0.05$

According to Table 12, it can be seen that teachers who have the teaching experience between 10 and 19 years had significant lower mean scores on job satisfaction than the teachers who have 30 years and above teaching experience. But, significant differences were not found among teachers' job satisfaction of other teaching experience groups. Therefore, it can be concluded that teachers who have the teaching experience between 10 and 19 years had lower level job satisfaction than those who have the teaching experience 30 years and above.

The Relationship between Organizational Climate and Job Satisfaction of Teachers

In order to explore the relationship between the teacher self-efficacy and burnout of teachers, the Pearson Product Moment Correlation was conducted. The result was shown in Table 13.

Table 13 Correlation between Organizational Climate and Job Satisfaction

Variable	Organizational Climate	Job Satisfaction
Organizational Climate	1	.547**

**The correlation is significantly at the 0.01 level.

According to Table 13, there was a significant positive correlation between organizational climate and job satisfaction ($r = 0.547$, $p < 0.01$). Therefore, it can be concluded that the better perception on organizational climate the teachers possessed, the higher level of job satisfaction they had.

Discussion and Suggestions

In this section, summary of findings, discussion and suggestions were discussed via specific objectives.

Level of Organizational Climate and Job Satisfaction of teachers in Pyinmana Township.

To investigate level of teachers' perception on organizational climate in Pyinmana

Township, descriptive statistics was used. It was found that the teachers in Pyinmana Township had satisfactory level of teachers' perception on organizational climate.

To investigate level of job satisfaction of teachers in Pyinmana Township, descriptive statistics was used. According to the results it was found that the teachers in Pyinmana Township had satisfactory level of teachers' job satisfaction.

Gender Difference: To explore the difference in teachers' perception on organizational climate by gender, Independent Samples *t* test was used. By the result, there was no significant difference between males and females with regard to their overall organizational climate. But male teachers had higher mean scores than female teachers in overall organizational climate. This result was consistent with Meza Barajas's (2017), (cited in Okoli, Ifeanyi Emmanuel Ph.D, 2018) research and also found that there was no significant difference in the organizational climate between the male and female teachers. Therefore, it can be interpreted that male teachers do not differ with female teachers in organizational climate. Male teachers take much more leading roles than female teachers in school activities. It is assumed that the reason is male teachers' sharing more time than that of female teachers, such as caring for plants and trees in school and organizational skills for sport activities.

For job satisfaction, there was no significant difference between male and female teachers in total job satisfaction. This result was consistent with Qaiser Suleman and Ishtiaq Hussain's (2018) research and also found that there was no significant difference in the job satisfaction between the male and female teachers. It is considered that due to male teachers' getting self-confidence by their leadership of school activities and being honored by others, they feel satisfied with the work much more than female teachers.

Teaching Experience: Depending on the results of One-way Analysis of Variance (ANOVA), there was significant difference among teachers according to teaching experience. Teachers who have teaching experience 30 years and above was revealed having higher mean scores than those who have teaching experience 10 and 19 years ($p < 0.05$). Therefore, it can be interpreted that the more the teaching experiences teachers have, the more powerful opinion on organizational climate. It is viewed that there comes job success effectively because teachers are able to work with the help of right decisions according to their experiences, and therefore, better atmosphere can be created.

Next, descriptive statistics was first used to compare means and standard deviations of teachers for job satisfaction. According to this result, there was significant difference according to teaching experience in One-way Analysis of Variance (ANOVA) result. Teaching experience 30 years and above teachers had higher mean scores than those who have teaching experience 10 and 19 years ($p < 0.05$). It is also assumed that well-experienced teachers are more successful because they are more proficient on their teaching process, they have more understanding perception of the cases in their work and they become more mature.

Correlation between Organizational Climate and Job Satisfaction of Teachers : In order to know the relationship between organizational climate and job satisfaction of teachers, correlation analysis was used. The result revealed that there was a positive correlation between organizational climate and job satisfaction ($r = 0.547$, $p < 0.01$). This result is consistent with Talebpour (2001), Mirnaderi (2004), Omolayo and Ajila (2012) and Rai (2014), (cited in Okoli, Ifeanyi Emmanuel Ph.D, 2018). Grato (2001), (cited in Okoli, Ifeanyi Emmanuel Ph.D, 2018)

representing totally that there is a positive significant relationship between organizational climate and job satisfaction. Since, there is positive relationship between organizational climate and job satisfaction, it can be interpreted that the better perception on organizational climate the teachers possessed, the higher level of job satisfaction they had.

According to the literature review and research findings, the following suggestions are recommended for principal and teachers to get positive organizational climate and job satisfaction.

The principal should conduct the followings:

- Principal should be ideal by attempting to manage school activities,
- Principal should admire teachers' attempts,
- Principal should keep trying to fulfill the needs of the teachers as much as possible,
- Principal should positively criticize and point out any cases of the teachers,
- Principal should take time to listen to the teachers when they present,
- Principal should use power and authority only for some cases as examination, regulations, and school discipline,
- Principal should avoid permanently using power,
- Principal should avoid administering very strictly,

The facts that the teachers should follow as below:

- Teachers should have friendly and warmly relationship with their students
- Teachers should help each other among themselves
- Teachers should possess high attitude dealing with their jobs
- Teachers should respect each other reciprocally
- Teachers should take notice on the family background situation of the staff and colleagues
- Teachers should fairly share the tasks and duties which are not concerned with teaching
- Teachers should avoid the manners which mentally disturb the other teachers

Based on the results of this study, it is hoped the present study to be of assistance in building the teaching learning environment to which teachers with high level of job satisfaction are contributing.

Acknowledgements

We would like to acknowledge all of the people who supported us throughout this process. First and foremost, we would like to thank to Dr. Myat Myat Thaw (Rector, Sagaing University of Education), Dr. Khin Hnin Yee (Pro-Rector, Sagaing University of Education) and Dr. San San Lwin (Pro-Rector, Sagaing University of Education) for their permission to conduct this research. Then, we wish to express our gratitude to Dr. Myo Ko Aung (Professor, Head of Department, Department of Educational Psychology, Sagaing University of Education) for his guidance, suggestions and support throughout this study. I am most grateful to my supervisor Daw Khin Khin Thant (Associate Professor, Department of Educational Psychology, Sagaing University of Education). Then, we would also like to thank to all of the participants in Pyinmana Township for their active participation in collecting the required data.

References

- Armstrong, A. (2003). Corporate governance: Can governance standard change corporate behavior? *Australian Journal of Professional and Applied Ethics*, 5(2) pp 1-10.
- Herzberg, F. (1966). *Work and the nature of man*. New York: World Publishing.
- Holdaway, E.A. (1978). Facet and overall satisfaction of teachers. *Educational Administration Quarterly*. J 4 ,30-47.
- Howard. E ., Howell. B., & Brainard, E. (1987). *Handbook for conducting school climate improvement projects*. Bloomington. Indiana: Phi Delta Kappa.
- Hoy. W. Tarter, C., & Kottkamp, R. (1991). *Open Schools/Healthy Schools: Measuring Organizational Climate*. London: Sage Publications.
- Hoy. W. & Miskel, C. (1996). *Educational administration theory, research and practice* (5th ed.). New York: McGraw Hill, Inc.
- James, L ., & Jones, A. (1979). Organizational climate: A review of theory and research. *Psychological Bulletin*. 81, 1096-1112.
- Maslow. A. (1943). A theory of human motivation. *Psychology Review*. 50, (2). 370-396.
- Maslow. A. (1954). *Motivation and personality*. New York: Harper & Row.
- Miskel. C., & Ogawa, R. (1988). Work motivation, job satisfaction, and climate, in J. Boyan (Ed.), *Handbook of Research on Educational Administration*. 294-299. New York: Longman.
- Nnabuo, P.O., Okorie, N.C., Nwedeeduh, S.B. & Uche, C.M. (2007). *Leadership & Supervision in Education*, Owerri: Totan Publishers Ltd.
- Okoli, Ifeanyi Emmanuel Ph.D, 2018. *International Journal of Research in Business Studies and Management*. Volume 5, Issue 12, 2018, PP 36-48. ISSN 2394-5923(Print) & ISSN 2394-5931.
- Rapti, D. (2012). School climate as an important component in school effectiveness. *International Science Journal*, 110-125.
- Qaiser Suleman and Ishtiaq Hussain's (2018). *Institute of Education & Research, Kohat University of Sciences & Technology, Kohat, Khyber Pakhtunkhwa, Pakistan*.
- Sergiovanni, T.J. (1969). Factors which affect satisfaction and dissatisfaction of teachers. In F. Carver & R. Sergiovanni (Eds.), *Organizations and Human Behavior: Focus on Schools* (pp. 259-269). New York: McGraw Hill.
- Spector, P. E. (2011). *Industrial and organizational psychology: research and practice* (6th ed.). [Kindle Edition]. Wiley Higher Ed. Nov, 2021. Retrieved from www.amazon.com
- Tagiuri. R. (1968). The concept of organizational climate. In R. Tagiuri and G.H. Litw in (Eds) *Organizational Climate*. Boston: Harvard Graduate School of Business Administration.
- Weiss. D., Dawis. R., England. G., & Lofquist, L. (1964). Construct validation studies of the Minnesota importance questionnaire. *Minnesota Studies in Vocational Rehabilitation*. XV II.