

A STUDY OF THE RELATIONSHIP BETWEEN ORGANIZATIONAL CLIMATE AND JOB SATISFACTION OF KINDERGARTEN EDUCATOR'S AWARENESS

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ABSTRACT

This study was to explore the perception to organizational climate and job satisfaction of kindergarten educators in Kaohsiung. Three purposes, to understand the current situation of the organizational climate and job satisfaction in kindergartens, to discuss the differences of the two variables with various background variables, and to discuss the correlations of the two variables were included in this study.

Questionnaire method was used while the subjects were the kindergarten educators in Kaohsiung. Firstly, 10~12 questionnaires were distributed to each kindergarten including one-third of the public kindergartens plus one-fifth of the private ones. Sixty-seven kindergartens attended and the total amount of the effective rate was sixty-nine percent by means of 501 effective ones. Based on the effective questionnaires, the data was analyzed by the following projects such as mean, standard deviation, dependent samples one-way ANOVA, t-test, one-way ANOVA, and Pearson's product-moment correlation.

The main findings of this study were as follows: 1. Kindergarten Educator perceived a moderate-high level of organizational climate and job satisfaction; 2. Educators who served in private kindergartens and nonprofit kindergartens, as administrators (directors) and kindergarten teachers, showed a higher perception in organizational climate; 3. Educators who served in private kindergartens and nonprofit kindergartens, in metropolitan areas and in remote areas, as administrators (directors), as males, showed a higher perception in job satisfaction; 4. Positive correlations exist between organizational climate and job satisfaction.

Finally, according to the results, the study provided specific recommendations for educational authorities, kindergarten directors, and reference for the future researches.

Keywords: Kindergarten, Organizational Climate, Job Satisfaction

INTRODUCTION

Organization climate refers to the ultimate outcomes of the interaction among groups in school, including students, teachers, administrators, and principal, so as to balance organizational and individual dimensions of the school's social system. The outcomes include organizational members' common values, social beliefs, and social standard (Hoy & Miskel, 1982). Specifically speaking, organization climate is the persistent characteristic in an

organizational environment. The said characteristic is based on organizational members' interaction. It not only influences organizational members' behavior, but also can be perceived by said members. It shows unique organizational value and can be aptly described (Halpin & Croft, 1996).

Most scholarly research on organization climate focused on secondary and elementary schools and industrial circles instead of preschools. Therefore, the researcher treats preschool educators as subjects to explore their perception of the current situation of preschool organization climate. This is the first research motive.

Job satisfaction is also called job content. Hoppock published Job Satisfaction in 1935 and launched a study related to job satisfaction. As for research on organization climate, most scholars' study on job satisfaction focused on secondary and elementary schools and industrial circle instead of preschools. Therefore, the researcher treats preschool educators as subjects to explore their perception of the current situation of preschool job satisfaction. This is the second research motive.

The researcher has been a director of a public kindergarten and a public preschool after the reform of preschool education and recognizes the association between preschool organization climate and job satisfaction. Hence, by empirical study, this study aims to probe into the correlation between preschool organization climate and job satisfaction. This is the third research motive.

RESEARCH DESIGN AND IMPLEMENTATION

Research Structure

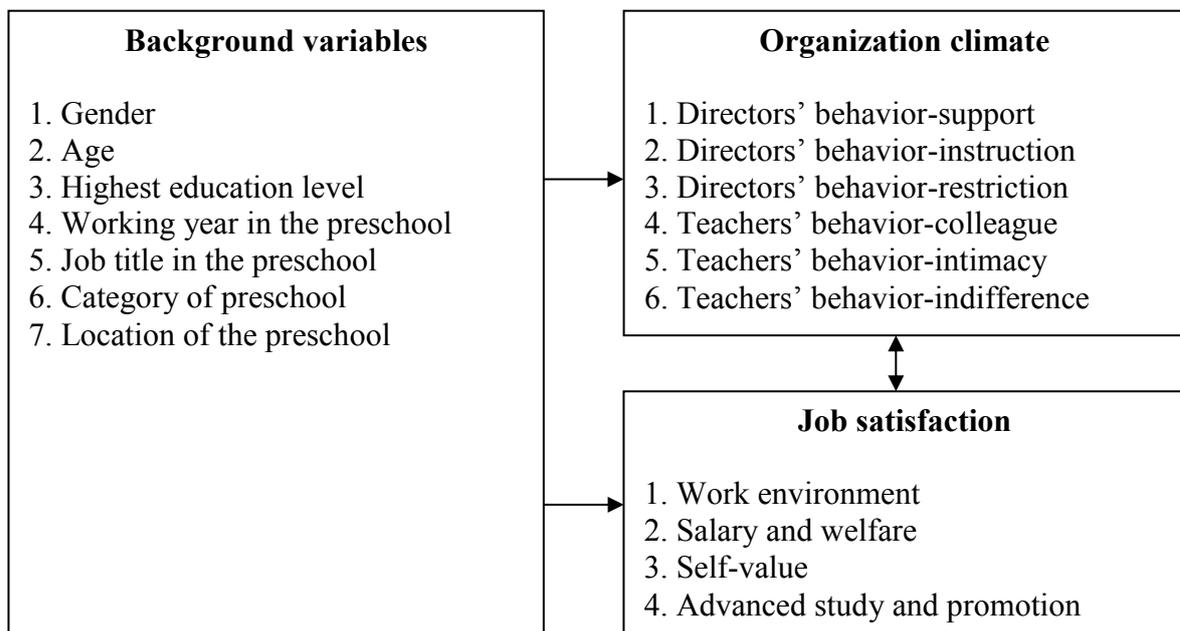


Figure 1: The research structure of this study.

Research Subjects

Research subjects are preschool educators in Kaohsiung City of Taiwan. According to statistics of the Education Bureau, Kaohsiung City Government (2016), in the first semester of the academic year 2016, there were 671 public and private preschools in Kaohsiung City

(including preschools in municipal elementary schools) and 5,932 educators. This is the population of this study.

At the first phase, according to districts, this study classified public and private preschools in Kaohsiung City into large, medium, and small scales and calculated the number of public and private preschools. It conducted purposive sampling of 1/3 preschools, including 67 public and private preschools.

In order to enhance sample representativeness, at the second phase, this study invited preschool directors to select 10~12 educators with different backgrounds as samples through purposive sampling.

Formal questionnaires were sent to 67 preschools on November 28, 2016, including 760 questionnaires, of which 522 questionnaires were retrieved. The questionnaire return rate was around 69%. After deleting incomplete or invalid questionnaires, this study obtained 501 valid questionnaires.

Research Tools

The organization climate questionnaire of this study is the revision of a questionnaire designed by Tsai (2016), and it refers to 6 dimensions: “directors’ behavior-support”, “directors’ behavior-instruction”, “directors’ behavior-restriction”, “teachers’ behavior-colleague”, “teachers’ behavior-intimacy”, and “teachers’ behavior-indifference”, including 30 items.

The job satisfaction questionnaire of this study is the revision of a questionnaire designed by Tsai (2016), and it refers to 4 dimensions: “work environment”, “salary and welfare”, “self-value”, and “advanced study and promotion”, including 21 items.

Statistical Analysis

Statistical analysis of this study includes descriptive statistics, *t*-test, one-way ANOVA, and Pearson’s Product-moment Correlation.

RESULTS AND DISCUSSION

Analysis and Discussion of Current Organization Climate

Current situation of organization climate is shown in Table 1.

Table 1. Current situation of organization climate (N=501)

Name of dimension	Number of items	Average mean	Standard deviation	Average scores of each item	F value
Director’s behavior-support	5	21.16	3.14	4.23	49.02***
Director’s behavior-instruction	5	20.72	4.38	4.14	
Director’s behavior-restriction	5	18.49	4.45	3.70	
Teachers’ behavior-colleague	5	20.30	3.43	4.06	
Teachers’ behavior-intimacy	5	19.00	3.30	3.80	
Teachers’ behavior-indifference	5	20.00	4.00	4.00	
Overall dimension	30	119.68	14.25	3.99	

****P*<.001

According to Table 1, as to organization climate, the mean of “director’s behavior-support” is 4.23, the mean of “director’s behavior-instruction” is 4.14, the mean of “director’s behavior-restriction” is 3.70, the mean of “teachers’ behavior-colleague” is 4.06, the mean of “teachers’ behavior-intimacy” is 3.80, and the mean of “teachers’ behavior-indifference” is 4.00. The total mean is 3.99, and it is medium to high level. However, this study observes that the score of “director’s behavior-restriction” is the lowest, which is consistent with the findings of Chen (2013) whereby the score of “intimate behavior” is the lowest. Since “director’s behavior-restriction” is a reverse item, the scoring is adjusted. Using Item 11 as an example, the item content should be revised as: teachers can express opinions regarding the rules established by directors. Preschool educators’ perception of the item of director’s behavior-restriction is low. According to the researcher, the reason could be that in recent years, there are fewer children being born in Taiwan. In order to recruit students, preschools compete with each other, and this increases preschool directors’ pressure. They thus tend to restrict their subordinates’ behavior in terms of leadership.

Analysis and Discussion of Current Situation of Job Satisfaction

Table 2 lists the current situation of job satisfaction.

Table 2. Current situation of job satisfaction (N=501)

Name of dimension	Number of items	Average mean	Standard deviation	Average scores of each item	F value
Work environment	5	20.17	3.21	4.03	41.88***
Salary and welfare	5	18.10	4.14	3.62	
Self-value	5	19.85	3.08	3.97	
Advanced study and promotion	6	22.22	4.32	3.70	
Overall dimension	21	80.34	12.21	3.83	

*** $P < .001$

According to Table 2, as to organizational innovation, the mean of “work environment” is 4.03, the mean of “salary and welfare” is 3.62, the mean of “self-value” is 3.97, and the mean of “advanced study and promotion” is 3.70. The total mean is 3.83, and it refers to a medium to high level. As to the dimensions of job satisfaction, this study sees that the score of “salary and welfare” is the lowest. Therefore, preschool educators have strongly perceived the problem of low salary and welfare.

Analysis and Discussion Related to Organization Climate and Job Satisfaction

The correlation coefficients of preschool educators in the dimensions of “organization climate” and “job satisfaction” are shown in Table 3.

According to Table 3, there is a significant correlation between total organization climate and job satisfaction as perceived by preschool educators in Kaohsiung City ($r = .59, p < .01$). Regarding the dimensions of organization climate and job satisfaction, except for “director’s behavior-restriction” of organization climate and “work environment” and “advanced study and promotion” of job satisfaction, which do not reach significant correlation, the other dimensions of organization climate and job satisfaction show significant correlation.

Table 3. Pearson's Product-moment Correlation of organization climate and job satisfaction

(N=501)

Job satisfaction \ Organization climate	Work environment	Salary and welfare	Self-value	Advanced study and promotion	Overall dimension
Director's behavior-support	.53**	.45**	.49**	.48**	.59**
Director's behavior-instruction	.33**	.27**	.30**	.30**	.36**
Director's behavior-restriction	.08	.14**	.16**	.09	.14**
Teachers' behavior-colleague	.53**	.37**	.53**	.44**	.55**
Teachers' behavior-intimacy	.46**	.37**	.46**	.42**	.51**
Teachers' behavior-indifference	.20**	.12**	.23**	.15**	.21**
Overall dimension	.53**	.44**	.55**	.47**	.59**

** $p < .01$

CONCLUSION AND SUGGESTIONS

Conclusion

1. Preschool educators' perception of organization climate is medium and high level. The perception of "director's behavior-support" is the highest, and the perception of "director's behavior-restriction" is the lowest.
2. Preschool educators' perception of job satisfaction is medium and high level. The perception of "work environment" is the highest, and the perception of "salary and welfare" is the lowest.
3. When preschool educators' perception of organization climate is higher, their perception of job satisfaction will be more significant.

Suggestions

Preschool educators' perception of organization climate is medium and high level. The perception of "director's behavior-support" is the highest, and the perception of "director's behavior-restriction" is the lowest.

Private preschool educators' "salary and welfare" should be valued in order to enhance their job satisfaction

According to research findings, preschool educators' perception of "salary and welfare" of job satisfaction is the lowest, which is consistent with past studies of Taiwan. Hence, private preschool educators' salary and welfare influence educators' job satisfaction. Educational administrations should pay attention to private preschool educators' salary and welfare and look for ways to improve them. For instance, amendment of laws can enhance private preschool educators' salaries or welfare. Thus, private preschool educators' jobs are guaranteed, and this strengthens their job satisfaction.

Enhance interaction with preschool educators, avoid the restriction, and reinforce preschool organization climate

According to research findings, regarding preschool educators' perception of organization climate, "directors' behavior-restriction" is the lowest. Thus, it is suggested that when

directors interact with preschool educators, they should avoid restrictive behavior. For instance, teachers can express their opinions regarding rules established by directors.

Promote preschool's organization climate and reinforce preschool educators' job satisfaction

According to research findings, preschool educators' perception of organization climate and job satisfaction shows significant correlation. Therefore, positive organization climate increases preschool educators' job satisfaction. Thus, preschool directors should demonstrate more satisfying leadership, maintain positive interaction with preschool colleagues, and pay attention to the correlation between preschool organization climate and job satisfaction.

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