

SCHOOL ORGANIZATIONAL CLIMATE, TEACHERS' INDIVIDUAL CHARACTERISTICS, AND TEACHERS' JOB SATISFACTION: AN EMPIRICAL STUDY IN CHRISTIAN ELEMENTARY SCHOOLS OF MERAUKE DISTRICT, INDONESIA

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ABSTRACT

Job satisfaction is a subjective mental disposition of an employee toward his or her work. This present study aimed to investigate the effect of school organizational climate and teachers' individual characteristic on teachers' job satisfaction in Christian elementary schools of Merauke district, Indonesia. Two statements of problem guided the study, that are: (a) Does school organizational climate significantly effect on teachers' job satisfaction in Christian elementary schools of Merauke district, Papua, Indonesia?; and (b) Does teachers' individual characteristics significantly effect on teachers' job satisfaction in Christian elementary schools of Merauke district, Papua, Indonesia? This present study employed a quantitative approach using a survey research design. A purposive sampling technique was used to obtain 189 respondents drawn from amongst Christian elementary school's teachers of Merauke district. Three quantitative questionnaires were administered to those teachers who have been decided to be respondents. Data were analyzed quantitatively using linear regression to explain the effect of schools organizational climate and teachers' individual characteristics on teachers' job satisfaction. We

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found that teachers' job satisfaction was significantly affected by school organizational climate and teacher's individual characteristics. These findings demonstrate an obligation of the school principals and supervisors, as well as *The Head of Education Office at government level* to ensure that schools organizational climates and teachers' individual characteristics are at good level.

Keywords: job satisfaction, school organizational climate, teachers' individual characteristics, Christian elementary schools, Merauke district, Indonesia

Introduction

Job satisfaction is a subjective mental disposition of an employee toward his or her work. Job satisfaction consists of two words, job and satisfaction. Job refers to individual piece of work, an occupation, post for employment, a result produced from working (*The Collin's English Dictionary*, 1992). In the similar way, *Lexicon Webster Dictionary of the English (Open Library)*[n/d] defined job as a an individual piece of work done in the routine of one's occupation or trade or for a fixed price. Job is a contract done between employer and employee based on some monetary benefits. In the words of Rauf, et al. (2013), job is a duty concerned with completion of a task with some conditions against some fixed pay or salary (p. 72). Meanwhile, the word 'satisfaction' refers to a state of mind in which a person feels pleasure or happiness. The Collin's English Dictionary (1992) defined satisfaction as the state of being satisfied, completion of aspiration, the delight obtained from fulfillment [Rauf, et al., 2013]. Based on the definition of the word 'job' and 'satisfaction', *The Collin's English Dictionary*(1992) defines job satisfaction as the extent to which a personal hope, desires, and expectations about the employment are fulfilled. Mohammad, et al. (2011) view job satisfaction as the emotional reaction of an employee towards work on the basic of comparing the actual results and the expected ones. In addition, Newstrom (2007) defines job satisfaction as a set of employees' favorable or unfavorable feeling and emotions with which employees view their work. Job satisfaction is an affective attitude, a feeling of relative like and dislike toward something. Whereas, McNamara (as cited in Malik, et al., 2010) defines job satisfaction as follows,

[...] one's feeling or state of mind regarding the nature of their work. Job satisfaction can be influenced by variety of factors, e.g. the quality of one's relationship with their supervisor, the quality of the physical environment in which they work, degree of the fulfillment of their work (p. 19).

Employees' job satisfaction is of important for the development of organization and their personal alike. The following passage shows us of how important employees' job satisfaction is for both employers and their employees (Clark, 1998):

Job satisfaction is important in its own rights as a part of social welfare, and this (simple) taxonomy [of a good job] allows a start to be made on such questions as "In what respects are older workers' job better than those of younger workers?" (and vice versa), "Who has the good job?" and "Are good jobs being replaced by bad jobs?" In addition, measures of job quality seem to be useful predictors of future labour market behaviour. Workers' decisions about whether to work or not, what kind of job to accept or stay in, and how hard to work are all likely to depend in part upon the worker's subjective evaluation of their work, in other words on their job satisfaction (p. 5).

Spector (1997, as cited in Alzaidi 2008) identifies three reasons to justify how important employees' job satisfaction is. First, human values are essential in orienting the organization by respecting and treating their staff fairly, which in turn will reflect positively on their emotions and wellbeing. Second, the behavior of the organization's staff impacts on its operations, either positively or negatively. Third, the assessment of employee satisfaction is crucial in identifying the areas in need of improvement.

The research into 'employees' job satisfaction' is started in the field of industry and business administration, but later on it becomes a very important issue within the educational context due to the fact that it is directly connected on how teachers feel about their job of teaching. Job satisfaction has long been considered as a component of the whole well-being of teachers as an individual (Alzaidi, 2008). Since teachers' job of teaching is not merely about their life sustaining but also life enhancing and enriching, teachers continue to work even if their economic needs are

not met, suggesting that for teachers work satisfies various needs, such as a need for individual recognition, achievement, or the pleasure derived working with others (Darmody & Smyth, n/d). Spector (1997, as cited in Kaplan, 2009, p. 5-6) points out two major categories of predictors of job satisfaction. First category relates job environment such as how people are treated, the nature of job tasks, relation with coworkers, and rewards. The second category includes individual characteristics, personality, and experience. Keeping on the view of these two main categories, study on teachers' job satisfaction in Christian elementary schools of Merauke district is empirically focussed on two prevalent factors that are *school organizational climate and teachers' individual characteristics*. Since school organizational climate and teachers' individual characteristics are found to effect teachers' job satisfaction, then any possible links between the first two variables (school organizational climate and teachers' individual characteristics) and teachers' job satisfaction in Christian elementary schools of Merauke district should be investigated. To investigate the effect of school organizational climate and teachers' individual characteristics on teachers' job satisfaction, we employ a quantitative design using linear regression analysis.

School Organizational Climate and Job Satisfaction

The importance of school organizational climate to teachers' effectiveness is of relevant to a high degree, since it is indicative of how well a teacher manages him or herself to realize his or her full potential (Babu & Kumari, 2013). According to Halpin & Croft (1963), organizational climate is the measurement of an individual's relationship with other employees in the work environment. In the similar way, Hoy & Forsyth (1986, as cited in Raza, 2010) view organizational climate as follows:

Organizational climate is a concept that deals with staff members' perception of the working environment. This climate is directly influenced by administrators which in turn affects the motivation and behaviours of the entire staff. More specifically, climate is a relatively enduring quality that is experienced by teachers, influence their behaviour, and is based on their collective perceptions (p. 19).

In school settings, organizational climate is of interest to principals, supervisors, teachers, parents, and students as it has long been found to effect students academic achievements, including cognitive and affective behavior, values, personal growth, and satisfaction (Arani & Abbasi, 2004). To measure school organizational climate, Halpin & Croft (1963) develop the Organizational Climate Descriptive Questionnaire (OCDQ) that measures the organizational climate of elementary schools. The latest rendering of measuring climate is the Organizational Climate Index (OCI) which is recognized as a combination of a revised Organizational Climate Descriptive Questionnaire (OCDQ) and the Organizational Health Inventory (OHI) [Hoy & Sabo, 1998]. The OCI captures open and healthy dimension of school organizational climate at the student, teacher, principal, and community levels (Hoy et al., 2002).

Hoy, et al. (1991 as cited in Werang & Lena., 2014, p. 637) point out two dimensions of interpersonal interactions which are closely related to organizational climate, that are principal's leadership behavior and teachers' behavior. Principal's leadership behavior comprised of the four following aspects. Firstly, *aloofness* which refers to principal's behavior which is characterized by a formal and impersonal relationship. He is at a distance and he operates on norms, rules, and regulation. He is rigid and officious. Secondly, *production emphasis* which refers to principal's behavior that characterized by a closed supervision that uses directions and stereotyped communication channels. Thirdly, *thrust* which refers to principal's behavior that characterized by an evident effort to move the organization forward. It is closed supervision coupled with the principal's personal involvement and a conscious motivation of his or her teachers. Fourthly, *consideration* which refers to principal's behavior which is characterized by a human relationship with his or her teachers.

Meanwhile teachers' behavior comprised of the four following aspects. Firstly, *disengagement* which refers to teacher's tendency to be non-chalant and merely routinised in task-oriented situation. Secondly, *hindrance* which refers to teachers' feeling that the principal bothers them routine duties and other commitments that do not relate to the actual job of teaching and which they consider as unnecessarily encroaching on their time. Thirdly, *esprit* which refers to morale felt as a result of social-need satisfaction while teachers still enjoy a sense of task

accomplishment. Fourthly, *intimacy* which refers to teachers' enjoyment of friendly social relations with other teachers. It is a social need satisfaction as distinct from task accomplishment. School organizational climate is one of the factors that could strongly effect teachers' job satisfaction. [Shahram, et al. \(2013\)](#) study reveal that there is a significant relationship between organizational climate and job satisfaction at the level of alpha (α) = 0.01. In the similar way, [Treputtharat & Tayiam's \(2014\)](#) study conclude that school climate, overall, has a significant relationship with teachers' job satisfaction at Kho Kaen Primary Education which is indicated by the Pearson coefficient (r) of 0.84.

Individual Characteristics and Job Satisfaction

Individual characteristics is of importance to organizations due to that development of an organization is more likely depended on the way a member of organization performs his or her jobs. Wigfield (2005, as cited in [Betaubun et al., 2015](#)) defines individual characteristics as self-confidence and individual characteristics that exist in themselves, the role of abilities and social relationship. While [Ardana \(2008\)](#) defines individual characteristics as the interest, attitude to him or herself, work condition or work itself, individual needs, competencies, knowledge about work, mental disposition, beliefs, and values. Whereas Hurriyati (as cited in [Betaubun, et al., 2015](#)) defines individual characteristics as a psychological process that influence a person in gaining, consuming, and receiving products and experiences.

Based on the above opinions, individual characteristic could be viewed as internal factors that influence a person to behave and do a given job. The term 'individual characteristics' in this present research refers to teachers' individual characteristics. Teachers' job of teaching obliged them to navigate emotionally charged situation daily ([Thomason, 2011](#)). Teacher's individual characteristic refers to what a teacher is born with and of which a teacher is differed from others. In dealing with their daily job of teaching, teachers bring their individual characteristics into the interaction they have with their principals, supervisors, fellow teachers, students, and the parents as well. Gibson (as cited in [Werang, 2014b](#)), proposed three types of individual characteristics, namely: (a) physic and mental skills; (b) individual demographic such as sex, age, and ethnic; and (c) individual background such as family, social class, and working experience.

Teachers' individual characteristic is known as one of the factors that could strongly effect teachers' job satisfaction. Hickson & Oshagbemi's (1999) study reveal that job satisfaction among academics is affected by the same set of variabels that affect most workers such as gender, age, marital status, wage or job characteristic. Similarly, Franék & Večeřa's (2010) study reveal that personal characteristics such as age, tenure, gender, educational level, and hard-work ethic of an individual are the factors that influence individual perceiveness on his/her job satisfaction. A significant impact of personality on job satisfaction is also showed by Arzad's (2014) study which is indicated by t-value of 6.678 and p-value of 0.000. Meanwhile, Rehman, et al.'s (2015) study showed a significant influence of individual characteristic on job satisfaction.

Method of the Study

The nature of the research is a quantitative design that is conducted using survey method as it endeavor to determine the effect of school organizational climate and teachers' individual characteristic on teachers' job satisfaction in Christian elementary schools of Merauke district, Papua, Indonesia. We used survey method due to its various advantages as follow: (a) high representativeness; (b) low cost; (c) convenient data gathering; (d) good statistical significance; (e) little or no observer subjectivity; and (f) precise result [Sincero, n/d as cited in Werang, 2014a]. Conceptual model of the research is as follow (Figure 1).

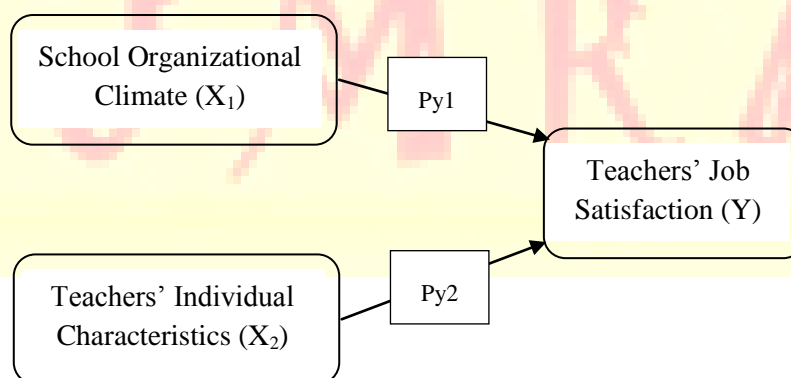


Figure 1. Conceptual Model of the Research Variables

Null hypothesis that are examined in this research as follow: (a) there is no significant effect of school organizational climate on teachers' job satisfaction in Christian elementary school of Merauke district, Papua, Indonesia; and (b) there is no significant effect of teachers'

individual characteristics on teachers' job satisfaction in Christian elementary schools of Merauke district, Papua, Indonesia.

Three quantitative questionnaires using *Likert Scales* was administered to 189 teachers in Christian elementary schools of Merauke district. To measure teachers' job satisfaction, we employed Sudha & Sathyanarayana's (1985 as cited in Arani & Abbasi, 2004) job satisfaction scale which consist of five elements, namely economic sufficiency, social status, professional growth, and interpersonal cooperation. There are overall 16 positive statements which have to be responded on a scale of four alternatives, that are *Strongly Agree* [SA, scoring 4], *Agree* [A, scoring 3], *Disagree* [D, scoring 2] and *Strongly Disagree* [SD, scoring 1]. While to measure school organizational climate, we modified Halpin & Croft's *Organizational Climate Descriptive Questionnaire (OCDQ)* into 29 positive statements which are distributed over eight dimensions of school organizational climate. Each statement is to be responded on a scale of four alternatives, that are *Strongly Agree* [SA, scoring 4], *Agree* [A, scoring 3], *Disagree* [D, scoring 2] and *Strongly Disagree* [SD, scoring 1]. Whereas to measure teachers' individual characteristics, we developed 18 positive statements which are distributed over six dimension of teachers' individual characteristics, that are mental disposition, marital status, age, social class, and working experience. Each statement is to be responded on a scale of four alternatives, that are *Strongly Agree* [SA, scoring 4], *Agree* [A, scoring 3], *Disagree* [D, scoring 2] and *Strongly Disagree* [SD, scoring 1].

Data were analyzed quantitatively using the help of *Statistical Package for Social Sciences (SPSS) version 21 for Windows* to explain the effect of school organizational climate and teachers' individual characteristics on teachers' job satisfaction.

Research Finding

We conduct data analysis quantitatively using the help of *Statistical Package for Social Sciences (SPSS) program version 21* to investigate the effect of school organizational climate and teachers' individual characteristics on teachers' job satisfaction in Christian elementary schools of Merauke district, Papua, Indonesia. The results of the data analysis is presented in Tabel 1 and Tabel 2.

Table 1. The Effect of School Organizational Climate on Teachers' Job Satisfaction

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.764 ^a	.583	.581	1.50161	.583	261.779	1	187	.000	1.804

a. Predictors: (Constant), SchoolClimate

b. Dependent Variable: JobSatisfaction

According to the above table, it is clear that teachers' job satisfaction is significantly affected by school organizational climate as the value of R² is 0.583 with the significant value (p-value) of 0.000. As the significant value (p-value) is less than 5 %, so the null hypothesis is rejected. In other words, at level of alpha (α) = 0.05, the null hypothesis that there is no significant effect of school organizational climate on teachers job satisfaction in Christian elementary schools of Merauke district, Papua, Indonesia, is rejected.

Table 2. The Effect of Teachers' Individual Characteristics on Teachers' Job Satisfaction

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.795 ^a	.633	.631	1.41005	.633	321.951	1	187	.000	1.583

a. Predictors: (Constant), IndividualCharacteristics

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.795 ^a	.633	.631	1.41005	.633	321.951	1	187	.000	1.583

b. Dependent Variable:
JobSatisfaction

According to the above table, it is clear that teachers' job satisfaction is significantly affected by teachers' individual characteristics as the value of R^2 is 0,633 with the significant value (p-value) of 0,001. As the significant value (p-value) is less than 5 %, so the null hypothesis is rejected. In other words, at the level of alpha (α) = 0.05, the null hypothesis that there is no significant effect of teachers' individual characteristics on teachers' job satisfaction in Christian elementary schools of Merauke district, Papua, Indonesia is rejected.

Based on the result of data analysis as they are represented above, empirical model of relationships among research variables could be reflected in Figure 2 below.

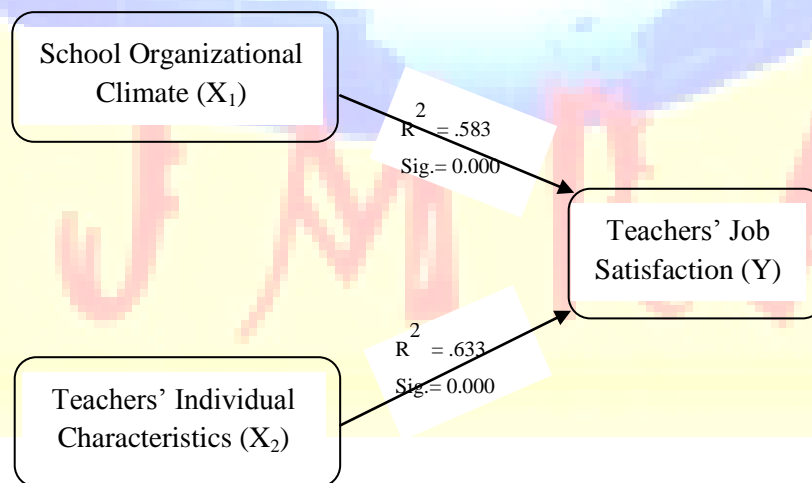


Figure 2. Empirical Model of Research Variables

Discussion

This research investigates the effect of school organizational climate and teachers' individual characteristics on teachers' job satisfaction in Christian elementary schools of Merauke district,

Papua, Indonesia. The result of linear regression analysis shows a positive and significant effect of school organization climate on teachers' job satisfaction in Christian elementary schools of Merauke district, Papua, Indonesia. This means changes one point in independent variabel 'school organizational climate' would strongly effect on dependent variabel "teachers' job satisfaction". In other words, as the value of R^2 is positive and significant, it shows that when the research variabel 'school organizational climate' increases or decreases then the research variabel "teachers' job satisfaction" would also increases or decreases. This research finding is in line with [Shahram, et al. \(2013\)](#) study revealed that there is a significant relationship between organizational climate and job satisfaction at the level of alpha (α) = 0.01. This research is also in line with [Trepurtharat & Tayiam's \(2014\)](#) conclusion that school climate, overall, has a significant relationship with teachers' job satisfaction at Kho Kaen Primary Education which is indicated by the Pearson coefficient (r) of 0.84.

Further analysis shows a positive and significant effect of teachers' individual characteristics on teachers' job satisfaction in Christian elementary schools of Merauke district, Papua, Indonesia. This means that changes one point in independent variabel "teachers' individual characteristics" would strongly effect on dependent variabel "teachers' job satisfaction". In other words, as the value of R^2 is positive and significant, it shows that when the research variabel "teachers' individual characteristics" increases or decreases then the variabel "teachers' job satisfaction" would also increases or decreases. This research finding is in line with [Franěk & Večeřa's \(2010\)](#) study that personal characteristics such as age, tenure, gender, educational level, and hard-work ethics of an individual are the factors that influence individual perceiveness on his/her job satisfaction. This research finding is also in line with [Arzad's \(2014\)](#) and [Rehman, et al.'s \(2015\)](#) study that job satisfaction is significantly influenced by personal or individual characteristics.

Conclusion

Based on the data analysis which have already discussed, the following are the conclusions drawn from the results of the research:

- a. There is a significant effect of school organizational climate on teachers' job satisfaction in Christian elementary schools of Merauke district, Papua, Indonesia. It is indicated by the value

of R^2 (0.583) is significant at $p = 0.000$. It means that teachers' job satisfaction in Christian elementary schools of Merauke district is of 58,3 % explained by schools organizational climates. This finding demonstrates that, if the school principals and supervisors, as well as The Head of Educational Office at government level, want to keep teachers' feeling of satisfaction at a high level then they have to take some strategic actions to keep school organizational climate at a conducive situation. Since *school organizational climate* is low, there would be less of hope to keep teachers' feeling of satisfaction at a good level. In other words, teachers' job satisfaction in Christian elementary schools of Merauke district is only be enhanced if school organizational climate is at a conducive level.

b. There is a significant effect of teachers' individual characteristics on teachers' job satisfaction in Christian elementary schools of Merauke district, Papua, Indonesia. It is indicated by the value of R^2 (0.633) is significant at $p = 0.000$. It means that teachers' job satisfaction in the Christian elementary schools of Merauke district is of 63,3 % explained by teachers' individual characteristics. This finding demonstrates that, if the school principals and supervisors, as well as The Head of Educational Office at government level, want to keep teachers' feeling of satisfaction at a high level then they have to take some strategic actions to improve teachers' individual characteristics. Since teachers' individual characteristics is at bad level, there would be less of hope to keep teachers' feeling of satisfaction at a good level. In other words, teachers' job satisfaction in Christian elementary schools of Merauke district is only be enhanced if teachers' individual characteristics is at a good conduct.

Recommendations

The present research shows a positive and significant effect of school organizational climate and teachers' individual characteristics on teachers' job satisfaction in Christian elementary schools of Merauke district, Papua, Indonesia. Given that teachers' job satisfaction is a key element of teachers' engagement in the job of teaching that, in turn, determines students' success, improving teachers' job satisfaction should be on the top of the agenda for school leaders and supervisors, as well as The Head of Educational Office at government level. In other words, it is recommended that school principals and supervisors, as well as The Head of Educational Office at government level should take some strategic plans to improve teachers' job satisfaction by ensuring that

schools organizational climates are conducive and teachers' individual characteristics are at good level.

Since this present research is limited only on variables 'schools organizational climate' and "teachers' individual characteristics", a more study on teachers' job satisfaction, with regards to other influencing factors, is fully recommended.

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