

Organizational Climate At Primary Schools and Its Influences On Teachers Job Satisfaction

İlköğretim Okullarında Örgütsel İklim ve Bu İklimin Öğretmenlerin İş Doyumları Üzerindeki Etkileri

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Abstract

Organizational climate has influences on the way members behave and perceive in an organization. It has four basic factors; structural, human resource, political, and symbolic frames. While the human resources frame means teamwork, the structural frame accounts to guidance, the symbolic frame infers trust and the political frame means autonomy. This descriptive quantitative study was conducted to discover if these elements influence teachers' intrinsic and extrinsic job satisfaction. Results reveal that while male teachers perceive school environment more positively, female participants have higher intrinsic job satisfaction. While younger teachers perceive all factors more positively, experienced teachers perceive symbolic frame more positively. Regarding age is concerned, while the teachers who are 41 years old and over have more intrinsic job satisfaction, the younger ones have more extrinsic job satisfaction.

Keywords: *leadership, structural, human resource, political, symbolic frame, teachers' job satisfaction*

Özet

Örgütsel iklimin örgütte bulunan çalışanların davranışları ve algıları üzerinde etkileri bulunmaktadır. Örgütsel iklimin dört temel faktörü vardır: Yapısal, insan kaynakları, politik ve sembolik çerçeve. İnsan kaynakları çerçevesi takım çalışmasını ifade ederken, yapısal çerçeve rehberliği, sembolik çerçeve güveni ve politik çerçeve ise özerkliği ifade etmektedir. Bu nicel betimsel çalışma bu unsurların öğretmenlerin içsel ve dışsal iş doyumlarını etkileyip etkilemediğini ortaya çıkarmak amacıyla yürütülmüştür. Araştırma sonuçları erkek öğretmenlerin okul çevresini daha olumlu algımlarken kadın çalışanların daha yüksek içsel iş doyumuna sahip olduklarını ortaya koymaktadır. 30 yaş ve daha genç öğretmenler bütün faktörleri daha olumlu algılamaktadırlar. 12 yıldan fazla deneyimli öğretmenler, daha az deneyimli meslektaşlarına göre sembolik çerçeveyi daha iyi algılamaktadırlar. 41 yaş ve daha büyük olan öğretmenler daha fazla içsel doyuma sahipken daha genç öğretmenler daha fazla

dışsal doyuma sahiptirler. Öğretmenler daha fazla deneyim elde ettikçe daha yüksek içsel doyuma sahip olmaktadır. Okul ikliminin öğretmenlerin iş doyumları üzerindeki etkisi değerlendirildiğinde, örgütsel iklim öğretmenlerin iş doyumlarının %60'ını açıklamaktadır.

Anahtar Kelimeler: Liderlik, yapısal, insan kaynakları, politik, sembolik çerçeve, öğretmen iş doyumunu

1. Introduction

Organizations are established with certain purposes. In this structure, human resources have critical roles to reach organizational aims because their performance determines the quality of the work (Afolabi, 2005; Kaur, 2015; Metle, 2001; West, Patterson & Dawson, 1999). An organization is a group of people who together work to achieve a common goal. Organizational structure defines how tasks are divided, grouped, and coordinated in organizations. Every organization has a structure that clarifies the roles that organizational members perform, so that everyone understands their responsibilities to the group. The structure of an organization tells you the character of an organization and the values it believes in.

In any organization, there are a series of interactions that occur. Schools as organizations are no different as there are a series of interactions occurring among the students, teachers, administrators, and the wider community. These interactions affect the individuals in a school as well as affect the total environment and the climate of the school. In an effort to understand school climate it is important that there is a look at the series of interactions that occur in a school (Vasquez, 2011). In this regard, organizational climate is believed to have significant effects for utilization of human relations and resources at all levels, motivation, productivity and job satisfaction.

Organizational Climate

Organizational climate is defined as the way organizational members perceive and characterize their environment in an attitudinal and value-based manner (Denison, 1996; Moran & Volkwein, 1992; Verbeke, Volgering, and Hessels, 1998; Joyce & Slocum, 1984). As a result of its subjective nature and vulnerability to control and manipulate of an organization's decision-making mechanism, the organizational climate is greatly influenced by organizational leadership (Allen, 2003; Cameron and Smart, 1998; Johnsrud, 2002; Smart, 1990; Volkwein and Parmley, 2000; Varol, 1989). It is determined by many elements like autonomy, stress, control, respect, sincerity, work experience, experience, age, position, procedures, work definitions, role expectations (Allen, 2003; Ancarani, Di Mauro & Giammanco, 2009; Cameron & Smart, 1998; Diaz & Cabbera, 1997; Grigsby, 1991; Hart, Wearing, Conn, Carter & Dingle 2000; Johnsrud, 2002; Smart, 1990; Volkwein & Parmley, 2000; Varol, 1989). In addition, organizational behavior is determined by organizational structures, their procedures, work definitions, and role expectations. It is also considered as an important and inf-

lueential aspect of satisfaction and retention, as well as institutional effectiveness and success in education.

The organizational climate of an educational institution has a great importance. This seems to be very interesting issue because the education system should create chances and opportunities to develop creative competence. It is the degree of orientation of schools and staff employed there, including degree of their creativity, depends on how students, and thus potential employees of the future will have competences enabling them for creativity and employment in the creative sectors. The modern trend of the world economy sees creativity as a resource, values that determine development at the country, region or company level (Sokola, Gozdeka, Figurskab & Blaskova, 2014). The theory assumes that these four organizational frames represent the nature and shape of organizational leadership within the respective frames. These are structural, human resource, political, and symbolic frames (Bolman and Deal, 1997;Thompson, 2005).

Structural Frame: The structural frame emphasizes efficiency and effectiveness. Structural leaders make a rational decision on the staff, and strive to achieve organizational goals and objectives through coordination and control. They value accountability and critical analysis in their management styles. Specialization and division of labor are used to increase performance levels and problems in performance may result in restructuring here (Bolman & Deal, 1997; Thompson, 2005).

Human Resource Frame: The human resource is an important element in an organization and emphasizes the individual. Here, human resource leaders value relationships and harmony within the work environment, and strive to achieve organizational goals through meaningful and satisfying work relations. It recognizes human needs and the importance of congruence between the individual and the organization (Bolman & Deal, 1997; Thompson, 2005).

Political Frame: The political frame emphasizes competition and leaders' value practicality and authenticity, and strive to achieve organizational goals through negotiation and compromise in their organizations. They recognize the diversity of individuals and interests, and compete for scarce resources. Here, power is an important resource in an organization (Bolman & Deal, 1997; Thompson, 2005).

Symbolic Frame: Symbols mean a lot for people and organizations, so this frame emphasizes meaning. Symbolic leaders value the subjective nature and strive to achieve organizational goals through interpretative rituals and ceremonies. Here, they recognize that symbols give individuals meaning. They also provide direction towards achieving organizational purpose. Therefore, they recognize unity and a strong culture and mission (Bolman & Deal, 1997; Thompson, 2005). Here, while human resources frame means teamwork, structural frame accounts to guidance, symbolic frame indicates trust and the political frame means autonomy. While structural and human

resource frames are related to management, political and symbolic frames are related to leadership. These four organizational frames or these management types are strictly assumed to relate to organizational climate.

Job Satisfaction

Job satisfaction is defined as the pleasurable emotional state resulting from the appraisal of one's job as achieving or facilitating the achievement of one's job values (Locke, 1969). It is also described as the extent to which people like or dislike their jobs (Luthans, 1992; Lu, While, & Barriball, 2005; Nguni, Slegers & Denessen, 2006; Spector, 1997; Ololube, 2006). Studies reveal that there is a relationship between leadership and job satisfaction, staff performance and organizational structure (Adeniji, 2011; Bogler, 2001; Bolman & Deal, 2003; Castro & Martins, 2010; Dinham & Scott, 2000; DeCotiis & Summers, 1987; Karsh, Bookse & Sainfort, 2005; Jyoti, 2013; Kumar & Giri, 2007; Lok, Bob, & John, 2007; Mosser & Walls, 2002; Scott, 1999; Tsai, 2014).

Organizational Climate and Job Satisfaction Relation

Research exerts positive and significant influences between job satisfaction and supportive organizational climate (Acikgoz & Gunsel, 2011; Austin & Gamson, 1983; Bensimon & Neumann, 1993; Berwick, 1992; Boone, 1987; Burns & Machin, 2011; Fava, Ruini, Rafanelli, Finos, Conti, & Grandi, 2004; Glisson, 2010; Glisson & Hemmelgarn, 1998; Gormley & Kennerly, 2010; Glisson & James, 2002; Glisson & Green, 2011; Shim, 2010; Kath, Magley & Marmet, 2009; Lawler, 1986; Meyer Goldstein, 2003; Parker et al. 2003; Menges, Walter, Vogel & Bruch, 2011; Nystrom, Ramamurthy & Wilson, 2002; Rigg, 1992; Volkwein, Malik & Napierski-Prancl, 1998; Walumbwa, Wu, & Orwa, 2008). Many other studies found significant relations between climate-related items such as trust, communication, guidance, feedback and recognition are significant contributors to overall morale (Allen, 2003; Johnsrud & colleagues, 1999; 2000; Thompson, 2005). Therefore, the main concern of this study was to discover the influence of school climate on teachers' job satisfaction also significance of gender, age and experience variables were researched.

2. Methodology

This study employed a survey method. To Karasar (2002) they are research approaches aiming at describing an existing situation in the past or at present. This study employed a descriptive quantitative method. As this study was conducted to discover influences of school climate on teachers' job satisfaction, it used a survey method.

Participants

The participants comprised of 707 primary school teachers in in 2014-2015 year in Turkey. These participants are from different provinces. Participants were chosen

from a wide geographical range. Of these participants, 28.3 % are from Mersin, 32.7 % Adana, 20.2 % Adiyaman, and 18.8 % Mardin. As far as gender is concerned, 51.2 % of the participants are female and 48.8% are male. Regarding their career status, 86.1% of them are teachers, 2.8 % contracted teachers and 11.0% expert teachers. As far as the participants' experience is concerned, 18.5 % of them have between 1-5 years professional experience, 21.9 % between 6-10 years, 25.3 % between 11-15 years, 13.3 % between 16-20 years and 20.9 % 21 years and more experience. As for their school experience, 53.0 % of them have worked 3 years or more, 19.7 % between 3-6 years; 10.3 % between 7-9 years and 5.9% between 10-12 years and 11.0 % more than 12 year's experience at the same school. When their subject matter is concerned, 40.2% of the participants are Primary School Teachers, 14.0 % Mathematics Teachers, 7.7 % Science and Technology Teachers, 12.6 % Turkish Teachers, 8.1 % Foreign Language Teachers, 7.9 % Social Sciences Teachers, 4.8 % Religious Teachers, 2.7 % Fine Arts Teachers, 1.9 % Psychological Counseling and Guidance Teachers.

Instrument

The data were collected through a scale called "Leadership Orientation Scale (LOS)" developed by Thompson (2005) and adapted into Turkish by Özcan and Bal- yer (2013). The scale was comprised of 32 items below four sub-scales as structural, human resources, political, and symbolic frames. Validity and reliability of the scale was provided with Exploratory Factor Analysis (EFA) and Confirmatory Factor Analysis (CFA). For EFA, 300 and for CFA 234 teachers participated. In this process, the most common used statistical process for CFA and Model Data Consistency is Chi-square (χ^2), RMSEA, NFI, NNFI, CFI, GFI, AGFI and PGFI. Chi-square (χ^2) error index is ($\chi^2=973.31$, $df = 458$ $\chi^2/df = 2.13 < 3$, $p=.00$) and the root mean square error of approximation is (RMSEA=0.07). Concerning GFI, the goodness of fit index (GFI =0.79), the adjusted goodness of fit index (AGFI = 0.76), the non-normed fit index (NFI=0.98), the non-normed fit index (NNFI = 0.99), the comparative fit index (CFI= .99), the parsimony goodness-of-fit index (PGFI= .69), and RMR= 0.03.

As a result of EFA, Cronbach Alpha Coefficient of the scale was discovered as 0.98 in general. It was 0.94 for Structural Frame, 0.95 for Human Resources, 0.92 for Political Frame and 0.94 for Symbolic Frame. In order to determine teachers' job satisfaction, a short 20-item version of Minnesota Job Satisfaction Scale was administered. It was developed by Weiss, Davis, England and Lofguist (1967) and adapted in to Turkish by Oran (1989). In the adaptation process, 1460 participants participated from different work areas. Here, Cronbach alpha coefficient is for intrinsic satisfaction 0.90 in general, 0.86 for self-satisfaction, and 0.80 for extrinsic satisfaction. In this study, 707 teachers participated and Cronbach alpha is 0.92 in general, 0.85 for self-satisfaction and 0.84 for extrinsic satisfaction.

Data Analysis

The data were analyzed with SPSS packet programs with percentage, frequency, t-test and one-way ANOVA analysis. Dual, multi regression analysis was made to determine how school climate affects teachers' job satisfaction. The score obtained from LOS was accepted as an independent variable, and the score obtained from MJSS was accepted as a dependent variable. The range obtained from t-test was normal in both gender groups. Moreover, the variance measurements obtained from gender groups were equal. In variance analysis, "Test of Homogeneity of Variances" in teachers' age, gender and experience prerequisite was provided. LSD multi comparison test was utilized to determine the source of difference. To variance analysis assumptions, coefficient between independent variables should be .90 and over. Additionally, a multi-collinearity problem variance increasing rates factors (VIF) between dependent and independent variables should be higher than 10 and conditional index (CI) higher than 30 and tolerance rate less than 0.10. In this research, the correlation was found less than .90, VIF rate less than 10 and the CI rate less than 30, so there is not a multi-collinearity problem (Çokluk, Şekercioğlu & Büyüköztürk, 2010).

3. Results

The findings related to influences of organizational climate on teachers' job satisfaction are presented below three sub-headings.

Findings on Organizational Climate

The findings regarding teachers' perceptions of school's climate in terms of structural, human resources, political and symbolic frames are presented here.

Table 1. T-Test Analysis Regarding Gender and School Climate

Sub-dimensions	Gender	n	\bar{X}	Sd	df	t	p
Structural Frame	Female	362	3.68	0.83	705	-2.78	0.06
	Male	345	3.85	0.81			

As presented in Table 1, there is a significant difference between teachers' gender and the structural frame of a school. As such, male teachers perceive the structural frame more positively comparing their female counterparts. Nonetheless, no significant difference was found between teachers' gender and other frames.

Table 2. One Way ANOVA Analysis Concerning Age and Climate

Sub-dimensions	Age	n	\bar{X}	sd	F	p	Difference(LSD)
Structural Frame	Lower than 30	172	3.91	0.73	4.41	.01**	1>2
	Between 31-40	311	3.68	0.86			
	41 and over	224	3.77	0.84			
Human Resource Frame	Lower than 30	172	3.98	0.74	6.03	.01**	1>3>2
	Between 31-40	311	3.70	0.89			
	41 and over	224	3.79	0.88			
Political Frame	Lower than 30	172	3.81	0.69	3.04	.05*	1>2
	Between 31-40	311	3.65	0.75			
	41 and over	224	3.76	0.75			
Symbolic Frame	Lower than 30	172	3.85	0.70	7.97	.01**	1>3>2
	Between 31-40	311	3.55	0.84			
	41 and over	224	3.72	0.83			

* $p < 0.05$, ** $p < 0.01$

As shown in Table 2, there are significant differences in teachers' perceptions on school climate and age variable regarding structural, human resources, political and symbolic frames. In all variance analysis, a "Test of Homogeneity of Variances" prerequisite was provided and LSD Multi comparison test was utilized to determine the source of difference among groups. Results reveal that 30 years old and younger teachers perceive all frames more positively comparing those between 31-40.

Table 3. One Way ANOVA Results Concerning Experience and Climate

Sub-dimensions	School Experience	n	\bar{X}	Sd	F	P	Difference (LSD)
Symbolic Frame	Less than 3 years	131	3.71	0.77	3.19	.05*	5>1>2
	Between 3-6	155	3.61	0.80			
	Between 7-9	179	3.44	0.98			
	Between 10-12	94	3.61	0.89			
	12 and over	148	3.88	0.78			

* $p < 0.05$

As seen in Table 3, there is a significant difference between teachers' school experience and symbolic frame. As such, teachers with 12 years and over experience have more positive perceptions regarding symbolic frame comparing those with less than 3 years and those between 3-6 year's experience. However, no significant difference was discovered between experience and all frames.

Findings on Job Satisfaction

In this part, the findings concerning teachers' job satisfaction perceptions are presented regarding their gender, age and school experience variables.

Table 4. T-Test Analysis between Gender and Job Satisfaction

Sub-dimensions	Gender	n	\bar{X}	Sd	df	t	p
Extrinsic Job Satisfaction	Female	362	3.67	0.77	705	-2.11	.05*
	Male	345	3.79	0.77			

* $p < 0.05$

As presented in Table 4, there is a significant difference between teachers' gender and extrinsic job satisfaction. As such, male teachers have more extrinsic satisfaction comparing their male counterparts. Nonetheless, there is no significant difference between teachers' gender and their intrinsic satisfaction.

Table 5. One-Way ANOVA Results Concerning Age and Job Satisfaction

Sub-dimensions	Age	n	\bar{X}	sd	F	p	Difference(LSD)
Intrinsic -Satisfaction	Lower than 30	172	4.05	0.51	5.89	.05*	3>1
	Between 31-40	311	3.90	0.61			
	41 and over	224	4.15	0.62			
Extrinsic Satisfaction	Lower than 30	172	3.87	0.67	4.85	.05*	1>3>2
	Between 31-40	311	3.64	0.79			
	41 and over	224	3.75	0.81			

* $p < 0.05$

As shown in Table 5, there are significant differences between teachers' intrinsic satisfaction, extrinsic job satisfaction perceptions and their age variables. The multi comparison analysis made here to determine teachers' intrinsic satisfaction perceptions shows that teachers who are 41 years old or over have more intrinsic-satisfaction comparing younger ones. The multi comparison analysis indicates that teachers who are younger than 30 have more extrinsic job satisfaction comparing those between 31-40 years old and 41 years old or over.

Table 6. One-way ANOVA Results Concerning Experience and Job Satisfaction

Sub-dimensions	School Experience	n	\bar{X}	sd	F	p	Difference (LSD)
Intrinsic Job Satisfaction	Less than 3 years	375	3.93	0.59	5.05	.01*	5>4>2>1
	Between 3-6	139	3.95	0.62			
	Between 7-9	73	4.07	0.56			
	Between 10-12	42	3.96	0.59			
	12 and over	78	4.24	0.54			

** $p < 0.01$

As seen in Table 6, significant difference was found between teachers' school experience and their intrinsic job satisfaction perceptions. As such, teachers with 12 years and more experience have more positive perceptions comparing those between

10-12 years, 3-6 years and those less than 3 years. However, there no significant difference was discovered between experience and their extrinsic satisfaction.

The Findings Related to Influences of Organizational Climate on Job Satisfaction

Total scores and sub-scores related to the influence of school climate on teachers' job satisfaction were determined by using multi-regression analysis.

Table 7. Multi-Variable Regression Matrix Concerning Climate and satisfaction

Job Satisfaction (Total)	B	SHB	β	t	p	r**
Permanent	32.28	1.25		25.74		
Org. Climate (Total)	.379	.01	.82	36.90	.00	.82

$$**p < .01, R = .81, R^2 = .66, F_{(4;702)} = 1361.755$$

As shown in Table 7, significant relation was discovered between the organizational climate and teachers' job satisfaction. It explains 66 % of intrinsic job satisfaction of the change in the increase in job satisfaction with four regressive variables of organizational climate. Consequently, correlation analysis made and a high and positive correlation was found between job satisfaction and school climate.

Table 8. Regression Matrix Regarding Climate and Intrinsic Satisfaction

Intrinsic Job Satisfaction	B	SH _B	β	t	p	r**
Permanent	32098.00	1257.00		25540.00	.000	
Structural Frame	.095	.065	.088	1449.00	.148	.38
Human Resources Frame	-.057	.072	-.055	-.794	.428	.37
Political Frame	.122	.084	.101	1452.00	.147	.41
Symbolic Frame	.37	.07	0.34	5.18	0.00	.45

$$**p < .01, R = .46, R^2 = .20, F_{(4;702)} = 45.85$$

As seen in Table 8, statistically significant differences were discovered regarding teachers' intrinsic and job satisfaction. It explains 20 % of intrinsic job satisfaction of the change in the increase with four regressive variables of organizational climate. Regression analysis was made to discover the relationship between each dimension and intrinsic job satisfaction. As such, structural frame dimension explains 15 %, human resources 14 %, political frame 17 % and symbolic frame 20 % of intrinsic job satisfaction scores. Correlation analysis was made to determine relationship between organizational climate and teachers' intrinsic job satisfaction. As such, low and positive relationship was discovered between teachers' intrinsic job satisfaction perceptions and all frames.

Table 9. Regression Matrix Concerning Extrinsic Satisfaction and Org. Climate

Extrinsic Job Satisfaction	B	SH _B	β	t	p	r**
Permanent	-.155	.266		-.582	.56	
Structural Frame	.233	.014	.250	16877.00	.00	.88
Human Resources Frame	.415	.015	.462	27375.00	.00	.94
Political Frame	.373	.018	.357	20972.00	.00	.91
Symbolic Frame	-.025	.015	-.026	-1617.00	.11	.83

** $p < .01$ $R = .98$, $R^2 = .95$, $F_{(4-702)} = 3551.35$

As shown in Table 9, statistically significant differences were found between teachers' extrinsic job satisfaction and organizational climate. It explains 95 % of the increase in teachers' extrinsic job satisfaction regarding four regressive variables of organizational climate. Regression analysis was made to determine the relationship between each dimension of organizational climate scale and teachers' extrinsic job satisfaction. As such, results explain 77% of structural frame, 88 % human resources, 82 % political frame and 68 % symbolic frame of teachers' extrinsic job satisfaction scores. Correlation analysis was made to determine the relationship between the school's organizational climate and teachers' extrinsic job satisfaction. As such, high and positive relationship was found all frames and teachers' extrinsic job satisfaction perceptions.

4. Discussion, Conclusion and Recommendations

This research was conducted to determine the influence of school climate on teachers' job satisfaction and some results were obtained. Results reveal that positive organizational climate has an effect on teachers' job satisfaction perceptions regarding structural and human resources frames. This means that when there is a positive school atmosphere, teachers are more satisfied. Similar results were found by *Arani and Abbasi (2004)*, *Glisson (2010)*, *Glisson and Hemmelgarn (1998)*, *Glisson and James (2002)*, *Selamat, Samsu and Kamalu (2013)*, *Saxena and Shabana (2012)*, *Shahram, Hamid and Rahim (2013)*, *Treputtharata and Tayiam (2014)* and *Yılmaz and Altinkurt (2011)*.

Results also indicate that male teachers have more positive perceptions comparing their female counterparts regarding structural frame. They consider that school has a clear structure, chain of commands, sets specific and measurable goals, develops and implements clear, logical policies and procedures. This may stem from female participants' points of view about the work. They have a tendency of having a disciplinary work routines comparing their male counterparts. In the society, they consider the work a sole chance to stand on their own feet.

Another result shows that 30 years old and younger teachers perceive all frames more positively comparing those over 31 years old. However, *Denison (1996)*, *Moran*

and Volkwein (1992), Verbeke, Volgering, and Hessels (1998) discovered that elder teachers have more positive perceptions. It can be commented that young teachers are not aware of school climate to evaluate it totally. They have a positive attitude towards the total flow of work. Year by year, they can develop a critical point of view. In another result, teachers who are 41 years old or over have a more intrinsic job satisfaction comparing those 30 years old or younger. This shows that experienced teachers may have deeper job satisfaction as they may have proved themselves professionally and a feeling of comfort at their schools. Nonetheless, 30 years old and younger teachers have more positive perceptions regarding their extrinsic job satisfaction comparing those over 31 years old. It is evaluated that novice teachers may have felt appreciation as they have a job security with good salary. Teachers with 12 years or over experience have a more positive intrinsic job satisfaction perceptions comparing those with less than 6 years. It can be interpreted that the longer they work at the same school, the more productive they may become. This may be because of student success, administrators' and other teachers' appreciation. Similar results were found by Acikgoz and Gungel (2011), Orwa (2008) and Walumbwa, Wu, and Vallen (1993). A further result indicates that the teachers with 12 years or more experience have more positive perceptions regarding symbolic frame comparing those with experience 6 years or less. It may stem from the length of their experience because of the increasing awareness of the school culture and their administrators' efforts in time. It can also be commented that they may have established strong ties with their schools.

In another result, female teachers have more positive intrinsic job satisfaction perceptions comparing their male counterparts. This may be commented that school helps women become respectable individuals, encourages participation in decisions and provides job security. Results also show that there is a high and positive relationship between organizational climate and teachers' overall job satisfaction, which explains 66 % of the change in scores. This shows that the organizational climate of a school has a significant and regressive influence on job satisfaction. Moreover, there is a moderate level positive relationship between the school's organizational climate and teachers' intrinsic job satisfaction perceptions, which explains 20 % of the change in scores in intrinsic job satisfaction and organizational climate, 15 % of structural frame, 14 % human resources, 17 % of political frame and 20 % of symbolic frame. There is also a high and positive relationship between the teachers' extrinsic job satisfactions perceptions and organizational climate, which explains 95 % of the change in scores of extrinsic job satisfaction and the overall organizational climate. As far as sub-dimensions are concerned, it explains 77 % of structural frame, 88 % of human resources, 82 % of political frame and 68 % of symbolic frame. It can be said that organizational climate of a school has a significant and regressive influence both on teachers' intrinsic and extrinsic job satisfaction. Similarly results were obtained by Bolman and Deal (1991b; 1997; 2003), Gunduz (2008), Karadag, Baloglu, Korkmaz and Caliskan, Turan (1998) and Thompson (2005). However, Mosser and Walls (2002) found negative relations between these four frames and degree of satisfaction.

In general, results indicate that there is a relation between organizational climate of the school and teachers' job satisfaction. Therefore, it can be concluded that it is essential to increase teachers' job satisfaction feelings at schools by setting a positive organizational climate. The recommendations reached through the results obtained in this study are below:

- As there is a conceptual relationship between the school climate and institutional culture, it is necessary to choose school administrators with academic criteria
- Increasing teachers' job satisfaction may rise their productivity and commitment. Therefore, there should be clear, rational, accountable and measurable goals in school management.
- In order to increase teachers' job satisfaction, administrators should ask their participation in decisions, value their opinions and thoughts.
- In order to increase teachers' job satisfaction, a strong vision and mission should be developed, a stimulating and creative school atmosphere should be provided.

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