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THE RELATIONSHIP BETWEEN TEACHERS' PERCEPTION TOWARDS ORGANIZATIONAL CULTURE AND THEIR JOB SATISFACTION AT KANTANA INSTITUTE, THAILAND

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Abstract

The main purpose of this research was to study the relationship of the teachers' perception towards their organizational culture and their level of job satisfaction at Kantana Institute in Thailand during the academic year 2021-2022. A total of one hundred and twenty-three (123) from the English department under International Education at Kantana Institute were surveyed for this study. The main resource of data was the questionnaire that investigated the teacher's perception towards organizational culture and their job satisfaction at Kantana Institute. The collected data were analyzed by using the mean, standard deviation, and Pearson Product Moment Correlation Coefficient. The research findings indicated that the level of organizational culture was high in the school and from the results of the teachers' job satisfaction. The correlation analysis result showed there was a strong positive relationship between teachers' perception towards organizational culture and their level of job satisfaction. The recommendations based on the results showed 1) Teachers constantly improve their adaptability, increase their sense of responsibility as teachers, and actively communicate with administrators to reflect their views on the surrounding environment, 2) Future researchers should extend their studies to public and private higher education institutions to better assess lecturers' job satisfaction and organizational culture, and 3) Managers' perceptions of organizational culture and job satisfaction also need to be considered. In order to have a deeper understanding and be more accurate, descriptive explanatory exploratory research, qualitative, qualitative, and quantitative research methods should all be considered.

Keywords: Teachers' Perception, Organizational Culture, Job Satisfaction

Introduction

The teacher is an awesome profession, teachers bear the responsibility of educating and cultivating talents for society, its status is lofty. Thailand attaches great importance to the development of education. Many people would like to be teachers in Thailand. As Thailand continues to develop, its economy improves, its quality of life improves, and its population continues to grow, education has become a topic worthy of attention. With the increasing number of teachers in the institute, how to obtain the recognition of young teachers, improve the involvement, adaptability, consistency, and mission of teachers, establish a good organizational culture, constantly improve the working conditions and environment of teachers, and improve their job satisfaction. It has become a topic worthy of attention and research for many education administrators.

The leader is a very important role in an organization, but the members of the organization are also crucial to the development of the organization. (Bogler, 2001). A great organization needs leaders and participants to gain common ideas and establish a culture that is suitable for all members of the organization to be recognized as involvement, adaptability, consistency, and mission (Boyd, 2011).

As a result, teachers are a responsible and creative collective with a high level of passion for organizational culture. How to get along with students has become a unique factor in the organizational culture of this group, and mission is the key to organizational culture (Blase, 2013).

Xu and Chen (2004) believe that teachers' job satisfaction is the key to whether teachers can engage in teaching for a long time, which is related to teachers' feelings, beliefs, attitudes, and personal pursuits. Other researchers believe that organizational success is the key to individual success, teachers' success comes from the success of student groups and institute organizations, and the organizational culture of students and institute is an important factor affecting teachers' recognition and job satisfaction (Marzano, 2013).

Further studies by Kamaylar (2016) found that when teachers receive the increase in salary level and the care, help, and understanding from leaders, they will be more determined in their choice of ideals and beliefs and more willing to engage in the profession of teaching. Superior organizational culture has more opportunities for teachers to improve themselves in all aspects. To improve the efficiency and quality of teaching, help students acquire more and more comprehensive knowledge, promote students' sustainable development and lifelong growth (Littrell, 2009). Rastogi (2015) believes that teachers need six kinds of support from principals: emotional support, value support, evaluation support, tool support, skill support, and information support.

Kantana Institute is an institute that fits to job satisfaction, comfort, and the development of organizational culture. It has been running for more than a decade. This institute is beneficial to the community, and it has enough teachers needed for the study. The researcher believed that Kantana Institute, which is quite beneficial to its community, is one of the most suitable organizations for the study since this study could have some significant advantages to the institute where the study is conducted. In other words, by choosing Kantana Institute for the study, this study may be more beneficial to the organizational culture and job satisfaction.

In addition, continued improvement in job satisfaction is influenced by the college environment, including organizational infrastructure, students, and organizational culture. It is also affected by internal and external satisfaction. Internal satisfaction includes employee rewards, promotions, leadership recognition, achievement, responsibility, and diligence. External satisfaction includes supervision, working conditions, interpersonal relationships, work intensity, salary and incentive, employee welfare and job security, and other positive organizational culture that can improve teachers' job satisfaction. Therefore, the purpose of this study is to explore the organizational culture integration of teachers and the job satisfaction of teachers in the process of institutional capacity building.

Research Objectives

1. What is the level of teachers' perception towards organizational culture at Kantana Institute, Thailand?
2. What is the level of teachers' job satisfaction at Kantana Institute, Thailand?
3. Is there any relationship between teachers' perception towards organizational culture and job satisfaction at Kantana Institute, Thailand?

Literature Review

Culture is the backbone of every organization and the most prominent component of an institute (Pinnington, 2000). Culture may be measurable as well as intangible and influenced by a person's norms, expectations, and behaviors by others or laws that regulate association (Pyhu, 2016). Institute culture strongly affects the expectation of teachers (Littrell, 2009)

Higher education organizational culture is characterized as university group practices, ethics, and values of all members within a University (Littrell, 2009). Integrating each element to encourage strong culture and individual one is the role of leadership (Lwin, 2014). The culture within higher education is, according to Marzano (2013), a collective, mutually forming a pattern of norms, principles, activities, and beliefs that directs individual behaviors as well as group behaviors, offering a reference structure for the organization. The environment of college and university will be decided by its culture through mission, teamwork, tactics, socialization, and leadership (Beaugez, 2016).

1. Organizational Culture Theory (Denison, 1995)

Four cultural characteristics of productive organizations are listed below with comparisons to the literature on organizational research. Denison and Mishra (1995) offer a theory of more thorough analysis of these characteristics: (1) Involvement, (2) Adaptability, (3) Consistency, and (4) Mission.

(1) Involvement: With an efficient organizational environment, inspiring employees, creating communities around their organizations, and improving human capital at all levels can occur. Leaders are committed to their jobs and believe that they are part of the organization (Winer, 2005).

Involvement concerns the personal engagement of individuals within the organization and reflects a focus on the internal dynamics of the organization and flexibility. Its characteristics are-

• Empowerment—Individuals have the authority, initiative, and ability to manage their own work. This creates a sense of ownership and responsibility towards the organization.

• Team orientation— It puts emphasis on working cooperatively for shared interests for which all employees feel different. To get the job done, the organization is dependent on collective commitment.

• Capability development—The continually invests in improving the capabilities of its employees' skills to stay competitive and meet ongoing business needs (Wood, 2003).

(2) Adaptability: Ironically, well-integrated is the hardest to reform (Bogler, 2001). External alignment and external adaptation are frequently at odds with this. Adaptable organizations are guided by their customers, take chances and benefit from their mistakes, and have the capacity and expertise to facilitate progress. The overall capacity of the organizations' structures is improved to deliver value to their customers (Alghamdi & Abuhassan 2020). Adaptation is described as the willingness of the staff to understand what the client needs, learn new knowledge, and adapt in response to requests. Adaptability depends on the exterior and versatility.

• Creating change— The organization, in order to satisfy evolving demands, should create innovative forms. It can read the market climate, adapt rapidly to new developments, and forecast future change.

• Customer focus— The company knows clients' potential needs and responds to them in terms of predicting. That represents the degree to which a problem pushes the company to please its clients.

• Organizational learning— The organization gathers, integrates, and interprets environmental feedback into incentives for promoting creativity, information acquisition, and capacity building (Winer, 2005).

(3) Consistency: Organizations often appear to be successful when they have strongly cohesive, well structured, and well developed "solid" cultures (Blase & Burbank, 2013) is grounded in a collection of fundamental beliefs, and even though there are different points of view, subordinates and leaders are able to find consensus. This continuity is a strong source of cohesion and social alignment arising from intellectuality and uplifted adaptations (Bogler, 2001). Consistency is

mentioned in common principles as well as product structures and processes which represents a consistent, internal emphasis.

• Core value- Group leaders share a collection of principles that establish a sense of belonging and a consistent set of priorities.

• Agreement- Organization leaders should come to an agreement on important matters. This includes both the underlying level of agreement and the ability to reconcile differences when they occur.

• Coordination and integration—Different functions and units of the organization can work together well to achieve common goals. Organizational boundaries do not interfere with getting work done (Hicks, 2011).

(4) Mission: Productive organizations have a strong sense of mission and strategy that identifies operational objectives and strategic priorities and communicates a view of how the organization should investigate the future (Blase & Burbank, 2013). When the basic purpose of an institution varies, a transformation may exist in certain areas of the culture of the organization.

Mission refers to the aim and direction of an organization and its external perspective symbolizes the organization.

• Strategic direction and intent—Strong strategic goals express the mission of the organization and make strong how everybody will contribute to the organization.

• Goals and objectives—A clear set of goals and objectives can be linked to the mission, vision, and strategy, and provide everyone with a clear direction in their work.

• Vision—The organization has a shared view of a desired future state. It embodies core values and captures the hearts and minds of the organization's people while providing guidance and direction.

Range *al et*., (2011) pointed out that job satisfaction refers to an individual's value orientation towards work and a happy emotional state that meets individual expectations. Shiue (2001) pointed out that there is a natural coupling gene between teachers and students, and students' cognitive level and knowledge level are directly affected by the quality of the lecturer's lectures. Johnson and Kamaylar (2003) believe that job satisfaction is an attitude towards life. The inconsistencies of each person's work result in each person having a different attitude towards work, including supervision, recognition, responsibilities, salary, and benefits. T h e p e r s o n a l emotional state of life is job satisfaction. As a lecturer, the lecturer should maintain a good psychological state and a healthy body. Beaugez (2016) believes that efficiency is related to job satisfaction to a certain extent. The more achievements and rewards a person can obtain, the easier it is to obtain job satisfaction.

Herzberg's Theory of Job Satisfaction (2003)

Hygiene factors:

Herzberg (2003) found that many factors have an impact on job satisfaction: (1) employee benefits, the higher the level of employee benefits, the higher the level of employee satisfaction; (2) supervision, which means that supervisory personnel should be competitive and fair; (3) the higher the work intensity, the more dissatisfied people feel; The lower the work intensity, the higher the satisfaction; (4) higher wages will encourage employees to work hard, and it is easier to increase employee satisfaction; (5) job security, The more secure the job is, the more satisfaction will be increased; (6) interpersonal relationship, including the personal relationship with colleagues and managers, to coordinate the relationship between all parties to create good job satisfaction.

Motivation factors:

Motivational factors are the teaching methods of the lecturer, which are the internal factors of the work itself. Motivational factors include:

(1) Achievement is achieved by achieving the goals you set for yourself; (2) recognition by the leader makes you feel satisfied; (3) Diligence and employees' attitude to achieve satisfaction; (4) Promoted to the superior, Increases job satisfaction.

The individual's motivation to work is relatively simple and can be negotiated internally and externally (Hicks, 2011). According to Herzberg (2003), it is necessary to first understand yourself and fully mobilize your own strengths in combination with personal career planning (Alghamdi *al et*., 2020). As mentioned above, Hertzberg (2003) pointed out that internal and external satisfaction is related to job satisfaction, and internal and external satisfaction is direct and effective for improving job satisfaction.

Hertzberg (2003) used a variety of methods to obtain information on job satisfaction. First, focus on asking how you feel about your holistic work. Actively carry out surveys to collect the development of people from different groups and regions, focusing on possible differences in work intensity, wages and incentives, employee benefits, and job security in organizations.

Staff rewards are a part of job satisfaction, but many people get a good reward in their work, but they cannot get satisfaction in their work, which may not effectively improve job satisfaction (Herzberg, 2003). To avoid employee dissatisfaction, Herzberg (2003) points out, company leaders need to tailor their decisions to suit the individual and make the lecturer feel comfortable with the discount. Hertzberg concluded that job satisfaction comes from thinking about practice, motivation increases demand for growth, and job satisfaction depends on motivation when engaging in the practice.

Rastogi (2015) hierarchy of needs is of great significance for guiding realization: from the bottom up are physiological needs (food, water, sleep, oxygen, warmth, and freedom from pain), safety, social belonging, self-esteem, and self-actualization, while the pursuit of job satisfaction is at the high level. Hertzberg's (2003) theory included the requirements of Rastogi (2015). The pursuit of material is increasingly difficult to meet the needs of lecturers, as teachers, they are more inclined to the spiritual pursuit, both the pursuit of job satisfaction and work achievement. Herzberg found that different levels of economic development have different levels of needs. The higher the level of economic development is, the higher people's levels of needs are. As a high-level demand, job satisfaction is affected by different stages of economic development.

Blase (2013) believed that lecturers' job satisfaction was influenced by working environment, leader recognition, working style, and teaching achievement. Then the lecturer is not busy with work often due to non-competitive and unfair factors. Johnson and Kamaylar (2003) proposed that we should attach importance to the role of principals and give full play to their role in building organizational culture and environment. An excellent principal can provide opportunities for the growth of lecturers and increase the job satisfaction of teachers.

Range, Scherz, Holt, and Young (2011) applied Herzberg's motivation-hygiene theory to the German goods retail service industry. The researchers wanted the chief officer to issue 200 questionnaires, which were sent to the sales staff through the supervisor. The questionnaire recovery rate was 80%, with a total of 160 replies from the sales staff in the German commodity retail service industry. According to the data, salespeople have had mixed reactions. Motivation and hygiene factors to fully investigate sales staff job satisfaction. The researchers conclude that each salesperson is an individual and that Hertzberg's motivation-hygiene theory can be applied to specific target populations for specific industry research.

Shiue (2001) studied the relationship between teachers' job satisfaction and their teaching performance. The study took place in a basic education high school in Yangon, Myanmar, and involved 120 school teachers. Teachers believe that working conditions and interpersonal relationships are important factors affecting their job satisfaction in school, and they are moderately satisfied with salaries. The sense of achievement and responsibility can make them get motivation, and motivation is the key to the generation of teaching passion.

Beaugez (2016) conducted a study on job satisfaction of 70 graduate teachers in a private university in Washington, USA. Researchers found that they are more satisfied with their jobs. They believe that the teaching environment is good, the salary level is high, the pressure of college teachers is relatively low, and they can coordinate the relationship between life and work well, so they can obtain higher job satisfaction. They also believe that if schools further reduce research pressure and work intensity, they will achieve higher job satisfaction.

Methodology

This study is based on Denison (1990) Organizational culture theory and Herzberg (1959) Job satisfaction theory, a questionnaire survey was adopted as a research instrument. The researcher applied a quantitative approach with a correlational research design to accomplish the research objectives. Descriptive statistics (mean and standard deviation) were utilized to analyze the data collected so that the researcher will be able to determine teachers' perception toward organizational culture and their job satisfaction at Kantana Institute. The source of data is the total number of teachers teaching from the English department under International Education at Kantana institute in the academic year 2021. Data collection was conducted in October 2021, during the first semester of the institute's academic year.

With the data that will be collected, the researcher will apply the Pearson coefficient of correlation method of analyzing data to determine if there is a significant relationship between teachers' organization and their job satisfaction at Kantana Institute.

Results

1. Teachers' perception towards organizational culture at Kantana Institute, Thailand.
   The construct one of the teachers' perceptions towards organizational culture in involvement which got the total mean score at 3.97. That mean score was in the scale range of 3.51–4.50 and regarded as high. There were twelve items in this construct and "Lecturers are rewarded for experimenting with new ideas and techniques" was found to have the highest mean score at 4.60, which was almost very high.
   The construct one of the teachers' perceptions towards organizational culture in adaptability ~~which~~ got the total mean score at 4.05. That mean score was in the scale range of 3.51–4.50 and regarded as high. There were five items in this construct and "Lecturers regularly seek ideas from seminars, colleagues, and conferences" was found to have the highest mean score at 4.38, which was almost high.
   The construct one of the teachers' perceptions towards organizational culture inconsistency which got the total mean score at 4.09. That mean score was in the scale range of 3.51–4.50 and regarded as high. There were five items in this construct and "Lecturers take time to observe each other teaching" was found to have the highest mean score at 4.38, which was almost high.
   The construct one of teachers' perception towards organizational culture in the mission which got the total mean score at 4.11. That mean score was in the scale range of 3.51– 4.50 and

regarded as high. There were five items in this construct and "Teaching performance reflects the mission of the university" was found to have the highest mean score at 4.35, which was almost high.

    2. Teachers' job satisfaction at Kantana Institute, Thailand.

    Teachers' job satisfaction as intrinsic satisfaction which got the total mean score at 4.07. That mean score was in the scale range of 3.51– 4.50 and regarded as high. There were twelve items in this construct and "The chance to work alone on the job" was found to have the highest mean score at 4.53, which was almost very high.

    Teachers' job satisfaction as extrinsic satisfaction which got the total mean score at 3.86. That mean score was in the scale range of 3.51– 4.50 and regarded as high. There were eight items in this construct and "The way that my supervisor handles his/her team" was found to have the highest mean score at 4.38, which was almost high.

    3. The relationship between teachers' perception towards organizational culture and job satisfaction at Kantana Institute, Thailand.

    Based on the analytical result of research objectives one and two, it was identified that both the levels of teachers' perception towards organizational culture and job satisfaction were high at 4.05 and 3.96 mean scores respectively. The value of Pearson correlation (r) was 0.728 and sig. (2-tailed) was .000. Since the Sig. (2-tailed) was smaller than .05 (even .01), the relationship between teachers' perception towards organizational culture and job satisfaction was significant.

Table 1: To identify the level of teachers' perception towards organizational culture at Kantana Institute, Thailand (n=123).

Teachers' perception towards organizational culture	Mean ($\bar{x}$)	Standard Deviation	Interpretation
Involvement	3.97	.103	High
Adaptability	4.05	.66	High
Consistency	4.09	.29	High
Mission	4.11	.32	High
Total	4.06	.34	High

Table 2: To identify the level of teachers' job satisfaction at Kantana Institute, Thailand (n=123).

Teacher' job satisfaction	Mean ($\bar{x}$)	Standard Deviation	Interpretation
Intrinsic Satisfaction	4.07	.23	High
Extrinsic Satisfaction	3.86	.21	High
Total	3.97	.22	High

Table 3: Correlation between teachers' perception towards organizational culture and job satisfaction

Teacher' job satisfaction	Teachers' perception towards organizational culture			
	Involvement	Adaptability	Consistency	Mission
Intrinsic Satisfaction	.821**	.629**	.622**	.669**
Extrinsic Satisfaction	.637**	.804**	.730**	673**
Total	.768**	.727**	.817**	.764**

Table 4: To determine the significant relationship between teachers' perception towards organizational culture and job satisfaction at Kantana Institute, Thailand.

		Job Satisfaction	Conclusion
Teachers' perception towards organizational culture	Pearson Correlation	.728**	There is a significant relationship
	Sig.(2-tailed)	.000	

Discussion

    1. The level of teachers' perception towards organizational culture

        The key factor of involvement is enthusiasm. To improve the enthusiasm of teachers, we should reduce the accountability of teachers and create a relaxed and pleasant working environment. As a school administrator, actively improving teachers' sense of involvement is equivalent to improving managers' decision-making book review.

        Littrell (2009) indicated that adaptability can be understood as a kind of culture: adaptive culture can be improved through psychological processes. When school administrators care about subordinates in daily life and make them feel warm, adaptive culture will have an effect and subordinates will adapt to the new environment faster.

        According to Marzano (2013) research, consistency needs to increase teachers' coordination ability, which is influenced by organizational culture. Communication and coordination are relatively easy in a harmonious environment. However, if you travel in a narrow organizational environment, if the collaborative culture becomes difficult, the exchange between teachers, communication and assistance is difficult to achieve, so consistency affects organizational efficiency.

        Lwin (2014) studied an Examination of the Relationship between Principals' Emotional Intelligence and Teachers' Attitudes Toward Personal and Professional Development and School Culture. The study claimed that school leaders should have reflective practice and strong communication with teachers for teachers' professional and personal growth in the working environment.

    2. The level of teachers' job satisfaction

        Rastogi (2015) argues that higher salaries are often considered a factor in improving teacher job satisfaction, but in fact it is often a weak factor in measuring teacher satisfaction. Higher salaries can increase investment in teachers and reduce their attrition. Principals should not ignore the importance of higher teacher salaries and other benefits to retain good teachers and improve teacher job satisfaction. Marzano (2013) conducted a study in which he found that teachers were most satisfied with the nature of the teaching profession. The teachers take pride in their work and enjoy their achievements in teaching and student performance. Lwin (2014) argues that in the teaching profession, the nature of the job brings more satisfaction than other professions.

        Student behavior is closely related to teacher job satisfaction. Kamaylar (2016) found that students' classroom discipline problems greatly affected the satisfaction of new teachers in their first year of work. Littrell (2009) pointed out that working conditions and students' poor disciplinary performance were the reasons for teachers' dissatisfaction. The setting of the school environment makes urban teachers feel more stressed and out of control over students' bad behavior, while rural teachers say they are more dissatisfied with poor working conditions than with students' problems.

3. The relationship between teachers' perception towards organizational culture and job satisfaction at Kantana Institute, Thailand

Organizational culture and job satisfaction are highly correlated, and they influence and promote each other. Boyd (2011) believes that organizational culture is an important link in campus negotiation and how to improve teachers' participation. Mission, consistency and adaptability become the key factors, which have an important impact on teachers' career and are related to job satisfaction. On the other hand, Beaugez (2016) believes that teacher's job satisfaction is the basic element of whether a teacher can grow. Only when a teacher is satisfied with the profession he or she is engaged in, will he or she love the profession of teacher. If he or she loves the profession of teacher, he or she will actively participate in the construction of the school, have a sense of responsibility, and constantly adapt to the environment of the school, thus becoming an active promoter of organizational culture. Research shows that school administrators actively build a good organizational culture, so that teachers are satisfied with the teaching work, so as to lay a solid foundation of organizational culture for the development of organizations.

Conclusion

Teachers' perception towards organizational culture. The level of involvement, adaptability, consistency and mission were interpreted high.In conclusion, school culture is related to teachers' daily life and teaching, which is what every teacher and every school needs to face. The establishment of a campus with a good organizational culture requires the participation of every teacher, the need for every teacher to adapt to the campus environment, the need for teachers to maintain consistency and shoulder the mission of teachers. Teachers should have the ability to adapt to different environments and organizational strategies, so as to better adapt to organizational culture and contribute to the better development of organizational culture. A good organizational culture not only improves the teaching quality of the school, but also realizes the value of teachers and increases job satisfaction (Kamaylar, 2016).

Teachers' job satisfaction. Teachers at Kantana Institute had a high level of intrinsic satisfaction. Teachers at Kantana Institute had a high level of extrinsic satisfaction. Student behavior is closely related to teacher job satisfaction. Kamaylar (2016) found that students' classroom discipline problems greatly affected the satisfaction of new teachers in their first year of work. Littrell (2009) pointed out that working conditions and students' poor disciplinary performance were the reasons for teachers' dissatisfaction. The setting of the school environment makes urban teachers feel more stressed and out of control over students' bad behavior, while rural teachers say they are more dissatisfied with poor working conditions than with students' problems.

The relationship between teachers' perception towards organizational culture and job satisfaction. There was a significant relationship between teachers' perceptions towards organizational culture and job satisfaction at Kantana Institute, Thailand. The Pearson correlation (r) was 0.728 and sig. (2-tailed) was .000 which means the relationship between teachers' teachers' perceptions towards organizational culture and job satisfaction was highly positive. Boyd (2011) believes that organizational culture is an important link in campus negotiation and how to improve teachers' participation. Mission, consistency and adaptability become the key factors, which have an important impact on teachers' career and are related to job satisfaction. On the other hand, Beaugez (2012) believes that teacher's job satisfaction is the basic element of whether a teacher can grow. Only when a teacher is satisfied with the profession he or she is engaged in, will he or she love the profession of teacher. If he or she loves the profession of teacher, he or she will actively participate in the construction of the school, have a sense of responsibility, and constantly adapt to the environment of

the school, thus becoming an active promoter of organizational culture. Research shows that school administrators actively build a good organizational culture, so that teachers are satisfied with the teaching work, so as to lay a solid foundation of organizational culture for the development of organizations.

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