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Lucija Levanić

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Climate

Diplomski rad

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Zadar, 2024.



Izjava o akademskoj čestitosti

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Zadar, 14. ožujka 2024.

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1. Introduction

An effective educational system is at the core of any nation's development and can be regarded as a backbone of social advancement (Selamat et al., 2013). Teachers are an integral component of such a process because their attitudes, behaviors, and actions, whether directly or indirectly, shape every learner who is bound to become an active member of society. The connection between student performance and teacher actions has been documented in several studies (Baker et al., 2000; Buljan Gudelj, 2018; Lopes & Oliveira, 2020; Martin et al., 2012; Wu et al., 2010). Specifically, teachers' actions and behaviors have a strong impact on student engagement, commitment, and overall academic achievement (Lopes & Oliveira, 2020). Therefore, teachers' quality performance and effectiveness seem to be essential for students' success, their healthy development, and successful entry into society.

When it comes to the second language (L2) learning process, it is often regarded as a long and challenging venture during which English foreign language (EFL) teachers have a key role in motivating second language (L2) learners. According to Dörnyei (1998) teachers' engagement, enthusiasm, personality traits, behavior, commitment, and level of motivation, are all factors that affect L2 language learners' motivation. Some studies have found a link between learners' motivation and teachers' motivation (Atkinson, 2000), as well as in the field of second language acquisition (SLA) (Matsumoto, 2011), hence the importance of keeping EFL teachers motivated has appeared.

When considering the factors that contribute to teacher effectiveness and quality performance, research has found job satisfaction and overall contentment with the working conditions to be predictors of their high motivation and enthusiasm (Skaalvik & Skaalvik, 2014). Similarly, considering EFL teachers, Baleghizadeh and Gordani's (2012) research found a significant relationship between EFL teachers' motivation and their quality of work life. Likewise, Spector (1997) argues that teachers with high levels of job satisfaction have positive attitudes toward their working environment, which may further enhance their performance and behavior at school. The author also mentions the notion of school organizational climate as another factor that may affect teachers' job satisfaction, and eventually their performance.

The concept of the school organizational climate refers to teachers' views of the school characteristics and processes in which they perform daily activities (Adejumobi & Ojikutu, 2013). The research has shown that a healthy and positive school organizational climate increases the teachers' job satisfaction and school productivity, and it creates a facilitative learning environment (Ghavifekr & Pillai, 2016). Many studies were carried out on the relations between teachers' job satisfaction and the school organizational climate, and their results have

mainly shown a positive correlation between the variables (Abu-Saad & Hendrix, 1995; Adejumobi & Ojikutu, 2013; Bhat & Bashir, 2016; Selamat et al., 2013). Despite the dearth of L2 research on this topic, studies by Razavipour and Yousefi (2017) and Rezaee et al. (2020) have found a significant positive correlation between EFL teachers' job satisfaction and their schools' organizational climate. Hence, investigating and analyzing teachers' views of the school's organizational climate, job satisfaction, and working conditions might prove beneficial for the quality of the learning process and the educational system as a whole.

Even though investigating teacher job satisfaction has attracted some attention in the field of SLA and L2 learner motivation, there is still a dearth of research on job satisfaction and school organizational climate concerning L2 teachers in Croatian settings. Therefore, the purpose of this thesis was to bridge this gap by examining the levels of Croatian EFL teachers' satisfaction with their jobs with regard to their schools' organizational climates. In addition, this paper aimed to inspect possible relationships between teacher job satisfaction and school organizational climates of schools they worked in, along with the impact that demographic variables of age and working experience might have on teachers' job satisfaction.

Firstly, the theoretical background to the topic will be presented, including a general overview of the theory concerning job satisfaction, school organizational climate, and the most influential factors contributing to teacher job satisfaction and favorable school climate. This part will also include an outline of job satisfaction and school organizational climate research conducted in international and Croatian settings. Secondly, the aim and method will be discussed, including the research sample, instruments, procedure, and data analysis. The next section will include the results of the gathered data presented through tables, followed by the section in which results will be discussed and compared to the previous research. Finally, the conclusion part will give the final review and summary of results, as well as the study's limitations and recommendations for future studies.

2. Theoretical Background

2.1. Second Language Acquisition and Teaching

The ability to acquire, comprehend, and successfully use language might be one of the most distinctive human features and is the “quintessentially human trait” (Pinker, 1995, p. 135). Human children all around the world, despite acquiring different first languages (L1) in different cultures and conditions, acquire their first languages at an early age to a high level of proficiency. One’s first language (L1) seems to be successfully acquired without additional effort or awareness. On the other hand, learning additional languages subsequent to one’s first language requires conscious effort, awareness, and repetition. Nevertheless, not all learners are equally successful in their attempts to learn a target language which is the aim of learning, and only a few reach a native-like proficiency in their second language (L2) (Saville-Troike & Barto, 2017).

The question of variability in learners' second language performance falls under the scope of Second Language Acquisition (SLA), the study of individuals and groups learning subsequent languages and of the language learning process (Saville-Troike & Barto, 2017). The field of SLA attempts to answer questions about *what* is acquired in second language learning, *how* it is acquired, and *why* are some language learners eventually more successful than others. Different issues in the language learning process can thus be observed from three different perspectives or approaches, according to Saville Troike and Barto (2017). Firstly, the linguistic perspective focuses on linguistic aspects of language acquisition including the learner's linguistic competence, and the actual use of language with its various functions in communication. Secondly, theoretical frameworks with a social perspective focus on the influence of micro- and macro-contextual factors on language learning, observing the language learning process in the immediate social contexts or in the wider cultural, political, and educational contexts. Finally, approaches to SLA based on the psychological perspective focus on three areas of interest, more precisely on the localization and organization of languages in the brain, the learning processes involved in SLA, and the influence of learners' individual differences on their successful language acquisition (Saville-Troike & Barto, 2017).

As previously mentioned, language learners differ significantly in language attainment success, language performance, and learning outcomes. According to Dörnyei (2005), variability in learners' success in mastering an L2 can be ascribed to a great part to learners' individual differences (IDs), or specific human cognitive, psychological, or social characteristics, traits, or dispositions that were found to be the most continuous predictors of

L2 learning success. Dörnyei (2005) lists personality, aptitude, and motivation as the core variables in language learning. Still, the SLA studies include a much broader range of potential IDs, thus focusing on learners' age, sex, aptitude, cognitive style, personality, learning strategies, motivation, and many others (Saville-Troike & Barto, 2017). ID factors remain relevant for the study of SLA due to their possibility to predict L2 learning outcomes, explain L2 learning mechanisms, and give valuable implications for practice. Although there is a long list of variables that may account for learners' variability in L2 language attainment success, learner motivation is often considered the prerequisite and "the primary impetus" for all other language learning factors, that is, "the driving force" of the entire second language learning process (Dörnyei, 2005, p.66). In particular, it has been argued that a learners' high motivation can compensate for their weak learning abilities and poor conditions in which language learning might take place (Dörnyei, 1998). This means that highly motivated learners with weak language aptitude can be more successful in attaining L2 than individuals assumingly talented in language learning and exposed to high-quality teaching procedures.

However, Dörnyei and Ushioda (2011) argue that motivation to learn a foreign language does not remain stable over time due to various internal and external influences, and thus emphasize motivation's dynamic nature. As opposed to Gardner's 'too static' integrative vs. instrumental approaches to motivation, Dörnyei and Ushioda (2011) explain motivation as a complex, multi-faceted construct that includes various internally functioning cognitive and emotional processes highly influenced by different social and environmental factors that in turn shape learners' cognition, behavior, and language learning success. According to Dörnyei and Ushioda (2011, p. 26), some contextual factors might have a short-term influence on learner motivation, namely the "features of the instructional context", which refer to individual tasks and learning materials, feedback and evaluation practices, or grouping strategies employed in a classroom. In contrast, social and cultural contexts remain highly influential throughout the whole language-learning process. Thus, learners' culture and family, societal beliefs and values, peers and teachers all shape the learners' L2 learning experience and their language attainment process (Dörnyei & Ushioda, 2011).

2.2. EFL Teacher Motivation

EFL teachers are commonly viewed as one of the most important determinants of L2 learners' motivation for their significant influence on learners' engagement and perseverance in the long and often monotonous process of an L2 acquisition (Matsumoto, 2011). According to Dörnyei (2005), teachers' motivation is recognized as a key predictor of students' motivation,

for motivated teachers can keep learners' interest, work harder, introduce innovations to a classroom, and accomplish goals with great perseverance and enthusiasm. Hence, L2 teachers' motivation may have a great impact on students' motivation, attitudes toward learning, and the final achievement of acquisition of the foreign language (Alibakshi & Nezakatgoo, 2019). Teachers' levels of enthusiasm and commitment, their personality traits, behavior, the strategies they employ in the classroom, and established interpersonal relations with students were all found to contribute to L2 learner motivation (Dörnyei, 1998; Dörnyei & Ushioda, 2011). Although an association has been found between teacher and student motivation, Fernet et al. (2008, as cited in Deawele, 2020) emphasized that teachers' motivation is particularly complex due to the multiple roles and responsibilities they perform in a classroom. Some of the roles they play include the role of speaker, role model, facilitator, mentor, consultant, and much more. Nevertheless, Dörnyei (1998) argues that despite its importance, the subject of teacher motivation has not received sufficient scholarly attention.

The more extensive research on the topics of EFL teacher motivation, its contribution to EFL learners' motivation to learn, and factors that (de)motivate EFL teachers began during the 1990s. For example, Pennington (1995) offered an extensive overview of research related to EFL teachers' job satisfaction, motivation, and commitment, and investigated what motivates EFL teachers to put effort into their work and remain in their profession. Similarly, in Johnson's (2000) study of Mexican EFL teachers, 91 participants were asked to make comments on what motivated and demotivated them at their job. The findings listed a total of 390 comments identified as motivational, and 357 comments that were listed as de-motivational. Some motivating factors revealed by the study include: up-to-date and adequate textbooks, a flexible curriculum, participation in making a curriculum, motivated and enthusiastic students, the challenge of teaching, opportunity for professional advancement, good salary, adequate equipment and facilities, autonomy in teaching, friendly work environment, supportive and respectful supervisor, etc. In contrast, the demotivating factors Mexican EFL teachers listed mostly represent the opposites of the aforementioned motivating factors.

Besides teacher motivation, investigating job satisfaction has also attracted interest in the field of SLA and L2 learner motivation. Job satisfaction was recognized as one of the most important factors of teachers' job motivation, due to closely established relations between motivation and personal and professional satisfaction (Maslow, 1954; Vroom, 1964, as cited in Larkin et al., 2016, p. 28). Apart from its importance for teacher motivation, Pennington (1995) recognized teacher job satisfaction as a crucial factor of student motivation, satisfaction, commitment, and academic performance. As Eklund (2008) stated, "Teacher job satisfaction

matters not only to teachers, but also to students, (...) it is about increasing staff and individual morale because students benefit from relaxed, happy, fulfilled, and engaged teachers” (Eklund, 2008, p. 19). However, employees can be motivated in several different ways, so it is very important to understand possible sources and factors of job motivation and job satisfaction.

Given its complexity, there has been no unanimous consensus on defining the concept of motivation (Dörnyei & Ushioda, 2011). Generally, motivation can be regarded as a person's drive to do or accomplish something and teacher motivation became the major research topic in the fields of psychology and education. Whitaker et al. (2009, as cited in Dörnyei & Ushioda, 2011, p. 159) argue that teachers are usually intrinsically motivated when choosing their careers because they wish to leave a positive impact on young learners. However, the daily challenges of teaching, lesson planning, administrative work, and long working hours, place teaching among the current most stressful professions (Hurley, 2021). Moreover, when teachers are expected to perform their jobs in inadequate working conditions, they are unable to motivate themselves, nor the students. More precisely, when a mismatch occurs between job demands and the available resources, teachers suffer the consequences in the form of burnout. Burnout can be described as a psychological condition of emotional exhaustion, the feeling of depersonalization, and a reduced sense of personal accomplishment (Maslach et al., 2001). Teachers experiencing burnout often leave their jobs, and those who stay become less productive, effective, and committed to their jobs (Maslach et al., 2001). In other words, burnout arises from individuals' long-term exposure to job-related stress and their dissatisfaction with working conditions, which results in decreased motivation, low enthusiasm, and poor performance. Previous L2 studies found negative correlations between EFL teacher burnout and EFL teacher motivation (Sato et al., 2022), implying that teachers with higher levels of motivation reported less burnout. Similarly, some studies have also revealed significantly negative correlations between EFL teachers' burnout and their job satisfaction, suggesting that the increase in job satisfaction would lead to decreased perceptions of occupational burnout (Safari, 2020; Soleimani & Bolourchi, 2021). Hence, to reduce teacher burnout, attention should be paid to both teacher motivation and job satisfaction. It can be argued that motivation and job satisfaction are inextricably related to each other through their reciprocal influence, so certain intrinsic and extrinsic factors that influence teacher motivation, as well as teacher job satisfaction, will be presented in the following sections given their major positive or negative influence on human attitudes and behavior.

2.3. Job Satisfaction

The achievement of organizational tasks and goals, success, and eventually survival of any organization largely depend on its employees' job satisfaction (Noe et al., 2006). The concept of job satisfaction can be defined as an attitude or a feeling that a person has towards their job and various facets of that job (Brewer, 2003, as cited in Claybon, 2008, p. 25). It encompasses individuals' cognitive and emotional views and attitudes toward their occupation (Rezaee et al., 2019), including the perception of the fulfillment of individual needs and values. Nevertheless, Locke (1976, as cited in Abu-Saad & Hendrix, 1995, p. 144) argues that job satisfaction can be defined as a pleasurable feeling that results from a perception that one's job and working environment fulfill or enable the achievement of an individual's values. In other words, people are satisfied with their job and working conditions as long as they respond to their current needs and values, which are highly individual and can vary over time. As a part of his motivation theory, Maslow (1954) categorized human needs in a hierarchy, with low-ranked needs representing concern for survival and high-ranked needs regarding the realization of one's full potential. Maslow's (1954) hierarchy of needs includes *physiological needs, safety and security, love and belonging, self-esteem, and self-actualization*, and later versions also include *cognitive, aesthetic, and transcendence needs* (Maslow, 1970a, 1970b). According to this theory, the needs of the lower level have to be satisfied before moving on to the achievement of the next level of needs, meaning that only after an individual has reached satisfaction of physiological, safety, and belonging needs, can the needs of self-esteem and self-actualization be achieved and satisfied (Larkin et al., 2016). Eventually, a person's job becomes not only a source of financial stability, but a source of fulfillment, gratification, and satisfaction with one's occupation.

Examining job satisfaction and measuring affective reactions towards work conditions, environment, and other job satisfaction aspects has drawn researchers' attention. Namely, employees' feelings and attitudes toward their job might have a major impact on their behavior, performance, and productivity, and thus require special attention (Rezaee et al., 2020). Various research has shown that employees expressing higher levels of job satisfaction demonstrate higher degrees of productivity, motivation, commitment to an organization, and lower attrition rates (Weiqi, 2007, as cited in Heaton, 2014, p. 22). These findings are of special importance when applied to organizations such as schools and their workforce, especially teachers, whose quality and competence determine the success or failure of an educational process.

It is said that teachers are the principal resource and one of the most significant components of any educational system, considering their major influence on students'

achievements (Ferguson, 1998, as cited in Alibakshi, Nezakatgoo, 2019, p.). Apart from being sources of knowledge, role models, guides, and advisors for their students, teachers, along with their values and behavior, might have a great impact on their students. Furthermore, studies found teachers' job satisfaction as an important indicator of students' academic success and revealed a correlation among teachers' (dis)satisfaction with certain aspects of work and work conditions, teachers' self-regulation, and students' motivation and achievement (Pernjek & Matić, 2016). Teachers who are more satisfied and have more positive attitudes toward their work environment may demonstrate higher levels of productivity, commitment, and dedication to achieving objectives in a classroom than teachers who experience lower levels of satisfaction with their job. Therefore, teachers' satisfaction with their job's nature, characteristics of work, and work environment contribute to the increase of their quality of teaching, thus having positive effects on students' performance. Some studies confirmed the effects of teachers' job satisfaction on students' performance, including Zembylas and Papanastasiou (2004), Morgan and O'Leary (2004), and Thornton (2004). Since students' success and achievement are the core goals of each educational system and a basis for a country's progress, it is important to remind education leaders that only happy, satisfied, and motivated teachers can achieve this goal.

2.3.1. Factors Contributing to Job (Dis)Satisfaction

Given the often confusion between the concepts of job satisfaction and job motivation, Nadler and Lawler (1991 as cited in Dinham & Scott, 1998, p. 362) argue that motivation should be considered as a stimulus for a certain behavior in a certain context, whereas the concepts of satisfaction and dissatisfaction should be regarded as a product of a certain action and behavior in a certain context. Job satisfaction has often been regarded as an indicator of the degree to which an individual's job fulfills his/her needs, and later views emphasized an individual's affective reactions to their job, including the presence or absence of certain factors that result in a person's job satisfaction.

Keeping employees motivated, stimulated, and eventually productive could be recognized as any organization's most prominent objective. Given that employees' motivation and behavior can be adjusted by the means of certain stimuli, understanding some job satisfaction theories and applying appropriate strategies might help organizations' managers to their employee's motivation and satisfaction (Tietjen & Myers, 1998). Johnson (1986, as cited in Koran, 2015, p. 73) argued that an employee's motivation should be observed based on three theories of motivation and productivity, namely expectancy theory, equity theory, and job-enrichment theory. Expectancy theory stems from the belief that employees are motivated by a

desired reward, such as a promotion or a raise, whereas equity theory refers to the fair treatment of employees that corresponds to their efforts and performance. According to these theories, employees are mainly motivated by external rewards, expecting fair compensation for their efforts and hard work. However, Johnson (1986, as cited in Koran, 2015, p. 73) also emphasizes job-enrichment theory as a basis of the employee's motivation, a belief that employees' productivity increases with more varying and challenging tasks. A strong positive relationship between task complexity and job satisfaction has been reported, along with the importance of adjusting tasks in a way that fulfills employees (Herzberg et al., 1959, as cited in Noe et al., 2006, p. 115). Hence, employees can be driven and stimulated by several different factors, so organizations need to identify these factors to keep their employees motivated, satisfied, and eventually productive.

Measuring and evaluating one's job satisfaction may be a complex assignment due to several factors that may affect employees' job satisfaction. These factors can be observed with regard to their source, namely whether they arise from the employee himself/herself or his/her working environment. Intrinsic motivation occurs as a result of a person's inner factors, needs, and desires, and the achieved reward is usually psychological, such as pleasure or fulfillment. Nevertheless, some studies have shown that EFL teachers are primarily intrinsically motivated by performing their jobs (Pennington, 1995; Doyle & Kim, 1999). Specifically, Doyle and Kim (1999) studied teacher satisfaction and motivation among ESL college teachers in California and EFL primary and secondary teachers in Korea. The results suggested that even though the participants were dissatisfied with some external factors, they remained highly intrinsically motivated by their jobs. The participants were driven by intrinsic factors such as helping students to achieve, altruism, contribution to change, pride, and a sense of accomplishment by students' success, etc. On the other hand, participants were dissatisfied and demotivated by some extrinsic factors, such as insufficient respect from administration, heavy workloads, limited opportunities for advancement, the lack of contingent rewards, and poor relations among the teaching staff. In addition, while the surveyed American ESL teachers reported their intrinsic motivation was not affected by negative extrinsic factors, Korean EFL teachers suggested their intrinsic motivation was diminished by them. Similarly, participants in Pennington's (1995) study also revealed that despite being intrinsically motivated for their job, certain external factors kept them dissatisfied. Although teachers' intrinsic motivation was found to be a significant factor in choosing their profession, extrinsic factors strongly influence and maintain in-service teachers' motivation and enthusiasm, as well as their remaining in the profession (Han & Yin, 2016). Extrinsic factors arise from an individual's context and

environment in the form of incentives and rewards to keep an employee motivated, and some might include a salary rise, insurance, a pension, a promotion, verbal praise, etc.

While some studies found interdependence between certain extrinsic factors (e.g., pay) and job satisfaction, it has been argued that a high salary does not necessarily result in higher job satisfaction, but a low salary might result in job dissatisfaction (Koran, 2015). In other words, some extrinsic factors will not directly affect a person's job satisfaction, but the absence of these factors might cause a person's job dissatisfaction. This issue was also addressed by Herzberg et al. (1959) within the Two-Factor Motivation Theory, or the Motivation-Hygiene Theory (as cited in Claybon, 2008, p.). According to the Two-Factor Theory, job satisfaction and job dissatisfaction, along with their causing factors, should be observed independently. Similar to the intrinsic-extrinsic division of factors, Herzberg et al. (1959) distinguished motivators and hygienics, with motivators relating to the person itself, and hygienics relating to the person's situation and environment. Motivators would include factors such as the work itself, recognition, responsibility, and hygienic factors like relations with supervisors and co-workers, work conditions, salary, etc. (Herzberg, 1966; Herzberg, 2003, as cited in Alshmemri et al., 2017, p.12). Finally, the theory argues that the presence of motivating factors increases job satisfaction, and the presence of hygiene factors reduces job dissatisfaction.

Herzberg's (1959) theory was further tested and broadened by many authors, including Dinham and Scott (1998). Their research discovered that apart from Herzberg's (1959) two dimensions including intrinsic and extrinsic factors, there is a third dimension regarding school factors that also affect teacher motivation and job satisfaction. The third dimension, the school-based factors, falls between the intrinsic motivators and extrinsic dissatisfiers, including school infrastructure, organizational leadership, decision-making, school climate, etc. (Dinham & Scott, 1998). In line with the three-dimension distinction of job satisfaction, Lopes and Oliveira (2020) also distinguished three levels of job satisfaction factors, namely extra-school factors, school-level factors, and teacher-level factors. Extra-school factors operate outside schools at stakeholders' and societal levels, such as education regulation and policies, wages, and occupational prestige, whereas school-level factors refer to the organization of the school, administrative support, processes within the building, and relations among school faculty. Finally, teacher-level factors include teachers' individual characteristics, demographic characteristics, motivation for the profession, professional development, relations with students, and others.

The school-based factors' impact on EFL teachers' motivation and job satisfaction was also confirmed in several studies. İpek and Kanatlar's (2018) study on EFL university teachers

in Turkey identified the working environment, supportive administration, collegial relations among the school staff, the workload, and teacher autonomy, as the school factors that had an impact on teacher motivation. In addition, Bibi and Kalim (2021) investigated what factors influenced EFL teachers' job satisfaction in Pakistan and found that the working conditions, opportunities for professional development, and teachers' self-efficacy strongly influenced EFL teachers' job satisfaction. Although some studies have shown the relationship between job satisfaction and teacher-level factors such as teacher self-efficacy (Safari et al., 2020), or reported higher levels of job satisfaction in female teachers of younger age (Aytac, 2015), Dinham and Scott (1998) argued that it is the middle, school-based factors where schools should introduce changes that would most likely bring positive results to teachers' job satisfaction, since external societal factors and employees' individual factors might be out of their scope. In addition to these factors, research has shown that a favorable school organizational climate is an important school-based factor that might affect teachers' satisfaction or dissatisfaction with their job.

2.4. School Organizational Climate

The concept of organizational climate has its roots in social and industrial psychology and can be traced back to late 1950s studies on the influence of environmental or situational conditions on the behavior of an individual (Bošnjak, 1997; Domović, 1997). The importance of studying and observing organizational climate stems from Lewin's (1936) postulate that an individual's behavior appears as a result of interaction between an individual and his environment, whereby the work environment and its conditions limit and determine employees' behavior (as cited in Sušanj, 2005, p. 175). In other words, the concept of organizational climate is a psychological construct that evaluates and specifies environmental effects on one's motivation and behavior (Sušanj, 2005). Namely, an organization's structure and leadership, social relations between members, work conditions, and shared norms and values are just a few of many facets that might enhance or deteriorate an organization's climate. It is also often regarded as a relatively permanent feature of some organization that has a direct or indirect impact on the organization's efficacy and productivity, as well as employees' behavior and attitude toward work, including satisfaction with their job. Since organizational climate affects the attitudes and behavior of all organization's participants, inspecting organizational climates in organizations such as schools is of major importance for all participants of the educational process, including students, school faculty, parents, administrators, and policy-makers.

Even though the school climate has been a major topic of many research throughout the years, researchers still haven't reached a consensus on its definition (Robinson, 2010). However, it was agreed that the school organizational climate has a complex and multidimensional structure, including various physical, social, and academic aspects (Loukas et al., 2006, as cited in Demiroz, 2020, p. 60), and conscious or unconscious effect on all school's participants (Bošnjak, 1997). School climate is often referred to as a school's personality or a set of internal features that differentiate one school from another and reflect its uniqueness. Thus, schools that appear as physically similar might differentiate in school climate, and eventually in both teachers' and students' cognitive and affective states and behavior, resulting in different ways of communication, problem and conflict-solving strategies, learning, motivation, performance, and satisfaction. School climate refers to institutions' peculiar ways of functioning, and can be discerned from different spheres of school life, including relationships, the environment, teaching and learning processes, safety, as well as the institution's organizational patterns (Cohen et al., 2009). Therefore, schools with favorable school climate can be recognized for their welcoming and warm physical environment, healthy relationships between participants, positive and safe atmosphere, and the environment that encourages learning and self-realization of all participants.

According to Cohen et al. (2009), a school climate in which all participants feel physically, socially, and emotionally safe and equally valuable promotes the learning and teaching process, performance, achievement, and healthy development. It is an environment in which collegiality, mutual help, respect, open communication, and innovation are encouraged and cultivated by each participant of the organization, in order to achieve the shared school vision. A schools' most important goal, students' academic success, also depends on a favorable emotional climate that is characterized by healthy interpersonal relationships between students, teachers, and other members of the school faculty (Domović, 2004). Moreover, Vrgoč (1997) argues that students' perceptions of the school climate, right after students' intelligence and prior knowledge, are the most important indicators of student success and an important variable contributing to the quality of an educational process. Hence, in schools with a favorable climate, students feel good and safe, establish quality relationships with their teachers, and are regarded as active participants in the process of learning, not just as merely receivers of knowledge.

The same conditions are required for the successful attainment of a second language. Since the language learning process is a long-term venture, it greatly depends on the learners' motivation which is prone to external influences including factors related to the social learning environment (Dörnyei & Ushioda, 2011). Dörnyei and Ushioda (2011) made a distinction

between “macro- and micro-contextual factors” that influence teacher motivation. Macro-contextual factors include external influences coming from the wider society, politics, parents, and the media. Considering micro-contextual influences, the authors listed the institution’s organizational climate and characteristics of the working environment as the most influential. Nevertheless, they emphasized that schools might have an important impact on both student and teacher motivation depending on the ethos they encourage; for example, a warm, friendly, supportive, and positive environment enables the productive and effective flow of a language learning process (Dörnyei & Ushioda, 2011, p. 164).

2.5. School Organization Climate and Teacher Job Satisfaction

Except for its strong impact on students, Domović (2004) emphasizes favorable school climate as a key factor in developing teachers’ pedagogical skills and their quality performance in the classroom. In other words, when school faculty feel happy, supported, and appreciated in their workplace, this might later reflect in their work, attitude, and behavior in the classroom. The role of the teachers is already quite complex and dynamic, so quality relationships with colleagues, students, and supervisors, along with favorable work conditions might be the source of teacher motivation, satisfaction with work, and a reason for retention in their profession. In addition, a positive school climate was indeed found to arouse teacher motivation, what further results in teacher job satisfaction, commitment to organization, and performance (Selamat et al., 2013; Lubienski et al., 2008, as cited in Demiroz, 2020, p. 61; Rezaee et al., 2020). The great importance of the school climate was emphasized by Razavipour and Yousefi (2017) who argue that school climate’s influence is so strong it might even overpower efforts and resources invested in teacher quality education and training, whereby a competent and quality teacher might not be a guarantee for students’ success in a school with unfavorable climate. Nevertheless, the unfavorable or unhealthy school climate leads to teachers’ negative attitudes and behavior, causing job dissatisfaction, indifference, alienation, and eventually occupational pressure and stress (Ahghar, 2008). With the assumption that school climates can be improved by enacting certain strategies, it seems important for both school administration and stakeholders to understand how different school climates might affect their employees’ attitudes and behavior, to inspect how their employees and students perceive school climate, and to analyze which components of school climate require additional attention and necessary changes to increase the satisfaction of schools’ employees and therefore the quality of schools (Domović, 1997).

Spector (1997) argued that organizations and their features have significant effects on their employees' feelings towards their work, and organizational climate might be regarded as an organization's feature that "provides a type of work setting in which people feel satisfied or dissatisfied" (Rezaee et al., 2020, p. 2). Regarding schools, school organizational climate is considered as a link between schools' organizational structure and teachers' emergent individual or group attitudes and behavior, whereby schools' formal and informal structures were found as important indicators of teacher satisfaction (Gunbayi, 2007). Nevertheless, as previously mentioned, school climate can be defined as a complex and multifaceted concept, and therefore includes subjective perceptions of various physical, social, and academic environmental factors that prevail in schools. According to the literature, some of the factors with the greatest influence on shaping the school organizational climate include principal leadership style (Abu-Saad, Hendrix, 1995; Matijević, 1997; Domović, 2004; Eklund, 2008; Rezaee et al., 2020), teacher autonomy and inclusion in decision-making process (Eklund, 2008; Karavas, 2010), feeling of intimacy and cooperation among school faculty (Karavas, 2010; Lopes, Oliveira, 2020), and physical appearance and equipment of schools (Matijević, 1997). Moreover, the above-listed factors coincide with the most common factors of teacher job satisfaction, whereby the same factors might be considered as simultaneously shaping the school climate and contributing to teachers' job satisfaction. Even though many school organizational climate factors contribute to teachers' satisfaction or dissatisfaction with their job, for the purpose of this thesis, a few factors regarded as carrying the greatest influence on teachers' job satisfaction will be presented, specifically principal leadership and supervision, teacher autonomy and decision-making, and eventually collegial relations and support.

2.5.1. Principal Leadership and Supervision

As a person whose decisions and behavior can directly affect the school climate, the principal's role and his leadership were emphasized as inevitable factors in creating and maintaining a positive and healthy school climate. The principal's leadership style, communication with employees, and treatment of the school faculty shape the school climate and contribute to the creation of a favorable or unfavorable atmosphere crucial for the teaching and learning process (Matijević, 1997). Nevertheless, principal leadership was found as one of the most important school-level factors to contribute to teacher satisfaction (Morris, 2004), as well as to student achievement and performance (Chapman et al., 2016 as cited in OECD, 2019). As Eklund (2008) states, the most important relationship in a school setting is the one between the school faculty and management, and the established quality relationship with the

school administration was found as a major source of teacher satisfaction or dissatisfaction with their job and further performance in the classroom (Morris, 2004; Heaton, 2014). Apart from the quality relationship and communication with the school faculty, the principal's sensitivity to teachers' needs, including teachers in making important administrative decisions and adoption of their proposals, are all characteristics of the positive school climate that in turn result in greater levels of teachers' job satisfaction. Furthermore, Evans (1998) identified five characteristics of effective school leadership that influence teacher morale, job satisfaction, and motivation – respecting teacher's individualism, interest in and awareness of school events, recognition and appraisal of teachers' and students' achievements, and leader's ability to envision school's future development and goals. In addition, Hurley (2021) stated that supervisors' respect, encouragement, and recognition of employees' efforts can be regarded as non-monetary rewards which lead to an increase in employees' morale, motivation, and job satisfaction. Since teachers' salary and monetary stimulations are beyond principals' authority in Croatia, Labus et al. (2009) suggested some other non-monetary strategies that might keep teachers motivated and satisfied at their workplace, such as the acknowledgment of the efforts and contribution, the establishment of a pleasant and friendly work environment, organization of an informal teacher socializing, and encouraging creative teamwork.

Since creating a supportive, cooperative, and friendly work environment was found as an important precondition for teachers' satisfaction with their job, principals need to examine their school's climate, and if necessary, follow certain strategies for improving the school climate. Domović (2004) suggested some strategies for improving the school climate, such as the principal's establishment of formal and informal communication and socializing with the school faculty, developing abilities of careful listening of employees, and appreciation and acceptance of their opinions, ideas, and suggestions. Nevertheless, principal strategies including the acceptance of teacher suggestions, enabling their participation in making school-related decisions, and granting teachers a great level of autonomy in the classroom might be other factors that generate teacher job satisfaction.

2.5.2. Teacher Autonomy and Decision-Making

The lack of or inhibition of teacher autonomy has been reported by many studies as a primary demotivator for EFL teachers (Dörnyei, 2001), or a reason for teachers leaving their profession. Teachers' autonomy is often restrained by normative constraints imposed by the governments, authorities, or school boards that are trying to ensure the quality and effectiveness of the educational process. This implies that teachers sometimes have limited control over their

in-classroom teaching and important school-related questions, which might result in their negative feelings of disengagement and helplessness in the workplace. Namely, Javadi's (2014) study of Iranian EFL teachers found restricted autonomy as a crucial predictor of EFL teachers' burnout. In addition, the lack of teacher autonomy might have negative consequences on teacher motivation and eventually on learner motivation, as was proposed by Pelletier et al. (2002). Their study suggested that teachers who experienced less professional autonomy were more likely to employ controlling instead of autonomy-supportive behavior in the classroom, which may in turn decrease learner motivation.

According to Willner (1990, as cited in Pearson & Moomaw, 2005, p. 42), the concept of teacher autonomy should not be regarded as teachers' isolation and alienation from other colleagues, but as a granted level of freedom to control one's work environment through participation in making school-level and classroom-level decisions. Research on teacher autonomy and teacher job satisfaction found that teachers who were granted higher levels of autonomy in the classroom expressed higher levels of job satisfaction (Heaton, 2014), as well as teachers who were allowed to collectively participate in school decisions (OECD, 2019). Teachers who participate in making decisions at the school level are appreciated, empowered, and valuable members of the school community, and eventually more satisfied, productive, and committed to the school's vision (Eklund, 2008). Classroom-level teacher autonomy refers to teachers' freedom to make professional decisions on presenting course content, evaluating students' acquired knowledge and skills, enforcing student behavior management, etc. However, the school-level ownership of making decisions in OECD countries is still mainly under school management's control, according to the 2018 Teaching and Learning Investigation Survey (TALIS) reports (OECD, 2019). Despite the positive effects of teachers' involvement in making school-level decisions, on average only 42% of principals of OECD countries reported that teachers had a significant responsibility over decisions on school policies, curriculum, and instruction, and only 32% of teachers had a voice on school budget allocation. However, considering individual countries, Croatian results are well above the OECD average, whereby 81% of principals reported their school faculty actively participated in making school decisions, and 83% of teachers reported they had control over determining their course content. Hence, the 2018 TALIS reports have shown that the majority of Croatian teachers have autonomy over their classroom decisions, and are encouraged by their principals to participate in making important school-related decisions (OECD, 2019).

2.5.3. Collegial Relations and Support

Besides quality relationships and communication with their managers, collegiality with co-workers was also found to be one of the EFL teachers' motivational factors (Hettiarachchi, 2013; İpek & Kanatlar, 2018), whereas Eklund (2008) emphasized the importance of building emotional, personal and professional relationships and a feeling of mutual support among colleagues to improve teacher job satisfaction. Since the teaching profession requires day-to-day interaction, cooperation, and collaboration among different participants of the school faculty, disturbances in collegial relationships and communication prevent school processes such as teaching and learning, problem-solving, and decision-making, and contribute to the establishment of an unfavorable school climate. Moreover, the lack of administrative and collegial support was found to decrease levels of teacher motivation, thus leading to occupational stress and teacher burnout which eventually result in teachers' leaving the profession (Caruso, 2019; Futernick, 2007). On the other hand, Selamat et al. (2013) argue that schools with a culture of collaboration, support, and positive interpersonal relationships among school faculty are most likely to be described as schools that are inviting, warm, and comfortable to all of their participants. Nevertheless, the relationships among adults in school are regarded as a basis for the successful enforcement of changes and the overall school improvement, for teachers depend on each other's help, observations, counseling, and feedback in day-to-day situations, especially in overcoming professional obstacles (Barth, 1990; Hurley, 2021). Nevertheless, the study by Goddard et al. (2007) found that schools with high levels of collaboration also reported higher levels of student achievement. The authors also stated that teacher collaboration plays a major role in their professional development, whereby teachers can improve their teaching skills by observing, critically evaluating, and providing feedback on each other's classes. In addition, other forms of professional collaboration might include team teaching, involvement in joint projects and activities, creating mutual teaching material, decorating school buildings, or joint participation in professional development.

Reports from the 2018 TALIS have shown that the most common collaboration practices in OECD countries are discussing certain students' development (61% of teachers on average), and exchanging teaching material (47% on average), whilst only 9% of teachers expressed that they observe and provide feedback on other teachers' practice. As for Croatia, according to TALIS 2018 reports, 79% of teachers expressed they've worked in a school with a collaborative and supportive culture, while 77% of teachers received some sort of feedback in the 12 months before the survey. Although the cost-saving professional development could be organized at the school level in the shape of discussing classroom instruction, exchanging

ideas and solutions to problems, and reflecting on personal teaching practices, only 8% of Croatian teachers covered by the survey expressed that they participate in monthly collaborative professional learning at their schools. Hence, this area requires further attention and improvement (OECD, 2019). Similar results were suggested by Andersson and Olsson (2019) in their study regarding EFL teachers' perceptions of workplace aspects and collegial collaborations in Sweden. According to the authors, the Swedish educational system is facing a shortage of qualified EFL teachers, and those who are currently employed are considering resignation due to heavy workload, high levels of stress and burnout that might appear as the result of personnel shortage. Furthermore, the authors proposed the notion of collective efficacy as the solution, in the form of collegial support, cooperation, communication, and collegial exchange. To clarify, collective teacher efficacy refers to a shared teacher belief that they can collectively perform work obligations successfully through continuous cooperation and constructive communication, and thus increase levels of student achievement, as some studies have suggested (Goddard et al., 2007). Although the findings of the study reported that EFL teachers believed they could collectively improve students' performance and were positive toward collegial exchanges, they identified the lack of time as a main factor that prevents them from holding collegial exchanges more frequently (Andersson & Olsson, 2019).

2.6. Research on Job Satisfaction and School Organizational Climate

According to Sušanj (2005), organizational climate's association with different aspects of an individual's functioning such as job satisfaction can be regarded as well examined and documented in theory. With regards to the schools' organizational climate, the 1970s and 1980s have brought many studies on the effects of contextual factors on the quality and efficacy of schools, including school climate's influence on variables such as student achievement, motivation, teacher job satisfaction, etc. (Domović, 2004). The first educational leader who observed the effects of the school climate on students and their learning was Perry (1908), but it was not until the 1950s that the empirically grounded research on the school climate began (as cited in Cohen et al., 2009). Since then, the school organizational climate has been the subject of numerous studies conducted in different contexts and examined concerning different variables, including job satisfaction. For the purpose of this thesis, a few studies on teachers' job satisfaction and school organizational climate carried out in international contexts will be presented, followed by an analysis of studies conducted in the Croatian context.

Regarding the Indian and Iranian context, Arani and Abbasi's (2004) study examined secondary school teachers' job satisfaction concerning their schools' organizational climates,

and the findings revealed a significant relationship between the variables in both countries. Similarly, studies by Ghavifekr and Pillai (2016) and Knox (2011) also found a significantly positive relationship between teacher job satisfaction and their schools' organizational climates. On the other hand, the results of Rani and Rani's (2014) study including 100 Indian elementary school teachers showed there were no significant effects of organizational climate on teachers' job satisfaction. However, studies conducted with EFL teachers also found a significantly positive relationship between teachers' job satisfaction and school organizational climate, and the researchers concluded that schools with a more positive school climate generated higher levels of teachers' satisfaction with their job, or vice versa (Razavipour & Yousefi, 2017; Rezaee et al., 2020). Furthermore, organizational climate dimensions revealed by studies as significant in contributing to EFL teachers' job satisfaction included the principal leadership and a reward system (Razavipour & Yousefi, 2017), as well as the relationship with the principal, autonomy, and decision-making (Rezaee et al., 2020). Considering that the aforementioned studies have been carried out in different contexts with various traditions, norms, values, and national politics, the next reasonable step seems to present studies conducted in a Croatian setting.

2.6.1. Research on Job Satisfaction and School Organizational Climate in Croatia

Domović (2004) argues that early research on organizational climate carried out in the Croatian context was mainly theoretical in nature, with a lack of empirical evidence. Additionally, the first studies on school organizational climate in the Croatian context were mainly concerned with the effects it might have on schools' efficacy, and eventually on students' achievement. Since students' achievement and performance are greatly dependent on teachers' motivation and performance, Domović (2003) was the first author to switch attention from investigating students to teachers. Domović's (2003) research investigated the relationship between Croatian primary school teachers' job satisfaction and school organizational climate, and the results showed a significant relationship between the mentioned variables (as cited in Domović, 2004, p. 72). This indicated that teachers experienced higher levels of job satisfaction in schools with more favorable school climates than within schools with unfavorable climates. Findings also suggested certain aspects of school climate as important predictors of teachers' job satisfaction, namely inclusion, control, collegial cohesion, and clarity. Domović (2004) concluded that teachers will face higher levels of job satisfaction in schools: 1) where the job is perceived as a professional challenge, 2) in which tasks are completed with enthusiasm and commitment, and 3) which are filled with a sense of community, without strict and firm control.

However, considering that the study was conducted two decades ago, we can conclude that there is a need for more recent research on the effects of both teachers' job satisfaction and school climate in the Croatian context. Additionally, Domović (2004) suggests that within her research 42.8% of teacher job satisfaction variance could be explained by the school climate's variables. Hence, the findings suggest the existence of some other factors that might influence job satisfaction, and require further investigation.

Teachers' perceptions of school climate with regard to their length and place of employment were examined by Baranović et al. (2006) among 688 Croatian primary and secondary teachers. The findings suggested that teachers enjoy high levels of autonomy in work and experience principals' support for personal development and mutual collegial cooperation. On the other hand, results have also shown that teachers reported limited opportunities for participation in making school-related decisions. The authors identified three school climate dimensions, namely stimulating work environment, autonomy, and openness to change that were furtherly analyzed considering participants' place and length of employment. The only significant difference in perception regarding teachers' length of working experience was identified for the dimension of autonomy. The findings suggested that secondary school teachers with 6 to 15 years of experience expressed the highest levels of autonomy, whereas those with more than 30 years of experience expressed they had the lowest autonomy. Conversely, primary school teachers with the longest working experience expressed the highest levels of autonomy, and teachers with 5 or fewer years of working experience expressed the lowest levels of autonomy.

In 2018, the international *Teaching and Learning Investigation Survey* (TALIS) was conducted among 31 OECD countries and economies. The survey identified which factors per country might contribute to teachers' job satisfaction, and findings revealed that the most influential factors regarding the Croatian setting include: teaching as a first career choice, participation in formal or informal induction activities, participation in team teaching with experienced teachers, presence of professional development activities, profession's status in society, professional collaboration with colleagues, receiving feedback, and class autonomy. In addition, the results have reported that only 2% of Croatian teachers expressed they thought their profession was valued in society, while 91% of them expressed they were all in all satisfied with their job (OECD, 2019).

Even though Pernjek and Matic (2016) have not investigated the relations between school organizational climate and teacher job satisfaction, it is important to mention their study for it was conducted quite recently in the Croatian context and offers insights on L2 teacher

satisfaction. The study investigated aspects of satisfaction and dissatisfaction of German L2 teachers' job satisfaction in Croatian settings. The researchers found that German L2 teachers were neither satisfied nor dissatisfied with their job. Considering individual facets of job satisfaction, the results have shown that German L2 teachers were mostly satisfied with direct educational work, their work climate, and job autonomy. Some areas of teachers' consent included the reputation of the profession in society and the public, pay, the job's negative effects on their health, and a lack of chances for promotion.

Considering the great importance of EFL teachers' motivation and job satisfaction, the focus of this thesis is on how school climates affect teachers, namely teachers' job satisfaction, and thus directly or indirectly affect their attitudes and behavior in classrooms. In addition, school organizational climate might be one of the factors that contribute to EFL teachers' job satisfaction, and eventually enhance their performance in the classroom.

3. Aim and Method

3.1. Aim

The concept of school organizational climate and its effect on learners was studied by educational pioneers such as Perry (1908) and Dewey (1927). Recent studies widened the scope to include not only students but also teachers, parents, administrators, and other stakeholders (Cohen et al., 2009). The aim of this study was to examine EFL teachers' self-reported job satisfaction, especially working conditions, in addition to their appraisal of organizational climate in their place of employment. Some related studies have been conducted among EFL teachers, but in different geographical and cultural contexts (Razavipour & Yousefi, 2017; Rezaee et al., 2020). Nevertheless, there have been more studies regarding school organizational climate carried out among learners as opposed to teachers. Concerning the research conducted in Croatia, scholars were mainly interested either in EFL teachers' motivation (Mihaliček & Rijavec, 2009; Šarac Lekić, 2019), L2 teachers' job satisfaction (Pernjek & Matić, 2016), or the impact that the school organizational climate might have on students (Buljan Gudelj, 2018; Vranjican et al., 2019). Furthermore, Domović (2003) was the first author in Croatia to shift the focus from learners to teachers by examining the effects of school organizational climate on teachers' job satisfaction in Croatian primary schools. The results have shown a significant connection between the school organizational climate and the teachers' job satisfaction. However, it should be noted that the study was not carried out in the L2 context. Hence, we can say that there is still a dearth of research within the Croatian context regarding EFL teachers. To bridge this gap, this study hopes to provide a valuable contribution to the L2 field by giving a better insight into Croatian English language teachers' working conditions and offer recommendations for their potential improvement.

Therefore, the major aim of this research was to investigate the relationship between Croatian EFL teachers' job satisfaction and their school's organizational climate. This study attempted to answer the following research questions:

- 1) What are the levels of job satisfaction among Croatian primary and secondary school EFL teachers and what are their attitudes to the organizational climate of the schools they work in?
- 2) Is there a relationship between EFL teachers' job satisfaction and attitudes toward school organizational climate?
- 3) Is there a relationship between EFL teachers' job satisfaction and attitudes toward school organizational climate with regard to age and length of work experience?

3.2. Method

3.2.1. Sample

The research sample included 418 Croatian primary and secondary school EFL teachers, including a total of 390 female teachers (93.3%), and 28 male teachers (6.7%). Out of 418 teachers, 240 (57.4%) of them worked at primary schools, and 174 of the teachers (41.6%) at secondary schools, whereas 4 teachers (1%) worked at both primary and secondary schools at the same time. Along with gender and place of employment, the participants were also required to provide their age and years of working experience. The average age of teachers was 40.86 (SD=8.31), and the average of their working experience was 15.75 (SD=8.97). The results of the descriptive analysis of the sample are shown in Table 1 and Table 2.

Table 1. Frequencies: Participants' Gender and Place of Employment (N = Number, % = Percent)

		N	%
Gender	Male	28	6.7
	Female	390	93.3
	Total	418	100
Place of Employment	Primary school	240	57.4
	Secondary school	174	41.6
	Both	4	1
	Total	418	100

Table 2. Descriptive Analysis: Age and Years of Working Experience (M = Mean, SD = Standard deviation)

	M	Median	SD	Min.	Max.
Age	40.86	41.00	8.31	24	59
Years of Working Experience	15.75	15.00	8.97	.00	44

3.2.2. Instruments

In line with the quantitative methodology in this study, a questionnaire was administered to collect the data. The questionnaire consisted of three parts, namely 1) the general information section, 2) an adapted version of the Job Satisfaction Scale (Spector, 1994), and 3) an adapted version of the Organizational School Climate Scale (Horowitz & Zak, 1979). The general information section included questions about teachers' gender, place of employment, age, and years of working experience. To examine Croatian EFL teachers' levels of job satisfaction, an adapted version of Spector's (1994) Job Satisfaction Scale was used. The original version of the instrument consists of 9 facet subscales, namely *Pay*, *Promotion*, *Supervision*, *Benefits*, *Contingent Rewards*, *Conditions*, *Co-Workers*, *Nature of Work*, and *Communication*, with each subscale comprising 4 items. For the purposes of this study, only 5 facet subscales were chosen to be further inspected and analyzed, namely *Pay*, *Promotion*, *Supervision*, *Contingent Rewards*, and *Nature of Work*, with a total of 20 items. Each item represents a specific employment situation in the form of a statement, and respondents were required to express the level of their agreement with a given statement using a five-point Likert scale (1 = 'I strongly disagree; 5 = 'I strongly agree'). In addition, according to Spector's instructions for scoring the Job Satisfaction Scale (URL1), some items of the questionnaire are written in the negative direction, so adjustments should be made before analysis. In negatively worded items, a score of 5 that represents the strongest agreement is considered equivalent to a score of 1, or the strongest disagreement with a positively worded item. Therefore, the negatively worded items were reverse scored as follows: 1=5, 2=4, 3=3, 4=2, and 5=1. The negatively worded items include items 2, 5, 6, 8, 9, 11, 13, 14, and 19.

The third part of the questionnaire consisted of an adapted version of Horowitz and Zak's (1979) School Organizational Climate Scale, which measured 5 organizational climate dimensions, specifically *Principal Leadership*, *Teaching Load*, *Autonomy and Decision-Making*, *Warmth and Intimacy*, and *School Facilities and Services*. The original version of the questionnaire consisted of 54 items describing various working conditions and behaviors that teachers experience in their workplace. However, five items were chosen for each dimension for the purposes of this study, which makes a total of 25 items. Finally, the respondents were asked to indicate the frequency of occurrence of certain events using a five-point Likert scale (1 = never occurs; 5 = frequently occurs).

By adapting the number of facet subscales in Spector's (1994) Job Satisfaction Scale and the number of items in Horowitz and Zak's (1979) School Organizational Climate Scale, the main goal was to avoid excessive questions and redundancy that could potentially lead to

participants' withdrawal from the research. The questionnaire used in this research can be found in Appendix A.

3.2.3. Procedure

After the questionnaire was designed, it was created by means of the Google Forms web-based application for easier dissemination. The next step was sharing the link via online platforms, such as e-mail and social media. To ensure a greater response, participants were indirectly contacted via e-mail through the professional service in their place of work, such as the school's secretary's office, or the principal's office and asked to participate in the research. The aim of the research was explained at the beginning of the questionnaire, and instructions were provided in each of the three sections. Respondents were informed that the research was anonymous and voluntary and that they could opt out at any time. The approximate duration of taking the survey was 10 -15 minutes. The research was conducted in the period from March to July 2022.

3.2.4. Data Analysis

Quantitative data collected by the questionnaire underwent several types of analyses. First, a descriptive analysis of the sample's general information was conducted. Furthermore, descriptive parameters of average means and standard deviation were used to measure scores of EFL teachers' levels of job satisfaction, and their assessment of certain dimensions related to their school's organizational climate. Nevertheless, an inferential statistical method of the Pearson correlation test was conducted to inspect the possible relationship between the EFL teachers' job satisfaction and their schools' organizational climates, as well as the relations between job satisfaction and the five inspected organizational climate dimensions. Finally, correlation analyses were also conducted to explore whether there is any significant relationship between levels of EFL teacher's job satisfaction and parameters such as participants' age and length of working experience.

4. Results

4.1. EFL Teachers' Job Satisfaction and Attitudes toward School Organizational Climate

EFL Teachers' Levels of Job Satisfaction

To answer the first research question and examine Croatian primary and secondary school EFL teachers' levels of job satisfaction, descriptive analyses of gathered data were conducted. Responses and scores of all five inspected facets of job satisfaction including *Pay*, *Promotion*, *Supervision*, *Contingent Rewards*, and *Nature of Work* were summed and analyzed, and the results are demonstrated in Table 3. Croatian EFL teachers' total job satisfaction score was computed by combining the total scores of each of the five job satisfaction dimensions, and is also shown in Table 3.

Table 3. Descriptive Statistics: EFL Teachers' Job Satisfaction Results
(M = Mean, SD = Standard deviation)

Job Satisfaction Dimensions	M	SD
Pay	2.36	0.53
Promotion	2.63	0.96
Supervision	3.75	1.02
Contingent Rewards	2.57	0.95
Nature of Work	4.05	0.79
Total Job Satisfaction Score	3.07	0.61

The results have indicated that Croatian EFL teachers reported ambivalent attitudes towards their job satisfaction and some aspects of their job (M=3.07, SD=0.61). In other words, the results have shown they were neither satisfied, nor dissatisfied with their job. Nevertheless, the participants' level of satisfaction differed according to the previously listed five dimensions.

According to the descriptive results, the teachers rated the *Nature of Work* dimension the highest (M=4.05, SD=0.79). This dimension reflected their sense of pride, enjoyment, meaningfulness, and appreciation they experience in their place of work. Based on this finding it could be surmised that the teachers harbor mainly pleasant emotions toward their workplace.

According to the findings, the next highest scored facet of job satisfaction was *Supervision* (M=3.75, SD=1.02), which entailed teachers' supervisor's competence, fairness, empathy, as well as the ability to maintain positive rapport in their workplace. Based on the findings it can be concluded that the teachers were moderately satisfied with their principals, the relationships they had with them and the treatment they received from their principals, indicating that teacher-principal relations require some improvements.

Furthermore, the findings indicated that teachers were moderately dissatisfied with three of the five inspected job satisfaction dimensions, namely with *Promotion* (M=2.63, SD=0.96), *Contingent Rewards* (M=2.57, SD=0.95), and *Pay* (M=2.36, SD=0.53). Dissatisfaction with the job dimension *Promotion* indicates that teachers had limited promotion opportunities and chances to advance in their job. Moreover, teachers' dissatisfaction with *Contingent Rewards* indicated that their performance and efforts were insufficiently appreciated, recognized, and rewarded. Finally, the results have shown that teachers were mostly dissatisfied with the job facet *Pay*, indicating that they appraised their monthly income and remuneration as unsatisfactory.

EFL Teachers' School Organizational Climate

The second part of the first research question was directed toward investigating Croatian EFL teachers' appraisal of organizational climate of schools they were employed in. The questionnaire assessed the respondents' perception of five dimensions of organizational climate, and five items were allocated to each of them, including *Principal Leadership*, *Teaching Load*, *Autonomy and Decision-Making*, *Warmth and Intimacy*, and *School Facilities*. Descriptive results including means and standard deviations for each of the organizational climate dimensions are demonstrated in Table 4.

Table 4. Descriptive Statistics: Organizational Climate Dimensions
(M = Mean, SD = Standard deviation)

School Organizational Climate Dimension	M	SD
Principal Leadership	3.72	0.91

Teaching Load	2.88	0.80
Autonomy and Decision-Making	3.86	0.56
Warmth and Intimacy	3.67	0.62
School Facilities and Services	3.64	0.80
Total School Organizational Climate Score	3.55	0.55

According to the findings, the teachers appraised the overall organizational climates of schools they worked in as moderately favorable and were thus relatively satisfied with them ($M=3.55$, $SD=0.55$). This means that they assessed their workplaces as relatively safe places where they enjoy support and build positive relationships with their colleagues and supervisors, exhibit high levels of autonomy, while performing their job demands in adequate working conditions. However, the results have shown that teachers exhibited different attitudes towards individual organizational climate dimensions.

The first dimension of the school organizational climate, *Principal Leadership*, represents the principal's interest in the welfare of teachers, the efficiency and the effectiveness of the principal's leadership, their encouragement of innovations in teaching and organizing, as well as their openness to suggestions in policy-making decisions. A relatively high assessment of this dimension indicates the principal's supportive or interactive leadership style. The results have shown that the respondents rated the dimension of *Principal Leadership* as moderately high ($M=3.72$, $SD=0.91$), meaning that most teachers were fairly satisfied with their principal's leadership and experienced reasonable amount of their support in their schools.

The second dimension was related to respondents' *Teaching Load* and it encompassed items regarding teachers' work pressure, work demands, and requirements, as well as support from other school employees. Low assessment of this dimension indicates high levels of work pressure and workload. The results revealed average appraisals of the *Teaching Load*, indicating that the teachers considered their job and work requirements to be somewhat demanding ($M=2.88$, $SD=0.80$).

Autonomy and Decision-Making were the third measured dimension related to teachers' autonomy in teaching and carrying out other obligations. This dimension included items tied to the freedom of enacting new ideas, methods, and techniques. It also provided opportunities to introduce originality and show initiative in their teaching. The findings have shown that the respondents appraised their *Autonomy and Decision-Making* as moderately high ($M=3.86$,

SD=0.56). This indicated that teachers experienced considerable degrees of autonomy and decision-making opportunities in their work.

The fourth measured dimension was *Warmth and Intimacy*. Items representing this dimension were directed toward exploring the levels of teachers' sense of belonging to the school faculty, the level of cooperation among the school staff, and whether the atmosphere among the teaching staff was perceived as pleasant or unpleasant. Respondents scored items associated with *Warmth and Intimacy* as fairly high (M=3.67, SD=0.62). This implied that the teachers often co-operated with their colleagues, experienced warmth and intimacy from their co-workers, and perceived their working atmosphere as relatively pleasant.

Finally, the fifth measured dimension entitled *School Facilities and Services* was associated with the adequacy and availability of schools' equipment and services. The results have shown that teachers appraised *School Facilities and Services* as relatively high (M=3.67, SD=1.17), which indicates that schools in which the respondents work were mainly adequately equipped with the necessary inventory and teaching resources.

4.2. The Relationship between EFL Teachers' Job Satisfaction and School Organizational Climate

The second research question focused on exploring the possible relationship between teachers' self-appraised job satisfaction and their attitudes toward their schools' organizational climates. Therefore, a Pearson Correlation test was conducted to inspect whether the two variables are related to each other. The results are shown in Table 6, and the correlation between total scores can be found in the lower right corner of the table.

Table 6. Correlation matrix between EFL Teachers' Job Satisfaction and School Organizational Climate

		School Organizational Climate Dimensions					
		Principal Leadership	Teaching Load	Autonomy and Decision-Making	Warmth and Intimacy	School Facilities and Services	OC TOTAL
Job Satisfaction Facets	Pay	0.18*	0.25*	0.11**	0.11**	0.20*	0.24*
	Promotion	0.38*	0.28*	0.30*	0.25*	0.40*	0.44*
	Supervision	0.70*	0.42*	0.40*	0.41*	0.41*	0.64*
	Contingent Rewards	0.58*	0.54*	0.36*	0.38*	0.43*	0.63*
	Nature of Work	0.35*	0.40*	0.41*	0.37*	0.36*	0.50*
	JS TOTAL	0.66*	0.55*	0.47*	0.45*	0.53*	0.73*

*. Correlation is significant at the 0.01 level (2-tailed)

** . Correlation is significant at the 0.05 level (2-tailed)

In terms of the relationship between teachers' self-appraised job satisfaction and their attitudes toward the organizational climate in schools they worked in, the results of the Pearson Correlation test indicated a strong positive correlation between the variables ($r=0.73$, $p<.01$). This implied that participants who exhibited higher levels of job satisfaction also showed more positive attitudes toward their schools' organizational climate. It can be argued that the schools'

organizational climate factors significantly contributed to teachers' job satisfaction. Therefore, teachers reported higher levels of satisfaction with their job when they experienced adequate principal leadership and were given a reasonable amount of work responsibilities and obligations. Furthermore, feeling autonomous and free to make decisions at their place of work, as well as working in a pleasant and adequately equipped environment were also found as crucial for teachers' overall job satisfaction. On the other hand, teachers had more positive attitudes toward their school's climate when they were satisfied with their working conditions. In other words, teachers had more positive views towards their workplace when their effort was recognized and monetarily compensated, when they perceived their supervisor as competent and fair, and when they worked with friendly and cooperative co-workers.

Strong positive correlations were found between all the inspected job satisfaction facets and organizational climate dimensions, except for the *Pay*, which was found to be in a low correlation with the organizational climate dimensions. In other words, teachers' higher levels of satisfaction with pay would not necessarily result in their better attitudes toward their schools' organizational climate. *Promotion* was moderately correlated to all organizational climate dimensions, indicating that teachers' satisfaction with their opportunities for promotion might result in more positive attitudes towards the explored organizational climate dimensions. Next, a strong positive correlation was found between *Supervision* and *Principal Leadership* ($r=0.70$, $p<.01$), suggesting that teachers who are satisfied with their immediate supervisor show a more positive attitude toward their principals' leadership. *Supervision* was also found to moderately correlate with all other organizational climate dimensions. Furthermore, a moderate positive correlation was observed between *Contingent Rewards* and *Principal Leadership* ($r=0.58$, $p<.01$), and the *Teaching Load* ($r=0.54$, $p<.01$). This illustrates that teachers who were satisfied with contingent rewards, therefore whose individual effort was rewarded and appreciated, reported more positive attitudes toward their principals' leadership and teaching load and requirements. In addition, *Contingent Rewards* was also in moderate correlation with other organizational climate dimensions. Finally, the *Nature of Work* variable was moderately correlated with all the five inspected organizational climate dimensions, indicating that teachers who appraised their jobs as meaningful, felt appreciated in their workplace, and enjoyed performing their job also reported more positive attitudes toward school organizational climates.

4.3. The Relationship between EFL Teachers' Job Satisfaction and Attitudes toward Organizational Climate with regard to Age and Working Experience

The third research question focused on exploring the possible relationship between job satisfaction and attitudes toward school organizational climate regarding participants' age and length of working experience. The results of correlation analyses are presented in Tables 7 and 8.

Table 7. Correlation Matrix: Job Satisfaction with regard to Teachers' Age and Working Experience

	Age	Years of Working Experience
Pay	-0.03	-0.08
Promotion	0.07	0.02
Supervision	-0.17*	-0.18*
Contingent Rewards	-0.14*	-0.18*
Nature of Work	-0.06	-0.05
JS TOTAL	-0.10**	-0.14*

*. Correlation is significant at the 0.01 level (2-tailed)

** . Correlation is significant at the 0.05 level (2-tailed)

The results indicated that there were statistically significant correlations between continuous variables of age and working experience with the variable of participants' job satisfaction. Weak negative correlations were found both between teachers' age and self-reported levels of job satisfaction ($r = -0.10$, $p < .05$), as well as between their working experience and job satisfaction ($r = -0.14$, $p < .01$). This implied that teachers' levels of satisfaction with their job gradually decline over time as they grow older. Similarly, teachers with longer working experience might report lower levels of satisfaction with their job.

Considering individual job satisfaction facets, the results have shown that there were weak statistically significant negative correlations between the two continuous variables and two of the inspected job facets, namely *Supervision* ($r_{\text{age}} = -0.17, p < .01$; $r_{\text{exp}} = -0.18, p < .01$) and *Contingent Rewards* ($r_{\text{age}} = -0.14, p < .01$; $r_{\text{exp}} = -0.18, p < .01$). Hence, these findings suggested that teachers become less satisfied with their immediate supervisors and contingent rewards as they get older and more experienced.

Table 8. Correlation Matrix: Attitudes toward Organizational Climate with regard to Teachers' Age and Working Experience

	Age	Years of Working Experience
Organizational Climate Dimensions		
Principal Leadership	-0.04	-0.05
Teaching Load	-0.08	-0.11**
Autonomy and Decision-Making	0.04	0.06
Warmth and Intimacy	-0.04	-0.05
School Facilities and Services	-0.09	-0.11**
OC TOTAL	-0.07	-0.08

*. Correlation is significant at the 0.01 level (2-tailed)

** . Correlation is significant at the 0.05 level (2-tailed)

The results of the correlation analysis have shown a weak negative correlation between teacher's length of working experience and their attitudes toward the two of the inspected organizational climate dimensions, namely *Teaching Load* ($r_{\text{exp}} = -0.11, p < .05$) and *School Facilities and Services* ($r_{\text{exp}} = -0.11, p < .05$). The findings indicated that teachers with longer working experience reported more negative attitudes toward these two dimensions. In other

words, teachers' attitudes toward their teaching obligations and requirements, as well as toward school facilities and services, slightly deteriorate the longer they work at school and gain more working experience.

5. Discussion

Despite being recognized as one of the most prominent factors influencing language learning and teaching, little attention has been paid to teachers' job satisfaction levels and attitudes toward school organizational climates they work in. To bridge this gap, this research aimed to investigate Croatian EFL primary and secondary school teachers' satisfaction with their job and their attitudes toward some aspects of the organizational climates of the schools they worked in. In addition, the research also attempted to inspect possible relationships between the variables, as well as their relationship with the continuous variables of teachers' age and working experience.

The first research question had the goal of determining Croatian EFL teachers' levels of job satisfaction. The findings indicated that the teachers were neither satisfied, nor dissatisfied with their job. Similar results in the Croatian context were reported by Pernjek and Matić (2016) in their study of L2 German teachers' job satisfaction which aimed to identify factors contributing to L2 teachers' (dis)satisfaction with their job. The study included a sample of 57 L2 German teachers and the results revealed that teachers also reported moderate levels of job satisfaction. However, Pernjek and Matić's (2016) study revealed more factors of satisfaction than dissatisfaction among the participants, and the factor 'working with children' was shown to be the most prominent factor attributing to L2 teachers' satisfaction. The first research question also entailed appraisals of five domains of job satisfaction including *Pay*, *Promotion*, *Supervision*, *Contingent Rewards*, and *Nature of Work*. The findings revealed that the Croatian EFL teachers in this study garnered feelings of pride, enjoyment and appreciation from their jobs (*Nature of Work*). This appears to coincide with Pernjek and Matić's (2016) findings which showed that immediate work with children and positive relationships with students were the primary factors of teacher job satisfaction. Similarly, Koran (2015) argues that the key aspects of teacher satisfaction and motivation arise from the teaching itself and situations that happen within the classroom, which also constitute the dimension of the *Nature of Work*. In addition, intrinsic and altruistic reasons to help children and potentially change their lives were found as the major motivators of teachers' entering and maintaining the profession (Karavas, 2010). Some studies on teacher motivation in the Croatian context also suggested that EFL teachers were highly intrinsically motivated to teach EFL, but demotivated by certain extrinsic factors including material and status aspects of their job (Mihaliček & Rijavec, 2009; Šarac Lekić, 2019).

This study has also indicated Croatian EFL teachers' contentment with the job satisfaction facet of *Supervision*. This is worth noting given that the facet highlights

supervisors' competence, fairness and displaying empathy and care for teachers. The facet of *Supervision* had already been documented by some studies as one of the most powerful indicators of job satisfaction, as well as the reason for teachers to maintain their profession (Abu-Saad & Hendrix, 1995; Razavipour & Yousefi, 2017). In addition, Heaton (2014) states that supervisors' behavior and leadership might have a major impact on employees' morale, job satisfaction, and eventually performance. This implies that teachers who are shown/treated with respect, encouragement, and appreciation from their principals demonstrate higher levels of satisfaction with their jobs and might be more productive in their jobs.

However, the results of this study have indicated that participants were fairly satisfied with the opportunities for promotion and the recognition of their efforts, whereas they expressed relative discontent with their salaries. Similar findings in the Croatian context were documented by Pernjek and Matić (2016) and Šarac Lekić (2019). Specifically, Pernjek and Matić's (2016) findings suggested that German L2 teachers also expressed major discontent with opportunities for promotion and professional advancement, as well as with their salary. Furthermore, the participants in Šarac Lekić's (2019) study have identified low salary, poor working conditions, and the underappreciation of the teaching profession in society as the primary factors of their demotivation. Similarly, Selamat and colleagues (2013) identified a lack of promotion opportunities, an inability to advance, and inadequate pay as the main factors that contribute to teachers' job dissatisfaction, and in turn, lead to their poor job performance. Despite findings that teachers are primarily intrinsically motivated by their work (Addison, 2004; Alibakshi & Nezakatgoo, 2019; Dinham & Scott, 1998), certain extrinsic factors including the satisfactory working conditions are crucial in the teachers' choosing and maintaining their careers. In other words, teachers might enjoy performing their job, but will potentially leave the profession if the working conditions are unfavorable and fail to satisfy their needs. Koran (2015) found the possibility of advancement and improving one's professional skills as an important teaching motivator as it allows an individual to fulfill their higher-order needs of self-growth and self-actualization. However, high-order needs cannot be achieved if the low-order needs are not satisfied, so job security, salary, and reliability of income were reported as the main factors of joining and eventually staying in the teaching profession (OECD, 2019). While high salaries do not ensure job satisfaction, research suggests that teachers often associate pay with their societal status and level of recognition. Consequently, inadequate pay and poor working conditions have been cited as significant factors contributing to teacher attrition, indicating a need for governmental strategies to address these issues (Darling-Hammond, 2003; Pennington, 1995; Šarac Lekić, 2019).

The second part of the first research question was directed toward teachers' appraisals, and attitudes toward their schools' organizational climates. In terms of school organizational climate, the findings showed that teachers in this study showed relatively positive attitudes towards the organizational climates of schools they worked in and appraised them as reasonably favorable. As for the five dimensions related to the organizational climate, the highest ranked were *Autonomy and Decision-Making* and *Principal Leadership*. The results have thus suggested that teachers experienced considerable degrees of autonomy and decision-making opportunities in their work, along with the satisfactory amount of support from their principals. The findings have also indicated teachers' somewhat positive attitudes towards *Warmth and Intimacy* with their colleagues and *School Facilities and Services*. This illustrated that the participants experienced friendly and cooperative relationships in their workplace and perceived their school facilities, inventory and resources as sufficiently adequate, clean and accessible. Finally, teachers had moderately negative views of the dimension *Teaching Load*. This implied that teachers exhibited considerate amounts of pressure in their workspace and perceived their job as quite demanding.

Similar findings in the Croatian context were suggested by Baranović et al. (2006) in their study of Croatian primary and secondary teachers' perceptions of school climate. According to their findings, the teachers reported high levels of autonomy in work, principals' support for personal development, and quality collegial relations. In addition to foreign language teachers, the sample reported in this study included teachers of other subjects, such as math and history teachers. As for the studies conducted in the L2 domain, Mihaliček and Rijavec (2009) reported that participants exhibited a considerable amount of autonomy in their work, but were often excluded from relevant decision-making at their schools. On the contrary, the present study would suggest that EFL teachers reported satisfaction with both autonomy in their work and with opportunities for making decisions at the school level. However, it should be noted that autonomy and decision-making were inspected as a part of the same dimension, so further research should be made regarding this topic.

The opportunity to individually decide on teaching methods, strategies, and materials, having control over situations and decisions within classrooms, as well as participating in important school-level decisions, were all recognized as critical components of school organizational climate that affect teacher job satisfaction and commitment to the teaching profession (Pearson & Moomaw, 2005). Specifically, research on job satisfaction indicated that teachers who experienced more autonomy in their work had more positive attitudes toward their workplace and reported higher levels of job satisfaction than teachers who reported less

autonomy (Heaton, 2014; Rezaee et al., 2020). Although Dörnyei and Ushioda (2011) emphasize that teacher autonomy can be impeded by nationally imposed curricula, standardized tests, methods, and other constraints, EFL Croatian teachers' autonomy in the organization of the teaching process is guaranteed by the Curriculum of the English Language Course for Elementary and Grammar Schools (Croatian Ministry of Science and Education, 2019). According to the document, EFL teachers are allowed to choose teaching content, methods, and materials in realization of educational outcomes, taking into consideration students' developmental age, level of mastery of the language, and students' interests and needs. Along with the in-classroom autonomy, Eklund (2008) argues that teachers should be given opportunities to participate in decisions and policy-making processes at the school level to feel included and effective at their workplace. This could be achieved by the school administrators who encourage, appreciate, and accept teachers' proposals, and thus establish respectful, supportive, and cooperative relations with teachers. Principals' behavior and their school leadership were found as the key factors in establishing and improving school organizational climate (Domović, 2004; Rezaee et al., 2020).

Nevertheless, the findings of the current study also reported participants' relatively high appraisals of *Warmth and Intimacy* and *School Facilities and Services*, suggesting that the teachers experienced friendly social relations with co-workers and believed that their schools were mostly adequately equipped for working. This appears to be contrary to Šarac Lekić's (2019) findings which reported the absence of feelings of belonging, warmth, respect, and cooperation with colleagues. These factors were consequently recognized as major demotivators in their work, along with the poor school facilities and inadequate equipment. Similarly, Pernjek and Matić's (2016) participants expressed dissatisfaction with the amount of cooperation and support they received from their co-workers. Past studies also linked poor relationships among colleagues and limited school services and facilities to teacher demotivation (Hettiarachchi, 2010; Johnson, 2000), as well as to teacher dissatisfaction (Heaton, 2014).

Finally, the findings of the current study revealed moderately low appraisals of the organizational climate dimension entitled *Teaching Load*, suggesting that EFL teachers considered their work responsibilities and duties as quite demanding. The results are in line with Pernjek and Matić's (2016) study, who identified teacher workload as one of the job dissatisfaction factors. Other studies also related teachers' heavy workload to EFL teacher demotivation (Addison, 2004; Johnson, 2000; Koran, 2015; Šarac Lekić, 2019) and job dissatisfaction (Doyle & Kim, 1999; Rezaee et al., 2020; Soleimani & Bolourchi, 2021).

Teachers often devote much time to class preparation, correcting assignments and exams, administration duties, and meetings with students, teachers, colleagues, etc., which decreases their morale and motivation for teaching and further affects teaching and learning processes (Pennington, 1995). Therefore, to keep teachers satisfied, they should be expected to perform a reasonable amount of work, achieve realistic goals, and be appropriately rewarded for their efforts.

The second research question attempted to inspect the possible relationship between EFL teachers' job satisfaction and their appraisals of the schools' organizational climate. The findings indicated that there was a strong positive correlation between participants' self-appraised job satisfaction and their views of their schools' organizational climate. These results suggest that EFL teachers who perceived their schools' organizational climate as favorable were more likely to report they were satisfied with their job. The findings of the present study are partly in line with the results reported by Razavipour and Yousefi's (2017) and Rezaee et al.'s (2020) studies. Namely, these studies also revealed a significant positive relationship between EFL teachers' job satisfaction and their schools' organizational climate in Iranian context. However, contrary to the present findings, the participants in both studies demonstrated moderate dissatisfaction with their jobs and appraised their schools' organizational climates as relatively unfavorable. Based on these findings, it could be argued that Iranian EFL teachers' dissatisfaction with their job potentially led to the establishment of unfavorable school organizational climate, or that unfavorable school climate might had negative consequences on teachers' job satisfaction. Regarding non-L2 research, some studies demonstrated findings that were in line with the current research and indicated a significant positive relationship between teachers' job satisfaction and their schools' organizational climate (Ghavifekr & Pillai, 2016; Lopes & Oliveira, 2020). Specifically, Ghavifekr and Pillai (2016) found a strong positive association between Malaysian primary and secondary teachers' job contentment and their school's organizational climates, whereas Lopes and Oliveira (2020) found a weak positive, yet significant correlation between school organizational climate and Portuguese teachers' job satisfaction. Finally, Rani and Rani (2014) examined the influence of school organizational climate on Indian elementary school teachers' job satisfaction and revealed a negligible correlation between the inspected variables. This implied that teachers' job satisfaction was not significantly affected by the school's organizational climate, which is contrary to the current findings.

As for the relationship between organizational climate dimensions and job satisfaction facets, it was found that four out of five inspected job satisfaction facets were significantly

positively correlated with the organizational climate dimensions. A weak positive association was observed between *Pay* and all of the school organizational climate dimensions, implying that teachers' salaries do not necessarily determine the way they perceive their school organizational climates. Nevertheless, it should be noted that salaries and monetary compensations in the Republic of Croatia are established and regulated by wider authorities, and thus belong to extrinsic job satisfaction factors that are beyond both schools' and teachers' control. Dinham and Scott (1998) emphasize that although individuals are mostly dissatisfied and stressed when encountering situations and problems beyond their control, teachers might regain their morale and satisfaction if they are given voice and control in making school-related decisions.

A moderate positive correlation was found between job satisfaction facet *Promotion* and all the inspected school organizational climate dimensions. This implied that EFL teachers with more opportunities for advancement in their jobs might perceive their schools' organizational climate as more favorable. Pennington (1995) argues that the studies on teacher satisfaction consistently indicate teachers' low satisfaction with their pay and promotion, which could in turn negatively affect teachers' performance and eventually students' performance. Namely, teachers who believe their job does not fulfill their needs and experience limited opportunities for professional growth might display negative attitudes and indifference towards their students, co-workers, and their responsibilities, which in turn leads to disturbance of the school's climate (Heaton, 2014).

Furthermore, the results have revealed a strong positive correlation between teachers' satisfaction with the facet of *Supervision* and their appraisals of the school organizational climate dimension of *Principal Leadership*. This suggests that participants who reported satisfaction with their immediate supervisor also exhibited more positive attitudes toward their principal's school leadership. Principals' competence, behavior, and decisions are recognized as crucial in establishing and maintaining a positive school climate. According to Gfavifekr and Pillai (2016), prior studies emphasized principals' direct influence on teachers' perceptions of school organizational climate, as well as on school organization's effectiveness. When principals create supportive, friendly, and respectful relations with teachers, their morale and job satisfaction increase, and the processes of learning and teaching can occur without interruption. Previous studies regarding EFL teachers have also identified *Principal Leadership* as a dominant school organizational climate factor that affects teachers' job satisfaction, which is in line with the current research (Razavipour & Yousefi, 2017; Rezaee et al., 2020). The findings of the present study also indicated positive correlations of moderate strength between

the job satisfaction facet *Supervision* and the other four school organizational climate dimensions (*Teaching Load, Autonomy and Decision-Making, Warmth and Intimacy, School Facilities and Services*), implying that when teachers are satisfied with their supervisor, they might also have slightly more positive attitudes toward their work responsibilities, autonomy in work, collegial relations, and school equipment. As Ali and Hale (2009) stated, “teachers get both extrinsically and intrinsically motivated and tend to enjoy their work when the principals are committed to their duty” (as cited in Ghavifekr & Pillai, 2016, p. 90). Furthermore, it was found that the job satisfaction facet entitled *Contingent Rewards* strongly positively correlated with school climate dimensions of *Principal Leadership* and *Teaching Load*. It could be argued that the participants who felt their efforts were valued and properly rewarded, also tended to have more positive views of their principal’s school leadership and their work duties. Apart from monetary compensation for their effort, teachers’ work can be officially acknowledged by their colleagues, supervisors, or wider authorities, which in turn satisfies their higher-level needs, such as self-actualization. Pennington (1995) states that supervisor’s feedback to teachers might enhance both their commitment to teaching and the school organization in general. Therefore, the supervisor’s feedback and adequate guidance keep school standards high, and employees satisfied and efficient. *Contingent Rewards* were also found to be moderately correlated with *Autonomy and Decision-Making, Warmth and Intimacy, and School Facilities and Services*, suggesting that the teachers who felt valued tended to express higher satisfaction with their ability to make decisions in their work, experienced more supportive and collaborative relationships with their colleagues, and were satisfied with equipment in their schools.

The last inspected job satisfaction facet entitled *Nature of Work* was found to be moderately positively correlated with all the five inspected school organizational climate dimensions. In other words, EFL teachers who had an overall positive disposition toward their job, regarded it as meaningful, and enjoyable, and felt appreciated in their workplace, also demonstrated more positive views of all the organizational climate dimensions, including *Principal Leadership, Teaching Load, Autonomy and Decision-Making, Warmth and Intimacy, and School Facilities and Services*. In line with this finding, a significant positive correlation between the job satisfaction domain of teachers’ nature of their job and the school’s organizational climate was reported by Xiaofu and Qiwen’s (2007) study on Chinese secondary school teachers. This finding implies that teachers who enjoy performing their work might also contribute to creating a positive school organizational climate.

The third research question had the goal of examining the possible relationship between teachers' job satisfaction and their appraisals of school organizational climate, regarding their age and length of working experience. Concerning the relationship between participants' job satisfaction, age, and working experience, the findings revealed statistically significant, but weak negative correlations between participants' age and their self-appraised level of job satisfaction, as well as between the length of their working experience and their self-appraised level of job satisfaction. It appears that EFL teachers' contentment with their jobs slightly declines as they get older and more experienced. As for the individual job satisfaction facets, the results indicated weak statistically significant negative correlations between two of the inspected job satisfaction facets including *Supervision* and *Contingent Rewards*, and continuous variables of participants' age and working experience. Hence, it can be argued that EFL teachers' dissatisfaction with their immediate supervisors and contingent rewards rises as they get older and more experienced. Furthermore, exploring teachers' overall attitudes toward their schools' organizational climate considering their age and length of working experience revealed no statistically significant relationships. However, the findings did indicate a weak negative correlation between teachers' length of working experience and their views of two organizational climate dimensions, specifically *Teaching Load* and *School Facilities and Services*. This suggests that teachers' attitudes toward their workload and responsibilities, as well as towards the school's physical environment and equipment slightly deteriorate the longer they work at their schools.

The studies on the relationship between EFL teachers' job satisfaction, their attitudes toward their school climates, and demographic variables of age and working experience are still scarce. Due to this research gap, in the absence of L2 research, the author relied on studies regarding teachers in general. Whilst some prior studies argue there are no significant relationships, some suggested that EFL teachers' job satisfaction increases with age, with older teachers reporting higher levels of job satisfaction (Hasanzadeh & Gholami, 2022; Işık, 2021), which is contrary to the findings of the current study. Namely, positive correlations were observed between EFL teachers' age, their length of working experience, and contentment with their job, implying that EFL teachers' job satisfaction increases with advancement in their age and experience (Hasanzadeh & Gholami, 2022; Işık, 2021). In other words, studies revealed that the longer EFL teachers work the more satisfied they feel in their workplace, and similar reports were provided by studies regarding teachers in general (Chirchir, 2016; Kume, 2020; Zhongshan, 2007). In the literature, it is stated that novice teachers mostly report lower levels of job satisfaction because they are paid less, despite having the same amount of responsibilities

and assignments as their experienced colleagues (Heaton, 2014). Nevertheless, Gunbayi (2007) argued that younger teachers are more idealistic and have high expectations from their job, but often suffer job-related stress when those expectations are not fulfilled. Younger teachers' job dissatisfaction was linked by Demirtas (2010) to their lack of experience, for inexperienced teachers might consider themselves professionally incompetent which potentially leads to a decline in their self-efficacy and job dissatisfaction. Moreover, Ghavifekr and Pillai (2016) state that older, more experienced teachers exhibit more job satisfaction because they are already well-adapted to the school system and challenging job requirements. In addition, despite Demirtas' (2010) findings that the level of job satisfaction increases with age, his findings also suggested that teachers' job satisfaction remarkably decreases after the age of 40. With this in line, the 2018 TALIS results showed that the more-experienced teachers often maintained that their profession is undervalued in society, with 14% of teachers aged 50 or less considered leaving their profession in the next 5 years (OECD, 2019). To address the issue, Demirtas (2010) suggests involving experienced teachers in decision-making at the school level or employing them as mentors to their younger colleagues.

On the other hand, some studies reported higher levels of job satisfaction among younger EFL teachers, but indicated a decline in their job satisfaction as they advanced in age and working experience (Rezai et al., 2021), which is similar to the current findings. Specifically, Rezai and his colleagues (2021) explored the influence of Iranian EFL teachers' gender, education level, teaching experience, and service location on their job satisfaction. In accordance with the current study, their results indicated there was a negative correlation between the length of participants' working experience and their appraisals of job satisfaction, implying that participants with more working experience exhibited lower levels of satisfaction with their jobs. The authors attribute this phenomenon to EFL teachers' long-term exposure to poor working conditions, especially in terms of their pay and career duties. Similarly, participants of this study expressed the greatest contentment with their pay, and negative correlations were found between their working experience and their appraisals of teaching load and school facilities. Hence, it can be argued that EFL teachers' job satisfaction decreases with the length of exposure to poor working conditions, insufficient pay, and inadequate equipment for working. Šarac Lekić (2019) proposed similar conclusions regarding Croatian EFL teachers' motivation to teach. Even though her findings demonstrated that participants' age was not a significant factor in EFL teachers' motivation, she claimed that both teachers' motivators and demotivators become more distinctive over time, and potentially lead to low motivation in teaching or even attrition.

6. Conclusion

The major aim of this study was to investigate Croatian EFL primary and secondary school teachers' satisfaction with their job in relation to the organizational climate of the schools they worked in. The study also explored possible interrelationships between EFL teachers' job satisfaction and their schools' organizational climate, as well as whether there were any interrelationships between EFL teachers' contentment with their job, their age, and length of working experience. Croatian EFL teachers had ambiguous attitudes towards their jobs, suggesting they were overall neither satisfied nor dissatisfied with their current jobs and working conditions. It was found that EFL teachers were most satisfied with the nature of their job and their supervisors. In other words, they believed that their job was meaningful, enjoyable, and respected and that their supervisors were competent, fair, and empathetic. On the other hand, EFL teachers showed moderate dissatisfaction with job satisfaction facets including promotion, contingent rewards, and salaries. Therefore, they believed that they had relatively limited opportunities for advancement, received insufficient recognition for their efforts, and quite unsatisfactory monetary compensation.

As for the organizational climates of the schools our participants worked in, EFL teachers appraised them as moderately favorable and were thus relatively satisfied with their schools' organizational climates. Considering the five inspected organizational climate dimensions, the findings indicated that teachers were highly satisfied with the amount of autonomy and decision-making they were given in their work, as well as with the support they exhibited from their principals. Nevertheless, they had relatively positive attitudes toward established interpersonal relationships with their colleagues and their school's equipment. Finally, the teachers expressed a slight discontent with their teaching load and appraised their responsibilities, obligations, and work pressure, as quite demanding.

The findings indicated a strong positive correlation between EFL teachers' self-reported job satisfaction and their appraisals of the schools' organizational climate. This implies that EFL teachers who reported higher levels of contentment with their pay, opportunities for promotion, immediate supervisor, rewards for invested effort, and the work's characteristics – also expressed more positive attitudes towards their school's organizational climate. Respectively, teachers who showed more positive attitudes towards their principal's leadership, workload and responsibilities, the amount of granted autonomy in work, exhibited collegial relations and intimacy with coworkers, and adequacy of school equipment – had higher levels of satisfaction with their job. Furthermore, positive correlations of moderate and strong strength

were found between four out of the five inspected job satisfaction facets (*Promotion, Supervision, Contingent Rewards, Nature of Work*) and all the inspected organizational climate dimensions (*Principal Leadership, Teaching Load, Autonomy and Decision-Making, Warmth and Intimacy, School Facilities and Services*), suggesting that all of the inspected variables were closely interrelated and dependent of each other. In addition, weak positive correlations were found between the job satisfaction facet entitled *Pay* and the five explored organizational climate dimensions. It can be argued that teachers' high satisfaction with their pay will only weakly contribute to their more positive perceptions of the inspected organizational climate dimensions. However, insufficient pay might decrease teachers' job satisfaction, motivation, and morale, and eventually worsen their performance in a classroom, which might have detrimental consequences on students' performance.

When it comes to EFL teachers' job satisfaction in relation to their age and the length of working experience, a weak negative correlation was found between the overall teachers' job satisfaction and the two continuous variables. Hence, teachers' job satisfaction slightly decreases as they advance in age and experience. Weak negative correlations were also found between two job satisfaction facets, *Supervision* and *Contingent Rewards*, and teachers' age and working experience. This implies that teachers' contentment with their immediate supervisors and recognition of individual efforts slightly decreases as teachers get older and more experienced. As for the relationships between teachers' perceptions of their schools' organizational climates, their age, and the length of working experience, weak negative correlations were found between teachers' working experience, and two organizational climate dimensions, including *Teaching Load* and *School Facilities and Services*. As the teachers advance in their working experience, they have slightly less positive attitudes toward their work responsibilities and the equipment of the working environment.

This paper showed the strong interrelatedness of EFL teachers' satisfaction with their job and their perceptions of their schools' organizational climates and thus offered important practical implications for policymakers, educational leaders, and practitioners. In other words, to keep teachers satisfied, it is important to provide them with an adequate working environment that includes the following: an effective and open leadership style, a reasonable workload, a fair amount of autonomy in the classroom, and decision-making at the school-level, friendly and supportive colleagues, and a clean and adequately equipped workspace. Moreover, to ensure a healthy, positive, and favorable organizational climate in schools, teachers should be provided with certain working conditions, including an adequate and sufficient salary, a competent, fair, and caring supervisor, an opportunity for advancement, the recognition and

compensation of effort and organizational commitment, and the appreciation of the merits by other coworkers and the wider society. At the school-level, principals have a key role in shaping and establishing school's organizational climate by establishing positive rapport at the workplace, including teachers in making important decisions, and by encouraging cooperation among the school staff. Nevertheless, since it was found that EFL teachers' levels of job satisfaction slightly declined with their age and working experience, the authorities should take action to prevent this decline before it is too late. Otherwise, there will be dissatisfied and unmotivated teachers working in schools that exude hostility, negativity, and poor academic performance.

Due to potential limitations of the study such as the size of the sample or flaws in methodology, additional research needs to be done concerning EFL teachers' job satisfaction and their perceptions of their schools' organizational climates. Future research should be directed towards exploring additional variables of job satisfaction and school organizational climate, and replicated with different populations in various school types. Also, it is advised for the organizational climate dimension of *Autonomy and Decision-Making* to be examined separately, thus exploring teachers' in-classroom autonomy and their involvement in making decisions at the school level. Lastly, the results of this study cannot be generalized, for each school organization is unique and its climate, along with the staff's job satisfaction, depends on various factors. Therefore, it is advised that the educational and school leaders conduct this kind of research at the school level, to diagnose which aspects of their school's organizational climate are satisfactory, and which require additional attention and improvement on the part of the school's principal and the whole school staff.

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Appendix

EFL Teachers' Job Satisfaction in Relation to the School Organizational Climate

Dear EFL teachers,

Thank you for taking the time to participate in this survey, which is an integral part of my graduate thesis study. The aim of this study is to examine the relationship between Croatian English language teachers' job satisfaction and their school's organizational climate. Hence, this research hopes to give a better insight into Croatian EFL teachers' working conditions and eventually result in recommendations for their potential improvement.

The research is completely anonymous and voluntary. This means you are free to opt out of the research at any given time. The data obtained will solely be used for research purposes and no one besides the researcher will be privy to them. Completing the questionnaire will take approximately 10 - 15 minutes of your time. Please try to answer the questions as honestly as possible. There are no right or wrong answers.

Section 1 - General information

Gender: M O F O

Age: _____

Years of working experience (in years): _____

Place of employment: 1) primary school, 2) secondary school, 3) Other_____.

Section 2 - Organizational Climate Questionnaire

This questionnaire is designed to examine the organizational climate in your place of employment. Read the statements below and use the following scale (1- rarely occurs to 5- frequently occurs) to indicate how often they occur in the school you work in.

- 1) The school is run effectively and efficiently.
- 2) Teachers are expected to put in too many hours of work.
- 3) I have a high degree of autonomy in my job.
- 4) There is a pleasant atmosphere among the teachers.
- 5) The school where we teach is regarded as an attractive building.
- 6) The school principal encourages innovation in teaching and organizing.
- 7) My teaching load is heavier than most of the other teachers.
- 8) My job offers me numerous opportunities to use my innovative skills, although I cannot always implement them effectively.
- 9) The teachers accomplish their work with great vim, vigor, and pleasure.
- 10) School secretarial service is available for teachers' use.
- 11) Teachers' suggestions are well-received by the school's management.
- 12) Teachers talk about leaving the school system.
- 13) On my job, I feel free to act according to my ideas.
- 14) Teachers socialize together in small, select groups.

1) rarely occurs	2)	3)	4)	5) frequently occurs
1) rarely occurs	2)	3)	4)	5) frequently occurs
1) rarely occurs	2)	3)	4)	5) frequently occurs
1) rarely occurs	2)	3)	4)	5) frequently occurs
1) rarely occurs	2)	3)	4)	5) frequently occurs
....				

- 15) School supplies are readily available for use in classwork.
- 16) The principal encourages the teachers to take part in shaping the school's policies.
- 17) Problematic students are transferred to my class.
- 18) Generally, the teachers exhibit a high degree of originality and initiative in their instruction.
- 19) The teachers cooperate in order to achieve common professional goals.
- 20) Custodial service is available when needed.
- 21) The principal looks out for the personal welfare of the teachers.
- 22) Frequently I feel exhausted on my job.
- 23) New methods of instruction are introduced by the teachers.
- 24) Teachers have fun socializing together during school time.
- 25) Usually, the facilities are very clean.

Section 3 - Job Satisfaction Survey

The questionnaire is designed to examine your satisfaction with your current job. Read the statements below and use the following scale (1- "I disagree very much to 5- "I agree very much") to determine to what extent you agree with them.

- 1) I feel I am being paid a fair amount for the work I do.
- 2) There is really too little chance for promotion in my job.
- 3) My supervisor is quite competent in doing his/her job.
- 4) When I do a good job, I receive the recognition for it that I should receive.
- 5) I sometimes feel my job is meaningless.
- 6) Raises are too few and far between.
- 7) Those who do well on the job stand a fair chance of being promoted.
- 8) My supervisor is unfair to me.
- 9) I do not feel that the work I do is appreciated.
- 10) I like doing the things I do at work.
- 11) I feel unappreciated by the organization when I think about what they pay me.
- 12) People get ahead as fast here as they do in other places.
- 13) My supervisor shows too little interest in the feelings of subordinates.
- 14) There are few rewards for those who work here.
- 15) I feel a sense of pride in doing my job.
- 16) I feel satisfied with my chances for salary increases.
- 17) I am satisfied with my chances for promotion.
- 18) I like my supervisor.
- 19) I don't feel my efforts are rewarded the way they should be.
- 20) My job is enjoyable.

1) I disagree very much	2)	3)	4)	5) I agree very much
1) I disagree very much	2)	3)	4)	5) I agree very much
1) I disagree very much	2)	3)	4)	5) I agree very much
1) I disagree very much	2)	3)	4)	5) I agree very much

Thank you for your participation!

Lucija Levanić

Abstract

Examining EFL Teachers' Job Satisfaction in Relation to School Organizational Climate

Teachers' satisfaction with their job, characteristics of work, and working conditions were found as crucial for teachers' quality performance in a classroom (Spector, 1997). Along with the working conditions, the school's organizational climate has been recognized as an important factor contributing to teachers' job satisfaction or dissatisfaction. This study aimed to explore Croatian EFL teachers' self-reported levels of satisfaction with their job and their appraisals of the organizational climates of the schools they worked in. In addition, the study investigated possible relationships between EFL teachers' job satisfaction and their appraisals of their schools' organizational climates, as well as possible relationships between the variables and two continuous variables, including teachers' age and length of working experience. The research sample consisted of 418 Croatian primary and secondary school EFL teachers, and a two-part questionnaire was used to collect the data via online platforms. The results have revealed Croatian EFL teachers' ambivalence towards satisfaction with their job and indicated a moderately positive appraisal of their schools' organizational climates. Regarding job satisfaction facets, participants reported they were most satisfied with the nature of their job and immediate supervisor but expressed dissatisfaction with their salaries. As for the school organizational climate dimensions, participants rated their autonomy and principal leadership highly, whereas low scores were observed regarding their teaching load. Considering the relationships between the variables, a statistically significant correlation was found between EFL teachers' job satisfaction and their appraisals of their schools' organizational climates. This finding suggests that a favorable school climate increases EFL teachers' contentment with their job, and that teachers who are satisfied with their working conditions are more likely to contribute to the establishment of a favorable school climate. In addition, weak negative correlations were found between teachers' job satisfaction, their age and working experience, suggesting that teachers' job satisfaction slightly decreases as they advance in age and working experience. Finally, weak negative correlations were found between teachers' length of working experience and two school organizational dimensions including *Teaching Load*, and *School Facilities and Services*. These findings imply that EFL teachers' attitudes towards their workload and school facilities deteriorate as they become more experienced.

Keywords: EFL teachers, job satisfaction, school organizational climate

Sažetak

Ispitivanje zadovoljstva poslom nastavnika engleskog jezika u odnosu na školsku organizacijsku klimu

Zadovoljstvo učitelja svojim poslom, značajkama rada i radnim uvjetima pokazali su se ključnim za kvalitetan rad učitelja u razredu (Spector, 1997). Uz radne uvjete, školska organizacijska klima prepoznata je kao važan čimbenik koji pridonosi nastavnikovom zadovoljstvu ili nezadovoljstvu poslom. Cilj ovog istraživanja je bio ispitati razinu zadovoljstva poslom i procjenu školskih organizacijskih klima hrvatskih nastavnika engleskog jezika. Nadalje, istraživanje je istražilo moguću povezanost između zadovoljstva poslom nastavnika engleskog jezika i njihovih procjena školskih organizacijskih klima, kao i odnose između spomenutih varijabli i dviju kontinuiranih varijabli, naimenastavnikovu dob i duljinu radnog iskustva. Uzorak se sastojao od 418 hrvatskih osnovnoškolskih i srednjoškolskih nastavnika engleskog jezika, a autorica je koristila upitnik kako bi prikupila podatke putem online platformi. Rezultati su pokazali dvojakost hrvatskih nastavnika engleskog jezika prema zadovoljstvu svojim poslom. Školsku organizacijsku klimu svojih škola ocijenili su kao umjereno povoljnu. Što se tiče aspekata zadovoljstva poslom, sudionici su izjavili kako su najzadovoljniji prirodom svojeg posla i sa svojim nadređenima. S druge strane, iskazali su nezadovoljstvo prema svojim plaćama. Kada je riječ o dimenzijama školske organizacijske klime, sudionici su najvišom ocjenom ocijenili svoju samostalnost u poslu i vodstvo ravnatelja, dok su svoje nastavno opterećenje procijenili kao prilično zahtjevno. Analizirajući odnose između varijabli, utvrđena je statistički značajna korelacija između zadovoljstva poslom nastavnika engleskog jezika i njihova viđenja školske organizacijske klime. Ovaj nalaz pokazuje kako povoljna školska klima povećava zadovoljstvo poslom nastavnika engleskog jezika i da zadovoljni nastavnici doprinose uspostavljanju povoljne školske klime. Nadalje, uočene su slabe negativne korelacije između nastavničkog zadovoljstva poslom, njihove dobi i duljine radnog iskustva. Ovo objašnjava da zadovoljstvo poslom učitelja engleskog jezika postupno opada kako učitelji stare i stječu radno iskustvo. Naposljetku, utvrđene su slabe negativne korelacije između duljine radnog iskustva nastavnika i dviju dimenzija školske organizacijske klime, nastavnog opterećenja i školskih objekata i usluga. Rezultati istraživanja ukazuju da se stavovi nastavnika engleskog jezika prema njihovom radnom opterećenju i školskim objektima pogoršavaju stjecanjem radnog iskustva.

Ključne riječi: nastavnici engleskog jezika, zadovoljstvo poslom, školska organizacijska klima