

Work Satisfaction of Teachers and the Organizational Climate of International Schools in Nakhon Ratchasima, Thailand: Basis for a Support System Program

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ABSTRACT

This study determined the level of teacher work satisfaction and organizational climate in international schools in Nakhon Ratchasima, Thailand, examined the relationships among these variables and selected teacher characteristics, and used the findings as the basis for an evidence-based Support System Program. A quantitative descriptive-correlational design was employed. Through proportionate stratified sampling, 103 teachers were selected from a population of 170 teachers in three participating international schools. Data were gathered using a researcher-developed questionnaire that measured work satisfaction through work environment, compensation and benefits, professional growth, and recognition and motivation, and organizational climate through leadership and management, collaboration, communication, and school culture. Expert

validation and pilot testing were completed before administration; the work-satisfaction and organizational-climate scales demonstrated excellent internal consistency, with Cronbach's alpha coefficients of .970 and .964, respectively. Frequency, percentage, weighted mean, Spearman rank correlation, Kendall's tau-b, point-biserial correlation, and chi-square tests were used. Teachers' overall work satisfaction was moderate ($M = 3.45$), with higher ratings for work environment ($M = 3.67$) and professional growth ($M = 3.51$) than for recognition and motivation ($M = 3.35$) and compensation and benefits ($M = 3.25$). Organizational climate was high overall ($M = 3.61$), led by school culture ($M = 3.65$) and collaboration ($M = 3.64$). Work satisfaction had a strong positive relationship with organizational climate ($r_s = .730$, $p < .001$). Teaching experience and participation in organizational-climate seminars were among the characteristics most consistently related to satisfaction and climate perceptions. The findings indicate that teacher satisfaction is strongly embedded in the quality of the school environment rather than in personal background alone. A school-wide program emphasizing professional learning, participative leadership, communication, collaboration, recognition, wellness, and annual climate monitoring is therefore recommended.

Keywords: *teacher work satisfaction, organizational climate, international schools, school leadership, professional development, support system program*

INTRODUCTION

Teacher well-being and work satisfaction are central to educational quality because they influence motivation, instructional engagement, organizational commitment, retention, and the stability of school programs. Contemporary schools require teachers to manage instruction, assessment, technological change, multicultural classrooms, professional learning, and expanding administrative responsibilities. When these demands are experienced within supportive working conditions, teachers are more likely to remain engaged and committed; when they are accompanied by weak support, limited recognition, or excessive workload, dissatisfaction and turnover intentions increase (Ertürk, 2022; Eryilmaz et al., 2025; Zhou et al., 2024).

Work satisfaction reflects teachers' evaluation of their professional experience, including the adequacy of the work environment, compensation and benefits, opportunities for professional growth, and recognition and motivation. These components are interdependent. Competitive compensation may reduce dissatisfaction, but long-term commitment also depends on leadership support, professional respect, meaningful development opportunities, and a sense that teachers' contributions are valued (Al Said et al., 2022; Ali et al., 2023; Dimacali & Sajonia, 2025). Thus, teacher satisfaction is both an individual experience and an indicator of organizational health.

Organizational climate describes teachers' shared perceptions of leadership, collaboration, communication, and school culture. A positive climate promotes trust, collegiality, psychological safety, participation, and shared responsibility. It also provides the organizational conditions through which teachers can use their expertise and respond constructively to school change. Research consistently links favorable school climates with stronger job satisfaction, professional engagement, and organizational resilience (Otrębski, 2022; Pangilinan & Vadil, 2024; Xia et al., 2024).

These concerns are especially relevant to international schools. Teachers in such institutions work with colleagues, learners, curricula, and professional norms drawn from different countries and educational traditions. Multicultural environments can broaden professional learning and innovation, but differences in communication styles, leadership expectations, workload, recognition, and career pathways may also complicate teachers' adjustment and satisfaction. Studies of international-school teachers have identified supportive leadership, professional autonomy, collegial relations, and institutional responsiveness as important conditions for well-being and retention (Mo & Morris, 2024; Erawan et al., 2024).

Although research on teacher satisfaction and school climate has expanded, much of the available evidence comes from public-school systems or international schools in major metropolitan areas. Provincial international schools may operate with different staffing patterns, resources, leadership arrangements, and multicultural dynamics. Empirical evidence specific to Nakhon Ratchasima remains limited, making it difficult for school leaders to identify which dimensions of satisfaction and climate require the greatest attention and which teacher characteristics are associated with different workplace perceptions.

The study therefore assessed teachers' work satisfaction and organizational climate in selected international schools in Nakhon Ratchasima, Thailand. It described the respondents' professional profile, measured satisfaction across four domains and climate across four domains, tested the relationship between work satisfaction and organizational climate, examined associations with selected profile variables, and developed an evidence-based Support System Program. The study was intended to produce context-specific guidance for improving teacher well-being, organizational effectiveness, and the sustainability of international-school programs.

Literature Review

Teacher Work Satisfaction

Teacher work satisfaction is a multidimensional evaluation of the extent to which professional experiences meet teachers' needs and expectations. It includes both conditions that prevent dissatisfaction—such as adequate facilities, manageable workload, employment security, and fair compensation—and conditions that actively promote motivation, such as recognition, autonomy, growth, and meaningful participation. Reviews of teacher

satisfaction show that no single factor is sufficient; satisfaction develops from the interaction of leadership, working conditions, relationships, rewards, and opportunities for professional accomplishment (Eryilmaz et al., 2025; Zhou et al., 2024).

The work environment is especially influential because it shapes teachers' daily capacity to perform. Safe and well-maintained facilities, available instructional resources, respectful relationships, and reasonable workload support effective teaching and work-life balance. In contrast, role overload, unclear expectations, insufficient resources, and weak administrative responsiveness increase stress and reduce commitment. Ertürk (2022) found that the quality of teachers' work life was associated with satisfaction and turnover intentions, while Mo and Morris (2024) showed that international teachers' motivation and dissatisfaction changed in response to institutional conditions and pandemic-related pressures.

Compensation, professional development, and recognition also contribute to satisfaction, but their effects depend on fairness and relevance. Financial rewards are most meaningful when salary structures and promotion systems are transparent. Professional learning contributes more strongly when it is aligned with classroom responsibilities and career goals, while recognition is effective when it is timely, equitable, and connected to genuine accomplishment. These findings support integrated support systems rather than isolated incentives (Al Said et al., 2022; Ali et al., 2023; Maitreephun et al., 2025).

Organizational Climate in Schools

Organizational climate represents employees shared perceptions of how an institution functions in practice. In schools, the construct includes leadership and management, collaboration, communication, and the values and norms reflected in school culture. It differs from formal policy because it concerns how policies and relationships are actually experienced by teachers. School-climate research emphasizes that trust, fairness, safety, participation, and relational support influence teachers' engagement and their willingness to contribute to improvement (Thapa et al., 2020; Prastiawan et al., 2020).

Leadership and management shape climate by establishing expectations, distributing resources, responding to concerns, and determining the degree to which teachers participate in decisions. Effective leaders communicate a coherent direction while remaining transparent, consistent, and responsive. Guo (2025) linked instructional leadership and organizational climate with teacher job satisfaction, while Satorre (2022) likewise demonstrated that organizational climate was associated with teacher performance and satisfaction in a Philippine school context.

Collaboration and communication translate organizational values into everyday professional practice. Collaborative schools enable teachers to exchange instructional knowledge, solve problems collectively, and support one another across grade levels and subject areas. Clear and respectful communication reduces uncertainty and strengthens trust. Systematic evidence indicates that school-based collaboration can function as a professional learning context, but its benefits depend on the quality of interaction and organizational support (Chiriac et al., 2024; De Jong et al., 2021; Hamkar et al., 2024).

Organizational Climate and Teacher Satisfaction

Organizational climate is consistently identified as a major correlate of teacher satisfaction because it determines whether teachers experience the school as supportive, fair, and professionally enabling. Positive climates reduce occupational stress and strengthen belonging, trust, and commitment. Otrębski (2022) reported a positive association between school climate and teacher job satisfaction, with the type of educational institution influencing the strength of the relationship. Xia et al. (2024) further showed that occupational stress and emotional labor may help explain how climate affects satisfaction.

The relationship operates through interconnected pathways. Supportive leadership improves communication; effective communication strengthens collaboration; collaboration increases access to peer support and professional learning; and a shared school culture reinforces recognition and collective responsibility. Hu et al. (2024) showed that collective innovativeness can mediate the relationship between school climate and job satisfaction, illustrating that climate affects satisfaction partly through the professional behaviors it enables.

Climate and satisfaction may also reinforce each other. Satisfied teachers are more willing to collaborate, participate in improvement initiatives, and sustain constructive relationships, thereby contributing to a healthier climate. Conversely, persistent dissatisfaction can weaken trust, increase withdrawal, and intensify turnover intentions. This reciprocal pattern suggests that school improvement should address both organizational systems and teachers' daily professional experience rather than treating satisfaction as a private or purely personal concern (Wibowo, 2023; Starkey, 2023).

International-School and Multicultural Contexts

International schools combine diverse curricula, nationalities, languages, and professional traditions. Such diversity can support intercultural learning and innovation, but it also creates differences in expectations about authority, communication, collegiality, workload, and recognition. Teachers may enter international schools because of professional autonomy, school reputation, compensation, or global experience, yet their long-term satisfaction depends on whether the organization sustains inclusive leadership and coherent support (Mo & Morris, 2024).

Multicultural organizational climates require intentional practices. School leaders must create shared norms without suppressing professional and cultural diversity, establish communication channels that are understandable and accessible, and ensure that professional learning and recognition are distributed equitably. Professional learning communities and participative leadership are particularly relevant because they provide structured opportunities for teachers to develop shared goals while learning from different perspectives (Erawan et al., 2024; Maitreephun et al., 2025).

Existing evidence remains concentrated in national systems and urban international schools. Provincial international schools in Nakhon Ratchasima may have different resource levels, staffing arrangements, and career opportunities. A local investigation is therefore necessary to determine whether the patterns identified internationally are reflected in this setting and to provide an empirical basis for organizational interventions.

Theoretical Foundations and Research Gap

The study was anchored in Herzberg's Two-Factor Theory, Maslow's Hierarchy of Needs, and Organizational Climate Theory. Herzberg's framework distinguishes hygiene conditions that prevent dissatisfaction from motivators that generate positive engagement. In this study, the work environment and compensation represent central hygiene conditions, whereas professional growth and recognition represent motivating conditions (Alshmemri et al., 2017). Maslow's theory complements this perspective by explaining how safety, belonging, esteem, and self-actualization needs may be addressed through secure working conditions, collegial relationships, recognition, and meaningful professional growth (Maslow, 1943).

Organizational Climate Theory explains how teachers' shared perceptions of leadership, communication, collaboration, and school culture shape attitudes and behavior. The framework implies that work satisfaction is not determined by isolated employment benefits but by the broader system through which organizational values are experienced. It therefore supports examining climate domains together and relating them to corresponding dimensions of satisfaction (Thapa et al., 2020; Otrębski, 2022).

The reviewed evidence supports a positive relationship between organizational climate and teacher work satisfaction, yet a contextual gap remains in provincial international schools in Thailand. Few studies have examined both variables together, considered teachers' demographic and professional characteristics, and translated the findings into a structured program. The present investigation addressed that gap using an input-process-output framework in which teacher profiles, satisfaction, and organizational climate were analyzed to develop an evidence-based Support System Program.

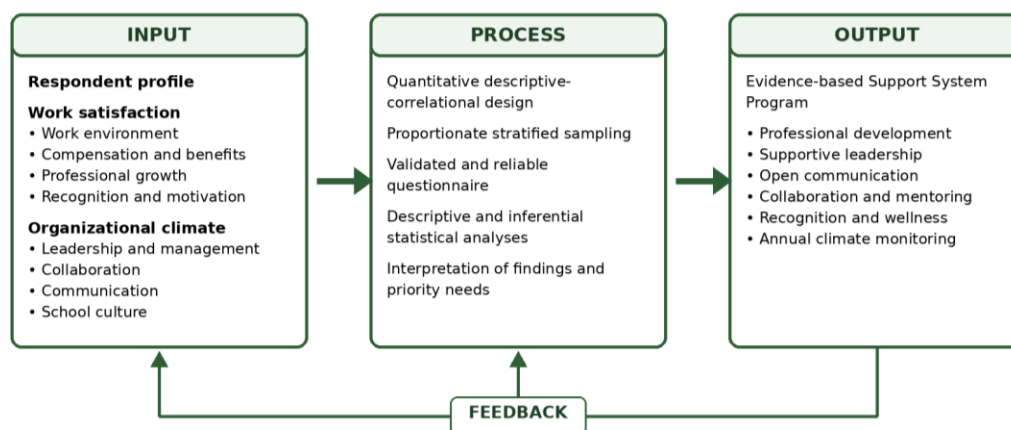


Figure 1. *Input–Process–Output Framework with Feedback Loop*

METHODS

Research Design

The study employed a quantitative descriptive-correlational design. The descriptive component determined the levels of teacher work satisfaction and organizational climate, while the correlational component examined the association between the two constructs and their relationships with selected teacher characteristics. No variable was manipulated. The design was appropriate for describing naturally occurring school conditions and testing relationships among measured variables (Creswell & Creswell, 2018).

Research Locale

The study was conducted in participating international schools in Nakhon Ratchasima Province, Thailand, during School Year 2025–2026. The schools served multicultural communities and employed teachers across kindergarten, primary, secondary, and multilevel assignments. Institutional identities were withheld in accordance with the recommendation of the instrument validators and the confidentiality commitments made during data collection.

Participants and Sampling Technique

The target population consisted of 170 teachers from three participating international schools. The sample size of 103 was determined using Yamane's formula and allocated proportionately across School A (53 of 85 teachers), School B (35 of 60), and School C (15 of 25). Proportionate stratified random sampling ensured that each school contributed respondents according to its share of the population. Eligible participants were teachers actively engaged in classroom instruction, including full-time, part-time, and team teachers. Stratification was used to improve representation across the participating schools (Lohr, 2021).

Research Instrument

A researcher-developed questionnaire contained a demographic section and two 16-item scales. The Work Satisfaction Scale measured work environment, compensation and benefits, professional growth, and recognition and motivation, with four items per domain. The Organizational Climate Scale measured leadership and management, collaboration, communication, and school culture, also with four items per domain. Responses were recorded on a five-point Likert scale. The average-monthly-income item originally included in the profile section was removed following expert review and was not included in the final analysis.

Five experts—three educational-management professors and two international-school administrators—reviewed the instrument for content validity. Revisions were made to improve clarity, alignment, and

confidentiality. A pilot test involving 15 teachers was then conducted. Cronbach's alpha coefficients were .970 for work satisfaction and .964 for organizational climate, indicating excellent internal consistency. These procedures supported the instrument's validity and reliability for the target context (Heale & Twycross, 2019; Taherdoost, 2020).

Data Gathering Procedure

Formal permission was obtained from the participating school administrators. The purpose, procedures, voluntary nature, and confidentiality provisions of the study were explained to prospective respondents before consent was secured. Questionnaires were administered in person and through an online form to accommodate teachers' schedules. Respondents were allowed sufficient time to answer without pressure. Completed responses were reviewed for completeness, encoded, and checked before statistical analysis.

Data Analysis

IBM SPSS Statistics was used for analysis. Frequencies and percentages described the respondents' profile. Weighted means summarized work satisfaction and organizational climate. Means of 4.51–5.00 were interpreted as very high or very highly satisfied; 3.51–4.50 as high or highly satisfied; 2.51–3.50 as moderate or moderately satisfied; 1.51–2.50 as low or slightly satisfied; and 1.00–1.50 as very low or not satisfied. Spearman's rank-order correlation tested relationships between satisfaction and climate domains. Kendall's tau-b was used for ordinal profile variables, point-biserial correlation for dichotomous variables, and chi-square tests for nominal variables with multiple categories. Statistical significance was evaluated at $\alpha = .05$.

Ethical Considerations

Ethical clearance was obtained from the Pangasinan State University Research Ethics Committee before data collection. Participation was voluntary, informed consent was obtained, and respondents could decline or withdraw without penalty. Names of participating schools and individual respondents were not reported. Data were stored securely, accessed only for the study, and presented in aggregate form to protect privacy and institutional confidentiality.

RESULTS AND DISCUSSION

Profile of the Respondents

The 103 respondents represented a diverse, multicultural teaching workforce. The largest age group was 25–30 years (30.1%), most respondents were female (54.4%) and single (57.3%), and 67.0% held a baccalaureate degree as their highest educational attainment. More than half had completed an education degree (52.4%), nearly half taught at the primary level (48.5%), and language was the most common subject area (50.5%). Asian teachers comprised 83.5% of the sample. Most had one to ten years of international-school experience, and 37.9% had attended one to five seminars related to organizational climate. Table 1 presents the dominant category for each profile variable.

Table 1. *Dominant Respondent Categories (n = 103)*

Profile variable	Largest category	f	%
Age	25–30 years	31	30.1
Gender	Female	56	54.4
Marital status	Single	59	57.3
Highest educational attainment	Baccalaureate graduate	69	67.0
Bachelor's degree field	Education	54	52.4
Grade level handled	Primary	50	48.5
Subject area handled	Language	52	50.5
Nationality	Asian	86	83.5
International-school experience	1–5 years	42	40.8
Climate-related seminars/training	1–5 seminars	39	37.9

The profile indicates that the schools employed relatively young and professionally diverse teachers, many of whom were still building long-term international-school careers. This composition makes equitable induction, mentoring, communication, and career development particularly important. The multicultural profile also reinforces the need for inclusive school systems that clarify expectations while respecting differences in professional and cultural experience.

Level of Teacher Work Satisfaction

Teachers reported an overall mean work-satisfaction score of 3.45, interpreted as Moderately Satisfied. Work environment obtained the highest mean (3.67, Highly Satisfied), followed by professional growth (3.51, Highly Satisfied). Recognition and motivation (3.35) and compensation and benefits (3.25) were only Moderate. The findings indicate that teachers generally valued the physical and relational conditions of their schools and recognized available development opportunities, but perceived weaker consistency in financial rewards, promotion systems, recognition, and motivation.

Table 2. Summary of Teacher Work Satisfaction

Domain	Mean	Interpretation
Work environment	3.67	Highly Satisfied
Compensation and benefits	3.25	Moderately Satisfied
Professional growth	3.51	Highly Satisfied
Recognition and motivation	3.35	Moderately Satisfied
Overall	3.45	Moderately Satisfied

The higher work-environment rating is consistent with evidence that manageable and supportive conditions sustain teacher commitment (Ertürk, 2022; Eryilmaz et al., 2025). However, the moderate ratings for compensation and recognition show that positive daily relations do not eliminate concerns about equitable rewards. Herzberg's framework helps explain this pattern: adequate work conditions may reduce dissatisfaction, but enduring motivation also requires meaningful recognition and opportunities for advancement (Alshmemri et al., 2017). The result therefore supports combining structural improvements with motivational practices rather than relying on a single intervention.

Level of Organizational Climate

Organizational climate was rated High overall ($M = 3.61$). School culture received the highest mean (3.65), followed by collaboration (3.64), leadership and management (3.60), and communication (3.56). Teachers therefore generally perceived positive values, professionalism, teamwork, leadership support, and organized communication. Nevertheless, communication was the lowest-rated climate domain, suggesting uneven experiences in information flow, opportunities to express concerns, and the consistency with which decisions were explained.

Table 3. Summary of Organizational Climate

Domain	Mean	Interpretation
Leadership and management	3.60	High
Collaboration	3.64	High
Communication	3.56	High
School culture	3.65	High
Overall	3.61	High

The positive climate aligns with studies emphasizing the value of shared culture and collaboration in sustaining professional engagement (Chiriac et al., 2024; De Jong et al., 2021). The comparatively lower communication score is also important because climate depends not only on the presence of policies but on whether information is timely, understandable, and open to feedback. Strengthening dialogue and participative decision-making can therefore help schools convert generally positive climate perceptions into more consistent teacher experience (Hamkar et al., 2024; Guo, 2025).

Relationship Between Work Satisfaction and Organizational Climate

All work-satisfaction domains were positively and significantly related to all organizational-climate domains ($p < .001$). Overall work satisfaction had a strong association with the overall organizational climate ($r_s = .730$). Among the domain relationships, professional growth showed the strongest association with leadership and management ($r_s = .697$), while work environment was strongly associated with communication ($r_s = .659$) and school culture ($r_s = .634$). Compensation and benefits produced the lowest coefficients, although its associations remained moderate and significant.

Table 4. *Spearman Correlations Between Work Satisfaction and Organizational Climate*

Work-satisfaction domain	Leadership	Collaboration	Communication	School culture	Overall climate
Work environment	.650**	.580**	.659**	.634**	.694**
Compensation and benefits	.538**	.476**	.559**	.582**	.590**
Professional growth	.697**	.620**	.546**	.635**	.684**
Recognition and motivation	.640**	.540**	.578**	.640**	.659**
Overall satisfaction	.699**	.604**	.653**	.695**	.730**

Note. ** $p < .001$ for all coefficients.

The strong overall relationship supports the view that satisfaction is embedded in the organizational environment. Teachers were more satisfied when they perceived leadership as fair and supportive, collaboration as genuine, communication as open, and school culture as respectful and improvement-oriented. This pattern is consistent with Otrębski (2022) and Xia et al. (2024), who found that positive climates strengthen satisfaction partly by reducing stress and improving teachers' sense of support. The result also suggests that improving climate can yield benefits across multiple satisfaction dimensions simultaneously.

Profile Variables Associated with Satisfaction and Climate

Most personal background variables were not consistently related to work satisfaction or organizational climate. Gender, bachelor's degree field, and subject area handled showed no significant associations with either construct. In contrast, marital status, grade level, international-school experience, and participation in organizational-climate seminars were associated with selected satisfaction and climate dimensions. Nationality was negatively related only to professional growth, indicating differences in perceived access to advancement opportunities. Table 5 presents the most important significant associations.

Table 5. *Selected Significant Associations with Profile Variables*

Profile variable	Outcome/domain	Coefficient	p
Age	Compensation and benefits	$r_b = .161$	.034
Marital status	Overall work satisfaction	$r_{pb} = .245$	.016
Grade level handled	Overall work satisfaction	$r_b = .168$	.029
Nationality	Professional growth	$r_{pb} = -.303$	.002
Teaching experience	Overall work satisfaction	$r_b = .174$	.024
Climate-related training	Overall work satisfaction	$r_b = .191$	.012
Age	Collaboration	$r_b = .180$	.019
Marital status	Overall organizational climate	$r_{pb} = .245$	.015
Educational attainment	School culture	$r_b = .184$	.024
Grade level handled	Overall organizational climate	$r_b = .160$	.038
Teaching experience	Overall organizational climate	$r_b = .215$	.005
Climate-related training	Overall organizational climate	$r_b = .176$	.021

The pattern suggests that professional exposure and organizational participation matter more than fixed personal characteristics. Teachers with longer international-school experience and greater training exposure may have more opportunities to understand school systems, build professional networks, and participate in organizational processes. At the same time, the nationality difference in professional growth points to the need for transparent and equitable access to mentoring, leadership roles, and advancement. These findings reinforce

recommendations for differentiated but inclusive support rather than assumptions that satisfaction is determined by gender or academic specialization.

Evidence-Based Support System Program

The results were translated into a school-wide Support System Program. The program prioritizes the weaker satisfaction domains, the strong relationship between climate and satisfaction, and the positive contribution of professional learning and experience. It is designed as a continuous organizational mechanism rather than a one-time activity. Core components and indicators are summarized in Table 6.

Table 6. *Core Components of the Proposed Support System Program*

Priority	Core activities	Key indicator	Schedule
Professional growth	Seminars, mentoring, coaching, peer observation, career planning	≥90% participation; higher growth rating	Quarterly
Supportive leadership	Leadership coaching, consultation, participative decisions	Regular consultations; higher leadership rating	Quarterly
Communication	Faculty dialogue, digital feedback platform, open forums	Fewer communication concerns	Monthly
Collaboration	PLCs, team building, collaborative planning, peer mentoring	Higher PLC participation and collaboration rating	Monthly
Recognition and motivation	Service, innovation, and appreciation awards	At least one recognition activity	Monthly
Work environment and wellness	Resource review, workload review, wellness space, ergonomic support	Fewer complaints; higher environment rating	Semiannual
Equitable training access	Needs assessment and individual development plans	Annual plan completed for all teachers	Annual
Climate monitoring	Climate survey and action-planning workshop	Annual improvement plan implemented	Annual

The proposed program reflects the integrated nature of the findings. Professional development and leadership are emphasized because their associations were particularly strong, while communication, recognition, compensation-related fairness, and wellness address lower-rated areas. The annual survey and action-planning cycle provides feedback so that interventions can be revised as teachers' needs and school conditions change. This approach is consistent with recommendations for participative leadership, professional learning communities, and sustained climate improvement (Starkey, 2023; Maitreephun et al., 2025).

CONCLUSION

Teachers in the participating international schools represented a multicultural and professionally varied workforce. Their work satisfaction was moderate overall: they were more satisfied with the work environment and professional-growth opportunities than with compensation, recognition, and motivation. At the same time, the organizational climate was rated high across leadership, collaboration, communication, and school culture, indicating that the schools had a generally supportive organizational foundation.

Organizational climate was strongly and positively related to work satisfaction. The result demonstrates that teachers' satisfaction was not an isolated personal attitude but an organizational outcome shaped by leadership practices, collegial relationships, communication, and shared culture. The strongest relationships involved leadership, professional growth, the work environment, and school culture. Although selected profile variables were associated with particular domains, gender, degree field, and subject assignment were not consistent determinants. Professional experience and participation in training were more influential than fixed personal characteristics.

The study contributes context-specific evidence from provincial international schools in Thailand. It shows that improving teacher satisfaction requires coordinated organizational action rather than a single incentive. A

sustainable Support System Program should therefore integrate professional development, participative leadership, open communication, collaboration, equitable recognition, wellness support, and recurring climate assessment. Such a system can strengthen teacher well-being, organizational commitment, and institutional effectiveness.

Recommendations

School administrators should prioritize the weaker dimensions of compensation, recognition, and communication while sustaining the positive work environment, school culture, and collaborative practices already perceived by teachers. Salary, benefits, incentives, promotion procedures, and recognition criteria should be reviewed for transparency and equity. Teachers should be given regular opportunities to express concerns, participate in decisions, and receive timely feedback from administrators.

Professional development should be systematic, relevant, and accessible to teachers across nationalities, grade levels, and employment arrangements. Schools may implement mentoring, coaching, professional learning communities, peer observation, and individual career-development plans. Because training exposure was associated with both satisfaction and climate, participation should be monitored and barriers to access should be addressed.

The proposed Support System Program should be incorporated into annual strategic and operational plans, with designated personnel, budget allocations, measurable indicators, and annual evaluation. Teacher satisfaction and organizational climate should be reassessed regularly, and the findings should guide revisions to leadership, communication, wellness, workload, recognition, and professional-learning initiatives.

Future studies may replicate the investigation in other Thai provinces or compare provincial and metropolitan international schools. Additional research may include administrators, non-teaching staff, or qualitative interviews to explain why particular groups experience professional growth and organizational climate differently. Longitudinal and intervention studies are also recommended to determine whether implementation of the Support System Program produces sustained improvements in satisfaction, retention, and school performance.

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