



School organizational climate and teachers' job satisfaction: A cross-sectional study in the central region of Vietnam

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ABSTRACT

This study examines the association between school organizational climate (OC) and teachers' job satisfaction (JS) in public schools in Central Vietnam within the context of ongoing educational reform. A cross-sectional survey was conducted with 497 teachers from public primary, lower secondary, and upper secondary schools using the validated Vietnamese versions of the Organizational Climate Scale (OCS-V) and the Teacher Job Satisfaction Scale (T-JSS). Descriptive statistics and Pearson correlation analysis were performed to examine the bivariate association between school OC and teachers' JS. Hierarchical linear regression analysis was subsequently conducted to examine the incremental contribution of school OC beyond demographic characteristics. In Model 1, gender, age, and school level were entered as control variables, whereas school OC was added in Model 2. The results indicated a positive correlation between school OC and teachers' JS ($r = .327$, $p < .001$). The addition of school OC significantly improved the explanatory power of the regression model ($\Delta R^2 = .102$, $p < .001$), and school OC remained positively associated with teachers' JS ($\beta = .323$, $p < .001$). The final model explained 11.0% of the variance in teachers' JS ($R^2 = .110$; adjusted $R^2 = .101$). These findings suggest that school OC is an important organizational factor associated with teachers' JS. From a practical perspective, strengthening supportive leadership, professional support, recognition, and favourable working conditions may contribute to more positive professional experiences among teachers. This study provides empirical evidence from Vietnam and contributes to a better understanding of how school OC is associated with teachers' JS in a reform-oriented educational context.

1. INTRODUCTION

In recent years, Viet Nam's general education system has undergone profound reform, culminating in the 2018 General Education Curriculum (Ministry of Education and Training [MOET], 2018), which significantly shifts educational objectives, content, teaching methods, and assessment toward a competency-based framework. This reform requires teachers to act as facilitators of student learning, rather than simply transmitting knowledge (MOET, 2018). As key agents in this transformation, teachers face heightened pressures and increased responsibilities, making their professional well-being and satisfaction particularly important during a period of ongoing educational reform (Le, 2024).

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Job satisfaction (JS) is therefore an important indicator of teachers' experiences and adaptation during a period of educational reform. JS reflects teachers' psychological well-being and is a decisive factor in the quality and outcomes of educational reform. It significantly influences teaching effectiveness, student outcomes, and school climate (Toropova et al., 2021; Hoque et al., 2023; Wartenberg et al., 2023). In Viet Nam, Phan and Tran (2021) examined teachers' job satisfaction across several aspects of their professional experiences, including income, promotion opportunities, and the school environment. Therefore, identifying the factors associated with JS in this rapidly changing environment is important for understanding teachers' professional experiences during educational reform.

Among the various factors shaping JS, school organizational climate (OC) stands out as a key contextual factor associated with teachers' JS. Defined as the collective perceptions of leadership, peer relations, trust, fairness, professional growth, and school values, OC is widely acknowledged as the "heart and soul of the school" (Hoy & Miskel, 2005; Loukas, 2007; Cohen et al., 2009). A positive school climate enhances motivation, teaching performance, and commitment, while a negative one can undermine reform efforts by increasing teacher stress and attrition (Wei & Tong, 2020; Jing & Aziz, 2023). Recent international studies consistently demonstrate that specific aspects of school climate, such as principal support, collegial trust, and collaboration, are strongly associated with teachers' JS, further underscoring the importance of these factors for the success of educational reform (Zhang et al., 2021; Fang & Qi, 2023; Hu et al., 2024). While previous studies have consistently demonstrated a positive association between school OC and teachers' JS, most of this evidence has been generated in educational systems with governance structures and OC contexts that differ from those of Vietnam (Toropova et al., 2021; Fang & Qi, 2023; Hu et al., 2024). In Vietnam, public schools operate within a centralized education system while simultaneously implementing the nationwide 2018 General Education Curriculum (MOET, 2018). This reform requires teachers to adapt to substantial changes in curriculum implementation, instructional practices, and professional responsibilities (Le, 2024). At the same time, Vietnamese schools are characterised by OC features that emphasise instructional leadership, professional collaboration, collective responsibility, and shared educational goals (Truong et al., 2017; Nguyen et al., 2025). These contextual characteristics may shape how teachers perceive the school OC and how such perceptions relate to their JS. However, empirical evidence examining this relationship in the Vietnamese educational context remains limited.

Accordingly, this study aims to: (1) examine teachers' perceptions of school OC and JS; (2) analyse the association between school OC and teachers' JS; and (3) provide context-specific implications for educational management in the context of ongoing educational reform in Vietnam. By providing empirical evidence from Vietnamese public schools, the findings are expected to inform school leaders and educational managers in fostering supportive OC environments that enhance teachers' professional well-being and JS, while also extending the evidence base on school OC and teacher well-being in underrepresented educational contexts.

2. MATERIALS

2.1. Teachers' job satisfaction

JS is central in human resource management and organizational psychology. It is a positive emotional state showing how well a job meets one's needs, expectations, and values. In education, JS reflects teachers' satisfaction with conditions, relationships, recognition, compensation, growth, and autonomy. Evidence from a two-wave study of US employees also suggests that emotional health and social connectedness are positively associated with subsequent job satisfaction (Fung et al., 2024). In Viet Nam, Phan and Tran (2021) developed the Teacher Job Satisfaction Scale (T-JSS), comprising eight items assessing seven job-related aspects and overall job satisfaction.

JS enhances educational quality, motivation, and commitment, resulting in improved teaching and student outcomes (Hoque et al., 2023; Li et al., 2025). Low JS increases turnover and burnout, and reduces teaching quality (Wartenberg et al., 2023). For high-stress jobs, such as teaching, JS helps improve retention and well-being (Toropova et al., 2021). Viet Nam's 2018 curriculum reform shifted teachers' roles to designing activities and building competencies, increasing workload and complexity. These changes, along with additional duties, can pose challenges to JS (Huynh & Khau, 2024; Tran & Le, 2025). Recent studies reveal gaps between reform goals and teachers' daily experiences, causing tensions that may harm autonomy, trust, motivation, retention, and educational quality (Tran, 2018; Tran et al., 2024).

2.2. School organizational climate

School OC is the core identity, values, and interaction patterns of a school (Hoy & Miskel, 2005). OC captures how teachers perceive and experience their work within the school. Loukas (2007) defines OC as

including social relationships, support from colleagues and leaders, and perceptions of safety, fairness, and shared purpose. Previous studies have described several organisational characteristics that contribute to a positive school OC. Among the aspects most frequently discussed are psychological safety, peer support, supportive leadership, and a learning-oriented culture. (i) Psychological safety: the extent to which teachers feel comfortable voicing ideas and opinions without fear of judgment or reprisal (Edmondson, 1999). (ii) Peer support: the quality and frequency of collegial collaboration, professional assistance, and emotional exchange. Peer support helps reduce stress and improve performance (Jing & Aziz, 2023). (iii) Supportive leadership: leaders' approachability, responsiveness, and facilitation of teachers' professional growth. (iv) Learning-oriented culture: a school ethos that promotes pedagogical innovation, continuous learning, and professional development (Cohen et al., 2009). In the present study, however, school OC was operationalised as a unidimensional construct, consistent with the Vietnamese version of the Organisational Climate Scale (OCS-V), which was adapted from the original scale developed by Peña-Suárez et al. (2013) and subsequently translated, culturally adapted, and validated for Vietnamese teachers (Pham et al., 2026). The 12 items collectively assess teachers' overall perceptions of the school organisational environment as a single latent construct, rather than representing separate latent dimensions.

A positive school OC has been associated with higher levels of teacher motivation, improved instructional quality, and better student outcomes (Weziak-Bialowolska et al., 2020). It fosters respect, fairness, recognition, and professional growth among teachers. In contrast, a negative climate is associated with increased stress, reduced teaching motivation, and higher turnover intentions (Wei & Tong, 2020). In relation to teachers' JS, prior studies have consistently shown that more supportive and collaborative school climates are linked to higher levels of satisfaction and well-being. In the Vietnamese context, collectivist social norms and hierarchical organizational structures remain prominent (Truong et al., 2017). Therefore, fostering a positive school OC is not only a contemporary management priority but also a critical contextual condition for supporting teachers during ongoing educational reform initiatives, such as the 2018 General Education Curriculum.

2.3. *The relationship between organizational climate and teachers' job satisfaction*

Extensive empirical research worldwide has confirmed a positive relationship between OC and JS. For example, Xia et al. (2024) found that OC was positively associated with JS among Chinese teachers both directly and indirectly via occupational stress and emotional labor. Similarly, Liu et al. (2024) reported that OC predicted JS in higher education. In the general education context, school OC is consistently associated with teachers' JS and work-related emotions (Otrębski, 2022). Positive climates are linked to higher satisfaction and positive affect, whereas negative climates are associated with anxiety and depression. Similarly, Zulqarnain et al. (2025) reported a moderate to strong Spearman correlation ($\rho = 0.617$, $p < .001$) between these variables. These findings underscore the strategic importance of fostering a positive school climate to sustain teacher engagement and professional growth.

The association between OC and JS can be interpreted through theoretical perspectives such as Social Exchange Theory (Blau, 1964) and the Job Demands–Resources (JD-R) model (Bakker & Demerouti, 2007). From the JD-R perspective, OC may be considered a potential resource associated with teachers' motivation and engagement (Tummers & Bakker, 2021). Similarly, Social Exchange Theory provides a framework for understanding how perceived organizational support, fairness, and recognition may be associated with teachers' commitment and job satisfaction (Blau, 1964). However, in Viet Nam, few empirical studies directly examine OC–JS among general education teachers. Research on OC is limited (Bui et al., 2021; Nguyen, 2022). Direct tests of the OC–JS link are virtually absent. Due to hierarchical governance, high power distance, and a strong respect for teaching (Truong et al., 2017; Phan & Tran, 2021), understanding the OC–JS relationship in this context is crucial. This knowledge is vital for designing interventions to promote teacher well-being and retention.

Based on this synthesis, the present study proposes: **H1:** A more positive perception of school OC is positively associated with JS among Vietnamese general education teachers.

3. METHOD

3.1. *Sample*

This study employed a convenience sampling approach, selecting 497 teachers from public general education schools in Viet Nam, located in five localities representing the broader Central region (Quang Tri, Hue City, Khanh Hoa, Lam Dong, and Dak Lak), including elementary, middle, and high schools, for a cross-sectional survey. A total of 498 valid questionnaires were initially collected. One questionnaire contained missing data on a focal study variable and was excluded from the complete-case analyses,

resulting in a final analytic sample of 497 teachers. While this approach facilitated data collection, it may limit the generalizability of the findings. Data collection was supported by school administrators to facilitate access; however, participation was voluntary and informed consent was obtained from all respondents. Of the participants, 32.8% were male and 67.2% were female. Regarding school level, 31.8% were high school teachers, 24.9% were middle school teachers, and 43.3% were elementary school teachers. The average age of respondents was 39.28 years (SD = 6.72) (see table 1).

Table 1. Demographic characteristics of respondents (N = 497)

Variable	n	%
Gender		
Male	163	32.8
Female	334	67.2
Age (M ± SD)	39.28 ± 6.72	
Grade level		
High school	158	31.8
Middle school	124	24.9
Elementary school	215	43.3

3.2. Instrument

Teacher Job Satisfaction Scale (T-JSS): Developed by Phan and Tran (2021), the T-JSS is tailored to the Vietnamese educational context. It consists of eight items assessing seven job-related aspects (colleagues, school environment, income, promotion opportunities, professional competence, students, and parents) and overall job satisfaction. Each item is rated on an 11-point scale, ranging from 0 (completely dissatisfied) to 10 (completely satisfied). The overall JS score was calculated as the mean of the eight items, with higher scores indicating greater job satisfaction. In this study, the T-JSS demonstrated high internal consistency (Cronbach's $\alpha = 0.97$).

Organizational Climate Scale (OCS-V): The original Organizational Climate Scale (OCS), developed by Peña-Suárez et al. (2013), consists of 15 items rated on a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree), with higher scores indicating more positive perceptions of school OC. The Vietnamese version (OCS-V) was translated, culturally adapted, and validated for Vietnamese general education teachers in a previous study (Pham et al., 2026). The validated OCS-V comprises 12 items representing a unidimensional construct and demonstrated satisfactory reliability and construct validity. In the present study, the OCS-V also demonstrated excellent reliability (Cronbach's $\alpha = 0.966$).

3.3. Data analysis

Data analyses were conducted using IBM SPSS Statistics. Descriptive statistics, including means and standard deviations, were first computed to summarize teachers' perceptions of school OC and JS. The internal consistency of the study measures was assessed using Cronbach's alpha coefficients. Pearson correlation analysis was then performed to examine the bivariate association between school OC and teachers' JS.

To examine whether school OC was associated with teachers' JS beyond demographic characteristics, hierarchical linear regression analysis was conducted in two steps. In Model 1, gender, age, and school level were entered as control variables. School level was represented by two dummy variables, with primary school teachers serving as the reference category. In Model 2, school OC was entered to examine its incremental contribution to teachers' JS after controlling for the demographic variables.

The regression models were evaluated using unstandardized coefficients (B), standardized coefficients (β), 95% confidence intervals (95% CI), R^2 , adjusted R^2 , the change in explained variance (ΔR^2), and the F change statistic (ΔF). Prior to interpreting the regression results, the assumptions of linearity, normality of residuals, homoscedasticity, independence of residuals, multicollinearity, and influential observations were examined. Cases with missing data on variables included in the regression analysis were excluded using listwise deletion.

4. RESULTS

4.1. Descriptive statistics of school organizational climate and job satisfaction

Descriptive statistics for school OC and teachers' JS are presented in table 2. The mean score for school OC was 4.03 (SD = 0.54) on a five-point Likert scale. At the item level, the highest mean scores were observed for opportunities for training (M = 4.17), the perceived prestige of work (M = 4.15), and the clarity

of work goals ($M = 4.14$). The lowest mean scores were observed for workload-related support ($M = 3.91$) and recognition from supervisors ($M = 3.94$).

The overall mean score for teachers' JS was 6.97 ($SD = 1.96$). The highest mean scores were observed for professional competence ($M = 7.48$), work environment ($M = 7.28$), and overall JS ($M = 7.21$), whereas the lowest mean scores were found for income ($M = 6.26$) and promotion opportunities ($M = 6.72$).

Table 2. Descriptive statistics of organizational climate and job satisfaction items ($N = 497$)

Construct	Item	M	SD
Organizational Climate	1. The relationships with my supervisors are good	3.97	0.73
	2. My supervisors encourage me when I have problems so that I can solve them	4.04	0.71
	3. My suggestions about work are listened to	4.01	0.68
	4. Opportunities for training are offered	4.17	0.71
	5. If I need help due to a heavy workload, I am given the necessary support	3.91	0.79
	6. The goals of my work are clearly defined	4.14	0.66
	7. Supervisors are willing to listen to employees	3.99	0.76
	8. Socially, my work has the prestige it deserves	4.15	0.64
	9. Innovative contributions are appreciated	4.03	0.68
	10. When I do something well, my superiors acknowledge it	3.94	0.77
	11. My work is adequately defined	4.12	0.61
	12. Deadlines are adequately met	3.94	0.72
	Overall OC score	4.03	0.54
Job Satisfaction	1. Overall job satisfaction	7.21	2.12
	2. Satisfaction with colleagues	7.01	2.06
	3. Satisfaction with work environment	7.28	2.16
	4. Satisfaction with income	6.26	2.34
	5. Satisfaction with promotion opportunities	6.72	2.26
	6. Satisfaction with own professional competence	7.48	2.06
	7. Satisfaction with students	7.03	2.09
	8. Satisfaction with students' parents	6.80	2.14
	Overall T-JSS score	6.97	1.96

*Note. M = Mean; SD = Standard deviation; OC = Organizational Climate; JS = Job Satisfaction.

4.2. Relationship between school organizational climate and job satisfaction

Pearson correlation analysis (table 3) indicated that school OC was positively and significantly associated with teachers' JS ($r = .327$, $p < .001$). According to Cohen's (1988) guidelines, the observed correlation represents a moderate association.

Table 3. Correlation between school organizational climate and job satisfaction ($N = 497$)

Variable	1	2
1. Organizational Climate	—	0.327**
2. Job Satisfaction		—

*Note. Pearson correlation coefficients are reported. $p < .01$.

4.3. Hierarchical regression analysis of school organizational climate and teachers' job satisfaction

Hierarchical linear regression analysis was conducted to examine whether school OC was associated with teachers' JS beyond demographic characteristics. In Model 1, gender, age, and school level were entered as control variables. As shown in table 4, these demographic variables explained 0.8% of the variance in teachers' JS ($R^2 = .008$, adjusted $R^2 = .000$), and the model was not statistically significant, $F(4, 492) = 0.979$, $p = .419$.

In Model 2, school OC was added to the regression model. The inclusion of school OC significantly improved the explanatory power of the model ($\Delta R^2 = .102$, $\Delta F = 56.535$, $p < .001$). After controlling for gender, age, and school level, school OC remained positively associated with teachers' JS ($B = 1.173$, $SE = 0.156$, $\beta = 0.323$, $t = 7.519$, $p < .001$, 95% CI [0.866, 1.479]). The final model explained 11.0% of the variance in teachers' JS ($R^2 = .110$, adjusted $R^2 = .101$), $F(5, 491) = 12.179$, $p < .001$.

Prior to model interpretation, the assumptions of linear regression were examined. Residual diagnostics indicated acceptable normality, linearity, homoscedasticity, and independence of residuals (Durbin–Watson = 1.87). Multicollinearity was not a concern, with all variance inflation factor (VIF) values below 1.40.

Table 4. Hierarchical linear regression examining the association between school organizational climate and teachers' job satisfaction (N = 497)

Predictor	Model 1			Model 2			
	β	B	SE	β	t	p	95% CI
Gender	-0.035	-0.088	0.194	-0.021	-0.453	.651	[-0.468, 0.293]
Age	0.064	0.015	0.013	0.052	1.213	.226	[-0.009, 0.040]
Lower secondary school	-0.026	0.024	0.213	0.005	0.115	.909	[-0.394, 0.443]
Upper secondary school	0.046	0.115	0.210	0.027	0.550	.583	[-0.297, 0.527]
School organizational climate	—	1.173	0.156	0.323	7.519	< .001	[0.866, 1.479]
Model statistics	Model 1			Model 2			
R ²	0.008			0.110			
Adjusted R ²	0.000			0.101			
ΔR^2	—			0.102			
F	0.979			12.179			
ΔF	—			56.535			
p	.419			< .001			

*Note. Gender was coded as 0 = male and 1 = female. Primary school teachers served as the reference category for school level. School level was represented by two dummy variables. **B** = unstandardized regression coefficient; **SE** = standard error; β = standardized regression coefficient; **CI** = confidence interval.

5. DISCUSSION

The present study provides empirical evidence that school OC remained positively associated with teachers' JS after controlling for gender, age, and school level. Hierarchical regression further demonstrated that school OC significantly improved the explanatory power of the model beyond demographic characteristics, highlighting its importance as an organizational factor associated with teachers' professional well-being during ongoing educational reform in Viet Nam.

The findings are consistent with a growing body of research reporting a positive relationship between school OC and teachers' JS. Previous studies have indicated that supportive OC are associated with higher levels of teacher well-being and more positive work-related attitudes. For instance, Fang and Qi (2023) found that fair task allocation, supportive leadership, and access to professional development are related to teachers' motivation and commitment, while Wartenberg et al. (2023) reported that OC are consistently associated with teachers' JS. In addition, recent research suggests that the relationship between school OC and JS may operate through multiple psychological and organizational pathways. For example, prior studies (Türker & Kahraman, 2021; Kouhsari et al., 2024) indicate that positive school environments are associated with higher levels of self-efficacy, which in turn relate to more favourable job-related attitudes. Similarly, other research (Fang & Qi, 2023) highlights the role of perceived social support and intrinsic motivation as mechanisms linking OC to teachers' JS. While the present study does not directly test these mechanisms, the findings are consistent with the view that school OC may be related to teachers' JS through a range of interrelated psychological processes.

Evidence from the Vietnamese context further underscores the relevance of OC in shaping teachers' work experiences. Nguyen et al. (2025) showed that instructional leadership is associated with teachers' professional growth and positive work-related attitudes. Although OC was not directly measured in that study, leadership practices such as guidance, encouragement, and collaboration can be considered key components of a supportive organizational environment. In periods of curriculum reform, such conditions may help teachers navigate increased job demands while maintaining positive work-related attitudes. From a theoretical perspective, these findings can be interpreted through Social Exchange Theory (Blau, 1964) and the Job Demands–Resources (JD-R) model (Bakker & Demerouti, 2007). These frameworks suggest that when teachers perceive fairness, trust, and professional support within their organizations, they tend to report more positive job-related attitudes. Similarly, supportive OC may function as job resources that are associated with higher levels of motivation and well-being in demanding work contexts.

This study contributes to the literature by extending existing evidence to a centralized and reform-oriented educational system. Specifically, the findings demonstrate that school OC explains additional variance in teachers' JS beyond demographic characteristics, highlighting its incremental contribution within the Vietnamese educational context. From a practical perspective, the results suggest that fostering supportive organizational environments may enhance teachers' JS even after accounting for demographic characteristics. In particular, strengthening leadership practices, professional support, recognition, and working conditions may contribute to more positive professional experiences during periods of educational reform.

Despite these contributions, several limitations should be acknowledged. First, the cross-sectional design does not allow for causal inferences, and the findings should be interpreted as reflecting associations rather than causal relationships. Future research using longitudinal or experimental designs would be valuable in examining how changes in OC relate to teachers' JS over time. Second, because all variables were measured using self-reported questionnaires, common method bias cannot be completely ruled out and should be considered when interpreting the findings. Third, the use of convenience sampling and a geographically bounded sample may limit the generalizability of the findings. In addition, although the regression model controlled for gender, age, and school level, other teacher characteristics (e.g., teaching experience, educational qualifications, or employment status) were not available in the dataset and therefore could not be included. Future studies should consider incorporating these variables to provide a more comprehensive understanding of teachers' JS.

6. CONCLUSIONS

This study highlights the importance of school OC in relation to teachers' JS within the context of ongoing educational reform in Viet Nam. The findings demonstrate that school OC remained positively associated with teachers' JS after controlling for gender, age, and school level, and significantly improved the explanatory power of the regression model. These results underscore the importance of organizational conditions as a key contextual factor related to teachers' professional well-being.

From a theoretical perspective, this study extends the existing literature by providing empirical evidence from a centralized and reform-oriented educational system, demonstrating the incremental contribution of school OC to teachers' JS beyond demographic characteristics. These findings broaden current evidence by showing that the association between school OC and teachers' JS remains robust within the distinctive institutional and policy context of Vietnamese general education.

From a practical perspective, strengthening supportive leadership, professional support, recognition, and favourable working conditions may help promote higher levels of teachers' JS during periods of educational reform. In addition, regular monitoring of school OC using validated instruments may support more informed management decisions and targeted school improvement initiatives.

Future research should further examine the mechanisms through which school OC is associated with teachers' JS by incorporating potential mediating and moderating variables, together with additional demographic and professional characteristics, such as years of teaching experience and educational attainment. Longitudinal and multi-context studies would also be valuable for examining the stability and generalizability of these findings across different educational settings.

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Bầu không khí tâm lý trường học và sự hài lòng công việc của giáo viên: Một nghiên cứu cắt ngang tại khu vực miền Trung Việt Nam

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THÔNG TIN BÀI BÁO

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TÓM TẮT

Nghiên cứu này xem xét mối liên hệ giữa bầu không khí tổ chức trường học (Organizational Climate – OC) và sự hài lòng công việc của giáo viên (Job Satisfaction – JS) tại các trường phổ thông công lập khu vực miền Trung Việt Nam trong bối cảnh đổi mới giáo dục đang được triển khai. Nghiên cứu sử dụng thiết kế cắt ngang với 497 giáo viên thuộc các trường tiểu học, trung học cơ sở và trung học phổ thông công lập, sử dụng phiên bản tiếng Việt đã được kiểm định của Thang đo Bầu không khí tổ chức (OCS-V) và Thang đo Sự hài lòng công việc của giáo viên (T-JSS). Thống kê mô tả và phân tích tương quan Pearson được sử dụng để xem xét mối liên hệ hai biến giữa bầu không khí tổ chức và sự hài lòng công việc của giáo viên. Tiếp đó, phân tích hồi quy tuyến tính phân cấp được thực hiện nhằm đánh giá đóng góp gia tăng của bầu không khí tổ chức sau khi đã kiểm soát các đặc điểm nhân khẩu học. Trong Mô hình 1, các biến giới tính, tuổi và cấp học được đưa vào làm biến kiểm soát; trong Mô hình 2, biến bầu không khí tổ chức được bổ sung vào mô hình. Kết quả cho thấy bầu không khí tổ chức có tương quan thuận với sự hài lòng công việc của giáo viên ($r = .327, p < .001$). Việc bổ sung biến bầu không khí tổ chức làm tăng đáng kể khả năng giải thích của mô hình hồi quy ($\Delta R^2 = .102, p < .001$), và bầu không khí tổ chức trường học vẫn có mối liên hệ thuận với sự hài lòng công việc của giáo viên ($\beta = .323, p < .001$). Mô hình cuối cùng giải thích được 11,0% phương sai của sự hài lòng công việc ($R^2 = .110$; R^2 hiệu chỉnh = $.101$). Kết quả nghiên cứu cho thấy bầu không khí tổ chức trường học là một yếu tố tổ chức quan trọng có liên quan đến sự hài lòng công việc của giáo viên. Về mặt thực tiễn, việc tăng cường sự hỗ trợ của lãnh đạo, thúc đẩy hỗ trợ chuyên môn, ghi nhận những đóng góp của giáo viên và cải thiện điều kiện làm việc có thể góp phần nâng cao trải nghiệm nghề nghiệp của giáo viên. Nghiên cứu cung cấp thêm bằng chứng thực nghiệm từ Việt Nam và góp phần làm rõ hơn mối liên hệ giữa bầu không khí tổ chức trường học và sự hài lòng công việc của giáo viên trong bối cảnh đổi mới giáo dục.