

# **The Mediation Effects of Workloads and Job Satisfaction on the Relationship Between Organizational Climate and Teachers' Commitment in Private Art Training Institutes of Changchun City, Jilin Province**

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## **Abstracts**

High turnover rate among art teachers has been one of the pressing challenges in personnel management of many private art training institutions in Changchun City, causing concern of its unpredictable training costs. This research was aimed to: (1) study the influences of organizational climate on teachers' job commitment in private art training institutions in Changchun city, Jilin province; (2) decompose such influences, by considering teachers' job satisfaction and teachers' perceived workloads; and (3) evaluate the model fit with empirical data.

A total of 332 art teachers working in 19 private art training institutes were selected, using a stratified-random sampling, to be samples of this study. Data were collected by Likert-type, self-rating questionnaires, with IOC value of items ranging from 0.6 to 1.0, and Cronbach Alpha coefficient values for four variables included ranging from 0.847 to 0.949. With supports of various channels of communication, all questionnaires were returned. Descriptive statistics, path analysis, confirmatory factor analysis, and structural equation modeling were employed for data analysis, using computer SPSS and AMOS version 23 software.

The research findings revealed that: (1) Organizational climate significantly exerted its direct influences on teachers' job commitment. Also, it positively and indirectly influences teachers' job commitment via teachers' job satisfaction. On the contrary, it negatively and indirectly impacted teachers' job commitment through teachers' perceived workloads; (2) Both teachers' job satisfaction and perceived workloads significantly acted as mediating variables of the relationship between organizational climate and teachers' job satisfaction, while the indirect path via perceived workloads and job satisfaction on job commitment was not significant; The structural equation model test showed that organizational climate has a significant impact on teachers' job satisfaction, and teachers' perceived workload and teacher job satisfaction have a significant impact on teachers' job commitment.; and (3) The model developed fitted well with empirical data.

It was concluded that Organizational climate significantly exerted its direct influences on teachers' job commitment, it positively and indirectly influences teachers' job commitment via teachers' job satisfaction, it negatively and indirectly impacted teachers' job commitment through teachers' perceived workloads

**Keywords:** Organization climate; Teachers' job commitment; Teachers' perceived workloads; Teachers' job satisfaction.

## Introduction

### 1. Background

With the development of China's economy and the gradual increase of investment in education, Chinese parents pay more and more attention to the comprehensive training of their children, and private art training institutions are favored by many parents. In recent years, Changchun City, Jilin Province has gradually become popular in dance, piano, painting and other arts, and private art education activities have also become very active. However, due to the lack of systematic management, many non-standard behaviors have appeared in many private arts training institutions in Changchun City, even causing confusion in the training market. According to data from liepin.com, the average job-hopping period for teachers in the education and training industry is 1.94 years, while the average job-hopping period for the entire industry is 2.46 years. This shows that the job-hopping cycle of talents in the education industry is short, the frequency is high, and the mobility is large. In the last few decades, organizational democracy has been becoming more relevant in order to improve employee performance and behavior. The changing organizational context and business environment has urged organizations to implement new managerial styles and adopt new philosophies that create a supportive, innovative, democratic, and ethical organizational climate. Among these philosophies, organizational democracy serves as a model that is an ethical and efficient alternative to manage today's modern organizations. A democratic organization can be described as one with the active participation of all stakeholders toward the common goal of creating value for the organization and its stakeholders. The active engagement of stakeholders is necessary in order to observe organizational democracy]. Organizational democracy as a tool to achieve better organizational performance. Organizational democracy creates a democratic climate within an organization, where employees and managers can communicate efficiently. Thereby, employees can contribute to the decision-making process within the organization. Organizational democracy is defined as broad-based with institutionalized employee-influencing processes that are not occasional or ad hoc in nature. In this study, the concept of organizational democracy requires employee participation, organizational justice, accountability, and transparency within the workplace. The research results are consistent with those of Clercq & Rius (2007: 467-490), Pati & Reilly (1977: 25) and Guzley (1992: 379-402). The results of this study show that organization climate has a significant negative predictive effect on teachers' perceived workloads, which is consistent with the research hypothesis H2. The research of Thoits (1983: 92-95) believes that when providing organizational support to employees under pressure, they can relieve their stress, for example, helping them to change the adverse situation, and also helping them analyse the reasons for the adverse situation. The results of this study show that organization climate has a significant positive predictive effect on teachers' job satisfaction, which is consistent with the research hypothesis H3. Job commitment is positively related to job satisfaction in line with (Bowen et al., 1994: 1-22). Organizational climate is generally seen as a set of key values, assumptions, understandings, and norms that is shared by members of an organization and taught to new members as correct which plays an important role in generating job commitment and enhancing performance (Deal and Kennedy, 1982:1). The results of this study show that teachers' perceived workloads have a significant negative predictive effect on teachers' job commitment, which is consistent with the research hypothesis H4, supporting previous study (Yu et al., 2015: 701-708). Teachers in private art training institutions in Changchun city, Jilin province in China have to face the problems of vocational skills test, student training, self-

development, family interpersonal relationship, work load and career expectations in their daily work. They have many sources of work pressure. The findings are contrary to the reviewed literature with regards to the association between perceived workloads and job satisfaction (H5). This research study the influences of organizational climate on teachers' job commitment in private art training institutions in Changchun city, Jilin province.

### 1.2 Significance of This Study

Firstly, it may arouse the attention of relevant leaders and solve the problem as soon as possible. This study by analyzing the organizational climate, teachers satisfaction and perceived workload factors on the influence of the art training organization of teachers' job commitment, and found that the actual circumstances of the industry, and cause the enough attention of leaders, as far as possible avoid these hidden dangers and problems, and combined with their own strategic planning and development, to solve these problems as soon as possible. Secondly, it may promote the improvement of teachers' job commitment is of great significance in many aspects to the private art training institutions themselves.

### 1.3 Research Questions

Question 1: Does organizational climate influence teachers' job commitment in private art training institutions?

Question 2: How organizational climate influence teachers' job commitment, when taking into account some selected variables such as teachers' job satisfaction and perceived workloads?

Question 3: How the hypothetical model developed fit with empirical data?

## Research Objectives

Objective 1: To study the influences of organizational climate on teachers' job commitment in private art training institutions in Changchun city, Jilin province.

Objective 2: To decompose such influences, by considering teachers' job satisfaction and teachers' perceived workloads

Objective 3: To evaluate the model fit with empirical data.

## Literature Review and Hypothesis Development

### 2.1 Influences of Organizational Climate on Job Commitment

Jyoti (2013: 66-82) pointed out that bureaucratic policies and practices may enhance job satisfaction and commitment, when employees can trust in the rules and procedures that are likely to be followed within the Organization and vice versa. Shadur, Kienzle, and Rodwell (1999: 479-503) tested whether organizational climate factors affect employee attitudes, which include job commitment. They expected a negative relationship between bureaucracy and communication in organizational climate, but the evidence suggests otherwise. They argue that bureaucracies may not always be viewed negatively, instead they may include "enforcement and enabling elements". When employees can trust the organization and follow that organization's rules and procedures, bureaucratic policies and practices may increase job satisfaction and commitment, and vice versa. Based on previous relevant theories, this current study proposed the following hypothesis:

H1: Organizational climate positively influences teachers' job commitment.

## 2.2 Influences of Organizational Climate on Perceived Workloads

A stressful organizational climate is characterized by limited decision-making participation. Employees are not informed about policies, work activities are limited to routines, use of punishment and negative feedback, no group support, poor relationship with leaders, physical facilities work environment is not managed well. Hence, a comfortable organizational climate can cause employees to be free from perceived workloads and improve the quality of work (Singh & Dhawan, 2012: 1-28). Knox (2011: 265-285) found that paperwork, meetings, and rules are often seen as unnecessary bureaucracy and excessive policies, which also distract teachers from their goal of educating students and increase their workload. Based on previous relevant theories, this current study proposed the following hypothesis:

H2: Organizational climate negatively influences teachers' perceived workloads.

## 2.3 Influences of Organizational Climate on Job Satisfaction

Trombetta & Rogers (1988: 494-514) established the strong relationship between satisfaction with information given in a job and the resulting job satisfaction of those employees and for achieving increased Organizational efficiency, good bidirectional communication would seem a critical part of an effective management equation (Brunetto, 2002: 1-25). Cao (2002:123) included Macao primary schools into the sample, conducted in-depth discussions on organizational climate and teachers' job satisfaction, and came to the following conclusions: teachers' perception of school organizational climate is directly related to job satisfaction. Based on previous relevant theories, this current study proposed the following hypothesis:

H3: Organizational climate positively influences teachers' job satisfaction.

## 2.4 Influences of Perceived Workloads on Job Commitment

In 2017, in "Reducing teacher workload action plan: update and next step", the UK Department of Education further stated that although schools have tried to reduce teacher workload according to the survey results, workload is still the main reason for teachers to leave. Workload is one of the main job indicators to predict employee burnout and emotional exhaustion, which leads employee dissatisfaction and low job commitment. Chinese scholar Zeng (2004: 79-81) concluded through empirical analysis that a large amount of work beyond the scope of primary and secondary school teachers is an important reason for their job burnout. Based on previous relevant theories, this current study proposed the following hypothesis:

H4: Teachers' perceived workloads negatively influences teachers' job commitment.

## 2.5 Influences of Perceived Workloads on Job Satisfaction

Vicious work stress can hinder employees' personal development and prevent employees from achieving work goals (Cavanaugh et al., 2000: 65). Researchers Morter (2010:234), TAŞTAN (2014: 149-192) and Tahir et al. (2012: 174-181) also generally found that workload has a negative impact on employees' job performance, satisfaction and work engagement. A quantitative study conducted in New Zealand, Australia and the United Kingdom showed that teacher workload was the most important indicator of changes in job satisfaction (Dinham & Scott, 1998:1). Based on previous relevant theories, this current study proposed the following hypothesis:

H5: Teachers' perceived workloads negatively influences teachers' job satisfaction.

## 2.6 Influences of Job Satisfaction on Job Commitment

Many studies have shown that there is a stable negative correlation between job satisfaction and turnover (Cotton & Tuttle, 1986: 55-70; Arnold & Feldman, 1982: 350; Bluedorn, 1982: 135-153; Mobley, 1982:12345, etc.), and employees with low job satisfaction are more satisfied than their jobs Higher degrees are more likely to leave. Jacobs (2016:1) stated that the higher the employee satisfaction, the more inclined he will be to participate in the internal activities of the organization and actively work. Amundson (1994:12), Towse et al. (2004: 637-652) have all shown that whether teachers continue their careers or change careers is directly affected by job satisfaction. The lower the job satisfaction, the more likely teachers are to quit; on the contrary, the professional stability of teachers is stronger. Based on previous relevant theories, this current study proposed the following hypothesis:

H6: Teachers' job satisfaction positively influences teachers' job commitment.

## 2.7 The Mediation Effects of Workloads and Job Satisfaction

Behson (2005: 487-500.) pointed out that job stress had a significant mediation effect on organizational climate and job commitment. Higher levels of perceived workloads highlight the importance of organizational climate. Therefore, in an environment with high perceived workloads, institutions must create a favorable organizational climate to strengthen employees' positive perceptions and effectively increase their job commitment. High job burnout can lead to low commitment. When employees face high workloads, job burnout causes a higher intention to quit (Zeytinoglu et al., 2006: 57-72). Karsh et al. (2005: 1260-1281) argue that the organizational quality environment indirectly influences employee commitment and turnover through employees' job satisfaction and perceived workloads. Individuals experiencing heavy workloads become prone to negative attitudes, and their unrelieved negative emotions tend to accumulate for years, causing dissatisfaction and constituting an overlooked threat to job commitment (Leung et al., 2016:1). Further it has been found that organizational climate acts as a mediating variable for enhancing the relationship of commitment with job satisfaction. Job satisfaction along with organizational climate plays a vital role in retaining the employees by enhancing their commitment towards the organization (Kumar & Giri, 2007: 7-17), as it is an antecedent of commitment (Lok et al., 2007: 239-52). Through empirical analysis, Jyoti (2013: 66-82) found that organizational climate positively affects commitment on job through job satisfaction. Based on previous relevant theories, this current study proposed the following hypothesis:

H7: Organizational climate positively influences teachers' job commitment through teachers' perceived workloads.

H8: Organizational climate positively influences teachers' job commitment through teachers' perceived workloads and teachers' job satisfaction.

H9: Organizational climate positively influences teachers' job commitment through teachers' job satisfaction.

Based on the above 9 hypotheses, the following conceptual framework is constructed in this study:

## Methodology

### 3.1 Sampling

In this study, 483 teachers from well-run large and small private art training institutions in Changchun, Jilin Province, were selected as the research population. In this study, the double-layer sampling method will be adopted to select samples, the samples were collected from teachers of existing art training institutions in Changchun, Jilin Province, and 332 teachers from 19 institutions were selected for the study.

### 3.2 Instrumentation and Questionnaire Design

This study will use questionnaires to collect first-hand data. The teachers' job commitment survey will be measured using the Professional Commitment Scale (PCS), which was developed by Suddaby, Gendron & Lam (2009: 409-427). The teachers' job satisfaction survey will be measured using the scale widely used in China which was developed by Feng (1996: 463-464+395). The teachers' perceived workload survey will be measured using the scale which was developed by Reid & Nygren (1988: 185-218). This is a multi-dimensional measure, considered to be one of the most effective available (Nygren 1991: 17-33). The organizational climate scale was based on the scale which was developed by Koys & DeCotiis (1991: 265-285). The above four scales' items are all ranged from 1 (strongly disagree) to 5 (strongly agree).

### 3.3 Feasibility Test of the Scales

To ensure the feasibility of the questionnaire by calculating the Item-Objective Congruence (IOC) index, the test was given to five experts to examine and rate each item so that the content met the objectives of the study. The index was computed using the item congruence index to measure the agreement among the experts. The item was considered valid if the results were at least 0.6. The item IOC result of teachers' job commitment suggested there is one item should be removed. The item IOC result of teachers' job satisfaction showed there are 7 items should be removed. The item IOC result of teachers' perceived workload showed that all items should be retained. The item IOC result of organizational climate scale suggested there are 13 items should be removed.

### 3.4 Demographic Characteristics of Respondents

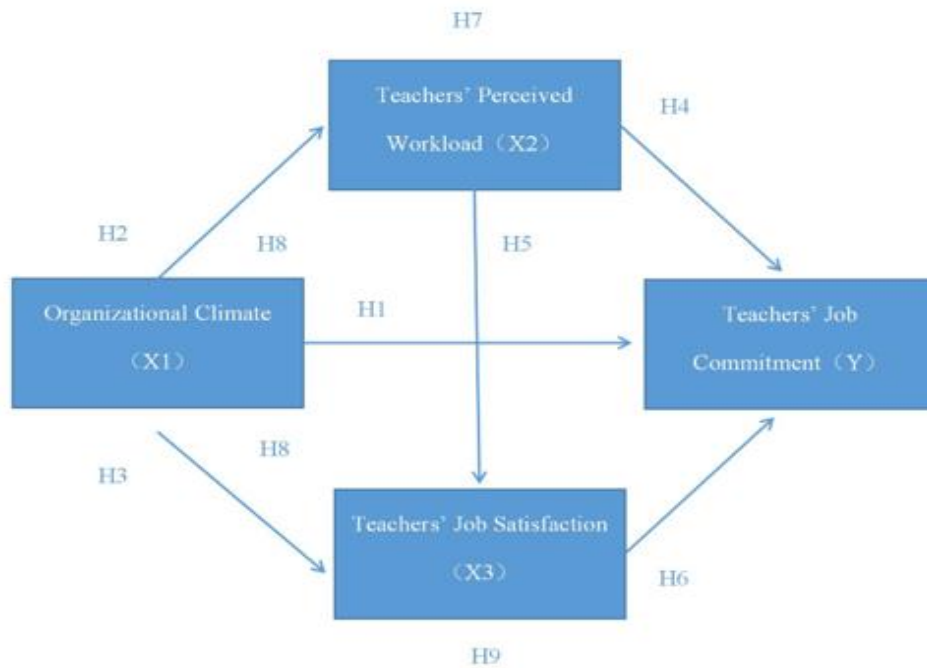
The demographic characteristics of this questionnaire are shown in the table below.

Table 3.1 Demographic Characteristics of Respondents

Demographics	Category	Frequency	Percentage (%)
Gender	Male	141	42.5
	Female	191	57.5
Age	Under 25	1	0.3
	25-30 years old	123	37.0
	31-35 years old	175	52.7
	36-45 years old	13	3.9

	Over 45 years old	20	6.0
Highest education background	Junior college and below	80	24.1
	Undergraduate	170	51.2
	Master or above	82	24.7
Monthly income	Below 5000 RMB	85	25.6
	5000-8000 RMB	52	15.7
	8001-15000 RMB	124	37.3
	15001-20000 RMB	58	17.5
	Above 20000 RMB	13	3.9
Teaching years engaged in art training	Less than 5 years	1	0.3
	5-8 years	159	47.9
	9-13 years	143	43.1
	More than 13 years	29	8.7
Number of classes taught	1	52	15.7
	2	152	45.8
	3 or more	128	38.6

## Research Conceptual Framework



**Figure 2.1** Research conceptual framework

## Data Analysis

### 4.1 Reliability Test

Table 4.1 below shows the reliability test results of the above four scales. From Table 4.1, it can be concluded that the Teachers' Job Commitment scale contains 4 items, and Cronbach's Alpha coefficient is 0.847, greater than 0.7, indicating that the Teachers' Job Commitment scale has good reliability test results. In the same way, it can be concluded that the three scales of Teachers' Job Satisfaction Scale, Teachers' Perceived Workload Scale and Organizational Climate Scale also have good reliability test results.

Table 4.1: Reliability Test Results

Scale	Number of Items	Cronbach's Alpha
Organizational Climate	24	0.949
Teachers' Perceived Workload	3	0.868
Teachers' Job Satisfaction	15	0.919
Teachers' Job Commitment	4	0.847

4.2 Validity Analysis  
Construct Validity Analysis

Table 4.2 below shows that the KMO value of the Teachers' Job Commitment Scale is 0.818, the Approx. Chi-Square is 531.865, and  $p=0.000$ . It can be concluded that the Teachers' Job Commitment Scale has good structural validity. In the same way, the three scales, Teachers' Job Satisfaction Scale, Teachers' Perceived Workload Scale and Organizational Climate Scale, also have good structural validity.

Table 4.2: Construct Validity Test Results

Scale	Bartlett's Test of Sphericity			
	KMO	df	Approx. Chi-Square	Sig.
Organizational Climate	0.965	276	4008.213	0.000
Teachers' Perceived Workload	0.739	3	482.257	0.000
Teachers' Job Satisfaction	0.939	105	2224.917	0.000
Teachers' Job Commitment	0.818	6	531.865	0.000

Measurement Model Fit Evaluation

Figure 4.1-4.3 show confirmatory factor analysis of model graph and the measurement model of four latent variables.

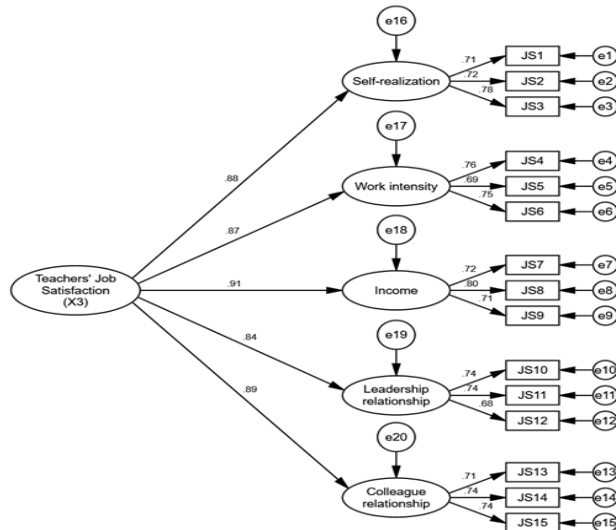


Figure 4.1: Confirmatory Factor Analysis of Model Graph (1)

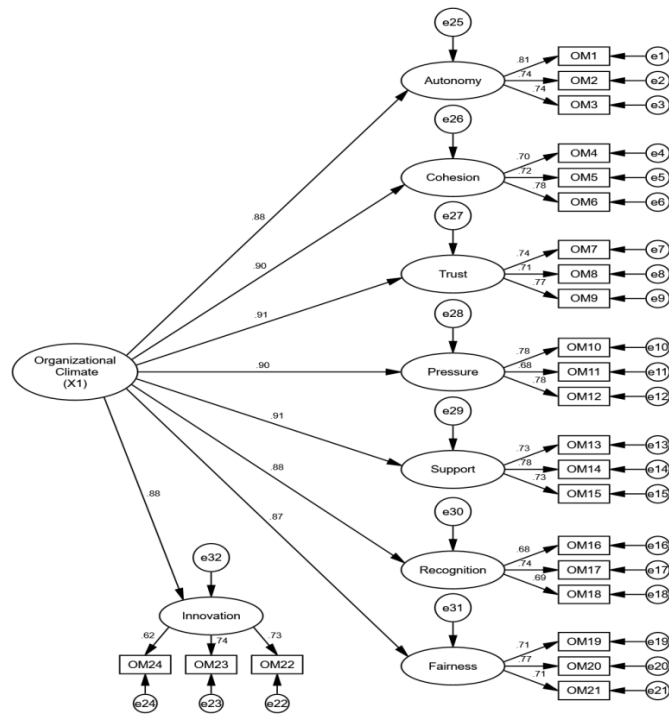


Figure 4.2: Confirmatory Factor Analysis of Model Graph (2)

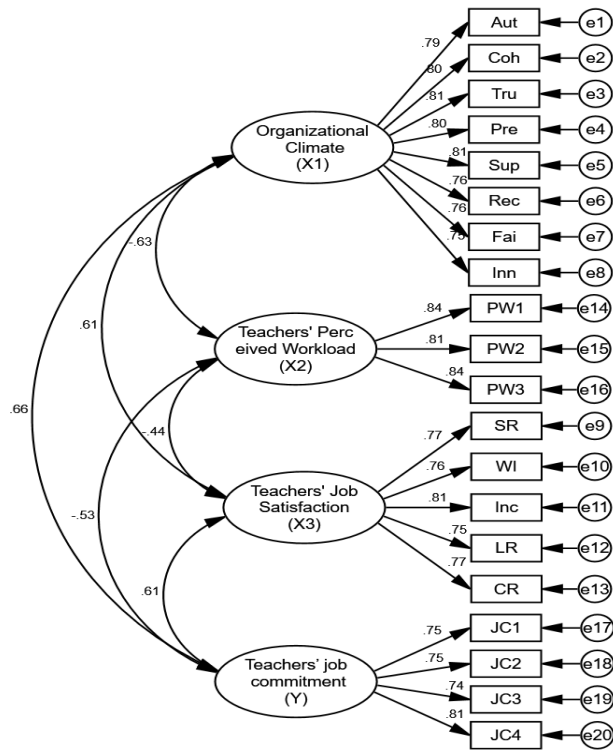


Figure 4.3: Confirmatory Factor Analysis of Model Graph (3)

The fitness standard of the confirmatory factor analysis in this study is mainly based on the standard of Gefen (2000: 1-77). The index standard is shown in Table 4.3 below. The indicators show the SEM model is good.

Table 4.3: Fitting Indicators of the Confirmatory Factor Analysis of the Model

Indicator	X2/df	GFI	AGFI	NFI	TLI	CFI	RMSEA
Estimate	1.398	0.936	0.918	0.945	0.981	0.984	0.035
Threshold	<3	>0.9	>0.9	>0.9	>0.9	>0.9	<0.08
Interpretation	Qualified	Qualified	Qualified	Qualified	Qualified	Qualified	Qualified

### Convergent Validity Analysis

It can be seen from table 4.4 that the standardized factor loads of the observation variables of the four latent variables in this paper are all greater than 0.6, indicating that the observed items can well explain their latent variables. The combined reliability CRs are all greater than 0.7, and the factor extraction AVEs are all greater than 0.5, which indicates that all the observation items in each latent variable can explain the latent variable consistently, indicating that the four scales of Teachers' Job Commitment, Teachers' Job Satisfaction, Teachers' Perceived Workload and Organizational Climate have good convergence validity.

Table 4.4: Confirmatory factor analysis results

Latent variable	Observation variable	Symbol	Standardi sed factor loading	S.E.	C.R.	P	CR	AVE
Organizational Climate	Autonomy	Aut	0.793	-	-	-	0.928	0.616
	Cohesion	Coh	0.797	0.06	16.132	***		
	Trust	Tru	0.81	0.06	16.476	***		
	Pressure	Pre	0.796	0.06	16.087	***		
	Support	Sup	0.805	0.059	16.339	***		
	Recognition	Rec	0.764	0.058	15.258	***		
	Fairness	Fai	0.757	0.059	15.077	***		
Teachers' Perceived Workload	PW1	PW1	0.842	-	-	-	0.868	0.687
	PW2	PW2	0.809	0.06	16.288	***		
	PW3	PW3	0.836	0.059	16.845	***		

Teachers' Job Satisfaction	Self-realization	SR	0.772	-	-	-	0.881	0.597
	Work intensity	WI	0.761	0.072	14.077	***		
	Income	Inc	0.806	0.071	15.013	***		
	Leadership relationship	LR	0.75	0.071	13.85	***		
	Colleague relationship	CR	0.774	0.069	14.361	***		
Teachers' Job Commitment	JC1	JC1	0.749	-	-	-	0.847	0.581
	JC2	JC2	0.754	0.076	13.099	***		
	JC3	JC3	0.739	0.077	12.849	***		
	JC4	JC4	0.806	0.078	13.959	***		

#### Discriminant Validity Analysis

It can be seen from Table 4.5 that the AVE value of each latent variable is greater than 0.5, and the square root of AVE is greater than the absolute value of the correlation coefficient between the latent variables, indicating that four scales of Teachers' Job Commitment, Teachers' Job Satisfaction, Teachers' Perceived Workload and Organizational Climate have good discrimination validity.

Table 4.5: Discriminant Validity Analysis

	Teachers' Job Commitment	Teachers' Job Satisfaction	Teachers' Perceived Workload	Organizational Climate
Teachers' Job Commitment	<b>0.829</b>			
Teachers' Job Satisfaction	0.608	<b>0.773</b>		
Teachers' Perceived Workload	-0.534	-0.437	<b>0.762</b>	
Organizational Climate	0.66	0.607	-0.634	<b>0.785</b>

*Note: The bold value in the upper right corner is the square root of AVE, and other values are the correlation coefficients between dimensions.*

### 4.3 Path Analysis and Hypothesis Testing

Table 4.6 shows the direct path analysis results of the structural equation model. The P values of H1, H2, H3, H4 and H6 are less than 0.01, and the P value of H5 is greater than 0.05. The above results show that the organizational climate has a significant positive impact on the teachers' job commitment, which proves that the hypothesis H1 is valid; Organizational Climate has a significant negative impact on Teachers' Perceived Workload, which proves that H2 is valid; Organizational Climate has a significant positive impact on Teachers' Job Satisfaction, which proves that is established; Teachers' Perceived Workload has a significant negative impact on Teachers' Job Commitments, which proves that hypothesis H4 is established; Teachers' Job Satisfaction has a significant positive impact on Teachers' Job Commitment, which proves that H6 is established. Because the P value of H5 is greater than 0.05, it is proved that the hypothesis H5 is not tenable.

Table 4.6: Direct Effect Analysis and Hypothesis Testing

Direct effects	Standardized Estimate	S.E.	C.R.	P	Unstandardized Estimate	Hypothesis
Teachers' Job Commitment ←Organizational Climate	0.365	0.073	4.609	0.000	0.337	H1
Teachers' Perceived Workload ←Organizational Climate	-0.634	0.071	-10.486	0.000	-0.743	H2
Teachers' Job Satisfaction ←Organizational Climate	0.552	0.072	7.112	0.000	0.509	H3
Teachers' Job Commitment ←Teachers' Perceived Workload	-0.165	0.054	-2.428	0.015	-0.13	H4
Teachers' Job Satisfaction ←Teachers' Perceived Workload	-0.087	0.057	-1.202	<b>0.23</b>	-0.068	H5

Teachers' Job Commitment ← Teachers' Job Satisfaction	0.314	0.068	4.654	0.000	0.314	H6
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Figure 4.4 shows the Structural Equation Model of this study.

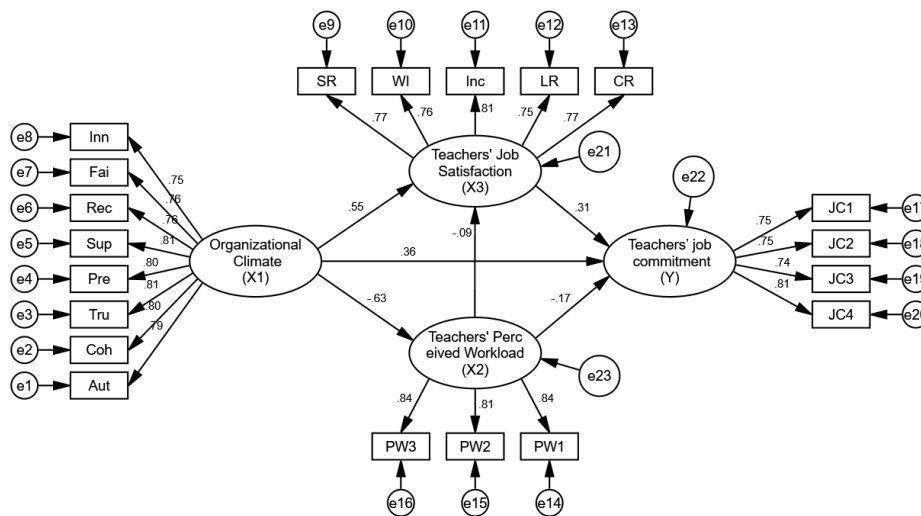


Figure 4.4 Structural Equation Model

#### 4.4 Decomposition Effect

It can be seen from Table 4.7 that the indirect effect coefficient of Organizational Climate on Teachers' Job Commitment through Teachers' Perceived Workload was 0.105, with 95% confidence interval of [0.008, 0.209], excluding 0, indicating that Organizational Climate has a significant indirect effect on Teachers' Job Commitment, through Teachers' Perceived Workload, in other words, Teachers' Perceived Workload plays an mediating role in the impact of Organizational Climate on Teachers' Job Commitments. Therefore, the hypothesis H7 is proved to be true. The indirect effect coefficient of Organizational Climate on Teachers' Job Commitment through Teachers' Job Satisfaction was 0.173, with 95% confidence interval of [0.067, 0.294], excluding 0, indicating that Organizational Climate has a significant indirect effect on Teachers' Job Commitment, through Teachers' Job Satisfaction, in other words, Teachers' Job Satisfaction plays an mediating role in the impact of the Organizational Climate on Teachers' Job Commitment. Therefore, the hypothesis H8 is proved to be true. The indirect effect coefficient of Organizational Climate on Teachers' Job Satisfaction through Teachers' Perceived Workload was 0.055, with 95% confidence interval of [-0.062, 0.17], including 0, indicating that Organizational Climate has no significant indirect effect on Teachers' Job Satisfaction, through Teachers' Perceived Workload, in other words, Teachers' Perceived Workload does not play a mediating role in the impact of Organizational Climate on Teachers' Job Satisfaction. Therefore, the hypothesis H9 is not proved to be true.

Table 4.7: The Decomposition Effect Analysis- the Indirect Effect Analysis

Indirect Effect Analysis	Standardized Estimate	Lower	Upper	P value
Teachers' Job Commitment ← Teachers' Perceived Workload ← Organizational Climate	0.105	0.008	0.209	0.033
Teachers' Job Commitment ← Teachers' Job Satisfaction ← Organizational Climate	0.173	0.067	0.294	0.002
Teachers' Job Satisfaction ← Teachers' Perceived Workload ← Organizational Climate	0.055	-0.062	0.170	0.327

## Discussion

To study the influences of organizational climate on teachers' job commitment in private art training institutions in Changchun city, Jilin province in China and to decompose such influences, by considering teachers' job satisfaction and teachers' perceived workloads, this study developed a structural equation model of factors which influences relationship of organization climate and teachers' job commitment. The structural model has goodness of fit in the high degree. The results of this study show that organization climate has a significant positive predictive effect on teachers' job commitments, which is consistent with the research hypothesis H1. In other words, the better organizational climate is, the more teachers' job commitment towards the private art training institutions in Changchun city, Jilin Province in China happens. The research results are consistent with those of Clercq & Rius (2007: 467-490), Pati & Reilly (1977: 25) and Guzley (1992: 379-402). The results of this study show that organization climate has a significant negative predictive effect on teachers' perceived workloads, which is consistent with the research hypothesis H2. The research of Thoits (1983: 92-95) believes that when providing organizational support to employees under pressure, they can relieve their stress, for example, helping them to change the adverse situation, and also helping them analyse the reasons for the adverse situation. The results of this study show that organization climate has a significant positive predictive effect on teachers' job satisfaction, which is consistent with the research hypothesis H3. Job commitment is positively related to job satisfaction in line with (Bowen et al., 1994: 1-22). Organizational climate is generally seen as a set of key values, assumptions, understandings, and norms that is shared by members of an organization and taught to new members as correct which plays an important role in generating job commitment and enhancing performance (Deal and Kennedy, 1982:1). The results of this study show that teachers' perceived workloads have a significant negative predictive effect on teachers' job commitment, which is consistent with the research hypothesis H4, supporting previous study (Yu et al., 2015: 701-708). Teachers in private art training institutions in Changchun city, Jilin province in China have to face the problems of vocational skills test, student training, self-development, family interpersonal relationship, work load and career expectations in their daily work. They have many sources of work pressure. The findings are contrary to the reviewed literature with regards to the association between perceived

workloads and job satisfaction (H5). In Botswana, Fako and Forchen (2000: 10-21) also reported that workload was not found to be an important determinant of job satisfaction among nurses. At Makerere University, Uganda, Aoru (2014) conducted a correlational study that related workload, rewards and working environment to academic staff job satisfaction. The results of this study show that teachers' job satisfaction has a significant positive predictive effect on teachers' job commitment, which is consistent with the research hypothesis H6. Many studies across different industries and geographical regions revealed strong correlations between job satisfaction with job commitment (Benkhoff, 1997: 114-131; Caykoylu et al., 2007: 191-197).

The results of this study show that organizational climate positively influences teachers' job commitment through teachers' perceived workloads (H7). When employees face high workloads, job burnout causes a higher intention to quit. Employees who work under conditions of limited resources or time, work over time, shoulder an excessive workload, have inadequate rest, or are assigned to meet unrealistic expectations are at risk for experiencing workloads and a sense of fatigue. In turn, perceived workloads and a sense of fatigue are main factors that contribute to low staff job commitment. Workloads play an important mediation role between organizational climate and teachers' job commitment. The results of this study show that organizational climate positively influences teachers' job commitment through teachers' job satisfaction (H8). The friendly working atmosphere is created by employees. In the process of cooperation, colleagues can take care of each other and trust each other. In such a friendly atmosphere, there will be trust among colleagues, which will strengthen the cooperation between members, so that they can share their knowledge and generate new ideas; According to the theory of fairness, the degree of fairness employees feel in the organization seriously affects their behavior, so the degree of fairness employees feel is an important precursor factor to study the results of employees' behavior. Job satisfaction is an important human product in organizational life. There is a strong relationship between endogenous job satisfaction and job commitment, and job satisfaction plays a mediating role between organizational climate and teachers' job commitment. The results of this study do not support the 9th hypothesis: organizational climate positively influences teachers' job satisfaction through teachers' perceived workloads. Although organizational climate significantly influences teachers' perceived workloads, there is no significant influence relationship between teachers' perceived workloads and teachers' job satisfaction. When taking into consideration teachers' job satisfaction together with teachers' perceived workloads, its mediating roles may be more complicated than hypothesized, and hence, the result may suggest further investigation.

## **Conclusion**

The research findings revealed that: (1) Organizational climate significantly exerted its direct influences on teachers' job commitment. Also, it positively and indirectly influences teachers' job commitment via teachers' job satisfaction. On the contrary, it negatively and indirectly impacted teachers' job commitment through teachers' perceived workloads; (2) Both teachers' job satisfaction and perceived workloads significantly acted as mediating variables of the relationship between organizational climate and teachers' job satisfaction, while the indirect path via perceived workloads and job satisfaction on job commitment was not significant; The structural equation model test showed that organizational climate has a

significant impact on teachers' job satisfaction, and teachers' perceived workload and teacher job satisfaction have a significant impact on teachers' job commitment.; and (3) The model developed fitted well with empirical data.

## Implications

Build a harmonious organizational atmosphere, cultivate team spirit, improve teachers' sense of organizational support, job commitment and alleviate teachers' perceived workloads. In the process of communication, effectively conveying the support of the leaders of private art training institutions will directly have an extremely significant positive impact on teachers' sense of organizational support. Provide material and spiritual incentives to enhance teachers' job satisfaction and job commitment. As managers of private art training institutions, they should pay enough attention to the sense of organizational support of teachers. Leaders of private art training institutions must change their ideas and strengthen the study of management theory. Establish a new interpersonal communication relationship and a positive organizational atmosphere. The management mode is humanized and flexible, so that all production supervisors in the organization can compete fairly and openly in front of the established and agreed rules, and survive the fittest in full development space.

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