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**THE RELATIONSHIP BETWEEN ORGANIZATIONAL
CLIMATE AND JOB SATISFACTION:
A STUDY OF SELECTED SECONDARY SCHOOL
TEACHERS IN GOVERNMENT AND PRIVATE SCHOOLS
IN KUALA LUMPUR**

BY

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ABSTRACT

This study is carried out to observe the correlation between organizational climate and job satisfaction of selected government and private secondary school teachers in Kuala Lumpur. The respondents consist of 62 teachers from six secondary schools in Kuala Lumpur. The study involves six factors of organizational climate, namely 'organizational identification, responsibility, warmth and support, personal support, organizational structure and reward' have significant relationship to job satisfaction among teachers. One of the findings of the study indicates that there is a statistically significant difference between government and private secondary school teachers in terms of job satisfaction and also on the perception of organizational climate. The relationship between job satisfaction and organizational climate has been found quite significant for both government and private secondary school teachers in Kuala Lumpur. Moreover, government secondary school teachers are found to obtain higher scores than private secondary school teachers in terms of job satisfaction. Besides, organizational structure has the highest correlation to job satisfaction, compared to warmth and consideration has the least correlation to job satisfaction. The study also reveals the overall teachers' perception of climate and the level of job satisfaction, and the factors influencing the perceptions of climate in government and private secondary schools are different. Finally, teachers in government secondary schools are found to achieve more satisfaction compared to their counterparts in the private secondary schools.

APPROVAL PAGE

TITLE OF PROJECT PAPER: THE RELATIONSHIP BETWEEN ORGANIZATIONAL CLIMATE AND JOB SATISFACTION: A STUDY OF SELECTED SECONDARY SCHOOL TEACHERS IN GOVERNMENT AND PRIVATE SCHOOLS IN KUALA LUMPUR.

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Dedicated,

To my daughter, Hanis Nadhirah,

For the inspiration she offered me,

And

To my parents, Tuan Haji Rosli and Puan Hajah Kamariah ,

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CHAPTER 1

INTRODUCTION

1.1 Background

Malaysia as a developing nation is embarking on efforts to develop competitive and productive manpower in the fields of science and technology in order to achieve its Vision 2020 plan and prepare for a future global economy. In order to realize the vision, many educators have tried to translate the concerns into the educational context. The governing ideas of the National Education Vision are knowledge culture, reading culture, culture of excellence, caring culture, empowerment, zero defect leadership styles and a culture of excellence (Dr. Ibrahim A Bajunid, 1994).

In achieving the Vision 2020, teachers have a crucial role to play because inefficient and ineffective teachers will jeopardize the teaching profession and Vision 2020 will not be achieved. Studies by Ho (1996), and Cox and Brockley's (1984) indicated that teaching may be one of the most stressful of all occupations. Therefore, disgruntled teachers who are not satisfied with their job will not be committed and productive (Ong, 1998) and Xa and MacMillan (1999). They will not perform at their best.

Empirical studies have shown that organizational climate factors are related to job satisfaction (Poon & Raja Azimah, 1988). It would therefore, be useful to ascertain what factors in the school organizational setting, as perceived by the teachers, are associated with their job satisfaction.

Climate and culture are similar concepts (Reichers and Schneider, 1990); culture differs in that it refers to the deeper, unconsciously held assumptions that help to guide organizational members (Schein, 1985). Glick (1985) distinguishes between climate and culture based on their method of analysis. Glick (1985) also concludes that climate can be measured using quantitative techniques, whereas culture tends to be idiographic and is usually measured using qualitative methods.

Schein (1985) considers climate to be a surface of culture and climate, and research on culture appears to be addressing common phenomena (Denison, 1996). Thus, organizational culture and climate are related. Organizational culture can be managed and changed. To manage the culture, school principals must define the attitudes, values and expectations that they want to share with the organizational members (Lussier, 1993).

Culture leads to and influences the type of climate. Previous research revealed that the type of organizational climate affects the employees' satisfaction. A positive type of climate enhances employees' job satisfaction whereas a negative type of climate leads to lower expectations and dissatisfaction. A change in one of the climate factors such as

leadership, especially if the transformational leader who can influence the culture is selected, can lead to change throughout the organization (Jenks, 1990).

1.2 Statement of Problems

Frederick Herzberg (1966) has identified the elements which cause job satisfaction and job dissatisfaction. He distinguishes between hygiene factors and motivators. Hygiene factors which cause dissatisfaction at work are company policy and administration, salary, interpersonal relations, working conditions and job security. Motivational factors that cause job satisfaction include advancement, gaining recognition, being given responsibility, challenging work, achievement and growth in the job.

Many teachers are dissatisfied with their profession and always make complaints about such factors as working conditions, workload, student discipline, remuneration and opportunities for promotion (Rosenholtz, 1989). The Sunday Mail (7 Jan 1996) reported that there was a growing discontentment and the underlying lack of support and recognition for teachers that have brought about the problem of "teacher dropouts".

Studies have indicated that teachers who experience low job satisfaction and commitment levels seem to have lower performance levels compared to those who are highly satisfied with their profession (Rosenholtz, 1989). Rosenholtz (1989) discovers

that the quality of work-life has a direct and significant effect on teachers' job commitment and job satisfaction.

The local papers frequently highlight the grievances of teachers and the teaching service. Recently, in the newspaper (Star, April 19, 2000), it was noted that teachers in the DG6 category who have already obtained their first university degrees are denied their promotion to the DG3 category. The reason is that there are no vacancies in secondary schools for these graduate teachers, preference being given to those who graduate from regular universities. Besides closing the gap between the big difference in wages, allowances and pensions, obtaining a degree will enhance one's knowledge, confidence and self-esteem. Surely the problem of not getting the promotion for these teachers will lead to dissatisfaction and this may be one of the reasons for them to withdraw from the job.

In April 1998, the Public Services Department issued a circular stating that maternity leave for female civil servants was being increased from 42 days to 60 days. The circular also stated that civil servants could take another 90 days of unpaid leave. However, there are cases when teachers are asked by the headmasters to perform their schoolwork like marking examination papers at home during their maternity or medical leave.

In another article in the New Straits Times Press dated May 20, 2000, two teachers from different schools were reported to have lodged a complaint with the

National Union of the Teaching Profession that their school authorities had treated them unfairly during their on-going maternity leave. One teacher claimed that her principal had instructed her to mark the school's examination papers during her confinement. The other teacher complained that she was transferred to another school during the early months of her maternity leave. Therefore, it is necessary for the National Union of the Teaching Profession to take action concerning this matter in order to prevent the feeling of dissatisfaction among female teachers, as this may be one of the reasons that affects their job commitment. A study by Xa and MacMillan (1999) indicates that a diminishing level in job commitment will cause them to resign from their jobs.

Thus, it is important for the Ministry of Education to take steps to alleviate the teachers' grievances and dissatisfaction. The problem will result in the teachers quitting for the lucrative private sector or opting for early retirement. Teachers affected must surely feel demoralized and confused about whether to invest time and energy into something that has now been reduced to a seemingly futile exercise.

Teachers, especially in the government schools, are also faced with other types of problems such as bigger classroom enrolment, more teaching periods, student disciplinary problems, decreasing numbers of quality students and problems of limited resources (Ong, 1998), Rosenholtz (1989), and Xa and MacMillan (1999).

Therefore, this study is intended to help administrators to be aware of the importance of organizational climate in order to minimize dissatisfaction among school teachers.

1.3 Objectives of the Study

The major purpose of this study is to determine the relationship between organizational climate and job satisfaction among teachers in selected government and private secondary schools in Kuala Lumpur. Six different dimensions of organizational climate are chosen, namely warmth and consideration, individual responsibility, reward, personal support, organizational identification, and organizational structure.

This research attempts to investigate the level of satisfaction of teachers in both types of schools.

1.3 Research Problem

This study hopes to answer the following questions:

- i. To what extent do warmth and consideration, individual responsibility, reward, organizational identification, personal support and organizational structure contribute towards job satisfaction?

ii. To what extent are the school teachers satisfied with the climate which exists at their workplace?

iii. To what extent is the level of job satisfaction among teachers in government and private secondary schools different?

In order to answer the questions, the following sub-analyses are done:

i. Testing for differences in organizational climate which exist in government and private secondary schools

ii. Testing for differences in overall job satisfaction among teachers in government and private secondary schools

iii. Testing for the relationship between organizational climate and job satisfaction among selected government and private secondary schools

1.5 Research Hypotheses

In order to find out how influential and significant organizational climate is to job satisfaction, the following hypotheses will be tested:

Table 1: Summary Of Research Hypotheses

H1	There is no significant relationship between organizational identification and job satisfaction among government and private secondary school teachers
H2	There is no significant relationship between responsibility and job satisfaction among government and private secondary school teachers
H3	There is no significant relationship between warmth and consideration and job satisfaction among government and private secondary school teachers
H4	There is no significant relationship between organizational support and job satisfaction among government and private secondary school teachers
H5	There is no significant relationship between organizational structure and job satisfaction among government and private secondary school teachers
H6	There is no significant relationship between reward and job satisfaction among government and private secondary school teachers
H7	The overall job satisfaction of teachers in government and private secondary schools is significantly different
H8	The overall perception of organizational climate of teachers in government and private secondary schools is significantly different
H9	The job satisfaction of teachers in government and private secondary schools is significantly different

H10	The perceptions of organizational climate of teachers in government and private secondary schools are significantly different factors
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1.6 Significance of this study

The study will have significant implications for the management, human resource development, research and policy formulation in the Ministry of Education.

- i. The findings of this proposed study may be useful for the management and administration of identifying the organizational climate related to job satisfaction. It helps to articulate new solutions to improve the level of job satisfaction among teachers and human resource problems.
- ii. The proposed study may lead to the identification of a new area for further research in organizational climate and job satisfaction in the private and public secondary schools.
- iii. The proposed study may help the policy makers to reveal the specific organizational climate that relates to job satisfaction which is essential and vital in the process of human resource training, development and productivity.

1.7 Definition of Terms

Organizational climate

Organizational climate is defined as the individual perception of the organizational environment. It is presented as a perceptual attribute at an organizational, group and individual level.

Job satisfaction

Job satisfaction is defined as the affective orientation on the part of individuals toward work roles which they are presently occupying. It epitomizes a pleasurable or a positive emotional state resulting from the appraisal of one's job or job experiences.

School organizational climate

It is a physical, intellectual, and psychological environment in which optimal teaching and learning occurs (Good and Brophy, 1986).

Organizational culture

It refers to the values, beliefs and customs or norms of ongoing actions.

Government secondary school

It is a school that consists of students from Form 1 to Form 5; or Peralihan to Form 5 or Form 1 to Form 6; or Peralihan to Form 6. A secondary school that receives funds from

the government to administer and develop educational progress in which optimal teaching and learning occurs.

Private secondary school

It is a school that consists of students from Form 1 to Form 5; or Form 1 to Form 6. It is a wholly privately owned secondary school, which does not get any kind of fund from the government, but raises it by itself.

Secondary school teacher

A teacher who teaches students at a secondary school.

School principal

The chief administrator who is responsible for the running of a secondary school.

Organizational structure

It is a framework of an organization. It consists of a formal or informal configuration between individuals and groups regarding the allocation of tasks, responsibilities, and authority within organizations. It is also about the constraints in the group, such as rules, regulations, procedures, and red tape according to which certain information should go through channels or a loose and informal atmosphere in the organization.

Responsibility

It is the obligation or the accountability of an employee towards his duty in an organization. It is the degree to which members of an organization can make decisions and solve problems without checking with their superiors each step of the way. In other words, an employee is given the opportunity to take responsibility for his job.

Reward

It is a return or recompense for service or merit that members of the organization receive after some well-done work performance. The employees are recognized and rewarded for good work rather than being ignored, criticized, or punished when something goes wrong. A well planned reward system will be able to attract new employees, motivate and retain present employees in an organization (Bateman and Snell, 1996).

Warmth and consideration

The feeling that friendliness is a valued norm in the organization the members of which trust one another and offer support to one another. It is a feeling of good relationship that prevails in the work atmosphere or the prevalence of friendly and informal social groups at the work place.

Personal support

The perceived helpfulness of the employees in the group which emphasizes mutual collaboration from above and below. The feeling that one has to maintain good