UNIVERSITI TEKNOLOGI MARA

THE ORGANISATIONAL CLIMATE OF PRIMARY SCHOOLS IN SELANGOR

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Dissertation submitted in partial fulfillment of the requirements for the degree of
Master of Education
(Educational Management and Leadership)

Faculty of Education

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AUTHOR'S DECLARATION

I declare that work in this dissertation was carried out in accordance with the regulations of Universiti Teknologi MARA. It is original and is the result of my own work, unless otherwise indicated or acknowledge as referenced work. This dissertation has not been submitted to any other academic institution or non-academic institution for any degree or qualification.

I hereby, acknowledge that I have been supplied with the Academic Rules and Regulations for Post Graduate, Universiti Teknologi MARA, regulating the conduct of my study and research.

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ABSTRACT

The purpose of this study was to identify the teacher’s perception of school climate in primary schools in Selangor. Six primary schools from three different types of school namely national school (Sekolah Kebangsaan/SK), national type Chinese school (Sekolah Jenis Kebangsaan Cina/SJKC) and national type Tamil school (Sekolah Jenis Kebangsaan Tamil/SJKT) were selected for the study. Data were collected using questionnaire and interview techniques. The questionnaire was distributed to a total of 300 randomly selected teacher respondents and 194 questionnaires were returned, however only 186 questionnaires were appropriately completed and able to be used for analysis. Data were analysed using descriptive and inferential statistics. The findings revealed that the level of four dimensions of school climate namely collegial leadership, achievement press, institutional vulnerability and communication were at the moderate level. Among these variables, professional teacher behavior dimension was identified at the high level. In addition, findings indicated that there was no significant difference in teacher’s perception of school climate based on gender and school location. On the other hand, the finding indicated that teachers from different types of school are having different perceptions toward collegial leadership, achievement press, institutional vulnerability and communication. This study indicated that there was no significant relationship between the two dimensions namely professional teacher behavior and institutional vulnerability. Besides that, these two dimensions were not positively associated with each other. In terms of the contribution of the significant predictors of school climate, the results revealed that there are three important variables namely achievement press, institutional vulnerability and communication contributed to the variance of school climate. Overall, the findings of this study have implications to the role of school head, teachers and parents in the way to enhance positive school climate. Based on the findings, this study also provides recommendations for improvement of practices and future research.
ABSTRAK

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