

**UNIVERSITI TEKNOLOGI MARA**

**SCHOOL CLIMATE AND ITS EFFECTS TOWARD JOB  
SATISFACTION OF SECONDARY SCHOOL TEACHERS IN  
KUCHING DIVISION**

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## AUTHOR'S DECLARATION

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

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## ABSTRACT

This purpose of this study is to identify the type of school climate and the effects of school climate on teacher's job satisfaction among secondary school teachers in Kuching Division. A total of 417 teachers from 6 secondary schools in Kuching Division were involved as respondents in this study. Data was collected using questionnaires and cluster sampling technique was used to select a sample. Descriptive Statistics, Factor Analysis, Independent Sample T-test, One-Way ANOVA and Pearson correlation coefficient were used to analyse the data. The findings from this study indicated that the types of school climate as perceived by the secondary school teachers are disengaged climate and open climate. The findings also concluded that there was no significant difference of perception between gender and designation with four different types of school climate, while there were significant differences of perception for age groups and teaching experience with Engaged Climate. However, there were significant differences of perception between the race with Open Climate and Disengaged Climate, and also there was a significant difference of perception between teacher's qualifications with Open Climate. The results of the study also indicated that there was a significant but weak relationship between job satisfaction with Closed Climate and Disengaged Climate. The research findings will be of valuable use to the school administrators and the Ministry of Education about the important aspects needed in the working environment among secondary school's teacher in order to promote high job satisfaction and positive school climate. Secondary school teachers will also know the type of climate that exists in schools, the importance of school climate and its effects to their working environment.

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## CHAPTER ONE

### INTRODUCTION

#### 1.0 Background of the Study

Our country is experiencing rapid development and changes in the economy, infrastructure, political and social development in line with other countries. To face these changes, education policy and the curriculum should be regularly reviewed and updated to ensure quality education. This is because quality education could produce man power in order to meet the demand of the changing world. To achieve this, school plays an important role in realizing it.

School as an organization under the Ministry of Education has a leader which is the principal followed by three senior assistants, teachers, staffs and students. Everyone in this organization plays their respective roles to ensure effective management of the organization. Hence, the relationships among these people in schools are different and multifaceted. Only if those relationships between people in the organisation of school are understood with each other and generally accepted, the management of school organization will be function effectively (Ilhan, 2007). School as an organization must have environments that are vigorous, safe, protective and gender-sensitive, and provide sufficient resources and facilities. The characteristics of school organizations such as the facilities and the administrators and also their reactions to change are critical and very important to success in educational reform in order to increase the quality and school achievement.