

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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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.

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