

A Study of Relationship Between School Organizational Climate and
Preschool Teacher Job Satisfaction in Selangor

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ORGANIZATIONAL CLIMATE AND JOB SATISFACTION

Approval Form

This research paper attached here to, entitled “The Relationship Between School Organizational Climate and Preschool Teachers’ Job Satisfaction in Selangor” prepared and submitted by Wang Wan Yin in partial fulfilment of the requirements for the Bachelor of Early Childhood Education (Hons) is hereby accepted.



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Declaration

I declare that the material contained in this paper is the end result of my own work and that due acknowledgement has been given in the bibliography and references to ALL sources be they printed, electronic or personal.

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Abstract

This study investigates the nuanced interplay between school organizational climate and preschool teacher job satisfaction within the context of Selangor, Malaysia. Preschool education serves as a critical foundation for children's cognitive, social, and emotional development, making the satisfaction and well-being of preschool teacher's paramount. However, the impact of the organizational climate within preschool settings on teacher job satisfaction remains underexplored, particularly within the Malaysian context. The study also investigates the relationship between school organizational climate specifically focuses on the nine subscales of organizational climate, namely supportive behaviour, directive behavior, restrictive behavior, collegial behavior, intimate behavior and disengaged behavior preschool and teachers' total job satisfaction. This research adopted Person-Environment Occupational Performance (PEOP) model as theoretical framework and employed a quantitative correlational design. Utilizing the Hoy et al (1991) Organizational Climate Description Questionnaire (OCDQ-RE) and Spector's (1985) Job Satisfaction Survey (JSS) as research instrument, the study was conducted using convenient sampling involving 79 preschool teachers in Selangor. These findings reveal that there is a significant positive relationship between supportive, directive, collegial, intimate, and disengaged behaviors in the organizational climate and preschool teacher job satisfaction. However, contrary to the hypothesis, the relationship between restrictive behavior and preschool teacher job satisfaction was found to be non-significant. The study's limitations include small sample size, questionnaire length affecting participation and the quantitative research method employed. It is recommended that adopted large sample size, shorten the questionnaire for better participation rates, and incorporate multiple methods of data collection.

Keywords: Organizational Climate, Job Satisfaction, Preschool Teachers, Selangor

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List of Abbreviations

DV	Dependent variable
IV	Independent variable
OCDQ-RE	Organizational Climate Description Questionnaire
JSS	Job Satisfaction Survey

CHAPTER 1

Introduction

Introduction

This study focuses on the relationship between school organizational climate and preschool teacher job satisfaction. In this chapter, the researcher will discuss the background of the study, problem statement, research objectives, research questions, research hypothesis, the significance of the study, as well as the definition of terms.

Background of the study

Preschool teachers' working environment significantly influences the quality of teaching they provide to young children in early childhood education (Redeş, Adela, et al., 2023). The organisational climate within schools is a significant component in determining the quality of early childhood education (Veziroglu-Celik, 2018). According to Bloom (2010), teachers thrive in friendly and supportive schools with a positive environment, contributing to the overall quality of education (Bloom, 2010). This positive atmosphere, referred to as organizational climate, encompasses the overall atmosphere, values, and relationships within a school.

Organizational climate significantly affects individual behaviors, attitudes, and well-being in educational settings (Veziroglu-Celik, 2018). It explains why some organizations outperform others in terms of productivity, effectiveness, innovation, and success. Hoy et al. (1991) identified two general categories of organizational climate—supportive and directive—along with six dimensions, including collegial and disengaged behavior. These elements offer valuable insights into educators' working environments, such as preschool teachers.

Previous research has shown that organizational climate substantially impacts employee job satisfaction across various sectors, including education (Sunarni, S., & Sultoni,

S., 2023). In the context of early childhood education, a favorable organizational climate can lead to positive outcomes for preschool teachers. It encourages collaboration among staff, supports professional growth opportunities, and fosters a sense of accomplishment, thereby increasing job satisfaction (Jiang et al., 2019). Conversely, a negative organizational climate, characterized by poor communication and lack of support, can lead to dissatisfaction and stress among teachers, potentially hindering the quality of education provided to young children (Jiang et al., 2019).

Preschool teachers take a crucial part in creating a positive learning environment for young children, and their job satisfaction is essential for effective early childhood education delivery (Baluyos et al., 2019). Understanding the factors influencing teacher job satisfaction is vital for improving educational outcomes and fostering an effective teaching environment (Jiang et al., 2019). Several factors can influence job satisfaction in the teaching profession, such as overall job satisfaction and contentment with the working environment (Jiang et al., 2019). The positive relationship between job satisfaction and organisational commitment has been the subject of numerous research (Totenhagen et al., 2016), underscoring the significance of organisational climate in educational settings.

An important area of study in education is the connection between preschool teachers' work satisfaction and school organisational climate (Valdez et al., 2016; Wynn, 2016). A positive organizational climate is characterized by a productive working environment, good social relationships among staff, and a sense of teamwork (Mutiarra and Sobandi, 2016). Conversely, a negative organizational climate can lead to teacher dissatisfaction, impacting student learning outcomes (Hassan and Wahab, 2016). The interconnectedness of school climate, organizational commitment, and job satisfaction underscores their significance in educational settings (Norliani et al., 2022). Thus, fostering a positive organizational climate is

essential for ensuring the well-being of preschool teachers and enhancing the quality of preschool education.

Problem Statement

Recent research (N. Hassan, 2017 as cited in Don et al., 2021) highlighted that teacher satisfaction in preschools remains moderate, due to the poor organizational climate. This less-than-ideal school environment has resulted in a decreased sense of comfort among teachers in fulfilling their roles (Don et al., 2021). Existing research indicates that teacher satisfaction levels in preschool settings are moderate, primarily due to the poor organizational climate. The organizational climate encompasses factors such as leadership style, communication channels, support systems, and overall work environment, all of which can significantly influence teacher morale and job satisfaction (Coelho & Pires, 2020). For example, ineffective leadership, unclear lines of communication and inadequate support structures can leave teachers feeling undervalued, unsupported, and disengaged from their roles (Dou et al., 2016). As a result, despite their commitment to early childhood education, many preschool teachers may find it difficult to find fulfilment and satisfaction in their work because of the poor organisational climate in which they work.

Preschool teachers are pivotal in shaping the early learning experiences of children, and their job satisfaction is paramount to their effectiveness. AL-Jadidi NAA, (2022) stated that while there is existing research exploring various factors influencing preschool teacher job satisfaction, such as stress, turnover intention, workload, salary, professional development opportunities, and relationships with colleagues, a clear knowledge gap exists regarding the precise influence that organisational climate has on job satisfaction in preschool environments. However, there limited association between organizational climate and preschool teacher job satisfaction. Fang & Qi (2023) stated that although studies have

explored various factors that influence preschool teachers' job satisfaction, there is a distinct lack of attention to the relationship between job satisfaction and organisational climate. Despite its potential importance, organisational climate remains an under-explored factor in understanding and improving teacher satisfaction in preschools.

Moreover, little local research on the specific aspects of organizational climate in preschools that significantly impact teacher job satisfaction. In the Malaysian context, there is a scarcity of research focusing on the specific aspects of organizational climate within preschools that significantly impact teacher job satisfaction (Ghavifekr & Pillai, 2016). Most existing studies either generalize findings from other educational levels or draw upon international literature, failing to capture the nuances and unique challenges present in Malaysian preschool environments (Ghavifekr & Pillai, 2016). While international studies provide valuable insights into general principles and trends, they may not fully capture the unique cultural, social, and institutional factors influencing organizational climate within Malaysian preschool settings (Rahmatullah et al., 2021). Furthermore, local research is essential for identifying context-specific challenges and opportunities that may exist within the Malaysian early childhood education landscape.

Research Objective

1. To investigate the relationship between organizational climate and preschool teacher job satisfaction.

Research Questions

1. Is there a significant relationship between **supportive behavior** and preschool teacher job satisfaction?

2. Is there a significant relationship between **directive behavior** and preschool teacher job satisfaction?
3. Is there a significant relationship between **restrictive behavior** and preschool teacher job satisfaction?
4. Is there a significant relationship between **collegial behavior** and preschool teacher job satisfaction?
5. Is there a significant relationship between **intimate behavior** and preschool teacher job satisfaction?
6. Is there a significant relationship between **disengaged behavior** and preschool teacher job satisfaction?

Research Hypothesis

1. There is a significant relationship between **supportive behavior** and preschool teacher job satisfaction.
2. There is a significant relationship between **directive behavior** and preschool teacher job satisfaction.
3. There is a significant relationship between **restrictive behavior** and preschool teacher job satisfaction.
4. There is a significant relationship between **collegial behavior** and preschool teacher job satisfaction.
5. There is a significant relationship between **intimate behavior** and preschool teacher job satisfaction.
6. There is a significant relationship between **disengaged behavior** and preschool teacher job satisfaction.

Significance of study

This study makes a valuable contribution to the field of study through increasing awareness and assisting others in understanding the relationship between preschool teachers' job satisfaction in Selangor and school organisational climate in Selangor. The findings hold value for early childhood education researchers, educators, and preschool principals, providing insights into how organizational climate impacts teachers and education quality. Improving the organizational climate may improve preschool educators' well-being, which, in turn, may positively impact the quality of early childhood education (Lieny, Jeon. 2023).

Moreover, the study identifies areas for improvement. Preschool principals or operators play a pivotal role in shaping the organizational climate within their institutions. Preschool teacher principals or operators can identify the area that needs to be improved that can help to enhance their workers' satisfaction at work. By identifying aspects of the organizational climate that significantly influence teacher job satisfaction, principals can formulate targeted strategies for enhancement. The implementation of practices aimed at fostering a positive school climate can lead to a more satisfied workforce, potentially reducing teacher turnover and improving overall school functioning (Ross, 2020).

This research also intends to fill a key gap in the available literature. There are few studies looking at the connection between preschool teachers' job satisfaction and the organizational climate of their schools, most of this study focuses on primary and secondary schools (Ghavifekr & Pillai, 2016). By filling this gap, this study contributes to a more complete knowledge of the elements that influence job satisfaction in early childhood education. The findings hold the potential to inform policy decisions and shape future research directions, ultimately striving to enhance the overall quality of preschool experiences for both teachers and children.

In summary, by exploring the relationship between organizational climate and teacher job satisfaction in preschool settings, this study seeks to not only deepen understanding within the field but also provide actionable insights for improving the well-being of preschool teachers and the quality of early childhood education.

Definition of Terms

Conceptual Definition

Organizational Climate. The conceptual definition of organisational climate was describing how a group of people view and understand their workplace (Schneider, 1975). It outlines how employees collectively view various aspects of their workplace, such as leadership styles, communication practices, relationships among colleagues, and organizational values (Madhukar & Sharma, 2017). Essentially, organizational climate reflects the prevailing atmosphere, mood, and social dynamics within the organization (Promila, Agarwal, 2015). Organizational climate serves as a kind of "perceptual lens" through which employees interpret their workplace experiences (Mohanta & Saha, 2022). It shapes their attitudes, behaviours, and interactions within the organization. The ten elements of an organizational climate that Bloom (2010) defined are: reward system, decision-making, goal consensus, task orientation, physical environment, professional growth, collegiality, direct support, clarity, and innovation.

Job Satisfaction. Locke (1976) claimed that job satisfaction comes from an individual's evaluation of their job or job experiences, resulting in a positive emotional state characterised by preferences such as "favour or disfavour". According to Azeez et al. (2016), the emotional state develops from believing that a job meets an employee's material, interpersonal, and psychological demands. Job satisfaction involves attitudes toward various

job facets, including job nature, coworkers, supervision, and wages (George & Jones, 1995).

A broad attitude derived from attitudes in three domains—specific job qualities, personal characteristics, and connections with others outside of the workplace—is called job satisfaction (Mishra and Mishra, 2013). Moreover, job satisfaction is linked to increased commitment to the organization, which, in turn, enhances overall organizational performance (Mwesigwa et al., 2020).

Operational Definitions

Organizational Climate

The operational definition of organizational climate, specifically as measured by the Organizational Climate Description Questionnaire developed by Hoy et al. (1991), involves quantifying the perceptions and experiences of individuals within an organization across six key subscales: supportive behavior, directive behavior, restrictive behavior, collegial behavior, intimate behavior, and disengaged behavior. Each of these subscales represents distinct dimensions of the organizational climate that contribute to the overall workplace environment.

Supportive behaviour as defined by Hoy and Clover (1986), encompasses the school principal's genuine and consistent demonstration of praise and constructive feedback, reflecting their underlying concern for teachers. The principal attentively considers suggestions from teachers and maintains an open-minded approach. Teachers' abilities are valued, and the principal demonstrates personal and professional concern for them (Hoy & Clover, 1986). This part investigates the extent to which employees feel supported and encouraged at work. It asks whether employees receive help and recognition from their supervisors and colleagues.

Directive behaviour refers to the principal's behaviour, which is authoritarian and entails strict supervision (Hoy & Clover, 1986). the principal exercises continuous oversight and keeps a close watch on all teachers and school activities, paying attention even to the minutest details. (Hoy & Clover, 1986). This section assesses how clear and specific principal's instructions and guidance are. It looks at whether employees understand what is expected of them and whether there is much supervision.

Restrictive behaviour also related to the principal's behaviour. This type of behaviour interferes with rather than facilitates a teacher's work (Hoy & Clover, 1986). The principal imposes workloads on teachers that conflict with their teaching responsibilities, such as committee requirements, routine tasks, and paperwork (Hoy & Clover, 1986). This part assesses any constraints or limitations employees may feel within the organization. It asks about the extent to which rules, regulations, or procedures restrict their autonomy, creativity, and decision-making.

Collegial behaviour fosters eachers engage in open and professional interactions (Hoy & Clover, 1986). They exhibit passion, acceptance, and respect towards their colleagues; they also take pride in their school and like working with each other (Hoy & Clover, 1986). This dimension focuses on the level of teamwork, cooperation, and mutual respect among colleagues. It asks about collaboration, sharing of ideas, and supportive interactions among coworkers.

Intimate behavior reflects close-knit and strong social connections among teachers (Hoy & Clover, 1986). Teachers have a deep familiarity with one another, become close friends, engage in regular social activities together, and provide each other with a lot of social support (Hoy & Clover, 1986). This area explores the personal connections and relationships between employees. It investigates whether there is a sense of trust, friendship and belonging among colleagues.

Disengaged behavior indicates a lack of purpose and concentration in professional activities (Hoy & Clover, 1986). Teachers are just wasting time in useless group activities; they lack common goals. Furthermore, they frequently act negatively and critically toward their colleagues and the school (Hoy & Clover, 1986). This part evaluates whether employees feel disconnected, unmotivated, or unengaged in their work. It asks about feelings of apathy, indifference, or lack of involvement.

Job Satisfaction

The Job Satisfaction Survey (JSS) established by Spector (1985) is used to assess preschool teacher work satisfaction. The survey includes scale development, interpretation, and scoring instructions to help measure and understand job satisfaction levels. Spector assesses work happiness using nine different criteria: pay, promotion, supervision, fringe benefits, contingent rewards, operating procedures, coworkers, nature of work, and communication (Spector, 1985).

Conclusion

In conclusion, the purpose of this research project is to investigate the relationship between school organizational climate and preschool teachers' job satisfaction in Selangor. This chapter presents the background of the study and problem statement of the study to highlight important knowledge gaps in relation to the factors influencing preschool teachers' job satisfaction in the organisational climate. Additionally, the research objectives, questions, and hypotheses were clearly defined. Moreover, the significance of this study was underscored, emphasizing its importance organizational climate within the early childhood education sector in Selangor. To enhance clarity, both conceptual and operational definitions of key terms throughout the research were also discussed.

CHAPTER 2 Literature Review

Introduction

The current study researches the relationship between school organizational climate and preschool job satisfaction. The researcher will discuss the literature based on previous research studies done by other researchers in this chapter. Other than that, the researcher will also discuss the theoretical framework and the conceptual framework of the current study in this chapter.

Organizational Climate

Organizational Climate

The organisational climate can be defined as the organization's psychological features (Mavi & Özdemir, 2023). According to Steinke et al. (2015), organizational climate reflects how staff members view the rules, practices, and guidelines that are accepted, encouraged, and rewarded with reference to the organization's human resources. Another case with Owens and Valesky (2015), which defines organizational climate as the study of people's views of different elements of the workplace environment. Miner (2015) provides a definition of organizational climate that highlights its association with distinct features of large units, its focus on describing organizational units rather than evaluating them, its origins in organizational practices, and its impact on the behavior and attitudes of members.

According to Jain et al. (2015), organizational climate is characteristics that can influence the behaviors of organization members that make an organization different from others. What can be said about schools as organizations and school environment was similar to organizational climate (Mutlu & Öcal, 2021). Organisational climate refers to the policies,

structures, and processes that have a favourable or bad impact on personnel within an organisation (Schneider et al., 2017).

According to Wang et al. (2019), organizational climate pertains to an individual's perception and encounter with the workplace atmosphere, and it stands out as the most significant environmental factor impacting individuals' work performance. According to Sunarni and Sultoni (2023), organizational climate refers to the work environment that might influence an organization's behavior. Gemnafle et al. (2018) define organizational climate as the investigation or study of an organization's members' impressions of various kinds of activities and environmental conditions surrounding the organization.

Organizational climate in early childhood education refers to the overall atmosphere and working conditions within early childhood centers (Veziroglu-Celik, 2018). Early childhood centers vary in their definitions based on numerous characteristics, including size, type, age group served, and institutional affiliation. However, within organizational theories, it's possible to establish more conceptual definitions for these institutions. While various centers foster positivity, exuding an energetic and inviting atmosphere through their employees' attitudes, others may present contrasting experiences (Veziroglu-Celik, 2018). According to Bloom (2010), as cited in Veziroglu-Celik (2018), it encompasses factors such as collegiality, professional development, director support, clarity, reward system, decision-making, goal consensus, task orientation, physical setting, and innovativeness.

According to Hoy et al. (1991) study, organizational climate encompasses two basic kinds of behaviour and six aspects. Principals' behaviours were categorised into three types: supportive, directive, and restrictive. Within these aspects, supportive behaviors suggest real and constructive feedback, whereas directive behaviours indicate highly supervised supervision. In contrast, restrictive behaviour discourages and makes excessive expectations.

The remaining three aspects are about instructors' behaviours: collegial, intimate, and disengaged. Collegial behaviours contain professionalism and supportive teaching method, intimate behaviours reflect strong interpersonal relationships, and disengaged behaviours suggest a lack of shared aims among teachers.

Organizational climate in early childhood education is a crucial aspect that significantly impacts the overall environment and effectiveness of early childhood centers. Several studies have highlighted the importance of understanding and fostering a favourable organizational climate in these settings. Principals play a vital role as socializers of the emotional climate within these centers (Zinsser et al., 2016). They contribute to shaping the organizational climate through their leadership behavior and interactions with staff and children (Barnová et al., 2022). A supportive organizational climate is essential for promoting positive emotional experiences among both employees and children, ultimately influencing the quality of care and education provided (Ghavifekr & Pillai, 2016).

Wang et al. (2019) define organizational climate in the context of kindergartens as the distinct environment formed by the interaction between the director and kindergarten teachers. School climates encompass organizational climates, denoting both the quality of interpersonal dynamics within a school and the overall character of the institution (Ryan et al., 2017). A pleasant organisational climate in early childhood education centres can increase educational quality and help children develop their cognitive, social, emotional, and academic skills (Veziroglu-Celik, 2018). Studies have shown that the organizational environment significantly influences human behaviours, attitudes, and well-being, as well as organisational productivity, effectiveness, and creativity (Veziroglu-Celik, 2018). People who believe that their organizational climate is welcoming and compassionate are more inclined to be satisfied with their supervisor and salary than people who share the same

personality requirement but believe that the organizational climate is closed, bureaucratic, and impersonal (Ahmad et al., 2018).

According to Zhu and Engels (2014), support, transparency, autonomy, diversity, job resources, and creativity all contribute to a positive organisational climate for teachers. A bad organizational climate can lead to mental fatigue due to isolation, exclusion, top-down leadership, and excessive workloads (Yao et al., 2015). Susan L. Roebuck (2022) stated that a pleasant organizational atmosphere is a valuable resource for employees, whereas a poor one can be difficult and exhausting. Confidence and unity between educators and learners are nurtured by positive school cultures, leading to decreased teacher turnover intentions compared to bad cultural norms (Şenol & Lesinger, 2018). Policies, procedures, and systems form the organisational atmosphere (Schneider et al. 2017). School climates that encourage student discipline and teacher satisfaction, as well as shared school goals, were discovered to increase teacher retention (Dahlkamp et al., 2017). According to Desrumaux et al. (2015), organisational features that provide teachers a voice and independence in decision-making increase teacher satisfaction, which benefits the academic performance of children.

In summary, the literature review of organizational climate in early childhood education emphasizes the critical role of organizational culture, leadership, and emotional climate in shaping the overall environment of early childhood centers. Understanding and fostering a positive organizational climate is essential for promoting employee well-being, enhancing job satisfaction, and ultimately improving the quality of care and education provided to young children.

Job Satisfaction

Job satisfaction plays a crucial role in the well-being, retention, and performance of preschool teachers (Dicke et al., 2020). Teachers who feel fulfilled with their work are more likely to be happier, which can have a good effect on their dedication to their career and general job performance (Ertürk, 2022). High job satisfaction also contributes to teacher retention, as satisfied Teachers are more likely to hold jobs for longer durations of time, which results in a more stable learning environment for students (Dreer, 2021).

Conversely, low job satisfaction among preschool teachers can have detrimental consequences. It can lead to burnout, where teachers experience emotional exhaustion, reduced effectiveness in the classroom, and feelings of cynicism towards their work environment (Sak, 2018). Additionally, low job satisfaction may increase turnover rates among teachers, resulting in disruptions in the continuity of care and education for young children (Zhou & Nanakida, 2023). Another review highlighted the significance of improving job satisfaction among early childhood education workers to enhance retention rates (Totenhagen et al., 2016). This study emphasized the need for strategies to increase job satisfaction among staff members in the early childhood education sector.

Several factors influence job satisfaction among preschool teachers. These include the classroom environment, administrative support, relationships with colleagues, and the overall work climate (Hur et al., 2015). A positive work climate, characterized by supportive relationships with colleagues and effective administrative support, can contribute to higher levels of job satisfaction among teachers (Otrębski, 2022). Adequate support from school administrators is crucial for preschool teachers to carry out their responsibilities effectively. This includes access to necessary resources, clear communication of expectations, and opportunities for professional development. Administrators can improve job satisfaction and

morale by prioritising the needs of teachers and providing them with the necessary assistance. This point was in line with the study by Dicke et al. (2020) which emphasizes that administrative support is a strong predictor of teacher job satisfaction.

Preschool teachers also face unique challenges and stressors that can affect their job satisfaction. These may include dealing with young children's diverse needs and behaviors, managing classroom dynamics, and balancing administrative responsibilities with teaching duties (Hur et al., 2015). The ability to effectively navigate these challenges and receive adequate support from colleagues and administrators can significantly influence a preschool teacher's job satisfaction (Ertürk, 2022). On the other hand, challenges such as high workloads, lack of resources, and limited autonomy may negatively impact job satisfaction (Inegbedion et al., 2020).

Furthermore, the concept of teacher self-efficacy has been linked to job satisfaction among educators. Research indicates that teachers' beliefs in their abilities to perform effectively in their roles can influence their job satisfaction levels (). Moreover, Raziq and Maulabakhsh (2015) assert that job satisfaction significantly impacts employees' motivation and performance. Higher levels of job satisfaction typically correlate with positive results such as increased motivation, engagement, productivity, and job commitment (Inayat & Khan, 2021).

In conclusion, job satisfaction is a critical factor in the well-being, retention, and performance of preschool teachers. Adequate support, positive work relationships, and manageable workloads are key factors that influence satisfaction levels. Prioritizing teacher satisfaction not only benefits educators but also enhances the quality of early childhood education.

The Association between Organizational Climate and Job Satisfaction

The organizational climate stands as a crucial managerial factor impacting both employee performance and job satisfaction (Mavi & Özdemir, 2023). Several scholars argued that people who work for organisations with more pleasant work environments tend to be more satisfied with their jobs (Ahmad et al., 2018). In Malaysia, Ghavifekr and Pillai (2016) discovered that job satisfaction among teachers and the organizational climate of schools are positively correlated. Other elements, such as increased wages, a pleasant organizational climate, and professional learning communities, have been shown to boost teachers' self-image and well-being, as well as their motivation and teacher-child relationships in preschool classrooms (OECD, 2018).

Mavi & Özdemir (2023) state that organisational climate influences employee emotions in several ways, such as feelings (Yao et al., 2015), job satisfaction (Chu, 2002), and leadership (Ekvall, 1996; Zhou and Li, 2018). This suggests a connection between emotional work and organisational climate, as noted studies (Ashforth and Humphrey, 1993; Brown et al., 2018). Studies show that job happiness and school atmosphere are strongly positively correlated (Hoy & Miskel, 2008; Mutlu and Öcal, 2021). Positive opinions of organizational climate among teachers are associated with job satisfaction and, as a result, excellent teaching. (Ghavifekr & Pillia, 2016). Organizations with employees that are more satisfied with their jobs have higher productivity (Robbins, 2007 as cited in Waruwu, 2015). The organisational climate of a school affects teacher satisfaction and, in turn, the intention to leave (Kang et al., 2022).

The connection between preschool teachers' job happiness and school organisational climate is a topic that has been explored in various research studies. Organizational climate refers to the prevailing atmosphere or environment within an organization, which can be

characterized by factors such as supportive, directive, restrictive, collegial, intimate, and disengaged behaviors (Dennis & O'Connor, 2013; Dou et al., 2016).

Research by Polat and Iskender (2018) in the *Journal of Psychology and Educational* found significant associations between work happiness and the collegial teacher behaviour subscale of organisational climat. The results of this study show that collegial behaviour and job satisfaction are positively correlated, suggesting that a supportive and collaborative school environment can contribute to higher levels of job satisfaction among teachers. This supports the idea that collegial behavior is an important aspect of organizational climate that can impact job satisfaction (Polat & Iskender, 2018).

Additionally, a study by Jackson (2018) highlighted the link between disengaged teachers' behaviour and restricting principal behaviour and job satisfaction. This research suggests that negative behaviors from school leaders, such as being restrictive, can lead to disengagement among teachers, ultimately affecting their job satisfaction. This emphasizes the significance of leadership behavior in shaping the organizational climate and its impact on teacher satisfaction (Michael J. Jackson, 2018).

Moreover, the study by Tarun (2017) in the *SPUP Graduate School Research Journal* discussed how the subscales of organizational climate, including collegial, intimate, and disengaged behavior, define the degree of openness in teacher behavior. This implies that the quality of relationships, communication, and engagement within the school environment can influence teachers' job satisfaction. A positive and supportive organizational climate characterized by collegial and intimate interactions is likely to enhance job satisfaction among teachers (Tarun, 2017).

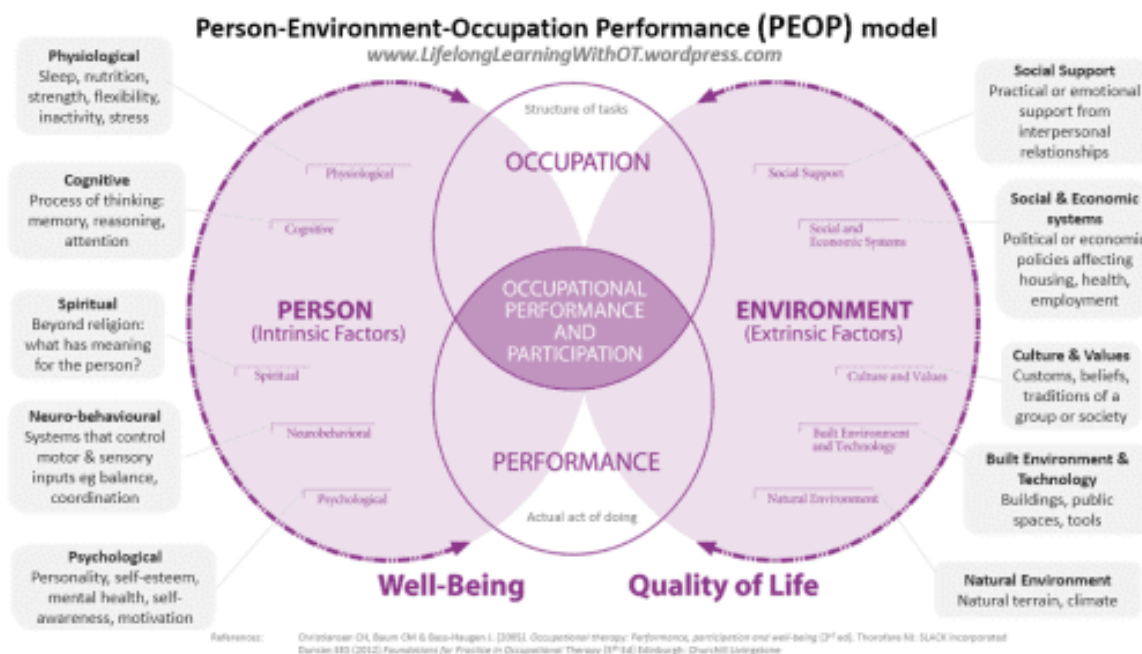
By examining these studies, we can see that there is indeed research supporting the relationship between the six subscales of organizational climate and job satisfaction. The

findings suggest that factors such as supportive and collegial behavior, as well as the absence of disengaged and restrictive behaviors, play a crucial role in shaping teachers' job satisfaction within educational settings.

Theoretical Framework

Figure 1

Person Environment Occupation Performance (PEOP) model



Note: Source from LifeLongLearningwithOT.wordpress.com

<https://otflourish.com/peop-model-ot-practice/>

The Person Environment Occupation Performance (PEOP) Model, developed by Baum, Christiansen, and Bass in 2015, is one of the occupation-based frameworks widely used in occupational therapy practice, research, and education. This model illustrates the relationships between human characteristics, environmental factors, and professions that promote performance and engagement. The PEOP Model emphasizes the importance of person-environment congruence by focusing on client-centered approaches, ecological

implications, interconnections across biological, psychological, and social domains, and alignment between individuals and their environments (Baum et al., 2015).

The Person-Environment-Occupation-Performance (PEOP) Model examines both intrinsic and extrinsic elements that influence an individual's performance within a specific environment. Intrinsic factors refer to personal characteristics such as skills, abilities, values, and beliefs that the individual brings to the situation (Baum et al., 2015). These factors play a significant role in shaping how the individual interacts with their environment and engages in meaningful occupations. Extrinsic factors, on the other hand, encompass the external elements of the environment, including physical, social, and cultural aspects that impact the individual's performance (Baum et al., 2015). These factors can include the organizational climate, support systems, resources, and policies that shape the context in which the individual operates.

In the context of discussing the relationship between school organizational climate and preschool teacher job satisfaction, we can apply the PEOP model to analyze how preschool teachers' job happiness is affected by the organisational climate of a school. When we consider the Person aspect of the PEOP model, we look at the individual characteristics of the preschool teachers, such as their beliefs, attitudes, and personal determinants. Research on preschool teachers' job satisfaction, such as the study by Hur, Jeon, and Buettner (2015), highlights the relationships—both direct and indirect—between the work environment, job-related wellbeing, and teachers' child-centered attitudes. These personal factors can influence how teachers perceive and respond to the school's organisational climate.

Moving on to the environment component of the PEOP model, we focus on the school's organisational climate. Leadership, school autonomy, communication, and teamwork are all part of the organisational climate. Studies like the one by Dicke et al. (2016)

emphasize the link between organizational climate and job satisfaction among teachers. In addition, another study by Dou, Devos, and Valcke (2016) emphasize the connection between principal leadership, teachers' work satisfaction, and the gap in school autonomy. Thus, a positive organizational climate characterized by supportive leadership and autonomy can contribute to higher job satisfaction among preschool teachers.

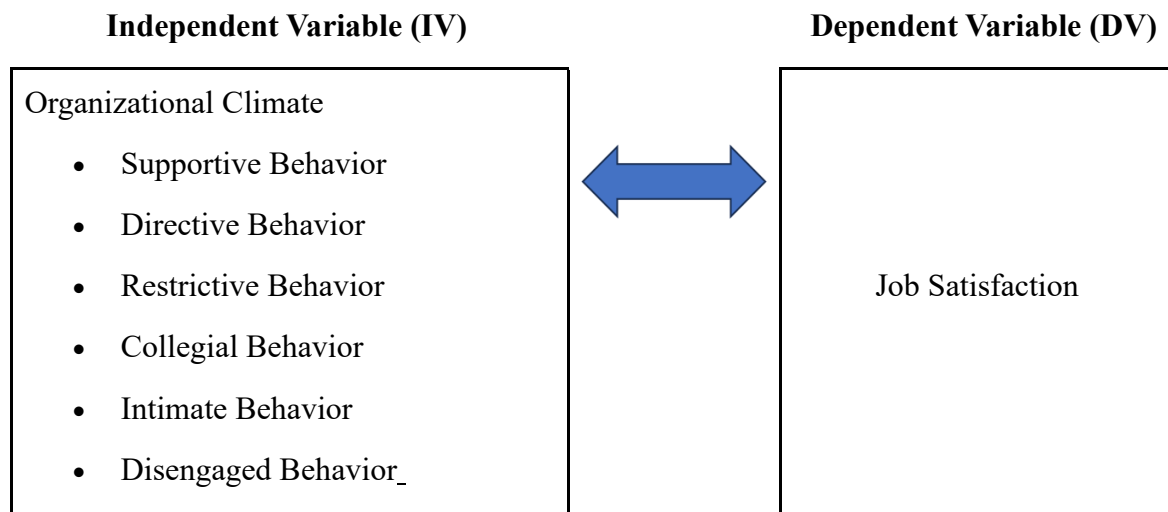
Finally, in terms of Occupational Performance, which in this case refers to the job satisfaction of preschool teachers, the PEO model suggests that the way a person interacts with their surroundings affects how successfully they are able to execute their work duties. Factors like workplace conditions, relationships with colleagues, and organizational commitment play a crucial role in shaping job satisfaction. The study conducted by Abu Taleb investigates the impact of workplace environment and demographic variables on job satisfaction among kindergarten teachers in Jordan, highlighting the importance of considering these factors in understanding teacher satisfaction (Taleb, 2012).

By considering the interplay between the person (preschool teacher), environment (school organizational climate), and occupation (teaching in a preschool setting), we can better understand how these factors interact to shape preschool teachers' job satisfaction. Positive organizational climates that prioritize teacher support, autonomy, and positive relationships can contribute to higher levels of job satisfaction among preschool teachers, ultimately impacting their overall occupational performance and wellbeing.

Conceptual Framework

Figure 2

Conceptual Framework of the Study



In this study, the researcher will investigate the relationship between six subscales of the organizational climate (Supportive Behavior, Directive Behavior, Restrictive Behavior, Collegial Behavior, Intimate Behavior, and Disengaged Behavior) and job satisfaction. This assumption is supported by past literature. For instance, Polat & İskender (2018) found that there is a relationship between organizational climate and job satisfaction, which is in line with Ghavifekr and Pillai (2016), Michael J. Jackson (2018) and Tarun, (2017).

Conclusion

In this chapter, the topic of organisational climate and work satisfaction has been discussed, fundamental to the study's foundation. Furthermore, an extensive literature review of related journal articles was carried out, providing a full overview of existing research on this topic. The theoretical and conceptual frameworks used in this research have been explained. The theory's application to the current investigation was also examined. This chapter establishes a solid basis and understanding for the research's following phases.

CHAPTER III

Methodology

Introduction

In this chapter, the researcher will provide a detailed explanation of the methodology of this study. The researcher will discuss the research design, sampling and respondents, research instrument, data analysis method, and research procedures regarding this study.

Research Design

This study adopted a quantitative research design. Ahmad et al. (2019) stated that quantitative research is a method that utilizes natural scientific inquiry techniques to generate data in the form of numerical and statistical information. This method requires establishing exact mathematical representations for observed events, which are commonly stated as functional connections between variables (Borgstede & Scholz, 2021). The outcome acquired reflects the distribution of the population. The scholars highlighted that quantitative research enables the examination of hypotheses, the identification of causal connections or notable correlations among two or more variables, and the interpretation and extrapolation of the phenomenon to a particular population through statistical analysis (Ahmad et al., 2019; Apuke, 2017; Eyisi, 2016).

The researcher used the survey method to collect data to investigate how the two variables relate to one another. Two research instruments will be used to distribute questionnaires for the survey: the Organisational Climate Description Questionnaire (OCDQ-RE) and the Job Satisfaction Survey (JSS). For OCDQ-RE, it consists of 42 items, constructed with a Likert-type scale with four points, where 1 indicates rarely occurs, 2 indicates often occurs, 3 indicates sometimes occurs and 4 indicates very frequently occurs.

The JSS instrument consists of 36 items that are scored on a 6-point Likert-type scale ranging from strongly disagree to strongly agree.

In this study, the correlation research design is being used to investigate the significant connection between school organizational climate and work satisfaction. According to Apuke (2017), correlational design is a quantitative method that assesses the degree and existence of an association between two or more variables in a population; the correlation coefficient indicates how strongly the variables are related. The design aims to create a relationship between two independent, normally distributed variables (Gogtay & Thatte, 2017). The association between the variables, IV: organisational climate and DV: work satisfaction, will be investigated by the researcher using the Pearson Product-Moment Correlation Coefficient. When two variables change by one unit and one variable increase or decreases proportionately, the relationship is said to be linear (Mindrila & Balentyne, 2017). A positive correlation in a correlational study design denotes that both variables move in the same direction, whereas a negative correlation denotes the opposite movements (Tan, 2014). The purpose of this study is to investigate, among preschool teachers in Selangor, the relationship between organisational climate and job satisfaction using the correlation design. According to Schober et al. (2018), there is a greater correlation between the two variables when the correlation coefficient (r) is closer to ± 1 .

Sampling Method, Respondent and Population

The set or collection of all the units to which the research findings will be applied is referred to as the "population" (Shukla, 2020). For this research, the target population consists of preschool teachers situated in Selangor. These individuals, known as respondents, are the participants of the study. A sample is a small subset of participants chosen from the target population, which is the entire group of people whose characteristics are relevant to the

study's research team (Martínez-Mesa et al., 2016). Given the focus on preschool teachers in Selangor, the sample size will consist of 79 preschool teachers employed across various locations in Selangor, such as Kajang, Cheras, and Setapak. The selected preschool teachers are Malaysian citizens, engaged in full-time teaching positions, and primarily involved in educating normally developing children. These demographic specifics are important as they represent external factors that may influence the outcomes of the research. These demographic details hold significance as external factors that could impact research outcomes. For instance, differences in working conditions, salary, and workload between part-time and full-time teachers could impact their job satisfaction levels. Selecting an appropriate sample is vital for the effectiveness of research, as it guarantees the production of dependable data, optimal resource utilization, and adherence to ethical guidelines, all of which directly impact the validity of study results (Faber & Fonseca, 2014). Consequently, selecting respondents with similar demographic profiles can enhance the accuracy and integrity of the study's findings.

Convenient sampling is the sample method employed in this investigation. As a type of non-random or non-probability sampling, convenience sampling entails selecting participants from the target population who satisfy pragmatic requirements, like being readily available, conveniently located, or willing to take part (Golzar et al., 2022). According to Jager et al. (2017), this method selects participants based on their suitability and familiarity with the study setting. Preschool teachers were chosen as study participants to investigate the work satisfaction of preschool teachers and the organisational climate. The researcher first determines the demographic of interest, in this case Selangor preschool educators, to conduct convenience sampling. After obtaining consent from preschool principals, individuals who fit certain requirements—such as being full-time Malaysian instructors instructing children with typical development—are chosen, and questionnaires are used to collect data.

Research Instrument

In this study, the questionnaire was a tool for data collection. According to Kabir (2016), a questionnaire that comprised of a series of questions (open- or closed-ended) is the most widely used research instrument in the survey method to gather information from respondents. This study consists of 3 parts of questionnaires: the Demographics Questionnaire, the Organizational Climate Description Questionnaire (OCDQ-RE), and the Job Satisfaction Questionnaire (JSS).

Demographic Questionnaire

The demographic questionnaire was used to obtain the respondents' background information to ensure the respondents were eligible to participate in the study. It consists of questions that concern gender, age, ethnicity, educational level, preschool setting, years of teaching experience in the ECE industry, monthly income, working days per week, and working hours per week.

The Organizational Climate Description Questionnaire (OCDQ-RE)

This instrument was used to measure the IV of this study – Organizational Climate. The Organizational Climate Description Questionnaire (OCDQ-RE) scale, developed by Hoy et al. (1991), is utilized for assessing school organizational climate. The OCDQ-RE scale is employed in elementary schools across the USA, spanning from kindergarten to Grade 6 (K-6). This scale is applicable to schools offering both kindergarten and preschool programs. The United States Department of Education claims that, pupils in kindergarten through sixth grade in the United States typically range in age from 5 to 11 years old. Therefore, the OCDQ-RE scale is considered suitable for preschool settings in Malaysia, where children typically range from 5 to 6 years old.

There are research and several journal articles that utilize the OCDQ-RE in the preschool sector. examine the relationship between classroom dynamics and organisational climate to study quality in early childhood education. Additionally, Hewett (2020) utilized the OCDQ-RE to examine collegiality and supervisor support within early care and education work environments. Furthermore, Saunders (2018) also employed the OCDQ-RE to investigate the organizational climate of preschools.

Moreover, the OCDQ-RE questionnaire was developed to assess teachers' perceptions of school climate across two dimensions: principal behavior and teacher behavior. It consists of six subscales with are Supportive behavior, Directive behavior, Principal behavior, Collegial behavior, Intimate behavior, and Disengaged behavior. The instrument measures three key components of principal leadership: Supportive, Directive, and Restrictive. This tool measures the openness (or closedness) of a principal, or how principle-teacher interactions were conceptualised over a broad continuum from open to closed (Pacheco, 2002). Additionally, it also measures three aspects of teacher interactions: Collegial, Intimate, and Disengaged Behavior. Collegial educators collaborate and respect one another as qualified professionals in addition to enjoying what they do and feeling proud of their institution (Pacheco, 2002).

The questionnaire consists of 42 items, including three reverse-scored items (items 6, 31, and 37). Responses are recorded on a 4-point Likert scale, where 1 indicates rarely occurs, 2 indicates often occurs, 3 indicates sometimes occurs and 4 indicates very frequently occurs.

For the scoring method, first, score each item for each respondent with the range from 1 to 4. Be sure to reverse score items (6, 31, 37). Second, add all the scores for each subscale. These 6 scores represent the climate profile of the school.

- Supportive Principal Behavior (S) = 4+9+15+16+22+23+28+29+42

- Directive Principal Behavior (D) = 5+10+17+24+30+34+35+39+41
- Restrictive Principal Behavior (R)=11+18+25+31+36
- Collegial Teacher Behavior (C)=1+6+12+19+26+32+37+40
- Intimate Teacher Behavior (Int)=2+7+13+20+27+33+38
- Disengaged Teacher Behavior (Dis)=3+8+14+21

Each dimension was measured using a subtest of the OCDQ-RE. The reliability scores for the scales were notably high: Supportive (.94), Directive (.88), Restrictive (.81), Collegial (.87), Intimate (.83), and Disengaged (.78). The construct validity of each dimension regarding openness was confirmed by correlating them with the original OCDQ index of openness (Hoy, 1972). Within the current sample, the index of teacher openness demonstrated a positive correlation with the original general school openness index ($r = .67$, $p < .01$), as did the index of principal openness ($r = .52$, $p < .01$). Moreover, factor analysis supported the construct validity of organizational climate (Hoy, Tarter, & Kottkamp, 1991).

Job Satisfaction Questionnaire (JSS)

This instrument was used to measure the DV of this study – Job Satisfaction. The Job Satisfaction Survey (JSS) developed by Spector (1985) is used to evaluate the levels of job satisfaction among local preschool educators (Spector, 1985). This questionnaire is designed to measure the overall satisfaction, and nine specific facets of job satisfaction (Spector, 1997). The target group is local full-time preschool teachers in local ECE centres in Selangor. This instrument consisted of a total of 36 items categorized into 9 subscales, covering aspects such as pay (items 1, 10, 19, 28), promotion (items 2, 11, 20, 33), supervision (items 3, 12, 21, 30), fringe benefits (items 4, 13, 22, 29), contingent rewards (items 5, 14, 23, 32), operating procedures (items 6, 15, 24, 31), co-workers (items 7, 16, 25, 34), nature of work (items 8, 17, 27, 35), and communication (items 9, 18, 26, 36). It also

includes 19 reverse-scored items, numbered 2, 4, 6, 8, 10, 12, 14, 16, 18, 19, 21, 23, 24, 26, 29, 31, 32, 34, and 36, necessitating reversed scoring during computation.

The research needs to be done on a 6-point Likert scale from 1=disagree very much, 2=disagree moderately, 3=disagree slightly, 4=agree slightly, 5=agree moderately, and 6=agree very much. Scores are calculated by reversing the scores for the 19 reverse items, then summing all 36 items, resulting in scores ranging from 36 to 216. To determine the satisfaction level, the ranges are defined as dissatisfaction (36 to 108), ambivalence (108 to 144), and satisfaction (144 to 216) (Spector, 1985). A general score reading is employed, where higher scores denote higher job satisfaction, and lower scores denote lower job satisfaction. The scale demonstrates acceptable to high reliability, with a total Cronbach's alpha coefficient for the JSS scale reaching 0.91 (Spector, 1985).

Data Analysis Method

Descriptive analysis was employed by the researcher to examine the descriptive statistics, which comprised the respondent demographic profiles and the combined score for the two primary variables, job satisfaction and organisational climate. Statistical Package for Social Science (SPSS). The researcher will use SPSS version 29.0 to analyze the data collected from the 79 respondents in the current study.

Descriptive Analysis

According to (Alabi & Bukola, 2023), descriptive statistics serves as a statistical method for effectively summarizing and interpreting data. In essence, it describes the connection between two variables within a sample and systematically arranges data (Yellapu, 2018). The researcher analyses the demographic and descriptive data collected using a variety of analytical techniques, such as mean, standard deviation, tables, frequency, percentages,

and histograms. A dataset's mean, which is calculated by dividing the sum of all values by the total number of observations, represents its arithmetic average. This measure aids in determining the average score of variables, including those of the OCDQ-RE and JSS. Standard deviation (SD) measures the spread of data by indicating the extent to which variations in values from the mean (Mishra et al., 2019). Additionally, tables, frequencies, and percentages are utilized to summarize demographic information such as gender, age, ethnicity, monthly income, educational level, type of preschool, years of expertise in the field of ECE, weekly workdays, and hours worked per week. Histograms are employed to visualize the data values' distribution along the number line, including the overall organizational climate and job satisfaction scores. This helps in assessing whether the data conforms to a normal distribution pattern (Frost, 2019).

Inferential Analysis.

In this study, the Pearson Correlation Coefficient Moment was utilized as the inferential analysis method to explore the relationship between preschool teachers' organizational climate and job satisfaction in Selangor. Inferential statistics allow researchers to extrapolate conclusions about a population based on findings from a sample, thus facilitating the examination of group differences and relationships between variables (Guetterman, 2019). Correlation coefficients (r) were employed to quantify the strength (r -strength), direction (r -direction), and magnitude of association between two variables. These coefficients can range from -1 to +1, with -1 and +1 indicating perfect negative and perfect positive correlation, respectively; a correlation coefficient of 0 suggests no correlation between the variables (Obilor & Amadi, 2018). Cohen (2013) categorized the effect size of $r = \pm 0.10$ to 0.29 as small, $r = \pm 0.30$ to 0.49 as moderate, and $r = \pm 0.50$ to 1.0 as large (Pallant, 2016). A p -value less than 0.05 denotes statistical significance, indicating acceptance of the

alternative hypothesis (Pallant, 2016). In this research, a two-tailed test was employed to interpret the statistical significance of the collected data.

Research Procedure

The phase of data collection is anticipated to last for roughly two weeks. First, the researcher will create a Google Forms questionnaire and a participant consent letter. After that, the researcher will survey the Selangor region to collect preschool principals' contact information. Following this, the researcher will contact principals via WhatsApp and will outline the research objectives and seek agreement. Upon obtaining consent and approval from the principals, an online questionnaire link will be provided for distribution among teachers. Additionally, if agreed upon by the principals, physical questionnaires will be distributed at preschool centres to expedite the data collection process. Teachers who agree to take part will fill out the questionnaire and sign the consent form. Throughout the two-week data collection period, follow-up reminder messages will be sent to the principals. Until a sample of 79 preschool teachers is obtained, this process will be repeated. The questionnaire should take ten to fifteen minutes to complete. The consent letter guarantees voluntary participation and the right to withdraw at any time. It is attached to the questionnaire link. Respondents will also receive contact details to handle any questions. If the kindergarten principal declines to help with distribution, the researcher will break off communication and look for another principal. Additionally, to find respondents who fit the research criteria, the researcher will look through social media sites like Facebook, Instagram, and Red. The link to the online survey will be delivered once everything is agreed upon, enabling them to fill it out and sign the consent form.

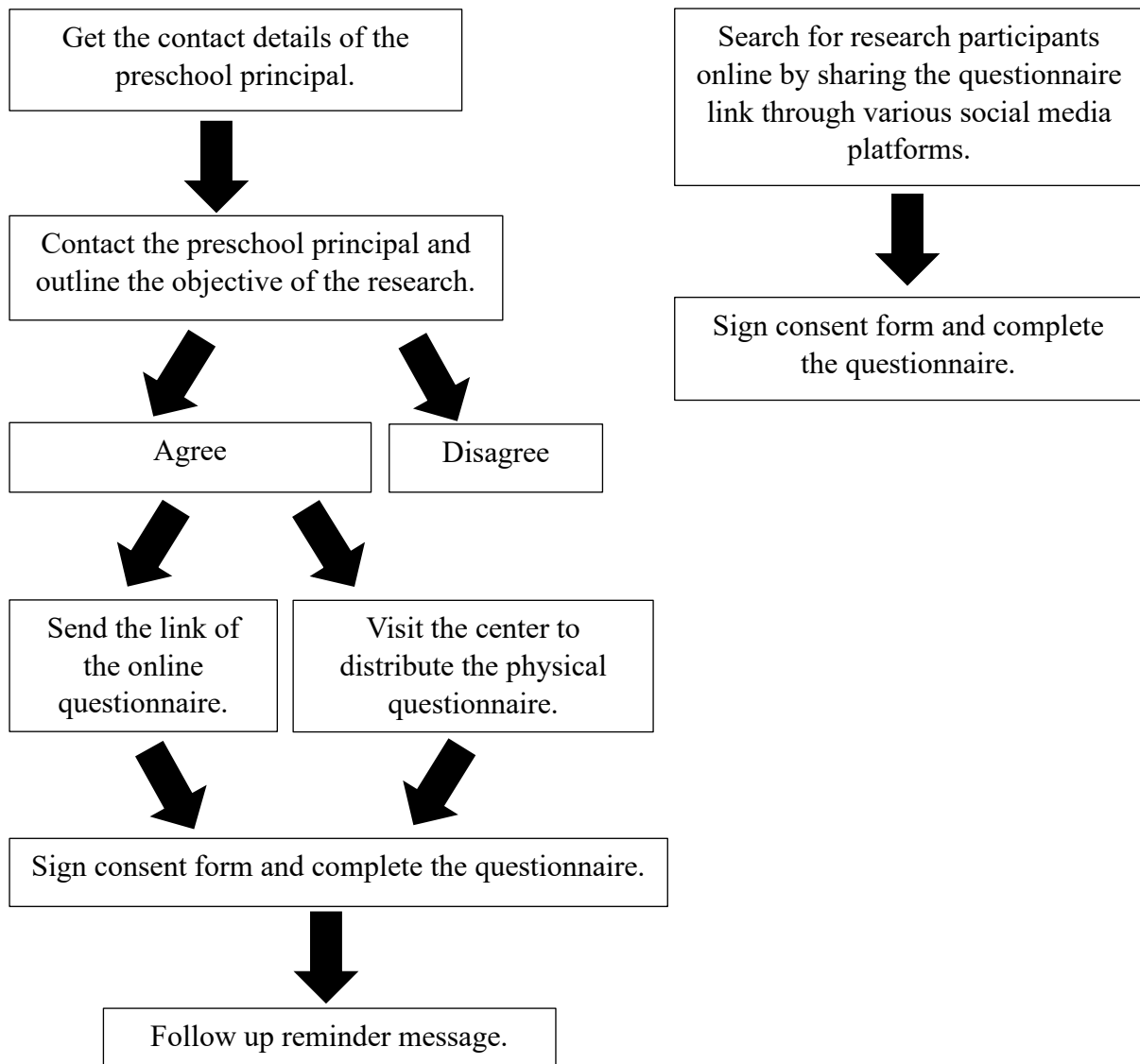


Figure 3: Flow Chart of Data Collection

Conclusion

In conclusion, this chapter has thoroughly covered the research design, sampling method, and the identification of respondents from the larger population. Furthermore, the researcher has elaborated on the research instruments used for data collection, as well as the methodology employed for data analysis, clarifying the procedure for analysing and interpreting the gathered data, thus laying the groundwork for the subsequent chapter. Additionally, a concise outline of the research procedure has been provided, systematically outlining how the data collection process unfolded step by step.

Chapter IV

Finding and Analysis

Introduction

This chapter will present and discuss descriptive and inferential statistics, along with the analysis and summary of the research findings. The results are based on the study's objective, which explored the relationship between school organizational climate and preschool teacher job satisfaction in Selangor. The data were analyzed using IBM Statistical Package for Social Sciences (SPSS) version 29.0.

Descriptive Statistics and Analysis

Table 1

Respondents' Gender

Gender	Frequency	Percent
Male	13	16.5
Female	66	83.5
Total	79	100

The frequency and proportion of respondents' genders are displayed in Table 1. In all, 79 people took part in this research. With 66 (83.5%) female responses and 13 (16.5%) male respondents, most respondents are female.

Table 2

Respondents' Ethnicity

Ethnicity	Frequency	Percent
Malay	5	6.3
Chinese	62	78.5
Indian	10	12.7
Other	2	2.5
Total	79	100

The respondents' ethnicity was displayed in Table 2 above. With 62 respondents (78.5%), 10 Indian respondents (12.7%), and 5 Malay respondents (6.3%), most respondents are Chinese. Just two respondents (2.5%) belong to the Iban ethnic group.

Table 3

Respondents' Age

Age	Frequency	Percent
18-25 years old	38	48.1
26-30 years old	12	15.2
31-36 years old	16	20.3
36-40 years old	7	8.9
40 years old and above	6	7.6
Total	79	100

Table 3 illustrates the largest frequency of respondents, 38 of whom (48.1%) are between the ages of 18 and 25. From the respondents, 12 are between the ages of 26 and 30 (15.2%), 16 are between the ages of 31 and 36 (20.3%), and 7 are between the ages of 36 and 40 (8.9%). Out of the total responders, 6.6% are older than 40 years old.

Table 4*Respondents' Educational Background*

Educational Background	Frequency	Percent
SPM / O-Level	4	5.1
Foundation / Diploma	12	15.2
Bachelor's Degree	56	70.9
Master and above	7	8.9
Total	79	100

Table 4 displays the respondents' educational backgrounds. As their highest level of education, 4 respondents (5.1%) have finished the SPM or O-Level. Twelve responders, or 15.2%, have earned a diploma or foundational education. Based on the available data, most of the respondents, comprising 56 individuals (70.9%), have completed their bachelor's degree. Additionally, 7 respondents (8.9%) have completed their master's degree or higher.

Table 5*Respondents' Qualification*

Qualification	Frequency	Percent
ECE Qualification	66	83.5
Non-ECE Qualification	13	16.5
Total	79	100

According to Table 5 above, 66 respondents (83.5%), are qualified in ECE, meaning they have completed at least a Diploma in a course related to ECE. 16.5% of the respondents, or 13, lack an ECE certification.

Table 6*Respondents' Type of Preschool Setting*

Type of Preschool Setting	Frequency	Percent
Government School	18	22.8
Private School	49	62.0
International School	12	15.2
Total	79	100

This table 6 presents data on the type of preschool settings where preschool teachers work, along with the frequency and percentage of each category. Among the 79 respondents surveyed, the majority, constituting 49 respondents (62.0%) are employed in private schools. There are 18 respondents (22.8%) who are employed in government schools, followed by 12 respondents (15.2%) who are employed in international schools.

Table 7*Respondents' Years of Teaching Experience*

Years of Teaching Experience	Frequency	Percent
Less than 1 year	18	22.8
1-5 years	33	41.8
6-10 years	19	24.1
11-15 years	5	6.3
16 years and above	4	5.1
Total	79	100

The years that the respondents have taught in preschool are shown in Table 7. Of the 33 people, 41.8% had been preschool teachers for one to five years. Out of the respondents, 18 (22.8%) had less than a year of experience as a teacher, while 19 (24.1%) had between six and ten years of experience. Five respondents, or 6.3% of the total, reported having taught for eleven to fifteen years. The respondents who have taught preschool for 16 years or more include 4 respondents, or 5.1% of the total.

Table 8

Respondents' Teaching Position

Teaching Position	Frequency	Percent
Lead Teacher	33	41.8
Assistant Teacher	38	48.1
Special Education Teacher	5	6.3
Other	3	3.8
Total	79	100

The table above shows the different teaching positions held by respondents. Among the 79 respondents, 33 respondents (41.8%) hold the position of lead teachers, indicating those in leadership roles. Assistant Teachers comprise the largest group, with 38 respondents (48.1%), supporting the work of lead teachers. There are 5 respondents (6.3%) hold the position of special education teacher. The remaining 3.8%, 3 respondents hold other teaching positions.

Table 9*Respondents' Monthly Income Range*

Monthly Income Range	Frequency	Percent
Below RM2000	18	22.8
RM2001-RM3000	26	32.9
RM3001-RM4000	26	32.9
RM4001-RM5000	8	10.1
Above RM5000	1	1.3
Total	79	100

The data in the table 9 outlines the monthly income ranges of the respondents, with a total of 79 individuals surveyed. Among them, 18 respondents (22.8%) report a monthly income below RM2000. The majority fall within the RM2001-RM3000 range, constituting 26 respondents (32.9%), as do those within the RM3001-RM4000 range. Additionally, 8 respondents (10.1%) report earning between RM4001 and RM5000 monthly. Only 1 respondent (1.3%) reports earning above RM5000 per month.

Table 10*Respondents' Working Hours per Day*

Working Hours per Day	Frequency	Percent
5 hours and above	7	8.9
6 hours	15	19.0
7 hours	16	20.3
8 hours	24	30.4
9 hours above	17	21.5

Total

79

100

The data in the table 10 provides insights into the working hours per day of the respondents, with a total of 79 individuals surveyed. Among them, 7 respondents (8.9%) reported working 5 hours and above per day. The majority, comprising 24 respondents (30.4%), work an 8-hour day. Additionally, 15 respondents (19.0%) reported working 6 hours, while 16 respondents (20.3%) work 7 hours per day. Those who work 9 hours or more per day constitute 17 respondents (21.5%).

Table 11*Respondents' Working Days per Week*

Working Days per Week	Frequency	Percent
Below 5 days	4	5.1
5 days	70	88.6
6 days	4	5.1
7 days	1	1.3
Total	79	100

Table 11 show the information about the respondents' daily working hours. 70 responders, or 88.6% of the sample, said they worked the typical five days a week. Four responders (5.1%) also mentioned that they worked fewer than five days a week. Six days a week work was indicated by 4 more respondents (5.1%). A mere 1.3% of the questioned population indicated they worked seven days a week, making this an uncommon occurrence.

Table 12*Description Statistics of Organizational Climate Description Questionnaire (OCDQ-RE)*

	Mean	SD	n
Total OCBQ	2.99	0.43	79
Supportive Behavior	3.09	0.53	79
Directive Behavior	3.00	0.55	79
Restrictive Behavior	3.05	0.60	79
Collegial Behavior	3.14	0.42	79
Intimate Behavior	2.98	0.54	79
Disengaged Behavior	2.68	0.73	79

The mean (M) and standard deviation (SD) of the respondents' organisational climate score are displayed in Table 12, which also breaks the score down into six distinct subscales. N=79 is the sample size. The findings indicate that the overall organisational environment has a mean of M=2.989 and a standard deviation of SD=0.4333. Out of the six subscales, collegial behavior (M=3.142, SD=0.4183) received the highest scores while disengaged behavior (M=2.674, SD=0.7287) obtained the lowest score. Supportive behavior (M=3.087, SD=0.5295) and directive behavior (M=3.001, SD=0.5471), Followed by restrictive behavior (M=4.361, SD=1.089) and intimate behavior (M=2.982, SD=0.5410).

Table 13*Description Statistics of Job Satisfaction Survey (JSS)*

	Mean	Standard Deviation	Frequency
Total JSS	157.15	32.23	79
JSS in Pay	16.56	4.92	79
JSS in Promotion	16.84	4.56	79
JSS in Supervision	18.35	3.76	79
JSS in Fringe Benefits	16.98	4.36	79
JSS in Contingent Rewards	17.47	4.36	79
JSS in Operating Conditions	15.96	4.95	79
JSS in Coworkers	18.06	3.90	79
JSS in Nature of Work	18.94	3.29	79
JSS in Communication	17.86	4.57	79

Table 13 displays the mean (M) and standard deviation (SD) of the respondents' overall job satisfaction score, with a focus on nine distinct subscales. N=79 is the sample size. The findings indicate that M=157.15 and SD=32.23 represent the mean and standard deviation for overall job satisfaction. Job satisfaction in operational conditions (M=15.96, SD=4.95) had the lowest score among the nine subscales, while job satisfaction in nature works (M=18.94, SD=3.29) had the greatest scores. The study found that employees are satisfied with their compensation (M=16.56, SD=4.92), promotions (M=16.84, SD=4.56), supervision (M=18.35, SD=3.76), and fringe benefits (M=16.98, SD=4.36). Next in order of importance are job satisfaction with contingent rewards (M=17.47, SD=4.36), coworkers (M=18.06, SD=3.90), and communication (M=17.86, SD=4.57).

Table 14*Frequency and Percentage of Total Job Satisfaction Survey (JSS)*

Total JSS	N	Percent (%)
Dissatisfaction (36-108)	3	3.8
Ambivalence (108-144)	28	35.4
Satisfaction (144-216)	48	60.8
Total	79	100.0

According to Table 14, most respondents (60.8%) are satisfied with their jobs, followed by those who are ambivalent about them (35.4%), and the smallest percentage of respondents (3.8%) are dissatisfied with their jobs.

Inferential Statistics and Analysis

In this study, inferential analysis utilizes the Pearson correlation coefficient to establish the association between the independent variable (organizational climate) and the dependent variable (job satisfaction) among a sample of 79 preschool teachers in Selangor.

H1: There is a significant relationship between supportive behavior (S) and preschool teacher job satisfaction.

Table 15*Correlation between Supportive Behavior in OCDQ and Job Satisfaction*

	N	r	P
Supportive Behavior in OCDQ	79		
Total_JSS	79	.577**	<.001

Table 15 show the correlation analysis between supportive behavior, as measured by the Organizational Climate Description Questionnaire (OCDQ), and job satisfaction. The correlation coefficient (r) between supportive behavior in the OCDQ and total job satisfaction is 0.577, indicating a strong positive correlation. Moreover, the correlation's p-value is less than 0.001, or $<.001$, indicating that the connection is statistically significant as perceived. As to Beacom (2023), a finding is considered significant if the significance level is at or below 0.05 ($p < 0.05$). In conclusion, the hypothesis is confirmed.

H2: There is a significant relationship between directive behavior (D) and preschool teacher job satisfaction.

Table 16

Correlation between Directive Behavior in OCDQ and Job Satisfaction

	N	r	P
Directive Behavior in OCDQ	79		
Total_JSS	79	.367**	<.001

Table 16 displays the correlation analysis between directive behavior and job satisfaction. The correlation coefficient (r) between directive behavior in the OCDQ and total job satisfaction is 0.367, indicating a moderately positive correlation the correlation's p-value is less than 0.001, or $<.001$, indicating that the connection is statistically significant as perceived. As to Beacom (2023), a finding is considered significant if the significance level is at or below 0.05 ($p < 0.05$). In conclusion, the hypothesis is confirmed. The results thus confirm hypothesis 2, showing a strong correlation between job satisfaction among preschool teachers and directed behaviour in the organizational climate.

H3: There is a significant relationship between restrictive behavior (R) and preschool teacher job satisfaction.

Table 17

Correlation between Restrictive Behavior in OCDQ and Job Satisfaction

	N	r	P
Restrictive Behavior in OCDQ	79		
Total_JSS	79	.076	.504

Table 17 presents the correlation analysis between restrictive behavior and job satisfaction. The correlation coefficient (r) between restrictive behavior in the OCDQ and total job satisfaction is 0.076, indicating a weak positive correlation. In addition, the corresponding p -value of 0.504 indicates that there is no statistical significance in the observed correlation. Therefore, hypothesis 3—which states that there is meaningful correlation between restricted behaviour in the workplace environment and preschool teachers' job satisfaction—is not supported by the results from Table 17.

H4: There is a significant relationship between collegial behavior (C) and preschool teacher job satisfaction.

Table 18

Correlation between Collegial Behavior in OCDQ and Job Satisfaction

	N	r	P
Collegial Behavior in OCDQ	79		
Total_JSS	79	.733**	<.001

Table 18 shows the correlation analysis between collegial behavior and job satisfaction. The correlation coefficient (r) between collegial behavior in the OCDQ and total job satisfaction is 0.733, indicating a strong positive correlation. Additionally, the correlation's p -value is less than 0.001, or $<.001$, indicating that the connection is statistically significant as perceived. As to Beacom (2023), a finding is considered significant if the significance level is at or below 0.05 ($p < 0.05$). Therefore, findings from Table 17 strongly support hypothesis 4, suggesting a significant and positive relationship between collegial behavior in the organizational climate and preschool teacher job satisfaction.

H5: There is a significant relationship between intimate behavior (INT) and preschool teacher job satisfaction.

Table 19

Correlation between Intimate Behavior in OCDQ and Job Satisfaction

	N	r	P
Intimate Behavior in OCDQ	79		
Total_JSS	79	.505**	<.001

Table 19 displays the correlation analysis between intimate behavior and job satisfaction. The correlation coefficient (r) between intimate behavior in the OCDQ and total job satisfaction is 0.505, indicating a moderate positive correlation. Furthermore, the associated p -value is less than 0.001, denoted as $<.001$, which indicates statistical significance. the correlation's p -value is less than 0.001, or $<.001$, indicating that the connection is statistically significant as perceived. As to Beacom (2023), a finding is considered significant if the significance level is at or below 0.05 ($p < 0.05$). Thus, the findings from Table 18 strongly support hypothesis 5, suggesting a significant and positive

relationship between intimate behavior in the organizational climate and preschool teacher job satisfaction.

H6: There is a significant relationship between disengaged behavior (DIS) and preschool teacher job satisfaction.

Table 20

Correlation between Disengaged Behavior in OCDQ and Job Satisfaction

	N	r	P
Disengaged Behavior in OCDQ	79		
Total_JSS	79	.311**	.005

Table 20 illustrates the correlation analysis between disengaged behavior and job satisfaction. The correlation coefficient (r) between disengaged behavior in the OCDQ and total job satisfaction is 0.311, indicating a moderate positive correlation. Furthermore, the associated p-value is 0.005, which denotes statistical significance. the correlation's p-value is less than 0.001, or $<.001$, indicating that the connection is statistically significant as perceived. As to Beacom (2023), a finding is considered significant if the significance level is at or below 0.05 ($p < 0.05$). Consequently, the results from Table 19 support hypothesis 6, suggesting a significant and positive relationship between disengaged behavior in the organizational climate and preschool teacher job satisfaction.

Summary

Table 21

Summary of findings: The Six subscales of Organizational Climate and Job Satisfaction

Hypothesis Assumption	Result	Decision
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There is a significant relationship between supportive behavior and preschool teacher job satisfaction.	$r = 0.577, N = 79, p = 0.001$	Accepted
There is a significant relationship between directive behavior and preschool teacher job satisfaction.	$r = 0.367, N = 79, p = 0.001$	Accepted
There is a significant relationship between restrictive behavior and preschool teacher job satisfaction.	$r = 0.076, N = 79, p = 0.504$	Rejected
There is a significant relationship between collegial behavior and preschool teacher job satisfaction.	$r = 0.733, N = 79, p = 0.001$	Accepted
There is a significant relationship between intimate behavior and preschool teacher job satisfaction.	$r = 0.505, N = 79, p = 0.001$	Accepted
There is a significant relationship between disengaged behavior and preschool teacher job satisfaction.	$r = 0.311, N = 79, p = 0.005$	Accepted

These findings reveal that there is a significant positive relationship between supportive, directive, collegial, intimate, and disengaged behaviors in the organizational climate and preschool teacher job satisfaction. However, contrary to the hypothesis, the relationship between restrictive behavior and preschool teacher job satisfaction was found to be non-significant. This implies that while certain aspects of organizational climate positively impact job satisfaction among preschool teachers, others may not have a significant influence.

Conclusion

In this chapter, the research findings have been showcased, presenting both descriptive and inferential analysis statistics in tabular format. These tables offer a clear and organized representation of the research results. The descriptive analysis provides an overview of the demographic information of the respondents, offering insights into their characteristics. Meanwhile, the inferential analysis delves deeper, unveiling the relationships between various variables studied. The following chapter will delve into the interpretation and discussion of the data, providing deeper insights and implications arising from the findings.

Chapter V

Discussion and Conclusion

Introduction

This chapter include the discussion on both the descriptive and inferential analyses conducted in the previous chapter of this study. It explores the implications and limitations of the research findings and offers recommendations for future research. By examining these aspects, the chapter aims to provide a thorough understanding of the study's results and their significance for future research.

Descriptive Analysis and Discussion

The conceptual framework used in this study is mainly focused on the relationship between organizational climate and job satisfaction of the preschool teachers. In this study, the organizational climate was examined as in-depth, and it was classified into six different subscales, including supportive behavior, directive behavior, restrictive behavior, collegial behavior, intimate behavior, and disengaged behavior. Each of these variables was assessed using a survey involving 79 participants. Convenient sampling served as the primary method for data collection in this research.

Descriptive Analysis for Demographic Information

From the results of the descriptive analysis, there were 79 respondents to this survey, who were preschool teachers from Selangor.

The descriptive finding result show that in the respondents' type of preschool setting, the private school scored the highest (62.0%). Different types of preschools, such as government preschools, private preschools, and international preschools, can affect organizational climate, particularly in relation to teacher satisfaction. Research indicates that

organisational climate affects teacher job satisfaction and early childhood education efficacy (Don et al., 2021; Veziroğlu-Çelik & Yıldız, 2018). For example, private preschools may have more autonomy in decision-making and resource allocation, which could lead to a more positive organizational climate (Sridevi, 2019). Similarly, international preschools may have more diverse student populations, which could contribute to a more inclusive and supportive organizational climate (Soparidah et al., 2021). On the other hand, government preschools may face more bureaucratic constraints and may have less control over their resources and decision-making processes, which could negatively impact the organizational climate (Sridevi, 2019).

In conclusion, the type of preschool can influence organizational climate, particularly in relation to teacher satisfaction. Private preschools may have more positive organizational climates due to greater autonomy, while government preschools may face more challenges due to bureaucratic constraints. International preschools may have more diverse student populations, contributing to a more inclusive and supportive.

Descriptive Analysis for Organizational Climate

The results indicate that the participants' overall perception of the organisational environment is indicated by the total organisational climate score, which has a mean of 2.99.

Out of the six subscales, collegial behavior ($M=3.142$, $SD=0.4183$) received the highest scores. This indicating that participants perceive a relatively strong sense of collegiality within the organizational environment. Tarun (2017) suggests a workplace culture characterized by collaboration, mutual support, and professional camaraderie among colleagues. The relatively high mean score for collegial behavior signifies a positive aspect of the organizational climate, reflecting a conducive environment for teamwork and cooperation.

Conversely, disengaged behavior ($M=2.674$, $SD=0.7287$) obtained the lowest score. This indicating comparatively lower levels of engagement and involvement among participants. This suggests a potential area of concern within the organizational climate, with indications of disconnection, apathy, or detachment among individuals (Jackson, 2018). The lower mean score for disengaged behavior highlights a possible challenge in fostering active participation and commitment among employees.

Overall, the descriptive analysis underscores the importance of considering various dimensions of the organizational climate to gain a comprehensive understanding of workplace dynamics. While collegial behavior reflects positive interpersonal relationships and collaboration, addressing areas such as disengaged behavior may be essential for enhancing employee engagement and promoting a more favorable organizational climate.

Descriptive Analysis for Job Satisfaction

The overall job satisfaction score has a mean of 157.15, according to the findings, which is within the upper range of the entire score scale, which range from 36 to 216. This suggests that, on average, participants exhibit a high level of satisfaction with their job.

60.8% of respondents said they were satisfied with their jobs, followed by 35.4% who said they were ambivalent about them, and 3.8% who said they were dissatisfied with their jobs. Among the subscales, job satisfaction regarding the nature of work emerges with the highest mean score of 18.94. This indicating a high level of satisfaction among respondents regarding the inherent aspects of their job roles. This suggests that individuals derive fulfillment and contentment from the nature of their tasks, responsibilities, and professional duties (Davidescu et al., 2020).

However, job satisfaction in operating conditions obtains the lowest mean score of 15.96. This indicates relatively lower levels of satisfaction with the working conditions,

environment, and external factors that may influence job performance. Khamisa et al. (2015) suggests potential areas for improvement in aspects such as workplace facilities, resources, and logistical support to enhance overall job satisfaction.

Overall, the descriptive analyses highlighted respondents' positive sentiments towards job satisfaction, particularly with regard to the nature of the work. However, the analyses also highlighted the importance of addressing issues related to working conditions in order to further improve employees' overall job satisfaction.

Inferential Analysis and Discussion

Inferential statistical studies were carried out to investigate the association between organisational climate and job satisfaction in more detail. The study employed correlation analyses to investigate the degree and direction of the association between organisational climate subscales and preschool educators' job satisfaction levels. This relationship is supported by the findings from the path analysis, which show that moderation of work motivation and organizational climate significantly influence the connection between teacher work happiness and servant leadership (Sunarni & Sultoni, 2023). This suggests that a teacher's level of job satisfaction is significantly influenced by the quality of their work environment.

The results of this study indicate a strong correlation between preschool teachers' job satisfaction and the organisational climate. This relationship is influenced by various aspects of the organizational climate, such as supportive behavior, directive behavior, collegial behavior, intimate behavior, and disengaged behavior. This finding is consistent with other studies that have shown that job satisfaction is influenced by various aspects of the work environment, including organizational climate, culture, and leadership (Manihuruk & Kustini, 2023).

The significant relationships identified between specific dimensions of organizational climate and job satisfaction have important implications for preschool management and policy. For instance, the positive association between supportive behavior and job satisfaction underscores the importance of fostering a culture of support and encouragement within the organization (Ertürk, R., 2021). Higher levels of job satisfaction and engagement are more likely to be experienced by teachers when they feel appreciated and supported by their administration and colleagues (Ertürk, R., 2021). This finding confirms findings of supportive principal behavior positive related to teachers' job satisfaction (ÖZEN, Y., 2013).

Furthermore, the strong correlation between collegial behavior and job satisfaction highlights the importance of fostering a collaborative and inclusive work environment (Yan & Watson, 2020). Teachers feel more satisfied overall when they are encouraged to collaborate and exchange ideas because it gives them a sense of ownership and belonging in their work. However, the absence of a statistically significant correlation between restrictive behaviour and job satisfaction suggests that factors other than perceived constraints within the work environment may influence teacher satisfaction levels. Other research have found no significant association between restricting behaviour and job satisfaction (ÖZEN, Y., 2013). It suggests that while the work environment's restrictions might be present, they may not be the primary factors influencing teacher satisfaction (ÖZEN, Y., 2013). Further research is needed to explore these factors and their impact on teacher well-being.

Theme 1: Principal Openness

Principal openness refers the behaviors and attitudes exhibited by school principals that influence the organizational climate within preschool settings (Pacheco, 2002). This theme can be further subdivided into supportive behavior, directive behavior & restrictive behavior. Teachers who perceive their principals as supportive and approachable are probably

have greater job satisfaction levels. Supportive principals provide encouragement, recognition, and resources to their teachers, fostering a positive and empowering work environment. Teachers are more likely to feel appreciated and respected when they receive support from their principals, which increases their commitment to their jobs and job satisfaction. The leadership style of principals can significantly impact teacher job satisfaction. Preschool teachers may prefer a balance between autonomy and clear direction from their principals. While some level of directive behavior is necessary for setting expectations and maintaining order, rigid control may hinder teacher autonomy and creativity, leading to dissatisfaction. This study is in line with Ross, S. (2020) and Ertürk, R. (2021).

The presence of restrictive practices imposed by principals, such as stringent rules, regulations, or limited decision-making authority, can negatively impact teacher job satisfaction. Teachers who feel constrained or micromanaged by their principals may experience reduced autonomy and job satisfaction, as they perceive limited opportunities for professional growth and self-expression. This study is in line with ÖZEN, Y. (2013) and Michael J. Jackson (2018)

Theme 2: Teacher Openness

Teacher openness reflects the behaviors and interactions among colleagues within the preschool setting, including collegial, intimate and disengage behavior (Pacheco, 2002). A collegial atmosphere characterized by teamwork, collaboration, and mutual support among teachers contributes positively to job satisfaction (Polat & İskender, 2018). When teachers feel valued and respected by their colleagues, they experience a sense of belonging (Polat & İskender, 2018). Collaboration among teachers fosters the exchange of ideas, promotes professional growth, and enhances the overall quality of teaching and learning experiences,

leading to higher levels of job satisfaction. This research is consistent with Yan & Watson (2020) and Vanmol et al. (2022).

Intimate behavior is the depth of personal connections and relationships among colleagues. A warm and inclusive environment where teachers feel emotionally connected and supported by their peers enhances job satisfaction. Strong interpersonal relationships promote trust, empathy, and a sense of community, buffering against feelings of isolation or burnout and contributing to overall teacher well-being. This study in line with Trace (2016) and Yan & Watson (2020). On the other hand, restrictive behavior among colleagues, characterized by apathy, indifference, or lack of participation, can negatively impact teacher job satisfaction. When teachers perceive a lack of engagement or commitment from their peers, it can undermine morale and motivation. This study in line with ÖZEN, Y. (2013) and Michael J. Jackson (2018).

Person-Environment-Occupational Performance Model

This theory explains relationship between organisational climate and job satisfaction by arguing that job satisfaction is determined by the interaction between a person and their surroundings (Sekiguchi & Yang, 2021). According to the person-environment occupational model, a harmonious match between the person and the environment can lead to positive outcomes such as job satisfaction, commitment, and well-being (Huang et al., 2023). Each subscale of organizational climate identified in the study can be analyzed through the lens of person-environment fit theory to understand its impact on teacher job satisfaction:

To discuss supportive behavior and job satisfaction, the theory emphasizes that individuals thrive in environments where they feel supported & recognized (Baum et al., 2015). When teachers perceive a supportive climate with encouragement, assistance & appreciation from colleagues & administrators, they feel a sense of belonging and fulfillment,

leading to higher job satisfaction (Ertürk, R., 2021). To discuss directive behavior and job satisfaction, the importance of clarity and structure in the environment (Jiang et al., 2022). While too much directive behavior may lead to feelings of constraint and autonomy loss (Kurt & Duyar, 2023). This balance between the need for guidance and the presence of directive behavior contributes to higher job satisfaction (Kurt & Duyar, 2023). To discuss restrictive behavior and job satisfaction, individuals seek environments that allow them autonomy & control over their work (De Cooman & Vleugels, 2022). When organizational climates display restrictive behaviors (excessive rules, micromanagement, or inflexibility) there can be a misalignment between the needs of teachers & the characteristics of the environment (Ertürk, R., 2021).

To discuss collegial behavior and job satisfaction, the theory emphasizes that individuals seek environments where they can collaborate effectively with peers & engage in meaningful interpersonal relationships (Baum et al., 2015). When teachers feel supported & valued by their colleagues, they experience greater job satisfaction and professional fulfillment (Toropova et al., 2020). To discuss intimate behavior and job satisfaction, the importance of personal connections & emotional support in the workplace (Armitage & Amar, 2021). Those who value interpersonal relationships & emotional connections obtain greater job satisfaction from a warm & nurturing organizational climate (Ertürk, R., 2021). Disengaged behavior among colleagues, characterized by apathy, indifference, or lack of participation, can negatively impact teacher job satisfaction (De Cooman & Vleugels, 2022). The negative correlation between disengaged behavior & job satisfaction indicates that when teachers perceive a lack of involvement, commitment & enthusiasm among colleagues and administrators, their own job satisfaction may be decreased (J Demil · 2021).

Implication

The research study's findings have important implications for early childhood education policy and practice. By illustrating the connection between job satisfaction of preschool teachers and the organisational atmosphere of the school, this research highlights the importance of creating supportive and conducive work environments within preschool settings. Educational policymakers and practitioners can use these findings to inform the development and implementation of policies, programs, and interventions aimed at improving organizational climate and enhancing teacher job satisfaction. Strategies such as providing professional development opportunities, fostering collaborative leadership, promoting open communication, and ensuring adequate resources can contribute to creating positive organizational climates that support teacher well-being and ultimately improve the quality of preschool education.

Another implication of this research is its relevance to teacher recruitment and retention efforts in the field of early childhood education. Preschools that prioritize creating positive organizational climates are more likely to attract and retain high-quality teachers. By understanding the factors that contribute to teacher job satisfaction, preschool administrators and policymakers can develop strategies to recruit and retain qualified educators. This is particularly important in addressing the challenges of teacher turnover and ensuring continuity and stability in preschool programs. Investing in creating supportive work environments can contribute.

Additionally, this study contributes to the local literature in early childhood education by enhancing our understanding of organizational climate and job satisfaction among preschool teachers. It sets the stage for future research to validate these findings, given the limited studies conducted locally. However, it's important to note that the sample largely comprises young, inexperienced teachers in urban Selangor, which may limit generalization.

Therefore, further research with a more diverse teacher population is warranted to broaden the study's implications.

Limitation

Although the results of this study offer insightful information about the connection between job satisfaction and organisational climate, it is crucial to recognise the limits of this research. Firstly, the sample size adopted for this study was relatively small, as compared to the past article. For instance, the actual sample size in this study was only 79 respondents. Andrade (2020) asserts that a larger sample size improves consistency and population reflection. Faber and Fonseca (2014) stated that small sample sizes may not accurately represent the population, leading to biased results and overestimation of effects. the respondents in this study are primarily female and Chinese (78.5%), highlighting the need for a bigger sample size to include respondents of all ethnicities and ages. By recruiting more samples, we can obtain analysis results that better reflect the actual population. With a small sample size, the variability within the sample may be higher, making it difficult to draw reliable conclusions (Faber & Fonseca, 2014). The lack of precision in estimates and the increased influence of outliers can impact the stability and robustness of the results. Overall, using a sample that is too small can compromise the validity, reliability, and generalizability of research findings.

Besides, the length of the questionnaire caused several individuals to decline participation, which is a limitation of this research study. A major element influencing data quality is the quantity and duration of the questionnaire items (Sharma, 2022). Specifically, in this study, the organizational climate section consisted of 42 items while job satisfaction consisted of 36 items. Due to the significant time investment required to complete the questionnaire, the extended questionnaire time led to impatience and frustration among the

respondents. This could lead to rushed, thoughtless, or incorrect responses, which could compromise the accuracy of the information gathered. This restriction puts doubt on the study's overall validity and reliability because the data gathered might not accurately represent the preschool instructors' experiences and opinions. Unreliable and inaccurate data can cause misunderstandings and affect our collective perception of the world (Brown et al., 2018). In addition, this problem affects the time allocated for data collection. An increase in the length and number of questionnaires was associated with an increase in the non-response rate (Sharma, 2022). Therefore, respondent unwillingness can significantly lengthen and hinder the data collection process, which requires continuous efforts to recruit participants until a sufficient sample size is reached.

Moreover, the employment of a quantitative methodology is a limitation of this study. Getting quantifiable, mostly numerical data is the main goal of quantitative research (Queirós et al., 2017). The present study's utilisation of Likert scales for data collecting constrains the investigation of preschool teachers' viewpoints and ideas, hence impeding their comprehension of their subjective beliefs. The primary benefit of this quantitative technique is its ability to gather large amounts of data, but it is not able to provide the deeper meanings, justifications, or explanations that underlie participants' responses in the given context (Rahman, 2016). As a result, the study falls short in terms of in-depth analysis and investigation of preschool teachers' perspectives. The insufficient qualitative depth impedes a precise comprehension of the research problem. In addition, reliance on standardized instruments with a single point in time limits the full grasp of causality, as they might not accurately capture the unique details of a particular study, which might lead to measurement issues (Morgado et al., 2017).

Recommendation

To overcome the present study's limitations and further advance understanding in this area, Future studies should try to duplicate the findings in different areas and with a bigger sample size to offer more solid proof of the connection between work satisfaction among preschool teachers and organisational climate A larger sample size enhances the generalizability of findings & increases statistical power, allowing for more reliable conclusions (Andrade, 2020).

In order to overcome the limitations of participant unwillingness due to the excessive length of the questionnaire in this study, it is recommended that the questionnaire be simplified by shortening both the length and the number of items in the questionnaire. Engaging subject matter experts to perform a comprehensive content review and then piloting the questionnaire to evaluate item validity through a reliability test to guarantee that the appropriate data are obtained, and the questionnaire is streamlined are two ways to accomplish this. Since respondents are more likely to show a greater willingness to participate, shorter questionnaires should result in higher response rates (Allen, 2016). Consequently, this expedites the procedure of gathering data and enables a more extensive sample size. Furthermore, the data generated by this approach will more precisely mirror the viewpoints and encounters of early childhood educators, leading to outcomes that can be broadly applied and are more indicative of the community. Consequently, this will enhance the study's validity and dependability.

On the other hand, incorporate multiple methods of data collection. Capture quantitative & qualitative insights. Use observations & interviews to gather a richer & more comprehensive understanding of the phenomenon under study (Jamshed, 2014). Observation is a direct means of gaining insight into behavior and interactions in an organizational setting (Busetto et al., 2020). By being present and observing interactions, patterns, and dynamics

closely, researchers can gain first-hand knowledge that may not be apparent through other data collection methods (Busetto et al., 2020). Through observation, researchers can capture contextual nuances, non-verbal cues, and subtle complexities to deepen their understanding of phenomena (Jamshed, 2014). Besides, interviews allow participants to express their perspectives and experiences. Through open-ended questioning and exploration, the researcher can gain insight into participants' thoughts, feelings, and interpretations of the phenomenon under study (Dunwoodie et al., 2022). Interviews provide a personalized approach that allows for the exploration of individual perspectives and the uncovering of rich, detailed narratives (Dunwoodie et al., 2022). Through dialogue with participants, researchers can gain subjective perspectives, unique insights, and contextual factors that may influence perceptions and behaviors. By integrating multiple data collection methods, researchers can triangulate findings, validate findings, and gain a deeper understanding of the research topic. Combining quantitative and qualitative methods, as well as observations and interviews, facilitates a comprehensive exploration of the phenomenon and enriches the depth and scope of the findings.

Conclusion

The researcher carried out a quantitative survey research to understand the relationship between organizational climate and preschool teacher job satisfaction in Selangor. Conducted in Selangor, 79 preschool teachers responded to the online questionnaire. Researcher had found that there is a significant relationship between supportive behavior, directive behavior, collegial behavior, intimate behavior, disengaged behavior and preschool teacher job satisfaction, However, there is no significant relationship between restrictive behavior and preschool teacher job satisfaction.

Furthermore, this research is conducted in Malaysia, so the results are based on Malaysia preschool teachers. Therefore, it maybe not applicable to use in western studies. The study will be wrapped by suggesting more research to be conducted in other areas of Malaysia that include the general population in order to gain better understanding into organizational climate and preschool teacher's job satisfaction in Malaysia. The implications of these findings were presented in relation to relevant policy documents and significant contributions towards various ECE parties. Limitations of this study were addressed and suggestions to improve future research were recommended.

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Appendix

Appendix A: Questionnaire

INFORMED CONSENT LETTER

Dear teachers,

You are invited to participate in this research study to examine the relationship between School Organizational Climate and Preschool Teachers Job Satisfaction in Selangor. This study is conducted by Wang Wan Yin, who is pursuing Bachelor of Early Childhood Education (Honours) at Universiti Tunku Abdul Rahman (UTAR), Sungai Long campus.

PURPOSE OF STUDY

This study aims to investigate whether a significant relationship between organizational climate and job satisfaction. And, to understand the impact of organizational climate on preschool teachers.

BENEFITS AND RISKS

The information obtained in this study may help researcher to deepen their understanding of the relationship between school organizational climate and job satisfaction among preschool teachers. The study helps to identify specific areas within the organizational climate that require improvement to enhance the job satisfaction of preschool teachers. There is no harm or risk involved in this study.

RESEARCH PROCEDURES

This survey is only distributed to Malaysian Full Time Preschool Teacher in Selangor who are teaching normal developing children. This survey may take approximately 5 to 10 minutes to complete, and it consists of three sections, which are

Section A: Demographic Information

Section B: Organizational Climate Description Questionnaire (OBDQ-RE)

Section C: Job Satisfaction Survey (JSS)

CONFIDENTIALITY

Your responses to this survey will be anonymous. All the data you have given will be kept confidential. The results of this study will be presented in a written-up report. In this event of participation, no personal identification will be disclosed.

CONTACT INFORMATION

If you have questions at any time about this survey, you may contact the researcher, Wang Wan Yin (wanyin3223@lutar.my/012-2206962)

VOLUNTARY PARTICIPATION

Your participation in this study is voluntary. You are required to complete all the sections in this survey without skipping any questions. If you decide to take part in this study, you have the right to withdraw at any time and without giving a reason.

Sincerely appreciate your participation in this survey,
Wang Wan Yin

I have read and understood all the information provided above. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving a reason and giving a cost. I, hereby consent to participate in this research voluntarily.

- ☐ Yes, I agree
- ☐ No, I disagree

Section 2 of 5

Section A: Demographic Information

⌵ ⋮

Please complete this section by choosing only **ONE (1)** answer

Gender *

⋮

☐ Male

☐ Female

Ethnicity *

☐ Malay

☐ Chinese

☐ Indian

☐ Other...

Age *

☐ 18 - 25 years old

☐ 26 - 30 years old

☐ 31 - 35 years old

☐ 36 - 40 years old

☐ 40 years old and above

Educational Background *

- ☐ Primary and above
- ☐ SPM/ O-Level
- ☐ STPM/ A-Level
- ☐ Foundation/ Diploma
- ☐ Bachelor's Degree
- ☐ Master and above
- ☐ Other...

Qualification *

- ☐ ECE Qualification (having at least Diploma in ECE related course)
- ☐ Non-ECE Qualification

Type of Preschool setting *

- ☐ Government School
- ☐ Private School
- ☐ International School
- ☐ Other...

☰

Years of Teaching Experience *

☐ Less than 1 year

☐ 1-5 years

☐ 6-10 years

☐ 11-15 years

☐ 16 years and above

Teaching Position *

☐ Lead Teacher

☐ Assistant Teacher

☐ Special Education Teacher

☐ Other...

What is your montly income range? *

☐ Below RM2000

☐ RM2001 - RM3000

☐ RM3001 - RM4000

☐ RM4001 - RM5000

☐ Above RM5000

Working Hours per Day *

☐ 5 hours and below

☐ 6 hours

☐ 7 hours

☐ 8 hours

☐ 9 hours and above

Working Days per Week *

☐ Below 5 days

☐ 5 days

☐ 6 days

☐ 7 days

Section 3 of 5

Section B: Organizational Climate Description Questionnaire (OCDQ-RE)



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This section consist of 42 questions. The following are statements about your school, please indicate the extent to which each statement characterizes your school.

You are required to read each statement carefully and choose only **ONE** number for **EACH** question that accurately represents your response. There are no right or wrong answers, and you are requested to be honest.

Please answer all the following questions using this guide:

- 1 - Rarely occurs
- 2 - Sometimes occurs
- 3 - Often occurs
- 4 - Very frequently occurs

Organizational Climate Description Questionnaire (OCDQ-RE)

Description (optional)

1. The teachers accomplish their work with vim, vigor, and pleasure. *

	1	2	3	4	
Rarely occurs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very frequently occurs

2. Teachers' closest friends are other faculty members at this school. *

	1	2	3	4	
Rarely occurs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very frequently occurs

3. Faculty meetings are useless. *					
	1	2	3	4	
Rarely occurs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very frequently occurs

4. The principal goes out of his/her way to help teachers *					
	1	2	3	4	
Rarely occurs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very frequently occurs

5. The principal rules with an iron fist. *					
	1	2	3	4	
Rarely occurs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very frequently occurs

6. Teachers leave school immediately after school is over. *					
	1	2	3	4	
Rarely occurs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very frequently occurs

7. Teachers invite faculty members to visit them at home. *					
	1	2	3	4	
Rarely occurs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very frequently occurs

8. There is a minority group of teachers who always oppose the majority. *					
	1	2	3	4	
Rarely occurs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very frequently occurs

9. The principal uses constructive criticism. *					
	1	2	3	4	
Rarely occurs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very frequently occurs

10. The principal checks the sign-in sheet every morning. *					
	1	2	3	4	
Rarely occurs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very frequently occurs

11. Routine duties interfere with the job of teaching. *					
	1	2	3	4	
Rarely occurs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very frequently occurs

12. Most of the teachers here accept the faults of their colleagues. *					
	1	2	3	4	
Rarely occurs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very frequently occurs

13. Teachers know the family background of other faculty members. *

	1	2	3	4	
Rarely occurs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very frequently occurs

14. Teachers exert group pressure on non-conforming faculty members. *

	1	2	3	4	
Rarely occurs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very frequently occurs

15. The principal explains his/her reasons for criticism to teachers. *

	1	2	3	4	
Rarely occurs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very frequently occurs

16. The principal listens to and accepts teachers' suggestions. *

	1	2	3	4	
Rarely occurs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very frequently occurs

17. The principal schedules the work for the teachers. *

	1	2	3	4	
Rarely occurs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very frequently occurs

18. Teachers have too many committee requirements. *

1 2 3 4
Rarely occurs ☐ ☐ ☐ ☐ Very frequently occurs

19. Teachers help and support each other. *

1 2 3 4
Rarely occurs ☐ ☐ ☐ ☐ Very frequently occurs

20. Teachers have fun socializing together during school time. *

1 2 3 4
Rarely occurs ☐ ☐ ☐ ☐ Very frequently occurs

21. Teachers ramble when they talk at faculty meetings. *

1 2 3 4
Rarely occurs ☐ ☐ ☐ ☐ Very frequently occurs

22. The principal looks out for the personal welfare of teachers. *

1 2 3 4
Rarely occurs ☐ ☐ ☐ ☐ Very frequently occurs

23. The principal treats teachers as equals *

	1	2	3	4	
Rarely occurs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very frequently occurs

24. The principal corrects teachers' mistakes. *

	1	2	3	4	
Rarely occurs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very frequently occurs

25. Administrative paperwork is burdensome at this school. *

	1	2	3	4	
Rarely occurs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very frequently occurs

26. Teachers are proud of their school. *

	1	2	3	4	
Rarely occurs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very frequently occurs

27. Teachers have parties for each other. *

	1	2	3	4	
Rarely occurs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very frequently occurs

28. The principal compliments teachers. *

	1	2	3	4	
Rarely occurs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very frequently occurs

29. The principal is easy to understand. *

	1	2	3	4	
Rarely occurs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very frequently occurs

30. The principal closely checks classroom (teacher) activities. *

	1	2	3	4	
Rarely occurs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very frequently occurs

31. Clerical support reduces teachers' paperwork. *

	1	2	3	4	
Rarely occurs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very frequently occurs

32. New teachers are readily accepted by colleagues. *

	1	2	3	4	
Rarely occurs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very frequently occurs

33. Teachers socialize with each other on a regular basis *

Rarely occurs 1 2 3 4 Very frequently occurs

☐ ☐ ☐ ☐

34. The principal supervises teachers closely. *

Rarely occurs 1 2 3 4 Very frequently occurs

☐ ☐ ☐ ☐

35. The principal checks lesson plans. *

Rarely occurs 1 2 3 4 Very frequently occurs

☐ ☐ ☐ ☐

36. Teachers are burdened with busy work. *

Rarely occurs 1 2 3 4 Very frequently occurs

☐ ☐ ☐ ☐

37. Teachers socialize together in small, select groups. *

Rarely occurs 1 2 3 4 Very frequently occurs

☐ ☐ ☐ ☐

38. Teachers provide strong social support for colleagues. *

	1	2	3	4	
Rarely occurs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very frequently occurs

39. The principal is autocratic. *

	1	2	3	4	
Rarely occurs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very frequently occurs

40. Teachers respect the professional competence of their colleagues. *

	1	2	3	4	
Rarely occurs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very frequently occurs

41. The principal monitors everything teachers do. *

	1	2	3	4	
Rarely occurs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very frequently occurs

42. The principal goes out of his/her way to show appreciation to teachers. *

	1	2	3	4	
Rarely occurs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very frequently occurs

Section 4 of 5

Section C: Job Satisfaction Survey (JSS)

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JSS is an instrument used to measure local preschool teachers' job satisfaction.

You are required to read each statement carefully and choose only **ONE** number for **EACH** question that accurately represents your response. There are no right or wrong answers, and you are requested to be honest.

Please answer all the following questions using this guide:

- 1 - Disagree very much
2 - Disagree moderately
3 - Disagree slightly
4 - Agree slightly
5 - Agree moderately
6 - Agree very much

Job Satisfaction Survey (JSS)

Description (optional)

1. I feel I am being paid a fair amount for the work I do. *

1 2 3 4 5 6

Disagree very much ○ ○ ○ ○ ○ ○ Agree very much

2. There is really too little chance for promotion on my job. *

1 2 3 4 5 6

Disagree very much ○ ○ ○ ○ ○ ○ Agree very much

3. My supervisor is quite competent in doing his/her job. *

123456

Disagree very muchAgree very much

4. I am not satisfied with the benefits I receive. *

123456

Disagree very muchAgree very much

5. When I do a good job, I receive the recognition for it that I should receive. *

123456

Disagree very muchAgree very much

6. Many of our rules and procedures make doing a good job difficult. *

123456

Disagree very muchAgree very much

7. I like the people I work with. *

123456

Disagree very muchAgree very much

8. I sometimes feel my job is meaningless. *

1

2

3

4

5

6

Disagree very much

☐
☐
☐
☐
☐
☐

Agree very much

9. Communications seem good within this organization. *

1

2

3

4

5

6

Disagree very much

☐
☐
☐
☐
☐
☐

Agree very much

10. Raises are too few and far between. *

1

2

3

4

5

6

Disagree very much

☐
☐
☐
☐
☐
☐

Agree very much

11. Those who do well on the job stand a fair chance of being promoted. *

1

2

3

4

5

6

Disagree very much

☐
☐
☐
☐
☐
☐

Agree very much

12. My supervisor is unfair to me. *

1

2

3

4

5

6

Disagree very much

☐
☐
☐
☐
☐
☐

Agree very much

/

13. The benefits we receive are as good as most other organizations offer. *

1

2

3

4

5

6

Disagree very much

☐
☐
☐
☐
☐
☐

Agree very much

14. I do not feel that the work I do is appreciated. *

1

2

3

4

5

6

Disagree very much

☐
☐
☐
☐
☐
☐

Agree very much

15. My efforts to do a good job are seldom blocked by red tape. *

1

2

3

4

5

6

Disagree very much

☐
☐
☐
☐
☐
☐

Agree very much

16. I find I have to work harder at my job because of the incompetence of people I work with. *

1

2

3

4

5

6

Disagree very much

☐
☐
☐
☐
☐
☐

Agree very much

17. I like doing the things I do at work. *

1

2

3

4

5

6

Disagree very much

☐
☐
☐
☐
☐
☐

Agree very much

18. The goals of this organization are not clear to me. *

1 2 3 4 5 6

Disagree very much ○ ○ ○ ○ ○ ○ Agree very much

19. I feel unappreciated by the organization when I think about what they pay me. *

1 2 3 4 5 6

Disagree very much ○ ○ ○ ○ ○ ○ Agree very much

20. People get ahead as fast here as they do in other places. *

1 2 3 4 5 6

Disagree very much ○ ○ ○ ○ ○ ○ Agree very much

21. My supervisor shows too little interest in the feelings of subordinates. *

1 2 3 4 5 6

Disagree very much ☐ ☐ ☐ ☐ ☐ ☐ Agree very much

22. The benefit package we have is equitable. *

1 2 3 4 5 6

Disagree very much ○ ○ ○ ○ ○ ○ Agree very much

● ● ●
● ● ●

1	2	3	4	5	6
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

1 2 3 4 5 6

☐ ☐ ☐ ☐ ☐ ☐

1 2 3 4 5 6

☐ ☐ ☐ ☐ ☐ ☐

1 2 3 4 5 6

☐ ☐ ☐ ☐ ☐ ☐

1 2 3 4 5 6

☐ ☐ ☐ ☐ ☐ ☐

28. I feel satisfied with my chances for salary increases. *

1 2 3 4 5 6

Disagree very much ☐ ☐ ☐ ☐ ☐ ☐ Agree very much

29. There are benefits we do not have which we should have. *

1 2 3 4 5 6

Disagree very much ○ ○ ○ ○ ○ ○ Agree very much

30. I like my supervisor. *

1 2 3 4 5 6

Disagree very much ○ ○ ○ ○ ○ ○ Agree very much

31. I have too much paperwork. *

1 2 3 4 5 6

Disagree very much ○ ○ ○ ○ ○ ○ Agree very much

32. I don't feel my efforts are rewarded the way they should be. *

1 2 3 4 5 6

Disagree very much ○ ○ ○ ○ ○ ○ Agree very much

◎◎◎
◎◎◎

33. I am satisfied with my chances for promotion. *

1 2 3 4 5 6

Disagree very much ○ ○ ○ ○ ○ ○ Agree very much

34. There is too much bickering and fighting at work. *

1 2 3 4 5 6

Disagree very much ○ ○ ○ ○ ○ ○ Agree very much

35. My job is enjoyable. *

1 2 3 4 5 6

Disagree very much ○ ○ ○ ○ ○ ○ Agree very much

36. Work assignments are not fully explained. *

1 2 3 4 5 6

Disagree very much ○ ○ ○ ○ ○ ○ Agree very much

Appendix B: Original Data

Figure 4*SPSS output of Descriptive Statistics – Respondents' Gender*

		Gender			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	13	16.5	16.5	16.5
	Female	66	83.5	83.5	100.0
	Total	79	100.0	100.0	

Figure 5*SPSS output of Descriptive Statistics – Respondents' Ethnicity*

		Ethnicity			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Malay	5	6.3	6.3	6.3
	Chinese	62	78.5	78.5	84.8
	Indian	10	12.7	12.7	97.5
	Other	2	2.5	2.5	100.0
	Total	79	100.0	100.0	

Figure 6*SPSS output of Descriptive Statistics – Respondents' Age*

		Age			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18-25 years old	38	48.1	48.1	48.1
	26-30 years old	12	15.2	15.2	63.3
	31-35 years old	16	20.3	20.3	83.5
	36-40 years old	7	8.9	8.9	92.4
	40 years old and above	6	7.6	7.6	100.0
	Total	79	100.0	100.0	

Figure 7*SPSS output of Descriptive Statistics – Respondents' Educational Background*

Educational Background					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SPM/ O-Level	4	5.1	5.1	5.1
	Foundation/ Diploma	12	15.2	15.2	20.3
	Bachelor's Degree	56	70.9	70.9	91.1
	Master and above	7	8.9	8.9	100.0
	Total	79	100.0	100.0	

Figure 8*SPSS output of Descriptive Statistics – Respondents' Qualification*

Qualification					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	ECE Qualification	66	83.5	83.5	83.5
	Non-ECE Qualification	13	16.5	16.5	100.0
	Total	79	100.0	100.0	

Figure 9*SPSS output of Descriptive Statistics – Respondents' type of preschool setting*

Type of Preschool setting					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Government School	18	22.8	22.8	22.8
	Private School	49	62.0	62.0	84.8
	International School	12	15.2	15.2	100.0
	Total	79	100.0	100.0	

Figure 10*SPSS output of Descriptive Statistics – Respondents' Years of Teaching Experience*

Years of Teaching Experience					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 1 year	18	22.8	22.8	22.8
	1-5 years	33	41.8	41.8	64.6
	6-10 years	19	24.1	24.1	88.6
	11-15 years	5	6.3	6.3	94.9
	16 years and above	4	5.1	5.1	100.0
	Total	79	100.0	100.0	

Figure 11*SPSS output of Descriptive Statistics – Respondents' Teaching Position*

Teaching Position					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Lead Teacher	33	41.8	41.8	41.8
	Assistant Teacher	38	48.1	48.1	89.9
	Special Education Teacher	5	6.3	6.3	96.2
	Other	3	3.8	3.8	100.0
	Total	79	100.0	100.0	

Figure 12*SPSS output of Descriptive Statistics – Respondents' Monthly Income Range*

What is your montly income range?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below RM2000	18	22.8	22.8	22.8
	RM2001-RM3000	26	32.9	32.9	55.7
	RM3001-RM4000	26	32.9	32.9	88.6
	RM4001-RM5000	8	10.1	10.1	98.7
	Above RM5000	1	1.3	1.3	100.0
	Total	79	100.0	100.0	

Figure 13*SPSS output of Descriptive Statistics – Respondents' Working Hours per Day*

Working Hours per Day					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	5 hours and above	7	8.9	8.9	8.9
	6 hours	15	19.0	19.0	27.8
	7 hours	16	20.3	20.3	48.1
	8 hours	24	30.4	30.4	78.5
	9 hours and above	17	21.5	21.5	100.0
	Total	79	100.0	100.0	

Figure 14*SPSS output of Descriptive Statistics – Respondents' Working Days per Week*

Working Days per Week					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below 5 days	4	5.1	5.1	5.1
	5 days	70	88.6	88.6	93.7
	6 days	4	5.1	5.1	98.7
	7 days	1	1.3	1.3	100.0
	Total	79	100.0	100.0	

Figure 15

SPSS output of Descriptive Statistics – Descriptive Statistics – Mean and Standard Deviation of Organizational Climate (OCDQ-RE) and its six subscales

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
S	79	1.67	4.00	3.0872	.52949
D	79	1.44	4.00	3.0014	.54708
R	79	1.20	4.00	3.0481	.59933
C	79	2.00	4.00	3.1424	.41830
INT	79	1.71	4.00	2.9819	.54103
DIS	79	1.00	4.00	2.6741	.72871
TotalOCBQ	79	2.06	3.78	2.9892	.43331
Valid N (listwise)	79				

Figure 16

SPSS output of Descriptive Statistics – Descriptive Statistics – Mean and Standard Deviation of Job Satisfaction (JSS) and its nine subscales

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
TotalJSS	79	2.22	5.89	4.3653	.89526
JSSPAY	79	4.00	24.00	16.5570	4.92442
JSSPRMOTION	79	4.00	24.00	16.8354	4.55572
JSSSUPERVISION	79	6.00	24.00	18.3544	3.76229
JSSBENEFIT	79	7.00	24.00	16.9747	4.35588
JSSREWARD	79	4.00	24.00	17.4684	4.35547
JSSOPERATING	79	5.00	24.00	15.9620	4.94442
JSSCOWORKER	79	5.00	24.00	18.0633	3.90378
JSSWORK	79	11.00	24.00	18.9367	3.29468
JSSCOMMUNICATION	79	5.00	24.00	17.8608	4.56782
Valid N (listwise)	79				

Appendix C: Result

Figure 17

SPSS output of Inferential Statistics – Pearson Correlation Result for Supportive Behavior in Organizational Climate and Total Job Satisfaction

Correlations		S	SumJSS
S	Pearson Correlation	1	.577**
	Sig. (2-tailed)		<.001
	N	79	79
SumJSS	Pearson Correlation	.577**	1
	Sig. (2-tailed)	<.001	
	N	79	79

** . Correlation is significant at the 0.01 level (2-tailed).

Figure 18

SPSS output of Inferential Statistics – Pearson Correlation Result for Directive Behavior in Organizational Climate and Total Job Satisfaction

Correlations		D	SumJSS
D	Pearson Correlation	1	.367**
	Sig. (2-tailed)		<.001
	N	79	79
SumJSS	Pearson Correlation	.367**	1
	Sig. (2-tailed)	<.001	
	N	79	79

** . Correlation is significant at the 0.01 level (2-tailed).

Figure 19

SPSS output of Inferential Statistics – Pearson Correlation Result for Restrictive Behavior in Organizational Climate and Total Job Satisfaction

Correlations			
		R	SumJSS
R	Pearson Correlation	1	.076
	Sig. (2-tailed)		.504
	N	79	79
SumJSS	Pearson Correlation	.076	1
	Sig. (2-tailed)	.504	
	N	79	79

Figure 20

SPSS output of Inferential Statistics – Pearson Correlation Result for Collegial Behavior in Organizational Climate and Total Job Satisfaction

Correlations			
		C	SumJSS
C	Pearson Correlation	1	.733 ^{**}
	Sig. (2-tailed)		<.001
	N	79	79
SumJSS	Pearson Correlation	.733 ^{**}	1
	Sig. (2-tailed)	<.001	
	N	79	79

^{**}. Correlation is significant at the 0.01 level (2-tailed).

Figure 21

SPSS output of Inferential Statistics – Pearson Correlation Result for Intimate Behavior in Organizational Climate and Total Job Satisfaction

Correlations		INT	SumJSS
INT	Pearson Correlation	1	.505**
	Sig. (2-tailed)		<.001
	N	79	79
SumJSS	Pearson Correlation	.505**	1
	Sig. (2-tailed)	<.001	
	N	79	79

** . Correlation is significant at the 0.01 level (2-tailed).

Figure 22

SPSS output of Inferential Statistics – Pearson Correlation Result for Disengaged Behavior in Organizational Climate and Total Job Satisfaction

Correlations		DIS	SumJSS
DIS	Pearson Correlation	1	.311**
	Sig. (2-tailed)		.005
	N	79	79
SumJSS	Pearson Correlation	.311**	1
	Sig. (2-tailed)	.005	
	N	79	79

** . Correlation is significant at the 0.01 level (2-tailed).