

Unveiling the Nexus: Organizational Climate and Psychological Well-Being of Secondary School Teachers in Kuala Selangor

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Abstract

In this evolving education landscape, the role of secondary school teachers is highly demanding which can affect their psychological well-being. Therefore, maintaining teachers' psychological wellbeing depends on improving the organisational climate. This study aims to ascertain the association between Kuala Selangor secondary school teachers' psychological well-being and organisational climate. This study used a quantitative method, utilizing the Organizational Climate Index (OCI) and Psychological Well-Being Scale (PWBS). Using purposive sampling, the data was conducted among 199 secondary school teachers in Kuala Selangor. Using Spearman's rank correlation analysis, the study found a relationship between organisational climate and psychological well-being among secondary school teachers. As a result, secondary school teachers' psychological wellbeing is greatly impacted by their workplace culture. The findings also indicated that there were no noteworthy variations in the psychological well-being and organisational climate according to job experience or gender.

Keywords: Secondary School Teachers, Organizational Climate, Psychological Well-Being.

Introduction

Education and psychology are two fields that have focused a great deal of attention on the complicated and diverse relationship between secondary school teachers' psychological well-being and organisational climate. In the field of education, secondary school teachers' well-being is a key component that greatly influences the calibre of instruction that students receive. This study explores the complicated relationship between the psychological well-being of secondary school teachers and the organisational climate within schools, with a particular focus on Kuala Selangor. Gaining an understanding of this relationship is essential to improving the teaching profession and the educational system as a whole.

Studies have indicated that a favourable organisational atmosphere in schools can significantly influence the wellbeing of educators. Teachers are more likely to report job satisfaction and reduced stress levels when they feel appreciated, respected, and supported at work (Balkar, 2020). Conversely, a toxic or unsupportive organizational climate can lead to burnout, dissatisfaction and a decline in overall well-being for teachers (Chung, 2020). Their well-being is not only vital for their own job satisfaction and personal health but also has far-reaching implications for the students. Education officials and school administrators may put initiatives into place to provide a supportive and good work environment for teachers by recognising this relationship. Better job satisfaction, higher motivation, and eventually better student results can result from this.

Madhukar and Sharma (2017), suggest that organisational climate is a multifaceted construct encompassing elements such as school culture, leadership styles and interpersonal relationships among staff. This climate plays a central role in shaping teachers' experiences within educational institutions. Extensive research has consistently highlighted the critical interplay between organisational climate and teacher well-being (Kun & Gadanecz, 2019; Hu et al., 2019; Dreer, 2022). Moreover, research by Ibrahim et al (2021b) underscores the significance of psychological well-being in fostering teachers' creativity and job engagement. Teachers who maintain a positive psychological state are more likely to implement innovative teaching strategies and actively engage in professional development activities, thereby contributing to a dynamic and evolving educational environment.

The psychological well-being of teachers directly influences their job performance and classroom effectiveness. Higher levels of well-being are typically linked to increased resilience, which enhances coping mechanisms and reduces burnout. Additionally, Greenier et al (2021) emphasize the importance of teachers' emotional well-being in establishing supportive and nurturing learning environments. Research carried out in a variety of cultural contexts has shown that a supportive work environment can boost teacher satisfaction, lower stress levels, and promote general wellbeing (Zhang et al., 2023). However, despite the global relevance of this relationship, there remains a notable gap in understanding its dynamics within the unique educational landscape of Kuala Selangor.

Literature Review

It is particularly crucial in educational contexts to comprehend the relationship that exists between psychological well-being and organisational climate. With a particular emphasis on the Kuala Selangor setting, this literature review analyses the body of research on the organisational climate of schools and its effects on the psychological health of secondary school teachers.

Organisational Climate

Ozgenel (2020), carried out research to ascertain whether school climate is a predictor of effectiveness and to ascertain the relationship between school environment and effectiveness. Using a correlation survey technique, this study involved 341 instructors from various demographic backgrounds who worked in Istanbul's public schools. The results of the analysis included an examination of six aspects of school climate: intimate teacher, collegial teacher, directing principal, supporting principal, and disengaged teacher.

The findings demonstrated a strong correlation between school effectiveness and climate. Collegial teacher behaviours and supportive and directive principle behaviours have a good impact on school effectiveness, according to Ozgenel (2020)'s analysis of the study. These three factors are therefore thought to be the most reliable indicators of school atmosphere. Teacher disengagement and a tough principal don't have a big impact on how effective a school is. As a whole, this study shows that diverse leadership styles have an impact on different characteristics of successful schools and emphasises the critical role that principals, teacher-student interactions, and teacher collaboration have in forming the school climate (Ozgenel, 2020). This emphasises how crucial these factors are in determining the general organisational atmosphere of educational institutions.

Furthermore, a study conducted by Lotulung and Wullur (2019), is aimed to examine how different aspects of the school environment collectively influence the level of commitment that middle school teachers in Indonesia towards their organisation. One-way correlational design was employed to quantitatively investigate the school climate variable and its individual components. Like Ozgenel (2020), six dimensions of school climate were analyzed in this study. The data was collected from 216 teachers from 15 middle schools. The results show that supporting behaviour from the principal and collaborative behaviour from the teachers are the most important components of school climate. These behaviours also have the biggest effects on organisational commitment in all of its manifestations. We conclude that secondary school teachers' psychological wellbeing is likely to benefit from an organisational climate that prioritises and strengthens principle support and teacher collaboration. These aspects of a school environment that encourage dedication can improve teachers' job happiness and general well-being, which in turn improves their effectiveness and performance in the classroom.

Al-Kurdi et al (2020), carried out a cross-sectional study to evaluate how organisational climate affects knowledge sharing among higher education institutions. The main goals of this study were to identify the critical components that either promote or inhibit information sharing and to create a useful understanding of the ways in which trust, leadership, and organisational climate affect knowledge sharing among higher education institutions. Participating in this study were 257 academic staff members from Middle Eastern universities, including those in Saudi Arabia, the United Arab Emirates, Bahrain, Kuwait, Qatar, Oman, Jordan, and Egypt. The findings demonstrate how academics' propensity to share knowledge is positively influenced by organisational climate, trust, and leadership. The results validate earlier studies since there is a clear and positive correlation between organisational climate, trust, leadership, and willingness to share knowledge, according to data analysis from several higher education institutions. Al-Kurdiet al (2020), added that organisational climate is the strongest predictor of actual knowledge sharing over trust and leadership. It is because trust and leadership are considered sub elements of organisational climate.

Moreover, a descriptive study was conducted by Hartawan (2020) which investigates the underperformance of secondary school teachers, attributed to inadequate pedagogical competence and an unsupportive organisational climate. The goals of the research include assessing job effectiveness, organisational climate in schools, and pedagogical competency. The study demonstrates that organisational atmosphere and instructional competency, while generally strong, have certain shortcomings. Teacher competence contributes 60.99% and organisational climate contributes 57.91% to work effectiveness. Together, they contribute 68.90%, leaving 31.10% influenced by other factors. Essentially, both pedagogical competence and organisational climate significantly impact secondary school teachers' effectiveness.

According to Hartawan (2020), A positive school organisational climate significantly enhances teachers' effectiveness, as it offers psychological support through comfort, tranquillity, peace, and confidence in their endeavours. Furthermore, this conducive climate benefits not only teachers but also students and other school members, fostering mutual support. Hartawan (2020), which states also that the school organisational climate encompasses teachers' perceptions of the school's overall working environment, formal and informal organisation, the participants' personalities, and the organisational leadership that influences it.

Teachers Psychological Well-Being

Psychological well-being is the fulfilment of one's potential and functioning at an optimal level. According to Faizah and Zanaton (2021), when government adjustments and reforms to the national education system result in an increase in workload, teachers become even more stressed. The job of a teacher is becoming more and more difficult in light of the shifts in both the curriculum and the wider society. Teachers' mental health suffers due to the constant need to adapt to new situations and challenges (Zanariah, 2020). According to aSuziana and Siti Mistima (2021), 87% of those respondents believed that the teaching profession's work environment places highstress on teachers. Teachers are believed to face an elevated risk of mental health issues, Steiner and Woo (2021) indicate that the teaching profession is associated with higher stress levels in comparison to other employment. This study suggests that teaching is a demanding career, both physically and mentally.

The purpose of Ibrahim et al (2021a), study was to identify the variables that affect teachers' psychological well-being, particularly in relation to stress, anxiety, and depression. The goal of this research is to investigate how teachers' psychological health is impacted by their psychosocial work environment, which includes aspects like workplace control, job demands, and social support. This study used a survey questionnaire in conjunction with a quantitative research methodology. This study involved 335 Kuala Terengganu high school teachers as a sample. The results of this study show that teachers' psychological well-being was significantly predicted by psychosocial work environments, such as job expectations, job control, and social support (Ibrahim et al., 2021a). It demonstrates how important the psychosocial work environment is to teachers' psychological health.

Supportive Psychosocial Work Environment Can Promote Psychological Well-Being Of Teachers.

Further, Mercer (2023), carried out an ecological perspective study to look into the wellbeing of English language teachers (ELTs) employed in Malta's private sector. This study used a Grounded Interpretative Phenomenological Analysis (IPA) technique, involving eight volunteer instructors in a two-part interview procedure using visual aids and journal entries, and matching the findings with an ecological perspective. The findings demonstrated how the nature of the private sector's business models shapes the well-being of teachers, especially with regard to working conditions and the standing of the English Language Teaching (ELT) profession in Malta. This frequently results in job insecurity and unclear career prospects. The concept of "greedy institutions," which place contradictory expectations on workers and thus excessively interfere with their personal lives, families, and leisure time, is also covered in the study. This poses a serious danger of burnout (Mercer, 2023). Notwithstanding these difficulties, the study also emphasises positive elements, such as instructors' satisfaction with their jobs as educators, their good connections with co-workers and students, and the differing degrees of a favourable work environment among various institutions.

On top of that, Capone et al (2019), carried out a path analytic study to look into whether burnout characteristics mediated the relationship between depression, organisational justice, perceived school climate, and efficacy views. This study included a sample of 609 instructors from public schools in Italy. The study found that organisational fairness, school atmosphere, and collective efficacy all had a major impact on teachers' feelings of sadness and fatigue. Crucially, burnout served as a go-between for these elements and depression. This underscores the importance of developing programs that address teacher well-being and evaluation methods, while recognizing the protective role of efficacy beliefs, school climate, and organisational justice. In the broader literature, this highlights the need for comprehensive well-being initiatives and supportive school environments to address teacher's burnout and depression.

Ahmed and Malik (2019), carried out a cross-sectional study to evaluate the relationship between psychological empowerment and psychological well-being and teachers' performance, as well as the function of psychological well-being as a mediator between the two. Data was gathered from 261 secondary school teachers in Quetta, Pakistan, using convenience sampling. The results showed a strong positive correlation between teachers' job performance, psychological empowerment, and overall well-being. Furthermore, the findings indicated that the relationship between psychological empowerment and performance was somewhat mediated by psychological well-being. The study also emphasises how important psychological elements are to raising teachers' effectiveness and how important it is for educational authorities to give teachers' psychological health and empowerment top priority. Teachers who feel competent, impactful, and empowered in their roles and who believe their work has meaning perform better because their psychological well-being is enhanced (Ahmed & Malik, 2019).

The Relationship between Organisational Climate and Psychological Well-Being

The goal of this research is to determine how secondary school teachers' psychological wellbeing and organisational climate relate to one another. In order to investigate the connection between teachers' psychological wellbeing and the organisational climate, a limited number of recent studies are evaluated.

Kun and Gadanecz (2019), conducted a mixed-method study with teachers in Hungary. The primary goal of this research is to examine how psychological capital, workplace well-being, and perceived workplace happiness relate to teachers' psychological resources. For the mixed method analysis, information from 297 primary, secondary, kindergarten, and special education instructors was gathered. The results demonstrated that a happy workplace requires both strong interpersonal ties and a positive work environment. Teachers who are surrounded by happy coworkers exhibit high levels of wellbeing. This suggests that the development of a healthy sense of well-being is greatly influenced by the job environment.

In addition, Hu et al (2019), carried out a longitudinal study to look into the connection between teacher stress and school climate. Participating in this study were 180 classroom teachers from 60 preschools in Guangdong, China. To choose samples from the high socioeconomic status, medium socioeconomic level, and low socioeconomic status regions, respectively, stratified sampling is used. The results demonstrate the important influence preschool principals' collegial leadership has on teachers' stress levels and sense of self-efficacy. It also highlights how, via the mediation of teacher self-efficacy, teacher professionalism within the preschool organisational climate has a significant impact on lowering teacher stress. The present research offers insightful information about how school climate might reduce preschool teachers' stress by creating a happy and encouraging work atmosphere. A favourable school atmosphere will be perceived by teachers as fostering a greater level of collegial leadership and professionalism. Teachers have more opportunity to participate in preschool decision-making when there is a greater degree of collegial leadership and teacher professionalism in the preschool setting. Teachers experience distress when they are deprived of a better learning environment at the same time.

Moreover, the goal of a study conducted by Doloksaribu et al (2022), is to ascertain the relationship between job satisfaction and psychological well-being among 90 employees of Unit Kerja Satuan Kerja Pelaksanaan Jalan Nasional Wilayah III Provinsi Sumatera Utara. The findings demonstrated a strong positive correlation between job satisfaction and organisational climate and psychological well-being. It also emphasises that the best indicators of job satisfaction are psychological health and the atmosphere within the business. High levels of psychological well-being and organisational climate lead to greater job satisfaction, which improves employee performance. Therefore, it is clear that psychological health and organisational climate have an impact on job satisfaction.

A time-lag study in Germany was carried out by Dreer (2022), to look into the effects of work crafting and school climate on teacher well-being at the same time. A total of 2 weeks were spent administering two online questionnaires to 564 teachers (411 female and 153 male). The findings were convincing because they showed a strong relationship between the two main variables under investigation—school atmosphere and job crafting—and how they

affect teachers' well-being. Instructors who actively engaged in job crafting—customizing their duties and tasks to better suit their preferences and strengths—and who experienced a favourable school climate—defined as a welcoming and helpful work environment—reported high levels of well-being. It emphasises the relationship between well-being and the atmosphere within a business.

Zhang et al (2023), recently conducted a study to investigate the relationship between teaching enjoyment and teachers' self-efficacy, perceived school atmosphere, and psychological well-being at work. Convenient sampling was used to gather data from 355 English as a foreign language (EFL) teachers in various Iranian institutions (147 men and 188 females). The results demonstrated that psychological wellness, perceived school climate, and teacher self-efficacy were all significant determinants of foreign language teaching enjoyment (FLTE). The results of the study demonstrate that foreign language teachers' enjoyment (FLTE) is significantly impacted by their perceptions of the school climate. More specifically, teachers who were satisfied with their work environment were more likely to love teaching. Psychological well-being acts as a partly mediating factor in this relationship, suggesting a correlation between teachers' mental health and their impressions of the school atmosphere. The inspiring and motivating school climate was created by EFL instructors' active participation in decision-making, teamwork with colleagues, and the availability of emotional support in a comfortable work environment. This improves their psychological health at work and makes teaching more enjoyable as a result.

Furthermore, educational policies and administrative support play a vital role in shaping organizational climate and teacher well-being across Malaysian schools. Policies promoting teacher development, workload management, and effective resource allocation can significantly enhance the overall organizational climate.

Methodology

A chosen subset of the total population is referred to as a research sample. When the goal of the study is to quantify data and extrapolate results from a sample to a population of interest, a quantitative technique is suitable (Idris et al., 2024). A subset of a larger or more specific population is surveyed on purpose for this method of collection. Purposive sampling will be utilised in conjunction with the non-probability sampling approach that this researcher has selected to extract data from the sample. This is due to the fact that the target demographic will only be able to participate in the questionnaire if they meet the specified requirements. The Selangor State Education Department (2023) reports that as of September 2023, there were 1560 secondary school teachers working in Kuala Selangor. The target sample size, as determined by Raosoft software, is 307. The initial process begins with the development of research questions, objectives and hypotheses. Then, the instrument was chosen through past studies and later approved by the supervisor. Once approval has been given, the researcher created an online questionnaire via *Google Form*. Next, researchers get approval from the Ministry of Education and State Education Department of Selangor. Then, the questionnaire link was sent to the targeted respondents through *Whatsapp*. The questionnaire consists of 53 questions including 5 demographic questions which will take about 15-20 minutes to complete. After collecting the data, the data was run through SPSS version 27 to interpret and analyze the results.

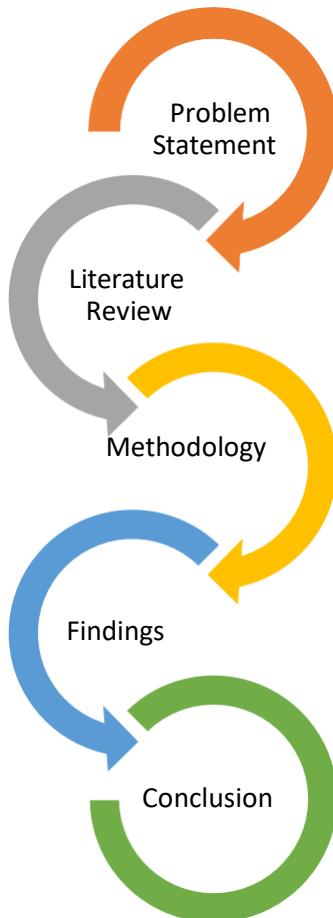


Figure 1. Research Methodology

Research Findings

In order to answer the research question of the study, statistical analysis such as descriptive and inferential analysis were done. Detailed explanation on the results will be discussed further in this section.

Descriptive analysis

This section provides an examination of the demographic results, comprising the frequencies of gender, age, race, marital status, working experience and workplace of 199 secondary school teachers in Kuala Selangor.

Table 1

Frequency of Teachers Based on Demographic Information

Demographic item	Frequency	Percentage (%)
Gender		
Male	58	29.1
Female	141	70.9
Total	199	100
Age		
25 - 34 years old	40	20.1
35 - 44 years old	63	31.7
45 - 54 years old	79	39.7
> 55 years old	17	8.5
Total	199	100
Race		
Malay	166	83.4
Chinese	5	2.5
Indian	28	14.1
Total	199	100
Duration of employment		
< 5 years	22	11.1
5 - 10 years	35	17.6
11 - 20 years	90	45.2
> 20 years	52	26.1
Total	199	100

The descriptive analysis presents a comprehensive overview of the demographic characteristics of 199 secondary school teachers in Kuala Selangor. In terms of gender distribution, 29.1% are male, while 70.9% are female. Age-wise, the majority fall within the 35-44 years old category (31.7%), followed by 45-54 years old (39.7%). Regarding race, the majority are Malay (83.4%), with smaller percentages of Chinese (2.5%) and Indian (14.1%). In terms of work experience, a significant portion (45.2%) has 11-20 years of experience.

Table 2

Frequency of Teacher's Organisational Climate Level

Level	Frequency	Percentage (%)
Low	20	10.1
Moderate	75	37.7
High	104	52.2
Total	199	100

Table 2 illustrates the distribution of teacher's organisational climate levels. Out of 199 surveyed teachers, 10.1% reported a low organisational climate, 37.7% indicated a moderate level, and the majority, 52.2%, perceived a high organisational climate. Overall, this data provides insights into the varied perceptions among teachers regarding the organisational climate.

Table 3

Frequency of Teacher's Psychological Well-Being Level

Level	Frequency	Percentage (%)
Low	10	5.1
Moderate	54	27.1
High	135	67.8
Total	199	100

In Table 3 the frequency and percentage of teacher's psychological well-being levels are presented. Among the 199 surveyed teachers, 5.1% reported a low level, 27.1% indicated a moderate level, and a significant majority of 67.8% reported a high psychological well-being level.

Inferential Analysis

Table 4

*Spearman's Rank Correlation Between Organisational Climate and Psychological Well-Being***Psychological well-being**

	Correlation coefficient	Sig. (2-tailed)	N
Organisational Climate	.477**	0.01	199

Table 4 shows that Spearman's rank correlation coefficient between organisational climate and psychological well-being is 0.477, with a significance level of 0.01 for both variables. This indicates a moderately strong positive correlation between organisational climate and psychological well-being among the sample of 199 participants. Therefore, the alternative hypothesis fails to be rejected and accepted as there is a significant moderate relationship between the variables.

Table 5

Analysis of ANOVA to Comparing Duration of Employment and Organisational Climate

	Sum of square	df	Mean square	F	Sig. (2-tailed)
Between groups	0.97	3	0.032	0.205	0.893
Within groups	30.76	195	0.158		
Total	30.85	198			

The F-ratio of 0.205 and the associated p-value of 0.893 indicate that there is no significant difference in organisational climate based on different levels of work experience.

Table 6

T-Test Results on Difference of Gender and Psychological Well-Being

	Levene's Test for Equality of Means		t-test for Equality of Means			
	Equality of Variances		F	Sig	t	df
Psychological well-being	Equal Variance Assumed	0.676	0.412	-1.057	197	0.292
	Equal Variance not Assumed			-1.072	109.486	0.286

To analyse the gender difference, an Independent Sample t-test was run through SPSS as tabulated in Table 6. The results show assuming equal variance, t-value of $t(197) = -1.057$ a significance level of 0.292 where $p > 0.05$. Since the p value is greater than 0.05 it indicates that there is no significant difference between gender and psychological well-being.

Conclusion and Future Agenda

This study aimed to identify the relationship between organisational and psychological well-being. However, there are recommendations for improvement to the continuous research. Firstly, conduct the research on a calm time frame. Conducting research during less hectic periods, outside of examination weeks and end-of-year report preparations, is crucial to ensure a more diverse and representative sample of respondents.

During peak workload times, teachers may be less available or more stressed, potentially influencing their responses and perceptions. By avoiding specific high-pressure periods, future studies can mitigate these biases, allowing for a more accurate and nuanced exploration of organisational climate and psychological well-being among secondary school teachers. This approach enhances the study's generalizability and contributes to a comprehensive understanding of teachers' experiences throughout the academic year.

In addition, utilisation of the mix method approach is crucial for a holistic exploration of organisational climate and psychological well-being. Combining quantitative data for statistical trends with qualitative insights from participants provides a more comprehensive understanding. Quantitative data elucidates numerical patterns, while qualitative narratives offer nuanced perspectives, enriching the interpretation of findings. This approach not only validates quantitative results but also uncovers the depth of teachers' experiences, fostering a more robust and insightful analysis. By synergizing both methods, researchers can derive a holistic understanding of the complex interplay between organisational climate and psychological well-being among secondary school teachers.

Also, it's essential to note that the specific dynamics can vary among schools, emphasizing the importance of individualized approaches. Factors such as workload, professional development opportunities, and the overall work environment contribute to the intricate tapestry of teacher well-being. Addressing these elements holistically can foster a positive organisational climate, ultimately enhancing the psychological well-being of secondary school teachers in Kuala Selangor.

This research underscores the significance of organisational factors in shaping the overall experience of teachers. As education stakeholders consider policy implications and interventions, a comprehensive understanding of the interconnections between organisational climate and psychological well-being will be crucial for promoting a thriving and supportive educational environment for educators in Kuala Selangor.

Numerous theoretical and contextual advances are made by the study on the connection between Kuala Selangor's organizational climate and the psychological health of secondary school teachers. This study emphasizes the multifaceted nature of organizational climate, including school culture, leadership styles, and interpersonal relationships, and offers a comprehensive understanding of how it influences teachers' psychological well-being by integrating theories from organizational behavior and psychology.

The study contributes empirical evidence to the literature on occupational health psychology by highlighting specific organizational climate factors, such as collegial relationships and

supportive leadership, that function as resources to mitigate job demands and improve teachers' well-being. Additionally, the study looks at how various leadership philosophies affect teacher satisfaction and school performance. This adds to the body of knowledge about leadership in the classroom and emphasizes the value of supportive yet directive principal behaviors in creating a positive work environment.

Moreover, it aligns with current psychological theories on stress and coping strategies and highlights the role that the psychosocial work environment has in impacting teachers' psychological well-being. This includes emphasizing the significance of job control, social support, and job demands. With a particular focus on Kuala Selangor, the study closes a gap in the literature by offering context-specific insights that guide regional educational policies and practices. It draws attention to the cultural factors that affect organizational climate and teacher well-being, pointing out that, in contrast to Western contexts, Kuala Selangor's cultural values and social norms have a distinct impact on the school environment and interpersonal connections.

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