



A STUDY OF THE RELATIONSHIP BETWEEN STUDENTS'
PERCEPTIONS TOWARDS SCHOOL CLIMATE AND THEIR
SATISFACTION AT SHEHONG MIDDLE SCHOOL,
SICHUAN, CHINA

HONGBIN LUO

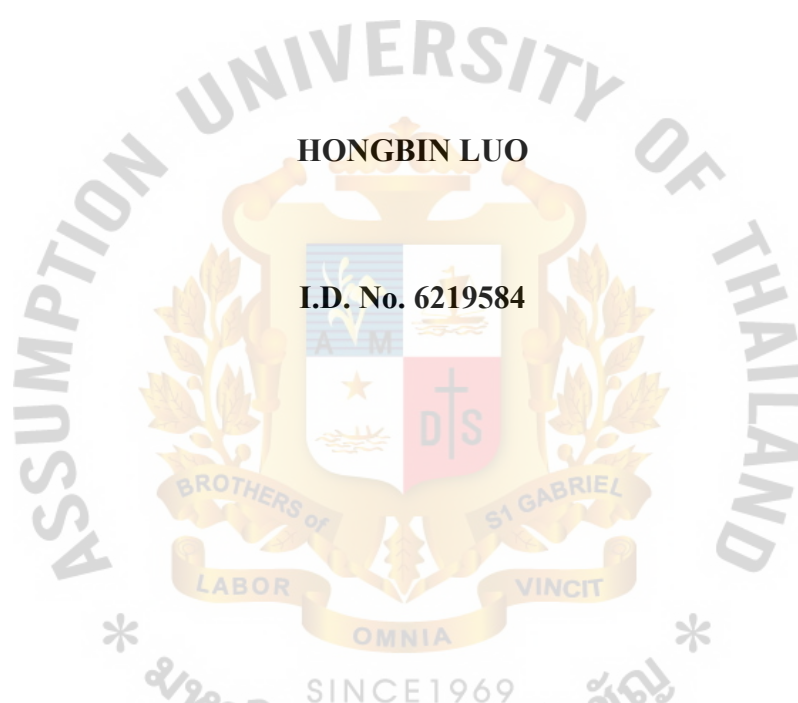
I.D. No. 6219584

A Thesis Submitted in Partial Fulfillment of
The Requirements for the Degree of
MASTER OF EDUCATION
in
EDUCATIONAL ADMINISTRATION AND LEADERSHIP
Graduate School of Human Sciences
ASSUMPTION UNIVERSITY OF THAILAND
2020

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CHINA

By: Hongbin Luo

Field of Study: EDUCATIONAL ADMINISTRATION AND LEADERSHIP

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ABSTRACT

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Key Words: THE RELATIONSHIP BETWEEN STUDENTS' PERCEPTIONS
TOWARDS SCHOOL CLIMATE AND THEIR SATISFACTION AT
SHEHONG MIDDLE SCHOOL, SICHUAN, CHINA

Name: Hongbin Luo

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The purpose of this study was to investigate the relationship between students' perceptions towards school climate and their satisfaction at SheHong Middle School, SiChuan, China.

This research was used a questionnaire, which was composed of two parts. Part I was students' perceptions towards school climate, adopted from Long (2014); Part II was students' satisfaction level questionnaire, adopted from (Taormina&Gao, 2013). The questionnaires were sent to 80 full time students at Selected School, SiChuan, China. It was used to determine the level of students' perceptions towards school climate, as well as to access the level of students' satisfaction at Selected School.

The researcher used the descriptive statistics (Mean and Standard Deviation) to determine the level of students' perceptions of school climate and their satisfaction at

Selected School. Pearson product moment correlation was used to test the hypothesis. The findings for research objective one revealed that the total mean score of the level of students' perceptions of school climate was 3.43, which was interpreted as Moderate. The findings for research objective two showed that the total mean score of the level of students' satisfaction was 3.46, which was interpreted as Moderate as well. The finding for researcher objective 3, the students' perceptions towards school climate and their satisfaction at Selected School was a positively significant relationship, value $R = .967$ at the level of 0.01. The correlation analysis result showed that there was a significant relationship between students' perceptions towards school climate and students' satisfaction at Selected School, SiChuan, China.

Therefore, the principal at Selected School should pay more attention to some areas of school climate that gained a lower mean score for the improvement of selected school's climate. In addition, the principal should most importantly care for parent involvement for the healthy development of students.

Field of Study: Educational Administration

Students' signature

and Leadership

Advisor's signature.....

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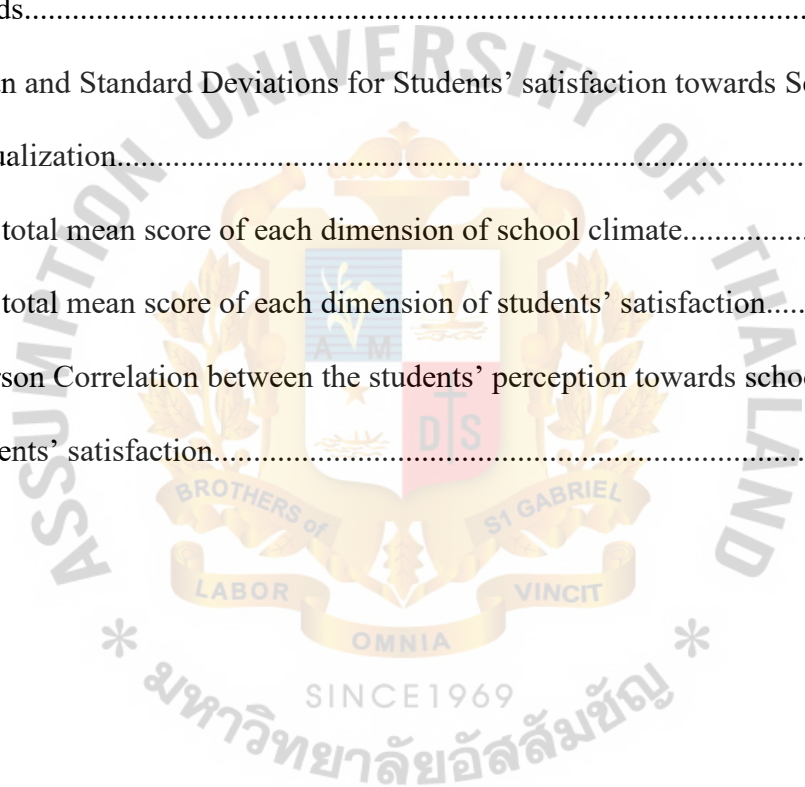
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CHAPTER I

INTRODUCTION

This chapter outlines the background of the study, the statement of the problem, research questions, research objectives, research hypothesis, theoretical framework, conceptual framework, scopes and limitations of the study, definition of terms and significance of the study. The purpose of this study is to explore the relationship between students' perceptions towards school climate and their satisfaction at SheHong Middle School.

Background of the Study

School leaders both abroad and domestically always have been struggling with problems surrounding student satisfaction and student academic improvement. With the development of the whole nation's society and economy status, the gap between the rich and the poor, the tradition and the modern has become wider and wider, resulting as a profoundly terrible impact on students at all levels (Long, 2014). Students from the poor and the rich are very likely to have different achievements, then those who perform worse than their peers may feel they are not important in the school, in the eyes of their teachers and parents. It could cause some student satisfaction towards the whole school.

In this fact changing 21st century, most school leaders both abroad and domestically have been meeting a challenge, which is concerned on students' satisfaction and academic improvement (Kutsyuruba, Klinger, & Hussain, 2015). In China, the whole nation's school leaders across the east and west part of China mainland struggle with the same problems, and they have never been so eager to find out means by which student satisfaction can be raised. One possible means would be a positive and healthy school climate. Few studies on the relationship between student academic achievements and school climate (Watson 2001;

Malecki & Demaray, 2006; Tenenbaum, 2018), suggest that there is some positive impact on student academic achievements given by a positive and healthy school climate. Here school climate refers to the quality and character of school life, which the US national School Climate Council (2007) has defined as one of the most important factors for school improvement in the 21st century.

Over the last 50 years many empirical studies and research (Baker, 2003; Gonder, 2004; Amrit, 2013) has shown us that student retention, teacher retention, parent satisfaction, staff satisfaction and student academic, student graduation rate could benefit a lot from a positive and healthy school climate. A sustainable, positive school climate fosters youth development and learning necessary for a productive, contributing and satisfying life in a democratic society. This climate includes norms, values, and expectations that support people feeling socially, emotionally and physically safe. People are engaged and respected. Students, families and educators work together to develop, live and contribute to a shared school vision. Educators model and nurture attitudes that emphasize the benefits and satisfaction gained from learning. Each person contributes to the operations of the school and the care of the physical environment. More and more educators realized that how important a positive and healthy school climate is for the education process (Tenenbaum, 2018).

In China, it is undeniable that students' satisfaction is a prime concern in the goal of education as it is considered to be indicative of institutional education success and school effectiveness, however, there are so many factors that may affect student satisfaction at a school, such as student achievement, student self-esteem and student learning motivation, even the relationship between students and teachers. But with regard to this issue, in this study the researcher believed that school climate would be the most important and imperative factor that influences the student satisfaction in the school.

The supportive and safe climate leads to a decrease in the rate of developmental stress of early adolescence and enlarge the level of academic motivation and achievement Barber (2004). In addition, a positive climate can protect the negative impact of poverty on educational outcomes (Malecki & Demaray, 2006). The school climate in which students feel insecure and unpleasant to learn and stay has a ruinous effect on student satisfaction and achievement Watson (2001). The school climate has a significant impact on the health of the learning environment. In order for students to flourish emotionally, socially, and academically, safe learning and supportive learning environment is a necessity (Kutsyuruba, Klinger, & Hussain, 2015)

It's undoubted that effective education system could benefit the whole society a lot in terms of school future, societal development. The 21st century is a century of innovations and creativity, and digitalized world, it requires us or future students to have the ability to create, accept and make new things. But the current education system in China could not meet this goal as the traditional teaching method, teacher-centered teaching model which limits students' innovation and critical thinking, many students in China could not find their own interest to learn and the learning environment could not satisfy their needs (Long, 2014).

The researcher believes that by cultivating the school climate, this problem could be solved easily. As presented earlier, some considerable studies showed that school climate or school environment is one of the major factors contributing to student satisfaction (Samdal, Nutbeam & Kannas, 1998). Hence, this study is to find out whether or not the students are satisfied with their school climate and determine if there is a significant relationship between school climate and student satisfaction at SheHong Middle School.

Statement of the Problem

The researcher had interviewed with some teachers informally before this study is conducted. Some teachers mentioned to this researcher that SheHong Middle School is also struggling with the problem, since some of their students are suffering self-doubt and self-discrimination because of their lower academic performance in the school and their family background.

Based on the conversations with some teachers working in this school, this researcher heard about two phenomena: 1). For the low-performance students in the school, one of the dissatisfactions is that they could not feel the equally treated from their teachers and parents. It is hard for those students who have lower learning ability and understanding efficiency to compete with those excellent ones at the same classroom. Therefore, those students have suffered a lot from the imbalanced learning environment, where they may get the feelings of suffer self-doubt and self-discrimination. 2). For the students whose family are poor in reality, they may also have some self-discrimination feelings when their teachers compared their performances with the students from rich families. Studying at the same classroom with different backgrounds would probably make those worse equipped students suffer repudiation, offence, anxiety, depression and similar psychological problems because of their inability in comparison to richer students, and the low self-esteem.

With regarding to the above issues, the researcher believes that those problems could be solved by providing and improving a healthy and positive school climate. As the school climate's considerable impact on students' cognitive, social and psychological development and students' well-being, the interest of improving school climate has increased significantly in the school (Brand et al., 2003), the researcher thus decided to conduct this study to determine and understand the relationship between students' satisfaction and school climate.

Research Questions

Three research questions are mainly focused by this study, including the following:

1. What are the levels of students' perceptions towards school climate at SheHong Middle School?
2. What are the levels of students' satisfaction at SheHong Middle School?
3. Is there any significant relationship between students' perceptions of school climate and students' satisfaction at SheHong Middle School?

Research Objectives

Accordingly, three objectives are developed based on the above questions:

1. To identify the levels of students' perceptions towards school climate at SheHong Middle School.
2. To identify the levels of students' satisfaction at SheHong Middle School.
3. To determine the relationship between students' satisfaction and school climate at SheHong Middle School, China.

Research Hypothesis

There was a significant relationship between students' perceptions towards school climate and students' satisfaction at SheHong Middle School.

Theoretical Framework

In this study, the researcher utilized: 1) Concept of School Climates of Emmons, Haynes, & Comer (2002); and 2) Maslow's Hierarchy of Needs Theory (1987) as the major theories.

1). The Concept of School Climate (Emmons, Haynes & Comer, 2002)

Over the past two decades, numerous studies have been demonstrated the significance of school climate or the school environment. Many studies certified that a school environment in which students feel cared for, treated unbiasedly, motivated, and encourage their academic performance can greatly impact on students' well-being, behavior and academic performance (Brand, Stephen, Felner, Rber, Shim,2003).

The school climate research by Haynes, Emmons & Christine, (1994) defined that “it is the quality and consistency of interpersonal interactions within the school community that influence children’s cognitive, social, and psychological development” (p, 332). Several studies investigating the factors that influence students’ academic success discovered many crucial factors were aspects of school climate such as safety, teaching and learning, interpersonal relationships and institutional environment (NSCC, 2007).

The researcher used the most recent edition of the concept of school climate survey published by Emmons, Haynes, & Comer (2002). There are six school climate dimensions for this study, which are briefly described as:

- ***Order and Discipline:*** school rules that students have to implement in order to prevent from misbehavior.
- ***Fairness:*** the unbiased treatment of teachers upon the students, despite of their academic performance, social status and ethnicity.
- ***Parent Involvement:*** The commitment of parents to their children’s academic success.
- ***Sharing Resources:*** the equivalent opportunity for students to involve in school activities, use materials and equipment.
- ***Student Interpersonal Relationship:*** refers to the ways that individual student interface with and communicate each other

- ***Student-Teacher Relationship:*** The quality and consistency of relationships between teachers and students.

2). Maslow's Hierarchy of Needs Theory (1987)

In this study, the researcher applied Maslow's theory in order to learn the importance of the environment in human satisfaction needs. Maslow (1987) arranged five basic categories of human needs into a hierarchy in which specific needs must be encountered before others. The lower needs must be met before higher order needs are focused. However, the lower needs are always at a higher level of fulfillment, and if the lower needs are in danger of not being satisfied, the urge for satisfaction of the higher need will diminish. These basic human needs categorized into a hierarchy are as follows:

- ***Physiological needs*** refer to essential biological requirements for survival such as food, water, shelter, oxygen, sleep, clothing etc.
- ***Safety needs*** refers to protection, freedom from fear, from anxiety, rules, laws, order, structures.
- ***Social needs*** or Love and belongingness needs refers to freedom from loneliness, from ostracism, from rejection. It includes intimacy, belief, receiving and giving affection and love.
- ***Esteem needs*** refers to independence, free doom, self-respect, appreciation, respect and recognition from others.
- ***Self- actualization*** refers to aware their own potential, creativity, self- fulfillment and attempting to find personal growth.

Conceptual Framework

The purpose of this research was to identify the relationships of students’ perceptions towards the school climate and their satisfaction at selected School in China. The following Figure 1 shows the Conceptual Framework of this research study in details. There were six factors of the school climate which was closely related to students’ satisfaction that includes (1) Order and discipline (2) Fairness (3) Parent Involvement (4) Sharing Resources (5) Student Interpersonal relationship and (6) Student-teacher Relationship.

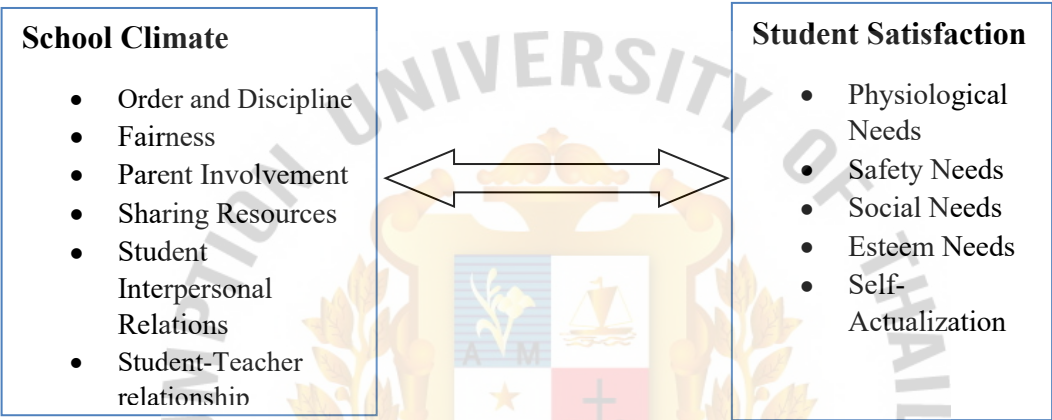


Figure 1. Conceptual Framework

Scope of the Study

This study was conducted at only senior high school of SheHong middle school in academic year of 2020. The participants were the students who were Chinese and at the age of 16-18 at senior high school in Sichuan province of China, and they all came from the senior grade (the 12th grade of senior high school).

These participants were from only senior high school of SheHong middle school, not from other levels, it might not be representative and be much useful as for other levels.

This study was planned to conduct in the southwest part of China, and the research was based on the local education level and background which might be varied according to different backgrounds.

Definition of Terms

The definition of terms described the terms that were related to this study.

Students: it refers to the students or learners who currently are learning at SheHong Middle School's senior grade.

Students' Perceptions: it refers to the students' understanding towards the school climate in terms of order and discipline, fairness, parent involvement, sharing resources, student interpersonal relationship and student-teacher relationship at senior student campus of SheHong Middle School.

School Climate: it refers to students' feeling and attitude toward the internal and external of environment of the school. School climate was measured by six dimensions of the school climate questionnaire.

- **Order and Discipline:** school rules that students have to implement in order to prevent from misbehavior. (Questionnaire1-4)
- **Fairness:** the unbiased treatment of teachers upon the students, despite of their academic performance, social status and ethnicity. (Questionnaire5-7)
- **Parent Involvement:** The commitment of parents to their children's academic success. (Questionnaire8-11)
- **Sharing Resources:** the equivalent opportunity for students to involve in school activities, use materials and equipment. (Questionnaire12-14)
- **Student interpersonal relationship:** refers to the ways that individual student interface with and communicate each other.(Questionnaire15-17)
- **Student-teacher relationship:** The quality and consistency of relationships between teachers and students. (Questionnaire18-20)

Students' Satisfaction: refers to the level of students meet their needs in school environment in terms of safe, unbiased treatment, interpersonal relationship, parent involvement in their academic achievement.

- **Physiological Needs:** refers to the quality and amount of food, water and air the students get from the school.(Questionnaire1-4)
- **Safety Needs:** refers to how safe students are from being bullied or physically attacked in the classroom or environment and how secure they are from disasters or from catching any diseases.(Questionnaire5-10)
- **Social Needs:** refers to the quality of the relationship students keep with their friends and the emotional support such as sympathy, affection, love etc. students get from their friends. (Questionnaire11-13)
- **Esteem Needs:** refers to how important students feel themselves to others, how much respect they have for themselves and the admiration, appreciation, recognition students receive from their classmates or teachers. (Questionnaire14-17)
- **Self-Actualization:** refers to the students who are motivated to flourish their full potential and applied what they have learned. (Questionnaire18-21)

Significance of the Study

Shehong middle school is a school which combines with junior high school and senior high school located in Sichuan province, China and enjoyed a great reputation for over150 years. But recent years, the school leaders in this area are struggling with the problems surrounding with school climate building and students' satisfaction, yet there is not a clear relationship between school climate and students' satisfaction. The school leaders were given

a responsibility to reason why some problem happened with students' satisfaction. Thus, for school leaders, as the researcher mentioned, the research could provide the school leaders a direction to improve their student satisfaction by means of improving school climate, and they could arrange their daily working gravity on improving school climate. Perhaps in the end, the school leaders could finally work out this problem bothering them for a long time.

For the students, it may help to understanding their feelings towards school climate and increase their study satisfaction.

For the teachers, it may help them realize clearly about the relationship between a healthy and positive school climate and student satisfaction, and apply the findings to develop appropriate methods to increase student's satisfaction.



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presented a focused review of the related literature, which was based on the theoretical foundation of this study but also included the other related theories and previous studies on the theme, the detailed information of the literature review as following:

- School Climate
- Dimensions of School Climate
- Student Satisfaction
- Maslow's Hierarchy of Needs
- Herzberg's Hygiene Theory
- Previous Studies on School Climate and Students' Satisfaction
- Background of the School
- Summary

School Climate

School Climate refers to the quality and character of school life. School climate is based on patterns of students', parents' and school personnel's experiences of school life and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures.

A sustainable, positive school climate fosters youth development and learning necessary for a productive, contributing and satisfying life in a democratic society. This climate includes norms, values, and expectations that support people feeling socially, emotionally and physically safe. People are engaged and respected. Students, families and educators work together to develop, live and contribute to a shared school vision. Educators model and nurture attitudes that emphasize the benefits and satisfaction gained from learning. Each person contributes to the operations of the school and the care of the physical

environment (Kutsyuruba, Klinger, & Hussain, 2015).

Jonathan, Arnold & Pickeral (2007) outlined the four principles that they have emerged from the National School Climate Council (2007) (1): School climate is an essential element of successful schools to promote student achievement, preparation for democratic life, and preparation to be successful in the 21st century workplace. (2): School Climate evaluations need to be carried out with tools that have been developed in a scientifically sound manner and are comprehensive in the following two ways: (1): K-12 student, parent, and school personnel “voice is recognized, and (2) all of the major dimensions of school life (e.g. safety, relationships, teaching, and learning, the(external) environment) are assessed. (3): Comprehensive school climate assessment provides data that should be used as a springboard for community-wide understanding, school improvement planning, and implementation efforts as well as accountability. Currently, there are research-based guidelines that recognize the unique nature of each school’s history, strengths, needs and goals and provide benchmarks and a road map for school improvement efforts. (4): School personnel, whether they are aware or not, are school climate leaders. Students, parents and community leaders naturally follow their lead. Therefore, emphasis on school personnel training in classroom and school climate is pivotal for educational reform.

School climate (Brand et al., 2003) is a broad, multifaceted concept that involves many aspects of the students’ educational experience. A positive and healthy school climate is the product of a school’s attention to fostering safety: promoting a supportive academic, disciplinary, and physic environment; and encouraging and maintaining respectful, trusting and caring relationships throughout the school community no matter the setting for Preschool/ elementary school to higher education.

A positive and healthy school climate is critically related to school success. For example, it can improve attendance, achievement and retention and even rates of graduation,

according to research, School climate has many aspects. Defining a framework for understanding school climate can help educators identify key areas to focus on to create safe and supportive climates in their schools.

Jonathan, Arnold & Pickeral (2007) also provided six recommendations: (1): Define school climate in ways that are aligned with recent research. (2): Recommend that schools routinely and comprehensively evaluate school climate, recognizing student, parent, and school personnel “voice” and “connectedness” as well as all of the major dimensions (e.g. safety, relationships, teaching, learning and the environment) that shape school climate and use the information to continuously improve the teaching and learning environment. (3): Adopt standards for positive school climate as well as school climate assessment procedures. (4): Use school climate assessment as a measure of accountability. (4): Use school climate assessment a measure of accountability. (5): Encourage teacher preparation programs that give teachers and administrators the tools to evaluate classroom, school climate and take steps to these findings to promote a climate for learning in our schools. (6): Increase research on the evaluation and dissemination of resources focused on improving school climate.

Despite different theoretical perspectives on the school climate, in order to measure the school climate, in this study, the researcher applied the concept of school climate developed by Emmons, Haynes & Comer, which has been applied widely. According to Emmons et al., (2002), school climate is the quality and consistency of interpersonal relationship within the school environment that significantly effect on student’s cognitive, social and psychological development.

Dimensions of School Climate

To measure the school environment or school climate, different dimensions of school climate were provided by different researchers. There are main areas that should be paid

more attention when we discuss about the school climate: students' safety, teaching and learning, relationship, institutional environment and school connectedness (Brand et al., 2003). The school climate applied in this research comprise six dimensions: 1. Order and discipline, 2. Fairness, 3. Parent Involvement, 4. Sharing Resources, 5. Student Interpersonal Relations; and 6. Student-teacher Relationship.

Order and Discipline

Discipline is one of the factors of education which is crucially important in children's character's development. It is often described as producing a moral atmosphere self-discipline and moral behavior (Kleinig, 1985 as cited in Onderi, & Odera, 2012). In order to provide a safe and positive school climate, the utilization of discipline to stop or correct undesirable behavior and develop self-discipline is required. Without discipline, an institution cannot accomplish its' goals and visions. Onderi and Odera (2012) asserted that school's head master must possess the complete knowledge and a deeper understanding of order and discipline as a subject because it is a powerful weapon of a classroom environment to achieve desirable behavior. In the institution of learning, discipline is a basic component of a school climate as it trains or guides the individual to flourish responsible behaviors which encourage them to be self-disciplined person (Bear, 2010).

Discipline is an important tool for the success of the school as it provides an orderly learning environment in which students cultivate meaningful achievement, positive value, social skills and attitude (Onderi & Odera, 2012). "Self-discipline promotes positive relations with others and a positive school climate, fosters academic achievement, and promotes self-worth and emotional well-being" (Bear, 2010).

Fairness

When previous researchers evaluate the school climate in order to improve school effectiveness and students' well-being, they also examine students' perception toward teachers' treatment (Haynes, Emmons & Woodruff, 1995). Interactional fairness is one of the essential components in enhancing students' achievement motivation. Fairness was characterized by the absence of favoritism and was essential for ensuring that all students met what they needed. The unbiased treatment to students' increase learner motivation and performance, quality of academic outcomes, student-teacher relationship and as well as student satisfaction and achievement (Rodabaugh & Kravitz, 1994; Walsh & Maffei, 1994; Lowman, 1984; Marsh & Overall, 1980). Long (2014) discovered that there was a significant relationship between students' level of alienation and their perception toward teachers' fairness. Besides, ÇAĞLAR (2013) asserted that a school environment in which students are treated fairly can decrease students' feeling of alienation and have a significant positive result in their feeling about the school. When student perceive biased treatment in terms of score, instruction and interaction, they are more likely to have unfriendly attitudes towards teachers and ignore teachers' comment or suggestions (Paulsel, 2004). Moreover, when students feel that individual students are treated equally well, their satisfaction with the school experiences would be positive. The feeling of their teachers is not fair, could lead to higher rate of dissatisfaction with the school (Rodabaugh, 1996).

Parent Involvement

It is undeniable that parents' involvement in children education is one of the essential factors for improving children's academic development in school. Parent involvement is considered as an important contributor to students' academic development (Emerson, Fear, Fox, Sanders, 2012; Hill & Tyson, 2009; Wilder, 2014). Parental involvement is

characterized by communicating with school or teacher, participating in school activities, volunteering for the school and collaborating with the school community (Epstein, 1995). The emotional support and physical involvement of parents in their children education indicated that parental involvement in academia is significantly connected to students' academic achievement (Griffin, 1996 as cited in Gould, 2009).

According to Wilder (2014), parental involvement has a large impact on students' educational outcomes such as higher standardized test scores, grades and achievement motivation. The parental involvement makes students' greater gains, increased self-esteem and satisfactions with the school (Tenebaum, 2018). Parents typical communication with children on a weekly basis in terms of homework, paper, school activities and grades received in the classroom improve the level of students' academic performance (Henderson & Berla, 1994). A school environment in which parents are committed to their children's academic development, provide students whose achievement is better than those whose parents do not pay attention to education. Also, School designed with strong component of parental involvement motivated the students to work harder and parents' high expectation for children educational development illustrated that they high value academic (Chrostenson & Rounds, 1992).

Henderson and Mapp (2002) stated, not only do parental school involvement related to higher gain and grade, but also it associated with higher enrollment in more challenging programs, higher attendance, developed behavior and social skills. Also, Nokali, Bachman and Votruba-Drzal (2010) discovered that parental encouragement in education have significantly impact on behavior and social skills. Moreover, Gonzalez-pend et al., (2002) discovered that students who get emotional support from their parents, were more likely to take risk and increase satisfaction with the school. Lack of parent school environment cause

unwelcome results in attitudes and behavior, leading to 22 unwanted consequence such as disciplinary problems, poor achievement and emotional disorder (Bevill, 2007).

Sharing Resources

In this study, sharing resources means all students get equal opportunities to participate in school activities and to use school's materials and equipment. It is an indisputable fact that the school must cultivate the culture of equity in order to develop school effectiveness and students' well-being. Ross (2013) described school culture of equity as a place where all students could be able to accomplish their educational goals successfully regardless of their family background, gender, age and ethnic group. School culture of equity is occurred when all students feel that teachers appreciate their uniqueness and different strength, unbiased treatment and provide equitable support to participate in school activities (Wilson, 2002). When students feel welcomed and appreciated, it could significantly affect on students' sense of belonging, self-esteem and school climate as well (Farrelly, 2012).

Student Interpersonal Relations

Several considerable researches pointed out that positive interpersonal relationships are critical for human being; the fountainhead of well-being, a buffer against pressure or tension and emotional aid as part of daily life (Battistich & Hom, 1997; Pe Leon, 2000; Gutman, Sameroff & Eccles, 2002). In addition, there is substantial data showing that interpersonal relationship is the cornerstone of students' social and emotional development as well as academic growth and achievement motivation. According to Vygotsky, "learning awakens a variety of internal development processes that are able to operate only when a child is interacting with people in his environment and in cooperation with his peers" (p. 90) (as cited in Gablinske, 2014). In this study, the researcher described interpersonal relationship as

the level of esteem, care, appreciation and trust shown among the students in the school.

Positive peer relationships have considerable connection with students' academic success. When students have positive interactions with their friends or classmates, higher achievement motivation, greater engagement in students' activities and higher academic success are demonstrated (Wentzel & Caldwell, 1997). Not only do positive interpersonal attachments to caregivers, educators and peers develop social, emotional and intellectual functioning, but it also fosters a positive feeling of self-respect, self-confidence and self-worth.

Students with high self-esteem are more likely to form a positive bond with peers, cope better with stress and set higher academic goals (Ryan et al. 1994; Wentzel, 1998). The positive relationship with same sex peers had significantly impact on academic outcomes, opposite sex peers did not have a positive connection with these outcomes though (Martin & Dowson, 2009). Interestingly, however, the relationship with opposite peers were positively associated with non-academic outcomes in terms of mental health.

Poor relationship with peers can adversely affect enjoyment at school, engagement and absenteeism. Students who feel ignored and lonely in the school are more probable to surrender on learning and dropped out of school. These students represent a special group that are at higher risk to develop learning and are more likely to be show in absenteeism. Students who have support and care from peers are more likely to engage in positive behaviors compared to those who do not receive any support (Zandvilet et al., 2014).

Student-Teacher Relations

There is substantial data showing that the nature and healthy relationships between students and teachers are crucial to the academic performance of students in the school (Hamre & Pianta, 2006; Brich & Ladd, 1988). Forming a positive bond with students can

significantly impact on students' behavioral and emotional engagement and academic achievement. The level of teachers' care, warmth, support, appreciation and positivity is described as one of the components of school climate. Hamre & Pianta (2006) described that positive teacher-students relationship was characterized by open communication, emotional and academic support which occurred between teachers and students. The classroom climate or environment has a powerful effect on students. The most powerful weapon teachers have, when trying to foster a favorable learning climate, is positive relationships with their students (Varga, 2017). This researcher discovered that students' motivation and engagement, whose relationship with their teachers are positive, are higher. Thus, the basic foundation to encouraging students to be more motivated and engaged so they are academically successful, is forming and maintaining positive teacher-students relationship.

The performance of teachers in the classroom is significantly related with the perception of the students toward relationship and classroom environment, which further contributes to the academic achievement. Students want to feel as if they deserve to be cared, appreciated and respected. Students who possess positive relationship with their teachers develop emotionally, socially, intellectually and this further play a critical part in academic success (Allen, 2013). Possessing positive relationship with teachers make students feel more motivated and engaged in classroom participation; they are inclined to work harder, they less likely to have problems in the school and pay attention more to teachers' advice and instruction (Kobak, Herres & Laurenceau, 2013). Hamre and Pianta (2006) asserted that "Forming strong and supportive relationships with teachers allows students to feel safer and more secure in the school setting, feel more competent, make more positive connections with peers, and make greater academic gains" (p. 57). Hughes (2012) discovered that students who receives support and attention from their teachers by showing they were listening to and

understood students' interest and needs completely, were more likely to gain higher score on standardized test of learning.

Moreover, according to Hamre and Pianta (2006), students who do not have a good relationship with their teachers, are the same ones who do not have a better positive towards academic. Cornelius-White (2007) asserted that negative relationships with teachers had a negative significant impact on the rate of bullying in the school. If students have negative and conflictual relationship with teachers in kindergarten, they are more likely to have behavioral and academic issues in later grades (Hamre & Pianta, 2006).

In addition, teacher-student relationship can also impact on students' social outcomes. The way teachers interact with students in the classroom environment can impact on the perception of classmates has toward individual students in terms of choosing partners to interact with and accept (Hughes, Cavell, & Willson, 2001). Students who have a negative and conflictual relationship with teachers bring a lack of acceptance, which make other classmates to ignore the students involved in the conflict with the teacher. Peer ignorance could significantly affect on students' self-esteem, causing unwelcomed social outcomes (Hughes, Cavell, & Willson, 2001). In sum, each dimension of the school climate is a significant contributor to students' well-being, self-worth, students' development of emotion, social and these impacts correlated with students' satisfaction with the school life.

Students' Satisfaction

The assessment of students' satisfaction at a school become essential measurement plan in institution or university as the survey result can provide administrators important direction for strategic planning in terms of teaching and learning, campus life, services which can be utilized in improving the quality of student life and developing policies that encounter students' needs (Edens, 2012).

Students' satisfaction is a major component in persistence and retaining high achievement because students who are satisfied with their campus life are more likely to make an effort to graduate and accomplish academic goals (Kuh et al., 2006). Schertzer & Schertzer (2004) discovered that students' stronger feeling about the school can impact on students' achievement motivation, retention and academic performance. Moreover, the level of student satisfaction is connected to constructing a quality of life by positive emotional responses such as happiness and sense of well-being at school (Šakić & Raboteg-Šarić, 2011).

The more students' perception towards school climate is positive, the more they enjoy their students' life (ÇAĞLAR, 2013). Aldridge and Rowley (1998) illustrates that the level of student satisfaction with school largely impact the success or failure of student learning. Students who are not satisfied with their school because they do not meet their expectation and needs, which can lead to higher risk of absenteeism or dropping or transferring to another school. According to Miller (2003), student attrition can negatively effect on future enrollment and school's reputation (as cited in Nash 2015).

Billups (2008) found that satisfaction with the school are closely linked to students' decision to leave institution, sense of responsibility for their school reputation and failure of learning. Students who report positive feeling regarding quality of campus life are tend to remain enrolled at school and take risk to accomplish their educational goals. On the other hand, students who have strong negative feeling about their quality of school life are more likely to have negative perception toward the school in terms of interpersonal relationship, academic achievement, perception of fairness and safety (Nash, 2015).

Nowadays, in institutions, students are regarded as customers or consumer as higher education institutions are more like a business. The student satisfaction maintains the school for profit- making and improve the retention of existing customers (Stoltenberg, 2011).

Schwartzman (1995) claimed that institutional organization should use the concept of customer service from business term. Hom (2002) developed the concept of customer satisfaction and Oliver (2010) defined that customer satisfaction means consumers provide their perception of service quality and product feature and satisfaction level of consumption related fulfillment. Cengiz (2010) illustrated that when the customers meet their expectation of product quality and services quality, they are satisfied. But, when the customers' expectation is higher than the feature of product and service, their satisfaction is more likely to decrease.

There are many different school characteristics which have been perceived as vital components of student satisfaction; learning experiences, support from teacher, classroom climate and social climate (Kong, 2008; Mok & Flynn, 2002). Thomas & Galambos (2004) asserted that interpersonal relationship, teaching quality and parent and teacher support have strong impact on student satisfaction (as cited in Stoltenberg, 2011). Moreover, the study 28 pointed out that social climate determinants are closely linked to student satisfaction. In fact, the students' feeling of being accepted or appreciated by teachers or peers is associated with satisfaction. The class room environment in which students feel safe, welcomed, motivated as well as free of harassment have a positive effect on students' positive feeling about the school.

Previous researchers applied different concepts of satisfaction to measure the level of student satisfaction with the school. In this study, the researcher used Maslow's hierarchy of needs to assess student satisfaction.

Maslow's Hierarchy of Needs Theory

The study of Maslow's satisfaction need could be used as the foundation in order to study the climate of business organization and educational organization (Han, 2013). The dimension of school climate could be perceived in terms of Maslow's hierarchy of needs (Rafferty, 2008 as cited in Han, 2013).

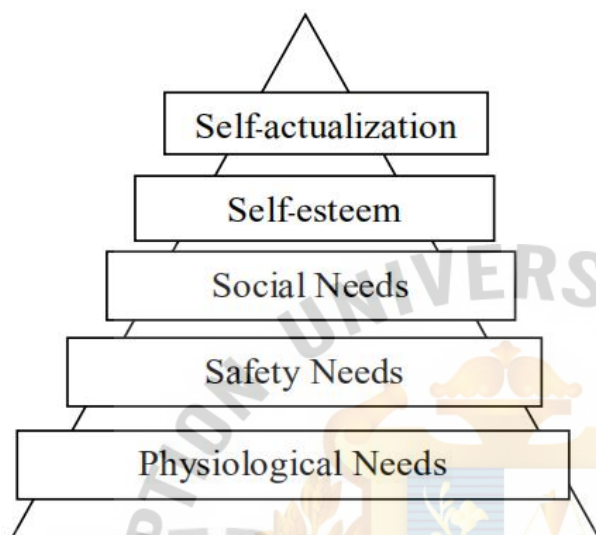
Maslow (1943) argue that it was the responsibility of the organizational leader to enhance the level of employees' job satisfaction and motivation by attending to the basic needs of the individual. In institution, according to Howard et al., (1987) the basic needs of the individuals from school community-students, teachers and administrator, must be fulfilled (as cited in Han, 2013). Maslow's theory helps leaders from every organization including the school to have a better understanding of the psychological process that involve in motivating and retaining the employee. In the education field, Maslow's study can be utilized in order to promote the most conducive learning environment and help school administrators and educators identify the areas where students are satisfied with school climate which might have a great influence on their academic achievement (Schunk, 1991).

According to Maslow (1943) there are five essential basic human needs: physiological needs, safety needs, social needs, esteem needs and self-actualization needs. These five basic human needs are separated into two parts which are deficiency needs and growth needs. Deficiency needs refers to biological and psychological requirements for human survival and well-being such as physiological, safety, Love and belongingness and esteem needs. Heller (2002) and Ronney (2003) claimed that the performance of both teachers and students are effective and efficient when these deficiency needs are satisfied. Conversely, the top level (Self-actualization) is regarded as growth needs or being needs. When these growth needs are satisfied, people can achieve the top level called self-actualization. Growth needs are defined differently by individual and unfortunately, people seldom satisfied these needs because of a failure to meet the deficiency needs.

A failure to meet lower level needs cause an individual to swing between levels of satisfaction needs. The research site the researcher choose in this study was boarding schools. The researcher wanted to find out whether those students from selected blind schools meet

their expectations and satisfied with their campus life or climate. Maslow's different level of satisfaction needs are discussed as followings:

Figure 2. Maslow's hierarchy of human needs (Maslow, 1943)



Physiological Needs

Physiological needs are the center of attention among five stage in the hierarchy of needs. Physiological needs are known as the most essential support for human survival. Food, drink, air, shelter, clothing, sex and sleep are considered as basic biological requirement to survive. In a learning environment, the administrators should address these first stage of needs as priority before other needs in order to improve student well-being and provide conducive learning environment. Studies found that students' physiological needs must be fulfilled in order to achieve the level of motivation and construct a quality of life (Arkes& Garske, 1977; Cofer & Applwy, 1964, as cited in Long, 2014). Other satisfaction cannot be fulfilled unless the basic level needs are satisfied first. In fact, students who hunger for food, safety, love and esteem is more likely to looking for food than anything else. Moreover, student who suffer

from nutrition normally become inactive and disengaged from classroom activities (Long, 2014)

Safety Needs

When the first stage of needs are satisfied, then the satisfaction need for second stage activates. When people have sufficiently satisfied physiological needs, then they would have time to attend to satisfying the next higher- level called safety needs (Taormina & Gao, 2013). Safety needs refers to physical safety such as protection from unwanted physical threats and deprivation. Maslow (1943) illustrated that thing that could fulfill the safety needs such as a place where one can enjoy freedom from fear or harm (e.g. a house or building that provide protection from weather disease) and protection from physical violence (order or Law). In the learning environment, safety needs are met when administrator provide environment in which student feel safe from violence, dangerous disease and bullying. Long (2014) stated that students who are afraid of attending school, peer or teachers are not effective and efficient in their performance. When students feel safe to study, they are more likely to enjoy learning and develop academically and emotionally.

Belongingness Needs

These needs refer to individuals need for friendship, intimacy, affection, trust, love and belonging. Maslow (1943) pointed out that when people are largely gratified physiological and safety needs, they started hunger for sense of belonging with other people and pay more attention to form a pleasant bond with others. Interpersonal attachment is considered as important component for human being in order to construct a quality of life (Baumeister & Leary, 1995, as cited in Taormina and Gao, 2013). Besides, in school learning environment, when students have positive interactions with their friends or teachers, they are more likely to achieve higher level of achievement motivation, make effort to engage in students' activities

and demonstrate academic success (Wentzel & Caldwell, 1997). Deprivation of satisfying these social needs can have a strong negative consequence for individual. Social exclusion is considered as one of the major factors causes of anxiety (Baumeister & Leary, 1995, as cited in Taormina and Gao, 2013). A student who suffer from social rejection, isolation and loneliness tend to less enjoy learning at school and be in a group represent absenteeism (Zandvilet et al., 2014).

Self-Esteem Needs

These stages of Needs are divided into two categories: (1) esteem for oneself and (2) esteem from others (the desire for recognition and respect from others). Taormina & Gao (2013) described esteem for self as “the evaluation of a person’s attitude and respect he or she possess for his or her own. Esteem from others is defined as “the evaluation of attitude and respect a person get from other people in terms of that person’s character. When people fulfilled the self-esteem needs, their feelings of self-confidence, prestige, worthiness and value as a person tend to increase. In learning environment, according to Han (2013), these feelings are closely related to student’s academic success. Maslow pointed out that deprivation of self-confidence, respect and appreciation from others produce a feeling of depression, doubtfulness, weakness and inferiority. It is crucially important, thus, that the administrators and teachers should have a deep understanding of the value of praising and recognizing the student’s accomplishments and academic success.

Self-Actualization

Self-Actualization needs is difficult to define as it is the highest stage of development in theoretical hierarchy. Maslow (1943) defined it as “people’s desire that focus on realizing of one’s potential to maintain self-development. In other words, it is desire to become more and

more what one unique is. Self-Actualization could be seen differently in different people as it is a life-long goal and people develop throughout the life span (Han, 2013). In the school, this satisfaction needs ensure the effectiveness of the school. According to Schoen & Teddlie (2008), this fulfillment has a positive impact on individual goals to accomplish at the highest possible stage which a student set for him or herself. Moreover, they argue that self actualization needs are fulfilled when individual students could be able to maximize their potential while attaining their personal goals.

In an institution, clearly then, a higher level of satisfaction is tended to be achieved when educational leaders provide environment where all members consider other person welfare. Satisfying deficiency needs and in progress growth needs in all organization members are fundamental not only for individual achievement but also for school success (Schoen & Teddlie, 2008). In addition, both teachers and student's performance are effective and their accomplishments are increased when they met basic needs. Maslow's need theory provides administrators and principle guide line to raise awareness of all members of organization basic needs as most important consideration. In institutional environment, quality education cannot be met unless educational leaders try to meet school member's basic needs as priority. In academic context, in sum, Maslow's need theory offered invaluable significance for meeting a school's requirement in order to improve learning environments needs for a change to better improve students' satisfaction.

Herzberg's Two-Factor (motivation-hygiene) Theory

In the mid-1960, management theorist Frederick Herzberg proposed the two-factor (motivation-hygiene) theory regarding job satisfaction, proposing: Job dissatisfaction was influenced by hygiene factors, Job satisfaction or motivation was influenced by motivation factors Hygiene factors describe the extrinsic factors that have no influence and cause job

dissatisfaction in the work place (Reed & Watmough, 2015). Extrinsic factors relate to a working environment such as politics, quality of leadership, interpersonal relationship, working condition and job security etc. These extrinsic factors do not motivate employees, but being lack of these factors can cause worker dissatisfaction. Motivators describe the intrinsic factors of the job that motivate employee such as recognition, work itself, job satisfaction, opportunity for personal growth and advancement (Herzberg, 1967).

Several substantial studies regarding student satisfaction use Herzberg's motivation hygiene theory (Timmreck, 1977; Reed & Watmough, 2015; Chyung, 2005). According to Timmreck (1977), adapted for education, hygiene factors comprised the school policy and rules, the supervisions of teachers and administrators, student's relationship with teachers, principal, administrators and peers, classroom environment, status and security. If those factors are not available at the desired level, students become dissatisfied but their presence do not motivate or satisfy students. These hygiene factors could be used only to prevent or avoid unhappiness and dissatisfaction in the school not to motivate students. Herzberg (1967) demonstrated clearly that these hygiene factors fail to provide satisfaction or motivation because the characteristics necessary for personal growth are lacking. Mainsera & Kooiji (2003) these hygiene factors must be continually maintained by administration because they are never completely satisfied (as cited in Chyung, 2005) When hygiene factors low or lacking, a person tend to find to fill these factors rather than factors that satisfy or motivate person that lead to a person's personal achievement.

According to Timmreck (1977), this Herzberg's theory could loosely compare to Maslow's hierarchy of needs theory. Maslow's lower needs- physical and safety or Herzberg's hygiene factors need to be addressed before the higher needs of love, self-esteem and self-actualization or motivation factors. This researcher, Timmreck, discovered that factors that were discovered to cause unhappiness and dissatisfaction among students were

being treated unequally or finding a classroom condition unpleasant. All students want to get equal treatment. Revealed that unbiased treatment on students could decrease students' feeling of alienation and have a significant positive result in student's feeling about school experiences.

Achievement, recognition, work itself, responsibility, advancement and growth are the motivation factors. These factors provide intrinsic motivation which emerges from the learner's own needs and desires rather than from outside pressure (Timmreck, 1977). Recognition describes when the student receives the recognition, they deserve for their academic success. Work itself include the level of student satisfaction or the feeling of their academic success. Personal growth and advancement are met when students achieve through tasks that are meaningful to him individually. Hygiene factors cannot provide the opportunity to experience personal growth because they do not involve a task, personal growth is influenced by achievement which need a task. Herzberg (1967) showed that motivators provide stimulation psychologically, meaningfulness is experienced and the students is activated toward his personal growth needs. Chyung (2005) conducted study on student satisfaction, illustrated the importance of addressing hygiene factors before addressing motivation factors. In order to deal with motivators and hygiene factors in the concept of student satisfaction, Chyung (2005) distributed SIEME model: (1) Separate concepts of satisfaction and dissatisfaction; (2) Investigate hygiene and motivation factors; (3) Eliminate the hygiene factors; (4) Maintain motivation factors; and (5) Evaluation of student satisfaction continuously.

Previous Studies on School Climate and Students' Satisfaction

The study of life satisfaction is included in a perspective that emphasizes healthy and positive aspects of development at different stages of the life cycle. Life satisfaction has been

related to the individual's cognitive assessment of his/her life, in different domains (Segabinazi, Giacomoni, Dias, Teixeira, & Moraes, 2010).

The specific life satisfaction domains in adolescents include satisfaction with the school, family, and leisure. In Brazil, in general, young people present good levels of life satisfaction (Segabinazi et al., 2010), which corroborates the findings of the international literature (Huebner & McCullough, 2000; Huebner, Gilman, Reschly, & Hall, 2009). However, among the specific domains of life satisfaction for adolescents, the school has presented the lowest means in national and international studies (Huebner & McCullough, 2000; Segabinazi et al., 2010). Low satisfaction with school experiences has generated questions related to the schools' role in the prevention and promotion of adolescent health. As young people spend most of their time at school, this context should be considered a key scenario for interventions designed to promote students' well-being.

School satisfaction is related to the students' assessment of how they feel about that environment, considering the importance of the school, the school community and the interpersonal relationships experienced in this context (Huebner & McCullough, 2000). This measure, however, is complex and non-linear, since the student's perception of the school experience does not only derive from events and feelings related to the school itself. Other life experiences related to family, friends, leisure, and physical and mental health may affect this judgment.

Studies have demonstrated the importance of contextual and individual variables (self-perceptions, individual resources) for a better comprehension of the satisfaction of students with their school experience. Among the existing empirical evidence, some of the key factors that correlate with school satisfaction are age and academic performance (Alves, Zappe, Patias, & Dell'Aglio, 2015), feelings of self-esteem (Karatzias, Power, Flemming, Lennan, & Swanson, 2002), support of teachers and peers, general and academic self-efficacy

(Suldo, Bateman, & Gelley, 2014), expectations for the future (Alves et al., 2015) and school climate (Suldo, Thalji-Raitano, Gelley, & Hoy, 2013).

From this positive perspective, the evaluation of the schooling process (school results) should not only focus on variables related to academic success. It is important to consider more comprehensive outcomes, including non-academic results, such as students' perceptions regarding the quality of their school settings, as well as their psychological well-being (Huebner et al., 2009). Studies have shown that school experience and levels of satisfaction with the school influence overall satisfaction with life and well-being (Suldo et al., 2014). Therefore, it is important to seek to comprehend which factors promote school satisfaction for students.

The school climate has been associated with important school results. Growing evidence suggests that the school climate can affect students' learning levels and academic performance. According to a study by the Organization of Economic Cooperation and Development (OECD, 2017), school climate was the element that most explained the variation in performance results among the schools analyzed. Also, the environment or the school climate that students' experience can predict and promote their satisfaction with life and the school (Suldo et al., 2013). Almost all definitions of school climate include references to the importance of positive interpersonal relationships. For example, Aldridge et al. (2016) defined school climate as the quality of the interactions with the school community, which influences the students' cognitive, social, and psychological development. Other definitions include the importance of students and staff feeling psychologically and physically safe in this environment (Cohen, McCabe, & Michelli, 2009).

Although not a new concept, interest in studying the school climate has increased not only among researchers in the area but also among educators who aim to construct public policies based on the aspects of prevention of unwanted behaviors and the promotion of a

healthy school environment (Bear et al., 2015), however, most studies and interventions based on the school climate construct, as well as on school satisfaction, have been conducted in the United States and Canada and little is known about these concepts in other contexts, including the Brazilian reality (Holst, Weber, Bear, & Lisboa, 2016). In a literature review conducted by Holst et al. (2016), only one study was found in the Brazilian context, which used a school climate measure, however, presented no evidence of the adaptation of the instrument used (originally constructed for the Canadian context) or of the validity and reliability of its results.

Background of the School

The selected school was founded in 1848, SheHong city of Sichuan province, with its long history and sediments of teaching theory, it expanded to two campuses, namely SheHong Foreign Middle School, and SheHong senior high school. SheHong Senior high school, it mainly undertakes the teaching of Senior students in SheHong, and the number of SheHong senior high school is the selected campus in this research, its Grade 12 students are nearly 600 divided into 11 classes.

According to the principal, the school's geographical location is convenient, the teaching and learning environment is top advanced in China which includes highly advanced physical teaching and learning environment like all-seasoned sports center, baseball training center and large library, and all of these advanced campus environments could provide students a good quality for their learning, and they could enjoy the most advanced campus in this whole area. Furthermore, the SheHong Middle school also has its reputation from all walks of life in SheHong area because of its long history and great teaching style, each year, it will send more than 500 students to a better university abroad and domestically. The SheHong middle school also has built the cooperated relationships with some famous Singaporean middle

schools and universities since long before.

Additionally, the selected school has paid a lot attention to its school climate building like well-established experimental laboratory and multiple-functioned classroom and so on.

The teachers who are currently working there feel like school is their second home and their working environment and job security are quite well guaranteed, and their full-time teachers enjoy a lot reputation from the local society and their students.

The students who are studying there now and before are totally speaking highly about its school climate and teaching theories including professional pedagogy, well-established campus and kind teachers and principals.

The parents of their students speak highly about SheHong middle school as well because most of their kids enjoyed a good quality learning environment and a good guaranteed career development.

With the reputation gained from the whole society, SheHong middle school is still striving for the school climate building and related problems solving with advanced theory and perseverance.

Summary

In summary, the literature review contained School climate, School Climate, Dimensions of School Climate, Student Satisfaction, Maslow's Hierarchy of Needs, Herzberg's Hygiene Theory, Previous Studies on School Climate and Students' Satisfaction, Background of the School. Its main job for this research was to get related information on the research of school climate and student satisfaction, and how they affect each other if possible.

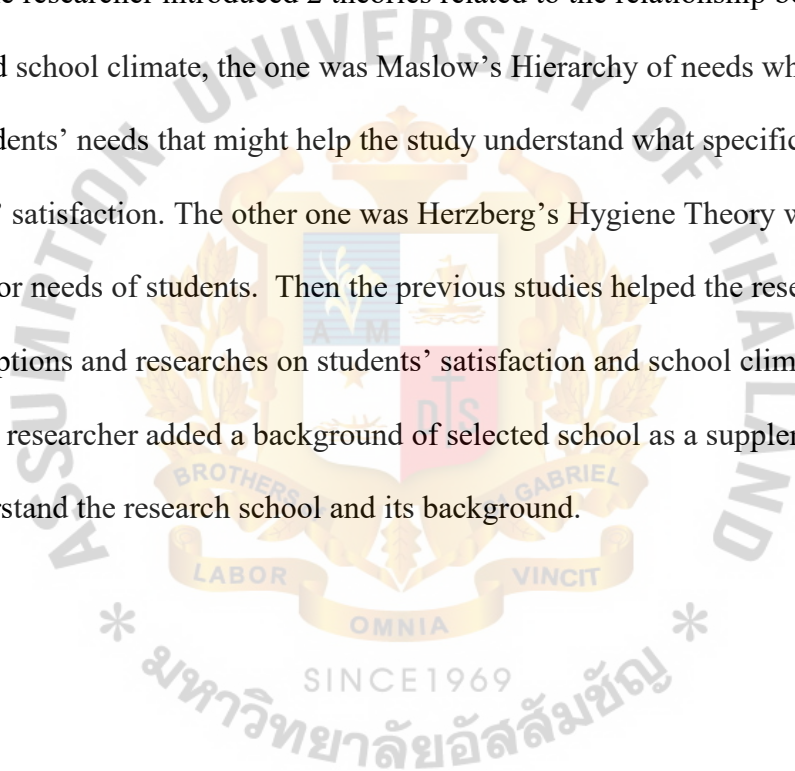
Firstly, the school climate review helped the researcher to know the definition of school climate and its major types, and the importance of building a positive and healthy school climate, and how we could build good school climate within a specific school. Students and

even staffs in a school could easily be influenced by the quality of school climate, and additionally the quality of school climate could decide a school's future development, especially in such a fast-moving century where students have the ability and chance to get to know new things that are easily to move their attention on their study.

Secondly, the dimensions of school climate, the researcher specifically explained the major dimensions of school climate, and it helped the whole study to know what is going on with these six dimensions, and how these 6 dimensions would affect the students' satisfaction.

Thirdly, the researcher introduced 2 theories related to the relationship between students' satisfaction and school climate, the one was Maslow's Hierarchy of needs which introduced the several students' needs that might help the study understand what specific factors would affect students' satisfaction. The other one was Herzberg's Hygiene Theory which helped to analyze the prior needs of students. Then the previous studies helped the researcher know the previous perceptions and researches on students' satisfaction and school climate.

Lastly, the researcher added a background of selected school as a supplement for the reader to understand the research school and its background.



CHAPTER III

RESEARCH METHODOLOGY

This chapter contained 7 parts in total, namely research design of this research, population and sample, research instrument, validity and reliability, collection of data and data analysis, the summary of research process.

Research Design

The research was designed as a quantitative and relationship study, the researcher used a questionnaire to collect data, analyze data, and study the perceptions of target students through descriptive and correlation for analyzing the data of this study.

Population and Sample

The target population of this study was the Grade 12 students who were studying at SheHong Middle School during the academic year 2018-2020. According to the HR department of selected school, there were 11 classes of Grade 12 students in this campus totally, as they are the ones who were studying in the selected school for the longest time, and their age and maturity were the highest when compared with other grade students, this researcher decided to use the Grade 12 students as the target of group for this study. However, as the last year students, their study tasks were very heavy, they had to face the National Entrance Examination soon, therefore, with the principal's permission, reminding, and requirement, the school coordinated with this study for allowing this researcher to select only 2 classes of Grade 12 students as the sample, so this study used this convenient sampling method, and used 2 classes of Grade 12 students for the investigation of this study, the total students number were 80(the sampling class 1 was 40 and the sampling class 2 was 40 as well).

Research Instrument

In this study, the researcher applied the questionnaire based on the literature review to identify the relationship between student satisfaction and school climate. The research instrument was a questionnaire including 2 parts to identify the relationship.

Part (1): the questionnaire was designed to measure the students’ perceptions of the school climate. The researcher adapted the questionnaire from a previous study developed by Long (2014). Long (2014) used the “the Concept of the School Climate” (Emmons et al., 2002) to conduct his study. Among 37 items of Long’s (2014) school climate, the researcher removed some items which were discovered not relevant to the school environment of the Chinese students. To tell the truth, items on “Some children carry guns or knives at my school” and “Children at my school often get hurt in the school”) were out of the scope of this research. Then twenty questionnaire items were adapted for this research. More details of the part 1 questionnaire were shown in Table 1 below.

Table 1 Questionnaire Items for School Climate

No	Statements	Survey Questions
1	Order and discipline	1,2,3,and 4
2	Fairness	5,6, and 7
3	Parent involvement	8, 9, 10, and 11
4	Sharing Resources	12,13 and 14
5	Student interpersonal relations	15,16, and 17
6	Student-teacher relations	18, 19 and 20

The questionnaire utilized a 5-point Likert-type scale (1= Strongly disagree, 2= Disagree, 3= Unsure, 4= Agree, 5= Strongly Agree) to determine students’ perceptions of

school climate. A mean score between 4.51 and 5.00 refers that students perceive their school climate as highly positive, whereas a mean score between 1.00 and 1.50 means students perceive their school climate as negative, based on the questionnaire items. The detail of the Interpretation and Scale for school climate were shown on Table 2.

Table 2 Interpretation for School Climate Survey

Scale	Score	Interpretation	Mean
Strongly Agree	5	Very High	4.51-5.00
Agree	4	High	3.51-4.50
Not Sure	3	Moderate	2.51-3.50
Disagree	2	Low	1.51-2.50
Strongly disagree	1	Very Low	1.00-1.50

Source from: Sullivan G. M., Artino A. R., Jr. (2013) Analyzing and interpreting data from Likert-type scales.

Part (2): the questionnaire was designed to measure the level of students' satisfaction. The questionnaire was an adaptation from a previous research developed by (Taormina & Gao, 2013), based on the "Maslow's Satisfaction of Needs". Taormina & Gao (2013) used "Maslow's Satisfaction of Needs" to measure the level of satisfaction in their study. The questionnaires consisted of five parts from Maslow (1943); (1) Physiological needs (2) Safety needs (3) Belongingness needs (4) Esteem needs (5) Self-Actualization needs. Among 50 items of Taormina & Gao's (2013) "Measuring satisfaction of the Needs", the researcher removed some questionnaire items which were discovered not relevant to

students. Then, 21 questionnaire items adopted for this study and the details of part 2 of the questionnaire are below in Table 3.

Table 3 Questionnaire Items for Student Satisfaction

No	Statements	Survey Questions
1	Physiological needs	1,2,3, and 4
2	Safety needs	5, 6,7,8,9 and 10
3	Belongingness needs	11,12, and13
4	Esteem needs	14,15,16, and 17
5	Self-Actualization needs	18,19, 20 and 21

The questionnaire utilized a 5-point Likert-type scale (1= Strongly disagree, 2= Disagree, 3= Unsure, 4= Agree, 5= Strongly Agree) to determine the level of students’ satisfaction. A mean score between 4.51 and 5.00 refers that students’ satisfaction level is highly positive, whereas a mean score between 1.00 and 1.50 means students’ satisfaction level is negative. The details of the Interpretation and Scale for students’ satisfaction were shown on Table 4.

Table 4 Interpretation and Scale of Student Satisfaction Survey

Scale	Score	Interpretation	Mean
Strongly agree	5	Very High	4.51-5.00
Agree	4	High	3.51-4.50
Not sure	3	Moderate	2.51-3.50
Disagree	2	Low	1.51-2.50
Strongly disagree	1	Very low	1.00-1.50

Source from: Sullivan G. M., Artino A. R., Jr. (2013) Analyzing and interpreting data from Likert-type scales

Validity and Reliability

In this study of the relationship between students' satisfaction and school climate, the questionnaire was consisted of two parts: Part (1): School Climate Survey (SCS); Part (2): Student Satisfaction Survey (SSS)

Part (1): School Climate Survey (SCS) for this research was adopted from the previous study done by Long (2014). Long (2014) adopted his items from Petrucci et al., (2016), who developed "Student survey on school climate" to measure students' perception of school climate based on the six dimensions of school climate identified by Emmons et al. (2002). In regards to content validity of "Students' perception of School Climate", Long (2014) stated that Petrucci et al., (2016) developed "School Climate Survey" through a comprehensive literature review and conducted confirmatory factor analysis (CFA) in order to provide the evidences of validity of the SCS-MS.

Part (2): The items of "Student Satisfaction Survey" for this research study was adapted from previous study done by Taormina & Gao (2013). Taormina & Gao (2013) developed a questionnaire with 50 items based on the "Maslow's Satisfaction of Needs". Taormina & Gao (2013) used "Maslow's Satisfaction of Needs" to measure the level of satisfaction in their study. The reliability results were analyzed by using a statistical program to compute the Cronbach's alpha (α) coefficient to find reliability of the questionnaire. Among 50 items of Taormina & Gao's (2013) "Measuring satisfaction of the Needs", the researcher removed some questionnaire items which were discovered not relevant to students. Finally, 21 items will be adopted for this study and the details of part 2 of the questionnaire.

Each questionnaire of the “School Climate Reliability” and “Student Satisfaction Reliability” based on the previous studies were shown in Table 5 and Table 6. This researcher also reported the Cronbach’s alpha (α) values for each element after this study is completed.

Table 5 *Reliability of the questionnaire of the School Climate*

Variables	Dimensions	Cronbach’s alpha form Long (2014)	Cronbach’s alpha from current study
School Climate	Order and Discipline	.75	.77
	Fairness	.83	.62
	Parent Involvement	.68	.76
	Sharing Resources	.75	.75
	Student Interpersonal Relation	.84	.87
	Student-Teacher Relations	.87	.68
	Total	.73	.74

Table 6 *Reliability of the questionnaire of Need Satisfaction*

Variables	Dimensions	Cronbach’s alpha from Taormina & Gao (2013)	Cronbach’s alpha from current study
Students’ Satisfaction	Physiological needs	.81	.76
	Safety Needs	.87	.80
	Belongingness needs	.90	.57
	Esteem Needs	.91	.74
	Self-Actualization needs	.86	.78
	Total	.83	.73

Translation of the Instrument

The original questionnaire was English, however, this study conducted in China, so as to

make Chinese students have a better understanding towards the questionnaire paper. The researcher asked the professional translation agent to translate the questionnaire for English into Chinese to ensure the accuracy.

Collection of Data

So as to make this study go on well and smoothly, the researcher firstly obtained the permission for the administrators’ office from the SheHong Middle School on 10th September 2020. Secondly, the researcher distributed the questionnaire and collected data after the proposal defense. Lastly, the researcher did tabulation and computation within February 2021. Table 7 shows the specific steps of data collection.

Table 7. *Data Collection Process*

Date	Data Collection Process
September 2020	Request permission from the administrators’ office of school
October 2020	Discussion of Objectives and distributes of Survey questionnaires
November 2021	Collection of Survey Questionnaires
January 2021	Tabulation and computation of Data
Feburary2021	Final Defense of the Research study

Data Analysis

The researcher used the following methods to analyze the data based on each research objective after the data collection.

For Research objective one, Mean, Standard Deviation was used to identify the grade 12 students’ perceptions towards school climate at SheHong Middle School in China.

For Research objective two, Mean, Standard Deviation was used to identify the level

of grade 12 students' satisfaction at SheHong Middle School in China.

For Research objective three, Pearson Product Moment Correlation Coefficient (PPMCC) was used to determine the relationship between grade 12 students' perceptions towards school climate and their satisfaction at SheHong Middle School in China.



Summary of the Research Process

Table 8. *Summary of the Research Process for This Study*

Research objective	Source of Data or Sample	Data Collection Method or Research Instrument	Method of Data Analysis	Results
1.To determine the students’ perceptions towards school climate at SheHong Middle School in China	Two classes of Grade12 students at SheHong Middle School in China	Questionnaire (perceptions of school climate)	Mean Standard Deviation	Determined the students’ perceptions towards school climate at SheHong Middle School in China
2. To determine the level of students’ satisfaction at SheHong Middle School.		Questionnaire (Students’ satisfaction)	Mean Standard Deviation	Determined the level of students’ satisfaction at SheHong Middle School.
3.To determine if there is a significant relationship between students’ perceptions of school climate and Students’ satisfaction at SheHong Middle School in China		Questionnaire (perceptions of school climate and students’ satisfaction	The Pearson Product Moment Correlation Coefficient	Determined if there is a significant relationship between students’ perceptions of school climate and Students’ satisfaction at SheHong Middle School in China

CHAPTER IV

RESEARCH FINDINGS

In this chapter, the researcher collected and analyzed the data and presented the study findings which was conducted at SheHong Middle School, SiChuan, China. The researcher distributed 80 survey questionnaires to the sampling students that were planned before and all these students completed the questionnaire except one who asked for hospital leave and didn't give the researcher a feedback. Under the school teachers' help, the researcher was invited to the inner class WeChat group and sent the online survey link requesting the students to fill out the questionnaires. According to the research objectives, the data analysis and findings, which are presented as the followings:

1. To identify the levels of students' perceptions towards school climate at SheHong Middle School.
2. To identify the levels of students' satisfaction at SheHong Middle School.
3. To determine the relationship between students' satisfaction and school climate at SheHong Middle School, Sichuan, China.

The researcher explained the research findings in two sessions. The first part of the research findings was the demographic findings and the second part of the research findings was the findings of each of the above research objectives.

The Demographic Findings

The demographic factors consisted of the students' age, gender and educational grade. The table 9, table10 and 11 would illustrate the demographic findings.

Table 9

Gender

Gender	Number	Percentage
Male	35	44.3
Female	44	55.7
Total	79	100

There were 35 male students and 44 female students. This table indicated that the majority of sampling students at Selected School were female and that the male were minority.

Table 10

Ages

Age	Number	Percentage
16	8	10.13
17	15	18.99
18	49	62.02
19	7	8.86
Total	79	100.0

The findings for the age of students indicated that the majority of students were at the age of 18 (62.02%), and the minority of the students were at the age of 19 (8.86%), and as for age 16 and 17 was 8 (10.13%) and 15 (18.99%) respectively.

Table 11

Educational Grade Level

Grades	Number	Percentage
Grade 12	79	100.0
Total	79	100.0

The demographic for the grade levels explained that all the sampling students were in Grade 12 as the highest level of senior high school could understand more and give more useful feedback.

Research Objective One

This objective was to identify the students’ perceptions toward the school climate at SheHong Middle School in China. In order to identify the students’ perceptions toward the school climate, part one questionnaire was used 20 items to identify the students’ perception toward school climate, which included 6 dimensions: (1) Oder and Discipline (2) Fairness (3) Parent Involvement (4) Sharing Resources (5) Student Interpersonal relationship and (6) Student-teacher relationship. The researcher used Five Point Likert Scale to measure the students’ perception toward school climate on each school climate statement. The findings of the objective one are explained below in Table 12, Table 13, Table 14, Table 15, Table 16 and Table 17 respectively.

Table 12

Mean and Standard Deviations for Students’ perceptions toward School Climate in the area of Oder and Discipline (N=79)

No	Item	Mean	SD	Interpretation
1	At my school, I don’t think some students often say.	3.41	1.08	Moderate
2	I don’t think students often insult each other.	3.25	.742	Moderate
3	My school is usually not noisy.	3.42	1.183	Moderate
4	Students never call each other bad names.	3.52	1.153	High
Total		3.4	1.04	Moderate

Table 12 illustrated that the total mean score of students’ perceptions towards order and discipline was 3.4. According to the interpretation scale, the mean in the range of 2.51-3.50 is interpreted as Moderate. Among four items, the mean score of students’ perceptions towards *calling each other bad names* was the highest at 3.52, and the mean score of *I don’t think students often insult each other* was 3.25, the lowest.

Table 13

Mean and Standard Deviations for Students’ Perception towards School Climate in the area of Fairness (N=79)

No	Item	Mean	SD	Interpretation
5	I am treated the same as other students regardless of genders, family background and ethnic background.	3.29	1.167	Moderate
6	Teachers never unfairly help or favor me much more than other students.	3.53	1.023	High
7	I’m treated the same even if my parents are rich or poor.	3.25	1.056	Moderate
Total		3.36	1.082	Moderate

Table 13 indicated that the total mean score of students’ perceptions towards fairness was 3.36, in the range of 2.51-3.50, according to the interpretation standard, it can be interpreted as “Moderate”. Among the three items, the mean score of students’ perceptions

towards *Teachers never unfairly help or favor me much more than other students* was 3.53 as the highest, and the mean score of *I'm treated the same even if my parents are rich or poor* was 3.25, the lowest. According to the interpretation scale, it can be interpreted as Moderate.

Table 14

Mean and standard Deviation for students' perceptions towards School Climate in the area of Parent Involvement (N=79)

No	Item	Mean	SD	Interpretation
8	My parents often attend parent meeting at school.	3.18	1.035	Moderate
9	My parents visit my school often	3.58	1.150	High
10	Parents often come to my school to help with special activities.	3.42	1.008	Moderate
11	My parents often come to my school to meet with my teachers.	3.41	1.080	Moderate
Total		3.40	1.068	Moderate

Table 14 showed that the total mean score of students' perceptions towards Parent Involvement was 3.40, in the range of 2.51-3.50, according to the interpretation scale, it was interpreted as Moderate. The mean score of students' perceptions towards school climate on

Item 9 was the highest 3.58, and the mean score of students' perception towards school climate on Item 8 was the lowest 3.18.

Table 15

Mean and Standard Deviations for Students' perceptions towards School Climate in the area of Sharing Resources (N=79)

No	Item	Mean	SD	Interpretation
12	When we have fun games at my school, every student is always put in charge.	3.47	1.164	Moderate
13	Every student always gets to use things, like a computer, a ball or a piano, when we play	3.18	.958	Moderate
14	At my school, every student gets chosen every time to take part in After-school or special activities.	3.58	1.093	High
	Total	3.41	1.072	Moderate

Table 15 showed that the total mean score of students' perceptions of school climate in the area of Sharing Resources was 3.41, in the range of 2.51-3.50, according to the interpretation criteria, it was interpreted as Moderate. the mean score of Item 14 *at my school, every student gets chosen every time to take part in After-school or special activities* was the highest 3.58 which was interpreted as High, and the Item 13 *Every student always gets to use things, like a computer, a ball or a piano, when we play* was the lowest 3.18.

Table 16

Mean and Standard Deviations for Students' perceptions towards School Climate in the area of Student Interpersonal Relations (N=79)

No	Item	Mean	SD	Interpretation
15	At my school, students help one another.	3.44	.997	Moderate
16	Students respect the teachers.	3.56	1.035	High
17	Students respect one another.	3.49	.998	Moderate
Total		3.50	1.01	Moderate

Table 16 showed that the total mean score of Students' perceptions towards School Climate in the area of Student Interpersonal Relations was 3.50, which almost near the next level, but it still was interpreted as Moderate as it's in the range of 2.51-3.50. The Item 16 *Students respect the teachers* was 3.56 the highest, and the Item 15 *At my school, students help one another* was the lowest 3.44 among the three.

Table 17

Mean and Standard Deviations for Students' perceptions towards School Climate in the area of Student-Teacher Relations (N=79)

No	Item	Mean	SD	Interpretation
18	Teachers help me when I have problems.	3.62	1.042	High
19	My teachers care about me.	3.46	1.072	Moderate
20	My teachers make me feel good about myself.	3.48	1.011	Moderate
Total		3.52	1.042	High

Table 17 illustrated that the total mean score of students’ perceptions towards school climate in the area of Student-Teacher relations was 3.52, according to the interpretation scale, it should be interpreted as High. The Item 18 *Teachers help me when I have problems* was the highest 3.62, interpreted as High, and the lowest one was Item 20 *My teachers make me feel good about myself*, which was 3.48 interpreted as Moderate.

Research Objective two

This objective was to identify the students’ satisfaction at SheHong Middle School in China. So as to identify students’ satisfaction, the second part of questionnaire survey included 21 Items in total, which was based on five different dimensions as the research mentioned in pre-chapter. They are (1) Physiological Needs (2) Safety Needs (3) Belonging Needs (4) Self-Esteem Needs and (5) Self-Actualization. The researcher also utilized the Five Point Likert Scale to identify the level of students’ satisfaction at SheHong Middle School in China. The findings of objective two are illustrated below in Table 18, 19, 20, 21 and 22 respectively.

Table 18
Mean and Standard Deviations for students’ satisfaction towards Physiological Needs (N=79)

No	Item	Mean	SD	Interpretation
1	I’m completely satisfied with the quality of the food I eat every day.	3.54	.917	High
2	The amount of food that I eat every day.	3.20	.992	Moderate
3	The quality of the water I drink every day.	3.42	1.020	Moderate
4	The quality of the air I breathe every day.	3.39	1.067	Moderate
Total		3.39	.999	Moderate

Table 18 pointed out that the total mean score of students' satisfactions for Physiological Needs was 3.39. According to Interpretation standard, this could be interpreted as Moderate, meanwhile it could explain that students considerate that the first level of needs is kind of important in school environment. The highest one was Item one *I'm completely satisfied with the quality of the food I eat every day*, which was 3.54. It means that the students at SheHong Middle School were satisfied with the food provided by the school, and the lowest one was Item 2 *the amount of food that I eat every day*, which was 3.20. it means that students were not satisfied with the amount of food provided by the school as strongly as others.

Table 19

Mean and Standard Deviations for students satisfaction toward Safety Needs (N=79)

No	Item	Mean	SD	Interpretation
5	I'm completely satisfied with, the facilitation for safe travel within school (able to move independently& be assisted when needed).	3.33	.957	Moderate
6	The medical support that I get from the school.	3.43	1.046	Moderate
7	How safe I am from being physically attached.	3.33	1.151	Moderate
8	I'm completely satisfied with how protected I am from natural disaster in the school environment. (earthquake, tornado and storm)	3.48	.959	Moderate
9	Handicap toilet or accessible toilet areas from the school. (toilet seat, grab bars, the floors)	3.44	1.238	Moderate
10	The school engagement in maintaining student's personal hygiene.	3.49	1.119	Moderate
Total		3.42	1.078	Moderate

Table 19 showed that students' satisfaction towards safety needs gained an total mean of 3.42, which was regarded as moderate on the Interpretation Scale in the range of 2.51-3.50.

Among all items, the Item 10 The school engagement in maintaining student's personal hygiene was the highest one, which was 3.49 almost near the next level of Interpretation Scale but interpreted as Moderate. The lowest one was Item 5 and 7 *I'm completely satisfied with, the facilitation for safe travel within school (able to move independently & be assisted when needed) How safe I am from being physically attached*, which were interpreted as 3.33 both. According to the general mean score of Safety Needs, it was obvious that the level of students' satisfaction towards safety was moderate.

Table 20

Mean and Standard Deviations for students' satisfaction toward Social Needs (N=79)

No	Item	Mean	SD	Interpretation
11	I'm completely satisfied with the amount of friends I can talk with when I have problems	3.68	.927	High
12	The appreciation shown to me by my friends when I have problems.	3.35	1.121	Moderate
13	How satisfied I am with play friends.	3.52	1.108	High
Total		3.52	1.052	High

Table 20 illustrated that the total mean score of students' satisfactions towards Social Needs was 3.52. According to the Interpretation Scale, it could be interpreted as High. What

could be seen were that the highest one was 3.68 Item 11 *I'm completely satisfied with the number of friends I can talk with when I have problems*, and the lowest one was 3.35 Item 12 *The appreciation shown to me by my friends when I have problems*.

Table 21

Mean and Standard Deviations for students' satisfaction towards Self-Esteem Needs (N=79)

No	Item	Mean	SD	Interpretation
14	I'm completely satisfied with the admiration given to me by my classmates.	3.43	1.070	Moderate
15	The honor and recognition I receive from my teachers.	3.58	.982	High
16	The high regard that the teachers have for me.	3.37	1.111	Moderate
17	My sense of self-worth.	3.47	1.060	Moderate
Total		3.46	1.056	Moderate

Table 21 showed that the total mean score of the Self-Esteem was 3.46, in the range of 2.51-3.50 interpreted as moderate according to the Interpretation Scale. The mean score of Item 15 *The honor and recognition I receive from my teachers* was the highest 3.58, whereas item 16 *The high regard that the teachers have for me* was the lowest one 3.37.

Table 22

Mean and Standard Deviations for Self-Actualization (N=79)

No	Item	Mean	SD	Interpretation
18	I look for solutions rather than playing the victim or surrendering to difficulty.	3.56	1.095	High
19	I enjoy and appreciate ethnic and individual diversity.	3.30	1.234	Moderate
20	I don't care much about what other people think of me (appearance, skills and abilities etc.)	3.42	1.069	Moderate
21	I' m living my life the way I want.	3.77	.862	High
Total		3.51	1.065	High

Table 22 illustrated that the total mean score of students' satisfactions towards Self-Actualization was 3.51, in the range of 3.50-4.50 interpreted as High on the Interpretation Scale. The mean of Item 21 *I'm living my life the way I want* was the highest one 3.77, whereas the Item19 *I enjoy and appreciate ethnic and individual diversity* was the lowest one 3.30, However it can be interpreted as High in all, which means the students at SheHong Middle School enjoyed the high level of Self-Actualization.

Table 23

The Total Mean Score of Each Dimension of School Climate

Item	Mean	SD	Interpretation
Student-Teacher Relation	3.52	1.042	High
Student Interpersonal Relation	3.50	1.01	Moderate
Sharing Resources	3.41	1.072	Moderate
Order and Discipline	3.40	1.04	Moderate
Parent Involvement	3.40	1.068	Moderate
Fairness	3.36	1.082	Moderate
Total	3.43	1.052	Moderate

Table 23 was the total mean score, SD and Interpretations of six dimensions of School Climate, which was put in from the highest to the lowest.

Table 24

The Total Mean Score of Each Dimension of Students' Satisfaction

Item	Mean	SD	Interpretation
Social Needs	3.52	1.052	High
Self-Actualization	3.51	1.065	High
Self-Esteem Needs	3.46	1.056	Moderate
Safety Needs	3.42	1.078	Moderate
Physiological Needs	3.39	.999	Moderate
Total	3.46	1.05	Moderate

Table 24 showed the total score of students' satisfactions of each level, which were put in order from the highest to the lowest.

Research Objective Three

The perceptions survey of grade 12 students were utilized to state research objective three: to determine if there is a significant relationship between students’ perceptions towards school climate and student satisfaction at Selected School in China.

So as to test the relationship between students’ perceptions towards school climate and student satisfaction, the researcher used Pearson Product Moment Correlation Coefficient. The result of the data analysis for objective three showed in Table 25.

Table 25

Pearson Correlation between the Students’ Perceptions towards School Climate and Students’ satisfaction (N=79)

		School Climate	Conclusion
Students’ perceptions toward school climate	Pearson Correlation	.967	There’s a significant relationship.
	Sig (2 tailed)	.000	

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

Table 25 illustrated the results of Pearson Correlation indicated that there was a significant relationship between the grade 12 students' perceptions toward the school climate and their satisfaction at SheHong Middle school, SiChuan of China. ($r(79)=.967$, $p=.000<.01$)



CHAPTER V

CONCLUSION, DISCUSSION AND RECOMMENDATIONS

This chapter provides the conclusion of the research findings based on the students' perceptions toward the school climate and their satisfaction at SheHong Middle School, SiChuan, China. For chapter five, the researcher discusses the findings, conclusions, and shows the implications of study findings and recommendations for schools and future researchers.

The whole study's purpose was to identify the relationship between students' perceptions toward school climate and their satisfaction. The researcher used quantitative research methods to conduct this study with 80 sampling students who were grade 12 at SheHong Middle School who participated in by a 41-statement questionnaire sent online. The response rate was 98.75% as one student required the hospital leave who did not return his questionnaire, so the real responded number was 79. Following were the three objectives which were:

1. To identify the students' perceptions towards school climate at SheHong Middle School in China.
2. To identify the students' satisfaction at SheHong Middle School in China.
3. To determine if there is a significant relationship between students' perceptions towards school climate and their satisfaction at SheHong Middle School in China.

Findings

The findings of this study include three parts that are listed as the followings:

1. Students’ Demographic factors:

- 1.1 **Gender:** in this study, there were 79 respondents, 35 were male students and 44 were female students.
- 1.2 **Age:** there were 49 students at the age of 18 which represented the majority age of sampling students (62.02%), meanwhile there were 8 students at the age of 16, 15 students at the age of 17 and 7 students at the age of 19 at selected samplings.
- 1.3 **Grades:** the grade of sampling students was grade 12 all as the highest level of selected school to be more representative.

2. Students’ perceptions toward School Climate at Selected School in China.

The findings of students’ perceptions toward School Climate in terms of six dimensions. The total mean score was 3.43. Among six dimensions of school climate, students’ perceptions towards *Student-Teacher Relation* was the highest score (3.52), whereas the students’ perception towards *Fairness* was the lowest one (3.36). The total mean score of *Order and Discipline* and *Parent Involvement* were the same 3.40. The mean score of Student Interpersonal Relation was 3.50 ranking the second, and the total mean score of Sharing Resources was 3.41 ranking the third.

3. Students’ Satisfaction at SheHong Middle School in China.

The findings of students’ satisfaction based on Maslow’s five levels of needs and the total mean score of satisfaction was 3.46. The total scores of each students’ satisfaction level were presented as table 24 showed in Chapter 4. What could be seen here was that the Social

Needs received a total score of 3.52, the Self-Actualization received 3.51, the Self-Esteem Needs received 3.46, the Safety Needs received 3.42 and the Physiological Needs received 3.39.

4. The Relationship Between Students' Perceptions towards School Climate and Students' Satisfaction at SheHong Middle School in China.

The researcher used Pearson Product Moment Correlation Coefficient to analyze collected data and the relationship between students' perceptions towards school climate and their satisfaction. According to the result, the Sig. (2 tailed) between students' perception towards school climate and their satisfaction was .000 ($r=.967$), which was less than 0.01, showing that there was a significant correlation between the school climate and students' satisfaction at the level of 0.01. Thereby, the hypothesis of this study was accepted that there was a positive relationship between students' perceptions towards school climate and students' satisfaction at SheHong Middle School in China.

Conclusion

This study was conducted at SheHong Middle School in China, during the academic year of 2019-2020. So as to identify research hypothesis, the researcher used a quantitative research method. The study was designed to determine if there was a significant relationship between students' perception towards school climate and their satisfaction at SheHong Middle School. Specifically, the researcher utilized a questionnaire adapted from pre-researcher the survey of Taormina & Gao's (2013) "Measuring Satisfaction of Needs" and the Long (2014), furthermore the researcher invited two classes of grade 12 to fill out the questionnaire survey, and 79 of them gave the feedback. As for the questionnaire, it included two parts (1) students' perceptions towards school climate (2) students' satisfaction, and the first part of the survey was to identify the level of students' perceptions towards school

climate, which was adapted from the Long (2014) and “the Relationship between Teachers and Students, the Relationship among students, Order and Discipline, Resource, Fairness and Parent Involvement” six dimensions in total involved. The researcher applied descriptive statistics (means and standard deviation) and Pearson Product Moment Correlation Coefficient to test the hypothesis of this study.

In order to identify the level of students’ satisfaction, the researcher used the questionnaire part two adapted for Maslow’s Hierarchy Needs, which was developed from the Taomina& Gao’s (2013) survey. All of these statements were modified under the advisor’s suggestions and taken the specific consideration for SheHong Middle School into consideration. Based on the pre-studies and pre-researches, Cronbach Alpha is acceptable reliability range for both the survey of the school climate and student satisfaction.

From the research findings, the level of students’ perceptions toward the school climate was moderate, at the same time, the level of students’ satisfaction was moderate as well. Finally, the researcher discovered that there was a significant relationship between students’ perceptions towards school climate and students’ satisfaction at SheHong Middle School in China.

Discussion

As a result of study findings, the total mean score of students’ perceptions towards school climate was moderate on six dimensions (1) Order and Discipline (2) Fairness (3) Parent Involvement (4) Sharing Resources (5) Student Interpersonal Relations (6) Student-Teacher Relationship, and the researcher found that students only have a high perception in Student-Teacher Relationship, and as for the other dimensions, all of them were moderate, however, all of the rest 5 dimensions were near the point between high and moderate. Thus, we can see that the total mean score of students’ perceptions towards school climate was 3.43.

Average mean score of school climate illustrated that the principal and administrators at SheHong Middle School need to take some specific measures to improve more in some areas of school climate so that the students could gain more satisfaction, If the students had a positive perceptions to their school climate or environment, they would be more likely to be more motivated to achieve their personal academic goal (Fraser, Docker & Fisher, 1998).

The positive and healthy school climate or environment would have a good influence on students' in-school behaviors. In this research, as for Student-Teacher Relation, the participants showed a high level of students' perception with the mean score of 3.52 in the range of 3.51-4.50. The high mean score of Student-Relation revealed that the students and teachers were formed a caring, good, and positive relationship. What's more, the teachers were kind, easy-going, helpful and trustworthy educators who could motivate their students in a highly positive way. A good relationship between students and teachers was obviously crucial to gain more students' and their parents' satisfaction towards schools, and it could also have a good impact on students' developing and progress. Forming a positive bond with students can significantly impact on students' behavioral and emotional engagement and academic success (Harmre& Pianta, 2006; Brich & Ladd, 1998). According to Harmre and Pianta (2006), students who do not have healthy relationship with their teachers, are more likely to have behavioral and academic issues in the class and surrender on learning and dropped out of the school.

Furthermore, the result of the study findings of school climate showed that Student Interpersonal Relation dimension was Moderate (3.50), however it was very near the range of high level which revealed that many students of selected school have already formed a good and kind of positive relation among their classmates and friends, but there were still a small part of students not showing the good and trustworthy relationship with their classmates. . The quality of peer relations related to the students' cognitive development, their abilities and

social competence (Borovečki and Čiček, 1986). The relationship among students provided a recourse for the students themselves for their future life, which played an important role in students' social skill development.

In addition, as a result of study findings, the students' perceptions towards Sharing Resources was Moderate as well, and the mean score is 3.41 which showed that not all of them could feel that they all have the same opportunity and equality to use school equipment and material such as sports balls, computers and musical instruments etc. As for some special activities, the material and equipment were arranged by teachers or other supervisors, which made some students feel that they did not gain the same right to use something they wanted.

It is undeniable that in order to develop school effectiveness and student's well-being, the school must cultivate the culture of equity. Ross (2013) The lack of school resources affected the educational achievement of students (Caygill, Lang & Cowles, 2006). The school should provide enough resources for each student, which is an essential part for an effective school and the students might be more motivated to achieve their goal, if the school provides more resources to share their experiences.

What's more, the finding of Order and Discipline was Moderate, which indicated that the school principal and administrators should pay more attention to building a better Order and Discipline inside the school. One of the questionnaire Item from Order and Discipline showed that some of the students called others' bad name and there was some confliction hidden inside the school which were not discovered by the authorities which could cause a bad impact on the overall school environment. A bad overall school climate or environment would make most of the students feel a bad learning atmosphere where they could easily lose the passion to learn or to reach their academic achievements.

Thereby, it is necessary and imperative for school leaders and administrators to take specific measures to improve the overall school climate and school environment immediately. According to previous research, to stop and correct those misbehaving students, the school needs to promote order and discipline which is fair and applied consistently and set the policy of consequences for breaking school's rules as well so they know violation the rules will not be tolerated. Rules and procedures are one of the major components in learning environment as it trains and encourage the students to be self-disciplined person (Bear, 2010).

Similarly, the finding of Parent Involvement was moderate and the mean score of it was the same with Order and Discipline dimension (3.40). According to the questionnaire score, the researcher found that the parents do not pay attention to their kid's school life including the relationship between students and students, students and teachers and their involvement in students' education. Many parents did not come to school to talk with their kid's teachers or classmates to know kid's performance at school. Many parents even did not come to the parents meeting as they were so busy on work and other things. In other words, the current parents cared more on their own business rather than their kids, and some of them held a view that it was teachers' business to educate their kids, and nothing to do with them. However, Parental involvement was a crucial factor that affected their children' academic development. The collaboration of parents with the school can lead to increased improvements in both physical and academic performance. That means the school should encourage parents to get involved and help their children to achieve their goal. In another way, helping the school achieve the mission and goals as well. (Sapungan 2014:45).

Lastly, the research finding of the dimension of Fairness was the lowest, whose mean score was 3.36 the lowest compared with other dimensions, however it could still be interpreted as moderate which meant not all students felt they were treated the same as others

in the school regardless of their gender, family background, culture background and social class. But the mean score of fairness was not that low which meant the fairness building was not so bad. Anyway, the fairness was one of the most crucial factors that would influence the students' feelings. According to the Walsh & Maffei (1994), fair treatment was a crucial part to promoting students' motivation and their satisfaction as well as it had a positive impact on the social relation between the teacher and students.

According to the research findings, the level of students' satisfaction in the school was moderate, indicating that not all of the students were satisfied with their school. However, the level of students' satisfaction was crucial for a school to develop, according to precious studies, the level of students' satisfaction to the school was essential because it affected the student's psychological well-being, as well as school engagement, absent rate and some behavior problems (Ainley, 1991; Reyes and Jason, 1993).

Only when students were satisfied with their school life and their study atmosphere, would they try to study harder and try their best to reach their academic achievements. Getting back to this study, it was based on the Maslow's Hierarchy Needs: Physiological Needs, Safety Needs, Social Needs, Self-Esteem Needs and Self-Actualization Needs. As a result of this study, the overall mean score of this study was 3.46 interpreted as moderate, which referred that not all students were satisfied with their current school life.

The students' response for their Social Needs was high which pointed out that the school had built a good atmosphere and climate for students to satisfy with their social needs, and the relationship among students was quite good. Moreover, the Social Needs got the highest mean score, indicating that the school had a good environment for students to form a strong and positive relationship with each other

The data analysis showed that the level of students' Self-Actualization was high as well ranking the second place. The result illustrated that most of the students from samplings at SheHong Middle School, regardless of their disability, had a high level of self-worth, acceptance of themselves, and optimistic. Self-Actualization was the fifth level of Maslow's Hierarchy Needs, once the highest level was satisfied, which meant the students would have enough power and positive thinking to overcome most of the difficulties they met in school.

According to Schoen & Teddlie (2008), this self-actualization fulfillment has a positive impact individual goals to accomplish at the highest possible stage which a student set for himself.

Lastly, the researcher had to pointed out that the two lowest level according to the survey were Safety Needs and Physiological Needs. Normally, these two elements should be put at the first level of school building, but in this study, they were the lowest not because they were not good enough to protect the students and provided students a good enough physiological environment, but the reality reason that China has so many students and people, which was so as the school the researcher selected. It was hard for school to provide a perfect physical environment for that many students in a school. However, the safety needs and physiological needs were definitely important, so the principal and administrators should pay more attention to these two areas. Anyway, it was sure all of the students could get a guarantee that they were under good enough protection both of safety and physiological needs, but the current school could not satisfy every corner of students' needs.

The research found that there was a significant relationship between the students' perceptions towards the school climate and their satisfaction in the school with a Sig value of .000 which was less than 0.01. The current study findings agreed with previous study results obtained by Samdal et al. (1998, which showed that there was a significant

relationship between the school climate and students' satisfaction. Finally, the results showed that students' perception to the school climate was significantly connected with their satisfaction to the school. This previous study indicated that students' perception of fairness, safety and student-teacher relations are the most crucial predictors of students' satisfaction with school. Long (2014) also found that school with positive climate had a significant relationship between student satisfaction.

Recommendation

Based on the results of this study, the researcher has provided some recommendations for the school teachers, principal and the administration.

Recommendation for Teachers, Administrators and Principals

As the sampling students' moderate perceptions in some areas of the school climate, the researcher would like to provide some recommendations to the principal, administrators and teachers on making progress on school climate so as to improve students' satisfaction at SheHong Middle School. Regarding *Student-Teacher Relation* and *Student Interpersonal Relation*, Leaders, principals and administrators are recommended to keep the high level of students' satisfaction towards these two items as both of them get a quite good response from the questionnaire survey which means the selected school have already built a good environment for students to communicate with others and form up kind of good relations with others. However, for the rest survey result, all of them show that the school still have some problems like the feeling of fairness and sharing resources, parent involvement and order and discipline as well. For the leaders and teachers, they need to create a good enough environment for students to reach their goals both of academic achievements and career development, which requires good order and discipline environment, at least, the students could know what are right things to do in the school or what things they are not allowed to do

in the school. Once the good order and discipline system built, there will be a system of consequences for breaking the order and discipline so that it will be easier to manage students by awareness. More importantly, the teachers and administrators should never show favoritism to some students when the class activities are doing or sharing other school resources so that the students could feel a sense of equity and fairness. According to the survey, fairness is the worst part of school climate at selected school. Thus, it is the most important thing for teachers and principals to change immediately, and create a culture of equity in learning environment where all students' uniqueness and different power and strength are appreciated.

As a result of this study's survey, the parent involvement is the second worst part of school climate survey, but the most urgent thing to change as the importance of parent playing a role going through students' whole life. Almost all the educators cannot deny the importance of parent involvement, but the survey tells us the reality that more and more parents are ignoring the importance of parent during the students' development process, and some of them even do not attend one parent meeting during the three year's learning. The researcher finalized three main reason why more and more parents ignore their kid's education. (1) busy work and heavy burden (2) lack of professional knowledge and skills (3) lack of awareness of the importance of parent involvement. These three main reasons are got by the sampling students' opinion and teachers' insight, but honestly there are still a lot of other reasons why parents involvements are that worse. The school leaders need to consider and overcome these barriers if school is to promote parent participation. Regarding these issues, the researcher would like to provide some of the actions that school can take to promote parent involvement.

First of all, according to the survey results, the school leaders to create a positive and healthy school climate as we had already identified that there was a significant relationship

between students' perceptions toward school climate and students' satisfaction. Parent involvement during this process was so important to mention that school leaders should communicate with parents often about students' performance and their opinions on students' school life. More importantly, the leaders should do more communications about the importance of parent involvement like arranging some special interaction activities on Fathers' day or Mothers' day, organizing students to prepare some cards or related leaflets for the same topic. Then, the researcher recommended school leaders and teachers to start something like professional meeting or lecture on the importance of parent involvement and improving parenting skills and knowledge. Parents need to know that their involvement could bring a strongly positive impact on their kid's academic performance or their physiological building. Finally, due to modern parents' heavy work and pressure from both their family and job, the school leaders could try more useful and efficient ways to improve parent involvement like making phone call, requiring teachers to visit parents and online meeting. So that, with ease, even parents from a great distance could have regular access to concise information about their children's academic performance and school activities.

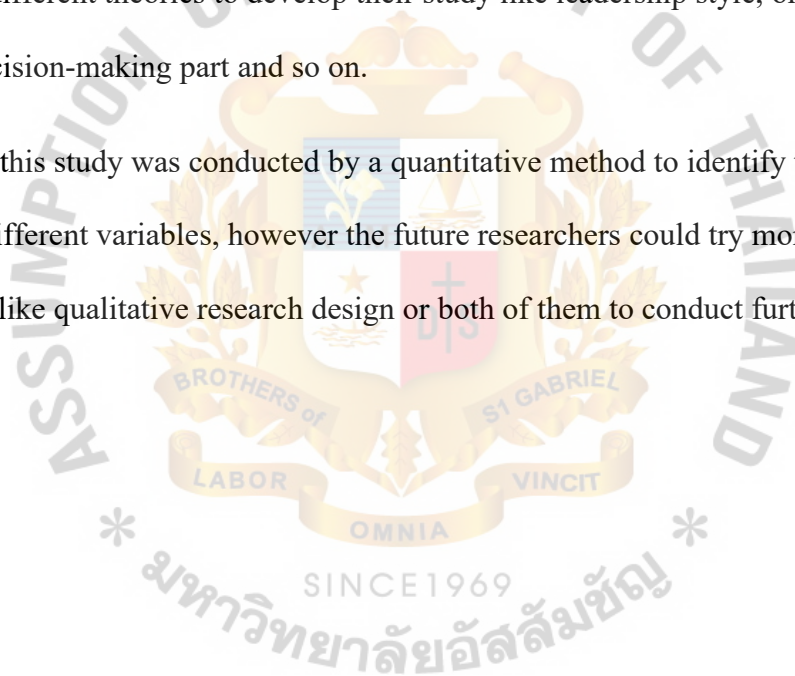
Lastly, according to the result survey, administrators to evaluate the school climate once or twice a year so as to know where they should pay more attention to creating a better and conducive school environment for students to achieve their goals.

For future researchers who are interested in conducting a study on school climate and students' satisfaction, the current study findings could provide some suggestions and implications. For future studies in China, especially the less developed area, this study could be imitated so as to identify if there is a relationship between students' perception towards school climate and their satisfaction. In China, the study of school climate has developed for a while, but it still has a long way to go, especially the remote areas like countryside where

they educators need to pay more attention to their students' satisfaction and the development of school climate because of the huge difference of region.

Moreover, future researchers can conduct a study on different variables like whether there is a significant relationship between higher level students' and lower-level students' perception towards school climate and their satisfaction, and taking gender, family ground and culture background into consideration would be a new way to study. Furthermore, the future researchers could think about using teachers' perception to take place of students' which may be more interesting than the students' perception, and the future researchers could also try some different theories to develop their study like leadership style, organizational culture and decision-making part and so on.

Lastly, this study was conducted by a quantitative method to identify the relationship between two different variables, however the future researchers could try more variables and more methods like qualitative research design or both of them to conduct further research.



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Part 1: Students’ Perceptions towards School Climate Questionnaire

For each item, please tick the number that represents what is the level of your opinion towards each of them as following statements.

Please tick one answer only for each one.

1= Strongly disagree, 2= Disagree, 3= Unsure, 4= Agree, 5= Strongly agree

No	Statements	Level of Perceptions				
I	Order and Discipline	1	2	3	4	5
1	At my school, I think some students often say that they will hit or beat others.					
2	I think students often insult each other.					
3	My school is usually noisy.					
4	Students call each other bad names.					
II	Fairness					
5	I am treated the same as other students regardless of genders, family background and ethnic background.					
6	Teachers never unfairly help or favor me much more than other students.					
7	I am treated the same even if my parents are rich or poor.					
III	Parent Involvement	1	2	3	4	5
8	My parents often attend parent meetings at school.					
9	My parents visit my school often.					
10	Parents often come to my school to help with special activities.					
11	My parents often comes to my school to meet with my teachers.					

IV	Sharing Resources					
12	When the school has fun games the same students are always put in charge.					
13	The same students always get to use things, like a computer, a ball or a piano.					
14	The same students get chosen every time to take part in after-school or special activities.					
V	Student Interpersonal Relations					
15	At my school, students help one another					
16	Students respect the teachers.					
17	Students respect one another.					
VI	Student-Teacher Relationships	1	2	3	4	5
18	Teachers help me when I have problems.					
19	My teachers care about me.					
20	My teachers make me feel good about myself.					

Part 2: Students' Satisfaction Questionnaire

For each item, please tick the number that represents what is the level of your opinion towards each of them as following statements.

Please tick one answer only for each one.

1= Strongly disagree, 2= Disagree, 3= Unsure, 4= Agree, 5= Strongly agree

No	Statements	Level of Satisfaction				
I	Physiological Needs	1	2	3	4	5
1	I am completely satisfied with, The quality of the food I eat every day.					
2	The amount of food that I eat every day					
3	The quality of the water I drink every day					
4	The quality of the air I breathe every day					
II	Safety Needs					
5	I am completely satisfied with, The facilitation for safe travel within the school. (able to move independently & be assisted when needed)					
6	The medical support that I get from the school.					
7	How safe I am from being physically Attacked.					
8	I am completely satisfied with, How protected I am from natural disasters in the school environment. (earthquake, tornado, and storm)					
9	Handicap toilet or accessible toilet areas from the school. (toilet seat, grab bars, the floors)					
10	The school engagement in maintaining student's personal hygiene					
III	Social Needs					
11	I am completely satisfied with, The amount of					

	friends I can talk with when I have problems.					
12	The appreciation shown to me by my friends when I help them.					
13	How satisfied I am with play-friends.					
IV	Self-Esteem					
14	I am completely satisfied with, How much school community members respect me as a person.					
15	The recognition I receive from school community members.					
16	How much I respect I have for myself.					
17	How positive I feel about myself as a person.					
V	Self-Actualization					
18	I look for solutions rather than playing the victim or surrendering to difficulty.					
19	I enjoy and appreciate ethnic and individual diversity.					
20	I do not care much about what other people think of me. (appearance, skills and abilities etc.)					
21	I am living my life the way I want.					

APPENDIX B

Research Questionnaires

Chinese Version



(问卷调查)

Part 1：学校环境调查（学生观点）

对于每个问题，请选择如下所示与之对应的答案。

请在下面每个表述后只填写一个答案。

1=非常不赞同， 2=不赞同， 3=不确定， 4=赞同， 5=非常赞同

序号	表述	意见程度				
I	秩序和纪律	1	2	3	4	5
1	在我的学校，学生不会相互打架斗殴。					
2	学生不会互相羞辱。					
3	在我的学校，学生通常都不很吵闹。					
4	学生从不互相称呼他人不好的绰号。					
II	校园公平环境建设					
5	在学校里， 我没有因为性别， 家庭背景和民族背景受到不公正的待遇。					
6	老师们从未对我有过优于常人的特殊照顾。					
7	我没有因为父母是富有的或贫穷的而受到不同的对待。					

III	父母的参与程度	1	2	3	4	5
8	我的父母经常参加学校家长会。					
9	我的父母经常来我的学校。					
10	学生父母经常来我们学校帮助参与某些特殊的项目。					
11	我的父母经常来学校和我的老师见面。					
IV	公共校内资源					
12	当我们在学校玩有趣的游戏时，每个学生都有负责的项目。					
13	当我们玩的时候，每个学生都有可以使用的东西 如电脑，球类或者钢琴。					
14	在我的学校，所有的学生每次都能被选中参加课外活动或特殊活动。					
V	学生之间的关系					
15	在我的学校，学生们都互相帮助。					
16	在我的学校，学生们都尊重老师。					
17	在我的学校，学生们都互相尊重。					
VI	师生之间的关系	1	2	3	4	5
18	我的老师在学校帮助我解决问题。					
19	我的老师关心我。					

20	我的老师让我产生自信。					
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Part 2：学生满意度调查

对于每个问题，请选择如下所示与之对应的答案。

请在下面每个表述后只填写一个答案。

1=非常不赞同， 2=不赞同， 3=不确定， 4=赞同， 5=非常赞同

序号	表述	满意程度				
I	生理需求	1	2	3	4	5
1	我对我在学校吃的食物的质量非常满意。					
2	学校提供的食物分量。					
3	学校提供的饮用水。					
4	校内空气质量。					
II	安全需求					
5	我对校内活动的安全设施很满意。（能单独使用&需要时能得到帮助）					
6	学校提供的医疗支持。					
7	我受到人生攻击的可能性很低。					
8	我对学校提供的校内自然灾害（地震，龙卷风和风暴）保护非常满意。					
9	学校的残疾人厕所或者无障碍厕所区域（坐便器，扶手和地板）					
10	学校提供给学生的卫生保障服务。					
III	社会需求					
11	当我有问题的时候，我可以和很多同学交谈，我非常满意。					
12	当我帮助朋友，他们对我所表现的感激。					

13	我对校内玩伴很满意。					
IV	自尊					
14	我完全满足于同学们对我的赞赏。					
15	我从老师那里得到的荣誉和认可。					
16	老师们对我高度尊敬。					
17	我的自我价值感。					
V	自我实现					
18	我积极寻找解决方法，而不是扮演受害者或者知难而退。					
19	我很认同并欣赏民族多样性和个体差异性。					
20	我不太关心别人如何看待我（面貌，技能和能力等）					
21	我过着自己想要的生活。					





Appendix C

Translation Approval

 <p>ศูนย์ส่งเสริมการเรียนรู้ Real Learning Center and Translation Institute</p>	<p>ศูนย์ส่งเสริมการเรียนรู้ Real Learning Center and Translation Institute ที่อยู่ Address: เลขที่ 134 ซอย รามคำแหง 24 บางกะปิ จังหวัด กรุงเทพฯ 10240</p> <p>เบอร์โทรศัพท์ Tel: (662) 719-2166</p> <p>อีเมล Email : info@realllearning4u.com</p> <p>เว็บไซต์ Website: www.realllearning4u.com</p>
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Letter of Certification

This is to certify that Mr. Hong Bing Luo's Questionnaire for his Master Thesis in Assumption University of Thailand was translated and edited into standardized Chinese simplified version by our professional translator from *Real Learning Center & Translation Institute*. The translated version was developed exactly based on the original English one, and a *back-translation* procedure was used for checking the translation validity. Thus, the quality of the translated Chinese version was confirmed herein this letter.

Real Learning Center &
Translation Institute
Bangkok, Thailand

Ms. Yi Xin Li
(The Translator)

Nov 27, 2020



BIOGRAPHY

Name	Hongbin Luo
Gender	male
Date of Birth	13 th . August. 1996
Nationality	Chinese
Religion	None

Education

2019	Bachelor of arts, English Major in Yunnan University, Yunnan, China.
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Professional Experience

2017-2019	English teacher for English examinations in I Share training center, Yunnan, China.
2015-2017	Aide teacher for Junior and Senior students in YOUWIN training center, Yunnan, China.
2014-2015	Part time teacher at Leos Foreign Language School for primary students, Mianyang, China.

