

**A STUDY OF THE RELATIONSHIP BETWEEN THE  
GRADE NINE STUDENTS' PERCEPTION TOWARD THE SCHOOL  
CLIMATE AND THEIR SATISFACTION IN THE XINGYI NO.1  
SECONDARY SCHOOL, GUIZHOU, CHINA**

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**Abstract:** The main purpose of this study was to determine the relationship between the grade nine students' perception toward the school climate and their satisfaction in the Xingyi.No.1 Secondary School, Guizhou of China. In this study, the researcher used a quantitative research method. The study surveyed totally 200 ninth grade of students from four classes in the Xingyi No.1 Secondary School. In this research, for the perception of school climate, the concept of school climate by Haynes, Emmons & Comer (2002) was used and for the satisfaction part, Maslow's Theory (1943) was used. Firstly, assessed the students' perception toward the school climate and their level of satisfaction, then tested the relationship between the school climate and their satisfaction. Mean and the Standard Deviations were used to test the students' perception toward the school climate and their satisfaction; Pearson Product Moment Correlation Coefficient Analysis was used to test the relationship between the school climate and their satisfaction. The results of this study showed that the level of students' perception toward school climate was high, however, the students had negative perception in some dimensions of the school climate in the Xingyi No.1 Secondary School. And the level of students' satisfaction was high. According to the Pearson-Moment Correlation Analysis, there was a weak positive significant relationship between the grade nine students' perception toward the school climate and their satisfaction in the school. And students had negative perception in some dimensions of the

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school climate at the selected school.

**Keywords:** Students' perception; School climate; Students' satisfaction

### **Introduction**

The school is considered as a special educational organization where climate has same influence on it. The school climate is a popular topic discussed internationally during recent years because it affects the school through many types of aspects, such as the teachers' teaching style, the principals' leadership style and the student' performance as well. From this it can be regarded as an essential part of the school's quality. For this purpose, many researches are currently focusing on the school climate with the students' perception from their satisfaction.

In fact, many studies have also focused on the principals' leadership style and even the attitude of students toward their school. While this assists the researcher to be convinced that the school climate is one of the crucial factors that affect the school mostly, the students as the major group within the school, is an important group of people that requires understanding of their attitude and perception toward the school leadership – which is important, to satisfy their needs.

Some studies shown that the school climate or environment is one of the crucial parts that can impact the school's effectiveness, as well as the students' academic performance and their satisfaction. According to the Osterman (2000), the school climate is the main key to nourish the students' sense of belonging in the school, which has a positive impact on the students' satisfaction if it relates to their results of the students' academic performance and their social development.

In China, there is a phenomenon that the school cares more about the students' academic performance but less about the potential issues in the school itself (Zhang, 2016). The school must know what is needed to understand the students' real needs; and so, the school climate could become the breakout-point. In marked contrast, a school climate in which the students feel unhappy and uncomfortable to learn and remain, are likely to affect the students' satisfaction and lead to negative academic achievement (Watson, 2001).